

EDUCATION - GENERAL

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"Budget system under a cloak of secrecy" - SECC

Opposition looms

The Soweto Education Co-ordinating Committee (SECC) is rallying for support to challenge the introduction of the Management of Budgets at School Level system by the Department of Education and Training (DET).

The organisation has drawn up a letter which will be circulated to all structures and institutions "that profess to believe in democratic ideals". The letter calls for total opposition to the new system.

SECC spokesperson, David Maepa, said the decision was taken at a meeting held last week after it became clear that the department was going ahead with the introduction of the system.

Maepa said the SECC had reservations about the new system because it was introduced "through the back door and under a cloak of secrecy".

Maepa added that the meeting had also noted the new system could be an attempt to punish schools where the government-introduced

New Nation (Learning Nation)
management councils had been replaced by Parents-Teachers-Students Associations (PTSA). 26/7 - 1/8/91

He said his organisation already has information that such schools would be allocated smaller budgets.

This could trigger off a situation where no new posts would be made available at such schools with no promotions taking place, he said.

Punishment

In the meantime, principals have revealed that the department had advised them to identify people who could be co-opted into management councils without the knowledge of the school community in order to escape punishment.

Among other shortcomings of the new system is the fact that schools will have to limit their enrolments and the already overcrowded ones might be forced to lay off some pupils.

This stems from the fact that the department is likely to allocate money to schools in

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accordance with their enrolment capacity.

This would mean that several schools will be forced to lay off huge numbers of pupils because most are grossly overcrowded anyway.

However, the SECC seems flexible in a discussion document regarding the introduction of the system. But this depends on certain conditions being met.

The conditions include the drawing up of budgets by the SECC (for both primary and secondary schools) which must be circulated by all educational structures for extensive discussion, amendments and additions.

After this process, the SECC proposed, the "Master Standard Budget" will be adopted and presented to the department.

In its discussion document the SECC has also proposed a format of such Master Standard Budget and it has suggested other far-reaching changes in the department's policy.

These changes would make for greater community involvement in the running of the schools.

SOwetan IDT appoints new directors

Political Correspondent

THE former leader of KaNgwane, Mr Enos Mabuza, and the principal of the University of Transkei, Professor Wiseman Nkuhlu, have been appointed executive directors of the Independent Development Trust.

Mabuza, who works as a business consultant, will be based in the IDT's Johannesburg offices from August 1.

Nkuhlu, who is already a trustee of the IDT, will take a year's sabbatical from January 1 next year as executive director of project development of the IDT.

He will work within the education portfolio in the planning and evolution of a national community learning centre and in the national clinic building programme of the IDT.

SOwetan 26/7/91
Nkuhlu is the first black to qualify as a chartered accountant in South Africa.

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Schools open and the battle resumes

By EULAMA LUTI

THOUSANDS of township pupils return to DET schools tomorrow to face renewed campaigns by at least three education organisations.

While there will be a continuation of the "All schools for all people" campaign by the National Education Co-ordinating Committee (NECC), both the Congress of

South African Students (Cosas) and the South African Democratic Teachers Union (Sadtu) will also be engaging in campaigns of their own.

NECC general-secretary Ihron Rensburg said this week that while Cosas campaigns for more books and classrooms resumed on August 7, the ANC-affiliated Sadtu would also start its campaign for recognition

from August 12. The campaigns are expected to affect thousands of teachers and pupils.

Rensburg said the NECC would set aside a day in August on which all empty and under-utilised white schools would be occupied by pupils countrywide. About 200 schools have been earmarked.

Said Rensburg: "We

are not vying for a symbolic occupation. Structures will be formed to ensure continuity."

The DET has warned that if students continued staying away from classes they would suffer, particularly those in matric.

Lashing out at the NECC for being "highly irresponsible", Azanian Students Convention publicity secretary Sipho Ma-

seko said while Azasco believed in students ensuring their liberation as black people, this did not mean education had to grind to a halt.

■ The occupation of the Orange Grove Primary school by pupils of East Bank High in Alexandra was called off after meetings between the NECC, the DP MP for Yeoville, Douglas Gibson, and local councillors.

NECC, heads to meet on ⁽⁵⁰⁾ empty schools

Star 31/7/91.

By Phil Molefe
Education Reporter

The National Education Co-ordinating Committee will hold a broad consultative meeting next week with principals and chairmen of management councils of about 50 empty and under-utilised white schools earmarked for occupation by black pupils.

NECC southern Transvaal general-secretary Amon Msane told The Star yesterday that the meeting would focus on the planned mass occupation of these schools.

Positively

He said most principals had responded positively to invitations to the meeting.

Regional branches of Cosatu, Congress of South African Students, SA Democratic Teachers Union and the Civic Associations of Southern Transvaal, which recently formed a committee to put pressure on the Government to give unused white schools to black education, are also expected to attend.

The NECC has set August 7 to 12 as the days on which campaigns will be co-ordinated with student and teachers' organisations to bury segregation in SA schools.

"We now have set a time when we hope to open a new chapter of integration in all schools," Mr Msane said.

Johannesburg school principals who spoke to The Star yesterday but refused to have their names mentioned because of departmental regulations, said they would welcome plans to integrate schools but differed with the NECC over the methods it plans to employ.

"We have at the moment a fairly large number of pupils of colour and our intention is that the process should continue," said a headmistress, whose school has been targeted for occupation.

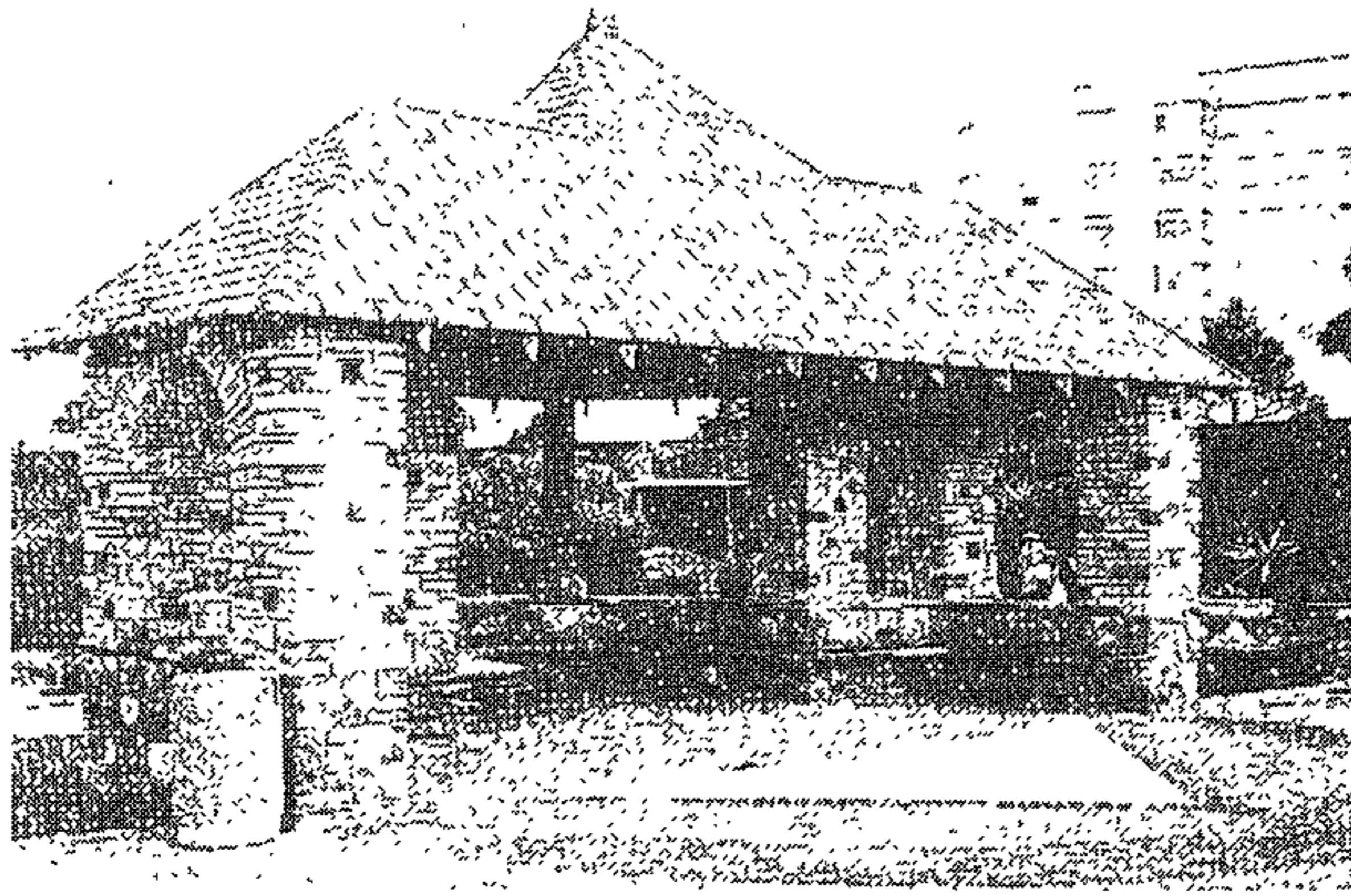
She said she hoped a sensible way could be worked out to accommodate pupils from grossly overcrowded township schools.

If the NECC carries out its plan, as demonstrated by its southern Transvaal region's abortive attempt to bus pupils from Alexandra to the abandoned Orange Grove Primary School, there are fears that white schools in the PWV area could suddenly be flooded by children from an inferior educational background.

A principal in the neighbourhood of Orange Grove said it was important to have a school in the community of the pupils.

"Education close to a home is vital in any learning situation," he said.

Democratic Party leader Dr Zach de Beer and MP for Yeoville Douglas Gibson will address a public meeting at Linksfield Primary School tonight to report back on the DP-NECC meeting over the Orange Grove school issue.



One of the restored summer houses in the small amphitheatre and gardens in front of the Elangeni Hotel on Durban's Golden Mile. Gordon Verhoef & Krause (Natal) are restoring 10 summer houses for the Durban Corporation. The structures are made of sandstone and have been badly eroded by salt and pollution over 90-odd years.

Update needed as education changes

B/Davey 31/7/91

(50)

Reports by
PETER GALLI

MUCH student unrest has germinated in the large, characterless hostel blocks found on many campuses, and architects should aim at creating small, independent communities of students, and multipurpose learning spaces.

Osmond Lange Architects MD John Dovey says architects wanting to contribute to the changing education process in southern Africa should change their thinking.

"We have found that by creating small, independent communities of students, a rational system of control, pride and accountability is established," he says.

Osmond Lange, which has been involved with the design and development of 50 educational institutions over as many years, recently began a building diagnostics division directed at meeting community needs through the best use and refurbishment of existing buildings.

Potential

"We stay involved with the project — from identification through arranging finance to becoming a watchdog of the interests of all parties.

"I believe that many communities and various authorities have still not realised the potential, including large cost savings, of multipurpose community and educational centres.

"The entirely private funding, mainly by German business, of the Alex San Kopano Centre in Alexandra was made easier by the concept of community and educational usage," says Dovey.

Creative sources of funding will have to be found between educational institutions and finance houses. Leaseback schemes could be applied to academic buildings provided ways are found to effect more realistic cost recovery.

"I do not see the private sector and banking community channeling money into these projects in the immediate future, but organisations such as the African and World Banks, as well as many large institutions, will consider financing them.

"Obviously if these academic buildings are conceived as part and parcel of the community, cost recovery becomes all the more attainable.

"It is in the realm of tertiary education that architectural and related professions are feeling the winds of educational change most severely," Dovey says.

It is also in this area that many of the most profitable projects are to be found. The country has seven university students to every two technikon students.

"With government clearly supporting technical education, the corrected ratio will arguably become four technikon students to one university student by the end of the century," says Dovey.

Discussions are also in progress on "edukons" — institutions to bridge the gap between secondary and tertiary education. "The architect must therefore look closely at the needs and direction of technical education.

"We must actively promote satellite campuses for established institutions, and off-campus student villages."

Rather than institutional hostels, architects should look at privatised residential systems which become self-funding.

Government attention and finance will be focused on the backlog of classrooms at primary and secondary level. This will increase the need to generate cost effective, rapidly erected structures, says Dovey.

Now it's educational TV for all ⁵⁰

By Winnie Graham

A bold concept which will bring education to the masses virtually overnight will be launched tomorrow when the SABC starts beaming educational television for an hour a day on the TV2/3 channels.

The programmes have been prepared by William Smith, head of Star Schools and winner of the Technotron Award for "the best and most innovative teacher in South Africa".

He pioneered educational television with the development of a unique facility which makes it

possible to produce material at a fraction of the normal cost.

The pilot programmes were broadcast by the SABC in October last year. A survey at the close of the project revealed that the material was rated 19 out of 20 by 1 000 pupils. They felt the programmes were better than any of the local or overseas programmes.

Mr Smith believes the secret of the success of the material lies in offering pupils "education without frills".

"Conventional TV studios are not designed to make educational programmes," he said.

"This is why so many have failed. We do not have the funds in South

Africa to make educational material at even R1 500 a minute — let alone R2 500."

Barlow Rand, he added, was so impressed with the education programmes that it provided R1 million for the building of a broadcast-quality studio. Programmes could then be made for about R150 a minute.

Sponsors were now being sought for additional programmes.

He added: "For R9 000 a full hour of educational programme can be made. Each programme will carry the name of the sponsor at the beginning and end of each lesson and the programme will last between five

and 10 years."

Companies in the scientific field, for instance, who wished to sponsor the matric physical science programme, would be asked to contribute R500 000 — the cost of 50 hours of education.

Conventionally produced, such a series would cost at least R4,5 million.

The SABC will broadcast education programmes on TV2 between 2.15 pm and 3.15 pm each day, starting tomorrow.

To coincide with the broadcasts, back-up material will be published in the education editions of The Star (the one with the Africa logo on the masthead).

Star 31/7/91

DET challenges Cosas accusation

3/7/91
Staff Reporter

MR Bill Staude of the Department of Education and Training (DET) has challenged a recent claim by the Congress of South African Students (Cosas) that his department has failed to keep promises it made in June.

Cosas and the DET held a meeting in June which effectively ended a four-week boycott at black Peninsula high schools.

Earlier this month Cosas charged that promises made by the DET at the meeting had not been kept.

Mr Staude, the Cape regional director of the department, said yesterday that the DET had kept its pledges "as far as it is humanly possible to do within the existing financial and administrative constraints of the situation".

He charged that Cosas, on the other hand, appeared "to be rather more interested in seeking a casus belli for confrontation than in playing their part in re-establishing the culture of learning and teaching in our schools, which is a prime objective of the NECC (National Education Co-ordinating Committee)."

Mr Staude said an official of his staff, at a meeting of NECC and Cosas representatives in Cape Town on July 22, had disclosed, among other things, that:

- Cape Town was granted 102 new teaching posts this year at a cost of over R3 million a year.
- More than R10m had been voted for the planning and construction of one new secondary and four new primary schools.
- The promised supplementary delivery of the Std 6 to Std 9 textbooks had taken place, with the exception of one or two titles which were out of print.

'Bantu' education slated

Own Correspondent

LONDON. — The discriminatory nature of "ban-
tu" education, coupled with the rest of the apart-
heid system, had been "enough to crush the spirit
of even the most eager to learn", Britain's
Foreign Office Minister responsible for Southern
Africa said yesterday.

Addressing a conference on "Developing Man-
agement Skills in Southern Africa", Mrs Lynda
Chalker, who visited South Africa this year, said
the shortage of skilled people in South Africa
posed a serious threat to growth. "Even in the
current climate of recession, shortages are being
felt in key areas such as computing and engineer-
ing. In almost every category, South Africa's out-
put of trained personnel falls short of the level
required in a modern industrial economy."

Cosas to occupy white schools

(50)
Sowetan
2/17/91

IN an attempt to force education authorities to accede to its demands, the Congress of South African Students is planning to occupy all under-utilised white schools in the country.

While urging pupils to go back to classes, Cosas said mass action aimed at challenging the Government to create "effective learning conditions in schools" would continue.

The programme of action would be announced on August 15 after consultations with community based organisa-

By ISAAC MOLEDI

tions and parents, the organisation said at a Press conference yesterday.

Cosas president Mr Moses Maseko said mass action did not imply "no schooling at all".

Maseko said the resignation of the education Minister Mr Stoffel van der Merwe reflected that the whole department was unable to resolve the problems in black schools.

He condemned the Government for channel-

ing secret funds to Inkatha.

Meanwhile, the National Education Crisis Committee yesterday said the resignation of both Van der Merwe and Piet Clase, Minister of Education and Culture in the House of Assembly, came as no surprise to the NECC.

Referring to Van der Merwe, the NECC said despite high expectations when he was appointed, instability in black education had continued unabated.

Verligtes now in the saddle

Sam's patience pays off

Star 31/7/91
 (20/11) (50)

SAM de Beer, one of the earliest verligtes, has at last been appointed to the Cabinet, as Minister of Education and Training, after waiting many years in the wings as deputy Minister or Minister in the Ministers' Council in the House of Assembly.

Mr de Beer was one of several bright, articulate and outspoken MPs who former President P W Botha promoted to deputy ministership in the early days of reform, but who have waited until now to achieve full Cabinet status.

For Mr de Beer this means he has come full circle and returns to his real area of interest.

The others are Roël Meyer, who becomes new Minister of Defence, and Leon Wessels, who becomes Minister of Planning, Provincial Affairs and National Housing.

It is especially ironic that Mr de Beer should have taken so long to get there.

At a time when President de Klerk was still regarded as a die-hard conservative inseparably wedded to group rights and stifling any attempts by his MPs to open dialogue with the ANC, Mr de Beer was quietly pioneering contact with radical, pro-ANC groups in the education field way back in the dark and bloody days of 1985.

He was then deputy Minister of Co-operation and Training with a prime responsibility for black education.

He took over the black education portfolio in September 1984 just as the country's worst spell of unrest was starting. A major black schools boycott was in progress and he patiently went about talking to all interested parties including departmental officials, teachers, parents and students and non-U bodies (from the Government's perspective) such as the Soweto Parents Crisis Committee.

Through his negotiation skills he resolved several crises, such as the compromise reached to allow students badly affected by the 1985 unrest, to re-write examinations.

His early efforts to go the route of negotiation rather than confrontation were thwarted by the prevailing securocrat-thinking favoured by President Botha.

This may have contributed to a period of relative stagnation for him in politics.

After this venture into the frontline he occupied a series of positions in the Ministers' Council in the House of Assembly, and in Mr de Klerk's previous Cabinet shuffle acquired several portfolios and became the only Own Affairs Minister who did not also have a Cabinet portfolio. □



Piet Clase

Hurrays as Clase packs

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31/7/91

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FEW South Africans will miss the departure of Education and Culture Minister Piet Clase, who retires at the end of August.

Renowned educationist Professor Johan Muller yesterday described Mr Clase as a bad Minister whose "passing nobody will mourn".

"He carried the brunt of the education reform movement, but did not please most of us."

Professor Muller said Mr Clase had been viewed by many as an obstacle to integration in education, and deepened the controversy in his administration when he came up with the A, B and C models.

The models, introduced in September, serve as guidelines for the admission of black pupils to white Government schools.

The Star's Education Reporter, PHIL MOLEFE, reports on the departure of Minister Piet Clase.

In terms of the models, white schools determine their own admission policy through votes by parents.

The announcement was greeted with howls of derision and dismissed as the entrenchment of the racist concept of "whites only" schools.

Among the other most-criticised aspects was the insistence that the schools retain a majority of white pupils and adhere to the principle of "education with a Christian and broadly national character".

Professor Muller said that even with Mr Clase's departure, the models would remain.

"The national need is for white education to be speedily

de-emphasised and dissolved into national education."

Democratic Party education spokesman Roger Burrows said he was pleased that Mr Clase's replacement would be considerably more verlig, and called on the State President to seize the opportunity to create a single ministry.

"Although a good administrator, Mr Clase's political conservatism and obstinate refusal to face the reality of a changed South Africa contributed much to our education crisis," Mr Burrows said.

Mr Clase received praise from the Teachers Federal Council, which said he had handled his portfolio well. □

NECC to take over empty schools

Clarant 26/7 - 1/8/91 (50)

WHILE education activists and parliamentarians have reached consensus regarding the future of the empty Orange Grove Primary School in Johannesburg, plans are still afoot for national action against government procrastination over disused white schools.

National Education Co-ordinating Committee (NECC) and Democratic Party (DP) representatives agreed this week that Orange Grove — the site of an abortive occupation by pupils from Alexandra township earlier this month — be reopened as an open public primary school. Appeals will be made to government to vet a proposal that the 11 vacant classrooms be made available to provide education for 300 to 400 pupils.

The DP and NECC have agreed to approach government regarding opening Orange Grove School. But the occupation campaign is still in force. **By PORTIA MAURICE**

"Residents in the area were concerned about the prospect of violence and confrontation but we have made great progress towards a meeting of minds with the NECC," Yeoville MP Douglas Gibson told a press conference. "When this school was closed, it was without reference to the local community. Now that decision has to be reversed."

The two groups plan to establish a joint committee to decide on mechanisms for accommodating pupils but they still differ on the occupation campaign.

"We do not believe in the occupation of property and, although the NECC is entitled to employ its own tactics, we would aim to avoid confrontation where we can," Gibson said.

Meanwhile, the NECC is gearing up to take over more than 200 empty or under-utilised white schools in the first two weeks of August. Southern Transvaal representative Amon Msane said the move would coincide with planned action by the South African Democratic Teachers' Union and the Congress of South African Students on August 7 and 12.

"On one day in August, the entire nation and international community will be made aware that these schools are standing empty while hypocritical government ministers present themselves as reformists," said NECC general secretary Ihron Rensburg. The logistics of the campaign have yet to be announced.

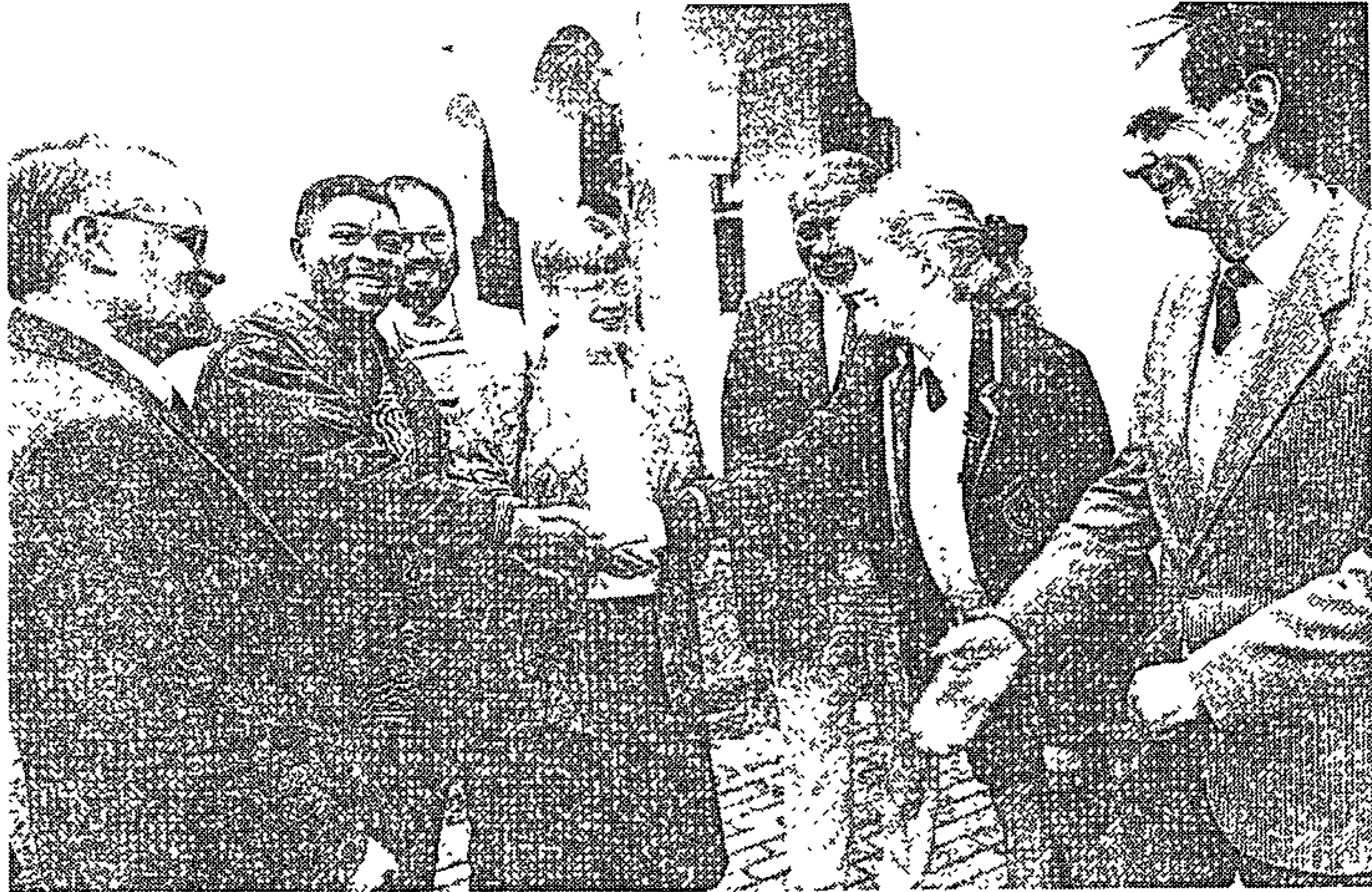
It is possible that in some instances occupation may be averted though. Rensburg said principals of some schools were already coming forward to offer to accommodate black pupils.

He said a "last-ditch" weekend meeting with Education and Training Minister Stoffel van der Merwe had failed to produce results but that education authorities still had time to "prevent embarrassment" by opening disused schools.

According to Rensburg, the Department of Education and Training was turning down offers to take over empty schools because these were in conflict with its "national plan", in terms of which individual community needs were prioritised. The plan could be altered, he said, if private institutions expressed interest.

Responding to allegations that the NECC would be using children as "cannon-fodder" for political ends, Rensburg said the campaign came as a last resort at the end of a long and fruitless process of negotiation.

"It is tragic that we have to embark on campaigns such as this in order to make a point. It will mean a lost day for education but we have no access to constitutional structures and alternative means of challenging government policy," he said.



Picture: HANNES THIART, The Argus.

WORLD CONTACT: A delegation of the 13 million-member World Confederation of the Organisation of the Teaching Profession (WCOTP) visited six Cape Town schools as guests of the South African Democratic Teachers' Union (Sadtu) yesterday. Seen at Cape Town High School are, from left: Mr Larry Kuehn of the British Columbia Teachers' Federation; Mr Brian Heber and Mr Muavia Gallie, Sadtu (Western Cape) executive members; Ms Margareta Axell of the Swedish Teachers' Union; Mr Tom Bediako of Ghana, secretary-general of the All African Teachers' Organisation; Miss Karen Shippey, headgirl of Cape Town High School, and Mr Nugent Field, the headmaster.

World teaching group visits Cape Town schools

HANS-PETER BAKKER
Education Reporter

A DELEGATION of the World Confederation of the Organisation of the Teaching Profession (WCOTP) has visited six Cape Town schools.

Members of the South African Democratic Teachers' Union (Sadtu) took the three-person group on a "fact-finding" tour of township and other Cape Town schools.

A member of the delegation and secretary-general of the All African Teachers' Organisation, Mr Tom Bediako of Ghana, said the group would visit Durban and Johannesburg before leaving South Africa.

The other members of the delegation are Canadian Mr Larry Kuehn, director of or-

ganisation support of the British Columbia Teachers' Federation, and Ms Margareta Axell, international secretary of the Swedish Teachers' Union.

Mr Bediako said the visit was a "planning mission" to discuss areas of co-operation "especially with organisations opposed to apartheid".

The WCOTP, which has 13 million members in 120 countries, financially supports Sadtu and has provided the support for teacher unity-talks.

Ms Lynette Faragher of the western Cape branch of the Sadtu said her organisation would be welcomed as a member organisation of WCOTP and that the teachers' union would decide on the issue at its October congress.

Caller warns Tinto about ANC funeral

Political Staff # 279

ANC Western Cape leader Mr Christmas Tinto has been warned to prepare himself for the next ANC funeral.

Mr Tinto said a man who spoke with an Afrikaans accent, telephoned him at his Guguletu home on Sunday.

"He asked me if I was Mr Tinto, and when I said 'yes' he said: 'I'm telephoning you to tell you to prepare yourself for the next funeral'."

Two prominent ANC members, Khayelitsha leader Mr Michael Mapongwana and Umkhonto we Sizwe soldier Mr Mziwonke "Pro" Jack, have been gunned down in Cape Town in recent weeks.

Mr Tinto said the killings and the death threats were part of a pattern.

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Reading life into a modern society

Star 25/7/91

By Phil Molefe
Education Reporter

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A shocking 60 percent of South Africa's black adults are functionally illiterate, and about 45 percent lack even basic skills to read and write.

This means these people lack the basic skills to read newspapers, headlines, fill in forms or read road signs.

A growing number of service groups and companies have mounted frantic efforts to further literacy to disadvantaged people — one of these is the READ organisation.

An imposing, colourful poster of an educated black woman — with the words: "Reading made me what I am" — greets visitors at the entrance of READ offices in Braamfontein, Johannesburg.

It is probably the old English adage, "reading maketh a man", which prompted concerned South Africans in 1979 to establish a service group called READ, to foster reading and writing skills among their fellow countrymen, particularly blacks.

What more can the "new" South Africa do, let alone the modern world, with people who cannot read or write?
READ — which stands for

Read, Educate and Develop — was formed in response to community concern over the lack of library and reading facilities in the black community.

To date, more than 1 800 institutions have benefited from literacy training programmes sponsored by READ.

The organisation's premise states: "The ability to communicate — to read, write and speak with confidence — is the key to the future development of all South African citizens. Without it, no progress is possible. With it, all other skills can be acquired."

Cynthia Hugo, READ's national director and founder member, says "our job is to find books for black kids and to raise money to provide them with proper libraries."

"We understood what led to the 1976 student-uprisings and then set about to improve conditions in black schools.

The organisation has grown from a humble beginning, collecting second-hand books for use at black schools in places like Soweto, to a truly professional national body with 10 branches countrywide.

Each branch has professional staff and elected committees and there are over 200 projects operating at primary and high

schools as well as community education projects.

Apart from supplying quality books to schools and setting up libraries, READ programmes also include training principals, teachers, librarians and community workers to improve language competence and facilitate independent study through the use of books and other media.

The organisation monitors projects continually to ensure that agreed objectives are met, and to motivate students and teachers to achieve high levels of competence in the skills acquired during training.

Over 36 000 teachers have been trained, using train-the-trainer courses developed by READ. A large variety of educational aids have been produced, including skills packs for geography and science, as well as story packs, video tapes and wall charts.

"Central to our strategy are teachers. We train them in order to reach more children," says Mrs Hugo.

At least 50 out of about 200 schools in Soweto benefit from READ programmes and the organisation intends to expand its projects further.
Field workers visit these

schools and workshops are held for teachers to spread the gospel to every dark corner of the township.

A special project, READ/NICRO Study Centre, has been established in Soweto which serves as a library and study centre for pupils.

"The centre aims to provide a place within the community that is conducive to studying — resulting in a better level of education that will be beneficial to students," said Mrs Hugo.

She said the organisation is planning to establish Community Education Resource Centres throughout the country.

The centres will provide in-service training for teachers, a study centre for pupils, adult and bridging education, upgrading programmes for pupils to assist them to prepare for exams, life and work as well as parental and social education.

"These centres will serve communities in various ways. The pupils can come in for studies and upgrading programmes in the afternoon, adult education lessons can be held in the evening and parental and social education can be held over the weekend," Mrs Hugo explained.

Plans to occupy more white schools

By Phil Molefe
Education Reporter

The forthcoming mass occupation of empty and under-utilised white schools is going to be carried out nationwide, sources close to the National Education Co-ordinating Committee told The Star yesterday.

The decision to extend the "All Schools for All People" campaign to other regions across the country follows a special meeting of the national executive committee of the NECC in Johannesburg on Monday.

NECC sources said a full statement of the executive committee meeting would be made known later this week.

NECC southern Transvaal region, which spearheaded the campaign, has already set August 5 as the day when about 50 unused white schools in the PWV area will be occupied by black pupils as part of the campaign to alleviate overcrowding in the townships.

"We have started consulting with allied organisations to get maximum support for the mass takeover of schools," a source said.

Already the regional structures of the Congress of South African Trade Unions, Congress of SA Students

(Cosas), SA Democratic Teachers Union (Sadtu) and the Civic Associations of Southern Transvaal have thrown their weight behind the planned mass occupation of schools by the NECC southern Transvaal region.

These organisations have formed an interim committee which will co-ordinate the schools campaign.

The sources said all the "democratic forces" in other regions would be invited to be part of the campaign.

Threat

Attempts to occupy unused white schools got off the ground last month when the NECC tried to move Alexandra pupils from the overcrowded Skeen Primary School to Orange Grove Primary School, which was closed at the beginning of the year because there were not enough white children.

Plans to move the pupils to the nearby white suburb were called off after police turned away buses and threatened to take action.

Acting Commissioner of Police Lieutenant-General Mulder van Eyk said this week: "In view of the increasing frequency of illegal seizure of both Government and private property, and of publicised campaigns by various organisations to do so, the SAP is committed to

protecting the rights of all people of South Africa.

"The SAP is, therefore, ready and prepared to take action in terms of the law against those who violate the property rights of individuals or institutions."

Democratic Party city councillors Clive Gilbert and Les Dishy and DP MP Douglas Gibson, in whose wards and constituency Orange Grove falls, held a meeting yesterday with the NECC delegation to discuss the Orange Grove school issue.

The two parties declined to disclose details but said a joint statement on the discussions would be released today.

A member of the NECC delegation described the talks as fruitful.

In another development, sources said Sadtu and Cosas would embark on mass action within the next two weeks to force the Government to address unfavourable conditions in black schools.

Cosas is planning a five-day action, which will include protests and marches, to put pressure on the Government to build schools, employ extra teachers, supply textbooks and provide essential facilities such as laboratories and libraries.

Sources say Sadtu will embark on a day of mass action to demand recognition from the Government.

(50) Star 24/7/91

A plan to place education back on even footing

Star 25/7/91

By Phil Molefe
Education Reporter

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The Independent Development Trust (IDT) has emerged like a ray of light on the horizon, bringing hope to the country's education problems.

The Trust's 10-month-old education portfolio has come up with major initiatives to address backlogs in black education, good tidings for a "new" South Africa in the making.

To this end, the Trust has pledged R300 million to build 50 000 classrooms in a move to address the pressing need for physical facilities.

"Clearly this amount is not going to cover the entire country by any stretch of the imagination. Therefore, strategic planning is necessary," said Professor Merlyn Mehl, the IDT's director of education.

The acknowledged backlog in classrooms nationally exceeds 50 000 simply to accommodate the present population.

For this reason the IDT has embarked on an extensive school building programme around the focus of working towards compulsory primary education of quality for all in this country.

While to date the Trust has, in an ad-hoc manner, made grants for capital programmes such as the Alexandra Community Education (ACE) centre and the Eshowe Christian Action school buildings in Natal, among others, it is now intended that a National Community School Buildings Trust be launched.

The IDT's R300 million will be channelled to this Building Trust to address backlogs in areas where there is dire need for places of learning.

The model which has been successfully initiated in Port Elizabeth, the Vusisizwe (Nation Building) Trust, is the one which will be followed in this process.

Professor Mehl said the emphasis would be on community participation in the provision of schools.

"This appears to be a practical way of involving various communities around the country in the educational process by meeting the very real desire of parents to see adequate facilities being established for their children's schooling.

"In the KwaZulu area parents have contributed over the years very successfully to a classroom building project launched in that area," Professor Mehl said.

He said the way to bring this about was through the establishment of a Community Trust to oversee the building of schools or classrooms in a particular area.

"It is envisaged that a combination of community financial involvement, the private sector in the area and the National Community School Buildings Trust will ensure that schools of good quality are built at the lowest possible cost and hence make a national provision of schools feasible within the present allocation of resources.

"It is envisaged that the State either hire these school facilities from the community and pay for the teachers who will start the schools or that the State be involved in the capital project in some or other way," Professor Mehl said.

The IDT believes the sensible way to bring these schools closer to their communities would be to build multi-purpose schools or what might be called community learning centres (CLC's).

The Trust's Director of Communications and former General Manager of The Star, Jolyon Nuttall, said: "When the Government allocated R2 billion to the Trust they took a new approach to the challenge of development in South Africa and we have attempted to respond to the challenge by devising creative and innovative approaches to the problems of education, housing and health."

He said the Education portfolio was a wonderful example for that approach.

"For example, the concept of schools being owned by the community and then leased back to the State, if this can be implemented, should ensure a sense of possession and protection by the community of the schools which they so badly want," added Mr Nuttall.

The CLC's type would comprise school buildings, administration blocks and a community hall. These facilities can be used as a school in the day, study centres in the afternoon, adult education classes in the evening and for community gatherings over the weekend.

The role of the community in this building project gives credibility to the process and ensures optimum school usage," Professor Mehl explained.

Furthermore, said Professor Mehl, there will doubtless be significant job creation in the local area not only in actual work but also in developing subsidiary industries such as block making, desk construction, etc.

"An orchestrated process involving a number of agencies in building 50 000 classrooms over the next five years could give enormous impetus to job creation."

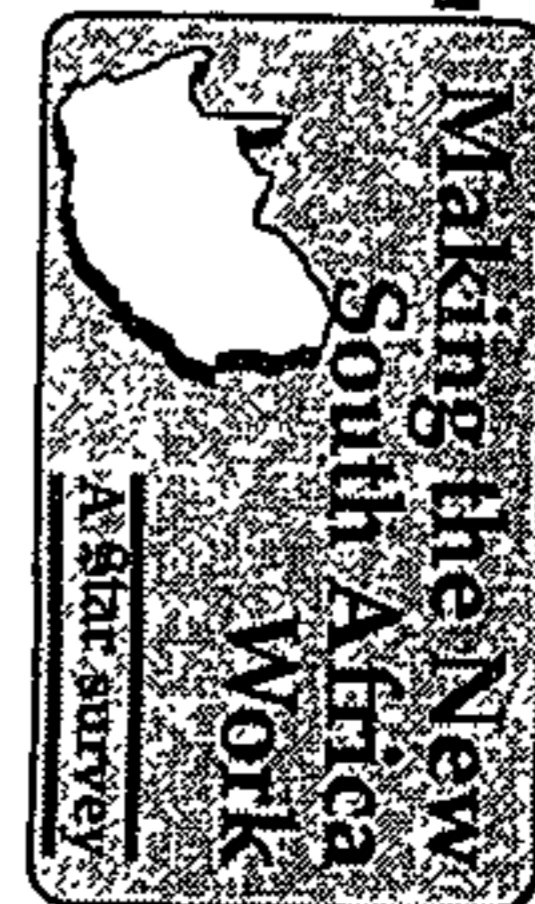
But this massive project will have to be balanced with the provision of textbooks, essential facilities in schools and the availability of teachers.

A major contribution could also be in the form of the very real possibility of gearing international funds around a massive school programme to reduce historical backlogs and start the process of reconstruction of education for disadvantaged population groups.

A number of initiatives have been launched to give substance to the Trust Deed and the IDT's "operating principles". The basic guiding principles of the IDT include:

- Reaching the poorest of the poor.
- Achieving maximum impact particularly by reaching as many deprived people as possible.
- Interacting with various constituents in areas of need and seeking their involvement without prescribing what developments should take place in an area.
- Attempting to build the sustainability into any initiated educational development process, and
- Securing an equitable distribution of its resources.

our input



MAKING THE NEW SOUTH AFRICA WORK
 The quality of our future depends on the quality of
 The Star Thursday July 25 1991 27

Wolpe feels

misrepresented

IN the report of her interview with me (SOUTH July 11) on educational issues in South Africa, your reporter unfortunately misrepresents what I said, particularly in two important respects.

Firstly, I made no suggestion that the "Commonwealth may train new SA government", as is stated in the headline to the report.

Rather, I merely pointed out that among the immediate priorities being considered by the Commonwealth Expert Group was the training of public administration personnel who could occupy strategic positions in the transitional period.

This indeed was stated in the opening paragraph of the report.

Secondly, the various proposals referred to in the article are presented as if they are my proposals to the

LETTERS

Commonwealth. In fact, I pointed out that the Commonwealth Expert Group was formulating a programme of aid for education and training to present first to the Commonwealth foreign ministers and then to the heads of government.

I explained that this programme was based on research and recommendations made in several studies commissioned by the Commonwealth and that my own contribution was through two papers prepared by the project Research on Education in South Africa (RESA) based in England and of which I was the director.

Thirdly, in the interview I stated that the work of the various, university-based Education Policy Units, including that of the Research and Training Project on Education in South Africa (RETPEA) at UWC, was connected to the current

Address all correspondence to
PO Box 13094, Sir

major research project on education policies, namely, the National Education Policy Investigation (NEPI) which was initiated by the NECC in 1990. The report makes no mention of this.

Since these are important correctives to the report of the interview, I would appreciate it if you could publish this letter.

HAROLD WOLPE
BELLEVILLE

NECC targets Schools: 'Talks (50) empty schools with all parties'

JOHANNESBURG. — Empty and under-used schools are to be targeted for occupation in a campaign scheduled for early August, the National Education Coordinating Committee announced yesterday.

"We cannot accept a situation where 200 schools stand empty. Those schools could be mobilised immediately," NECC general secretary Mr Ihron Rensburg said.

The NECC had met Education and Training Minister Mr. Stoffel van der Merwe on Sunday, but little progress was made. — Sapa

Political Staff *et 25/7/91*

THE stage has been reached when all parties concerned would have to meet jointly to discuss education, according to the Minister of Education and Training, Dr Stoffel van der Merwe.

"The government has entered into negotiation with all possible interest groups on this," he said in an interview in RSA Policy Review, which was released yesterday.

Negotiation with all organisations would have to take place, but at this stage the standpoint of the PAC was not quite clear.

All-party talks needed to end crisis

Sowetan 25/7/91

Minister

NEGOTIATIONS with all organisations will have to take place to solve the current education crisis, Minister of Education and Training Dr Stoffel van der Merwe has said.

Van der Merwe disclosed this in the monthly publication of the SA Communications Services, 'RSA Policy Review', released in Pretoria.

However, the standpoint of the Pan Africanist Congress on the issue was not clear, he said.

While the PAC was consistent in calling for pupils to return to school and for order to be restored, it still refused to be involved in negotiations.

Van der Merwe said he believed the door to further talks was opened with the announcement on June 4 of the Government's discussion paper on the Education Renewal Strategy.

The document was favourably received, but was rejected by the PAC and the ANC's reaction was neutral.

Demands

Criticism was levelled at the fact that blacks were still not involved in decision-making.

The selective opening of schools was also criticised. On the one hand, the immediate opening of schools was demanded and, on the other, the Government was ac-

cused of betraying white community rights.

"As long as each group and community makes demands, negotiate only their own interests and do not also take into account the interests of other communities, the Government will be confronted with conflicting demands.

"The summary opening up of all schools will not be in the interest of anybody because it will unleash conflict and cause disruption. That is also not the policy of the Government, Van der Merwe said.

He said because of the poor national economy, sufficient funds were simply not available for enough teachers, classrooms and other educational resources for

black education, while a steep growth in black pupil numbers was being experienced, which put considerable pressure on available resources.

The negative climate associated with violence, protest action and teacher strikes was fairly recent and could be traced back to the revolt in black schools in 1976, he said.

"However, it does not occur at all schools and some black schools have a high attendance and pass rate."

There were at present about seven million children at school in South Africa and a single education department would turn into an "unmanageable and uncontrollable monstrosity". - *Sapa*.



STOFFEL VAN DER MERWE

NECC targets 200 schools

(50) TANIA LEVY

Blows 25/7/91
THE National Education Co-ordinating Committee (NECC) has identified 200 empty white schools nationwide which it says could be occupied early next month on a day of mass action by teachers, parents and pupils.

NECC southern Transvaal regional secretary Amon Msane told a news conference yesterday the occupation of Orange Grove Primary School and other Transvaal schools would take place on August 7 or 12.

It would be planned for the same day as national mass action campaigns by the Congress of SA Students (Cosas) and the SA Democratic Teachers' Union (SADTU).

NECC general secretary Ihron Rensburg said the aim of the campaign was to embarrass government.

"On one day in August the entire nation and the international community will be shown that the government is hypocritical in projecting itself as reformist while turning a blind eye to empty and half-empty white schools," he said.

At yesterday's news conference the NECC issued a joint statement with DP Yeoville MP Douglas Gibson and Johannesburg DP councillors Clive Gilbert and Les Dishy regarding the Orange Grove School.

They made a joint call on government to re-open the school as an open public primary school.

The Orange Grove School currently

□ To Page 2

NECC

Blows 25/7/91
houses the Protea Nursery School and would continue to do so, it was agreed. This would leave about 11 classrooms which could accommodate up to 400 pupils.

Gibson said he would send a request for these facilities to Education and Training Minister Stoffel van der Merwe.

He said the request to re-open the school was so reasonable and sane that he would be "appalled" if Van der Merwe did not agree to it.

Rensburg said the campaign would go ahead unless something dramatic happened in the meantime.

(50) □ From Page 1
The NECC was working out strategies to avoid confrontation with residents or right-wing groupings. Where possible public representatives would be involved, as the DP representatives had been in the case of Orange Grove.

Rensburg said Van der Merwe had made it clear at a meeting on Sunday that the Orange Grove Primary School had been offered to his department but that it had not been taken up because Alexandra was not a top priority.

● Picture: Page 3

Showdown at school

HUNDREDS of pupils and their teachers from Johannesburg's Alexandra township will occupy the empty Orange Grove Primary School on Tuesday July 30, according to organisers of the planned takeover.

Another 50 or so white schools in the PWV region would also be occupied between July 29 and August 5, Amon Msane, general secretary of the National Education Coordinating Committee in the Southern Transvaal, said.

He said a meeting of NECC committees in Johannesburg would be held on July 25 to finalise details for the occupation of under-utilised white schools.

He said the NECC expected police to be present when the Orange Grove takeover was attempted. "But this time we are going to succeed."

Last month a large police contingent prevented pupils and teachers from leaving Alexandra for Orange Grove, 5km away.
— Sapa.

Fleming's career of distinction

Occupation of schools to go ahead

B. Msane 17/7/91
THE National Education Co-ordinating Committee (NECC) said yesterday the bombing of Pretoria's Hillview High school would not deter it from occupying about 50 empty and under-used white schools before August 5.

NECC general secretary Amon Msane said the organisation realised it was unable to stop right-wingers preventing black children from entering white schools, but added the bombing would probably increase determination to occupy the schools it had targeted.

Msane said measures to protect children who would go to white schools would be discussed in detail in the next few days.

The NECC hoped that white communities around the earmarked schools would help with security measures.

But it was mainly government's duty to

(50)
TANIA LEVY

ensure the safety of the children.

Occupation of Orange Grove Primary by Alexandra children would start the NECC's occupation campaign on July 30.

It was not clear yesterday whether the Hillview High School was in a condition to be used still, and whether government would go ahead with its handover to the ANC.

The ANC was to have transferred hundreds of children from Tanzania to Hillview High until more permanent accommodation could be found for them.

A spokesman for National Health Minister Rina Venter said no statement would be made until government had met the ANC. The meeting had not yet been scheduled.

Natal schools change hands

Own Correspondent

(28) DURBAN. — Seven of the 11 white Natal schools closed last year as part of the House of Assembly's rationalisation policy have been earmarked for other educational bodies; while the fate of the others rests with the Department of Works.

16/12/81
CT The government has already approved the use of Saamwerk High in Rosburgh by the Durban Technical College, and Durban Central Technical College's use of Mitchell High in Morningside.

Westville Afrikaans Primary has already been handed to a private school, while Natal Technikon is using Model Junior Primary at Maritzburg.

DET to

subsidise

education

of exiles

S/ Times 21/7/91

50

By CHARIS PERKINS

THE education of ANC exile children — many of them war orphans — will be subsidised by the Department of Education and Training.

The ANC will be in charge of a school to be established for between 400 and 700 children from the Solomon Mahlangu Freedom College in Tanzania.

Postponed

Plans to airlift over 400 children to South Africa on August 15 were postponed after the Pretoria school earmarked for their return, Hillview, was destroyed in a bomb blast last week.

As yet, no alternative arrangements have been made.

The new ANC school — wherever it will be — is a temporary measure and many of the children face the prospect of attending black schools.

Leading

"We will have to figure out what is available once the children are in South Africa," said ANC spokesman Carl Niehaus.

Meanwhile, the school will fall under the category of state-aided institutions.

"We will pay the teachers' salaries, but we have no objection to the ANC taking a leading role in the running of the school," said Education and Training Minister Dr Stoffel van der Merwe.

Aid to SA set to double

CT 18/7/91

Political Staff

NEXT YEAR, six of the world's most industrialised nations and the EC look set almost to double the R450m they committed in direct aid to South Africa in 1991, diplomats said yesterday.

Following the Tuesday pledge by G-7 leaders to help South Africa revive growth and create job opportunities for blacks, the diplomats said their governments would continue to plough money into projects they had identified.

Japan is the only G-7 member which does not channel aid to South Africa.

Most of the R450m committed, and the largest proportion that had been spent, was on education and housing, they said. Other areas earmarked for aid were health and social welfare.

The diplomats were unanimous that there was an urgent need to restore growth to the economy to reduce apartheid inequalities.



THIS WAY . . . President Mikhail Gorbachev and President George Bush, under the watchful eye of an unidentified interpreter, shake hands at the start of yesterday's meeting.

Picture: AP

One said that while aid efforts were having a good effect, South Africa's economy really needed access to IMF and World Bank loans.

US and British diplomats and the EC representative estimated that aid from their governments and the EC collec-

tively would increase from the current R450m to R730m next year.

If Germany, France, Canada and Italy made similar increases, the total aid package would double.

US Information Services public affairs counsellor Mr Kent

Obee said President George Bush, on announcing the lifting of US sanctions, had said his country would double its R170m aid commitment to South African projects, mainly in education and housing.

German embassy spokesman Mr Fritz Diehm said that while his government would increase aid next year, resources were limited because his government was committing large amounts of money to rehabilitate the former East Germany.

A British embassy spokesman said his government was spending about R50m on about 300 projects this year, mainly involving education, housing and social welfare.

It is understood British aid could rise by another R40m in 1992.

The Canadian embassy said it expected its government substantially to increase its aid from the current R23m once South African reform was accepted as irreversible.

The French and Italian embassies also spoke of substantial increases, but they would know the details only later this year.

● Superpowers agree on arms treaty — Page 3

Total package 'could double'

Foreign aid set to surge, say diplomats

B/D ay 18/7/91

SO
K49

DIRECT and indirect aid to SA from six of the world's major industrial nations and the EC could almost double next year from the R450m committed this year, diplomats representing these nations said yesterday.

Following the pledge to help SA revive growth and create opportunities for blacks by the leaders of the Group of Seven (G-7) on Tuesday, the diplomats said their governments would continue to plough money into projects they had identified.

Japan is the one G-7 member which does not channel aid to SA.

Most of the R450m committed and the largest proportion that had been spent was on education and housing, they said. Other areas earmarked for aid were health and social welfare.

The diplomats were unanimous that there was an urgent need to restore growth to the economy to reduce inequalities created by apartheid.

One said that while aid efforts were having a good effect, what SA's economy really needed was access to IMF and World Bank loans.

The US and UK diplomats and the EC representative estimated aid from their governments and the EC collectively would increase from the current R450m to R730m next year.

The total aid package would double next year if Germany, France, Canada and Italy increased their aid spending in line with increases expected from the US, Britain and the EC. The four were not able yesterday to supply an estimate of their likely SA aid budgets for next year.

BILLY PADDOCK

An EC spokesman said R130m was spent last year through its programme and a further R200m was earmarked for this year. He said decisions to increase aid were taken annually but he thought the sum would increase again next year possibly by a further R35m.

US Information Services public affairs counsellor Kent Obee said President George Bush, on announcing the lifting of CAAA sanctions, had said the US would double its R170m aid commitment to SA projects, mainly in the field of education and housing.

He said more than half the current aid to SA was being spent on education and the US was looking at other possibilities. Some members of the embassy were in the US to discuss further aid, he said.

German embassy spokesman Fritz Diehm said he did not have the exact figures of 1991 German aid to SA but it would certainly be more than the R32m direct and a further R32m through the EC programme.

He said this had increased by 7% on last year's figure and while it was expected that there would be a further increase next year, resources were limited and his government was committing large amounts of money to the rehabilitation of the former East Germany.

Germany also supplied aid through non-governmental organisations and the embassy was still busy drawing up a complete breakdown of the amounts and where

□ To Page 2

Aid

B/D ay 18/7/91

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they were being allocated.

A British embassy spokesman said his government was involved in about 300 different projects and was spending about R50m this year, mainly on education, housing and social welfare. This sum excluded aid through the EC and the 1 200 scholarships the British government administered. He said there had been a rapid increase in aid to SA with a tenfold increase since 1986.

It is understood British aid could rise by another R40m in 1992.

The Canadian embassy said it expected its government to increase substantially its aid from the current R23m once SA reform was accepted as irreversible.

□ From Page 1

The French and Italian embassies also spoke of substantial increases, but they would only know the details later this year.

Italian second secretary Alessandro Cortese said his government allocated about R5m in aid, but this would increase "because we are busy planning a lot of new projects".

He said an Italian Foreign Affairs Department delegation would arrive in SA in August to evaluate and study various proposals.

A spokesman for the French embassy said it was supplying about R6m in aid to various education, housing and rural development projects and he expected that more would be forthcoming.

Budget plan for schools will go ahead

19/7 - 25/7/91

New Nation (Learn in Nation)

SO

Despite the Department of Education and Training's (DET) denial that it was allocating budgets to individual schools, Soweto principals insisted this week that the plan was in fact being introduced.

The introduction of the new system was also confirmed by the Northern Transvaal regional director of the DET, Job Schoeman.

However, Schoeman said the project was still being investigated by a committee and that the earliest possible date for implementation was at the start of the next financial year in April 1992.

Soweto principals disclosed that a major meeting to discuss the "trial project" in greater

detail will take place on August 11 at Farisani Primary School in Soweto.

They said this meeting would also be attended by the chairpersons of management councils from the schools where these structures had not yet been dismantled.

Responding to the DET denial that no money had been allocated to individual schools, a headmaster said it was true that no money would be allocated to the schools.

Requisitions

But, he said, the money would be in the hands of the regional office of the department and headmasters would make requisitions for equipment and supplies. These amounts would not be allowed to exceed the allocated sum for each school.

The difference between this and the present system is that currently principals do not have a specified limit.

Under the new system the headmasters will, for example, limit their textbooks orders even if they are inadequate, if this exceeds their budget.

Under the present system they may order any number of textbooks required.

Capacity

The same will apply to repairs of school buildings. Headmasters will only order repairs if the cost does not exceed their budget.

Teachers' salary increases as well as the employment of new teachers will also be dealt with in this way.

One of the most criticised aspects of the

new system is that schools will be forced to take a limited number of students in accordance with their budget allocation.

Many pupils could be laid off and schools could be forced to limit their enrolment.

Schoeman said the system was being investigated and that "it would allow principals and parents to run the school according to their local priorities".

He said the parents would be involved through the management councils and the Parents-Teachers-Students Associations (PTSA's).

Community structures in Soweto have expressed concern about the introduction of the new system and have planned a series of meetings to discuss action to be taken to prevent the introduction of the project.

New Cosas president faces a tough task

1917 - 25/7/91

MOSES MASEKO, a 21-year-old Katlehong student, has been elected national president of the Congress of South African Students (Cosas).

Maseko was elected at the relaunch of the organisation recently in Pietermaritzburg.



A standard 10 pupil at k w a - Dukathole High School, Maseko has risen through the ranks of the organisation.

He and other members of the Cosas executive face an enormous task in building up the organisation's membership to counter criticisms that the student body "exists only through its leadership" and has very few members.

Maseko's main task will be to revive and rejuvenate Cosas to the position it once occupied as a key player in education

Apart from mass action, which the organisation has resolved to make "central to our programme", Cosas will have to work convincingly as a student organisation concerned with classroom politics.

EDUCATION

Don't pay for US data

written and 19/7-25/7/91 (50)
 Two 'scholarship bureaux' which sell information on American colleges and universities appear to prey on South African students eager to study overseas.
PORTIA MAURICE investigates

THANK you for allowing us to make your dream a reality." So ends a cheaply produced promotional letter from one of two Johannesburg "scholarship bureaux" that sell students information which could be obtained free of charge elsewhere.

The International Scholarship Bureau (ISB) and the American Scholarship Bureau (ASB) — both of which claim to have links to large scholarship matching organisations in the United States — appear to prey on insulated and unsuspecting South African students aspiring to study abroad. At a cost of R120, all they have to offer is a computer printout of sources of financial aid in the US.

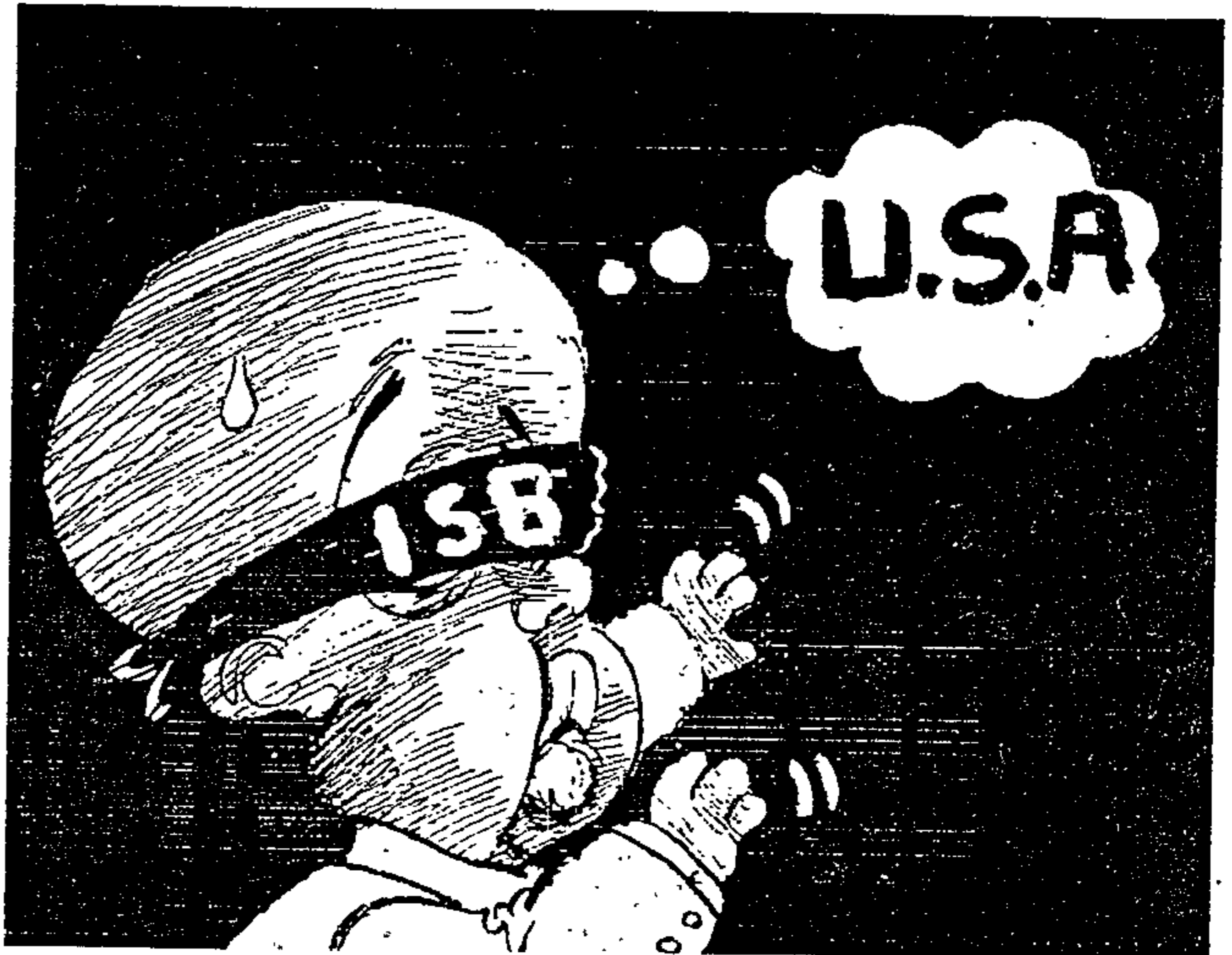
But a *Weekly Mail* investigation reveals that no students have so far been sent to study with their help and very few — if any — have received the printouts. The information they offer is freely available from American contact organisations like the United States Information Service (USIS) and the Educational Opportunities Council (EOC). At USIS, for example, prospective students can research sources of educational aid from American universities in a reference library. Serious consultation is done with a student counsellor, also free of charge.

The ASB and ISB started out together, but then their directors had a fight. A few months ago they parted ways, after a dispute about who had licensing rights from the American counterpart. Now, as explained to this *Weekly Mail* reporter when she visited in the guise of an applicant last week, they each have their own US link — the ASB works with a company called Money for College, and the ISB with Academic Guidance Services.

US companies, they say, put money to aid foreign students into the accounts of these scholarship matching organisations, as part of tax evasion. The printout, said Bradley Campbell at the ISB, is of six or more US companies which will subsidise part of foreign students' expenses.

A Johannesburg education counsellor applied for a scholarship from the ISB after her co-workers became suspicious when its director, Ben Minnaar, visited for a copy of their bursary register in April. The initial Commissioner Street address he left with them was wrong, although people there directed her to a flat in Joubert Park.

She gave him R150 in postal orders, as well as



her certificates and ID book. "I have studied in the US, and Minnaar did not seem very knowledgeable about the education system there."

When she called back six weeks later, as instructed, Minnaar told her he was about to leave for America to process the applications.

"The post was so slow from the United States that my father had to go over to collect the printouts," Minnaar's daughter and receptionist Renee told this reporter when she visited the office in Jeppe Street, Johannesburg.

Over 600 students have paid the ISB R120 apiece by cheque or postal order. Applicants say cash is not accepted, as the foils or vouchers serve as receipts.

Neither this outfit nor the ASB has any proven success rate, but ISB worker Campbell promised that the first batch of students would travel over in April next year, and would receive word once Minnaar returned to the country at the end of this month.

Ennerdale mother Veronica Adams, whose son applied to an agent of the ISB in Diepkloof for undergraduate study in March, claims she has had no response. She was initially promised her son would leave with a batch of 700 others in September.

"About 20 children were filling in forms on the day I went. My son was so disappointed when he realised he wasn't going to go," she said.

Adams said her son was given a promotional video to view, but Renee Minnaar said there was no such video and that her father had gone to fetch all the promotional material.

Previously, Minnaar was an agent for Walter Wright, director of the ASB. Wright's company, which retained the name Academic Scholarship Bureau but has formed itself into a closed corporation, operates from Rivonia.

The minimum qualification required by both companies is a matric exemption with an "E" aggregate. However, it is hardly likely that there is space in the US educational system for so many foreign students at this level.

For R120, the ASB promises you an average of 15 or 16 sources of financial aid. "The printout will list the name of the financial aid sources, address, type, value and number of awards offered and how to contact the sources," says its pamphlet.

The American Chamber of Commerce (Amcham) had no knowledge of either company. "Ninety-five percent of US companies belong to Amcham, and it's strange that they're not with us," said Amcham spokesman Wayne Mitchell.

"In the event students choose to use a scholarship referral service, we urge them to read the contract carefully as to what the service actually provides," said a US consulate spokesman.

EDUCATION MATTERS

THE National Education Co-ordinating Committee (NECC) may take over white teacher training colleges due for closure as part of its campaign to occupy under-utilised educational institutions.

NECC Southern Transvaal spokesman Victor Kgobo said this week they were considering including the Pretoria College of Education and the Goudstad Teachers' College in the occupation from July 29 to August 5.

Alexandra pupils will "permanently occupy" the empty Orange Grove Primary School on July 30, after a thwarted attempt last month.

A public meeting to discuss the campaign will be held in Hillbrow, Kgobo said.

THE National Union of South African Students (Nusas) and the South African National Students' Congress (Sansco) will merge into a non-racial student organisation at Rhodes University between September 5 and 8.

Nusas spokesman Mike Briggs said the merger conference had been postponed for technical reasons. "Some campuses were not sufficiently prepared for it to be held this month," he said. Nusas disbanded on July 6, but Briggs said Sansco would not be dissolved because of its unitary structure.

A CONFERENCE on inner-city street academies will be held at the Alpha Centre in Broedersdroom on August 2-4, the NECC has announced.

The aim of the conference, said NECC spokesman Sam Mokgantsang, is to "try and protect parents and pupils from being taken for a ride by corrupt pupils' individuals who run some of these fly-by-night schools in the inner city. Street academies emerged after the wake of student protests in the mid-1980s when many

pupils migrated to the Johannesburg city centre for schooling. "We have numerous cases of students who, having paid exorbitant fees, are left in the cold when these schools close down," Mokgantsang said. It is hoped that a monitoring committee will emerge from the August conference.

A MAJOR adult education conference is to be hosted by the South African Council on Higher Education (SACHED) Durban branch at the University of Durban-Westville on August 2 and 3. The conference theme will be "Putting Adult Education on the Natal Map", and it will focus particularly on the adult education needs of women and people living in rural areas.

SACHED Durban centre co-ordinator Kumi Naidoo said proposed conference working groups included environment and agriculture, worker/union education, culture and recreation, training of educators, resource centres and media, adult formal education and vocational training.

BLACK South Africans in mid-career can obtain advanced training at Harvard University in the United States through the Harvard/South Africa Fellowship Programme, run by the South African Institute of Race Relations.

According to institute bursary director Dennis Venter, the fellowship offers the study of up to one year at Harvard, with all tuition fees paid, as well as a subsistence allowance and the cost of a return air ticket.

The average age of those selected is between 30 and 40, Venter explained, and candidates do not need to have received a first degree.

The programme began in 1979, and each year 12 to 15 candidates are interviewed by the selection committee in late January. Applications close on September 30, and forms are available from the SAIRR.

Teachers take a stand on gender discrimination

By PORTIA MAURICE

MORE than 500 teachers resolved at a recent conference at Natal University to place gender discrimination firmly on the education agenda. The theme of the conference, organised by the South African Democratic Teachers' Union (Sadu), was "The Empowerment of Women in Education". Participants mooted the idea of gender committees at branch, regional and national level within Sadu, to fight for the following issues as part of negotiations with authorities:

- Paid maternity and paternity leave.
- Time off for nursing mothers.
- Housing subsidies for all educators — married female teachers at present do not qualify for state subsidies, yet according to a regional survey conducted by the Education Policy Unit (EPU) at Natal University, many of them are breadwinners.
- The immediate implementation of salary parity — on average female teachers lag two notches behind their male counterparts on the salary scale.
- A living wage for all educators.
- The immediate redress of promotion imbalances — although, according to the EPU, females presently constitute 62,2 percent of the teacher population at public schools in South Africa, promotional prospects are heavily weighted in favour of male teachers.
- To demand that day care centres/nurseries and preschools be built adjacent to educational institutions for easy access to infants.

Curricula should be revised to eradicate teaching that promotes gender stereotyping.

19/7-25/7/91

19/7-25/7/91



~~(50)~~ (50)

'No threats to schools'

EDUCATION authorities and Government departments are adopting a "see-no-evil, hear-no-evil" approach to threats made to schools which have opted to change their admissions policy.

"No threats of violence against schools which have opted for an additional model have been brought to the TED's attention," said the executive chairman of the Transvaal Education Department, Dr Pieter Bredenkamp.

The office of Minister of Education and Culture Mr Piet Clase said: "The Minister has no information about such threats, other than information which has been carried in the Press, and is unable to comment on the reports."
- *Sowetan Correspondent.*

Sowetan 19/7/79

EDUCATION BRIEFS

THE National Education Co-ordinating Committee (NECC) may take over white teacher training colleges due for closure as part of its campaign to occupy under-utilised educational institutions.

NECC Southern Transvaal spokesman Victor Kgobo said this week they were considering including the Pretoria College of Education and the Goudstad Teachers' College in the occupation from July 29 to August 5.

Alexandra pupils will "permanently occupy" the empty Orange Grove Primary School on July 30, after a thwarted attempt last month.

A public meeting to discuss the campaign will be held in Hillbrow, Kgobo said.

THE National Union of South African Students (Nusas) and the South African National Students' Congress (Sansco) will merge into a non-racial student organisation at Rhodes University between September 5 and 8.

Nusas spokesman Mike Briggs said the merger conference had been postponed for technical reasons. "Some campuses were not sufficiently prepared for it to be held this month," he said. Nusas disbanded on July 6, but Briggs said Sansco would not be dissolved because of its unitary structure.

A CONFERENCE on inner-city street academies will be held at the Alpha Centre in Broedersdroom on August 2-4, the NECC has announced.

The aim of the conference, said NECC spokesman Sam Mokgantsang, is to "try and protect parents and pupils from being taken for a ride by unscrupulous individuals who run some of these fly-by-night schools".

Street academies emerged after the wave of student protests in the mid-1980s when many

Teachers take a stand on gender discrimination

By PORTIA MAURICE

MORE than 500 teachers resolved at a recent conference at Natal University to place gender discrimination firmly on the education agenda.

The theme of the conference, organised by the South African Democratic Teachers' Union (Sadtu), was "The Empowerment of Women in Education". Participants mooted the idea of gender committees at branch, regional and national level within Sadtu, to fight for the following issues as part of negotiations with authorities:

- Paid maternity and paternity leave.
- Time off for nursing mothers.
- Housing subsidies for all educators — married female teachers at present do not qualify for state subsidies, yet according to a regional survey conducted by the Education Policy Unit (EPU) at Natal University, many of them are breadwinners.
- The immediate implementation of salary parity — on average female teachers lag two notches behind their male counterparts on the salary scale.
- A living wage for all educators.
- The immediate redress of promotion imbalances — although, according to the EPU, females presently constitute 62,2 percent of the teacher population at public schools in South Africa, promotional prospects are heavily weighted in favour of male teachers.
- To demand that day care centres/nurseries and preschools be built adjacent to educational institutions for easy access to infants.

Curricula should be revised to eradicate teaching that promotes gender stereotyping.

pupils migrated to the Johannesburg city centre for schooling. "We have numerous cases of students who, having paid exorbitant fees, are left in the cold when these schools close down," Mokgantsang said. It is hoped that a monitoring committee will emerge from the August conference.

A MAJOR adult education conference is to be hosted by the South African Council on Higher Education (SACHED) Durban branch at the University of Durban-Westville on August 2 and 3. The conference theme will be "Putting Adult Education on the Natal Map", and it will focus particularly on the adult education needs of women and people living in rural areas.

SACHED Durban centre co-ordinator Kumi Naidoo said proposed conference working groups included environment and agriculture, worker/union education, culture and recreation, training of educators, resource centres and media, adult formal education and vocational training.

BLACK South Africans in mid-career can obtain advanced training at Harvard University in the United States through the Harvard/South Africa Fellowship Programme, run by the South African Institute of Race Relations.

According to institute bursary director Dennis Venter, the fellowship offers the study of up to one year at Harvard, with all tuition fees paid, as well as a subsistence allowance and the cost of a return air ticket.

The average age of those selected is between 30 and 40, Venter explained, and candidates do not need to have received a first degree.

The programme began in 1979, and each year 12 to 15 candidates are interviewed by the selection committee in late January. Applications close on September 30 and forms are available from the SAIRR.

NECC seeks meeting on Orange Grove school (50)

Wilson Zwane

THE National Education Co-ordinating Committee (NECC) is seeking an urgent meeting with government to discuss the transfer of the Orange Grove Primary School to Alexandra high school pupils.

NECC southern Transvaal general secretary Amon Msane said yesterday his organisation had requested an urgent meeting on Wednesday with Education and Training Minister Stoffel van der Merwe and Budget, Welfare, Housing and Works Minister Sam de Beer.

"We also want clarification on Van der Merwe's announcement last week concerning the transfer of unused white schools to blacks," Msane said. He had said empty white schools would in future be handed over to black authorities with "a minimum of red tape".

The offices of the Ministers could not confirm if the NECC's requests for a meeting had been received.

Msane said Alexandra's East Bank High School pupils would try to occupy Orange Grove again on Friday. "The NECC hopes that the meeting with the ministers will not be an obstacle to the occupation..."

He added that the occupation of the school — and a number of others in the PWV region — was not a "publicity stunt but a genuine campaign to highlight the mess black education is in".

Other Johannesburg schools the NECC has identified for occupation by black schools include Joubert Park Primary School, Winchester Ridge School and General C de Wet Primary School in Westdene.

De Beer said at the weekend the future of the Orange Grove school would have to be renegotiated with the various interested parties, and welcomed representations by institutions with a vested interest in education.

Sapa reports that the head of Azapo's education secretariat Gomolemo Mookae told a Johannesburg news conference yesterday the organisation did not support the campaign to occupy empty schools and took offence at the notion to settle for the crumbs of the white man.

The Azanian Student Convention charged it was aimed at political point-scoring and put black lives at risk.

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Black pupil ratios still high

The pupil-teacher ratio in Department of Education and Training schools between 1987 and 1989 remained fairly constant at 38:1, the South African Institute of Race Relations said in a report released this week.

By comparison, the ratio in 1989 was 23:1 in coloured schools. For Indian schools it was 20:1 and 17:1 for whites.

The pupil-classroom ratio for black schools was also much higher than for other races.

The report said the estimated pupil-classroom ratio for 1989 at black primary schools (includ-

ing homelands) was 53:1, a slight improvement over the previous year.

At secondary schools, the ratio of 47:1 represented an increase over the previous year's figure of 43:1.

The shortage of facilities was most acute in the homelands, especially at primary level, where the ratio (including all homelands) was 53:1, also a slight improvement on the previous year, the report said.

At secondary schools, the ratio of 47:1 represented an increase over the previous year's 43:1.

— Sapa.

'Education underpins freedom and liberation'

ARC 13/7/91
58

IT is important to understand that the University of the North was created within a specific political and socio-economic context ... to be an affirmation of the separateness of people.

Racist ideologues in this country contended that higher education — so too all other activities within our nation — had to conform to ethnic and racial identities. Institutions such as the University of the North were intended to instil, maintain and advance some ethnic identity which would forever ensure that the oppressed African people were kept divided and therefore malleable subjects of control, exploitation and repression.

Of course, over the 30 years of its existence, students, and certain members of the staff at the university have done the direct opposite of what was intended by the Verwoerdian ideologues.

I have no intention of indulging in the past. It is the present challenge which fascinates me more and which should engage us all the time.

Let me state a few basic principles which form the overall position of the Pan Africanist Con-

By ADVOCATE E D MOSENEKE, deputy president of the Pan Africanist Congress. Extracts from an address delivered at the recent graduation ceremony of the University of the North.

gress in respect of the present education crisis.

I will state only a few crucial ones:

Education is an index of power:

Structural and functional power relationships in society are determined by the disparity of the content and extent of education between different classes in society. The ruling class of any era in any country exercises and deploys its power principally through access to and utilisation of education. The Verwoerdian dictum on "Bantu education" sought to exploit that formula.

Education is strategic:

Education underpins freedom and liberation.

The understanding of the strategic nature of education will help one avoid ill-advised positions such as "liberation before education". Or the equally ignominious slogan "pass one — pass all".

Strategies and campaigns in the struggle for education should

not weaken but strengthen the oppressed.

Any campaign or struggle which debilitates the combative capacity of the oppressed should be avoided. The primary calling of the PAC — so, too, of all liberation movements — is to enhance the ability of the oppressed people to transform the society in which they live; to transform the institutions through which they seek to achieve their aspirations.

If you weaken in that combative capacity you will never bring true and genuine transformation of the oppressed in this country. A failure to understand the principle I have just enunciated explains why some activists are ever ready to boycott the graduation ceremony of a university such as the present, that principally serves and seeks to serve the needs and aspirations of the oppressed and yet applaud and approve their leaders addressing occasions and graduation ceremonies at white universities.

NECC, govt to clash over white schools?

JOHANNESBURG. — A major confrontation is looming between the National Education Co-ordinating Committee and the government following the NECC's announcement yesterday of a campaign to occupy closed and under-used white schools.

NECC Southern Transvaal general secretary Mr Amon Msane told a news conference yesterday that the latest defiance campaign followed several months of unsuccessful negotiations with the government.

Mr Msane provided a list of about 50 white schools around Johannesburg which he said would be occupied by August 5. Among the institutions are Langlaagte Technical School, Goedehoop Primary School and Magrietjie Pre-school.

All NECC regions will meet on July 22 to occupy all empty and under-used white schools on a national scale, Mr Msane added. — Sapa

Govt pressured to yield on schools

ABOUT 50 empty and under-utilised white schools in the PWV area will be occupied by black pupils before August 5 as part of the mass takeover of these schools by a National Education Co-ordinating Committee region to alleviate overcrowding in the townships.

The NECC southern Transvaal region announced its plans for the forthcoming "open all schools" campaign at a press conference in Johannesburg yesterday.

NECC regional general secretary Amon Msane said August 5 has been targeted as the day set by the organisation to bury segregation in South Africa's schools

PHIL MOLEFE
Education Reporter

and allow black pupils to enjoy unused facilities in white areas, an opportunity denied to them for many years.

"We have now set a time when we hope to open a new chapter of integration in all schools."

He also announced that Alexandra pupils will be moved to the disputed Orange Grove Primary School on July 28, when black schools reopen for the second term.

"Plans are afoot to move pupils from the overcrowded Skeen primary school in Alexandra with or

Star 13/7/91
without the Government's permission," Mr Msane said.

"We hope the Government will hand over Orange Grove to Alexandra pupils as an indication that it is sincerely committed to change."

Sources close to the joint working group, which is involved in talks about education matters with the Government, hinted this week that the Government might give in on the Orange Grove issue with a view to keep the education negotiations on track.

It is believed some of the members of the joint working group, which was set up following a

● TO PAGE 2.

School plan

● FROM PAGE 1.

meeting in February between President F W de Klerk and ANC president Nelson Mandela, are disgruntled with the little progress made so far.

The sources said the Government hopes to restore credibility to the education talks by giving in to Alexandra pupils' demands to occupy the Orange Grove school.

The NECC-initiated plan has drawn the support of the local structures of the Congress of South African Trade Unions, Congress of SA Students, SA Democratic Teachers' Union and the Civic Associations of the Southern Transvaal, in the organisation's All Schools or All People (Asap) campaign.

These organisations, Mr Msane said, have formed an interim committee which had given the Government until the

end of July to respond positively to the utilisation of schools by black pupils or they would go ahead with their plans.

The Minister of Education and Training, Dr Stoffel van der Merwe, has warned that plans to occupy white schools would be illegal.

The ANC said yesterday it was going ahead with plans to occupy Hillview High School, near Pretoria.

The Government announced last week that about 700 children of ANC returnees would temporarily be placed there.

The Boere-Vryheidsbeweging (BVB) said this week it would resist attempts by the Government to give away the school to the ANC. BVB chief secretary Jan Groenewald said the decision to make the school available to the ANC was an "act of deliberate encroachment and occupation of Boer territory".

The ANC said it took the BVB threat very seriously.

NECC plans to occupy 50 white schools

By LULAMA LUTI

A NATIONWIDE campaign to occupy all under-utilised and closed white schools is under way despite objections by the government and threats from rightwing groups.

Speaking at a press briefing this week, National Education Crisis Committee general secretary Amon Msane said secret measures would be implemented during the process. He declined to give details.

He also announced that pupils from the East Bank High School in Alexandra would take over Orange Grove Primary School on July 30, "with or without the government's approval."

Msane said measures to be used in the occupation of about 50 schools in the Southern Transvaal would not be made public.

He said the NECC had set August 5 as the deadline for occupation by pupils in overcrowded DET schools of all empty schools in white areas in the Southern Transvaal.

Among the schools to be occupied are Langlaagte Technical High School, Goueveld High, Jubiliem Primary and Magrietjie pre-primary - all in Mayfair.

Msane said the Johan Rissik School for the dis-

abled in western Mayfair had already been handed over to the NECC-affiliated Johannesburg Education Committee.

Msane told newsmen there had been broad consultation with other education organisations and many of them had been part of the plan to occupy the schools.

Earlier in the week the Boere Vryheidsbeweging (BVB) warned of impending violence if the government went ahead with plans to accommodate children from Solomon Mahlangu Freedom College in Tanzania at the old Hillview School in Pretoria.

Msane said although the ANC was handling the issue, his organisation would not hesitate to help if approached.

Asked to respond to the BVB threats, Msane said: "We cannot stop the process of integrating our society simply because the rightwingers are opposed to it.

"We cannot guarantee that they will not harm the children, but we are going to take all possible steps to ensure our children are safe."

He called on white schools to reject the new "model" system, which he said made it impossible for black children to enrol in white schools.

CP Press 14/7/91

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Big schools crunch looms

A MAJOR confrontation is looming between the National Education Coordinating Committee and the Government following the NECC's announcement on Friday of a campaign to occupy closed and under-utilised whites-only schools. *Sowetan 15/7/79*

NECC southern Transvaal general secretary Anon Msane told a Johannesburg news conference on Friday the latest defiance campaign followed several months of unsuccessful negotia-

tions with the Government over the use of the schools by black pupils. *(SO)*

Msane provided journalists with a list of white schools around Johannesburg, which he said would be occupied by August 5. Among the institutions are Langlaagte Technical School, Goedehoop Primary School, Jubileum Primary School and Magrietjie Pre-School.

The NECC plans to occupy about 50 white schools in the southern Transvaal

50% Biday 15/7/91

Alexandra, study finds

(50) DARIUS SANAI

MORE than half of Alexandra's adult population is unemployed, according to a recent survey.

The survey by the Education for Employment Campaign (EEC) also found that the township's population had risen by about 30% during the past year to 320 000.

EEC director Dave Jackson said only one-fifth of Alexandra's children of school-going age were at school.

The remaining 76 000 children were turning to crime.

"Many unemployed people, including children, when asked how they survived, replied 'We have to steal — how else do you expect us to live?'" Jackson said.

The EEC seeks to train township residents in practical matters and is funded by the Independent Development Trust, local industries and foreign interests, including the European Community (EC).

Jackson said that 90% of Alexandra's population pinned their hopes for the

future on the education of their children. But certificates of education were virtually useless if the holder could not speak English well, he said.

"There are people out there with BSc degrees who are not able to communicate properly in a factory and therefore cannot find jobs," he said.

The EEC programme aims to upgrade school facilities, provide training, counselling services and employment facilities for the unemployed and management training for community leaders.

The latter was vital to help defuse tension between rival township political groups, Jackson said.

The programme is being set up initially in Alexandra.

The EEC hopes to provide the service in other townships as well.

Soweto 'gives most support to govt'

JONATHON REES

GOVERNMENT has a higher level of support in Soweto than any other political formation, according to a survey of township residents' political attitudes.

The report, by the University of Witwatersrand's Centre for Policy Studies, found that Soweto residents were "very moderate" and gave government a higher level of support than they did the church, trade unions, the ANC, employers and Azapo.

The survey, of 905 township residents across SA, showed 80% of respondents were satisfied with the leadership of De Klerk and ANC president Nelson Mandela, but in Soweto De Klerk got 20% more support than the ANC.

The ANC would, however, get the votes

of 60% of all township residents nationally in a general election.

Civic associations, street committees, the SA Communist Party and Cosatu enjoyed lower levels of identification in Soweto than in other townships.

On the East Rand, virtually all political formations had a lower endorsement than elsewhere, except for Inkatha.

Inkatha had "overwhelming support" among hostel dwellers, who gave positive ratings to both the state and employers.

Most striking about hostel dwellers, the researchers said, was that they rated all other agencies and movements, including the church, relatively poorly.

Farmworkers victims under law report

Biday 15/7/91 SUSAN RUSSELL

THE exclusion of farmworkers from industrial and labour legislation made the law a weapon in the hands of farmers, according to a report published by the Black Sash and the Transvaal Rural Action Committee (Trac).

University of Witwatersrand researcher Lauren Segal, the author of the report, said the relationship between farmers and labourers operated along the lines of a medieval master-serf relationship rather than according to contractual principles.

"With no written obligations to bind him, the farmer is free to dismiss his worker for whatever reason he wishes and to decide on his own terms," she said.

"SA's 1,3-million farmworkers are not legally protected and conditions on some farming operations have revealed that there is no bottom line to how bad such conditions may be under the law."

She said farmworkers were excluded from the Labour Relations Act, the Wages Act, the Unemployment Insurance Act and the Factories Act, and had no right to public holidays, sick pay or leave pay.

There was no legal limit to working hours or any statute compelling farmers to pay overtime and as there was no minimum age for farmworkers, child labour was endemic, she said.

Legislation which could be used against farmworkers included the Illegal Squatters Act, the Trespass Act and the General Law Amendment Act, she said.

Bookmakers prohibited

have no official status

Play spotlights racist education

PEOPLE shed tears. Some shake their heads in disbelief. While others just stare agape during this extraordinary examination of racist education policies.

An uncomfortable silence reigns when the tragic consequence of sectional privileges are magnified almost a hundred times.

This is done through tight acting and a scrumptious dialogue of a prose-like, almost poetic quality that casts a spell.

A simple yet effective set enhances the painful canvas.

You cannot ignore the impressive humbleness of Kani's character, Anela Myalatya affectionately called Mr M, a middle-aged schoolteacher with an old-fashioned disposition, whose amazement at the rapidly rising militancy of schoolchildren is most disturbingly tangible.

Ross' Isabel Dyson triggers my cynical sympathy.

She is from a rich

Play: *My Children! My Africa!*

Cast: Rapulana Seiphemo, Kathy-Jo Ross and John Kani.

Author/director: Athol Fugard.

Venue: Market Theatre, Newtown.

Reviewer: Victor Metsoamere.

home in a supremacist white suburb. Poor Isabel!

She pines for a glorious era in which black and white would love, understand one another and live together in undiluted harmony.

Meanwhile, Seiphemo's Thami Mbikwana walks a psychological tightrope.

dent, the pride of Mr M. dent. The pride of Mr M. And he is also an eloquent speaker, who handles English well, to the almost uncontrollable delight of Mr M.

The action in this rivetting drama, set in 1984, the time when students' resentment was again on the boil, takes place in a classroom.

This is where the three



JOHN KANI

grapple with the pros and cons of the various political mottoes that have swayed students from pillar to post.

Hot issues such as the denial of a basic right like self-expression, a better understanding of a young mind and the creation of a better future for them through the provision of a sound education, emerge.

My Children! My Africa! is a well-crafted piece of modern theatre with flawless acting.

However, Mr M's character is weak-spined. He purports to have sold out several trouble-makers out of a strong sense of duty.

It is disturbing if that is the reason sell-outs use.

SON

TV1E

0515 - Larry
0600 - Good
rica
0825 - Science
0845 - Junior
1300 - Head
1330 - Busin
1400 - Progr
1403 - Teler
1500 - Ekona
1510 - Kinde
1515 - Hello
1530 - Tip en
1535 - Amiga
1545 - Welle
1600 - Dis W
1605 - Ken J
1615 - Weter
1635 - Pollsi
1700 - Tekki
1742 - Kompe
1745 - Die Na
1800 - Santa
1830 - Ruster
Simulcast in B
1855 - Agter
1830 - Agter
2000 - News
2035 - Dallas
2130 - The J
2200 - Americ
2230 - News
2235 - Diago
2300 - Univer
2355 - Epilog
0000 - Trans

TV2/3/4

1300 - Ziyad
(Repeat) (TV2
After 8 - M
(Repeat) (TV3
Ngomqibela
(Repeat) (TV2
Tumisang/Du
1515 - Barbar
Molomo Rad
1545 - Schoof
1625 - Lehae
1635 - Cross
1700 - Capi
1730 - The B
ful
1757 - Evenin
1800 - Defend
1830 - Ingxak
Ke Bophelo
1900 - News

Don't expect too much from open schools

THE book's sub-title, "Hurdles, Options and Opportunities in School Integration", is a concise summary of the contents.

This is an excellent book on school integration in South Africa, but if you believe that "open" schools will solve our education crisis, don't read it. Monica Bot is a careful researcher, but she is also aware of the whole picture in our education landscape, and thus stresses that "privatisation cannot solve the major problems involved in educating the masses".

And clearly when only 11 percent of all pupils in all our schools are white, open state schools, though many of us consider them desirable, won't on their own solve "the major problems involved in educating the masses" either.

That does not mean that the movement towards more open schools and the increasing practice of school integration (of pupils from different backgrounds, not of various subjects in "integrated studies") lacks importance.

On the contrary. Most people in South Africa now accept that we must learn to live together in peace no matter what our language or appearance, our religion, culture, group identity... Only if we allow our children to play and learn together will we do a little better in the next four decades than we have done in the past four.

Wend 12/7-18/7/91.

THE BLACKBOARD DEBATE by Monica Bot
(SA Institute of Race Relations, R25)

Bot makes a powerful and convincing plea that school integration "should not be enforced but should be made attractive through financial and other benefits".

Since she did most of the research reported in this book (in 1989) much has changed, and she has included significant policy changes and events reported in the press until October 1990. It can be held that some of the recent changes — state schools and colleges of education can now decide whom to admit — have, in fact, been strongly influenced by the lobbying of various interest groups, a topic dealt with in the last chapter of the book.

After outlining social and economic pressures for school integration, the author cites her findings on attitudes to integration: public acceptance among whites has increased during the past few years; even in some rural areas opposition has declined.

Yet there remain strong objections, and procedures prescribed for sport against a team with a black player are hard to believe: "The headmas-

ter has to ensure that each of his school's players has consent from his parents to play against a team with a black player." Perhaps these rules may change, but there was a nasty incident in this sphere in Pietersburg just a month ago, concerning the game of chess. Significantly, parent and teacher support for integration was much higher where workshops on perceptions and implications of such a move were run before polls.

There is in-depth discussion on how schools handle the intake of pupils who have adaptation problems; issues of selection, standards, bridging courses and the charge of elitism are discussed.

A major chapter deals with available options for non-racial schooling and makes constructive suggestions on in-service training in multicultural education for teachers who handle, or may handle, pupils from varied cultural backgrounds; Bot urges universities to help in this, and praises private school initiatives to make their experience and insights available to teachers in state schools who may face problems they have not met before.

Subsidisation, the high per capita cost, how to persuade the private sector to help fund more "open" private schools, and community in-

volvement, are all discussed in a balanced fashion; some of the difficult problems of school integration are not ignored either. (For best results make children start school together.)

She warns against expecting too much from school integration — schools alone can't change society anyway, and school quality in any large state system varies considerably, dependent greatly, though not only, on home support and socio-economic pupil background.

Yet she quotes research showing that school integration "promotes inter-racial tolerance and the acceptance of other groups", and makes the powerful point that "success in integrated education ... will influence state policy". Without that success in private schools, it is unlikely that the three options now allowed for state schools would have been announced. The process will no doubt develop further.

School integration is no cure for all our educational ills, but in our divided society open schools also have a powerful symbolic value (We now welcome you in our schools ...). This point is not ignored in a book full of current detail, practical suggestions, and hope for many future schools promoting good quality education and social harmony.

Franz Auerbach

EDUCATION

High level negotiations between government and the African National Congress are continuing over settlement from the Solomon Mahlangu Freedom College (Somafco) in Tanzania, while hundreds of pupils there eagerly await the next plane to South Africa.

ANC sources confirmed this week that the empty Hillview School, close to the centre of Pretoria, had been secured for the more than 600 students until March next year, amid right-wing protests. But, they said, the school was not entirely suitable because it had no dormitory facilities, and government was bickering over how much to contribute towards the pupils' return. "We can say categorically that the ANC has no money to contribute to airfares," a source said.

"The government owes it to everybody to foot the bill. After all, it is only because of them that these people left the country."

Somafco — which has pre-primary, primary and high school components — was established in 1979 to provide education for pupils forced by violence and repression to flee South Africa. The college was closed at the end of last month after pupils wrote mid-year exams.

An unusual school in Tanzania for South African refugees has recently closed. Pupils wait while the government and the African National Congress haggle over how to repatriate them.

By PORTIA MAURICE

Education at Somafco was of a fairly unique nature and, from all accounts, its pupils would find it difficult to adjust to conventional South African schooling.

They prepared for five 'O' level subjects, with English and mathematics as compulsory subjects learnt in secluded and peaceful conditions and the college was well-equipped with a library, science and biology laboratories and audio-visual equipment. Their teachers were either locally recruited Tanzanians or South African exiles, and most primary school pupils speak "Swahili" — a combination of Swahili and Zulu.

An early May assessment of the pupils' educational needs — commissioned by the education task force of the National Co-ordinating Committee for Repatriation (NCCR) — says at least half of them would not cope with the demands of equivalent private school levels in South Africa. The re-

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port stresses though that a very strong culture of learning exists at Somafco.

The report, say ANC sources, has been "distorted" by government officials to cast aspersions on the quality of education offered at Somafco and undermine its efforts. "They say we are always fighting for a better education system, but look at the school we had — pupils won't even fit into DET education."

But, the sources say, the report must be tempered by its context. The academic testing done was measured according to the standards of private schools like St Barnabas and Sacred Heart, the assessors were unfamiliar with the pupils, and spent only three days on their task.

"Most of the pupils who arrived had been messed up by Bantu Education, and we had to try and bridge all those years of academic waste," said the source. Ninety percent of pupils, he said, had to be put in lower standards when they arrived for assessment at the education orientation centre. So, for example, at Somafco there were 25-year-olds in the Form 2 class.

"The maturity and high levels of motivation of these pupils suggests they would make better use of a more informal adult-oriented type of preparation for school-leaving certification," says

the report.

"They have been treated largely as adults and would be ill-prepared for the authoritarian form of education in most South African schools."

A government/ANC delegation visited the school yesterday and a South African team — including social workers from both sides — is due to fly out to Tanzania to assess the situation. No fixed date has been set for the relocation, although two special jumbo jets have been arranged to fetch the pupils.

Disputes over funding for the returning pupils could be speedily resolved if the United Nations were to get involved, but its participation is hindered by government refusal to grant a general amnesty to political prisoners.

According to the ANC, administration at Hillview will be a joint affair, but it will determine syllabi and staffing. Good teachers with community concerns have been asked to avail their services.

The ANC is adamant though that the school not be regarded as divorced from the education crisis.

"These pupils need reorientation and special attention, but not at the expense of the education crisis," the spokesman said.

Government comment could not be obtained at the time of going to press.



NECC action to counter ^(SO) the ERS

New Nation (Learning Nation)
THE National Education Co-ordinating Committee (NECC) has announced that it intends investigating the possibility of convening a national conference to discuss the development of a future education policy. 12/7-18/7/91

This is in response to the government's Education Renewal Strategy (ERS).

The NECC's National Education Policy Investigation (Nepi) said in a statement: "The government's ERS is an example of its timidity in tackling the education crisis which has paralysed many schools since 1976."

Comprehensive

The NECC statement said Nepi would embark on a comprehensive investigation into the transformation of the entire education system in contrast to the government's "piecemeal and often contradictory approach".

The statement said Nepi had already identified fundamental problems in the country's present education system.

Focus

These include the "unequal distribution of resources and a focus on the needs of the minority of the population". Others are:

- an emphasis on differences between South Africans, rather than an attempt to bring people together
- skills produced by the school system not meeting the needs of the economy and
- administrative inefficiency and corruption.

Nepi's work will be "guided by the principles of non-racialism, non-sexism, equality, democracy and the redressing of past imbalances," the statement said.

Support for study groups

New Nation Learning Nation 12-17-18/7/91 (50)

Plans to support LEARNING NATION's Study Groups while using the supplement as a teaching and learning aid were unveiled at a meeting last week. The meeting was attended by representatives from 25 organisations which contribute or use the supplement in their workshops, including trade unions, educational organisations and educational resource centres like the Workers' Libraries and the Congress of South African Writers (Cosaw).

Assistance

Discussion revolved around ways of supporting the 60 study groups which were formed along the guidelines published in the supplement. Most of these study groups had written to LEARNING NATION requesting further assistance. These groups are spread all over the country, with some in Botswana, Namibia and Zimbabwe.

Almost all the groups requested assistance with learning resources for the different disciplines.

According to a survey conducted by LEARNING NATION, the groups consist of teachers, students (both secondary and ter-



Representatives from various organisations who attended the meeting

tiary), workers and youths involved in various fields.

Most of them requested help with syllabus-based material, although the demand for

informal educational material, such as political theory and building of organisation, was also great.

The groups also expressed a desire to have workshops run by LEARNING NATION or other producers of learning material.

However, it was felt that the distribution of resources through the users would be an obstacle.

Distribution

Representatives from educational institutions said they would be willing to make learning material they produced available to users only if the distribution network was effective.

At present educational institutions, organisations and study groups, which buy a minimum of 100 copies of NEW NATION, are given a special discount.

The NEW NATION representative at the meeting encouraged individuals, businesses and organisations who wished to sell the newspaper in their areas to submit their requests to the newspaper.

NECC starts R4m education probe

(50)

6/20/91 5/7/91

TANIA LEVY

THE National Education Co-ordinating Committee (NECC) yesterday launched a R4m research project into education.

Investigation co-ordinator Nick Taylor said the National Education Policy Investigation (NEPI) — to be conducted by some 200 educationists over the next year — would come up with alternatives to government's Education Renewal Strategy.

An NEPI outline document states the "democratic movement" would be at a gross disadvantage during the negotiation process if it did not within the next 12 to 18 months have well-defined policy positions on every sphere of government.

Government was moving towards negotiation with all due speed and ministers were talking privately of a new political dispensation being implemented at the start of 1993, the document says.

Education policies consistent with this new dispensation would be phased-in within the next six months.

Taylor said in an interview the NEPI would formulate policy options to be used by negotiators from the democratic movement.

The ANC's education policy document, discussed in Durban yesterday, referred to the NEPI — and ANC members would be part of the initiative's working groups and executive committee, he said.

University of the Western Cape rector Jakes Gerwel would chair the executive committee which co-ordinated 11 working

groups. They would investigate the structure of a new education system, adult literacy, skills training, curricula, teacher education and language policy.

Taylor said government was clearly unable to solve the education crisis which had paralysed many schools for long periods since 1976.

The Education Renewal Strategy was a symptom of government timidity in tackling the situation, he said. Instead of providing a solution, the strategy tried to tinker with the present system.

In contrast to this piecemeal and often contradictory approach, the NEPI would provide a comprehensive investigation into how the entire education system could be transformed, said Taylor.

Useful recommendations contained in government's renewal strategy would probably be incorporated into the NECC's initiative.

Taylor said the investigation would be guided by the principles of non-racialism, non-sexism, equality, democracy and the redress of past imbalances.

Community involvement in the study would be encouraged.

A major education conference could be convened at a later stage to involve key political, education and community organisations in the research initiative, Taylor said.

Dying child 'identifies his killer'

A DYING six-year-old boy identified one of the men who shot and killed the family of a Vaal Triangle ANC and Cosatu official on Wednesday night as a local hostel dweller, an ANC official said yesterday.

Vaal ANC political officer Ernest Sotsu's wife and two of his children were shot dead with AK-47s on Wednesday night before

JONATHON REES
their Boipatong home near Vanderbijlpark was petrol-bombed.

Sotsu was in Durban attending the ANC's national conference.

Vaal ANC treasurer Charles Mofokeng said before Sotsu's son Goodwill, 6, died in Sebokeng Hospital from gunshot wounds, he had identified a man from

the nearby KwaMadala hostel as being among his killers.

Police said last night they were working "round the clock" on the murders. No arrests had been made.

SAP spokesman Capt Piet van Deventer said he recognised the name as that of a man arrested and held in custody for various offences previously.

Mofokeng alleged the man had been involved also in the massacre of 39 mourners at an ANC funeral vigil earlier this year.

Inkatha spokesman Suzanne Vos last night cautioned against blaming Inkatha for the attack, saying it could "open up a war".

Mofokeng said that evidence of the killer's identity would not be given to the police "as no action will be taken against that man".

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Organisers call off takeover of school

Bloubaan 5/7/91 TANIA LEVY

THE National Education Co-ordinating Committee has backed down on its threat to occupy the empty Orange Grove school today.

Alexandra pupils would not square up to policemen in the township today as had been planned, NECC Southern Transvaal general secretary Amon Msane said.

"Low profile action" would take place to prepare for occupation of the school at a later date.

He would not say what preparatory action would take place "in and around Orange Grove" today.

Msane said that at a meeting on Wednesday a number of white schools in central and western Johannesburg had been identified for occupation.

The NECC, All Schools for All People, and union and civic representatives agreed to go ahead with the occupation of unused white schools by black pupils from overcrowded schools.

Final strategies would be set out at meetings to be held in Mayfair on Wednesday and in Hillbrow on July 25.

A spokesman for Budget, Housing and Public Works Minister Sam de Beer said the future of Orange Grove school was still being discussed. He could not confirm that the Department of Education and Training was in the running for future ownership.

He repeated that the illegal occupation of school buildings would not be tolerated.

● See Page 2

Seeking alternatives to government plan

W/ment 5/7-11/7/91
SOME 200 of South Africa's best educationists are engaged in comprehensive research under the National Education Policy Investigation (Nepi), billed as an alternative to the government's "piecemeal and contradictory" Education Renewal Strategy.

(50)
A project of the National Education Co-ordinating Committee (NECC), Nepi will examine policy options in every sector of formal and non-formal education and training over the next year, and present its findings in August 1992.

Work has been undertaken by 11 research groups:

- Planning, system and structure;
- Adult basic education;
- Continuing education;
- Skills training and economic development;
- The balance between academic schooling and technical/vocational education;
- Curriculum development;
- Post-secondary education;
- Teacher education service training;
- Early childhood educare;
- Language policy and
- Support services.

Funding crisis for students

W/ment 5/7-11/7/91
By PAUL ALEXANDER

THOUSANDS of black students face a bleak future as the focus in funding moves from "victims of apartheid" to a "development" orientation.

Local education and bursary bodies have predicted a cash drought as foreign funders begin to question their role in South Africa. Many perceive reforms in the country to be irreversible.

"It is inevitable," said Kagiso Trust's Joe Adams, "that fewer students will receive funding, but there will be a strengthening of the human resources sector. Conditions of funding will change, if they haven't already. Future programmes will be directed towards strategic human resources needs."

This new thrust towards development is expected to cost far more than general anti-apartheid funding, as it includes areas such as formative education, adult education and literacy. Adams, together with the Bursary Council of South Africa (BCSA) and Educational Aid Programme (EAP), believe that foreign funding will soon fall to a trickle.

They forecast that, in as little as five

(50)
years' time, they, together with the students, will have to rely entirely on South African funding for education by finding "creative approaches".

"In some cases (foreign) funds have completely dried up. The lifting of some sanctions by the European Economic Community has affected local funding," said BCSA spokesman Elroy Africa.

EAP's Transvaal coordinator Isaac Mogase adds that, although the change is not significant, Western purse-strings are pulling towards eastern Europe, making the future more difficult on the homefront.

"We must tighten our purse strings, and begin to feel more responsible for our own destiny," he said.

A tendency is growing for students to be offered loans rather than grants.

Africa says South Africans, particularly the students, should not "throw up their arms in despair", but use the situation to reap long-term benefits because a future government will be hard pressed to match (foreign) purses. Local organisations such as the Independent Development Trust are seen as bringing water to the funding drought.

Govt education plan 'a disaster'

ALARM IS growing among educationists and parents that, if the Government implements its Educational Renewal Strategy, it will result in total disaster for the entire future of South Africa.

The document, released on June 4, says its proposals are not the final word on the subject and "opportunities still exist for debate and comment".

But as one headmaster pointed out, the timing of the document (just before the school holidays) allows little time for serious input from concerned parties.

"The deadline is August 14 with the holidays in between. The document has not been distributed to headmasters and many school heads have not seen it or know its implications."

One headmaster in Soweto said black principals were "extremely unhappy" that they had not been consulted.

A Miss Ferreira from the Department of National Education in Pretoria said the onus was on headmasters and interested people to obtain a copy of the ERS document.

Crisis

A summary of the document, done by an education expert, states:

"There is little doubt we will be faced with a decline in academic standards and a reduction in the quality of available school facilities.

"It has been violently apparent, at least since 1976 that black education was and is undergoing a crisis of increasing dimensions.

"The financial implications are substantial. Parents will be called on to engage to a far greater extent than before in management and administration at a school.

FOCUS

The Government's new plan for education has been released in a 104-page tome entitled "Education Renewal Strategy: Discussion Document". A summary of the proposals, however, reveals some disturbing facts which are causing alarm in education circles. SILLA GROBBELAAR reports.

"Communities which are under-privileged will have no chance of competing with privileged areas which will lead to 'good' and 'bad' schools.

"If management councils are given the right to impose financial criteria on pupils admitted, then a financially elite system of school will emerge. Affluent areas and parents will continue to produce well-educated children. Poorer communities will suffer."

ERS recommends that all schools (not private) appoint management councils. At present only white government schools have management councils.

Process

This is a lengthy process involving proper elections conducted by an electoral officer. Where management councils have existed there will be no problems but in black schools, where there have been none, much organisation will be needed to get them off the ground.

The Soweto headmaster said no information had been

forthcoming from the DET on how to appoint MCs or their functions.

Page 74 of ERS says "the demand for equal education must be placed in perspective. Growth implies additional funding. The education budget for 1991/92 (nearly 19 percent of the total budget) has probably reached near limits. The enormous difficulties in achieving equal education opportunities while *maintaining standards* are apparent. More progress could be made in creating equal educational opportunities if to a greater degree than is the case at present the State's share of responsibility for the total education system was *balanced by the community itself*".

In other words, said one educationist the Government is admitting it has made a mess of education, they don't know what to do so it is over to the community to sort it out.

Money

"They are absolving themselves from their responsibility," he said.

Although the Government admits lack of money is the root of the problem they refuse to consider allowing a State education lottery to raise funds.

Basics such as subsidising teachers' salaries, electricity, textbooks, minor capital works, maintenance will all have to be paid for by the school.

If the State intends passing its financial responsibility to the "community" it will be impossible to maintain standards let alone improve them.

In the ERS document page 21 states "it is recommended that race should not feature in structur-

ing the provision of education in a future education model for SA and that justice and equal opportunities must be ensured".

Future

Page 26 states "it is recommended that the principles and recommendations contained in... (above) be presented to Government as an input for the negotiations on a future constitutional dispensation for SA".

In other words the Government now has a bargaining chip at the negotiating table.

But, as one observer pointed out, education is fundamental to the negotiation process which will be jettisoned before it even gets off the ground if the ERS proposals are put forward as the future education model for SA.

The summary of the ERS states:

"A fundamental objection lies in the fact that the academic merits of students do not seem to have been taken into account. In other words, if you have the money you can go to school. If you don't have the money but you are bright and will benefit from further schooling then you have a problem.

Document

"If the ERS document is to form a realistic basis for further education in this country within a non-discriminatory framework then all groups will have to be consulted. An examination of the makeup of the various working groups shows a predominantly white constitution".

In a nutshell as one educationist put it:

"It's another example of the Government's management by crisis".

SO

Soweto Jan 5/7/91

DE KLERK'S DEFENCE



President F W de Klerk has responded to FM criticisms of government's education policy. More specifically, we have repeatedly questioned the attitude of white "own affairs" Education Minister Piet Clase;

attacked the closure of white schools and colleges in Natal with the resulting loss of skills to a profession which desperately needs them; and suggested that government would prefer to close white schools than encourage them to go nonracial. This is the full text of the State President's response:

"Education in SA is passing through a period of change and adaptation. The government's commitment to change should be obvious to all reasonable observers.

However, change needs to be so managed that it is not done in a disruptive manner or to the detriment of existing services. At the same time, it should be done in a manner which could enhance the prospects and meet the needs of those areas of education which are in an evolutionary stage.

Steps in this direction are continually receiving the attention of the government's ministers of education, jointly and severally. In spite of the best efforts, it is not always possible to effect change smoothly and to the satisfaction of all observers.

The extent to which changes are being addressed and major role players are being involved will be obvious from the statement issued by all three education ministers with the full support of the government on July 27 1991. You will, for example, notice that criticism against the so-called 'closure' of teachers' training colleges has ignored the most salient points. The careful observer will have noticed that:

□ Not a single facility is being lost to education and that at the two facilities which will

be transferred to technikons to meet the increasing demand for technical training and education, it will be possible to offer much needed technical training for teachers of all races in the highly industrialised regions of the Witwatersrand and Port Elizabeth;

□ All colleges of the Department of Education and Culture (House of Assembly), including those in Natal, have the authority, subject to such decision in this regard as may be taken — not by the department, but by the college council concerned — to open their doors to students of all races; and

□ Facilities now used by 1 700 students will be available to 1 000 more.

Commentators also seem to lose sight of the fact that some 67 300 teachers are being trained in 100 colleges throughout the RSA.

The remarks of Ministers Clase and Stofel van der Merwe on the adequacy of the number of teachers were not that there were sufficient to meet the present potential needs, but that more were being trained than the State could employ: partly because in some departments there is an oversupply and partly, as is the case with Education and Training, present funding limits the employment of larger numbers.

What difficulties there may be will have to be addressed step by step.

One such difficulty is that teachers need to be trained to cope with the language and traditions of the region or environment where the demand exists. An oversupply of teachers on the Witwatersrand, for instance, cannot necessarily alleviate the need in rural areas.

You will also notice from the Ministers' statement that:

□ The process of making unused school buildings available to other education departments is being streamlined; and

□ Subject to local communities being consulted and local circumstances being taken into consideration, schools which would have to be closed on account of dwindling numbers may now be kept open by the depart-

ment concerned for all races, while continuing to maintain its own professional procedures, syllabi and discipline, and to employ its own staff.

Allegations by the FM of inertia on the part of Minister Clase and, to some extent, the State President, are totally unfounded and shallow. The fact of the matter is that the question which the parties involved (in what appears to be a Natal Teachers' stand) had wished to raise with Minister Clase, was under consideration by him, his department and the government as they had been advised; and that such consideration has produced the results referred to above.

The first thrust of FM criticism is against the reduction of the number of teachers in white education, especially in the province of Natal, on account of rationalisation. It has referred to 'crippling staff cuts,' calls for a moratorium on the closure of schools, and raises the spectre of a 'hidden agenda.' Against whom such an agenda might be directed is not fully clear, but presumably against the white teachers of Natal. One could rather have expected greater concern for the difficulties of education in general.

However, white education in Natal enjoys the most favourable dispensation in SA. Thus in this financial year, the Natal Education Department will be receiving R33m more for the running of the department than the sum to which it is entitled on the basis of its number of effective subsidy pupils. Calls that this extremely privileged position should be maintained in the face of the government's declared policy to achieve a more equitable dispensation and in view of the shortage of funds for other departments are, to say the least, unrealistic if not chauvinistic. Adaptations will have to be made, but, of course, with as little disruption as possible.

Finally, the fact of the joint statement by the three education Ministers concerned (including Minister Clase), clearly refutes speculation on an 'inner cabinet' or 'hidden agenda.' "



Arson succeeds where words fail

Star 6/7/91

I would dearly love to praise the government for suddenly changing its decision on the closing down and disposing of under-utilised white schools and arbitrarily retrenching white teachers.

But I will not, and the reasons are simple: Firstly, for several months the Department of Education and Culture in the House of Assembly defiantly went ahead with an obviously short-sighted plan to close down schools and retrench teachers in spite of a national outcry from concerned educationists all over the country.

One spokesperson of the Department of Education and Training in Pretoria was even quoted as justifying this madness by claiming that there were enough schools and teachers in black education — a claim that amounts to an insult.

Not to mention the fact that during this whole educational circus, a so-called education renewal strategy document was published by heads of departments of the very same government. The document inter alia argued against race as a criterion for admission in schools and also conceded that more and not less schools and teachers will be needed in future.

Under the circumstances it is thus inconceivable that one department in the same government should have persisted with a policy of closing down schools and retrenching teachers.

Secondly, I always wonder why the South African government, in spite of all the other commendable changes it has initiated, still insists on creating the impression that it is a government that only begins to see reason when there is a crisis or a confrontation threatening.

It was only after pupils from Alexandra Township in Johannesburg threatened to occupy a school in Orange Grove that we then heard the voice of reason

Through
My Eyes

50
OSCAR
DHLOMO



from the government.

One could also say it was only after officials and members of the Natal Teachers' Society began to protest vigorously that the government changed its stance.

I am quite worried about this state of affairs. Invariably the government does not seem to listen to citizens who write memoranda, send deputations, pass resolutions and make speeches.

It only begins to listen when citizens become more aggressive and confrontational. I wonder if the government is aware that this attitude helps to breed a culture of confrontation and a "we" — "they" attitude.

There are numerous instances where the government has actually ignored citizens who try to reason with and not confront it — only to give in later.

I will not forget a remark by one disgruntled pupil some years ago, who told me that the reason why the central government did not provide adequate facilities in KwaZulu schools was because KwaZulu pupils did not burn down their schools and chase teachers away.

Indeed in some sectors of black society nowadays a so-called "stooge" is someone who tries to reason with the government, and a so-called "credible leader", is someone who aggressively confronts the government and forces it to call the police to defuse the situation.

If the government's public relations department is still functioning, it would do well to correct this dangerous image. Otherwise nobody will be prepared to reason or negotiate with the government.

Teachers may back school fees

GERALD REILLY

PRETORIA — The Transvaal Teachers Association (TTA) is expected to back the stand taken by the Natal teachers last week supporting compulsory school fees.

Pretoria education authorities said at the weekend a decision on whether to impose compulsory school fees would have to be taken soon because of the financial problems experienced in most government schools.

The Natal Teachers' Society (NTS) annual conference last week resolved unanimously "to call on government to make school fees compulsory because of the increased financial stress being experienced by schools."

It was emphasised that some parents were not paying voluntary contributions.

A spokesman for the TTA said although the association had not taken a conference

decision on the issue, it was clear there was majority support for the principle.

"This would have to be a system based on individual schools determining the amount of the fees and how funds should be spent."

Provision would also have to be made for parents unable to pay all or part of the compulsory fee.

The TTA spokesman said the amounts allocated by government for the day-to-day running of schools was hopelessly inadequate.

The issue would be raised at the TTA's annual conference in September.

An Education and Culture Department spokesman said no final decision had been taken on the issue.



NECC regions back schools takeover bid

By Phil Molefe
Education Reporter

Star
9/7/91

All regions of the National Education Co-ordinating Committee will support the southern Transvaal region in its campaign to make use of under- or unused white schools, according to the NECC.

The NECC national executive committee has mandated its various regions to campaign for adequate facilities and the utilisation of unused white schools, NECC general-secretary Ihron Rensburg said yesterday.

He said that while the NECC was part of the joint working group involved in discussions on education matters with the Government, the organisation's leadership had resolved at its meeting last month that all NECC structures should continue with campaigns aimed at getting the Government to ad-

dress the shortage of textbooks and stationery as well as inadequate facilities.

He said the NECC's southern Transvaal region, which has threatened the mass takeover of empty and under-used white schools, was acting within the national body's mandate.

"At no stage did the NECC advise Government representatives on the joint working group that NECC regional structures and organisational components would not embark on alternative strategies," he said.

He did not understand why Minister of Education and Training Dr Stoffel van der Merwe could not meet the NECC southern Transvaal region regarding the occupation of Orange Grove Primary School by Alexandra pupils.

Mr Rensburg said the Minister had, in the past, met NECC regions, including local committees such as Thabong in Welkom and the Alexandra branch of the Congress of South

African Students.

Dr van der Merwe said last week he could not meet the southern Transvaal region of the NECC over the use of unused white facilities because he was involved in such discussions with its national body.

Mr Rensburg said NECC regions and organisational components had been mandated to continue with campaigns directed at improved conditions of learning, utilisation of underused and unused educational facilities, employment of more teachers and the recognition of representative structures such as parent-teacher-student associations.

He said the southern Transvaal region's campaign to take over unused schools was likely to become a national campaign.

The NECC would hold a special national meeting later this month to map out a programme of action involving the co-ordination of various campaigns by its different regions.

Education 'most urgent need'

BLACKS see education as government's most urgent priority while whites regard housing as the country's most serious problem.

A study by Research Surveys's Omnichek division showed health care was regarded by all South Africans as the third priority.

Asked where funds for improving these services should come from, most whites opted for a state lottery, while blacks regarded higher taxes on companies and businesses as the better option. 5/0 am 10/7/91

Research Surveys director Binky Kellas said: "Looking at housing, education and health care for all race groups, some race groups are clearly worse

off than others." (50)

Housing was regarded among white and coloured men and women as a priority. Education was accorded an almost equal importance in needing government's attention, followed by health care.

Black men and women in metropolitan and rural areas said education should receive attention first, followed by housing and health care.

Kellas said taking into account that the percentage differences among responses were fairly small, the study showed education and housing were regarded by all South Africans as key priorities. — Sapa.

R5-m Aids education campaign for schools

By Helen Grange
Pretoria Bureau

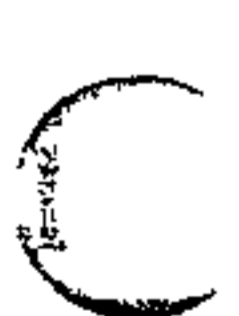


A R5 million Aids education programme aimed at making all schooling children aware of Aids by Std 5 has been outlined by the departments of National Health and Population Development and of Education. Announcing the programme

Stew 16/7/91
yesterday, Minister of National Health Dr Rina Venter said Aids was a high Government priority, with 200 000 HIV-positive cases nationwide expected by this time next year. Teachers would receive special training to prepare them to give Aids education to children. The campaign should be sustained and form part of the formal curriculum, it was decided.

Research projects in five regions (western Cape, Durban, Soweto, Pietersburg and Pretoria) aimed at outlining a lifestyle education package incorporating Aids education have been put out to tender. These packages will be instituted in schools and it is hoped the results of the research will be available so that packages with different modules can be

produced for use in schools next year. Dr Venter said the establishment of two new Aids training and information centres were envisaged for this year in Maritzburg and Soweto. To date, 683 people are known to have developed the Aids condition nationwide. It is estimated that about 100 000 people are infected with HIV.



THE R2bn allocated to Jan Steyn's Independent Development Trust (IDT) last year for the removal of socio-economic backlogs and upliftment of people disadvantaged by apartheid is a fraction of the amount needed to address SA's developmental needs. How far can it stretch?

When Steyn launched the IDT he stressed that the funds would be used as levers to mobilise additional funding rather than handouts, to ensure that the process was sustainable and replicable on a large scale. The trust would give its recipients fishing rods and instructions on how to use them, rather than baskets of fish — to borrow an old metaphor.

But these kinds of visions are not planned in a day, and the delay in publishing a shopping list exposed the IDT to the scrutiny of taxpayers, who were hardened by years of imprudent government spending, and potential recipients who were understandably suspicious of the motives and efficacy of state-funded aid.

But Steyn stood his ground. He insisted, firstly, that he was his own man, not his donors' or the ANC's for that matter and, secondly, that every investment would be preceded by painstaking research and wide consultation, and that it yielded the best possible return.

A portion of the funds would be issued in the form of loans which could be recycled, the bulk would be given out in the form of grants which would give impoverished people and communities a stake in the economy through land ownership, leaseback infrastructure, skills and jobs. The rest would be used as leverage for more funds from both public and private sectors.

It was clear from the start that Steyn had set the trust a dual task: to establish the framework for an acceptable and economically sustainable developmental process and to unlock the massive funds of the "First World" economy and channel them — at an acceptable rate of return — into the reconstruction and development of the "Third World" economy.

It is almost a year since the IDT took transfer of the R2bn. Since then, R1.5bn has been allocated, while only R200m has been disbursed. Under

from foreign banks and governments in the EC, US and Eastern bloc, while the SA government is obviously waiting to see how well we handle the first R2bn".

Nuttall says the IDT's most valuable contribution, at a macro level, is as a creative pressure group. It has made important breakthroughs in its negotiations with communities and political and professional groups involved in the projects it is backing. The most notable are agreements in which the ANC and Inkatha have undertaken to co-operate in initiating and implementing non-partisan reconstruction programmes in areas devastated by violence.

IDT trustees, all heavyweights in their areas of specialisation, have the difficult task of creating education and health models on the eve of negotiations for national policies. But, they point out, their models are the result of wide consultation.

They will be subjected to tough scrutiny. Already the mainstay housing subsidy scheme has been criticised by the World Bank which argues that the grants are too big and will not provide assistance on the scale needed to make a difference.

All of this underscores the need for co-operation between the various participants in the developmental process. There appears to be less agreement, though, on the need for, or composition of, an umbrella body to guide the process.

The IDT's view on the matter is fairly clear. Steyn has supported proposals for co-ordination and the IDT has established joint projects and strong links with agencies such as the Development Bank of Southern Africa and the Urban Foundation.

But it is unlikely that institutions such as these and the Kagiso Trust and Private Sector Initiative, for example, would be happy about merging their operations or reporting to a central authority now or in a new political dispensation.

Most argue that the loss of independence would undermine the credibility earned in individual circumstances. On the other hand, the prospects for formal ties with the ANC and other leading black political movements are strongly linked to the negotiation process and may be forged only once there is agreement on future constitutional and economic policies.

Steyn's trust will not be too hasty in spending billions

LESLEY LAMBERT in Cape Town

11/7/91

professional management, the funds are earning about R1m a day in interest, which means they have attracted an additional R300m plus. It will take another two years to spend the full amount which means it will be some time before there is conclusive evidence that it is achieving its goals.

The trust aims to uplift the poorest of the poor. Its main priorities are housing, education and health which receive 45%, 30% and 20% of the funds, respectively.

Two projects form the hard core of the investment portfolio: the R750m capital subsidy scheme for 100 000 serviced sites which would provide shelter for about 750 000 people later this year, and the R300m programme to build 50 000 primary school classrooms over the next three or four years.

For the provision of low-cost homes and serviced sites, the IDT has allocated R70m to the Urban Foundation and funded a joint housing agency with the foundation's housing utility companies. It has also approved projects to provide bulk services in areas identified for residential development. In an effort to reconstruct violence-torn areas in Natal and the Transvaal, it has made provision for the upgrading of squatter camps and conversion of township hostels into housing units.

Education projects are based on a policy of reconstruction rather than renewal. They range from the upgrading and expansion of pre-school

approved a R42m loan to finance 15 000 small sugar cane growers.

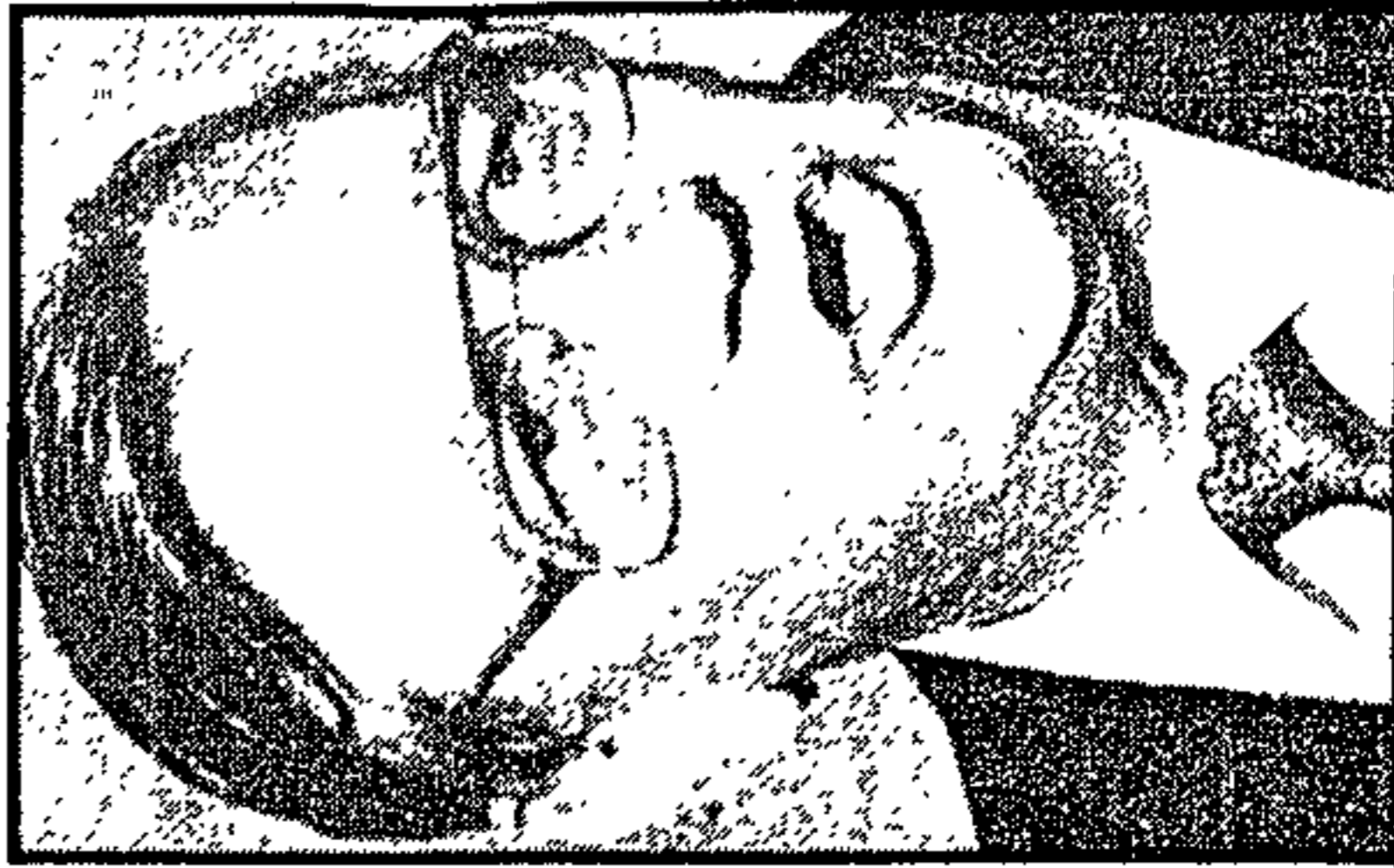
Health projects, many of which are yet to be announced, focus largely on primary health care and preventative medicine.

Underpinning these are national strategies, backed up by developmental and financial agencies which will co-ordinate, sustain and perpetuate the projects. A range of disparate organisations recently agreed on a national pre-school education strategy to ensure effective management of the IDT's R70m campaign. The housing agency will provide the bulk serviced sites funded by the subsidy scheme, while a system of back-up loans and financial guarantees will hopefully attract investment funds from financial institutions and the private sector in general.

The trust's lifespan is uncertain. When it was established last year, Steyn was appointed chairman for a three-year term. Some of the projects approved so far extend to five years which implies the need for an administrative and monitoring function beyond three years.

But if it is to be more than just a transitional agency used to get the process going, it will have to convince future donors that its efforts are actually making a difference.

No provision was made in the last Budget for additional state funding. There have been no obvious signals from other potential donors although IDT spokesman Jolyon Nuttall says there have been "encouraging noises



□ STEYN

Action ⁽⁵⁰⁾
'helped'
on schools

CIT 3/7/91
Own Correspondent

JOHANNESBURG. — Action to take over empty white schools had been more effective than months of negotiation, National Education Coordinating Committee general secretary Mr Iheron Rensburg said yesterday.

A working group — which includes the government, the ANC and educationists — had been unable to reach consensus on empty and under-utilised facilities, he said.

But the Minister of Education and Training, Dr Stoffel van der Merwe, had had the "audacity" to make an announcement in this regard as soon as Alexandra pupils had drawn international attention by attempting to occupy the empty Orange Grove Primary School last week.

Dr Van der Merwe said any attempt by any unauthorised groups to occupy such premises would constitute an illegal act.

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NECC seeks to broaden fight for empty schools

THE National Education Co-ordinating Committee (NECC) has involved the ANC, Cosatu and other organisations in a move to broaden its programme of occupying empty white schools.

The NECC last night met with ANC branches, Cosatu, the Civics Association of Southern Transvaal (Cast) and the All Schools for All People association to set out an intensified strategy for the occupation of white schools in the PWV which are empty or only occupied by small numbers of pupils.

Meanwhile, NECC southern Transvaal general secretary Amon Msane pledged that police would not prevent Alexandra schoolchildren occupying the Orange Grove school tomorrow.

Last week's attempt to occupy the school was aborted when police prevented children from boarding buses in Alexandra.

A spokesman for Budget, Welfare, Housing and Works Minister Sam de Beer — under whose jurisdiction empty white school buildings fall —

TANIA LEVY

referred Business Day to a government statement last week which said the proposed illegal occupation of vacant schools such as Orange Grove would not be tolerated.

He said De Beer had still not been contacted by the NECC regarding the use of Orange Grove or other empty school properties.

Games

Msane said Education and Training Minister Stoffel van der Merwe's refusal to meet with the NECC's southern Transvaal region yesterday left it no option but to intensify its mass action campaign.

He said Van der Merwe's response was an indication that negotiating with government achieved nothing.

Van der Merwe, who is on leave, had said this week it would be improper to meet with the NECC southern Transvaal branch while discussions were going on between government and a delegation includ-

ing the NECC national body.

Alexandra Education Co-ordinating Committee spokesman Mike Maile said Van der Merwe was "playing games which the NECC was not prepared to play" by refusing to meet with an NECC regional branch when he had previously met with NECC local committees.

Van der Merwe said last night he had not closed the door on the NECC's southern Transvaal region but had asked it to take up the matter again through the NECC's national chairman or general secretary.

Van der Merwe said if the region had been sincere about arranging a meeting, it would not have summoned him just 36 hours before the time and after it had told the Press a meeting was planned.

He said the NECC region was intent on a campaign of confrontation which would not advance anyone's interests.

Continued serious negotiation would be a more constructive approach, he said.

● Comment: Page 10

PFANIITS

By Charles Schulz

Cable TV is

Education plans 'miss the point'⁵⁰

SKW 3/7/91
Own Correspondent

DURBAN — The recently released Education Renewal Strategy came under severe criticism at the first National Catholic Schools Congress in Durban this week.

Dr Pam Christie said its proposals did not address the heart of the education process.

Dr Christie, who is presently co-convening the Curriculum Research Group for the National Education Policy,

described the document as merely an attempt by the Government to control the educational terrain during the period of political transition.

She said that the crisis in black education was a political one, not simply a technical one, and its solution would need political negotiation.

The ERS was clearly not directed at meeting the demands of pupils or progressive political organisations which regarded it as illegitimate.

It gave no details of finance or means of im-

plementation. Nor did it make any references to redressing historical imbalances in education.

In presenting educational provision as a technical problem it paid scant attention to the political demands that have increasingly characterised the education crisis since 1976.

She said it was sobering to note that as the country stood on the threshold of the "new South Africa", the education crisis, which has been evidence since 1976, had continued unabated.

Star 12/7/91 (50)

Education gap is narrowing

Some progress has been made towards redressing inequalities between black and white pupils, although the backlogs are still substantial.

The South African Institute of Race Relations said in a report that the amount allocated for black education in the 1989/90 financial year was R5,3 billion — an increase of 53 percent.

“The amount for white education rose 32 percent to R4,4 billion.”

But the achievement of financial parity was remote. — Sapa.

Secret plan to take over white schools

By Phil Molefe
Education Reporter

(50) Star
12/7/91

The southern Transvaal region of the National Education Co-ordinating Committee will unveil its plans today for the mass occupation of empty and under-utilised white schools in the PWV area, regional general-secretary Amon Msane said yesterday.

According to Mr Msane, the plan is the product of intensive behind-the-scenes discussions since Wednesday, which continued until late last night.

The NECC region decided last week to embark on a "low profile" action — after it had suspended the takeover of Orange Grove Primary School — as a build-up to the forthcoming mass occupation of about 50 white schools.

Local structures of the Congress of South African Trade Unions, Congress of SA Students, SA Democratic Teachers

Union and the Civic Associations of Southern Transvaal had been part of the ongoing discussions and had resolved to back the NECC's All Schools for All People (ASAP) campaign, said Mr Msane.

These organisations, he said, had formed an interim committee to co-ordinate the planned mass takeover and galvanise community support.

Discussions had already taken place with "progressive" structures in Orange Grove to win their support for the occupation of the unused local primary school.

The NECC southern Transvaal region has taken the ASAP campaign further to include a demand for the handing-over of unused white schools and educational facilities to black pupils.

Mr Msane told The Star that five empty or under-utilised schools in Mayfair would be targeted for occupation within the next few weeks together with other white schools in the Johannesburg, West Rand and

Kempton Park areas.

"We are playing our cards close to our chest to avoid being thwarted in our attempts to occupy these schools," he said.

Mr Msane said the NECC had worked out a "secret plan" for the occupation of these schools with a view to taking "the Government by surprise". He declined to disclose the details, saying the Government would know about the plan only once the pupils had moved in.

Mr Msane said negotiations with the Department of Education and Training over the occupation of empty white schools had proved futile.

About two weeks ago the NECC tried to bus Alexandra pupils to Orange Grove, but the move was thwarted after the police turned away the buses and threatened to take strong action if the organisation continued with its plans.

Education and Training Minister Dr Stoffel van der Merwe has warned that plans to occupy white schools would constitute an illegal act.

Star 12/1/91

Secret ANC report urges Aids education campaign

By Esmaré van der Merwe
Political Reporter

The ANC has proposed that an Aids education officer be appointed in each of its 936 branches to raise community awareness about the disease.

The suggestion was made in the confidential report of outgoing secretary-general Alfred Nzo which was delivered at the ANC's national conference in Durban last week.

The report also proposed that the ANC's national executive committee appoint a subcommittee on Aids and work closely

with other organisations dealing with the disease.

The report said: "This must be given priority in the ANC. Education must be targeted at all levels, from activists to the community as a whole.

"The Government must also be pressured to do much more on this issue, as must other sectors like business and the media."

ANC spokesman Carl Niehaus could yesterday not confirm whether the officials would be appointed fulltime and whether they would be put on the ANC's payroll.

White-elephant schools face surprise invasion

THE National Education Co-ordinating Committee has targeted several empty white schools for surprise occupations by black pupils this month.

Among the white schools standing empty because of dwindling student numbers are Blairgowrie High on the Johannesburg/Randburg border, the Swartkops and Albatros primary schools in Port Elizabeth, Kaferrievier Primary in Bloemfontein, Pomona Primary in Kempton Park, Highlands Primary and Mitchell Girls High in Durban, and Voortrekker Primary in Pietermaritzburg.

The date of the take-overs will remain unannounced to avoid confrontation with police. But the campaign to occupy empty and under-utilised white schools was gathering momentum nationally, with consultative mass meetings planned in the next few weeks, said the NECC's southern Transvaal secretary, Arnon Msane.

At a meeting on Wednesday, the NECC and other organisations decided that pupils from Johannesburg inner-

city "fly by night" schools, many of which face closure, would also be moved.

The meeting was attended by the Civic Associations of the Southern Transvaal, the Johannesburg Education Committee, African National Congress local branches and All Schools for All People.

"Many of these schools are in flats which do not have proper facilities or playgrounds," said Msane. Pupils from overcrowded township schools would also move to white pre-primary schools, many of which had space available, he said.

The NECC has resorted to mass action following a "negative response" from Minister of Education and Training Stoffel van der Merwe, who re-

vised mail 517-117191

The National Education Co-ordinating Committee is gearing up for school occupations — but won't disclose its timing. **PORTIA MAURICE** reports.

fused to meet the Southern Transvaal regional chapter earlier this week because negotiations were taking place at a higher level in the Joint Working Group (JWG) on education.

But the JWG — meant to address the educational crisis in the short-term — is reportedly running aground, and Msane referred to the structure as a "talking shop".

"The year is half done, and instead of giving us textbooks and stationery, Stoffel van der Merwe is talking about

all kinds of other things. He doesn't understand how powerful our region is. Perhaps through discussion he may have understood us better, but now he has lost his chance," said Msane.

He said the government was now moving fast to allocate the empty schools, whereas it had been dragging its feet before the campaign was announced.

Two weeks ago, Welfare, Housing and Works Minister Sam de Beer announced the allocation of nine schools, mostly to private institutions.

Among these were Marandisa Primary in Maraisburg to the Light House Christian Schools Ministry, Jubileum Primary in Mayfair West to the Educare Training Trust, Johan Rissik Primary in Johannesburg to the Department of

Education and Culture and Malvern West Primary to the Johannesburg Tutorial College.

Once the earmarked schools have been occupied, the NECC will hand them over to the Department of Education and Training. "We don't want to buy," said Msane. "The DET will be held responsible for providing maintenance and materials."

This is potentially a fresh source of conflict, as most of the empty schools, although structurally intact, have been stripped of educational facilities.

Meanwhile, at a press conference this week, the Azanian People's Organisation distanced itself from the campaign. "We should not settle for crumbs from the table of white people," said Azapo education secretariat spokesman Dr Gomoemo Mokaé. "The onus is not on blacks to decide what to do with these institutions. We should demand that the government build more schools in the townships rather, because pupils moving to white areas will lose their sense of belonging and develop other cultural tendencies."

The Pan Africanist Congress, however, supports the campaign.

76 000 robbed of learning - survey

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Sowetan 16/7/91.

POOR schooling facilities in Alexandra are robbing an estimated 76 000 youth of school-going age education, a survey conducted by Education for Employment revealed.

The survey was carried out on 900 households in the dusty township near Sandton.

According to this survey, in an estimated population of over 320 000, 107 000 employable adults are unemployed. This makes a rise from 47 percent in 1990 to over 55 percent.

The township's population has risen from 250 000 to 320 000.

Survey co-ordinator Mr Louis Schoeman revealed a pathetic situation in relation to schools.

"We estimate that there are about 96 000 youth of school-going age in Alexandra. Of these, there are schooling facilities for only 20 000. This means that the vast majority of the youth are growing up without any formal education."

By ISAAC MOLEDI

Statistics of the survey showed that 90 per cent of the population pin their hopes for the future on an improvement in the education of their children. "People believe that if only their children can receive a relevant education of sufficient quality,

they can move towards self-sufficiency," Schoeman said.

The survey maintains that the four major thrusts of Education for Employment programme should be:

- * The upgrading of school facilities from pre-school level upwards;

- * Provision of training and employment op-

portunities for unemployed youth and adults;

- * Provision of counselling advice services to youth and their parents; and

- * Providing management and leadership training to community leaders, thus helping them to structures and so stabilise structures and so stabilize the community.

Stoffel refuses to discuss ^{SO} campaign

New Nation (Learning Nation) 12/17-18/79

THE National Education Co-ordinating Committee (NECC) general-secretary, Ihron Rensburg, has expressed shock over education and training minister, Stoffel van der Merwe's, refusal to discuss the occupation of the Orange Grove Primary School with his organisation's regional structure.

In a letter to the region, Van der Merwe said: "The question of the utilisation of unutilised facilities is one of the subjects under discussion between a government delegation and a delegation on which your national body is also represented.

"Therefore I would appreciate it if further communications with myself or my office can be conducted through the chairman or general secretary of the NECC itself."

Rensburg said Van der Merwe's disclosure that the question of the utilisation of unutilised facilities was being discussed by the Joint Working Group (JWG) created a wrong impression. He said there was an impression that any agreement on the issue had been, or would be reached by the JWG.

"That is not the case," Rensburg said. He could not elaborate because the deliberations of the JWG could not be discussed with the press. Rensburg is one of the members of the extra-parliamentary delegation on the JWG.

Rensburg said he did not understand why Van der Merwe refused to meet with the NECC's Southern Transvaal region because a few months earlier he had met with a delegation of representatives from the Alexandra branch of Cosas and the Alexandra Education Co-ordinating Committee.

Discussed

According to the NECC, the issue of occupying the Orange Grove Primary School was discussed with Van der Merwe at the meeting and he undertook to report back. He failed to do so.

Rensburg said while the campaign to occupy unutilised and under-utilised white schools had not been adopted by the NECC, regional and local structures of the organisation had been given the go-ahead to embark on campaigns around five issues.

Those, he said, were the provision of textbooks and stationery, adequate classroom space - which could imply the acquisition of additional buildings through the taking over of unutilised school premises - and the decrease of teacher/pupil ratios to reasonable levels.

The NECC had also given its structures a mandate to campaign for the recognition of Parent-Teacher-Student Associations (PTSAs) and the South African Democratic Teachers Union (Sadtu).



Ihron Rensburg, NECC general secretary

There are reports that the national executive committee of the NECC expressed reservations over the process which led to the formation of the JWG and was concerned that the proceedings of the JWG remained confidential.

Facilitate

Sources close to the NECC said the organisation had almost pulled out from the JWG about two months ago. But, the sources said, the decision was withheld because there were hopes that the JWG would report to state president F W de Klerk and ANC president, Nelson Mandela, last month.

Instead, the NECC concluded that "the JWG was not a negotiating structure, but one which would facilitate the process through which structures could engage the authorities".

Rensburg said the campaign to occupy unutilised and under-utilised schools could be adopted by the organisation nationally.

He said they were willing to meet Van der Merwe to discuss the issue.

Plan to seize white schools criticised

Star
22/7/91
(50)

By Phil Molefe
Education Reporter

The Johannesburg regional management schools' council has condemned plans by the National Education Coordinating Committee (NECC) to move black pupils to empty and under-utilised white schools in the PWV area.

Council chairman Steve Ramoetsane said it had resolved to oppose plans by the NECC to use children as "cannon fodder".

"As a body of biological parents in the true sense of the word, and non-aligned to any political organisation, we categorically condemn the methods used by the NECC and are not going to stand and watch while our children are being used."

Management councils are recognised by the Government in terms of the regulations of the Department of Education and Training, and members are elected by parents in black schools.

Mr Ramoetsane said the regional council, which is composed of individual councils in Soweto and Alexandra schools, had held a parents' meeting in Johannesburg last week, where it had been decided to oppose plans by the NECC region to take over white schools.

"I still believe that such actions can only allow the Government to find an excuse to



SAP is ready . . . Lieutenant-General Mulder van Eyk.

delay the negotiations process," he said.

He accused the NECC of creating unnecessary hardships for underpaid parents who were struggling to make ends meet — "sacrificing their hard-earned money for the welfare of their children".

He was equally disappointed by the involvement of the South African Democratic Teachers Union in the NECC-sponsored campaign.

The NECC region announced plans recently to move black pupils to about 50 unused white schools in the PWV area by August 5.

NECC regional general-secretary Amon Msane said the organisation had failed to per-

suade the Government to allow black pupils from overcrowded schools to use empty white facilities.

As a result, the NECC would go ahead to occupy these schools even if it meant breaking the law.

Mr Ramoetsane said the NECC would fail again in its attempts to occupy white schools because parents were against the move.

Last month the NECC had to call off its plans to move Alexandra pupils to Orange Grove Primary School after the police threatened to take action.

Mr Ramoetsane said the NECC had failed to carry out its threat, not because the police had stopped them, but because the parents had not allowed their children to go to school that day.

Mr Msane said the management councils had no support base in the black community and had lost their credibility since 1976.

Meanwhile, Acting Commissioner of Police Lieutenant-General Mulder van Eyk said: "In view of the increasing frequency of illegal seizure of both Government and private property, and of publicised campaigns by various organisations to do so, the SAP is committed to protecting the rights of all people of South Africa.

"The SAP is therefore ready and prepared to take action in terms of the law against those who violate the property rights of individuals or institutions."

EDUCATION - GENERAL
1991

JULY - SEPT.

Gender issues highlighted

New Nation (hearing Nation)
5/7-11/7/91.

SO

A conference on the empowerment of women in education starts this afternoon at the University of Natal in Durban.

Organised by the SA Democratic Teachers Union (Sadtu), the event will focus on the status of women in education, according to Sadtu's spokesperson, Salome Francis.

Francis said the conference would deliberate on gender inequalities in the country's education system.

State

Since its formation last year Sadtu has challenged the state to abolish inequalities

based on gender in the teaching profession. These include full parity in salaries between male and female teachers and maternity benefits.

Francis said the event will be attended by over 500 delegates from the organisation's branches throughout the country.

Workshops to focus on gender issues will be held in the following areas; textbooks, language and teaching methodology, pre-primary, junior and senior primary education, people's education, career guidance and counselling, non-formal education, literacy and worker education.

Education

Delegates will discuss the strategies for the empowerment of women educators and will consider the implementation of affirmative action programmes, said Francis.

The event will be opened by Sadtu president, Shepherd Mdladlana.

Phumzile Ngcuka of the World University Services based in the Western Cape is one of the guest speakers.

Other speakers include Sabina Zarira of the Zimbabwe Teachers Association. Zarira will evaluate the position of women in the Southern African region.

Another foreign speaker is Georgina Baiden, a member of the International Federation of Free Teachers Unions and president of the Ghana National Association of Teachers.

The opening and the closing sessions will be open to the public. The conference will open today at 7pm and will run until Sunday.

Takeover of white⁵⁰ school to go ahead

By Phil Molefe
Education Reporter

The southern Transvaal region of the National Education Co-ordinating Committee yesterday reaffirmed its determination to occupy Orange Grove Primary School tomorrow.

Announcing this in Johannesburg yesterday, southern Transvaal general-secretary Amon Msane said his organisation would intensify its campaign to take over empty white schools.

In a letter sent on Monday, the southern Transvaal region requested to meet Minister of Education and Training Dr Stoffel van der Merwe yesterday, hoping to put pressure on him to allow Alexandra pupils to be moved to Orange Grove.

However, Dr van der Merwe said on Tuesday he was not available to attend a meeting with the NECC branch. He also objected to the NECC region's announcement of plans for the meeting to the media before confirmation of the meeting had been sought from him.

He indicated that because the Government was involved in discussions on education matters with the national body of the NECC, there was no necessity to meet one of the NECC regions over the same issue.

Foolish

"Now that the way to resolve the issue of opening all unoccupied schools with Dr van der Merwe is closed, we are left with no option but to intensify our mass action against that department," Mr Msane said.

He said the NECC had been "wrong and foolish" to believe Dr van der Merwe's statements that his door was always open to discuss education matters.

He counted the Congress of South African Trade Unions, the Congress of South African Students and the Civic Associations of Southern Transvaal as among the organisations which had thrown their weight behind the All Schools for All People campaign.

These organisations were due to meet last night to formahse plans on more than 50 unused white schools which will be targeted for occupation.

The NECC also reaffirmed its call for the resignation of Dr van der Merwe.

Mr Msane said negotiations with the Department of Education and Training over the occupation of empty white schools had proved futile.

Last week the NECC tried to bus Alexandra pupils to Orange Grove, but the move was thwarted after the police turned away the buses and threatened to take strong action if the organisation continued with their plans.

Dr van der Merwe has warned that plans to occupy white schools without a legal claim to them would constitute an illegal act.

Mass takeover of schools planned

By Phil Molefe
Education Reporter

Star 5/17/74
50

The southern Transvaal region of the National Education Coordinating Committee has suspended the takeover of Orange Grove Primary School, planned for today, to prepare for the mass occupation of empty white schools in the next few weeks.

NECC southern Transvaal general secretary Amon Msane said yesterday the organisation had decided to embark on a "low profile" action as a build-up to the takeover of about 50 white schools in the PWV area.

A meeting attended by the Congress of South African Trade Unions, Congress of South African Students and the Civic Associations of the Southern Transvaal on Wednesday night resolved to back the NECC's All Schools for All Peo-

ple (Asap) campaign and to go ahead with plans to force the Government to hand over unused white schools for blacks.

The meeting worked out a "secret plan" for the occupation of schools. Mr Msane declined to disclose details.

"We want to keep the Government guessing what action will be taken," he said. "They will only know about our move once we have occupied the schools so that it will be difficult to kick us out."

He said the NECC was left with no other option.

"We wanted to discuss the Orange Grove issue with Dr (Stoffel) van der Merwe (Minister of Education and Training), but he refused to see us and now he will be surprised that we are no longer targeting one school, but all the schools."

On Monday the NECC region sent a letter to Dr van der

Merwe, requesting a meeting on Wednesday about the Orange Grove school.

However, Dr van der Merwe said on Tuesday he was not available to attend, and he objected to the announcement of the meeting to the media before confirmation had been sought from him.

Dr van der Merwe also said that as he was involved in discussions with the national body of the NECC, it was not necessary to meet a branch of the organisation.

Mr Msane said an NECC meeting was planned for next Wednesday at which all organisations that supported the Asap campaign would finalise plans and the date when pupils would be moved to white schools.

Dr van der Merwe has warned that plans to occupy unused white schools would be illegal.

SCHOOL WATCH

ANC supports campaign to occupy empty white schools

New Nation (hearing Nation)
Support for the campaign to occupy empty white schools is growing and new initiatives are being developed.

The campaign was launched last week by the National Education Co-ordinating Committee (NECC). 517-11719

Indications are that almost all ANC branches in the Johannesburg area, including the white suburbs, have pledged their support for the campaign and have shown a willingness to take part in it.

The Johannesburg Education Committee also supports the campaign.

On the other hand, progressive structures in Johannesburg are on the lookout for empty schools in the white residential areas.

A planning meeting was held this week in which several structures, including ANC branches, took part. The meeting discussed ways to intensify the campaign in the Witwatersrand area.

One of the issues discussed was the plight of pupils attending inner-city schools, most of whom are "fly-by-nights".

Reliable sources said the possibility of starting a campaign to move pupils from those institutions to the empty white schools was discussed.

Region

Commenting on the move, NECC Southern Transvaal regional secretary, Amon Msane, said several of these schools have been closing down due to the lack of funds and other issues such as maladministration.

"Those schools cater for youngsters who do not find accommodation in township schools. But, unfortunately, they cannot operate properly because some of them rely solely on school fees payment to run their daily business.

"Secondly, those schools are inside the city, creating a situation where there are no physical education facilities.

"The other factor is that education and training minister, Stoffel van der Merwe, claims that his department would feel compelled to bus students from the township should it make a schools available in white areas.

"If that is the case, then the kids attending inner-city schools have proved that they can pay for their transportation. The department should therefore not worry about that," said Msane.

Msane also disclosed that his organisation was working on a meeting to look into problems faced by private schools. He said several organisations as well as parents of children attending these institutions would be invited.

The owners, administrators and associations of private schools are also expected to attend the meeting.

Minister not able to meet local NECC

By Phil Molefe
Education Reporter

SO
Star
3/7/91

Minister of Education and Training Dr Stoffel van der Merwe said yesterday he would not be available to attend a meeting requested for today by the National Education Co-ordinating Committee southern Transvaal region to discuss the Orange Grove School issue.

He said the NECC region had announced plans for the meeting to the media before confirmation of such a meeting was sought or obtained from him.

"I have always gone out of my way to be as helpful as possible within the constraints of the situation.

"As it happens, I will not be available for such a meeting," he said.

The NECC sent letters on Monday to Dr van der Merwe and the Minister of Local Government, Housing and Works, Sam de Beer, requesting a meeting over the occupation of the school by Alexandra pupils.

The school came under the spotlight last week when the NECC threatened to bus black pupils there from the Skeen Primary School.

Dr van der Merwe said the use of empty white schools was under discussion between the Government and a delegation on which the national body of the NECC was represented.

"Under these circumstances, I regard it as improper that I should enter into discussions on this subject with a regional chapter of the NECC, such as its southern Transvaal branch."

The NECC indicated on Monday that it might go ahead with occupation of the school on Friday.

Mr de Beer could not be reached for comment on this yesterday.

Teachers are urged to mix with pupils

Sowetan 3/7/91



PROFESSOR E'skia Mphahlele, director of the Council for Black Education and Research, has urged black teachers to establish contact with pupils during their spare time.

He was speaking at an education workshop held in Warmbaths at the weekend.

The theme of the meeting, which was attended by teachers and people of various professions, was *Our children: Our future.*

The event was part of a rural development project run by Pretoria's vocational guidance and education centre.

Mphahlele emphasised the need for school children to know what it felt like to associate with teachers outside school.

"It never ceases to amaze me to observe so many of our teachers unwilling to spend one or two hours with their pupils after school to help them learn to live in the real world with their teachers.

"The pupils need to know what it is to live without authority breathing down their necks, and with no rules and regulations being continually thrown at them.

"After school and weekends are times for such contacts. I see, too often for comfort,

By ALINAH DUBE

teachers go through the deadly routine of moving between home and school and places of wild entertainment," Mphahlele said.

Delegates at the conference agreed with him when he said loss of tradition and culture formed part of the history that has disrupted African life.

"Since pastoral life was damaged and blacks became landless, we have never lived in an environment we have created for ourselves. We have been dumped in an environment and have remained alien to it.

Stress

"We are unable to remake it, for the sake of our welfare; it is as alien as the education imposed on us," he stated.

He said African humanism has been severely damaged. People are in a perennial state of stress, without a culture that can give them the moral strength to withstand the assault of white values and culture.

Mphahlele called on teachers to become counsellors rather than representatives of authority. They should also stop thinking of themselves as classroom practitioners.

"At the same time they should resist the temptation to be platform

activists, especially now that there is such overwhelming pressure on teachers to affiliate with sectional political groups. As teachers we cannot afford to drag such affiliations into the classroom," delegates heard.

This attitude, he said, promoted freedom of inquiry, expression and fear unlike the authoritarian education which operated by driving fear into both children and teachers.

He said education should be part of community development and not a mere struggle for certificates. That would allow teachers to be committed citizens of a community sharing its anxieties and hopes.

Mphahlele advised teachers to form study groups all over the country to discuss cultural matters. He said such study circles would help them share individual experiences relating to the changing culture of black people.

Delegates resolved to forge links with churches, youth groups, women's organisations and organisations such as burial societies. Emphasis was put on the need to hold workshops from time to time and it was agreed that a lot of work had to be done by parents, pupils and teachers themselves to put black education right.

School campaign 'more effective than discussion'

MASS action to take over empty white schools had been more effective than months of negotiation by the joint multiparty working group on education, National Education Co-ordinating Committee (NECC) general secretary Ihron Rensburg said yesterday.

The working group — which includes government, the ANC and educationists — had been unable to reach consensus on the issue of empty and under-utilised facilities, he said.

But Education and Training Minister Stoffel van der Merwe had had "the audacity" to make an announcement in this regard as soon as Alexandra pupils had drawn international attention by trying to occupy the empty Orange Grove Primary School last week, he said.

After pupils planning to take over the school were turned back in Alexandra, Van der Merwe announced

8/0am 37/91
TANIA LEVY
that steps would be taken to make it easier to facilitate the use of empty white schools by black pupils.

Meanwhile, Van der Merwe said he would not meet with the NECC's Southern Transvaal branch today as announced by the NECC.

Contribution

He said it would be improper to enter discussions with a regional branch of the NECC while the question of unused facilities was being discussed by a government delegation and a delegation on which the national body of the NECC was also represented.

Van der Merwe said any attempt by any unauthorised groups to "occupy" such premises would constitute an illegal act.

Such action would make "no contribution whatsoever towards finding

constructive solutions for the problems of education".

An NECC spokesman said this week the occupation of Orange Grove school would go ahead on Friday as planned.

Rensburg said the NECC would meet later this month to decide whether occupation of empty white schools should take place nationally.

He said about 300 000 black pupils could be accommodated in the 200 or more white schools which had been vacated in recent years.

The use of these schools would help relieve overcrowding problems in black schools inside SA, even if it did not begin to address the crisis in homeland schools.

Rensburg said government had to open all white schools to indicate its commitment to redressing the gross imbalance in education resources which were presently skewed away from crisis areas towards privileged suburbs.

Metro creates ^{Star 3/7/91} ^{SO} R5-bn retail giant

Finance Staff

The Metro Cash and Carry group is to bring all its operations under one umbrella with combined annual sales of more than R5 billion.

Managing director Carlos dos Santos said yesterday that the new group, which resulted from the takeover of the Metro and Score groups by Premier, would continue to operate under the existing name.

It would be listed on the JSE as Metro Cash and Carry.

The new group will comprise the existing 208 Metro and Trador outlets, five Trade Centres and six Builders Bucket operations.

The retail operations

of Fairways and Score Supermarkets have been merged and will be known as Score Supermarkets. They will be headed by MD Chris Burgess and operate completely independently of Metro, Mr dos Santos said.

The merger of the cash and carry interests has created one of the largest distribution operations in the country and as a result, the company has been divided into three regional operational divisions.

"There is still a great deal of work to be done in the restructuring of the group," Mr dos Santos said, adding though that the latest moves should speed up the process.

Power deal averts threat of boycott

B/0 am 217191

THE Soweto City Council announced yesterday that it would be prepared to let the Central Witwatersrand Regional Services Council administer electricity supply to the township, provided there were no moves to take over ownership of the R350m electricity infrastructure.

The move averts a confrontation with the Soweto People's Delegation (SPD) which had warned of a full-scale rent and services boycott unless electricity supply to residents was handed over to the RSC.

The RSC had offered to take over power supplies from the three Greater Soweto councils — Diepmeadow, Dobsonville and Soweto — which were having problems getting residents to pay rent and service charges.

About 55% of Soweto residents have been paying their electricity bills since the signing of the Greater Soweto Accord, which wrote off R516m arrears last September and ended a five-year boycott.

Informed sources said yesterday the Dobsonville council had agreed to transfer administration of electricity supplies to the RSC, while Diepmeadow had rejected this because it was expecting Soweto to do the same. It was possible that Diepmeadow councillors might have a change of heart, the source said.

Soweto council spokesman Mojalefa Moseki said in a statement yesterday the council had agreed in principle to "man-

THEO RAWANA

date" the RSC to administer the power supply on its behalf.

Hinting that other parties could be given the task, Moseki said the council's decision set the stage for negotiations with the RSC or any other body the council deemed fit to administer the service on its behalf.

He said a full council meeting passed the motion last Thursday after an exhaustive debate during which its implications were thoroughly considered.

Specific

Moseki said conditions adopted with the agreement — to safeguard the interests of Soweto residents who own the R350m electricity infrastructure — were that:

- The agreement should address and relate to Soweto's specific needs;
- The council should approve of decisions on the supply of electricity taken by the mandated party;
- The final draft of the agreement should be approved by the full council before being signed;
- There should be provision for a procedure through which the Soweto council could terminate the agreement if it felt that the other party was not fulfilling its part of the contract; and
- The duration of the contract should be clearly specified.

NECC seeks meeting on Orange Grove school

Boycott

217191
WILSON ZWANE

THE National Education Co-ordinating Committee (NECC) is seeking an urgent meeting with government to discuss the transfer of the Orange Grove Primary School to Alexandra high school pupils.

NECC southern Transvaal general secretary Amon Msane said yesterday his organisation had requested an urgent meeting on Wednesday with Education and Training Minister Stoffel van der Merwe and Budget, Welfare, Housing and Works Minister Sam de Beer.

"We also want clarification on Van der Merwe's announcement last week concerning the transfer of unused white schools to blacks," Msane said. He had said empty white schools would in future be handed over to black authorities with "a minimum of red tape".

The offices of the Ministers could not confirm if the NECC's requests for a meeting had been received.

Msane said Alexandra's East Bank High School pupils would try to occupy Orange Grove again on Friday. "The NECC hopes that the meeting with the ministers will not be an obstacle to the occupation..."

He added that the occupation of the school — and a number of others in the PWV region — was not a "publicity stunt but a genuine campaign to highlight the mess black education is in".

Other Johannesburg schools the NECC has identified for occupation by black schools include Joubert Park Primary School, Winchester Ridge School and General C de Wet Primary School in Westdene.

De Beer said at the weekend the future of the Orange Grove school would have to be renegotiated with the various interested parties, and welcomed representations by institutions with a vested interest in education.

Sapa reports that the head of Azapo's education secretariat Gomolemo Mokae told a Johannesburg news conference yesterday the organisation did not support the campaign to occupy empty schools and took "offence at the notion to settle for the crumbs of the white man".

The Azanian Student Convention charged it was aimed at political point-scoring and put black lives at risk.

Azapo calls for education indaba

Sowetan 2/7/91

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ORGANISATIONS need to meet to take urgent steps to address the collapse of learning in schools, the head of Azapo's education secretariat, Dr Gomolemo Mokae, said.

He said this in his address to the United Nations Educational, Scientific and Cultural Organisation in Paris last week.

Mokae said the conference should be non-secretarian and cross-ideological and should look at issues like the collapse of the learning culture at schools, pupil and parent and morale and the need for a code of conduct governing behaviour of pupils, students and tutors.

By GRACE RAPHOLO

"The education crisis cuts across the ideological divide and for any initiative to succeed, it has to be jointly organised from inception by all relevant bodies irrespective of ideology."

Mokae told the UN that organisations like the Black Students Study Project, Black Adult Literacy Advancement, Community Health Awareness Project and the Imbeleko women's organisation have been denied international financial support for their programmes because these organisations espoused Black Consciousness.

Azasco hits at school strategy

Sowetan 2/7/91.

~~1/19~~ 50 By GRACE RAPHOLO

THOSE campaigning for the occupation of empty white schools ignored the practical limitations like transport, security and the level of income which invariably defeated the purpose of such occupation.

Speaking at a Press conference in Johannesburg, Azasco publicity secretary Siphso Maseko said the move sought to further sacrifice the learning process for political motives.

He said whites were capable of transporting violence into black townships and chaos would result if black pupils forcefully occupied those schools.

He urged parents not to risk the safety of their children by making them vulnerable to attacks by rampaging white gunslingers, whose track record was known in the townships.

Azasco demanded the establishment of township schools of the same standard as those in white suburbs.

He said the onus was on the Government and not on the pupils to do something about the shortage of classes.

R56,7m given to help the people

SOWETAN REPORTER

THE ANGLO American and De Beers Chairman's Fund and Educational Trust approved grants of R56,7 million for community development last year.

According to Anglo's annual report, published at the weekend, 50 per cent went to secondary and tertiary education while a further 13 per cent was committed to primary education.

The Chairman's Fund continued to support many projects in rural areas concerned with providing better primary health care, encouraging entrepreneurship and developing agricultural skills.

Projects

"Anglo continues to be a major supporter of the Urban Foundation to which a further R2,4 million was donated during last year.

"The South African Institute of Race Relations and International Affairs are also important recipients of the corporation's support," the report says.

A total of R570 million was committed by the private sector to projects to be undertaken in consultation with the black communities over five years. The emphasis of the projects would be on education relevant to employment.

"The Private Sector Initiative formed last year by a group of companies, including the corporation, aims to expand the private sector's contribution to socio-economic development."

NECC meets to discuss inner-city schools

THE fate of Johannesburg's inner-city schools will be discussed at a two-day conference starting on Saturday at the Alpha Conference Centre, in Broederstroom.

Organisers of the conference, the National Education Co-ordinating Committee (NECC) Southern Transvaal region, said after months of research and monitoring, they found that 39 private schools functioned in the Johannesburg area. These schools accommodate between 300 and 1 000 pupils each.

Result

NECC organiser, Sam Mokgantsang told PUPILS FORUM that all the principals of these schools as well as leaders of the bodies which represent them had been invited to the conference. He said most of them had indicated they would attend.

Mokgantsang said the conference was prompted by increasing problems faced by these schools.

"These schools are a direct result of the education crisis in the country and it is also a fact that they have failed to provide an alterna-

like the registration of these schools and subsidising them.

Among the problems experienced in these schools are the exorbitant fees, severe shortages of learning material and maladministration.

Mokgantsang said they had found that 87 percent of the institutions were run by individuals who, in most cases, were owners or principals.

Inefficiency

Some employed family members for administrative duties and inefficiency has been the order of the day, said Mokgantsang.

Due to a lack of funds and expertise, some of the schools have employed under qualified teachers, who have accepted poor salaries. Some of the teachers employed were from neighbouring states and even if they were qualified, were not familiar with South Africa's education system and the current school syllabus.

Mokgantsang said the conference would elect a committee of parents, teachers and students which would engage the state on issues

like the registration of these schools and subsidising them.

He expressed concern that despite the Department of Education and Training Act, which made it illegal for any person to provide education without registering his institution, there were still many schools which functioned without meeting this provision.

Ironically, according to DET officials, the department does not enforce the Act. Several schools have functioned without being registered, but their owners have never been questioned about these institutions, Mokgantsang said.

Open

Recently, Acme College, which was riddled with problems, was forced to close its doors after two months.

Mokgantsang said the conference was open to members of the community, especially parents who had children in these schools and teachers.

For further details, contact the NECC at (011) 29-1474/88.

New Nation (Learning Nation) 2/8-8/8/91.

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Ex-Labour man the dark horse in education shifts

Williams 2/18-8/8/91

THE second most important man in government education — if only nominally — is a "brown Nat".

Abe Williams — a prominent rugby man, Boland landowner and former Labour Party MP — was the dark horse in President FW de Klerk's announced reshuffle of education ministers this week. He swept right up the corridors of power to provide back-up to Minister Louis Pienaar as deputy minister of national education. With this move, Williams becomes the first "black" person to serve in a ministerial portfolio, due compensation for his movement across the floor with disaffected Labour Party members to the National Party during the last session of parliament.

Some say National Education is a dead department, acting only as an umbrella body with no muscle to influence racially fragmented educational policies. But Williams may be well-placed to deal with "own affairs" juggling: he served as deputy education minister in the coloured House of Representatives for just over a year until his resignation in June.

Educationists interviewed this week were circumspect about the replace-

ment of Education and Culture: House of Assembly Minister Piet Clase by Piet Marais, and Education and Training Minister Stoffel van der Merwe by Sam de Beer. Most said it signalled a possible turn for the better, others that the story remains much the same.

"It's just different people fielding or battling but the game remains the same," said Transvaal Union of African Teachers (Tuata) president Leepile Taunyane. "What we need is a change in the system. The two new ministers will have to knuckle down to the same problems as their predecessors."

In its response, the National Education Co-ordinating Committee said Clase's resignation came as "no surprise", and that Van der Merwe's handling of the white schools occupation campaign had "confirmed his incapacity to move boldly and act decisively when it mattered".

The new appointments indicate that the government still has its feet very much stuck in the racial mode. "This was a perfect opportunity for De Klerk to move towards one ministry," said Dr Johan van Zijl, director of the Education Foundation. "It's a pity he did not use it."

De Klerk has reshuffled his education ministers, bringing in more 'verligte' men. But will this bring about much change?
BY PORTIA MAURICE

Most agreed, though, that both De Beer — who switches from welfare, housing and works — and Marais — now deputy head of African education — are *verligte* "new Nats", who are likely to further the reform process.

Both have had experience in black education, and it is hoped this will facilitate inter-departmental co-operation and understanding. "Marais has been exposed to the harsh realities of black education. Now that they've put him in charge of the Rolls Royce, he will find it very hard to defend white privileges," said Roger Burrows, Democratic Party spokesman on education.

De Beer was in charge of black education during the school boycotts of the late 1980s and is said to have dealt astutely with the crisis, as ministers go. According to Shelagh Gastrow, he is remembered for his agreement with the Cradock Residents' Association to reinstate activist Matthew Goniwe as

school principal following protests over his transfer; his successful mediation of a boycott at a Fort Beaufort college after expulsions; the compromise reached between his department officials and black parents and students regarding the postponement of exams in 1985; and his agreement to recognise student representative councils at schools for blacks.

Class — himself an ex-teacher — is commonly known as a diehard conservative, who found moves towards deracialising education hard to stomach. His handling of white education was always "one step forward, two steps backwards", one source said, and his announced closure of white training colleges earlier this year was particularly schizophrenic.

"Although he had very strong personal reasons for leaving politics after 17 years, I think he felt during the last session of parliament that he was holding the can for everyone in education," said Burrows.

Class will go down in history for his A, B and C "open" school models, introduced almost a year ago. But he obviously felt uncomfortable with integration, and these models — which

give white parents the option to allow in black pupils — are seen by many as a stop-gap measure.

"The political tide has turned against the Clases of this world," said Johannesburg headmaster and member of the joint working group on education Brother Neil McGurk. "He was a nice enough fellow but he was overwhelmed by the demands of a new South Africa."

Van der Merwe has been moved out of his portfolio, it seems, to play a more active role in political negotiations. Earlier this year, he was given an ultimatum to resign by the Congress of South African Students and the Southern Transvaal branch of the NECC. In its response to the resignations, the South African Democratic Teachers' Union said he had "failed miserably" in addressing the crisis in black education. "Van der Merwe took over black education at a time of enormous toil and strife. It doesn't seem as though he managed to put out the flames," said Van Zijl.

Members of the joint working group, which he chaired, expressed disappointment that he is to go.

● See PAGE 13

Do not lift ⁽⁵⁰⁾ ~~(200)~~ curbs - Paso

THE Pan Africanist Students Organisation has called for sanctions to be maintained until a new constitution is drawn up. *Sowetan 1/8/91*

At the end of its annual congress, Paso also said it has transformed itself from an affiliate of the PAC into an extension of the organisation.

"Congress democratically resolved that Paso is no more an affiliate but a component structure of the PAC. This simply means that Paso is an extension of PAC's department of education."

Paso also said it was against class boycotts. "This (is) as nothing else but the perpetration of the same strategies and tactics of our enemy to retard the mental development of an African child so as to produce cheap labour." - *Sapa*.

Star 2/7/91

Azasco slates proposed takeover of white schools

By Phil Molefe
Education Reporter

(SO) (AP) The National Education Co-ordinating Committee's planned occupation of empty white schools would lead to the "de-culturation" of black pupils if the move were allowed to go ahead, the Black Consciousness-aligned Azanian Students Congress (Azasco) warned yesterday.

The student movement was reacting to plans by the NECC southern Transvaal region to occupy Orange Grove Primary School, which was closed at the beginning of the year, and to spread this campaign to other under-utilised white schools in the PWV area.

"Education must be community-based and we believe

the Government is not unable to provide black pupils with the same facilities it gives to whites," said Azasco publicity secretary Sipho Maseko.

The campaign to occupy empty and under-utilised white schools came under the spotlight last week when the NECC southern Transvaal region announced plans to bus black pupils to these schools.

The campaign was "temporarily" called off on Wednesday when police threatened to take "very strong" action if the NECC went ahead with plans to move pupils to Orange Grove Primary.

NECC southern Transvaal general-secretary Amon Msane yesterday said the pupils would now be moved on Friday.

New Nation Education Forum on the air with Morobe and Seathlo

New Nation (Learning)

2/8-8/8/71

SO

MURPHY Morobe and Khotso Seathlo, both leaders of the 1976 student movement, spoke about their experiences as students and their views on how to address the present education crisis. They spoke on the New NATION Education Forum on Radio Metro, last Wednesday.

The two former student leaders have become respected leaders in the liberation movement.

Vital

Morobe congratulated New NATION on the new programme, saying that the idea of using the air waves for educational purposes was a "noble and much needed facility which I think is so vital and important for the community".

Morobe said 15 years after 1976 and after many detentions and killings, one would have hoped that there would have been dramatic

changes in the education system in the country.

"But, unfortunately my own sense of what seems to have happened is that things have gone from bad to worse. Of course, we all have our own visions. People have ideas as to what they want to do. But so far, the structure that controlled education before 1976 seems unable to pull itself together. It seems to be still entrenched, the same old problems persist, the autocracy of the system . . . The way in which teachers are treated by the department and the department itself still lacks morality in the way in which it handles education matters," Morobe said.

Worst

Seathlo agreed with Morobe and said: "So far there is no difference from what happened in 1976. The worst of these things is

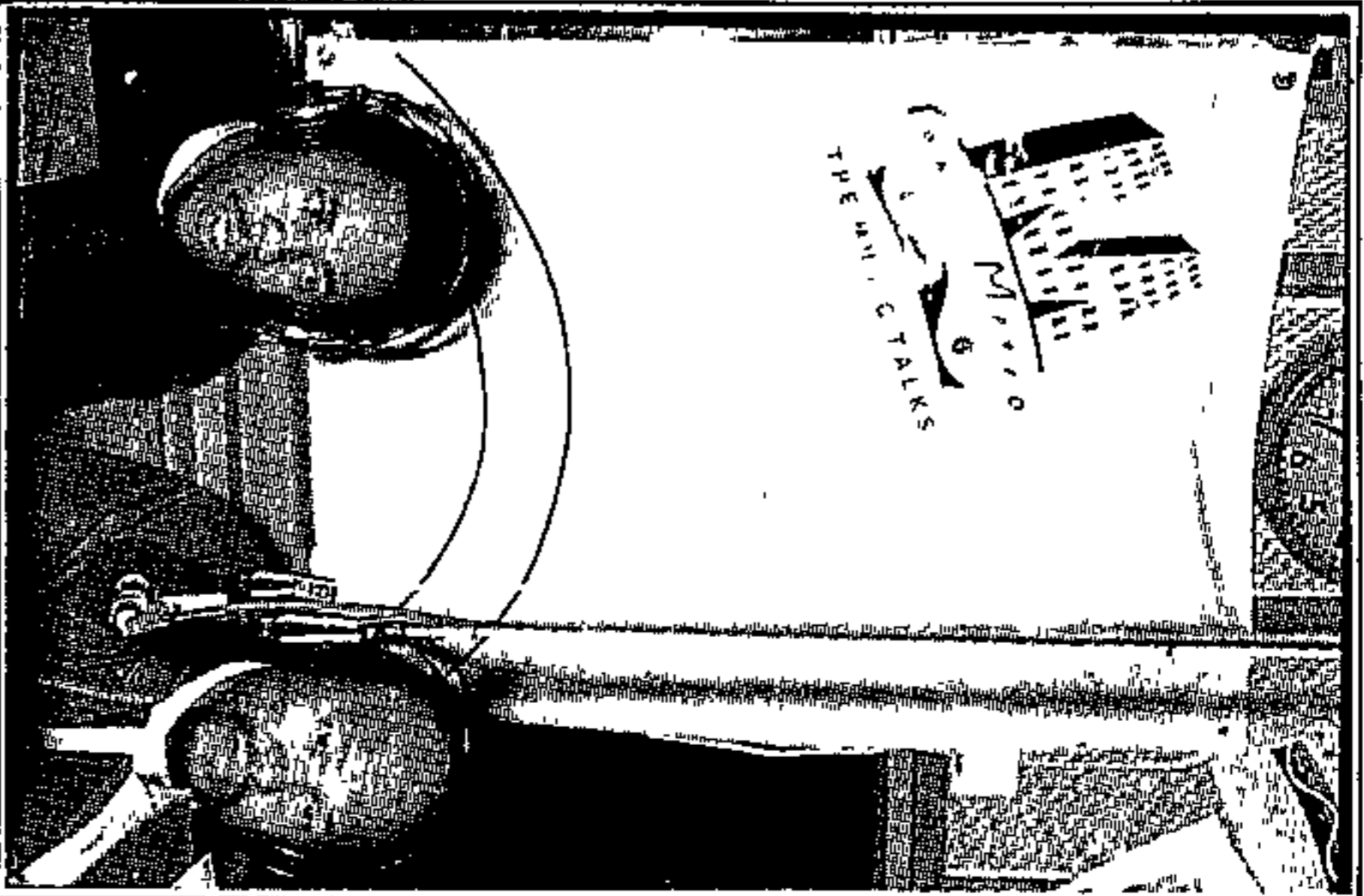
the fact that the department has become much more rigid. We hear from time to time of teachers going for very lengthy periods without being paid. We hear of schools which do not have the necessary facilities."

Maybe, Seathlo said, it would not be realistic to expect the South African regime to provide suitable education, because "no regime has ever felt obligated to educate its oppressed".

Criticised

He criticised the Black community for limiting itself to reacting to "what the regime throws at us", and not devising alternatives and seizing the initiative.

The New NATION Education Forum can be heard every Wednesday from 7.30pm to 8pm on Radio Metro, 576KHz.



Khotso Seathlo and Murphy Morobe

CP calls on Clase to invalidate school polls

Spd 3/8/91.

(50)

OWN CORRESPONDENT

The Conservative Party has called on Education and Culture Minister Piet Clase to invalidate all polls at schools which had voted in favour of setting their own admissions policy and which had accepted faxed votes.

This follows Mr Clase's decision to turn down a 78-percent vote in favour of Model B by parents at the Hoer Jongens skool Paarl because some parents had faxed postal votes.

Parents at city schools are now concerned about the validity of their own polls. At least one city school, Pretoria Boys' High School, which voted in favour of

schools which had allowed voting by fax and where Model B had been implemented that their polls had not been legally valid and that they have no right to admit non-white pupils."

Mr Clase reportedly said he had turned down the Hoer Jongens skool Paarl vote because of the "dubious legal validity" of postal votes sent by fax.

The votes were from parents of pupils in the school's hostel. They had been properly filled in before a commissioner of oaths and then faxed to the school.

Mr Clase's decision could hold far-reaching implications for Transvaal schools which have

69,72 percent poll.

"A poll, to be declared valid, must have at least 80 percent of valid votes cast," Mr Clase said.

The statement said that to date, the school had been the only one which, "to the knowledge of the Minister", had made use of faxed ballot papers, but then stated that this had occurred in other provinces.

"A preliminary investigation carried out after press reports on the matter has indicated that very few faxed ballot papers have been used."

The statement said only two individual votes had been cast by fax in Natal, while none had been cast in the Free State.

In the Transvaal, fewer than 10 individual votes had been

'Much to do' in education

ET 3/8/91
JOHANNESBURG. — The outgoing Minister of Education and Training, Dr Stoffel van der Merwe, says he is leaving the department with mixed feelings as much still has to be done.

Dr Van der Merwe said in an interview yesterday that he was optimistic the groundwork had been laid for a much better future for black education. (S)

Dr Van der Merwe is to be NP chief publicist and full-time negotiations facilitator. — Sapa

Ministers slam Clase

By GLENDA NEVILL

TWO senior cabinet ministers have challenged outgoing Minister of Education Piet Clase's decision to disallow faxed ballots in a referendum held at a Paarl high school which changed the outcome of the vote in favour of admitting blacks.

Cabinet Ministers Gene Louw (also MP for Paarl) and Dr Dawie de Villiers, the leader of the National Party in the Cape, said yesterday they would meet Mr Clase on Monday to discuss the issue.

Mr Clase on Friday refused permission for the Afrikaans Paarl Boys' High School to admit all

racers under the Model B plan.

Mr Gene Louw said Mr Clase's decision could cause serious complications.

"Parents hardly see their way clear to repeat the voting," he said.

Dr De Villiers said he would support integration unless there was proof of fraud in votes sent by fax.

The chairman of the school's committee, Mr Stefan Louw, has asked Mr Clase to reconsider.

"Until we receive a reply from Mr Clase, we cannot decide whether we will hold another referendum," he said.

12 big firms pledge R500m for blacks

S1 Times (Buy Times)

4/8/91

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TWELVE of the biggest companies in South Africa have pledged to donate R500-million to black education in the next five years.

They have asked the Urban Foundation to administer and expand the Private Sector Initiative.

The Urban Foundation will raise and administer funds and try to involve more companies in the initiative. It will select schools and tertiary educational institutions deserving support.

An equally daunting task for the Urban Foundation is to persuade all sorts of community organisations to co-operate.

If the project gets off the ground, it will be the biggest corporate social responsibility project ever in SA.

First hint of the existence of the plan was a statement by Meyer Kahn, chief executive of SA Breweries, in his

By DAVID CARTE

annual report that his group would contribute to the fund.

Urban Foundation spokesmen say the proposal is so sensitive and delicately balanced that they cannot disclose more.

But sources in the private sector say 23 organisations, including the ANC and even

the PAC, are involved in putting the plan together.

Main motivator of the initiative is Michael Rosholt, retired chairman of Barlow Rand. Mr Rosholt is reported to have gained foreign support for the initiative.

Standard and First National banks are known to be taking part, but the names of other sponsors will be announced only when the whole project is officially launched, probably next month.

Allow the parents to choose

THE government announcement that all white schools are free to admit pupils of other races raises the question: does this open the way for a single, non-racial education system?

That would depend on one's definition of a "non-racial education system".

Freeing white schools to admit pupils of other races does not mean the same thing as the National Education Co-ordinating Committee demand that all schools *must* be open to all races.

This represents the ANC's position and means, in effect, that every child has a right to attend the school in his or her own neighbourhood. White children — indeed, all children — would have to attend mixed schools, whether they liked it or not.

Equality

But in a democratic education system, shouldn't parents be given the freedom of choice to bring up their children in a school with pupils and teachers of their own language and culture? This attitude has been called racist — a concealed attempt to maintain apartheid in education and preserve white privilege. But is this necessarily so?

Why is it wrong for a group to want their own schools? It is not only in Johannesburg but also in cities throughout Europe and America that you find that Jews, Catholics, Germans, Greeks, Africans, Americans, French and

JIMMY ELLIOT puts the case for future schooling in South Africa

ST Times 4/8/91

So

so on, all want their own schools. If parents in South Africa were given a choice one may well find that only a majority of blacks want integrated education. South African blacks, like their American counterparts in the past, may claim that only if schools are integrated can they hope to achieve educational equality.

But English and Afrikaans schools are at present segregated, and who is to say that one system is educationally superior to the other?

Unlike African-Americans who are in a minority, South African blacks in a future democratic dispensation will be in a position to demand equal provision in education. Moreover, in the future, blacks in this country may follow African-Americans in demanding a new form of separatism where their children are thought to progress and relate better to an Afro-centric school curriculum. At college level in America, more than 150 institutions are exclusively black for the simple reason that they choose to remain black.

Integrated schools, by bringing young people together, will hopefully encourage mutual respect, understanding and tolerance. Integration fosters common values and attitudes, segregation exaggerates our differences, say the

sociologists.

But don't expect too much from the schools. The British Labour Party destroyed the English grammar school to make way for the comprehensive system that was, among other things, supposed to break down social class barriers. Thirty years later the gap that separates England's social classes is greater than ever.

Teaching classes of children from diverse cultural backgrounds, many or most with little or no knowledge of English, creates almost insuperable problems. Research shows that a deprived economic and cultural home background seriously retards school progress. It is impossible to see how existing standards can be maintained in such a school environment.

Integration has positive features in bringing the races together and promoting understanding, but one should not exaggerate its role in nation building.

On economic grounds, a large measure of integration is inevitable if we are to avoid unnecessary and expensive duplication of educational facilities. However, in a heterogeneous society such as ours, integration poses many teaching and learning problems. Language, in particular, is a for-

midable obstacle, especially at primary level, where in the early years the child is taught in the mother tongue.

It is surely a fundamental right in a free democratic society that parents should have a say in the education of their children? Local authorities under a single education department must be given powers in adapting education to local conditions. One way in which parents can be offered a choice is to organise a group of schools within a large catchment area.

A doctrinaire approach to integration is fundamentally wrong. "Busing" children between black and white areas has been suggested by the NECC. The policy was tried in America and abandoned in the face of strong opposition from parents, who saw it as harming their children and disrupting their education.

Principle

Above all, a young child's education cannot be sacrificed for a political dogma. Apartheid education was fundamentally wrong because the school a child attended was determined by the colour of his or her skin. The cardinal principle must be that never again in South Africa should a child be denied entry to a school solely on the grounds of race.

□ Dr Elliot is the former Director of Teaching and Learning at the Medical University of South Africa.

800 youths flee violence

Open 4/8/91.

MORE than 800 young South Africans fleeing political violence have arrived in Zambia since the beginning of the year to seek education opportunities under the auspices of the ANC.

An average of 60 black youths aged between 15 and 25 years are fleeing South Africa every month, ANC representatives in Zambia revealed this week.

Eighty-four youths arrived in Zambia during the past two weeks via Swaziland.

The South African refugees are camped at the Kamwanga Refugee transit centre 12 km outside Lusaka.

The United Nations High Commission for Refugees is providing food and accommodation, but this is now hampered by the large number of refugees.

Problem

The centre can accommodate about 400 people but this has been outstripped by 100 percent.

ANC administrative secretary in the education department, George Shaya, said: "There is a major problem of accommodation because the influx of arrivals is more than we can handle.

"But here we are, we have to look after them."

The acute shortage of cooking facilities has compounded the problem.

Transit centre administrator Graham Morodi conceded: "We definitely can't cope with the large number of people arriving."

However, the ANC has a responsibility to look after the refugees and to try and place them in schools.

"We are trying to enforce emergency programmes to accommodate the new arrivals in our educational programmes which friendly countries are trying to assist with funding," explained Shaya.

ANC student co-ordinator Ashley Sewisa said the ANC already had 500 South Africans in Nigeria

Our
transit
camps
in
Zambia
crammed
says
ANC

and another 500 might be going to Kenya before the end of the year.

The Australian Government is currently funding the 500 students in Nigeria but the ANC is trying to mobilise more resources for the more than 800 new arrivals.

Asked why he fled South Africa, one of the refugees said: "The education system for blacks at home is appalling and in a total shambles. It hasn't changed despite President FW De Klerk's world-acclaimed reform programme.

"Black education is facing its worst crisis ever. It seems to me there is still a lot of talking and no action."

The young fugitives are mainly seeking secondary and university education. Some, however, are hoping for professional training outside South Africa.

Contrast

The scenario at the ANC refugee transit camp is in sharp contrast with the thousands of South African exiles still waiting in several African countries and other parts of the world to return home.

ANC repatriation officer Hein Grosskopf explained: "Many of the exiles are skilled and educated and can easily be accommodated in various sectors of the South African economy

"The refugees, however, still need education and training." - ANO

De Beer faces daunting task

By SEKOLA SELLO

THE new Minister of Education and Training Dr Samuel de Beer is not likely to be fazed by his promotion to one of the country's hottest Cabinet portfolios.

He has seen it all before. He was thrown into the lion's den seven years ago when he was appointed Deputy Minister of Education and Development Aid.

His appointment then, soon after his 40th birthday, could not have come at a worse time. The country was in flames and education was verging on collapse.

On the Reef, in the Eastern Cape, some parts of the Orange Free State, in Durban and Maritzburg and the Western Cape, township schools had become "no go areas". Pupils were in daily clashes with the security forces.

De Beer's ministry used a number of strategies to force pupils to return to classes, including threatening to close the affected schools.

As the situation deteriorated, the then State President, PW Botha, in



DE BEER has seen the worst of it before

1986 announced a special proclamation empowering the Department of Education and Training (DET) to expel pupils who failed to comply with DET regulations.

In terms of the proclamation published in a special Government Gazette, the DET director general or an authorised official could, without giving reasons, refuse to enrol or admit a pupil.

Despite these hardline measures, De Beer earned a reputation among his

adversaries in the National Education Crisis Committee (NECC), (now the National Education Co-ordinating Committee) that at least he listened to grievances.

He also acceded to the establishment of Student Representative Councils at schools - one of the pupils' main demands.

It was also during De Beer's tenure in office that a one-man commission of inquiry into unrest in black schools was established.

The commission, under Professor Tjaart van der Walt, uncovered important factors which contributed to problems in black schools.

These included socio-economic conditions worsened by recession; a serious lack of communication; and lack of a clear political future.

Since then, not much has been done to remedy the situation.

In fact, De Beer will probably return to the DET to find the situation has worsened.

De Beer says he will make public his policy statement on how he intends tackling his new job when he takes office on

September 1.

But the NECC's Ihron Rensburg has already warned he is "faced with a daunting task".

At present De Beer is Own Affairs Minister of the Budget and Welfare, Housing and Works.

Outgoing Minister of Education and Training, Dr Stoffel van der Merwe, says he is leaving the department with mixed feelings as much still has to be done, reports Sapa.

Van der Merwe said in an interview on Friday he was optimistic the groundwork had been laid for a much better future for black education.

In the past 22 months, the whole climate had changed from confrontation to that of co-operation and unity.

However, Van der Merwe said it was necessary for him to leave to help lay the groundwork for negotiations. The National Party had a valid message to carry to all South Africans during and after the negotiations process.

His new title is NP chief publicist and full-time negotiations facilitator.

Good schooling — parents told they must pay

MICHAEL MORRIS
Political Correspondent

OUTGOING Minister of Education and Culture Mr Piet Clase has bluntly warned parents that the government cannot afford to provide education on a par with present "white standards" for everybody.

Parents who wanted children to have a better education than was "generally affordable" in future would have to pay.

Mr Clase acknowledged at a Suid-Afrikaanse Onderwysersunie meeting in Oudtshoorn last night that there was "deep unease" among teachers over the future of education.

But he made it clear the "huge gap" in education spending between white and black pupils — R2 000 a child — would have to be narrowed.

Mr Clase said education already consumed 19 percent of the national budget.

BILLY PADDOCK

GOVERNMENT would soon announce details of a plan to transfer empty white schools to blacks at no cost, Education and Training Minister Stoffel van der Merwe said yesterday. *BIPam 7/8/91*

Speaking at a news conference in Pretoria, Van der Merwe said an option "affectionately referred to as Model E in the department" would apply to white schools with decreasing enrolments.

Van der Merwe said under Model E schools could be transferred to black education departments or be retained by the white Department of Education and Culture and declared open.

Government could not yet announce de-

Plan to open some white schools to all

tails because it was still in the process of broad consultations with the National Education Co-ordinating Committee (NECC), other ANC-supporting education groups in the Joint Education Working Group as well as groups outside the working group, said Van der Merwe.

He appealed to the NECC and the SA Democratic Teachers' Union (Sadtu) not to press ahead with planned demonstrations and occupation of empty schools because that would delay progress even further.

To Page 2

Schools *BIPam 7/8/91*

Van der Merwe said Sadtu demonstrations planned for today to press for government recognition of the union were "uncalled for and totally out of line".

He said a draft recognition agreement had been drawn up by the department at the beginning of the year and Sadtu had agreed to consult with its constituencies about the draft.

TANIA LEVY reports that thousands of teachers are expected to march on the DET offices in Braamfontein today to demand union recognition and an end to alleged teacher victimisation.

50 From Page 1
About 100 000 teachers were expected to take part in similar marches around the country, Sadtu general secretary Randall van den Heever said yesterday.

Meanwhile, Sapa reports that Education and Culture Minister Piet Clase said yesterday the state would not be financially able to maintain a "total education system" according to "white norms".

Clase told a Suid-Afrikaanse Onderwysersunie meeting in Oudtshoorn the shortage of funds would necessitate the "favourable funding" of white education to be scaled down.



Midweek Politics
By ANTHONY
JOHNSON

CT 7/8/91

(5b)

FEW tears will be shed when the much-maligned white "own affairs" Minister of Education and Culture, Mr Piet Clase, finally packs his bags at the end of September.

Mr Clase's latest effort in trying to block Paarl Boys' High from opening its doors to all races by disallowing faxed ballots in the school referendum is but the latest in a long line of debacles marking his political career.

Having set enormously tough criteria and disincentives for schools that wished to deviate from apartheid education — the approval of 90% of parents in an 80% poll — Mr Clase now appears bent on using his dying days in office to invent fresh obstacles to stem the integrationist tide.

The latest obstructionist moves are rich coming from a minister who 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.

Indeed Mr Clase, who scraped home by 47 votes in the Virginia constituency in the 1989 general election in a 70,6% poll, managed to capture the ballots of only 33,4% of those eligible to vote.

Implementing policy

While not wanting to detract from the minister's peculiar knack for bungling, virtually unrivalled among the foot-in-mouth specialists so heavily populating the Nationalist hierarchy in recent years, his actions and omissions as a minister need to be assessed in context.

In Mr Clase's defence it could be argued that much of the time he was frustrating, confusing and infuriating educationalists, parents and the public at large

Bar on open schools votes by fax last of vintage Clase

he was essentially implementing National Party policy.

It was none other than Mr De Klerk, himself hardly a beacon of enlightenment during his tenure as an Education Minister, who elected to keep on Mr Clase as the key personality involved with white education during a critical two-year transition period.

If Mr Clase was not implementing government policy or performing up to Mr De Klerk's expectations during this period the State President had the prerogative and duty to shift him or replace him.

Given that the controversy-plagued minister was allowed to remain with his hugely sensitive portfolio as one storm after another broke around his head over an extended period, it would be reasonable to conclude that he was acting with the full backing and blessing of Mr De Klerk's Cabinet.

Indeed, Mr Clase's colleagues have in private been quick to jump to the defence of his broad education philosophy, if not his frequently rankling style.

For example, they have defended his moves to sharply re-

strict the opening of white State schools by setting such punishing criteria for their opening on the grounds that this has kept down "incidents" at newly integrated schools.

Another partial defence of Mr Clase is that he is a victim of circumstance — specifically the federal structure of the National Party, which requires that the top jobs in government be spread about among representatives from the four provinces.

This system, while democratic in theory and intent, can result in people such as Mr Clase being promoted above their competence, particularly in areas such as the Free State which have been marked by a dearth of talent in Nationalist political circles in recent years.

There has been much well-founded speculation that the Nats are likely to lose the Virginia seat in the upcoming by-election. Indeed, Mr Clase would have an excellent chance of substantially increasing his 47-vote majority if he stood for the Conservative Party this time around.



he cenotaph for the morning. They were

Picture: AP

Colgate strike?

JOHANNESBURG. — The Chemical Workers' Industrial Union said yesterday it would ballot its members at Colgate-Palmolive on strike action, following a deadlock in wage talks.

'Integrate aliens', Clase urges

Political Staff

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NO values belonged exclusively to white people, and nowhere in the world was race the criterion for admission to schools, the retiring Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said last night.

The government had already given notice that racial exclusivity would no longer be acceptable, he told a meeting of the Suid-Afrikaanse Onderwys Unie branch in Oudtshoorn.

Boerestaat boss slams tourism

Own Correspondent CT 7/8/91

DURBAN. — Tourism is the greatest contributor to prostitution, sexually transmitted diseases, Aids and lower morals, according to Boerestaat Party leader Mr Robert van Tonder.

Reacting to Fedhasa's annual conference on tourism here, he said in a statement his party strongly objected to the "misuse and contamination" of the natural beauty of the Transvaal by "foreigners".

The "Boer" nation benefited little from tourism.

The Kruger National Park had not been created for Americans and Japanese, but to be enjoyed by the "Boer nation", he claimed.

The present situation, where admission to and accommodation in the park had become too expensive for his people, would be changed drastically in a proposed "Boer homeland", Mr Van Tonder said. — Sapa

'Education is the only Aids vaccine'

Own Correspondent CT 7/8/91

DURBAN. — There is only one vaccine against Aids, and that is education.

Speaking at the Fedhasa national congress here yesterday, Professor Rubin Sher of the South African Institute for Medical Research said people had to learn to practise "safer sex".

"There is no such thing as safe sex — all people can be taught is to practice safer sex, and to move from promiscuity to monogamy," he said.

Speaking on Aids in the Workplace, Prof Sher said discrimination against HIV-positive employees was "unacceptable".

"Pre-employment testing should not be undertaken," he said, adding that it would merely be a waste of money, money which would be better spent on in-company information programmes on Aids prevention.

Discrimination against Aids carriers in the workplace was "totally unjustifiable", and an infected worker should be judged only on his mental and physical capabilities.

Interdict against security boss

THE managing director of a Cape Town security firm who allegedly threatened employees with a gun has been interdicted by the Supreme Court following an urgent application by the Transport and General Workers Union.

Mr Justice CT Howie issued the order against Mr James Michael Rentzke and Table Bay Security Patrols on Monday night.

The application was not opposed, the union's attorney said. — Sapa

Tourist robbed in city garage

A CANADIAN tourist was robbed of an 18-carat gold watch worth R30 000 and R2 700 in cash when he was held up in the Golden Acre parking arcade on Monday afternoon, a police spokesman said yesterday.

The spokesman said Mr James Dunnett, 42, from Toronto, was climbing into a car on the J level when the men threatened him with cut-throat razors and robbed him.

Unique plan for ⁵⁰ paying school fees

Private schools have stepped in to market their own insurance-based fees-assistance plan to help parents pay the increased costs of educating their children

Whatever way parents vote in current school ballots, drastic changes in the education system seem certain to face them with much higher school fees in future.

"Private school fees are expected to double over the next five years, and there will be steep increases whether schools are privatised, semi-privatised or whether they remain State schools," says Mark Henning, national director of the Independent Schools Council, controlling body of some of the country's major private schools.

"Universal compulsory free primary school education will be the top priority as the new educational dispensation emerges. Families will have to contribute more for secondary and tertiary education because of inflation and the altered allocation of public funds."

Because some parents could face hardship as a result of unbudgeted school fees, some private schools are offering parents an innovative assistance plan which allows them to draw upon an insurance policy for educational needs after only one year of paying premiums.

"Traditionally, educational policies can be drawn only after 10 years, but we believe that changes taking place in the educational system require a differ-

ent approach to the funding of education through insurance," says Tony de Munnik of Timelife Insurance, the Time Holdings Group subsidiary which has designed the new policy.

"Parents moving their children to private or semi-private schools will need money much earlier. But even for those who do not move their children to other schools, costs will rise sharply. Looking further ahead, the provision of university education will become very difficult."

Timelife's endowment-based "Feesability" policy — which is being offered to parents by several Johannesburg private schools — enables a parent to take an annual loan against the policy value for the education of a child as young as seven years.

The policy need be in force for only one year, and the value of the loan is determined by the level of premium paid. The loan with interest is capitalised over the term of the contract and offset against the maturity value at maturity date.

Mr de Munnik says: "Parents can therefore pay an easily affordable monthly premium in the knowledge that funds will be available when needed at the beginning of each school year."

Loans may be taken at other intervals, with the amount of the loan available at any time depending on the value of the contract.

"The stark fact is that the State will just not be able to afford education for all..."

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Schools won't let IFP, NP inside

INKATHA Freedom Party and National Party representatives were barred from entering two schools in Soweto yesterday.

They were part of a group of influential businessmen, politicians and Inkatha Freedom

Party's Mr Humphrey Ndlovu were asked to leave the school premises and wait in the buses.

At Musi High, pupils closed their gates and told SECC members that they were against the inclusion of the NP and the IFP in the delegation.

Soweto Education Crisis Committee, who organised the trip, apologised to the delegation.

US doubles education spending in SA to \$40m

DARIUS SANAI

education would get a big boost. Half of the \$80m would be spent on community and leadership programmes, as well as small black businesses.

Barrett was speaking at a joint presentation by US Aid and Hunt Leuchars and Hepburn Holdings (HLH) of a cheque for R760 000 to READ, an organisation that promotes literacy skills and helps primary school teachers in rural areas.

Funds earmarked by Congress for SA political groups like the ANC and Inkatha were separate from the aid package, he said.

Barrett added that the money would help train teachers working for organisations like READ, which had committed themselves to teaching South Africans basic skills.

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Four people die in Alex weekend of violence

THE death toll in Alexandra township, near Sandton, rose to four yesterday when police found the body of an unidentified man who had been burnt to death on Saturday night.

Pre-dawn violence broke out on Saturday, apparently between supporters of

the ANC and Inkatha, leaving three people dead and seven injured.

Police discovered the bodies of two men with gunshot and stab wounds after using tearsmoke and birdshot to disperse a crowd.

The body of another man was found later by a police patrol. He had been shot with an AK-47 rifle. The fourth body was found yesterday.

In another incident, two men were killed and two injured at Wesselsfontein near Ermelo in the eastern Transvaal when shots were fired from a bus transporting Inkatha supporters.

Police stopped the bus and searched it, seizing ammunition and arms. A spokesman said 101 people were arrested. - Sapa.

Clase: parents must pay for 'better' education

Political Staff
OUDTSHOORN — The Government cannot afford to provide education on a par with present "white standards" for all,

outgoing Minister of Education and Culture Piet Clase has warned parents.

Parents who in future wanted their children to have a better education

would have to pay more from their own pockets.

He was speaking at a meeting of the Suid-Afrikaanse Onderwysersunie last night.

He said there was

(50)
"deep unease" among teachers over the future of education.

But education spending between white and black pupils would have to be narrowed.

From RICHARD TODD, National Director, LEAF (Cape Town):

COUNCILLOR WIENBURG seems quite unable to avoid political shenanigans and bluster. The Supreme Court has ruled on Leaf's application to carry out certain alterations to Myrtle Manor, yet Mr Wienburg still apparently feels obliged to vent further spleen and to call into question Leaf's sensitivity to the wishes of its neighbours.

50 8/8/91 CT

His reasoning is consistent in its reliance on suppositions which have no foundation on the facts.

These are:

Myrtle Manor is comprised of about 27 living units and is situated on the same property and registered under the same title deed as the rest of the residence buildings known as Rouwkoop men's residence, formerly owned and now leased from Leaf by the Cape Technikon. The property was bought by the technikon in 1969 as a student residence and has been so used since with the then existing tenants being replaced with staff and students of the technikon as they have moved out.

Four tenants who are unconnected with the technikon still reside in Myrtle Manor and may stay on for as long as they wish. All four have approved the conversion of certain units in the building into classrooms, as planned by Leaf.

No leases of the units in Myrtle Manor have been entered into with members of the general public since 1969 and the building cannot be said to have been used as a "block of flats". It follows that the conversion of a few of the units into classrooms likewise cannot be regarded as a "loss of residential stock" in the area.

Letters supporting the Leaf project were written by Rondebosch Ratepayers Association to Leaf and to Cape Town City Council. Furthermore many residents in the immediate vicinity of the complex have indicated their support for the project. Accordingly to state that "the vast majority of the residents in the area were opposed" is, to say the least, erroneous.

The project as presently planned was twice accepted by the city planner's department and the council was

Wienburg is creating shenanigan — LEAF

twice so advised. However, for reasons best known to itself the council rejected Leaf's application leaving Leaf no alternative but to seek legal advice and relief in another forum, at no inconsiderable expense and delay.

Leaf wishes to emphasise that its application to carry out internal building alterations to Myrtle Manor has been blown up out of all proportion by persons who do not understand or who have chosen not to understand the minimal effect the alterations will have inside and outside the property. The complex in question has been occupied by students and the staff of the technikon since 1969 and from January 1992 will be occupied by the students and staff of Leaf.

Its acquisition of the property from the technikon in no way alters the use of the complex. The nuisance apparently complained of by the residents in the area caused by noise and traffic should be considerably diminished in the future inasmuch as Leaf imposes strict disciplinary procedures over its students who by the very nature of its operations will own few, if any, motor vehicles.

Leaf has no doubt that it is acting in the national interest and looks for support, not obstruction from the local authorities with which it has endeavoured to co-operate.

Leaf accordingly suggests that the responsible councillor reviews the mandate he alleges he has from residents in the light of the above facts and takes note that Leaf always has been and always will be sensitive to the needs of its neighbours and of those whom it serves throughout South Africa.

Star 9/18/91
**NECC delays
occupation of
white schools**

By Phil Molefe (50)
Education Reporter

The planned mass take-over of about 200 under-utilised white schools countrywide has been postponed to August 19 to coincide with mass action by the Congress of South African Students.

The chairman of the southern Transvaal region of the National Education Co-ordinating Committee, Malombo Shikwambane, said his organisation was still going ahead with the planned protest.

He said the NECC had met several headmasters with a view to a negotiated settlement.

"Ten principals in Johannesburg have indicated they will use all available space in their schools from the beginning of next year."

Mr Shikwambane said the NECC had established a working committee with the city councillor for Orange Grove and Yeoville MP Douglas Gibson over the issue of the empty white schools in the suburb.

"The understanding now is to use it for pupils from Alexandra and nearby white suburbs."

Science education

New Nation (Learning/W)
9/8-15/8/91

(50)

takes a plunge

As most universities produce more arts graduates

South Africa produced more arts than science graduates in the period 1984 to 1988, according to research compiled by Dr Anastassios Porios of the Foundation for Research Development.

The research was conducted on 12 universities and found that only one institution, the University of Durban-Westville, had a greater number of science than arts graduates.

"The Universities of Pretoria, Natal and Orange Free State, which could be classified as 'general' universities in 1984, showed a move to 'arts' during that period.

"South Africa did not have a 'technology' or 'general' university in 1988. The study also found that although the current funding criteria was one in which approximately 50 percent of the funds were allocated to subsidise science and engineering students, the tendency of most universities to produce more arts students indicates that the institutions make higher profits from the arts students.

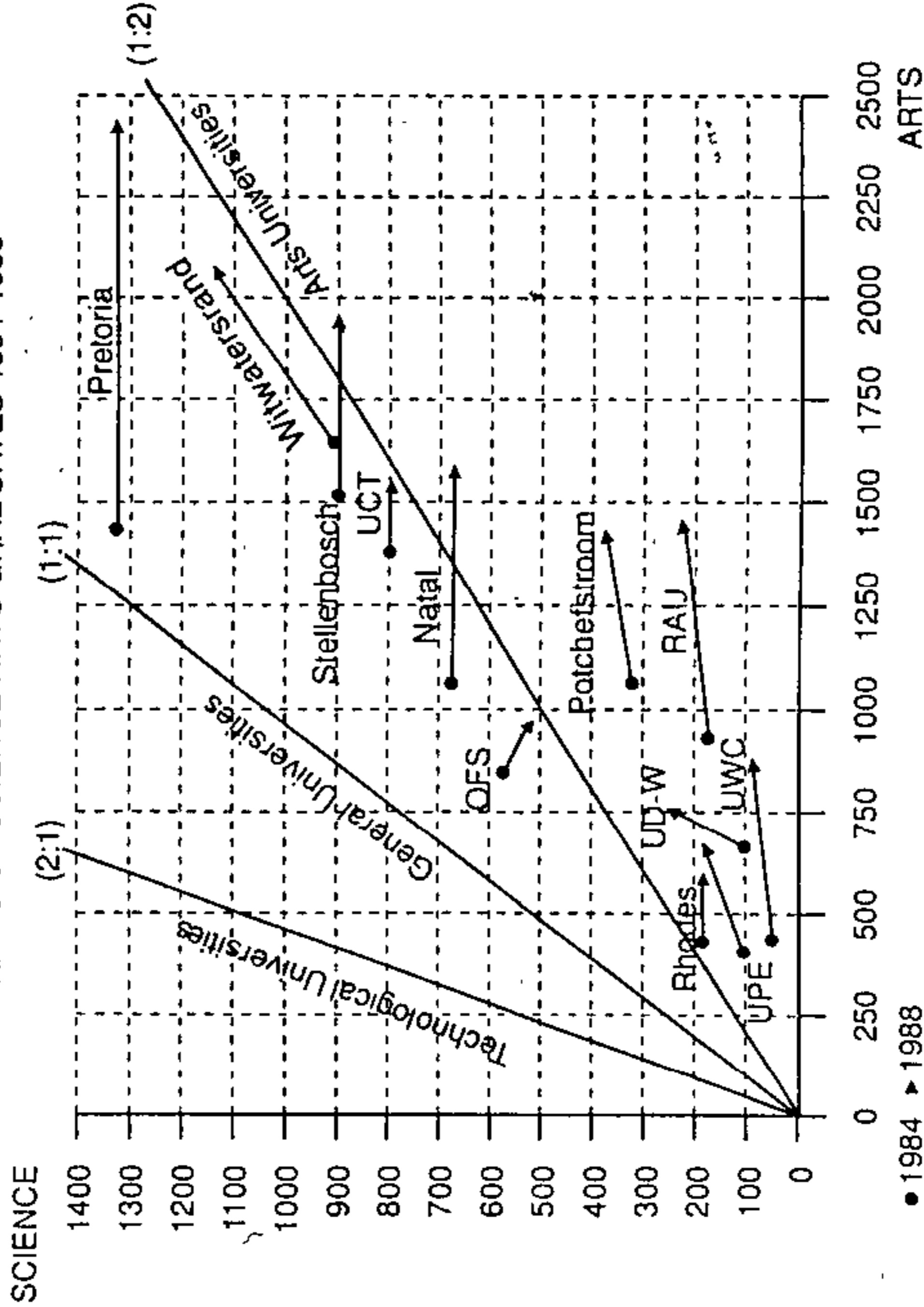
"A preliminary investigation indicates that the production of a psychology student in certain universities costs 1/10 of what it costs to produce an engineering student.

"Similarly, the existing infrastructure of the Scientific Councils appears to be either unable or unwilling to influence the production of science graduates," Porios said. He urged a re-examination of the issue "if we want to know where our universities are going".

However, several universities have justified their production of more arts than science graduates on the fact that most students enter tertiary education without any basic knowledge on what career to follow.

In the black community, this has been

CLASSIFICATION OF UNIVERSITIES ACCORDING TO RATIO OF SCIENCE-ARTS GRADUATES 1984-1988



• 1984 - 1988

blamed on Bantu Education and the scarcity of science learning equipment as well as qualified teachers.

A debate has ensued among students and university managements on the admission criteria to science departments.

Students have argued that given the scarcity of medical doctors, engineers and other experts in technical fields, the criteria should

be changed to allow for the entrance of more students in these fields.

Academics have disputed this saying: "We either produce one person who will be a good doctor or we produce too many bad doctors".

They have suggested that the problem be addressed at school level as against the university level.

The other alternative is the setting up of support programmes which will enable students to have an understanding of mathematics and science before enrolling for a science courses.

Some universities have had these programmes, but have failed to respond to the need and have blamed their failure on subsidy cuts by the state.

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US doubles education spending in SA to \$40m

327 50
B/Dans 12/8/91

DARIUS SANAI

THE US is to double its funding for education in SA next year to \$40m — and will place emphasis on basic reading and writing skills.

It would also give more money to AIDS awareness programmes, according to US Agency for International Development SA director Dennis Barrett.

Barrett said at the weekend at least half of the \$80m aid package announced by President George Bush last month would be spent on education. US officials believe most of the money must go to primary education.

Currently, US funds are directed overwhelmingly at tertiary education. Most of the \$23m spent this year was used to send 400 SA students to local and American universities.

Barrett said funding for university students would also increase, but primary

education would get a big boost. Half of the \$80m would be spent on community and leadership programmes, as well as small black businesses.

Barrett was speaking at a joint presentation by US Aid and Hunt Leuchars and Hepburn Holdings (HLH) of a cheque for R760 000 to READ, an organisation that promotes literacy skills and helps primary school teachers in rural areas.

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Four people die in Alex weekend of violence

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was found later by a police patrol. He had been shot with an AK-47 rifle. The fourth body was found yesterday. B/Dans 12/8/91

In another incident, two men were killed and two injured at Wesselton near Ermelo in the eastern Transvaal when shots were fired from a bus transporting Inkatha supporters.

Police stopped the bus and searched it, seizing ammunition and arms. A spokesman said 101 people were arrested. — Sapa.

Schools won't let IFP, NP inside

Soweto 13/8/77
INKATHA Freedom Party and National Party representatives were barred from entering two schools in Soweto yesterday.

They were part of a group of influential businessmen, politicians

and representatives of foreign governments who visited Soweto yesterday on a fact-finding mission about the township schools. (SO)

At Sekano-Ntoane, Mrs Sheila Camerer of the NP, and Inkatha Freedom

Party's Mr Humphrey Ndlovu were asked to leave the school premises and wait in the buses.

At Musi High, pupils closed their gates and told SECC members that they were against the inclusion of the NP and the IFP in the delegation.

Soweto Education Crisis Committee, who organised the trip, apologised to the delegation.

Rensburg-Maepa get tuned-in on Metro

SO 9/8/1-15/8/91

In last week's New Nation Education Forum programme on Radio Metro, the National Education Co-ordinating Committee (NECC) general secretary, Ihron Rensburg and Soweto Education Co-ordinating Committee chairperson, David Maepa, outlined the importance of education.

Rensburg said from the NECC's perspective, two concerns in education were identified. The first related to the individual - one's particular social, intellectual and psychological needs.

The second was the recognition that there was a broader need that went beyond the individual and the fact that education had been established as a social institution, partly because of the social and economic needs of the society.

Maepa said the question of whether a particular individual needed an education was similar to the one of whether an individual has a purpose in life.

Rensburg blamed the philosophy of the National Party for the of the country's education. He said although colonial education in

South Africa had had its problems, the introduction of Bantu Education in the 1950s added to the crisis.

Maepa said in Soweto his organisation had replaced 272 government-initiated management councils by Parent-Teacher-Student Associations (PTAs), which, he said, allowed for greater community involvement in education.

"We have successfully marginalised management systems. We are de facto representative structure in Soweto and our focus in talking to the government is that they must increasingly talk to those structures set up by the people.

"We are not saying they must recognise us or put it into legislation," said Maepa.

People who called during the programme urged the NECC to relocate resources from the schools with an oversupply to those that lacked them.

However, Rensburg said his organisation was not in a position to do this, due to legal problems.

"We are not the state...all we can do is to enter into discussions with the various education departments to make this happen," he said.

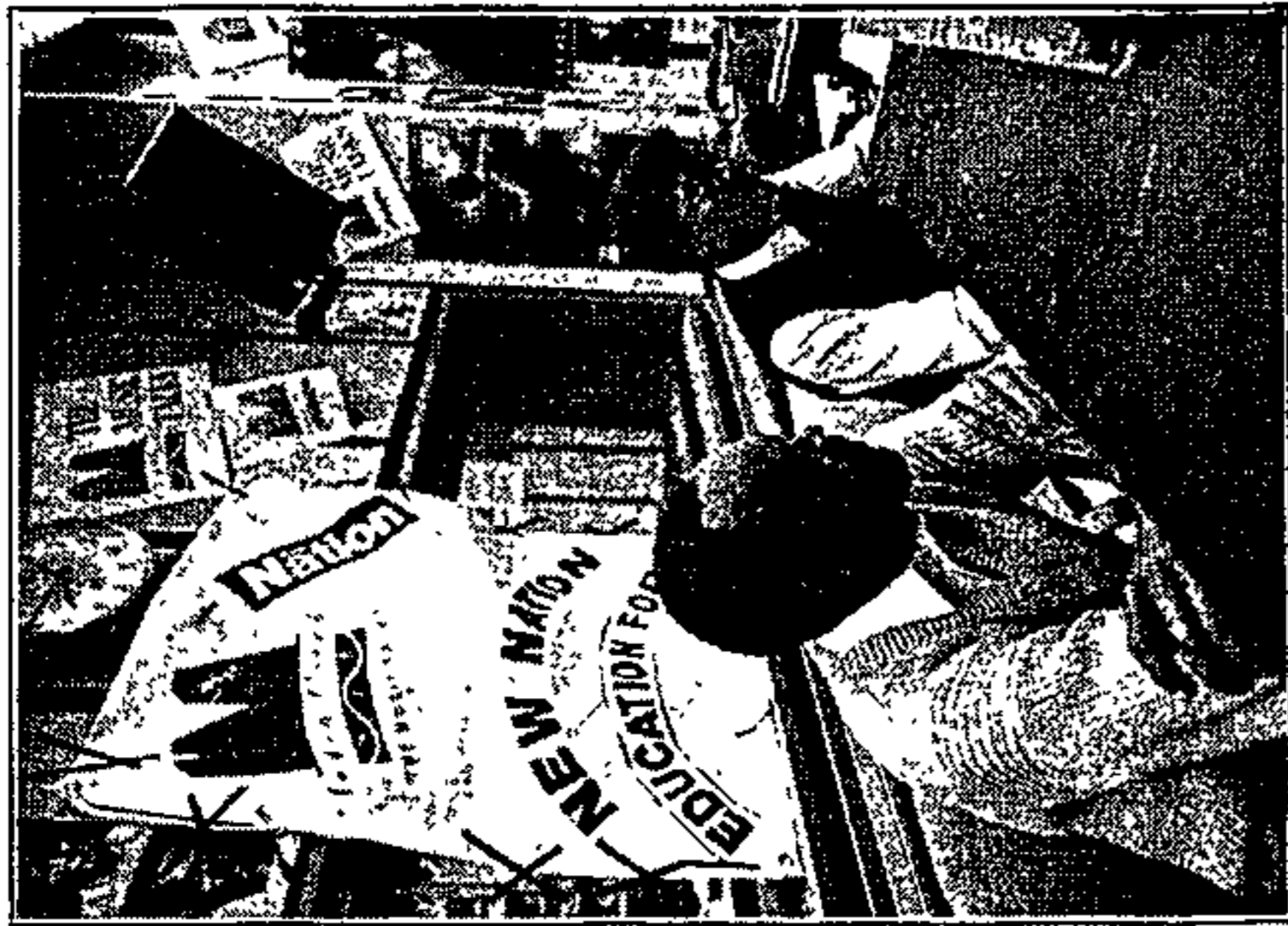
He referred to the fact that the NECC had challenged the state to redistribute educational resources.

Rensburg said if the state would accede to the suggestions made to it in this regard, more than 200 empty schools would be utilised from the beginning of next year and progress would be made in addressing accommodation problems.

Maepa attacked the government's claim that there was an over-production of teachers.

He said the government had reached this conclusion due to the fact that it had frozen several teaching posts.

"In their papers, there is no shortage of teachers, but in practice you will find that there is a lot of schools without teachers, because the budget does not allow them to create further posts," said Maepa.



David Maepa, (left), with Ihron Rensburg



TED bans school heads at meeting

TANIA LEVY (50)

THE Transvaal Education Department (TED) banned principals from attending a meeting organised by the National Education Co-ordinating Committee (NECC) to explain its planned occupation of white schools.

Johannesburg headmasters said at the weekend that they had been informed telephonically that they could not attend a meeting scheduled for last Thursday.

The NECC's Southern Transvaal region has postponed the meeting until this week.

A high school headmaster said the TED had not given a reason for the ban. *12/8/91*

TED executive director Pieter Bredenkamp, contacted yesterday, said he was not prepared to comment on a Sunday, and that inquiries could be made to his liaison department today.

NECC national assistant general secretary James Maseko said when a date was decided on for the national occupation of empty and under-utilised white schools, it would not be publicised in an attempt to avoid the kind of police presence which thwarted the NECC's original attempt to occupy Johannesburg's empty Orange Grove Primary School.

GERALD REILLY reports from Pretoria that Education and Culture Minister Piet Clase has done an about-turn and approved an application from the management council of the Paarl Boys' High School to be allowed to implement Model B at the school.

Theft 'may cost retailers R16bn'

12/8/91

PROSECUTIONS for theft from retail outlets amounting to R800m were conducted in 1990, a study by Betty Naude of Unisa's criminology department discloses.

Naude estimates prosecutions took place in one out of 15 thefts, meaning loss through theft could be as high as R16bn this year.

And commerce and industry spokesmen say losses through hijacking and shrinkage have soared to unprecedented levels.

Sacob spokesman Ken Warren says latest estimates suggest shrinkages are between 1,5% and two percent of retail sales.

Shrinkage could have increased by as much as 35% this year with rising unemployment and more sophisticated criminal syndicates to blame.

Checkers MD Sergio Martinengo said shrinkage at the big three retail outlets could be about R210m this year. Last year shrinkage was estimated at around R150m.

He says theft is mostly perpetrated in-house, where employees collude with suppliers' drivers.

Security specialist John McBrearty said the industries most affected were those where stolen goods were easy to transport. These included foodstuffs and clothing.

Clothing manufacturer Sear del experienced a large rise in its in-house pilferage this year and CE Aaron Searll said the theft occurred where employees colluded with organised

syndicates.

The pharmaceutical industry is also experiencing unprecedented levels of pilferage, and industry sources believe there are well-organised criminal syndicates behind this.

Pick 'n Pay MD Hugh Herman said the company's shortages "certainly will not increase by as much as 35% this year" as management had been giving more attention to security systems.

He said the company's shrinkage was "of the order of one percent" of sales.

As turnover in 1991 increased to R5,2bn from R4,4bn in 1990, shrinkage increased by 18% to about R52m from R44m.

According to SA Chamber of Business (Sacob) statistics, hijacking is believed to cost the country R6bn a year after taking into account time lost due to vehicles being off the road.

Witwatersrand SAP spokesman Major Bruce Craig said heavy duty truck hijackings on the Reef increased to 370 in 1990 from 196 in 1989.

Pharmaceutical manufacturer Twins executive director Phil Naute said its delivery vehicles were now followed by unmarked security vehicles as a result of a surge in hijackings.

"A high proportion of highjackings involved driver collusion," according to McBrearty.

WILLIAM GILFILLAN

A guide to adult education

Sept 13/18/79

50

ITALIAN COOKING: Thurs Sept 5, 6 pm 6x2 hrs, R90. YEOR.

Tues 10 am-12 noon, 6 pm-8 pm 6x2 hrs, R95.

JEWISH TRADITIONAL DISHES: Thurs Sept 5, 9.30 am 4x2 hrs, R86. YEOR.

VEGETABLE GARDENING: Fri Oct 25, 10 am 3x2 hrs, R51. ERNU.

VEGETARIAN AND HEALTH COOKING: Thurs Sept 17, 6.30 pm 6x2 hrs, R30. YEOR.

CRAFTS/HOBBIES

BLIND MAKING: Thurs 7 pm 5x2 hrs, R100. PATP.

CAMERA CLUB: Second and fourth Monday 7.30 pm. JABR.

CRAFTS AND HOBBIES: Wed 10 am 4x2 hrs, R50. YEOR.

CREATIVE GREETING CARD WORKSHOP: Wed Sept 4, 7 pm, R20. ERNU.

DRESS DESIGNING: Tues 6 pm-9 pm, Wed 9 am-12 noon, R300 for 12 lessons. FERN.

GARDENING: Mon Sept 2, 7 pm 6x2 hrs, R120. PATP.

ERRU. Tues Oct 15, 9 am, R76.

GLUE APPLIQUE: Mon Aug 19, 8.30 am 1x4 hrs, R40. ERNU.

Mon Oct 7, 8.30 am 1x4 hrs, R40. ERNU.

HANDMADE PAPER: Wed Aug 28, 6.30 pm 4x2 hrs, R65. YEOR.

INTERIOR DECORATING: Tues Sept 17, 10 am 5x2 hrs, R102. ERNU.

Thurs Aug 22, 7 pm 8x2 hrs, R155. YEOR.

JEWELLERY WORKSHOP: Tues 7 pm 4x2 hrs, R20. YEOR.

Thurs 7 pm 4x2 hrs, R20. YEOR.

KNOTTING AND STRINGING AND BEADS: Tues Aug 20, 2 pm 2x3 hrs, R32. JABR.

Tues Oct 29, 2 pm 2x3 hrs, R32. JABR.

LADIES CRAFT CLUB: Thurs 10 am-12 noon, R8 pm. BRX.

LEATHERWORK: Tues Aug 13, 7 pm 4x2 hrs, R125. YEOR.

LINO PRINTING (ON TEXTILES): Tues Aug 27, 10 am 4x2 hrs, R110. YEOR.

MOULD MAKING WORKSHOP: Sat Sept 7, 9.30 am-4 pm, R50. Association of Potters of South Africa 792-1905.

PAPER MAKING: Wed Sept 4, 6.30 pm 4x2 hrs, R110. PATP.

PATTERN DESIGN: Tues Aug 20, 6.30 pm 10x2 hrs, R155. YEOR.

PATTERNMAKING: Sat 9 am 4x2 hrs, R80. JABR.

PICTURE FRAMING: Mon Oct 14, 9.30 am 4x2 hrs, R65. ERNU.

Thurs Sept 5, 6.30 pm 4x3 hrs, R50. PATP.

PORCELAIN DOLLS: Wed Sept 4, 9 am 4x2 hrs, R80. PATP.

PORCELAIN WORKSHOP: Sun Aug 18, 9.30 am-12.30 pm, R20. Tel: 792-1905.

POTTERY: Tues, Thurs 9 am, 6 pm, Wed 6 pm, R60. PATP.

Tues 5 pm-7 pm, R60 pm.

Danz. Tues 7 pm-9 pm, R60 pm.

Danz. Mon- Thurs, R94 pm.

FERN. Mon, Tues 6 pm-9 pm, R45 pm. BRX.

Wed 9 am-12 noon, 6 pm-9 pm, Thurs 6 pm-9 pm, R45 pm. BRX.

Tues 5.30 pm-9.30 pm, R75 pm. ERNU.

Wed 9 am-12 noon, R75 pm. ERNU.

Thurs 6.30 pm-9.30 pm, R75 pm. ERNU.

REMOVING AND FRAMING OF PICTURES: Wed Aug 14, 6.30 pm 4x3 hrs, R50. JABR.

Wed Nov 6, 6.30 pm 4x3 hrs, R30. JABR.

SILK AND TEXTILE PAINTING: Thurs Aug 15, 10 am 6x2 hrs, R125. YEOR.

Sat Aug 17, 9 am 1x8 hrs, R90. YEOR.

SILKSCHREINING: Mon Oct 21, 9.30 am 4x2 hrs, R65. ERNU.

JABR. Wed Aug 14, 7 pm, R229.

SILVER JEWELLERY (ADVANCED): Mon Sept 9, 5.30 pm 8x2 hrs, R155. YEOR.

SILVER JEWELLERY (BEGINNERS): Mon Sept 9, 7.45 pm 8x2 hrs, R155. YEOR.

Wed Sept 11, 5.30 pm 8x2 hrs, R155. YEOR.

STAINED GLASS: Wed 7 pm-11.45 pm, R85. FERN.

TEXTILE PRINTING: Tues Sept 3, 10 am 4x2 hrs, R10. YEOR.

T-SHIRT PAINTING: Wed Aug 14, 7 pm 4x2 hrs, R65. YEOR.

WEAVING: Fri Aug 16, 9 am. PATP.

Mon Sept 4, 9.30 am 8x3 hrs, R139. YEOR.

WOOL CARPET WEAVING: Mon Aug 19, 9.30 am, R104. JABR.

Wed Aug 21, 7 pm, R104. JABR.

DANCE:

BALLET: Mon-Fri 2 pm 12x1 hr, R120. YEOR.

Tues, Fri 2 pm-3 pm, R15 pm. DANZ.

BALLET, MODERN AND SPANISH DANCING: Mon-Fri 1 pm-6 pm. BLAIR.

BALLROOM AND LATIN AMERICAN DANCING: Mon 5.30 pm, Tues Aug 27, 6.30 pm-7.30 pm 8x1 hr, R190 per couple. ERNU.

BALLROOM DANCE: Wed Sept 4, 6 pm 4x1 hr, R30. PATP.

BELLYDANCING: Wed 6.45 pm 4x1 hr, R40. PATP.

Tues 4.15 pm-6.30 pm. BLAIR.

BELLYDANCING (ADVANCED): Wed 5.30 pm 4x2 hrs, R55. YEOR.

BELLYDANCING (BEGINNERS): Wed 6.30 pm 4x1 hr, R40. YEOR.

JAZZ DANCING: Tues, Thurs 4 pm 8x1 hr, R40. PATP.

MODERN DANCING: Mon 5.30 pm 4x1 hr, R30. YEOR.

Mon- Thurs. ERNU. Wed 4.30 pm, Thurs 6 pm, R25 pm. JABR.

Wed, Fri 9 am, Tues, Thurs 6 pm, ROOSP.

OLD TIME DANCING: Fri 8 pm 4x2 hrs, R5. PATP.

TAP DANCING: Mon- Thurs. ERNU.

DOG TRAINING: Wed Sept 4, 2.30 pm 4x1 hr, R40. PATP.

Wed 10 am-11 am, Sat 2 pm-3 pm, R10 per lesson. ERNU.

EDUCATION/SCIENCE ASTRONOMY: Tues Sept 10, 5 pm 10x4 hrs, R160. PATP.

Wed Sept 11, 2 pm 10x4 hrs, R160. YEOR.

Wed Oct 9-30, 7.30 pm-9.30 pm 4x2 hrs, R50. CCE.

AVIATION LAW: Wed Oct 16-Nov 20, 5.30 pm-8.30 pm. RAU.

CERTIFICATED COURSE IN GENERAL FIRST AID (MOSACT): Mon, Wed Oct 14-Nov 13, R85. JCACE.

LITERACY: Thurs Aug 22, 2.30 pm 4x2 hrs, R4. YEOR.

Thurs 10.30 am 4x1 hr, R1. PATP.

LOGIC AND THE SCIENTIFIC METHOD: Tues Aug 20, 12x2 hrs, R180. YEOR.

OCCASIONAL STUDENTS IN DEGREE COURSES: CCE. SCHOOL READINESS WORKSHOP: Tues 7 pm-9 pm 8x2 hrs, R48. DANZ.

Wed 6 pm-8 pm 8x2 hrs, R80. BRX. We am-12 noon 6x2 hrs, R80. FERN.

Wed Oct 23, 9.30 am 6x2 hrs, R70. JABR.

FLOWER CLUB: Wed 10 am 4x2 hrs, R80. YEOR.

FLOWERS (DRYING AND PRESERVATION): Fri Aug 16, 10 am, R80. YEOR.

FLOWERS FOR WEDDINGS: Mon Aug 19, 7 pm 4x2 hrs, R80. YEOR.

IKEBANA: Wed Aug 14, 10 am 6x2 hrs, R60. JABR.

Mon Aug 26, 9.30 am 4x2 hrs, R61. WEDDING CORSAGES AND BUTTONHOLE: Thurs Oct 17, 9.30 am 4x2 hrs, R61. ERNU.

GIFT PRESENTATION: Tues Oct 15, 6 pm 3x2 hrs, R41.50. JABR.

Tues Aug 21, 7 pm 6x2 hrs, R80. YEOR.

Wed Aug 20, 10 am 6x2 hrs, R100. YEOR.

Wed Sept 4, 6.30 pm 6x2 hrs, R60. PATP.

Wed Aug 21, 2 pm 3x2 hrs, R41.50. JABR.

Wed Oct 16, 2 pm, R41.50. JABR.

Wed Aug 14, 10 am 5x2 hrs, R62. ERNU.

GIFT PRESENTATIONS FOR THE FESTIVE SEASON: Wed Nov 6, 10 am 4x2 hrs, R50. ERNU.

PARCEL WRAPPING: Wed Aug 14, 2 pm, R15.50. JABR.

Wed Nov 6, 2 pm, R15.50. JABR.

HAIRCARE, BEAUTY, MAKE-UP HAIRCUTTING: Mon Aug 19, 7 pm 4x2 hrs, R80. YEOR.

Mon 8.30 am-10 am, 7 pm-8.30 pm, R75. FERN.

Thurs Sept 12, 7 pm 4x2 hrs, R60. PATP.

MAKE-UP AND SKIN CARE: Fri Aug 16, 2 pm 4x2 hrs, R122. JABR.

MANICURES AND PEDICURES: Wed Aug 14, 2 pm 4x2 hrs, R122. JABR.

HEALTH ANTE NATAL AND POST NATAL: Tues, Thurs Oct 17, 9.30 am 4x2 hrs, R61. ERNU.

Mon 6 pm-6.45 pm, Wed 8.30 am-9.15 am, Thurs 5 pm-5.45 pm, R30 pm. FERN.

AROMATHERAPY: Tues Aug 20, 10 am 3x2 hrs, R100. YEOR.

FRENCH: 9.30 am-11.30 am, 5.30 pm-7.30 pm, 1xwk R280, 2xwk R480 six months course.

FERN. Thurs Aug 22, 7 pm 12x1 hr, R90. YEOR.

Thurs. ERNU. Tues. ERNU.

GERMAN: Mon Aug 19, 7 pm 12x1 hr, R90. YEOR.

Thurs 7.30 pm-9 pm, R110 for eight lessons. FERN.

HEBREW: Mon Aug 19, 7.30 pm 12x1 hr, R90. YEOR.

NORTHERN SOFHO: Tues Sept 3, 5 pm 6x2 hrs, R90. PATP.

RUSSIAN: Thurs Aug 29, 6 pm 6x2 hrs, R90. YEOR.

SOFHO: Tues 6 pm-8 pm, R200 for three months course. FERN.

SPANISH: Wed Aug 21, 6 pm 12x2 hrs, R185. YEOR.

ZULU: Mon, Thurs 5.30 pm-7.30 pm, Sat 8.30 am-10.30 am 15x2 hr, R300. CCE.

Mon, Wed 7 pm-8.30 pm, Tues, Thurs 10 am-11.30 am, R380 20 lessons. FERN.

Tues, Thurs 10 am 10x1 hr, R380. ROOSP.

ZULU (ADVANCED): Wed Aug 21, 5.30 pm 12x1 hr, R90. YEOR.

ZULU (BEGINNERS): Thurs Aug 22, 5.30 pm 12x1 hr, R90. YEOR.

LITERATURE/JOURNALS/WRITING: Thurs Aug 22, 7 pm 5x2 hrs, R85. YEOR.

CS LEWIS AND SHAD-OWLANDS: Tues Aug 27, 9.30 am. UJW.

CYRANO DE BERGERAC: Tues Sept 3, 9.30 am. UJW.

INTO AFRICA - LIFE BEYOND THE LIMPOPO: Fri Aug 23, 9.30 am-10.30 am. UJW.

RADIO SCRIPTWRITING: Wed Sept 26-Nov 6, 5.30 pm-7.30 pm 7x2 hr, R50. CCE.

THE HARLOT AND VIRGIN DAUGHTER OF ZION: Mon Sept 2-20, 7.30 pm-12.30 pm 8x2 hrs. CCE.

THE SINGING POETS: Thurs Sept 5-26, R36. CCE.

MISCELLANEOUS

CAR MAINTENANCE: Thurs Aug 22, 6 pm 6x2 hrs, R80. YEOR.

Tues Sept 10, 7 pm 6x2 hrs, R80. PATP.

Mon-Fri. BLAIR.

CHILD PAPER NOVELTIES: Fri Sept 6, 9 am 4x2 hrs, R40. PATP.

DESIGN FOR LIVING IN PREPARATION FOR RETIREMENT: 8 am-4 pm R75 pp or R110 per couple. Tel: 884-6132/4.

DRAMA: Thurs Sept 5, 6.30 pm 4x2 hrs, R60. YEOR.

EUROPE AND THE NEW SOUTH AFRICA: Mon Aug 19, 9.30 am-10.30 am. UJW.

GO (CHINESE BOARD GAME): Wed 7.30 pm, R20. ROOSP.

GRATOLOGY: Wed Sept 4, 5.30 pm 15x2 hrs, R250. YEOR.

IMAGES OF AN INNER JOURNEY: Tues Aug 20, 10.30 am. UJW.

KALUKI: Tues, Fri 2 pm, R1.50 per session. JABR.

SOCIATION OF MINISTERS ENTUSIASTS: Sat 10 am, R25 pa. ROOSP.

SOUTH AFRICAN JEWRY AND THE NEW SOUTH AFRICA: Mon Aug 19, 10.45 am-11.45 am. UJW.

SOVIET WOMAN: Mon Sept 2, 9.30 am-10.30 am. UJW.

TAI CHI: Wed 7 am, R35. PATP.

Wed 9 am, R50. PATP.

Fri 7 am, R35. PATP.

Wed 8 am, R20. PATP.

THE ROAD FORWARD: Wed Oct 16, 1x2 hrs, R10. CCE.

TURKISH EVENING: Sat Sept 28, 1x2 hrs, R50. JCGC.

VIOLENCE IN SOUTH AFRICAN SOCIETY: Thurs Sept 12-26, 7.30 pm-9 pm, R27. CCE.

WAITING FOR THE REDEEMER (ESCAPE OR REALITY): Mon Sept 2, 10.45 am-11.45 am. UJW.

WORKSHOP ON TECHNQUES (BRITISH POTTER JOHN GIBSON): Oct 19-21, 9 am-4 pm, R75 each. Tel: 792-1905.

MUSIC

GUITAR: Wed 4 pm 4x1 hr, R50. YEOR.

Sat 2 pm, 4x1 hr. R50. YEOR.

Tues 7 pm 4x1 hr, R35 pm. JABR.

MAKING MUSICAL INSTRUMENTS: Fri Sept 20-Oct 18, 2.30 pm-5 pm, R35. CCE.

MUSIC TALENT CLUB: Thurs 7 pm-11 pm. BLAIR.

SUMMER SEASON OF CHAMBER MUSIC AND PRE-CONCERT CHATS: Sun Oct 20-Nov 17, 7.15 pm, R55 for five concerts. CCE.

NEEDLECRAFT APPLIQUE: Wed Aug 21, 7 pm 6x2 hrs, R90. YEOR.

BEADED EMBROIDERY: Wed Aug 21, 7 pm 4x2 hrs, R65. YEOR.

CANDLEWICKING: Wed Aug 21, 10 am 3x2 hrs, R60. YEOR.

CANDLEWICK EMBROIDERY: Fri Aug 30, 9 am 3x2 hrs, R40. JABR.

Fri Sept 6, 9.30 am 4x2 hrs, R61. ERNU.

CREATIVE KNITTERS CLUB: Thurs Sept 5 and 26, Nov 7 and 28, R24 pa. FERN.

DOMESTIC SEWING: Sat Sept 7, 9 am 4x2 hrs, R50. PATP.

DRESSMAKING: Tues 7 pm-9 pm 8x2 hrs, R48. DANZ.

Fri Sept 13, 9 am 6x3 hrs, R86. JABR.

Mon Sept 16, 8.30 am 6x3 hrs, R86. JABR.

Mon Sept 16, 11.30 am 6x3 hrs, R86. JABR.

Tues Sept 17, 9 am 6x3 hrs, R86. JABR.

Wed Sept 11, 9 am 6x3 hrs, R86. JABR.

Wed Sept 11, 2 pm 6x3 hrs, R86. JABR.

Wed Aug 28, 6 pm 6x2 hrs, R80. YEOR.

Tues Aug 20, 2.30 pm 4x2 hrs, R40. YEOR.

Wed July 31 July 9 am 6x3 hrs, R86. Wed 31 July 2 pm 6x3 hrs, R86. JABR. 024 4

DRESSMAKING (BEGINNERS): Thurs Aug 15, 9.30 am 6x2 hrs, R74. ERNU.

Wed 9 am 8x3 hrs, R80. ROOSP.

DRESSMAKING (DOMESTIC WORKERS): Tues Aug 27, 2 pm 5x3 hrs, R85. JABR.

Thurs Oct 15, 2 pm 5x3 hrs, R85. JABR.

EMBROIDERS GUILD: Tues 9 am-12 noon, R35 pa. ROOSP.

PATCHWORK AND QUILTING: Tues Aug 13, 7 pm 5x2 hrs, R90. YEOR.

QUILT IN A DAY: Sat Oct 5, 9 am 1x8 hrs, R50. YEOR.

SEWING MADE EASY: Fri 9.30 am-11.30 am, R50 pm. FERN.

SWIMWEAR: Tues Nov 12, 2 pm 4x3 hrs, R60. JABR.

TAILORING COURSE: 1.45 pm. JABR.

PARENTHOOD AND CHILDRENHOOD: Mon 7 pm-9 pm, R180. FERN.

MOTHERS OF NURSERY SCHOOL CHILDREN: Tues Oct 8, 9 am-10.30 am, R180 per course (R20 per session). Tel: 484-1734.

PLAYGROUP: Mon, Wed, Fri 9 am-12 noon. BLAIR.

RECENTLY DIVORCED MOTHERS: Mon Sept 23, 7.30 pm-9 pm, R160 per course (R20 per session). Tel: 484-1734.

SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING (STEP): Tues Sept 17, 6 pm-8.2 hrs, R80. YEOR.

PHILOSOPHY INSPIRATIONAL TALKS AND MEDITATION: Sun 10.15 am. Tel: 640-1313.

LOUISE HAY: Tues, R40 pm. Tel: 640-1313.

LOUISE HAY WORKSHOP: Sat 2.30 pm, R40 pm. Tel: 640-1313.

SELF DEFENCE: Thurs Aug 22, 7 pm 5x2 hrs, R100. YEOR.

FIRE ARMS TRAINING: Thurs Aug 22, 7 pm 5x1 hr, R102.50. JABR.

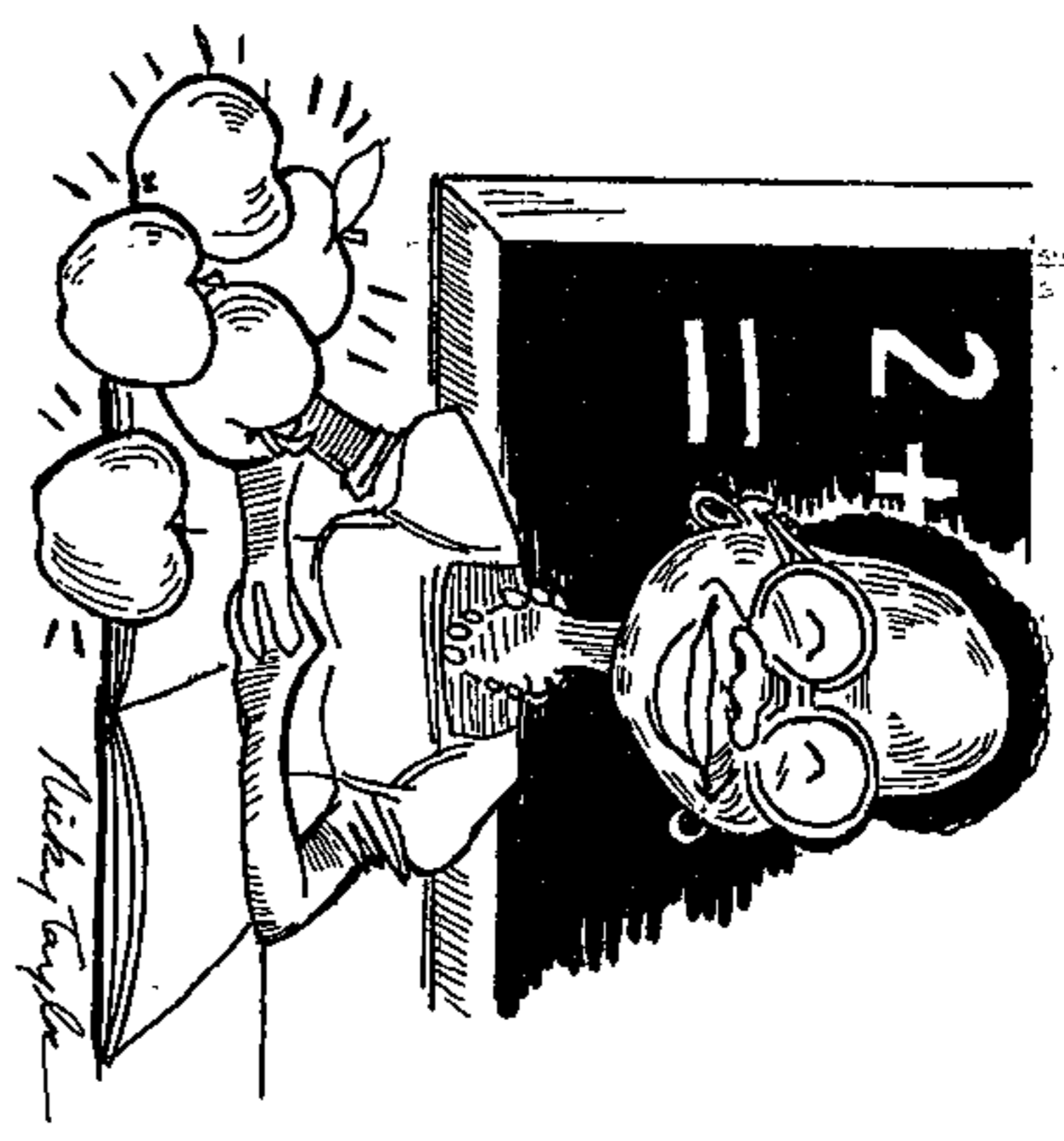
SENIOR CITIZENS SENIOR CITIZENS: Wed 9.30 am-11.30 am, R3 pm. BRX.

Thurs 10 am 4x2 hrs, R2. YEOR.

Thurs 10 am, R15 pa. ROOSP.

Thurs 10 am, 70c per session. JABR.

Thurs 10 am 4x2 hrs, 50c.



A guide to adult education

JAZZ-GYM/KEEP FIT: Wed, Fri 9 am-10 am, R33. FERN.
Tues, Thurs 6.45 pm-7.45 pm, R33 pm. FERN.
KEEP TRIM (AERO-BICS): Mon-Fri 8.15 am-9.15 am, R42 pm. ERNU.
Mon-Fri 4.45 pm-5.45 pm, R42 pm. ERNU.
LADIES KEEP FIT: Mon, Wed 5.45 pm-6.30 pm, R20 pm/JABR.
Tues, Thurs 8.45 am-9.30 am, R20 pm. JABR.
RUN FOR LIFE: Tues, Thurs 5.30 pm. PATP.
STRETCH AND TONE CLASSES: Mon, Tues, Thurs 8.30 am-9.30 am, R42 pm. FERN.
WALK FOR PLEASURE: Mon, Thurs, Fri 7.30 am, free. PATP.
Mon, Wed, Fri 8.30 am, free. ROOSP.
YOGA: Mon 5.30 pm-6.15 pm, R20. PATP.
Wed 5.30 pm-6.15 pm, R35. PATP.
Tues 6 pm-6.45 pm, R22 pm. JABR.
Thurs 6 pm-6.45 pm, R32 pm. JABR.
Mon, Tues, Thurs, Fri 1x wk R34 pm, 2x wk R42 pm. FERN.
YOGA (HATHA): Tues 5.45 pm-7 pm, R20. YEOR.
Thurs 5.45 pm-7 pm-7.30 pm, R36. YEOR.
Fri 9 am-10.15 am, R20. YEOR.
YOGA MEDITATION AND PHILOSOPHY OF MASTERS: Mon Sept 9, daily 8.30 am, 5.15 pm, 6.30 pm-7 pm, R60 pm or R144 for three months. Tel: 646-4084.
YOGA TEACHERS FELLOWSHIP - Classes all areas. Tel: Orlene 908-5028.
ADULT ART: Tues 7 pm-8.45 pm, R50. JABR.
Sat 10 am-4.30 pm, R50. JABR.
AIRBRUSH: Sat Sept 21, 9 am-1.45 pm, R60. PATP.
ART: Tues Sept 10, 7 pm-8.45 pm, R56. PATP.

The Johannesburg Council for Adult Education, which supplied the information published in this supplement, was founded in 1947 and offers - among a large variety of other projects - lectures, workshops, non-academic courses and educational tours within South Africa and abroad.
Opportunities are offered to the public to pursue whatever field appeals to them, be it hobbies, education, arts or outdoor activities.
Its publications, Day by Day and Opportunity are distributed at public libraries, universities, the Publicity Association, Citizens Advice Bureau and Community centres.
Any member of the public, or coming a member of an affiliate to JCAE, should contact Galatea Economides 646-5212 from 9 am to 1 pm.

INDEX

How to use this index: Check which centre or centres offer your subject. Look under

the list of initials for the one nearest to you.

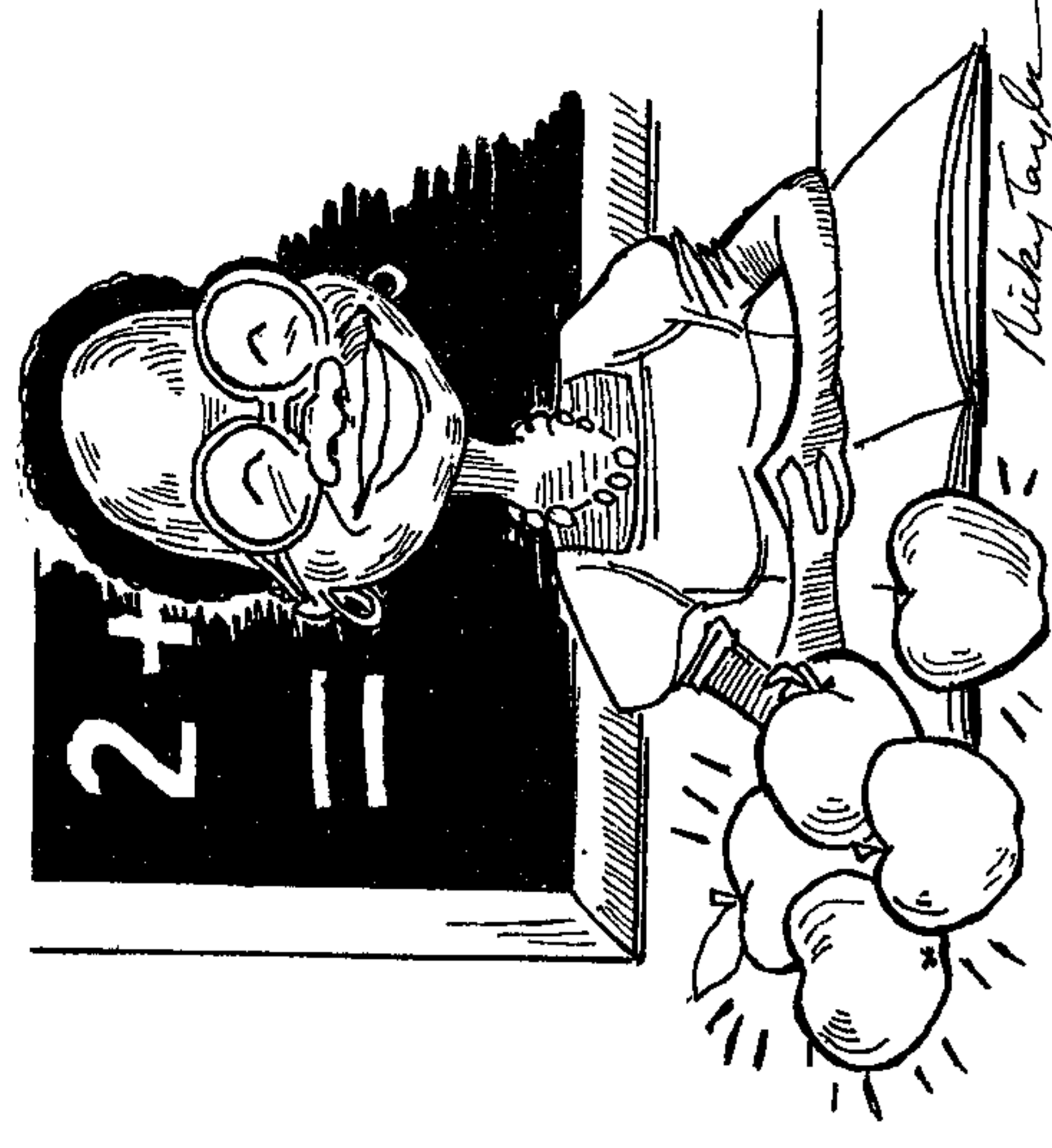
TO READ THE KEY.

Example:
FIRST AID WORKSHOP: Tues Sept 17, 9 am-1 pm, R65. JCAE.
This means that a First Aid Workshop will take place on Tuesday September 17 at 9 am at the Johannesburg Council for Adult Education and costs R65.
The cost of the courses have been given where possible.
However, recreation and community centres usually levy a small annual membership fee, and before booking a course you should inquire whether there is a fee and whether there is a "requirements list", also the cost of materials and/or books and who supplies them.
This schedule of courses was compiled with the help of Galatea Economides of the Johannesburg Council for Adult Education.
No inquiries will be taken at the Star. Please telephone the relevant centres or the Johannesburg Council for Adult Education.

JCAE: Johannesburg Council for Adult Education, 25 Erls-wold Way, Saxonwold. Tel: 646-5212.
JCGC: Junior Chamber of Commerce and Industry, Golden City, Robertsham Hotel, Harry Street, Robertsham. Tel: 436-0866 (a/h).
PATP: Paterson Park Recreation Centre, Seventh Street, Orange Grove. Tel: 728-7250/1/2.
PARCH: Johannesburg Parent and Child Counselling Centre, 32 Honey Street, Berea. Tel: 484-1734/5/6.
RAU: Rand Afrikaans University, Bureau for Continuing Education, Auckland Park. Tel: 489-2889.
ROOSP: Roosevelt Park Recreation Centre, Anton von Wouw Street, Roosevelt Park. Tel: 782-6908.
UJW: Union of Jewish Women, 1 Oak Street, Houghton. Tel: 648-1053.
YEOR: Yeoville Recreation Centre, 36 Raleigh Street, Yeoville. Tel: 648-9176/7.

KEY TO CENTRES AND ADDRESSES.

BLAIR: Blairgowrie Community Centre, Park Lane, Blairgowrie. Tel: 789-2211.
BRIX: Brixton Recreation Centre, 67 Caroline Street, Brixton. Tel: 837-7418.
CCE: Centre for Continuing Education, Wits University, 1 Jan Smuts Avenue, Johannesburg. Tel: 716-5508.
DANZ: Danie van Zyl Recreation Centre, Plantation and Rex streets, Montclare. Tel: 447-4121/2.
ERNU: Ernest Ullman Park Recreation Centre, Minto Road, Morningside Manor. Tel: 802-6921. 802-3309.
FERN: Ferndale Community Centre, corner Hanley and Surrey streets, Ferndale, Randburg. Tel: 787-6240, 787-1412.
GROSP: Grosvenor Recreation Centre, 45 Battery Street, Mayfair. Tel: 837-9249.
JABR: Jabula Recreation Centre, Athlone Avenue, Sandringham. Tel: 640-5122/3.



9x2 hrs, R110. GROSP.
Tues Sept 10, 7 pm-8.45 pm, R80. PATP.
Tues Aug 17, 6.30 pm-8x2 hrs, R100. YEOR.
Wed 7 pm-8.45 pm, R63. JABR.
CAKE ICING (ADVANCED): Tues Aug 20 9.30 am-8x2 hrs, R82. ERNU.
DOMESTIC WORKERS BAKING (BEGINNERS): Sat Oct 12, 9 am-4x3 hrs R45. ERNU.
DOMESTIC WORKERS BAKING (INTERMEDIATE): Sat Nov 9, 9 am-4x3 hrs, R45. ERNU.
ICE YOUR CHRISTMAS CAKE (BEGINNERS AND ADVANCED): Tues Nov 5, 9.30 am-4x2 hrs, R45. ERNU.
BASIC COOKING (DOMESTICS): Thurs Aug 21, 10 am-6x2 hrs, R65. YEOR.
BASIC COOKING (BACHELORS AND NEWLY WEDS): Thurs Sept 5, 7 pm-4x2 hrs, R42. JABR.
Thurs Nov 7, 7 pm-4x2 hrs, R42. JABR.
CHINESE COOKERY: Mon Sept 9, 7 pm-6x2 hrs, R130. PATP.
Fri Sept 6, 10 am-6x2 hrs, R92. ERNU.
Mon Aug 19, 6 pm-6x2 hrs, R90. YEOR.
Mon Sept 16, 6 pm-6x2 hrs, R100. YEOR.
Sat 10 am-12 noon, R85 for six lessons. FERN.
Tues Oct 29, 10 am-6x2 hrs, R100. JABR.
COOKING (DOMESTIC WORKERS): Thurs Aug 29, 9.30 am-4x2 hrs, R37. JABR.
Thurs Oct 17, 9.30 am-4x2 hrs, R37. JABR.
CORDON BLEU COOKING: Tues Sept 3, 6.30 pm-6x2 hrs, R100. YEOR.
DOMESTIC COOK: Thurs Sept 5, 9 am-6x2 hrs, R60. PATP.
DOMESTIC WORKERS COOKING (BEGINNERS): Sat Aug 10, 9 am-6x3 hrs, R67. ERNU.
DOMESTIC WORKERS COOKING (INTERMEDIATE): Wed Oct 16, 2.30 pm-6x3 hrs, R67. ERNU.
ELECTRIC COOKING FOR ENTERTAINING: Mon Sept 30, 7.30 pm-4x2 hrs, R86. ERNU.
GARNISHING: Mon Sept 9, 6.30 pm-2x2 hrs, R40. PATP.
GARNISHING FRUIT AND VEGETABLE: Mon Sept 2, 6 pm-3x2 hrs, R50. YEOR.
INDIAN COOKING: Thurs Sept 12, 7 pm-6x2 hrs, R80. PATP.
Wed Oct 9, 9.30 am-6x2 hrs, R92. ERNU.
Mon 9.30 am-11 am, 7 pm-8 pm, R75 for six lessons. FERN.
Wed Sept 4, 6 pm-8.45 pm.

DESIGN FOR LIVING: 8 am-4 pm, R110 per couple or R75 per person. Retirement Association 834-6132/3/4.
ENGLISH LITERACY (FOR DOMESTICS): Tues 1.30 pm-3 pm, R1 pm. ERNU.
Thurs 2 pm-3 pm, R1 pm. ERNU.
FIRST AID: Mon Sept 2, 9.30 am-12 noon, four sessions. St John Ambulance 403-4227.
Mon Oct 7, 9.30 am-12 noon, four sessions. St John Ambulance 403-4227.
Tues Oct 8, 7 pm-9 pm-9 pm, R65. St John Ambulance 403-4227.
FIRST AID (ADVANCED): Thurs Aug 29, 6.30 pm-8.2 hrs, R65. YEOR.
FIRST AID (BEGINNERS): Wed Aug 28, 6.30 pm-8x2 hrs, R65. YEOR.
FIRST AID MEDAL: Wed Aug 28, 6.30 pm-8x2 hrs, R200. ERNU.
COMPUTERS (BEGINNERS): Tues Oct 16, 8x2 hrs, R65. YEOR.
COMPUTERS (INTERMEDIATE): Wed Oct 16, 2.30 pm-6x3 hrs, R67. ERNU.
ELECTRIC COOKING FOR ENTERTAINING: Mon Sept 30, 7.30 pm-4x2 hrs, R86. ERNU.
GARNISHING: Mon Sept 9, 6.30 pm-2x2 hrs, R40. PATP.
GARNISHING FRUIT AND VEGETABLE: Mon Sept 2, 6 pm-3x2 hrs, R50. YEOR.
INDIAN COOKING: Thurs Sept 12, 7 pm-6x2 hrs, R80. PATP.
Wed Oct 9, 9.30 am-6x2 hrs, R92. ERNU.
Mon 9.30 am-11 am, 7 pm-8 pm, R75 for six lessons. FERN.
Wed Sept 4, 6 pm-8.45 pm.

PUBLIC SPEAKING: Wed Aug 21-Oct 3, 5.30 pm-8.30 pm 6x3 hrs, R220. CCE.
PRO-ACTIVE MANAGEMENT: Tues Sept 17, 7.30 pm-1x1 hr, JCGC.
SPEEDWRITING: Mon Aug 19, 5.30 pm-7 pm, R195. YEOR.
TAX UPDATE SEMINAR: Mon Aug 26, 1.30 pm-7 pm. RAU.
Aug 27, 7.30 pm-1x1 hr. JCGC.
TIME MANAGEMENT: Tues Oct 1-29, 7.30 pm-9.30 pm 5x2 hr, R200. CCE.
Tues Nov 12, 1x2 hrs. JCGC.
VAT MADE SIMPLE: Mon Aug 26, 9.30 am-10.30 am. UJW.
CALLIGRAPHY: Tues Aug 20, 9.30 am-8x2 hrs, R92. ERNU.
Fri, Sat 9 am-8x2 hrs, R90. ROOSP.
Mon Oct 21, 5.30 pm-7 pm, six sessions R80. PATP.
Mon 6.30 pm-6x2 hrs, R73. JABR.
Mon Oct 21, 6.30 pm-6x2 hrs, R73. JABR.
Fri 7 pm-8 pm, eight sessions, R43. GROSP.
Tues 9.30 am-11.30 am, Thurs 6 pm-8 pm, R100 for eight lessons. FERN.
Wed Aug 21, 9.30 am-8x2 hrs, R90. YEOR.
Thurs Aug 22, 6 pm-8x2 hrs, R90. YEOR.
ILLUMINATION (PART 1): Tues Oct 1, 7.30 pm-1x2 hrs. JCGC.

BRIDGE (TUITION): Tues 7.30 pm-20x3 hrs, R240. ROOSP.
ACOL: Tues Aug 27, 6 pm-12x2 hrs, R80. JABR.
Tues Aug 27, 9.30 am-12x2 hrs, R80. JABR.
BRIDGE (TUITION - BEGINNERS): Tues Aug 22, 1.30 pm-12x2 hrs, R150. YEOR.
Thurs Aug 20, 6.30 pm-12x2 hrs, R150. YEOR.
CHESS: Tues 7 pm-4x3 hrs, R10. YEOR.
Tues 7.30 pm-11 pm. BLAIR.
BRIDGE (BEGINNERS): Tues 7 pm-9 pm, Wed 10 am-12 noon 8x2 hrs, R85. FERN.
BRIDGE (CLASSES): Wed Oct 21, 2 pm-12x2 hrs, R150. PATP.
Mon Oct 7, 7 pm-8x2 hrs, R80. PATP. BRIDGE (SOCIAL): Mon 7.30 pm-1x4 hr, R8. YEOR.
Mon 2 pm-4x2 hrs, R4. PATP.
Tues 9 am, Tues, Thurs 7.30 pm, R2 per evening. ROOSP.
Mon 2 pm, Wed 9 am, R1 per session. JABR.
BRIDGE (SUPER-VISED): Mon 1.30 pm, R3 per lesson. UJW.
BRIDGE TOURNAMENTS (LADIES): Every second Tues 1.45 pm, Tues, Thurs 7.30 pm, R100 pa. JABR.
BRIDGE (TUITION): Tues 9 am-20x3 hrs, R120.

9 am-12 noon 12x3 hrs, R240. CCE.
DRAWING, PASTELS, WATERCOLOURS, OIL PAINTING: Wed 3 pm-5 pm, R80 pm. FERN.
JAPANESE BRUSH PAINTING: Thurs Sept 5, 10 am-4x2 hrs, R76. ERNU.
LIFE DRAWING: Mon 7 pm-4x3 hrs, R50. YEOR.
OIL PAINTING: Thurs 7 pm-4x2 hrs, R50. YEOR.
PAINTING (OIL AND ACRYLICS): Thurs 7 pm-6x2 hrs, R85. YEOR.
SCULPTURE (CLAY MODELLING): Wed 7 pm-4x2 hrs, R50 (incl clay). YEOR.
SUMI-E: Fri 10 am-11.30 am, R60 pm. ERNU.
Thurs 6.30 pm-9.30 pm, R50 pm. ROOSP.
Wed 3 pm-4.30 pm, R30. YEOR.
ART CLUB: Mon 7 pm, R50 pm. ROOSP.
ART SOCIETY: Mon 10 am-12.30 pm. BLAIR.
ART SYMPOSIUM '91: Thurs Sept 12, 9 am-3x6 hrs, R220 or R90 a day. Tel: 888-5251.
COLLAGE (USING PHOTOGRAPHS): Wed Sept 4, 9 am-2x2 hrs, R61. ERNU.
Wed Oct 16, 7 pm-2x2 hrs, R61. ERNU.
COLOUR AND OPAQUE MEDIUMS: Wed Sept 4 to Nov 27, 4x2 hrs, R56. PATP.

GROUP: Thurs Sept 19, 9 am-4x2 hrs, R50. PATP.
PRE-MARITAL COUNSELLING: Mon Sept 13, 5.30 pm-6x2 hrs, R60. YEOR.
RAPE CRISIS SEMINAR: Tues Sept 3, 7.30 pm-1x2 hrs. JCGC.
RED CROSS: Wed 7.30 pm, R2 pm. ROOSP.
RESIDENTS ASSOCIATION: Third Wed 8 pm. JABR.
SANDRINGHAM PLAYERS: Third Wed 8 pm. JABR.
SAVE A LIFE (FIRST AID WORKSHOP): Sat Aug 17, 9 am-1 pm, R65. JCAE.
COMPUTERS/BOOKKEEPING: Mon Aug 19, 5.30 pm-7 pm, 10 sessions, R195. YEOR.
COMPUTERS: Mon Oct 7, 7.30 pm-6x2 hrs, R200. ERNU.
COMPUTERS (BEGINNERS): Tues Oct 16, 8x2 hrs, R65. YEOR.
FIRST AID (RED CROSS): Mon 8x2 hrs, R65. PATP.
Thurs Aug 22, 7 pm-4x3 hrs, R165. YEOR.
COMPUTERS (INTRO TO DOS): Wed Sept 4, 6 pm-4x3 hrs, R170. PATP.
Thurs Aug 22, 7 pm-4x3 hrs, R165. YEOR.
COMPUTERS (INTRO TO MULTIMEDIA): Sat Sept 7, 9 am-5x3 hrs, R320. PATP.
Thurs Aug 22, 7 pm-5x3 hrs, R315. YEOR.
Mon 9.30 am-11 am, 7 pm-8 pm, R75 for six lessons. FERN.
Wed Sept 4, 6 pm-8.45 pm.

Mixed schools will lower standards, whites believe

A MAJORITY of white South Africans believe educational standards will decline if pupils from different race groups are taught in the same classroom, says a new report by the Human Sciences Research Council.

However, a majority of white respondents — 66% — were in favour of a single education department.

Sapa exclusively obtained a copy of the report, Education: the public opinion, which has just been completed. It compares changes in public attitudes between September 1989 with those of a year later.

A majority of all respondents said they believed parents should have a bigger say in education, and parents should be able to send children to a school of their choice, the latter increasing to 91,6% in 1990 from 61% in 1989.

However, the survey reveals public attitudes, particularly among whites, have hardened from before President F W de Klerk's watershed speech to Parliament on February 2 1990.

There was an increase from 38,6 to 55,4% among whites who believed there would be a decline in academic standards. Respondents from other groups believed standards would be raised. — Sapa.

BRIEFING

Chalk-down challenge

ABOUT 400 teachers countrywide are on a collision course with education authorities, having opted for en defiance of the Government

Demonstrations and marches have been planned for today in major centres across South Africa to mark the National Day of Teachers' Aton.

The protest has been called by the South Africa Democratic Teachers Union (Sadtu) — which organises black, Indian, coloured and some white teachers — to put pressure on the Government to recognise the non-racial teachers' federation.

Sadtu members in its 15 regions will "down chalk" and take to the streets, hold protest rallies, demonstrations and pickets — openly defying their education departments.

Behind the confrontational and militant stand the teachers have taken lies years of frustra-

The anger has been simmering for a long time, and now the teachers have unleashed their message "Enough is enough."

Sadtu said in a statement last week that educators had decided to embark on this action "in the light of the ongoing appalling and deteriorating conditions under which teachers find themselves; the lowering of standards, summary dismissals, the deepening crisis to disastrous proportions; and the Government's unwillingness to address the pathetic plight of teachers".

The organisation has given the Government until the end of this month to address teachers' concerns.

group are disgruntled with the little progress made so far

Sadtu said it had tried to negotiate recognition with various education departments, but there was little the authorities could offer.

"The Government is willing to recognise and meet organisations like the National Professional Teachers Organisation of South Africa, but give no regard to applications by Sadtu," said Sadtu secretary-general Michael Nene.

It is believed some of the members of the joint working

He said the only option open to his organisation was mass action

But the teachers' strike has sparked sharp criticism from certain quarters, and has been dismissed as lacking moral justification.

Most Soweto parents said teachers were being insensitive to children by waging campaigns at this time of the year. "We are now in the third quarter of the year and teach-

ers should be preparing our kids for the end-of-year examinations," said one, Elizabeth Mokoena.

Michael Motlatsi of Meadowlands said "We urged our kids to go to school at the beginning of the year, but the teachers' action defies the very call they were part of."

The director-general of the Department of Education and Training, Dr Bernhard Louw, said yesterday that he had noted with disappointment

the teachers' actions are right or wrong in their actions is highly debatable, but a sure point that emerges is that strike

Today's nationwide teacher strike is under fire from parents, who want their children to study and pass, and from the education authorities, who see the protest as destructive. Education Reporter PHIL MOLEFE reports.

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Star 7/8/91

action by educators has harmful effects and, sometimes, teachers take time to recover from such actions

The protracted chalk-down strike, which started in April last year, by about 5 000 teachers in the Johannesburg region destroyed morale in schools, and it took the teachers some time to regain their confidence and take control of classrooms

The Sadtu leadership is aware of these effects, and that is why they are trying to limit their action to a single day

Renowned Soweto educationist Thamsanqa Wilkie Kambule said it was unfortunate that pupils would be left without teachers, but urged education authorities to recognise the union and defuse the situation.

"If the department is interested that things should run smoothly, it could pre-empt strikes by saying 'Yes, we are recognising you,'" said Mr Kambule

Sadtu's intention to proceed with demonstrations

"The intended demonstrations have no contribution to make in the light of challenges presently facing education

"I call on Sadtu to take part in the renewal of education, and to make a constructive contribution towards helping pupils to realise their potential," he said

It was strange that demonstrations had been organised to highlight the recognition issue, while the department was busy considering Sadtu's recognition.

Dr Louw added: "Whether the teachers are right or wrong in their actions is highly debatable, but a sure point that emerges is that strike

'Whites fear open schools' — report

(50) ET 14/8/91

JOHANNESBURG. — Most white South Africans believe educational standards will decline if pupils from different race groups are taught in the same classroom, according to a new report by the Human Sciences Research Council.

At the same time, 66% of white respondents favoured a single education department.

The report — "Education: The Public Opinion" — examines changes in public attitudes between September 1989 and September 1990. The findings are broken down racially.

Most respondents believed parents should have a bigger say in education, and be able to send their children to a school of their

choice.

"With regard to the statement that parents should have the right to send their children to the school of their choice, the 1990 percentage of 91,6 differed considerably from the 61,0 of 1989," the report states.

Increase

The survey shows that public attitudes, particularly among whites, have hardened since the ANC was unbanned in February 1990.

"From September 1989 to September 1990 the white respondents became more convinced that integrated education, or open schools, would lead to a decline in the standard of education, while the respondents from the other population groups con-

stituted the opposite opinion — that standards would in fact be raised," the report concludes.

There was an increase from 38,6% to 55,4% among whites who believed there would be a decline in academic standards.

Commenting on the fact that a majority of white respondents were in favour of a single education department, the HSRC states: "This response should be interpreted together with the response to open schools.

"Not all language, qualification and age groups agree on open schools," the report noted.

"There are considerable differences between the Afrikaans-speaking and the English-speaking white respondents in that the former were more inclined to support a segregated educational dispensation." — Sapa

Save up to 2007

Whites fear education decline in all-race schools

Star 14/8/91

A majority of white South Africans believe educational standards will drop if pupils from different race groups are taught in the same classroom, according to a new report by the Human Sciences Research Council.

However, a majority of white respondents — 66 percent — were in favour of a single education department.

Sapa exclusively obtained a copy of the HSRC report, titled: "Education: the public opinion". It compares changes in public attitudes between September 1989 with those of a year later. The findings are broken down according to race groups.

A majority of all respondents said they believed parents should have a bigger say in education and that parents should be able to send their children to a school of their choice.

With regard to the statement that parents should have the right to send their children to the school of their choice, the 1990 percentage of 91.6 differed

considerably from the 61 of 1989, the report states. The survey reveals that public attitudes, particularly among whites, have hardened from before President de Klerk's watershed speech to Parliament on February 2 1990.

Convinced

From September 1989 to September 1990 the white respondents became more convinced that integrated education, or open schools, would lead to a decline in the standard of education, while the respondents from the other population groups constituted the opposite opinion, the report says.

There was an increase from 38.6 to 55.4 percent among whites who believed there would be a decline in academic standards.

Commenting on the fact that a majority of white respondents were in favour of one education department, the HSRC states: "This response should be interpreted together with the re-

sponse to open schools.

Although the majority of the respondents were in favour of one department of education, not all language and age groups agree on open schools.

There are considerable differences between the Afrikaans-speaking and the English-speaking white respondents in that the former were more inclined to support a segregated educational dispensation.

Respondents numbered: 399 whites, 400 coloureds, 400 Indians and 802 blacks. Of the whites, 56.8 percent were Afrikaans-speaking and 40.7 English.

In 1990, 42.8 percent of white respondents, compared with 36.1 a year earlier, believed children from different race groups should be educated separately.

However, in response to a separate statement in the survey, the number of whites who agreed that children from different groups should be educated in the same schools and classrooms rose from 19.9 to

27.2 percent. Adding the percentages of those who agreed to agree with those who were inclined to agree with both statements, the increase among whites who believed children should be educated in the same schools rose from 35.2 to 46.7 percent.

Overwhelming

Whites who believed children from different groups should be educated in separate schools rose from 48.7 to 59.3 percent.

The situation is much clearer with other race groups, where an overwhelming majority in both 1989 and 1990 were in favour of children being educated in the same schools.

The survey concludes that, in terms of language and age groups, Afrikaans-speaking whites are more inclined to support segregated education.

It was generally concluded that the higher a person's qualifications, the more he or she backed integrated education. — Sapa.

SA 'biggest spender on education'

SA SPENT more of its Budget on education than any other country in the world, educationist and Human Sciences Research Council chairman Prof Pieter de Lange said yesterday.

De Lange, who was chairman of the De Lange Commission of Inquiry into education in the early 1980s, said about 20,3% of the total Budget was spent on education, the third largest education allocation in the world.

In addition, Foreign Affairs gave an estimated 2% of the Budget to TBVC states for education, bringing SA's total education expenditure to about 22,7% of the Budget — the largest in the world.

Addressing the Heads of Independent Schools conference in Randburg, De Lange said it was clear SA was as close to the limit on education spending as it could get.

But SA could spend its education budget in a more even-handed way.

6/10 Aug 15/8/91
 (50)
 TANIA LEVY

Equal funding would only be achieved if government provided all races one teacher for every 30 pupils, he said.

At present, government allowed one teacher post for every 19 or 20 white or Asian children, while in black schools a teacher post was created for every 41 pupils.

The skewed nature of spending should also be addressed through placing less emphasis on tertiary education.

De Lange said SA society had spent a total R22.7bn last year, 25% of which went to tertiary education, 24% to secondary education, 35% to primary education and about 1% to pre-primary education. About 15% was spent on adult education.

De Lange said a key area which had to be looked at was the relevancy of secondary edu-

cation in preparing pupils for the job market.

He said recent surveys seemed to indicate that unemployment was higher among SA matriculants than among people with lower qualifications.

Secondary education was too general and did not prepare pupils for future vocations.

De Lange said even economically prosperous developing countries such as Germany started vocational education at high school.

Other key areas which needed attention were the re-establishment of a culture of learning, making primary school education free and compulsory, and adult learning campaigns.

The SA economy and its conscience could not allow adult learning to be ignored, he said.

Between five and 8-million illiterate adults in SA could not be fully productive or promote school-readiness in their children.

Community learning centres had to be created by using existing schools after hours.

Skewed history of Afrikaners

(50) ~~South~~

South

15/8 - 21/8/91.

EVERY year on August 14 Afrikaners speakers gather on a granite hill outside Paarl to celebrate the formation of the Fellowship of True Afrikaners, an organisation they believe was the first language movement in South Africa.

What they are in fact celebrating, Professor Hein Willemse believes, has nothing to do with language — they are paying homage to the awakening of Afrikaner nationalism.

"The whole issue of Afrikaners has nothing to do with language, it has to do with the question of survival of the Afrikaners and the privilege and power they want to enjoy in South Africa," he said.

Willemse said in the last 80 years Afrikaners had "usurped" Afrikaners to serve the purposes of Afrikaner nationalism, denying the proof accumulated by historians that the language had developed among blacks. The language had developed in the "clash of cultures" in the slave colony of the Cape.

Contrary to the myths perpetuated by Afrikaner historians, the language had not originated in Europe or been sent to the Afrikaners by God, but developed among black slaves and was merely codified by whites to make it more accessible.

The pidgin-Dutch which was the forerunner of Afrikaans developed as an attempt by slaves to understand each other and their masters' language.

In the late 19th century Afrikaners became part of the Afrikaners' national pride and their tribal identity. Only one strand of the language's history — the codification by whites — was emphasised in history textbooks.

South Africa may be the only country in the world that has ever erected a

monument to a living language. But the annual celebration of Afrikaans at the phallic-shaped

Taalmonument in Paarl is a celebration of a

"skewed history",

University of the Western

Cape linguist Professor

Hein Willemse told

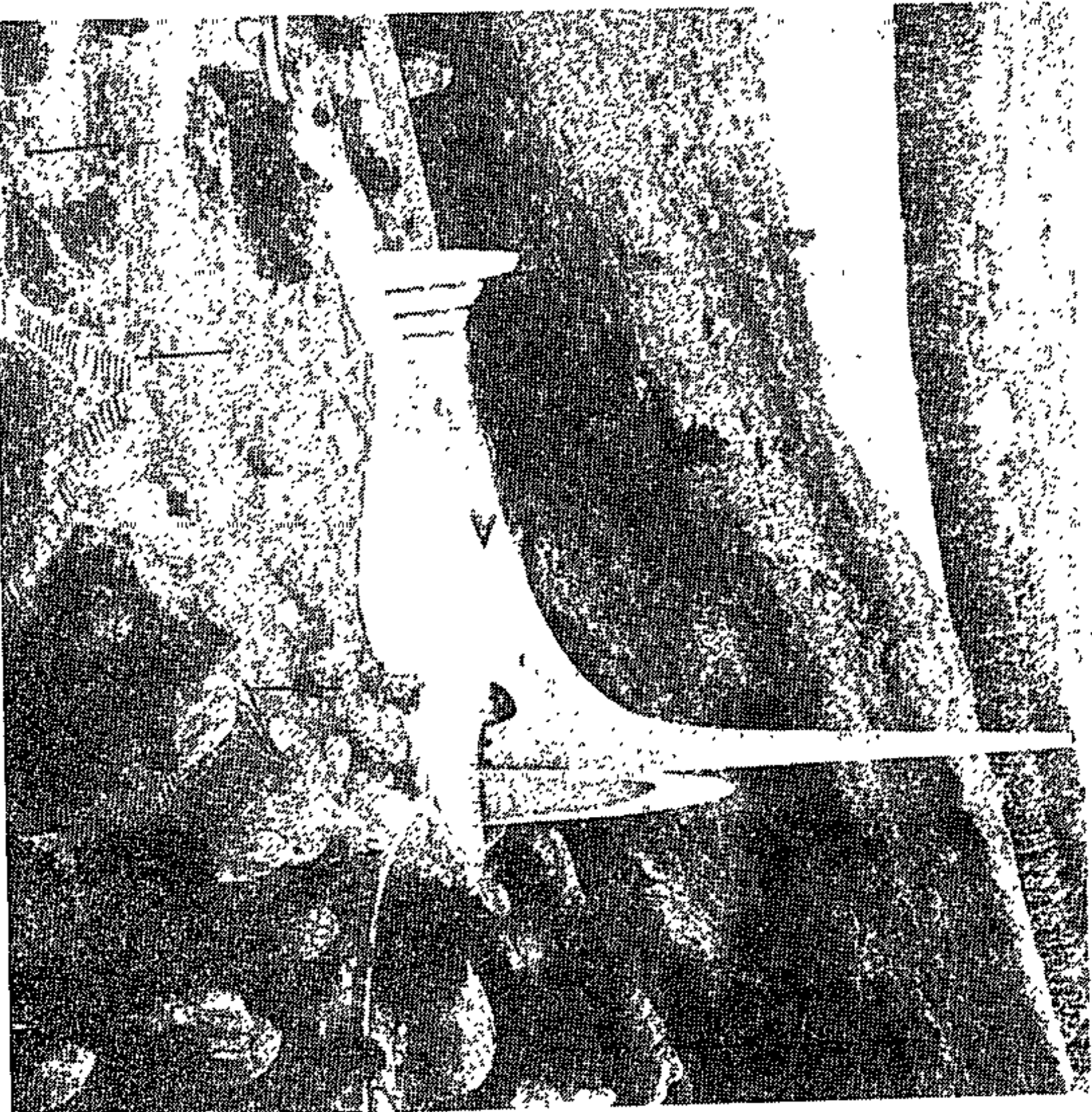
REHANA ROSSOUW:

"The black heritage of Afrikaans has been denied and silenced over the last century," Willemse said.

"It has been formally excluded from the textbooks and a new mythology of 'white Afrikaners' has developed. "The history of Afrikaans is a history of manipulation of the facts."

Willemse said the language had therefore "unfairly" acquired the connotation of a language of oppression, although a large percentage of blacks used it as their mother tongue.

In the Cape Province, for instance, it was likely that the majority of Afrikaners-speakers were black.



The last figures available, taken from the 1980 Census, showed that 47 percent of Afrikaans-speakers were black.

The relationship between Afrikaners and oppression was further stressed when National Party education ministers attempted to enforce the use of Afrikaans in black schoolrooms.

"But people in Mitchells Plain and Bokaap who speak Afrikaans have a completely different experience of the language," Willemse said.

"For them, it is something which has been handed down for generations and has no political connotations."

Willemse said black Afrikaners-speakers had to say clearly that they distanced themselves from the celebrations at the Taalmonument.

"The celebrations are belittling the black history of Afrikaners and stigmatising the 'Kaaps' patois used by black people as a sub-standard Afrikaans.

"This is not an attack against black Afrikaners but an attack against black people.

"I have a problem with people celebrating Afrikaners in such an environment because it excludes rather than includes everyone who speaks

the language."

At the Taalmonument, the Malayan contribution to the development of Afrikaans was merely depicted by a wall on the entrance steps as a reminder of the "slight influence" of the Malayo-Portuguese in the origin of Afrikaans.

Willemse said linguists and the broader public had to decide which relationships they wanted to carry into the new South Africa.

At present in South Africa, the only two languages "celebrated" were English — by the 1820 Foundation at Grahamstown — and Afrikaners.

There were no celebrations for the Nguni languages although they were spoken by the majority of South Africans.

"What is being celebrated is not language but political dominance.

"Those days are gone in South Africa where languages and cultures of the minority enjoy dominance over others.

"We don't want a few black faces at the Taalmonument to legitimise the face of Afrikaners, what we want is people to divorce their nationalistic histories and celebrate the entire history of South Africa.

"We can no longer only associate Afrikaners with Afrikaners, there is a great divide between the two."

Willemse said Afrikaners had never been the language of the Afrikaners. They had adopted it and over the last century and disseminated the myth that it was the "pinnacle of their achievements in South Africa".

"The celebrations on August 14 are irrelevant. Afrikaners are celebrating a skewed history of Afrikaners.

"The true history of Afrikaners has not yet been written."

SA 'tops in education budget'

Own Correspondent

JOHANNESBURG. — South Africa spent more of its budget on education than any other country in the world, well-known educationist and Council for Population Development chairman Professor Pieter de Lange said yesterday.

He said some 20,3% of the total state budget was spent on education.

In addition, Foreign Affairs gave an estimated additional 3%

of the budget to TBVC states for education, bringing South Africa's total education expenditure to about 22,7% of the budget — the largest in the world.

Addressing the Heads of Independent Schools conference in Randburg, Prof De Lange said it was clear South Africa was as close to the limit on education spending as it could get.

But South Africa could spend its available education budget in a more even-handed way.

Equal funding would only be achieved if the government provided for one teacher for every 30 pupils across all races, he said.

At present, one teacher post for every 19 or 20 white or Asian children was allowed for, while in black schools a teacher post was created for every 41 pupils.

Prof De Lange said a key area which had to be looked at was the relevancy of secondary education in preparing pupils for the job market.

'Trust should run vacant schools'

By PORTIA MAURICE *W/Maur 16/8-22/8/91*
A NATIONAL community education trust should take interim ownership of empty and under-utilised white schools to alleviate inter-departmental infighting.

This has been proposed by Wits University educationist Eric Molobi on the eve of the National Education Co-ordinating Committee's campaign to occupy the schools with black pupils next week.

Molobi was speaking at the 45th annual conference of the Heads of Independent Schools in South Africa in Johannesburg this week.

"Such a trust should be a joint community-state affair which would run these schools on a non-racial basis and be answerable directly to State President FW de Klerk," Molobi said.

"The trust should be regionally based, which would avoid bureaucratic departments fighting over these schools while pupils wait to be ac-

commodated."

The NECC has confirmed that empty white schools will be occupied nationally next week. Rumours abound that Tuesday will be D-day. Southern Transvaal general secretary Amon Msane said pupils would be bused in from townships to empty or under-utilised schools in adjacent white areas.

The organisers of the campaign have failed to reach agreement with the police that activities should be kept within the ambit of the law, although they have agreed to "minimise conflict" and keep the police informed.

●Meanwhile, Molobi said the Joint Working Group on Education — comprising delegations of government officials and educationists — was experiencing difficulty, and that some participants were considering withdrawal.

"People are talking at cross purposes," he said. "They are not reaching each other."

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EDUCATION

Arts school merger may exclude blacks

By PORTIA MAURICE

W/M on 16/8 - 22/8/91
THE future of the Johannesburg Art, Ballet, Drama and Music School hangs in the balance as the government ponders over the use of its Braamfontein building for an "edukon".

The school — one of only three South African arts schools which are state-subsidised — may be forced to amalgamate with De Kruin, its Afrikaans equivalent, if the government plan goes ahead.

If the move goes through, it could result in the further alienation of black pupils from any formal education in the arts.

Whereas the ABDM voted to admit black pupils through the Model B option in May this year — a month before they were officially notified of the proposal — De Kruin wants to remain white.

Parents at ABDM have begun lobbying to resist the merger.

"We are totally against a racial school," said parents' committee chairman Rowland Bailey.

"Having just been given permission to admit all students, we are not prepared to consider any option which restricts our ability to enrol all who apply."

The school currently caters for 440

(50) ~~440~~
pupils, who receive academic tuition as well as training in four specialised arts subjects.

Parents are concerned, too, that an experiment in dual-medium arts education may not work.

"It is our view, rightly or wrongly, that the arts are generally English in orientation," said Bailey. "I don't know, for example, of many ballet terms in Afrikaans."

Although asked for comment, the Transvaal Education Department had not responded by the time of going to press. According to reports, the "edukon" is planned for 1994.

W/ma 16/8-22/8/91

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EDUCATION BRIEFS

W/ma 16/8-22/8/91

SOUTH AFRICA'S biggest trade union bursary scheme, run by the South African Clothing and Textile Workers' Union, has paid out R274 300 for 1991, the union has announced.

The scheme, financed by member subscriptions deducted on a weekly basis, is intended for studies at tertiary education level, said Sactwu assistant general secretary Ebrahim Patel.

THE Black Students' Transitional Committee at Wits University is to dissolve on Saturday in preparation for Wits's first non-racial Students' Representative Council election.

The organisation was set up after the Black Students' Society disbanded last year to promote the interests of

black students on campus. Its last general meeting will take place from 10am in the Wits Great Hall.

THE National Directorate of Lawyers for Human Rights has invited law students to apply for its loan/bursary scheme for 1992.

The organisation stands surety for students who do not have the necessary security to acquire a loan from a bank. The loan, plus interest, is payable upon graduation, abandonment of studies or employment.

Applications should be directed to The Bursary Officer, National Directorate Lawyers for Human Rights, 713 Van Erkom Building, Pretorius Street, Pretoria.



Mandela-FW meet on black education crisis

New Nation (Learner) (N)

16/8-22/8/91

The long-awaited meeting between ANC president Nelson Mandela and National Party leader FW de Klerk to receive the report of the Joint Working Group (JWG) on education will take place next Monday.

The meeting has failed to take place on more than three occasions. This was apparently due to the heavy schedules of the leaders.

It is understood that the report contains far-reaching recommendations to redress the country's short term education needs.

However, it is more than likely that the report is already outdated because many events have taken place in the education arena since the formation of the group early this year.

For example, education and training minister Stoffel van der Merwe, who is part of the group, will be out of office next week, shortly after the meeting.

Although government sources point out that significant progress has been made by the JWG, extra-parliamentary members of the team say discussions have been characterised by a series of disagreements.

One such disagreement is the issue of redistribution of education resources in order to help alleviate the crisis in black education.

It is not clear what the government delegation's response was on this, but the authorities have in the past few weeks been wrestling with the National Education Co-ordinating Committee (NECC) over the occupation of unutilised and under-utilised white schools.

This seems to suggest that the government is still not ready to redistribute resources, observers said.

It is expected that next week's meeting will lead to the appointment of various committees to work on the recommendations contained in the report.

One of the proposals said to have been made by the government delegation is the convening of an education forum, which will be representative of all the country's education structures, ranging from interest groups to the 18 education departments.

This forum will be charged with the task of discussing the education crisis in its entirety.

Sources said while the extra-parliamentary delegation did not reject this suggestion, it had indicated that some short term needs could be addressed immediately in order to rescue education from its current state. This forum could be convened in early December.

Education crisis talks

By LULAMA LUTI and Sapa

18/8/91

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A GOVERNMENT delegation led by president FW de Klerk will meet a delegation of educationists and other representatives, headed by ANC president Nelson Mandela, tomorrow to discuss the education crisis.

Education and Training Minister Dr Stoffel van der Merwe said the meeting followed a similar one in February when a Joint Working Group was established to discuss procedures to establish a new education system.

Also tomorrow, the National Education Crisis Committee (NECC) will explain details of its planned occupation of empty white schools by black pupils.

Education crisis tops FW agenda

By MIKE ROBERTSON
Political Correspondent

THE establishment of a multi-party committee to decide education policy in South Africa will top the agenda when delegations headed by President FW de Klerk and ANC leader Nelson Mandela meet in Pretoria tomorrow.

A senior government source said it was envisaged that a working group, similar to the one which hammered out the draft peace accord this week, would be set up to work out interim arrangements for the control of education and a future education policy.

Progress

Mr De Klerk will be accompanied by National Education Minister Louis Pienaar, Education and Training Minister Stoffel van der Merwe and their deputies. The incoming Minister of Education and Training, Sam de Beer, will also be present.

The delegation led by Mr Mandela will include ANC education chief John Samuel, Father Neil McGurk of the Catholic Church, National Education Crisis Committee general secretary Ihron Rensburg and University of the North rector Professor Chabani Manganyi.

The joint working group

appointed after the two delegations met in February will report on progress made in alleviating pressing problems in education, such as the shortage of books in black schools and the use of empty white schools by other education departments.

The committee could eventually become a subgroup of the multi-party conference dealing with constitutional negotiations.

STimes

18/8/91

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Talks on bid to occupy schools

ET 19/8/91 Own Correspondent

(50)

JOHANNESBURG. — THE National Education Coordinating Committee's plans to try to occupy empty white schools this week would be raised at a meeting between President F W de Klerk and ANC president Mr Nelson Mandela in Pretoria this afternoon, government sources said at the weekend.

The NECC will give details of the occupation campaign at a news conference today.

In the PWV area the NECC has identified 50 empty and half-empty white schools which could be targeted, but this week's action will probably concentrate on those schools which have been closed.

These include Orange Grove Primary, Bez Valley Primary, Malvern West Primary, Greenhills Primary, Goedehoop Primary and Western High.

Later today, Mr De Klerk and Mr Mandela head two delegations which will consider the report of the joint working group set up in February to look at the education crisis.

The 10-man working group will propose that a more representative forum be established to look at the overhaul of the education system on an ongoing basis in future.

It will also make recommendations about more immediate education problems, particularly those in black education.

Right-wingers sign hunger strike pact

610am 19/8/91

2875

JONATHON REES

THREE right-wing hunger strikers have sworn a pact that if one dies they will all starve themselves to death in solidarity regardless of amnesty being granted by government, says Orde Boerevolk leader Nic Strydom.

Henry Martin, 49, Adrian Maritz, 43, and Lood van Schalkwyk, 53, are being held in Pretoria's H F Verwoerd hospital. Martin and Maritz are English speaking and Martin is a British citizen.

Strydom said yesterday Martin had been on hunger strike for 42 days was believed to be dying. He had lost 23kg and was suffering blackouts and failing eyesight. He could no longer walk and funeral arrangements had been made already.

Maritz has not eaten since July 15 and Van Schalkwyk since July 22.

Extreme right-wing leaders warned yesterday that by refusing to free the hunger strikers, government was creating an explosive situation which could lead to violence and revenge attacks if they died.

The three are Orde Boerevolk members, awaiting trial for murder and attempted murder relating to Pretoria's Bloed Street

bombing in August last year and a parcel bomb explosion at the offices of a Durban computer consultant in October.

Strydom said Martin had been taking several litres of water a day, but now needed assistance to drink and could manage only a few glasses of liquid daily. He could no longer read and had "almost zero" concentration. "I am afraid this man is dying," Strydom said.

Van Schalkwyk, a medical doctor, had a heart bypass operation about a year ago, and suffered a small recurring heart attack last week, Boerestaat Party leader Robert van Tonder said.

British embassy spokesman David Slinn said yesterday the embassy had been in contact with SA authorities and Martin's lawyer Wim Cornelius, after a letter last week from Cornelius asking for British government intervention to secure the release of the hunger strikers.

The Orde Boerevolk hoped to put its case to President F W de Klerk this week, Strydom said.

NECC renews drive to occupy schools

610am 19/8/91

TANIA LEVY

THE National Education Co-ordinating Committee (NECC) will try to occupy empty white schools this week, and will give details of the campaign at a news conference today.

The southern Transvaal branch has identified 50 white schools in the PWV area which could be targeted. This week's action will probably concentrate on the schools which have

been closed.

These include Orange Grove Primary, Bez Valley Primary, Malvern West Primary, Greenhills Primary, Goedehoop Primary and Western High.

President F W de Klerk and ANC president Nelson Mandela meet today to discuss the report of the joint

working group looking at the education crisis, Education and Training Minister Stoffel van der Merwe announced at the weekend.

Although working group members have generally remained tight-lipped on their discussions, NECC general secretary Ihron Rensburg has said they had failed to reach an agreement on the issue of empty white schools.

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NECC to reveal takeover plans for empty classrooms. 50

By Phil Molefe ^{Star} 19/8/91
Education Reporter

The southern Transvaal region of the National Education Co-ordinating Committee (NECC) will unveil its plans for the mass takeover of empty and under-utilised white schools in Johannesburg today.

The region's general-secretary Amon Msane said his organisation was definitely going ahead with the occupation of schools this week, but the campaign would not take place today as had earlier being reported.

Close sources told The Star that the takeover would take place tomorrow or on Wednesday to coincide with plans for mass action by the Congress of South African

Students.

"It is not tokenism; we are definitely occupying those schools for the sake of the black child.

"People may scream or shed crocodile tears over the matter, but we are going ahead."

He condemned NECC critics for having done nothing when enrolment figures soared in black schools, resulting in gross overcrowding.

"The education crisis manifests itself in overcrowding in black classes and this is what our campaign is about."

A total of 50 white schools in the PWV area have been targeted for occupation.

The police have warned that action would be taken against illegal occupation of property.

By NKOPANE
MAKOBANE

POLITICAL organisations yesterday said they hoped the Congress of South African Students call for a "week of action" would not lead to a nationwide mass stayaway by pupils.

This follows revelations that Cosas has organised a "week of action" starting tomorrow to highlight the ongoing education crisis in black schools.

However, the move has already been criticised from several quarters. They question the wisdom of organising such action at this time of the year.

Confirmed

Cosas national president Mr Moses Maseko yesterday confirmed they had planned a "week of action". However, pupils would report at their schools as usual.

The action was aimed at putting pressure on the Government to resolve

Cosas slated over boycott action

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Soweto
19/8/91

grievances such as lack of textbooks and expulsion or suspension of teachers.

He said Cosas would only release more details about the action today.

Inkatha's publicity secretary on the East Rand Mr Thabani Dlamini said they were totally against the planned action.

Azanian Students Movement official Mr Zongezile Vena dismissed the call by Cosas to boycott lessons in the Free State as "suicidal".

He said the action would only result in a

high failure rate at the end of the year.

Mr David Maepa, spokesman for the Soweto Education Co-ordinating Committee, said the SECC did not know much about the planned action.

He said that when pupils took up the challenge in education it meant a vote of no-confidence in the parents.

Meeting

The SECC will hold an education meeting at Regina Mundi Catholic Church in Soweto on August 25. Maepa appealed to parents to attend and give direction on how to address the education crisis.

Meanwhile, President FW de Klerk and ANC president Mr Nelson Mandela will lead two groups of educationists at a meeting in Pretoria today.

The groups have since February worked in joint working groups to draw a blueprint for an education policy for the country.

Education talks fail to bear fruit

(50) CT 20/8/91

PRETORIA. — Discussions between the government and significant extra-parliamentary groupings on South Africa's education crisis failed to produce concrete results yesterday.

However, the Minister of Education and Training, Dr Stoffel van der Merwe, said "considerable progress was made in creating understanding on both sides".

The feeling had been that contact had to be continued, but the extra-parliamentary team needed time to contact its constituencies. It was now up to the ANC and National Educational Co-ordinating Committee to decide when the next formal meeting would be held.

The government delegation, led by President F W de Klerk, met members of the ANC and the NECC, led by Professor Jakes Gerwel, principal of the University of the Western Cape, in the absence of ANC president Mr Nelson Mandela.

Dr Van der Merwe said the education delegation had asked the government for a comprehensive package for 1992.

"We agreed to further discussions to define what this should be."

A joint working group of the government and the educationists had

agreed there was an urgent need to develop a joint strategy for the full use of school facilities in major metropolitan areas.

Professor Gerwel said three points had emerged from the meeting:

- His delegation required a "firm undertaking" for the delivery of textbooks to all schools next year.

- An interim government was necessary to enable educationists to negotiate on an equal footing. Mr De Klerk had said interim arrangements could be negotiated.

- The government was keen that a forum be established for further negotiations on education. However, the ANC and NECC wished first to consult various bodies.

Professor Gerwel said the delegation could not accept the government's explanations about the under-use of white schools.

Three empty white schools in Johannesburg are to be occupied by black pupils tomorrow in a symbolic gesture, the NECC said yesterday.

The NECC's general secretary for the Southern Transvaal, Mr Amon Msane, said they would be occupied for one day only.

The token occupation was a "last-ditch attempt by the NECC, on a regional level, to find an interim solution to the education crisis". — Sapa

Pupils plan traffic chaos as protest

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ARC 20/8/9

VUYO BAVUMA
Staff Reporter

THE Congress of South African Students plans to disrupt traffic on Cape Town's main roads for two hours on Friday and bring business to a halt to draw attention to the crisis in black education.

Yesterday Cosas regional president Mr Baba Dantile and his executive planned a week-long programme of "mass action", which included pickets at the offices of the Department of Education and Training, a march to Parliament and blocking traffic on main roads.

Mr Dantile said Cosas was taking the action because negotiations between the government and an education working group led by ANC president Mr Nelson Mandela were producing "no fruit".

Mr Dantile said Cosas would block the roads from 9 am to 11 am so that workers could not go to work.

"This will cause the capitalists to suffer and they will in turn pressure the government to address our education problems."

Cosas chairman Mr Mcebisi Tshandu said the programme showed the pupils were serious in their demands.

The deputy-president of the Pan-Africanist Students' Organisation, Mr Junior Taliwe, said Cosas's plans were "counter-productive and playing into the enemy's hands".

The national president of the South African Democratic Teachers Union, Mr Sheperd Mdladlana, said the national office had advised Cosas not to disrupt classes.

Go back to school^{CT 2018/19} (58) — Cosas

BLOEMFONTEIN. — The Congress of South African Students in the Orange Free State yesterday called on students to go back to school and challenge the "legacies of apartheid colonial education" from the classroom situation.

The call was made as

part of the Cosas campaign for mass action to address the escalating education crisis.

Mr Bongani Mathae, Free State general secretary, said in a press statement here yesterday that from Monday to Friday all students under the banner of Cosas throughout the region

should again occupy "their rightful places" to demand, among other things:

- The building of more schools as there was hardly one school in the region that was not over-crowded.

- The employment of more teachers. — Sapa

Children to occupy three Reef schools

THOUSANDS of children will converge on three empty white schools on the Reef tomorrow when the National Education Co-ordinating Committee (NECC) goes ahead with its occupation campaign.

The schools which will be occupied for a day in a "symbolic gesture" are Germiston's Goedehoop Primary, Randburg's Blairgowrie High and Jubileum Primary in Mayfair.

At a news conference in Johannesburg yesterday, NECC southern Transvaal general secretary Amon Msane said the campaign was intended to embarrass government and illustrate its unpreparedness to address the education crisis.

"On this one day, the entire nation and international community will be made aware of the fact that schools are standing empty and of the hypocritical Ministers and Cabinet who claim to be reformist."

Msane said the NECC was aware that squatters who had inhabited Goedehoop Primary had been attacked by right-wingers recently. But the NECC did not believe most people in Germiston were racist and felt a school which had stood empty for about five years had to be used for education.

Msane said the SAP had undertaken to co-operate with the campaign as far as possible and to maintain law and order.

SAP spokesman Maj Dave Bruce confirmed the SAP and NECC had met and that police would protect the NECC and children if they engaged in legal protest.

(50)
TANIA LEVY

But the police would not stand by while anyone broke the law and occupation of the schools would be a criminal act, amounting to trespassing. He said police action would depend on the circumstances.

The NECC's attempt to occupy the Orange Grove Primary was thwarted when a large police contingent prevented Alexandra children boarding buses bound for Orange Grove.

Bruce said police felt the NECC's use of children was irresponsible.

"All we need is a group of right-wingers descending on school children," he said.

Unions, civics, political groups and other organisations such as the Black Sash would support tomorrow's campaign.

Although the occupation would be restricted to the southern Transvaal region, other NECC regions would show their support with pickets and marches.

In January next year the NECC could occupy more schools nationwide and try to force white schools to register pupils of other races, Msane said.

He said tomorrow's occupation would not result in public disturbance, riots or damage to property. Hundreds of marshalls would ensure the occupation went ahead in a peaceful and orderly manner.

The NECC's aim was not to terrorise residents or to place children at risk but to highlight government's inaction regarding practical solutions to black education problems, Msane said.

Education solutions may be on horizon

By Phil Molefe
and Peter Fabricius

The solution to the education crisis may be in sight following far-reaching proposals between the Government and a broad grouping of educationists for the formation of a "Patriotic Front of Education" to work towards the transformation of the education system in South Africa.

Government representatives led by President de Klerk yesterday met the educationists to discuss the report-back of the Joint Working Group on Education (JWG) which was set up on February 25.

On that occasion a delegation led by ANC president Nelson Mandela met Mr de Klerk and

various education Ministers in Cape Town.

Following the February meeting at Tuynhuys, the JWG met six times and a report on its activities was tabled and discussed yesterday at the Union Buildings in Pretoria.

University of the Western Cape vice-chancellor Professor Jakes Gerwel, who led yesterday's delegation in the absence of Mr Mandela, said the meeting had noted in principle the urgency to "set up a truly representative forum to work out a new education system".

Professor Gerwel said the envisaged patriotic front would have an important role to play in the country's education system.

He said the forum, which was still to be formed, would intervene in situations of crisis in education, address aspects of transforming the education sys-

tem and reflect on the governance of education in the new South Africa.

Broad issues came under the discussion of the JWG meetings, including: the delivery of text books; repairs to damaged schools; the need for more classrooms; provision of essential facilities such as libraries and laboratories; and the improvement of the teacher-pupil ratio.

The educationists included Dr Neil McGurk of the SA Association of Independent Schools; Professor Chabani Manganyi, vice-chancellor of the University of the North; John Samuels, head of the ANC's education department; Ihron Rensburg, general secretary of the National Education Co-ordinating Committee (NECC); education authorities from mission schools, and the Lebowa and Transkei education departments.

The consensus was that some progress had been noted at yesterday's meeting but a lot still had to be done.

Minister of Education and Training Dr Stoffel van der Merwe said at a separate press conference that members of the JWG would now go back to seek approval from their constituencies for the two key proposals.

They were the formation of a body representing all educationists (the "Patriotic Front of Education") and, in the meantime, the appointment of a broad grouping of educationists to advise the Government on problems in black education.

But in an interview afterwards, Dr van der Merwe indicated that he did not think yesterday's meeting had convinced the NECC to call off its campaign to occupy empty white schools.

Southern suburbs feel pinch

Staff Reporter

The effects of the recession are spreading more and more into Johannesburg's "white" suburbs.

A growing number of pupils in Government schools in Johannesburg's south-eastern areas have been receiving free soup this winter through a scheme run by the local chapter of Lions.

The organisation operates a soup kitchen feeding scheme to about a quarter of the pupils at five schools in the region, says Lions member Ronnie Wood.

Also in this issue of Southern Focus:

● The monster on the hill turns out to be good news.

● Pictures a-plenty of the champion schools rugby side, Marais Viljoen Tech of Alberton.

● Karaoke comes to the South, and much, much more...

● Southern Focus is free with The Star in editions delivered to and sold in the south, including Alberton.

If you are unable to get your Southern Focus, copies of the The Star with the Focus are available at the CNA Southgate Mall and The Star, 47 Sauer Street, Johannesburg, today and tomorrow.

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Schools⁽⁵⁰⁾ to be^{Sowetan} occupied^{20/8/91}

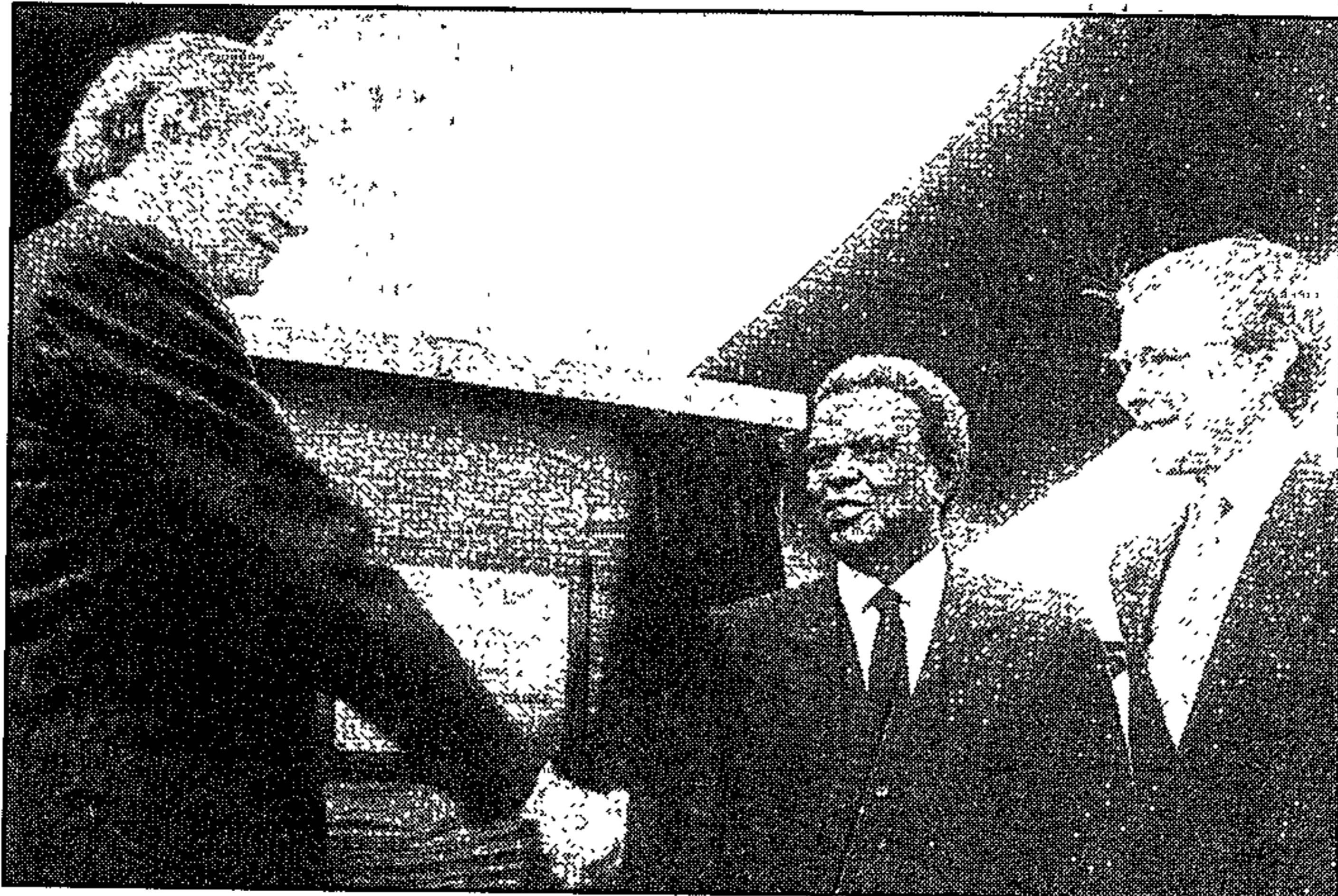
THOUSANDS of black pupils in the PWV area are expected to occupy three unused white schools tomorrow.

The targeted schools are Goedehoop Primary in Reiger Park, Blairgowrie High in Randburg and Jubileum Primary in Mayfair, the southern Transvaal region of the NECC announced yesterday.

NECC general secretary Mr Amon Msane said the occupation campaign was a last-ditch attempt to find an interim solution to the education crisis.

He said police have undertaken to oversee the occupation.

Police liaison officer for the Witwatersrand Captain Eugene Opperman confirmed that talks have been held with the NECC.



Triumph . . . Warren Clewlow (left), community leader Harry Makubire and Jolyon Nuttall at the opening of the Alexandra Technical College. Picture: Herbert Mabuza

SA education 'needs winds of change'

By Phil Molefe
Education Reporter

SO star 20/8/91

The winds of change that had blown through the political realities of South Africa needed to blow through the educational system as well, Barlow Rand chairman Warren Clewlow said in Alexandra.

Speaking at the official opening of the R5,8 million Alexandra Technical College, Mr Clewlow said the challenges facing South Africa and its education system were enormous.

"While it is bedevilled by political and ideological considerations, the fact of the matter is that education in our country is in crisis and the time is long overdue when everyone with an interest in education should sit down and formulate, on a non-political party basis, a plan and a strategy for education in our country."

The technical college is the first completed phase of the Alexandra Community Education (ACE) Centre. Barlow Rand was the major sponsor

of the project, with a donation of R3 million.

The college is also sponsored by AECI, The Star TEACH Fund, Rotary and various business groups.

The chairman of the ACE steering committee and former general manager of The Star, Jolyon Nuttall, said the first section of the second phase, which included workshops for technical training, was nearing completion.

ACE projects would provide skills and training to many Alexandra youths, he said.

Simple but mighty voice of Africanist

NGUGI wa'Thiongo is a very simple guy, maybe a bit too simple. He is short, stocky and very black.

But then looks are deceptive. And this is where that simplicity ends. Underneath those rather disappointing looks lies a brilliant writer, a 'Kenyan and an Africanist'.

Ngugi is probably one of Africa's most respected writers, but his incisive writing has got him into trouble with Kenyan authorities.

He has been detained, tortured and exiled, but he refuses to budge and nothing will stop him in search of truth.

Essentially, for him, that is the role of the writer: not to be afraid to ask crazy questions "in search of truth and justice".

Ngugi, who was in Johannesburg at the invitation of the Congress of South African Writers, delivered two lectures. He shared some of his "controversial" ideas with hundreds of people who turned up to hear him speak.

Colonial

This role was especially true during colonial times where the "settlers" not only oppressed people, but controlled their culture as well.

"The most powerful instrument of control is mental control, which comes about out of cultural control."

This control has led the oppressed people to see themselves in relation to others.

In Kenya, for instance, the society was structured like a pyramid. At the top were the few whites who controlled all the riches, then there were the



Sowetan Staffer MUSA ZONDI assesses the message of Ngugi wa'Thiongo, a powerful voice of Africa.

Asians who were also relatively rich and at the bottom were black African peasants.

But this has not changed with independence. What has happened is that a few Africans have entered the upper caste system at the expense of the peasants. This has led to many African writers becoming disillusioned "because they can't write critically of what is happening in their own societies".

Critical

He quoted an example of how far our new governments are prepared to go to remove anything that is critical. In 1986 a book, *Matigari*, was published.

Matigari, the main character in the book went around asking for truth and justice. He had been one of the fighters during the war of liberation but had stayed in the mountains a little too long. When he came back he could not find his home. So, disillusioned, he went around asking crazy questions.

The authorities misunderstood, thought Matigari was a real person and started searching for him. They appealed to the public to help them trace this Matigari, who went around asking wrong questions.

Eventually they realised that this was just a character in the book. So they seized all copies in bookshops and printing places and even those in warehouses.

But this does not mean that

writers do not appreciate the historical importance of independence, Ngugi says.

Perhaps Ngugi's most controversial idea is the use of "settler" languages at the expense of indigenous languages. In the mid-80s he published a book called *Decolonizing the Mind*.

Ordinary

In the book, he argues that African writers must give more emphasis to their own indigenous languages.

Writers ought to write in the language ordinary people understand. Hence the success of *Matigari* which was written in Kikuyu. Most people thought if they spoke a foreign language they were much better.

Some of these very people find it difficult to construct a sentence in their own language. They become embarrassed by talking their own language.

"European languages have been associated with power and the riches (while) our languages have been associated with all the negative things," he said.

Languages

This trend had continued. It was up to the budding African writer to make sure their languages did not die.

In countries where there are many indigenous languages - like South Africa - there is the problem of which languages are to be used.

But these problems had to be tackled head on, Ngugi said.

There is nothing ready-made about struggles.

There are contradictions here and there but they must be tackled.

"One language must not de-

velop at the expense of others," he said.

There must be dialogue between languages. We must translate Tolstoy or Shakespeare into our own languages - not just from our languages into others. We must enrich our own as well, Ngugi argued.

Ngugi is not new to controversy. He used to be James Ngugi but changed his name by dropping the European one.

On the neutrality of writers, Ngugi said it is quite impossible to be neutral when someone is sitting on top of you.

Tribute

"There are situation where you can't afford to be non-aligned."

He paid tribute to South African writers like Alex Laguma and especially Professor Eski'a Mphahlele who, he said, was responsible for starting book clubs in African countries like Kenya and Nigeria.

"South African writers have affected writers all over Africa," he said.

He also said for people in Africa, Soweto symbolised the struggle, not just the South African struggle.

Fiery

Those who expected to see a big man, smartly dressed, were seriously disappointed. But those who were expecting fireworks from this fiery writer, went home more than satisfied.

As one friend remarked: "This guy is too simple. He could easily be from Mshenguville or any other place here in Soweto."

Indeed, Ngugi is simple. It is this simplicity that makes his ideas more accessible to ordinary people. He is one of them.

Strange but nice to be 'back at school'

South

15/8 -
21/8/91

By Thoraya Pandy



IT IS back to school after nearly 30 years (for some), a couple of kids and a few grey hairs, for 18 workers who enrolled at a workers' college a week ago.

Having homework again feels strange to Mr Sedick Jappie, 48, a traffic officer for 16 years. He now compares notes with his children on "school matters".

The Workers' College, based at the University of the Western Cape, has its roots in 1987 when a resolution was passed at an education conference of the Congress of South African Trade Unions (Cosatu) on the need to set up a college.

The aim of the college would be to build worker leadership and to educate workers on a range of issues relevant to trade union work.

Cosatu, the National Council of Trade Unions (Nactu) and independent unions elected an 11-person board of trustees to oversee the project.

"The college unfortunately can accommodate only 20 workers, and some applications were turned down," Mr Pregs Govender, coordinator of the college, said.

The three-month course consists of four modules: international issues, trade union studies, trade unions in the political economy, and organisational, management and leadership development.

The teaching methods are designed to ensure participation from everyone, with lecturers acting as facilitators. The "worker-students" hold the same status as other registered students on campus.

There is a great deal of enthusiasm, eagerness and participation from the students.

Mrs Beatrice Mtombeni, 39, a mother of four, said she found it strange but nice being back at "school".

"I just don't like the homework because I am very busy at home in the evenings, but I enjoy coming to classes every day," she said.

Ms Rachel Visser, 32, a mother of two, said the teaching method of joint participation was building a lot of confidence in her to articulate her views without feeling intimidated.

1991

School occupation to go ahead

POLICE and schoolchildren are set for confrontation at three empty white schools in Johannesburg targeted for occupation today.

Bloum 21/8/91
In an 11th-hour bid to defuse the situation, Welfare, Housing and Works Minister Sam de Beer and the National Education Co-ordinating Committee (NECC) were set to meet early this morning.

Last night De Beer said he would do everything in his power to prevent children from being injured.

It was sad that the NECC had agreed to meet him at such a late stage as it left few options open to avert potential conflict.

He had the impression it was too late for the NECC to call off the campaign as plans were already in place.

He would not say whether he was in a position to instruct policemen to allow the

TANIA LEVY

occupation to go ahead even though it would constitute an illegal act.

He also declined to say whether he would hand over the keys to the schools as requested by the NECC.

The NECC plans to occupy Mayfair's Jubileum Primary, Germiston's Goede-hoop Primary and Blairgowrie High in Randburg at 11am today.

Yesterday afternoon NECC southern Transvaal general secretary Amon Msane said the NECC was determined to go ahead with the occupation campaign. He was unavailable for further comment last night.

De Beer said he was keeping his options open until he had met the NECC.

● Comment: Page 16

Bid to defuse schools conflict

56

CT 24/8/91

JOHANNESBURG. — Police and schoolchildren are set to confront each other at three empty white Johannesburg schools targeted for occupation today.

In an 11th-hour attempt to defuse the situation, Welfare, Housing and Works Minister Mr Sam de Beer and the National Education Co-ordinating Committee (NECC) were due to meet early this morning.

The NECC plans to occupy Mayfair's Jubileum Primary, Germiston's Goedehoop Primary and Blairgowrie High in Randburg at 11am today. It expects thousands of children from townships as far afield as Pretoria to converge on the schools and occupy them for the day.

In the Western Cape the Congress of SA Students (Cosas) yesterday postponed its plan to occupy white schools today to tomorrow. Spokesman Mr Baba Dantile said this was because Cosas planned to have a meeting with principals of white schools before "we occupy the schools".

He said the names of the schools Cosas planned to occupy would be revealed today at Thembile Mathiso High School in New Crossroads.

Executive director of the Cape Education Department Dr S W Walters, said yesterday that his office had not received any invitation from Cosas.

Except for the change in tomorrow's programme, other planned actions of Cosas would go on as earlier planned, said Mr Dantile.

In Pretoria Education and Training Minister Dr Stoffel van der Merwe said the government would take firm action against the NECC's intended occupation of empty white schools today. — Own Correspondent, Sapa and Staff Reporter

Town (50) wants its schools only for whites

13/8/76
S. J. van der Merwe
AFRIKAANS parents in the right-wing western Transvaal stronghold of Ventersdorp have voted in favour of keeping their institutions exclusively white, Christian-National and Afrikaans language. Ventersdorp's schools have more than 800 white pupils, about 150 'coloured', and more than 2 200 black pupils.

A statement from the Transvaalse Afrikaanse Ouervereniging, the Transvaal Afrikaner Parents' Association, said this week their Ventersdorp branch had taken a decision on August 8 to keep their schools exclusively white. A total of 208 Afrikaner parents had voted in favour of whites-only schools at the meeting, while two parents voted in favour of racially integrated education, according to the statement.

Survey

● A survey by Sapa found that Ventersdorp's community is served by at least six schools.

One, Ventersdorp Primary and Secondary School, has 28 classrooms and is reserved for more than 2 200 black pupils who are taught in two stages.

Ventersdorp's 1 370 black primary school pupils are taught in the mornings by 22 teachers and the 928 black secondary school pupils go to school in the same building in the afternoons, where they are taught by 33 teachers, according to their spokesman.

Higher education for Ventersdorp's black children is provided in Rustenburg, more than 70km away.

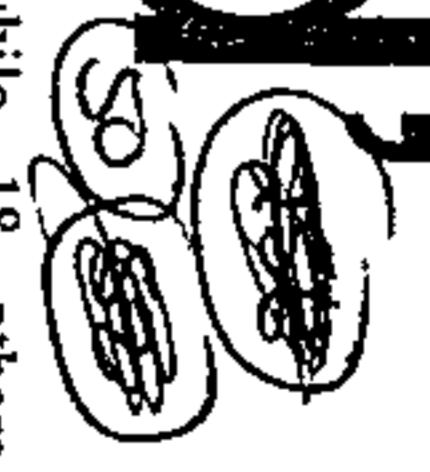
The Ventersdorp Hoërskool has 300 pupils and the Ventersdorp Primere Skool has 400 pupils.

The spokesmen for the white schools declined to give information on the number of classrooms or teachers. - Sapa.

Parents and teachers expect disastrous exam results again

DET campaign has 'failed'

Sowetan 21/8/91



AS examination time approaches parents' and educators' fears mount.

They expect another year of disastrous results, as they claim that the Department of Education and Training intensive learning campaign has failed.

Despite the fact that "effective learning and teaching" was the operative phrase in all education and community meetings when schools opened in January, educationists

admit the intensive learning campaign has not been as successful as they had hoped.

At the beginning of the year educationists, community and political leaders - still reeling from the worst-ever matric results the year before - drew up programmes of action and besieged government offices in a desperate attempt to avoid another catastrophe.

The DET came under increasing pressure to supply enough books, employ more teachers and repair existing schools to accommodate them as pupils flocked to schools in response to a back-to-school campaign.

Although pupils heeded the call in their thousands, serious learning in many PVV schools was hampered by protest actions and defiance campaigns against authorities. Valuable teaching time was lost.

Now, three months away from the final exams pupils, teachers, education officials and parents say there has been no effective learning in many schools and are rushing to find quick-fix solutions to avoid a repetition of last year's disaster.

"There are many reasons why the intensive learning campaign has not been as successful as we had hoped," experienced teacher and Sadu general secretary Mr Randall van den Heever said.

These include the lack of material, drab and uninspiring surroundings and the question of the legitimacy of the education department.

"Victimisation of teachers has been the major and most unnecessary factor that hampered effective teaching," he said.

"A teacher is a main character in the school and, when you remove him in front of the class, there will be chaos, breakdown in discipline and if

the reasons for dismissal and suspension are, in doubt, there will be boycotts and sympathy protests."

Since the beginning of the year the DET has "removed" more than 200 teachers from classrooms, either through suspensions or dismissals.

In areas like Katlehong and Potchefstroom these actions brought all schools to a standstill as colleagues and pupils engaged in sympathy protests.

Demands

On the other hand pupils have also taken it upon themselves to dismiss teachers and principals from their schools under the guise of sending them to the DET to enforce their demands.

Mamelodi schools expelled principals and instructed them not to return until the DET had responded "positively" to their demands for im-

proved learning conditions.

Schools in the Johannesburg region, which includes Soweto, Alexandra, Tembisa and the West Rand, appeared normal, but students had not really got down to serious learning.

According to the DET the Johannesburg region lost 21 percent of its schooling days, while the Highveld region lost 19 percent in the first term.

In 1989 everyone knew there was a crisis looming from the reign of terror by "jackrollers".

In 1990 chalkdown, protests, sit-ins and marches, together with boycotts, made everyone aware there was no effective learning; but this year subtle and less obvious factors have hampered classroom activities, despite protests over textbook shortages teachers and classrooms.

When 140 Katlehong teachers were arrested after occupying the circuit

office while 18 others were suspended, 5 600 pupils were without teachers.

These incidents brought all schools but one in Katlehong to a standstill for two weeks while the department and teachers fussed over the problem.

Undisciplined behaviour, absenteeism, loitering and truancy still plague schools in the Johannesburg area.

Pupils avenged their schoolmates. Some had been murdered or assaulted in shebeens in incidents that had nothing to do with schooling, but the pupils used this to stay away from school and this became a daily occurrence in Soweto.

Vandalism, too, was seen in Soweto and Katlehong.

But parents have also been blamed for "the lack of interest in their children's education".

Mr Lawrence Ngandela, the general secretary of the Pan Africanist Students Congress and a supporter of the intensive learning campaign, said parents should engage in protest actions to better the education of their children rather than allow children to miss classes on the pretext of fighting for nonracial education.

"The pupils' place is in the classroom to get whatever education they can," he said.

He lashed out at parents, saying it was their duty to investigate the causes of class disruptions.

"When they see children loitering outside school premises during lesson time they should visit the school and challenge the people or organisations who are encouraging pupils not to attend classes," argued Ngandela.



VAN DEN HEEVER



BY PHANGISILE MTSHALI

Final bid to halt occupation of schools

By Phil Molefe
Education Reporter

(50) gav
2/1/91

for political purposes.

The Minister of Local Government, Housing and Works, Sam de Beer, is due to meet the National Education Co-ordinating Committee this morning in a last-minute attempt to halt the planned occupation of three empty white schools on the Reef.

The planned occupation has been strongly criticised by the Minister of Education and Training, Dr Stoffel van der Merwe, who accused the organisers of using children

Dr van der Merwe said yesterday he was disappointed with the intentions of the southern Transvaal region of the National Education Co-ordinating Committee (NECC) to proceed with the illegal occupation of schools by black pupils, while negotiations over education matters were well under way.

NECC regional general secretary Amon Msane said the organisation was definitely going ahead with its plans and announced that about 10 000 pupils were expected to converge on the

targeted schools at 11 am.

The schools are Goede-hoop Primary, Germiston, Blairgowrie High School, Randburg, and Jubileum Primary, Mayfair.

Mr Msane said the campaign was a "last-ditch attempt by the NECC, on a regional level, to find an interim solution" to the education crisis.

Zingisa Mkhuma reports that workers at Jubileum Primary School, Mayfair, last night painted out the school's name and removed identifying sign boards in anticipation of the occupation.

Workers at Jubileum said they had been instructed by authorities from the Transvaal Provincial Administration (TPA) to remove the signs to make it as difficult as possible for the pupils to find the school.

The TPA authorities also ensured that all the classroom doors were locked.

When The Star arrived at the school yesterday evening, the workers had finished applying paint over the wall of the school's hall, which bore the name of the school.

C

Second language barrier for pupils

By Bronwyn Davids

SECOND-LANGUAGE instruction is emerging as the biggest stumbling block for African pupils who have transferred to Department of Education and Culture (coloured) and Cape Education Department (white) schools.

Despite obvious learning backlogs as a result of decades of bantu education geared to the unskilled and semi-skilled labour market, no formal bridging courses have been implemented at state schools.

Both education departments claim, however, that extra instruction in languages is available where the need is greatest.

In addition to languages, African pupils are also disadvantaged by their legacy of delapidated school buildings, no books and desks and low staff to pupil ratios.

This week a city DEC high school teacher said Afrikaans was a big problem for the 20 African children enrolled at his school.

"Although they are good at their content subjects, they could fail their standard if they fail Afrikaans. The school doesn't have any bridging courses but individual teachers do try and help where they can," he said.

A Grassy Park teacher said African pupils at his school had problems with both English and Afrikaans but some

teachers were engaged in study programmes to help them along.

At the private Rosebank House College where research has been done on aiding pupils with language difficulties, English has proved to be a critical area for those to whom it is a second or third language.

The principal, Mr Harold Idesis, said that extra English classes were given to pupils who were below a certain standard.

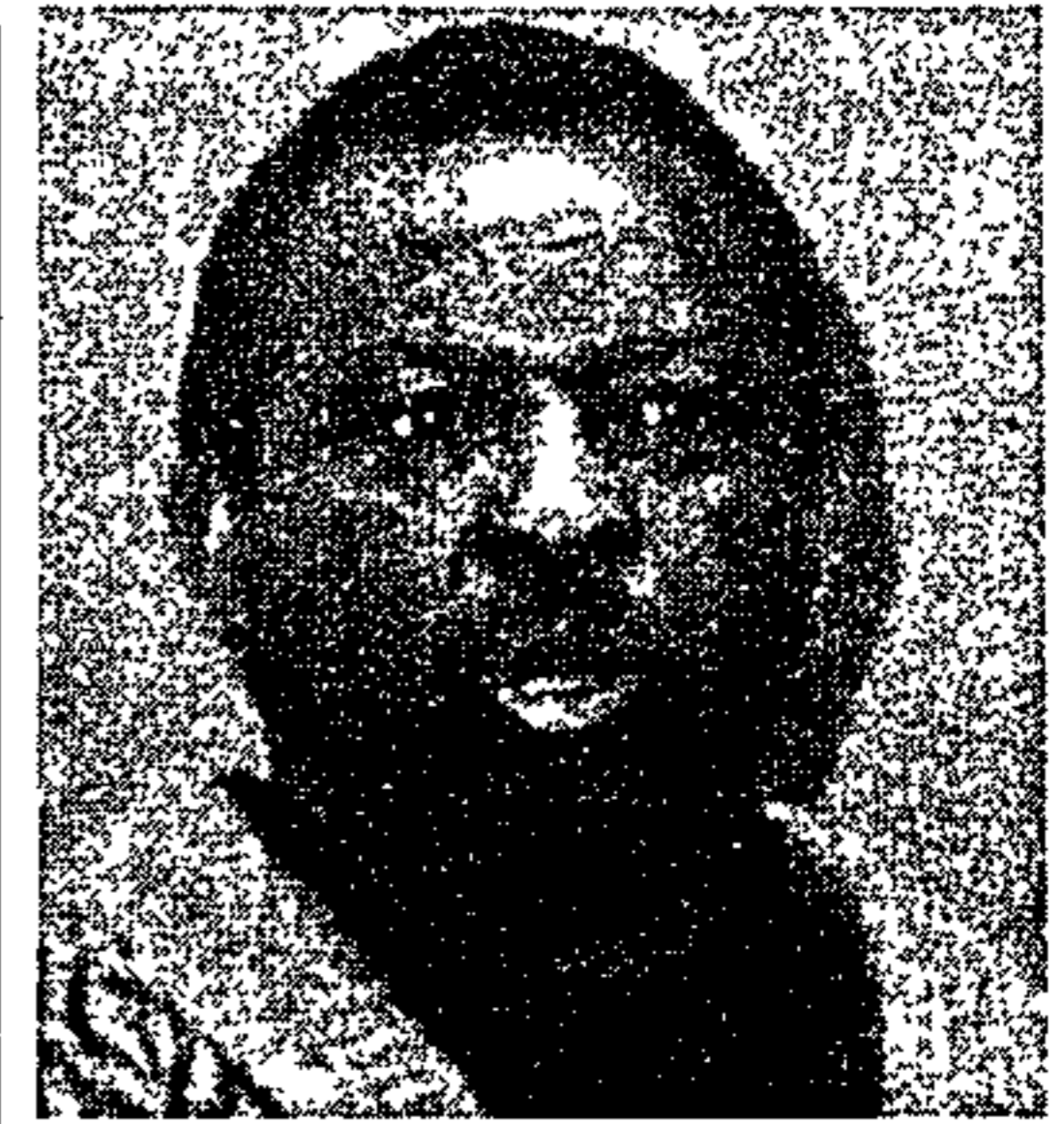
DEC spokesperson Mr Henry Jansen said the department required schools to address the needs of all pupils with a "specific backlog".

The implementation of bridging courses remained an option to be exercised by individual schools and tertiary institutions, he said.

Meanwhile, the executive director of the CED, Dr Schalk Walters, said bridging facilities had been available for several years for all pupils who experienced problems — whether they were from local or overseas schools.

"The nature of the assistance offered by the school is determined by the type of problems experienced by an individual pupil and the resources available at a particular school," he said.

Experts say the problem will have to be addressed soon on a national level before one education department is devised to encompass the white, coloured, black Indian and nine homeland departments.



Amos Lengisi

Lengisi censured for hitting woman

THE Western Cape regional secretary of the African National Congress, Mr Amos Lengisi, has been censured by the organisation for assaulting a member of the Women's League.

The Regional Executive Committee (REC) said it viewed the incident in a "serious light" and has, among other things, suspended Lengisi for a month.

The REC has accepted the findings of a commission of inquiry that Lengisi be "severely reprimanded" for smacking or hitting an REC member, Mrs Mildred Lesea, in the organisation's Athlone office a few weeks ago.

He was also ordered to apologise to Lesea in the presence of the regional executive committees of both the ANC and ANC Women's League.

The organisation said the incident not only raised important issues such as the relationships among leadership figures and members, but also brought to the fore the issue of gender and gender sensitivity and questions of dignity and equality.



Education in SA 'will be one system'

Blanc 22/8/91 (50)

GERALD REILLY

PRETORIA — There would eventually be only one education system funded by the exchequer in SA, Education and Culture superintendent-general J D V Terblanche said yesterday.

The present system had to be, and would be, changed. Inequalities would go.

Although the aim was one system, this did not mean only one education department, said Terblanche.

The new system would have to have the support of the majority of the population, he told an information session for women's organisation representatives.

It was accepted that race would not be a valid criteria in a future education dispensation.

However, the right to "an own culture, language and religion" would have to be ensured in any future constitution. This was accepted even in radical circles, Terblanche said.

On integrated education, he said more than 500 schools had already opted for one of the four models. Increased interest was being shown in Model C — the state-aided school.

He said that this year there were 887 401 pupils in ordinary school education, 14 211 in specialised education, 62 265 in private schools, 9 136 in teacher training, and 54 523 in technical colleges.

The department had to carry out a comprehensive and diverse task on a total annual budget of R5,9bn.

Terblanche said ordinary schools had 52 222 staff members and private schools 4 622.

The results for the six

CO

Net income before interest
Interest paid

Taxation

Net income/loss

Earnings/(Loss) per ordinary

Issued ordinary shares

(1989 =

COMMENTS

Results: The above re-
nouncements were in-

Improved margins have
increased issued share ca-
the six months ended 30
months ended 30 June

PROSPECTS

Despite tough trading con-
of the year should yield
to the seasonal nature

DIVIDEND

No interim dividend has

On behalf of the Board

P.A. Chidrawi
Financial Director

22 August 1991

Registered Office:
Serenade Road
Elandsfontein 1406

96 arrested after schools protest

Blouay 22/8/91
Business Day Reporters

RIOT police arrested 96 demonstrators yesterday when they tried to stage a symbolic occupation of Randburg's Blairgowrie High School, one of three empty Johannesburg schools where small protests were held yesterday.

The National Education Crisis Committee (NECC) said earlier this week thousands of pupils and teachers, supported by civic groups, unions and other organisations, would converge on the schools to embarrass government.

At roadblocks in Alexandra township, police allegedly stopped hundreds of students and teachers headed for Blairgowrie High to take part in the campaign.

The demonstrators at Blairgowrie High, most of them Wits University students, were not prevented from entering the school premises, but were subsequently taken to the Randburg Police Station. SAP spokesman Capt Eugene Opperman said 95 of them were charged with trespassing.

One of the protesters, Patrick Brennan, was charged with inciting criminal activity. All those arrested would be warned and released, Opperman said.

Earlier yesterday, a last-minute meeting between the NECC and Welfare, Housing and Works Minister Sam de Beer ended in deadlock after the NECC insisted on going ahead with the occupation. De Beer said this would be illegal although a peace-

□ To Page 2



Police prevent about 150 Katlehong children from "occupying" the deserted Goedehoop Primary School in Germiston yesterday as part of an NECC campaign. Picture JONATHON REES

Schools

ful protest could be allowed

De Beer visited the schools in a police helicopter. At Blairgowrie he said he hoped the future use of the three schools would be sorted out in the next few weeks. He also hoped the transfer of other unused white schools would be resolved before long.

De Beer told a news conference later that the education crisis would be resolved "soon" within current government structures. He said he expected to confer closely with the NECC when he became Education Minister next month.

At the deserted white Goedehoop Primary School in Germiston, police in armoured vehicles, and armed with teargas guns, prevented about 150 Katlehong schoolchildren from "occupying" the school

Police allowed the pupils to march a short distance through Germiston, but blocked the road and ordered them to disperse before they reached the school.

After negotiations between NECC organisers and police, the pupils were allowed to march around the school

At Mayfair's Jubileum Primary School a large police contingent watched about 40 protesters hold a mock class outside the school gates

At a news conference yesterday afternoon, NECC southern Transvaal general secretary Amon Msane said the NECC felt more positive about government's willingness to address the use of empty schools than it had been in recent months

□ From Page 1

Drive to save wetlands

PRETORIA — The government has intensified its drive to protect wetlands against degradation and destruction, Mr Louis Pienaar, Minister of Environment Affairs, announced here yesterday.

"In certain important catchment areas, up to 90% of the wetlands have been destroyed. A large percentage of the remaining wetlands are in poor natural condition," Mr Pienaar said.

The intention of the new programme is to stimulate all government agencies to implement the provisions of the Ramsar Convention (a convention on wetlands of international importance, especially with regard to waterfowl habitat). — Sapa

Government to streamline schools soon

(50) CT 22/8/91

JOHANNESBURG. — The government said yesterday it would immediately streamline the transfer of empty schools to black education departments after 96 students were arrested when they tried to occupy a vacant school.

The students' attempt to occupy Blairgowrie High School formed part of the National Education Co-ordinating Committee's (NECC) symbolic campaign to occupy three former white-only schools for a single day.

Although the NECC had promised that thousands of school children would take part in the token occupation, only a handful of students arrived.

Police said yesterday afternoon that they were investigating allegations that some of the estimated 200 students who protested at Blairgowrie High had been paid to attend the protest.

Earlier in the day, NECC officials blamed the poor attendance on police stopping busloads of students from arriving at the schools.

An 11th-hour meeting early yesterday morning between Housing and Works Minister Mr Sam de Beer and an NECC delegation failed to dissuade the NECC from attempting to occupy the schools, although the delegation undertook to do everything in its power to prevent confrontation.

Mr De Beer, who takes over the black education portfolio on Septem-

ber 1, visited the schools targeted for occupation and said the government had sympathy for the NECC.

Later, at a press conference, he said he urgently wanted to establish an educational forum which would deal with the educational crises.

He also appealed to the NECC not to seek "deliberate conflict", and said he was concerned about the safety of the children and would not like to see them "used as cannon fodder".

The NECC has said there are an estimated 200 white schools standing empty "while there are tens of thousands of black pupils who are accommodated in abysmal conditions".

Mr De Beer yesterday said there are about 70 schools countrywide now in the process of being disposed of, and the government's policy was that such educational facilities had to remain in service for educational purposes.

● Closed down white education facilities should be opened to all, the Black Sash said in a statement in Johannesburg on Wednesday.

"How will this new South Africa come about if previously white facilities are not opened up to be shared by all?" the Black Sash asked.

"We, the Black Sash, demand that all educational facilities be used to their optimum potential, and that the government be seen to be putting its mind to one of the gravest crisis this country faces." — Own Correspondent Sapa.

NECC not part of Cosas action

CT 22/8/91

By RAMOTENA MABOTE

A TOP National Education Co-ordinating Committee (NECC) official yesterday disassociated his organisation from occupation of operating white schools planned for tomorrow by the Congress of South African Students (Cosas).

Mr Monde Tulwana, NECC national president, said that the present action of occupying white schools was planned "only" for empty white schools.

He said that the occupation of those schools already in operation would probably be addressed next year following the present action of occupying empty schools.

"Cosas is an autonomous organisation and it can run its own programmes the way it wanted to, but on such actions where it could be dangerous for our children, enough consultation is necessary," said Mr Tulwana.

Yesterday, Cosas said that it could only target schools that were already occupied, because there were no empty white schools in the Western Cape.

Cosas regional president Mr Baba Dantile refused to reveal names of the schools they planned to occupy.



East Rand pupils march side by side with police as they demonstrate outside Goedehoop School after being barred from occupying the school. Pic: Mbuzeni Zulu

45 arrested at school demo

Sowetan 22/8/91

50

AT least 45 people were arrested in Randburg yesterday when National Education Coordinating Committee members entered the deserted Blairgowrie High School during yesterday's campaign to occupy empty schools.

NECC Southern Transvaal general secretary Mr Amon Msane said the organisation's vice-chairman, Mrs Nomalizo Malefu, was among the arrested students and pupils who came mainly from Wits University, Alexandra and Pretoria.

Although NECC was allowed to demonstrate outside the schools, they were warned against entering the premises.

Blairgowrie was one of the three schools in the PWV area targeted for "symbolic occupation" by the NECC.

By PHANGISILE MTSHALI and XOLANI MAKWEDINI

On the East Rand a handful of pupils chanted and demonstrated outside Goedehoop Primary under close police monitoring.

A confrontation between police and pupils was averted when it was learned they had received permission from Minister of Housing, Welfare and Works Mr Sam de Beer to demonstrate outside the school. The decision was made at an impromptu meeting yesterday morning.

At a Press conference held in Johannesburg later, NECC chairman Mr Malombo Shikhwambana said: "We have failed legally but politically we have gained."

The NECC had expected thousands of people to respond to their

call. They also tried to get the keys from De Beer to "stage teaching inside" the targeted schools.

It was revealed that the NECC had no plans to occupy Jubeleum Primary School in Mayfair "but had leaked the details to create a diversion for the police".

In Soweto police fired teargas at a group of pupils at Nhlanzane railway station.

A police spokesman said the group had been throwing stones at cars. He said that about 30 scholars had also approached Protea police station "wanting to complain about the school situation".

Msane said Alexandra pupils were dragged from taxis taking them to Randburg. Hundreds of scholars were dispersed by the police outside Realugile High School.

Students, pupils held after school 'invasion' fails

Star 22/8/91 (50)

By Phil Molefe
Education Reporter

In a day of attempts on the Reef to occupy three empty white schools, about 95 University of the Witwatersrand students and Pretoria pupils were arrested yesterday after they were said to have entered Blairgowrie High School unlawfully.

Plans for black pupils to mount symbolic occupation of schools for the day were abandoned in the face of heavy security.

The police declared the National Education Co-ordinating Committee (NECC) campaign illegal and warned that action would be taken if the organisers proceeded with their plans.

The schools targeted were Goedehoop Primary in Germiston, Blairgowrie High in Randburg and Jubileum Primary in Mayfair, Johannesburg.

At a Johannesburg press conference, NECC southern Transvaal regional chairman Malombo Shikwambane said the campaign was a legal failure, but politically the organisation had gained significantly and managed to highlight the crisis in black education.

"We have made the whole world know that although the Government said apartheid is dead, the system is still very much alive in education."

At a separate press conference, future Minister of Education and Training Sam de Beer said about 70 unused white schools country-wide were being transferred to other education departments, the main benefactor of which could be the black education department.

Mr de Beer said the Government had adopted a policy that educational facilities should not be lost to education.

He said Jubileum and Goedehoop were part of this process and would be made available for use by black pupils.

Amon Msane, regional secretary of the NECC, told The Star yesterday the police prevented the occupations because the Government feared the embarrassment of black pupils staging prolonged sit-ins.

Lieutenant Steve van Rooyen in Pretoria said those arrested would appear in the Randburg Magistrate's Court this week on charges of trespassing.

As education costs rise, guide to bursary assistance is essential

Star 22/8/91

**Funding Your Education —
The College and University
Handbook** by Abel Phungwayo
(Justified Press R18,95)

Reviewed by PHIL MOLEFE

At this time of the year, most matriculants are not only concerned about how they will fare in the forthcoming end-of-year final exams, but beyond that, they are also worried about where the money to continue their studies at university or other tertiary institutions will come from.

With the costs of a college or university education increasing each year, it has become essential for scholars to seek help through every possible avenue open to them.

The publication of "Funding Your Education" could not have come at a more appropriate time.

With the increasing number of students attending universities and colleges, the demand for a detailed and clearly set out guide to bursaries, scholarships and future employers has become more urgent.

And with the recent cutbacks in government funding of edu-

cation at universities and other tertiary institutions, private, corporate and individual sponsorship is more imperative than ever.

Abel Phungwayo's thoroughly researched and fully comprehensive handbook for South African students meets these demands.

Categories of bursaries, trusts, scholarships; donors, recipients and classes of awards are clearly described, together with the necessary names, addresses and some suggestions on how to approach the listed organisations.

Each section contains a preface describing the type of grants or awards students would wish to apply for.

"Without such sponsorship our educational bodies would barely be able to sustain themselves and support their students. And without such sponsorship the economy would cease to grow," writes Phungwayo.

To facilitate aspirant applicant's search for sponsorship or financial backing, the book has been divided into twelve sections. In all the sections, essen-

tial distinctions have been drawn between contract and non-contract bursaries and scholarships.

These have in turn been divided into donors sponsoring degrees, diplomas or courses for industry, specialised professions, local government and so on.

Fields of study covered in this handbook include bursaries for teachers' training courses, hospitals and nursing institutions, various courses offered at technikons, technical and agricultural colleges.

The book supplies addresses and telephone numbers of corporate and private donors as well as those of institutions students want to apply for.

This publication is not only an easy-to-use reference guide but also an indispensable handbook for students seeking sponsorship, funding or loans for their studies as well as names of prospective employers.

The publication is now on the shelves of most leading bookstores and no high school pupil can afford to plan his/her tertiary education without consulting this one.

Govt 'failed to deliver' 50

GOVERNMENT failure to deliver textbooks and other basic educational requirements for African pupils had destroyed yet another school year, an educationist said this week.

The failure had cast doubt on the government's sincerity to seek short-term solutions, said Mr Ebrahim Rasool, a member of the delegation of extra-parliamentary groupings which met President FW de Klerk and ministers on Monday to discuss the education crisis and assess a report by a joint working group.

The extra-parliamentary delegation was led by the rector of the University of the Western Cape, Professor Jakes Gerwel.

Rasool said past promises of deliv-

ery had encouraged the pupils to learn but "non-delivery" had seriously eroded that culture of learning.

He argued that a patriotic front of all oppressed educationists needed to be formed. Education should also be placed on the political agenda.

According to a confidential report of the joint working group, the two sides may consider setting up a standing education forum "to deal with immediate problems in the present education system and the road towards a new education system".

However, some members of the extra-parliamentary delegation said this week that the existing joint working group had already been used for political gain by the government.

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Still talking

(50) (S)

Monday's meeting of the Government-ANC joint working group on education may have gone some way to resolving the smaller, more immediate issues in education. But it ended with no clear pointers to future education policy.

This is disappointing, because that is what the group is meant to be about. At its first meeting in February, the stated aim was, through broad consultation and negotiation, to reach agreement on future education policy and the changes needed to get there.

In many ways the 10-person education group seems to be suffering the same inertia as those taking part in constitutional talks. A bad sign at the start was ANC president Nelson Mandela's failure to pitch up, although State President F W de Klerk led the government delegation.

One reason given for Mandela's absence was that he felt he need no longer be involved in the educational debate. But ANC education department head John Samuel, who took his place, said Mandela felt that under "present circumstances" it would not be appropriate for him to be there.

Besides some agreement on resolving the supply of textbooks to black schools, the use of vacant and half-empty white schools by black pupils and a long list of guidelines, the delegates disagreed on the form that future negotiating bodies should take.

Education and Training Minister Stoffel van der Merwe wants a multiparty conference on education, possibly to be linked at a later stage to multiparty constitutional talks. While not rejecting the idea outright, the ANC would not give its commitment to the proposal, saying that it would have to go back to its constituencies before a decision was taken.

Samuel says the ANC is not sure what government means by a multiparty conference. He says that there is a need for a national negotiating forum, while Jakes Gerwel, principal of the University of the Western Cape, says an interim government is

continue →

CURRENT AFFAIRS

FM 23/8/91

(50) (S)

needed before educationists can negotiate on an equal footing.

Van der Merwe clearly did not want to push issues, saying the ANC group needed time to go back to its members before making decisions. Even a date for the next meeting has not been agreed upon.

Samuel, on the other hand, says government has to show its commitment to actually doing something about the education crisis.

"There was a clear recognition from government that education has to be put right, but, at the same time, there is no clarity on what it intends to do. It says it will make 1992 a better year for education without saying how it is going to do it." It sounds like the same old story.

Samuel says a weakness on the part of the government group is that it does not seem to realise it is confronted by an emergency in education that is going to need drastic action to correct. "It seems to think it can still manage education by using the old methods. We see the need for apartheid structures in education to be suspended."

The problem with education is that any radical change to the structure as a whole could seriously disrupt those children at school at the moment.

A more realistic method would be to change in stages — starting, say, with junior primary schools. But years of apartheid neglect means that there is, in a sense, no time to be realistic.

About the only good thing to come out of Monday's meeting is that the joint working group will continue talking, despite being far from consensus on the bigger issues. ■

Tambo heads

Fort Hare

ANC
EAST LONDON

national chairman Mr Oliver Tambo will be installed as chancellor of Fort Hare University on October 19.

Dr Sibusiso Bengu is to be installed as vice-chancellor and rector of the university.

Mr Tambo entered Fort Hare as a student in 1938 and graduated with a science degree in 1941. — Sapa.

OTTERY
TEL. 731002

Violence harms care in township

EDWARD MOLONYANE
Staff Reporter

HEALTH care to the destitute of Khayelitsha has been severely hampered by the continuing violence, and health organisations have appealed for the restoration of peace.

A Press conference called by the Students' Health and Welfare Organisation (Shawco) at UCT yesterday, chaired by Vice-Chancellor Dr Stuart Saunders, was addressed by representatives from the Medical Association of South Africa (Masa), Health Unity Forum and the National Medical and Dental Association (Namda).

Mr Simon Levin of Shawco said the violence in Khayelitsha had materially affected the organisation's work and there was a high level of fear in the community, whose attendance and involvement in the Shawco projects had decreased drastically.

"Students and staff are at risk because of the high level of endemic violence. It is essential to promote peace and to bring the thuggery to an end," he said.

concerned with the killings of innocent children and activists" in Khayelitsha.

It also cited 13 cases of ANC activists who were harassed by unknown people allegedly assisted by the police.

Marching to 'friendliness'

STEEFANS BRÜMMER
Staff Reporter

HUNDREDS of township children fired the first round in their "friendly occupation of white schools" campaign when they marched to parliament with demands for better education.

More than 1 000 singing and chanting pupils, marching under the banner of the Congress of South African Students, handed a memorandum to a government official at the corner of Adderley and Wale streets yesterday.

The document demands open schools, a single education department, more textbooks, more qualified teachers, more schools and "an end to the escalating violence in our country."

When the court adjourned for the day, father and son hugged and kissed, the younger man leaning over the dock to hold his father.

The trial continues on Monday.

as the violence affects the learning process".

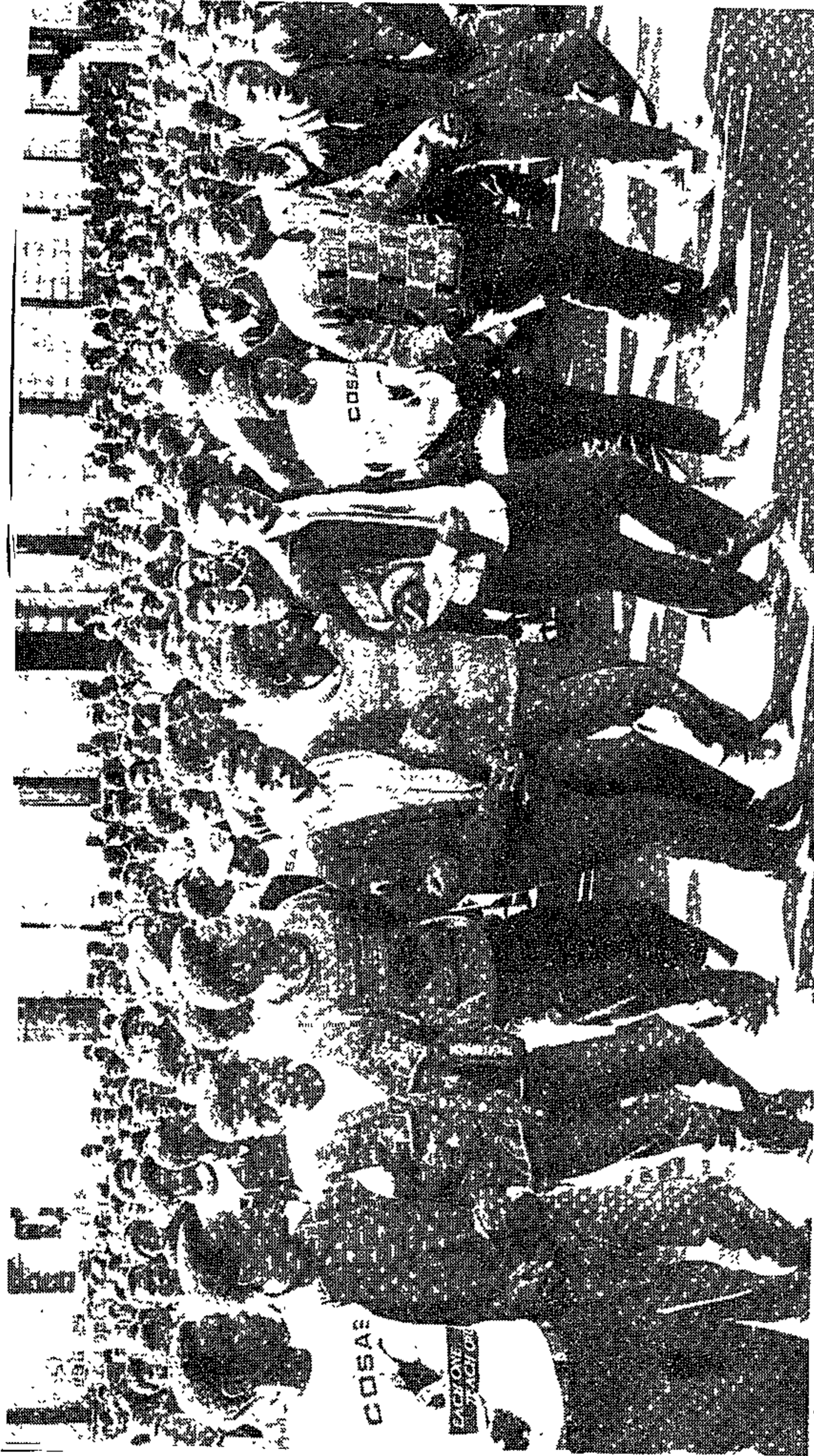
It concludes: "Many memorandums have been sent to your office and your failure to meet these demands leaves us with no option except mass action."

Later the pupils turned back down Adderley Street and, under heavy police surveillance, marched towards District Six.

Near the Technicon a hush fell over the group as leaders mounted the makeshift podium of an electricity box.

They demanded "the right for every pupil to go to school" and explained plans for today's occupation of white schools.

Leaders said headmasters of the schools to be "occupied" had been told of the Cosas plans and had agreed.



EDUCATION MARCH ... Students linked arm-in-arm do a toyi-toyi dance during a march to the Houses of Parliament yesterday. Student leaders handed over a memorandum to an official of the State President's office calling for the creation of one education department and for the president's intervention in the improvement of facilities.

PICTURES: STEWART COLMAN

SO ET 23/8/91

COSAS TO MOVE ON SCHOOLS

By RAMOTENA MABOTE

THE Congress of South African Students (Cosas) yesterday reaffirmed its intention to occupy operating white schools today, despite the National Education Coordinating Committee's (NECC) dissociation from that position.

The NECC had said on Wednesday that Cosas' action of occupying schools that were already in operation contradicted the action planned by it (NECC) to occupy only empty schools.

Cosas has identified them as Cape Town High, Camps Bay High, Pinelands High, and the South African College Schools (SACS), the oldest school

in the country.

Cosas' Mr Sipho Kussie yesterday said that the four schools were chosen because they were "twin" schools with "some" of the township schools.

He said that "twin" schools were those schools with a good relationship with the schools "on the ground".

Mr Gordon Law, principal of SACS, said that it was better if Cosas had approached them and asked if they could visit the school, not to come the way they were planning.

Mr Nugget Field of Cape Town High, whose school was also not notified about Cosas intentions, said they would "handle the situation" as it happens today.

No confrontation was expected at Pinelands High School, because the school's authorities had agreed on a "planned visit" by 25 pupils today.

Mr Kussie confirmed the "visit" but said that that did not rule out the possibility of sending more pupils to the school, "since the arrangements were made with Langa Comprehensive School, and not Cosas".

The Cape Education Department (CED) yesterday refused again to comment on the matter.

Meanwhile 1 500 pupils from township schools marched to Parliament yesterday to hand in an open letter to President F W de Klerk asking for his intervention in the improvement of facilities.



NOW LISTEN UP ... Cosas leaders speak to an official of the State President's Office, Mr Kobus Van Zyl, at the gates of Parliament yesterday.

Giving the letter to Mr Kobus van Zyl, a clerk in the State President's Office, Cosas' Mr Baba Dantile told Mr Van Zyl that the pupils expected Mr De Klerk's response "as soon as possible".

There were no incidents during the march.

Police spokesman Colonel Jan Carlitz said yesterday the police were aware of the plans to occupy schools today and that they would be on the alert.

● No incidents were reported when students marched to the offices of the Department of Education and Training in Bloemfontein, Welkom and Bethlehem yesterday.

Education centre gets R1,2-m boost

SOWETO's Ikemeleng Remedial Centre has been given a new lease of life with a R1,2 million boost spread over four years from an American foundation.

The centre, which is near Funda Centre in Diepkloof, caters for 117 pupils and has been hampered by lack of funds to expand.

The funds were donated by the WK Kellogg Foun-

Sowetan 23/8/91
By DON SEOKANE

dation to improve opportunities for black youth with learning problems.

Mr Sanku Molaoli, director of the centre, said they started with about 15 pupils in 1987 and two years later they were adopted by the *Sowetan* in 1989 as part of its Nation Building campaign.

"The donation will also help to professionalise

community work."

"We are also grateful for the *Sowetan* to have adopted the centre because that was the turning point for the centre," said Molaoli.

As a start, a seminar has been organised by the centre to be held at Alpha Centre, Broederstroom on August 31. A bus has been organised to ferry interested people.

No. 80, 1991**COMING INTO OPERATION OF THE SECOND FINANCIAL INSTITUTIONS AMENDMENT ACT, 1991 (ACT No. 119 OF 1991)**

Under section 4 of the Second Financial Institutions Amendment Act, 1991 (Act No. 119 of 1991), I hereby determine that the said Act shall come into operation on the date of publication of this Proclamation in the *Gazette*.

Given under my Hand and the Seal of the Republic of South Africa at Pretoria on this Twenty Fifth day of July, One thousand Nine hundred and Ninety-one.

F. W. DE KLERK,

State President.

By Order of the State President-in-Cabinet:

B. J. DU PLESSIS,

Minister of the Cabinet.

GOVERNMENT NOTICES

50

**ADMINISTRATION:
HOUSE OF ASSEMBLY**

DEPARTMENT OF EDUCATION AND CULTURE

No. 2037

23 August 1991

AUTHORISATION OF SCHOOLS AND COLLEGES OF EDUCATION TO RETAIN REVENUE AND DIRECTIONS RELATING TO SUCH REVENUE

Under the powers vested in me by section 2 (1A) of the Exchequer Act, 1975 (Act No. 66 of 1975), and with the concurrence of the Minister of the Budget and of Welfare, Housing and Works, I, Petrus Johannes Clase, Minister of Education and Culture, hereby authorise all public schools, excluding industrial and reform schools, and all colleges of education, under my authority, to retain revenue as defined in the Schedule and to apply it for meeting the expenditure of such schools and colleges of education, and such money shall be accounted for and dealt with in accordance with the directions in the Schedule.

P. J. CLASE,

Minister of Education and Culture.

SCHEDULE

Definitions

1. In these directions any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to it and, unless the context otherwise indicates—

“college” means a college of education;

“college of education” means a college of education as defined in section 1 of the Education Policy Act, 1967 (Act No. 39 of 1967);

No. 80, 1991

INWERKINGTREDING VAN DIE TWEDE WYSIGINGSWET OP FINANSIËLE INSTELLINGS, 1991 (WET No. 119 VAN 1991)

Kragtens artikel 4 van die Tweede Wysigingswet op Finansiële Instellings, 1991, (Wet No. 119 van 1991), bepaal ek hierby die datum waarop hierdie Proklamasie in die *Staatskoerant* verskyn as die datum waarop die genoemde Wet in werking tree.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Pretoria, op hede die Vyf en Twintigste dag van Julie Eenduisend Negehoenderd Een-en-negentig.

F. W. DE KLERK,

Staatspresident.

Op las van die Staatspresident-in-Kabinet:

B. J. DU PLESSIS,

Minister van die Kabinet.

GOEWERMENSKENNISGEWINGS

**ADMINISTRASIE:
VOLKSRAAD**

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 2037

23 Augustus 1991

MAGTIGING VAN SKOLE EN ONDERWYS-KOLLEGES OM INKOMSTE TE BEHOU EN VOORSKRIFTE BETREFFENDE SODANIGE INKOMSTE

Kragtens die bevoegdheid my verleen by artikel 2 (1A) van die Skatkiswet, 1975 (Wet No. 66 van 1975), en met die instemming van die Minister van Begroting en van Welsyn, Behuising en Werke, magtig ek, Petrus Johannes Clase, Minister van Onderwys en Kultuur, hierby alle openbare skole, uitgesonderd nywerheids- en verbeteringskole, en alle onderwyskolleges, onder my gesag, om inkomste soos omskryf in die Bylae te behou en aan te wend vir die bestryding van sodanige skole en onderwyskolleges se uitgawes, en daarvan word rekenskap gegee en daarmee word gehandel volgens die voorskrifte in die Bylae.

P. J. CLASE,

Minister van Onderwys en Kultuur.

BYLAE

Woordoms krywing

1. In hierdie voorskrifte het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg en tensy uit die samehang anders blyk, beteken—

“bedryfsrekening” 'n bedryfsrekening in paragraaf 2 (1) bedoel;

“boekjaar” die tydperk van 1 Januarie tot 31 Desember van enige jaar;

50 "council" in the application of these directions means a management council referred to in section 15 (a) of the Act, and in the case of a college, the college council;

"Executive Director" means an Executive Director of Education referred to in section 4 of the Act;

"financial year" means the period from 1 January to 31 December of any year;

"operating account" means an operating account referred to in paragraph 2 (1);

"revenue" means revenue derived from—

(a) occasional hiring out of school or college facilities, including sports and other grounds;

(b) sports sponsorships;

(c) articles made to order and repairs effected on request at special schools and technical schools, provided that the expenses of the school in regard thereto are refunded in full;

(d) farming activities at agricultural schools, provided that such revenue shall be used for the defrayal of the farming expenses; and

(e) music, ballet and art, provided that the State's costs are defrayed;

"school" in the application of these directions, means a public school as defined in section 1 of the Act, excluding an industrial and a reform school; and

"the Act" means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

Operating account

2. (1) Every school and college shall have an operating account for which the council shall be responsible and into which all revenue shall be paid.

(2) Revenue referred to in subparagraph (1) shall only be appropriated as provided in paragraph 4 (2).

Control of revenue of operating account

3. (1) A council shall designate in writing, a person, hereinafter referred to as the responsible person, as the person responsible for the receipt of and accountability for moneys received by the operating account.

(2) All moneys received by an operating account shall be charged without delay by the issuing of a numbered receipt in duplicate, which shall be recorded in numerical sequence in a cash book.

(3) No amendment shall be made on a receipt and, if a receipt has been incorrectly issued, such receipt shall immediately be cancelled and kept on file for purposes of auditing, whereafter a new receipt shall be issued in place thereof.

(4) No—

(a) bank draft, cheque, money order, postal order or travellers' cheque in respect of which a receipt as contemplated in subparagraph (2) has not been issued, shall; or

(b) bank draft, cheque, money order, postal order or travellers' cheque for which a receipt as contemplated in subparagraph (2) has been issued shall, to the extent that the amount for which it has been made out exceeds the amount for which the receipt is issued,

take the place of cash or be treated as cash.

"die Wet" die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988);

"inkomste" inkomste verkry uit—

(a) geleentheidsverhuring van skool- of kollegefasiliteite, insluitende sport- en ander terreine;

(b) sportborgskappe;

(c) artikels op bestelling vervaardig en herstelwerk op versoek gedoen by spesiale skole en tegniese skole, mits die uitgawes van die skool in verband daarmee volledig vergoed word;

(d) boerderyaktiwiteite by landbouskole, mits sodanige inkomste aangewend word ter bestryding van die boerderykoste; en

(e) musiek, ballet en kuns, mits die Staat se koste vergoed word;

"kollege" 'n onderwyskollege;

"onderwyskollege" 'n onderwyskollege soos in artikel 1 van die Wet op Onderwysbeleid, 1967 (Wet No. 39 van 1967) omskryf;

"raad" by die toepassing van hierdie voorskrifte 'n bestuursraad in artikel 15 (a) van die Wet bedoel, en in die geval van 'n kollege, die kollegeraad;

"skool" by die toepassing van hierdie voorskrifte 'n openbare skool soos in artikel 1 van die Wet omskryf, uitgesonderd 'n nywerheid- en verbeteringskool; en

"Uitvoerende Direkteur" 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel.

Bedryfsrekening

2. (1) Elke skool en kollege het 'n bedryfsrekening waarvoor die raad verantwoordelik is en waarin alle inkomste gestort word.

(2) Inkomste in subparagraaf (1) bedoel word slegs aangewend soos in paragraaf 4 (2) bepaal.

Beheer oor inkomste van bedryfsrekening

3. (1) Die raad wys 'n persoon skriftelik aan, hierna die verantwoordelike persoon genoem, as die persoon wat belas is met die ontvangs en verantwoording van gelde wat deur die bedryfsrekening ontvang word.

(2) Alle gelde wat deur 'n bedryfsrekening ontvang word, word onverwyld in rekening gebring deur die uitreiking van 'n genommerde kwitansie in duplikaat wat in numeriese orde in 'n kasboek te boek gestel word.

(3) Geen verandering mag aangebring word op 'n kwitansie nie en indien 'n kwitansie fouteif uitgemaak is, word sodanige kwitansie onmiddellik gekanselleer en vir ouditdoeleindes bewaar, waarna 'n nuwe kwitansie in die plek daarvan uitgereik word.

(4) Geen—

(a) bankwissel, tjek, poswissel, posorder of reistjek ten opsigte waarvan 'n kwitansie nie soos in subparagraaf (2) beoog uitgereik is nie, mag; of

(b) bankwissel, tjek, poswissel, posorder of reistjek ten opsigte waarvan 'n kwitansie soos in subparagraaf (2) beoog uitgereik is, mag, in die mate waarin die bedrag daarvan meer is as die bedrag waarvoor die kwitansie uitgereik is,

kontant vervang of as kontant behandel word nie.

(5) All moneys received by the operating account shall be deposited in an account in the name of the school or college concerned at a registered banking institution.

(6) Moneys deposited which are not required for immediate needs, may be invested at a post office, building society or registered banking institution.

(7) Whenever a dishonoured cheque is re-deposited or cash or a new cheque as replacement thereof is received, no receipt shall be issued, but the re-deposit shall be made on a separate deposit slip, clearly marked "re-deposit".

(8) Where a cash shortfall comes to light, the amount shall immediately be paid in by the responsible person, and a suitable entry shall be made in the book of account concerned: Provided that, if the council is of the opinion that the responsible person should not be held accountable for the shortfall, it shall be dealt with in terms of the provisions of paragraph 6 (1).

(9) Where any surplus in cash occurs the amount shall be accounted for without delay by the issuing of a receipt in the name of the principal of the school or the rector of the college, as the case may be, by the responsible person.

(10) At least once every week, a person designated in writing by the council and who is not the responsible person, shall check all moneys received to ensure that—

(a) the cash on hand is correct;

(b) no money which should have been deposited is held back;

(c) a receipt has been issued for every cheque, bank draft, money order, postal order, or travellers' cheque included in a bank deposit;

(d) such moneys where possible are deposited on the date of receipt, and any moneys not thus deposited, are deposited on the first following official working day, unless a deviation from this provision is approved by the council on account of factors such as the availability of banking facilities, facilities for the safe-keeping of the moneys and the economical use of transport;

(e) the cash book is kept up to date daily, and is reconciled with the receipts issued and deposits made; and

(f) the other provisions contained in these directions have been complied with.

(11) The cash book shall be balanced every month, reconciled with the bank statement and submitted to the person referred to in subparagraph (10) to be checked.

Expenditure

4. (1) The Department shall be responsible for the defrayal of the following expenses of a school or college—

(a) the remuneration of staff employed by the Department;

(5) Alle gelde wat deur die bedryfsrekening ontvang word moet in 'n rekening op naam van die betrokke skool of kollege by 'n geregistreeerde bankinstelling gedeponeer word.

(6) Gelde gedeponeer wat nie vir onmiddellike behoeftes benodig word nie, kan belê word by 'n poskantoor, bouvereniging of geregistreeerde bankinstelling.

(7) Wanneer 'n gedishonoreerde tjek herdeponeer word of kontant of 'n nuwe tjek ter vervanging daarvan ontvang word, word geen kwitansie uitgereik nie, maar word die herdeposito op 'n afsonderlike depositostrokie, duidelik gemerk "herdeposito", gemaak.

(8) Waar daar 'n tekort in die kontant aan die lig kom, word die bedrag onmiddellik deur die verantwoordelike persoon inbetaal en word 'n aantekening in die betrokke rekeningboek gemaak: Met dien verstande dat indien die raad van oordeel is dat die verantwoordelike persoon nie vir die tekort aanspreeklik gehou behoort te word nie, daarmee ooreenkomstig die bepalings van paragraaf 6 (1) gehandel word.

(9) Waar daar enige surplus in kontant ontstaan, word die bedrag onmiddellik deur die verantwoordelike persoon deur die uitreiking van 'n kwitansie in die naam van die skoolhoof of die rektor van die kollege, na gelang van die geval, in rekening gebring.

(10) Minstens eenmaal per week gaan 'n persoon skriftelik deur die raad aangewys, wat nie die verantwoordelike persoon is nie, alle gelde ontvang na om te verseker dat—

(a) die kontant voorhande korrek is;

(b) geen geld wat gebank moes gewees het, teruggehou word nie;

(c) 'n kwitansie uitgereik is vir elke tjek, bankwissel, poswissel, posorder of reistjek, wat by 'n bankdeposito ingesluit is;

(d) sodanige gelde waar moontlik op die datum van ontvangs gebank word en enige gelde wat nie aldus gebank kan word nie op die eersvolgende amptelike werkdag gebank word, tensy 'n afwyking van hierdie bepaling deur die raad goedgekeur is op grond van faktore soos die beskikbaarheid van bankfasiliteite, fasiliteite vir die veilige bewaring van geld en die ekonomiese gebruik van vervoer;

(e) die kasboek daagliks bygehou word en met die kwitansies uitgereik en deposito's gemaak, gerekonsilieer is; en

(f) die ander bepalings in hierdie voorskrifte vervat nagekom is.

(11) Die kasboek word maandeliks gebalanseer, met die bankstaat gerekonsilieer en aan die persoon in subparagraaf (10) bedoel vir kontrole voorgelê.

Uitgawes

4. (1) Die Departement is verantwoordelik vir die bestryding van die volgende uitgawes van 'n skool of kollege—

(a) die vergoeding van personeel in diens van die Departement;

- (50) (b) the provision and maintenance of buildings;
 (c) the provision and replacement of equipment;
 and

(d) any deficiency which may occur in the operating account and which, in the opinion of the Executive Director is justified.

(2) All expenses in respect of the operation of a school or college and which are not defrayed in terms of subparagraph (1), shall be defrayed from the operating account.

(3) The council shall annually on or before 31 October draw up a specified estimate of anticipated income and expenditure of the operating account for the coming financial year, and shall submit it to the Executive Director for approval.

(4) No expenditure for which no provision has been made in the estimates shall be incurred without the prior approval of the council.

(5) All payments excluding petty cash payments, shall be made by cheque, signed by two persons authorized thereto by the council.

(6) The bank account of the operating account may not be overdrawn.

(7) A cheque for an amount determined by the council, may from time to time be drawn for petty cash from which casual petty expenses shall be paid.

(8) All expenditure shall be substantiated by invoices or certified claims, and shall be recorded without delay.

Accounting

5. (1) A person designated in writing by the council shall be responsible for the general control of all accounting matters relating to the operating account, as well as for—

(a) the keeping of books of account, records and statements in which particulars of all receipts and expenditure shall be recorded; and

(b) the safe custody of all books of account, records, statements, vouchers and other documents relating thereto.

(2) The books of account, records and statements shall be kept in such a way that the revenue and expenditure in regard to the matters referred to in paragraph 1 (c), and those referred to in paragraph 1 (d), are reflected separately so that they can be distinguished from other revenue and expenditure.

(3) The books of account, records and statements of the operating account shall be audited by a person registered as an accountant and auditor in terms of the Public Accountants' and Auditors' Act, 1951 (Act No. 51 of 1951), and who shall be appointed in writing by the council.

(4) The council shall after receipt of the report of the auditor consider that report not later than at the second succeeding meeting of the council, and decide what corrective steps are to be taken should the report reveal any unsatisfactory matter or irregularity.

(b) die voorsiening en instandhouding van geboue;
 (c) die voorsiening en vervanging van uitrusting; en
 (d) enige tekorte wat in die bedryfsrekening mag ontstaan en wat na die oordeel van die Uitvoerende Direkteur geregverdig is.

(2) Alle uitgawes ten opsigte van die bedryf van 'n skool of kollege en wat nie ingevolge subparagraaf (1) bestry word nie, word uit die bedryfsrekening bestry.

(3) Die raad stel jaarliks voor of op 31 Oktober 'n gespesifiseerde begroting van verwagte inkomste en uitgawes van die bedryfsrekening vir die komende boekjaar op en lê dit aan die uitvoerende Direkteur voor vir goedkeuring.

(4) Geen uitgawe waarvoor nie in die begroting voorsiening gemaak is nie, word sonder die voorafverkreë goedkeuring van die raad aangegaan nie.

(5) Alle betalings uitgesonderd kleinkasbetalings alings uitgesonderd kleinkasbetalings geskied per tjek wat deur twee persone deur die raad daartoe gemagtig onderteken word.

(6) Die bankrekening van die bedryfsrekening mag nie oortrek word nie.

(7) 'n Tjek vir 'n bedrag deur die raad bepaal kan van tyd tot tyd getrek word vir kleinkas waaruit toevallige klein uitgawes betaal word.

(8) Alle uitgawes word gestaaf deur fakture of gesertifiseerde eise en word onverwyld te boek gestel.

Boekhouding

5. (1) 'n Persoon skriftelik deur die raad aangewys is verantwoordelik vir die algemene beheer oor alle rekeningaangeleenthede betreffende die bedryfsrekening asook vir—

(a) die hou van boeke, aantekeninge en state waarin die besonderhede van alle ontvangste en uitgawes aangeteken word; en

(b) die veilige bewaring van alle boeke, aantekeninge, state, bewysstukke en ander dokumente wat daarop betrekking het.

(2) Die boeke, aantekeninge en state moet op so 'n wyse gehou word dat die inkomste en uitgawes met betrekking tot die aangeleenthede in paragraaf 1 (c) bedoel, en dié in paragraaf 1 (d) bedoel, afsonderlik weergegee word sodat dit onderskei kan word van ander inkomste en uitgawes.

(3) Die boeke, aantekeninge en state word jaarliks geouditeer deur 'n persoon wat ingevolge die Wet op Openbare Rekenmeesters en Ouditeurs, 1951 (Wet No. 51 van 1951), as rekenmeester en ouditeur geregistreer is, en wat skriftelik deur die raad aangestel is.

(4) Die raad moet na ontvangs van die verslag van die ouditeur daardie verslag nie later nie as by die tweede daaropvolgende vergadering van die raad oorweeg en besluit watter regstellende stappe gedoen moet word indien enige onbevredigende aangeleentheid of onreëlmatigheid uit die verslag blyk.

(5) Within two months after the date of the meeting referred to in subparagraph (4), the chairman of the council shall submit a copy of the minutes of that meeting containing the comments of the council in regard to the report and indicating what steps were taken or are to be taken in connection with all unsatisfactory matters or irregularities revealed by the report, to the Executive Director, who may take such further steps as he may deem necessary.

(6) The council shall, as soon as possible after the date of the meeting referred to in subparagraph (4), send copies of the audited statements and the report of the auditor to the Auditor-General, who may request any further information he may require and undertake any further investigation he may deem necessary.

(7) Duties other than the execution of an audit may only be performed by the auditor with the prior approval of the council, and details of such duties performed, shall be included in the report of the auditor.

Procedure in connection with losses

6. (1) Subject to the provisions of paragraph 3 (8), any loss of moneys or other assets of the operating account shall be reported immediately by the person referred to in paragraph 3 (10) to—

(a) the council, unless the loss has been made good by the person responsible therefore; and

(b) the nearest police station, if he is of the opinion that a criminal offence has been committed.

(2) After receipt of the report referred to in subparagraph (1) (a), the council shall take such steps as it may deem necessary to recover the loss, and losses not recovered shall be borne by the operating account.

Functions to be performed by another body

7. Notwithstanding the provisions of these directions, the Executive Director may authorize a school board or departmental office to perform the functions which a council performs in terms of these directions.

**ADMINISTRATION:
HOUSE OF DELEGATES
DEPARTMENT OF HEALTH SERVICES AND
WELFARE**

No. 2079

23 August 1991

NATIONAL WELFARE ACT, 1978

ESTABLISHMENT OF A REGION AND A REGIONAL WELFARE BOARD

I, Baldeo Dookie, Minister of Health Services and Welfare, do hereby—

(1) under section 5 (c) of the National Welfare Act, 1978 (Act No. 100 of 1978), withdraw with effect from 30 September 1991 the following Government Notices:

No. R. 1927 of 31 August 1979;

No. R. 1928 of 31 August 1979;

No. R. 2782 of 18 December 1987;

No. R. 2783 of 18 December 1987;

No. R. 2784 of 18 December 1987;

(2) under section 5 (a) of the said Act establish, with effect from 30 September 1991, a region consisting of all the magisterial districts in the Republic of South Africa and determine that such region shall be known by the name Republic of South Africa; and

(5) Binne twee maande na die datum van die vergadering in subparagraaf (4) bedoel, lê die voorsitter van die raad 'n afskrif van die notule van daardie vergadering waarin die kommentaar van die raad aangaande die verslag vervat is en aangedui word watter stappe gedoen is of beoog word in verband met alle onbevredigende aangeleenthede of onreëlmatighede wat uit die verslag blyk, aan die Uitvoerende Direkteur voor, wat die verdere stappe kan doen wat hy nodig ag.

(6) Die raad moet so spoedig moontlik na die datum van die vergadering in subparagraaf (4) bedoel, afskrifte van die geouditeerde state en die verslag van die ouditeur van die Ouditeur-generaal stuur wat enige verdere inligting wat hy benodig kan aanvra en enige verdere ondersoek wat hy nodig ag kan onderneem.

(7) Pligte anders as die uitvoering van 'n oudit kan slegs deur die ouditeur uitgevoer word met die voorafgoedkeuring van die raad en besonderhede van sodanige pligte wat uitgevoer is, moet in die verslag van die ouditeur vervat word.

Prosedure in verband met verliese

6. (1) Behoudens die bepalings van paragraaf 3 (8) word enige verlies van gelde of ander bates van die bedryfsrekening onmiddellik deur die persoon in paragraaf 3 (10) bedoel gerapporteer aan—

(a) die raad tensy die verlies deur die persoon wat daarvoor verantwoordelik is, aangesuiwer is; en

(b) die naaste polisiekantoor indien hy van mening is dat 'n strafregtelike oortreding begaan is.

(2) Na ontvangs van die rapport in subparagraaf (1) (a) bedoel, doen die raad die stappe wat hy nodig ag om die verlies te verhaal en verliese wat nie verhaal kan word nie, word deur die bedryfsrekening gedra.

Funksies te vervul deur 'n ander liggaam

7. Ondanks die bepalings van hierdie voorskrifte kan die Uitvoerende Direkteur 'n skoolraads- of departementele kantoor magtig om die funksies te verrig wat 'n raad ingevolge die bepalings van hierdie voorskrifte verrig.

**ADMINISTRASIE:
RAAD VAN AFGEVAARDIGDES
DEPARTEMENT VAN GESONDHEIDSDIENSTE
EN WELSYN**

No. 2079

23 Augustus 1991

NASIONALE WELSYNSWET, 1978

INSTELLING VAN 'N STREEK EN
'N STREEKWELSYNSRAAD

Ek, Baldeo Dookie, Minister van Gesondheidsdienste en Welsyn—

(1) trek hierby kragtens artikel 5 (c) van die Nasionale Welsynswet, 1978 (Wet No. 100 van 1978), met ingang van 30 September 1991 die volgende Goewermentskennisgewings in:

No. R. 1927 van 31 Augustus 1979;

No. R. 1928 van 31 Augustus 1979;

No. R. 2782 van 18 Desember 1987;

No. R. 2783 van 18 Desember 1987;

No. R. 2784 van 18 Desember 1987;

(2) stel hierby met ingang van 30 September 1991 kragtens artikel 5 (a) van genoemde Wet 'n streek in wat al die landdrosdistrikte in die Republiek van Suid-Afrika bestaan en bepaal dat die naam waaronder die streek bekend staan die Republiek van Suid-Afrika is, en

EDUCATION

Useful lesson but class crisis continues

THE Joint Working Group on Education was useful as a reconnaissance exercise but failed to deliver short-term solutions to the education crisis, according to educationists, parents and teachers.

The working group, initiated after a delegation led by African National Congress leader Nelson Mandela visited President F.W. de Klerk in February, had the last of its seven meetings on Monday. The two delegations — government and educationists — then reported separately to the press.

They have now taken "time out" to consider establishing a more representative forum — referred to as a "patriotic front" — to discuss a new education system for South Africa.

Among the working group's areas of concern were: overcrowding and lack of resources at black schools, an

emergency programme for pupils who failed to pass Standard 10, school management problems, a single education budget and the restoration of a "culture of learning".

Although the delegations agreed upon guidelines for effective education provision, in most other instances they appear to have talked past each other or postponed issues.

Both groups agreed, for example, that the financing of education should be non-discriminatory, yet the government said that an equitable distribution of resources "could not be effected according to the present paradigm".

On some issues, the working group made limited progress, and on others it hiccupped.

Investigations into the schools crisis have identified problem areas but have failed to find immediate solutions.

BY PORTIA MAURICE

renchment of their white counterparts. However, it agreed that the Department of Education and Training (DET) would establish an independent grievance officer to consider submissions from teachers.

Although it noted the need to provide education in informal settlements, and that government planned to build 11 low-cost schools in these areas in 1991/92, the DET said it could not register schools in squatter camps.

On empty white schools, government revised its policy in June to pass buildings on to other education de-

partments or organisations with a "minimum of red tape", and to open schools to all pupils under the white department "in certain cases". A strategy for the use of available schools in major metropolitan areas is to be developed during the rest of 1991 for implementation from January next year.

However, in a separate response, Mandela's delegation questioned whether it was mass action around the issue, more than the negotiation process, which had led to the change.

Private schools will now no longer have to deregister from the white education department if they enrol more black than white pupils.

On textbooks, the working group agreed to establish regional structures to ensure delivery.

It considered but failed to make recommendations on improving last year's poor DET matric results. The

too lenient promotion of Standard Nine pupils, learning problems related to science, maths and technical subjects, erratic attendance, the lack of discipline and a bad command of official languages were cited as contributory factors.

Responding to the report, Mandela's delegation said that, although it was jointly agreed upon, it had "assumed the character of the state — explaining, seeking to account and offering justifications". While they could not "walk away" from the report, it largely reflected the thinking of the state.

"The report sadly contains very little in terms of delivery on substantive issues, and focuses more on creating a forum for the management of transition in the education system," the delegation said.

"We must register the strongest disapproval at the virtual non-response to the urgency which motivated our initiative."

Discussions, it said, had centred around problems in black education only, and the absence of Education and Culture Minister Piet Clase meant the state could "evade" its responsibility to a general reallocation across the entire educational system.

The working group consisted of, on the government's side: Education and Training Minister Dr Stoffel van der Merwe, National Education and Environmental Affairs Minister Louis Pie-naar, Deputy Minister of Education and of Development Aid Piet Marais, Director-General of Education and Training Dr Bernhard Louw and Director-General of the Department of National Education Dr Johan Garbers.

The education delegation was made up of the head of the ANC's education desk, John Samuel, University of the North vice-chancellor Professor Chahani Manganyi, Brother Neil McGurk of the South African Association of Independent Schools, NECC general secretary Ibron Rensburg and S Ramokona of the Azanian People's Or-

W/M/23/8-29/8/91

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2 dead, 272 arrested in police clamp-down

PRETORIA. — Two men were shot dead, two injured in a handgrenade attack and 272 people arrested in a major police clamp-down on protests and illegal gatherings in South Africa on Wednesday, police said in their latest official unrest report.

One of the men was shot dead by unidentified gunmen in Alexandra township. The other was shot at Menyana, near Port Shepstone on the Natal South Coast.

Police said the arrested people included 96 for trespassing at Blairgowrie High School in Randburg. They were staging a protest in front of the school, in the wake of the National Education Co-ordinating Committee's awareness campaign of the crisis in black education. Eighty-nine people were arrested at an illegal gathering in Kimberley, 27 at Pretoria, 24 at Elsie's River, 11 at Vryburg and 25 at Sebokeng in the Vaal Triangle. — Sapa (50) CT 23/8/91



A defiant teacher gives a 'lesson' outside Jubileum Primary while the police occupy the school

Photo: KEVIN CARTER

by PORTIA MAURICE

POLICE, rather than pupils, went to school in Johannesburg on Wednesday as part of the National Education Co-ordinating Committee's campaign to occupy empty and under-utilised white schools.

The national occupation of over 200 schools with vacant places fizzled into small-scale protests outside three Reef schools — Blairgowrie High in Randburg, Goedehoop Primary in Germiston and Jubileum Primary in Mayfair.

Police in camouflage gear outnumbered protesters at all three points, while pupils on their way to the suburban schools were reportedly removed from buses and minibus taxis at township exit points. By the time of going to press, police had not yet confirmed the nature of their actions.

At Blairgowrie High, more than 100 students from Wits University and Alexandra were arrested for trespassing when they tried to enter the school. About the same number of pupils from East Rand townships dem-

The day the police went back to school

w/mail 23/8 - 29/8/91

(50)

onstrated outside the Goedehoop school. No Soweto pupils arrived at Jubileum as scheduled.

Angry township teachers who arrived at the Mayfair school waving their textbooks offered to give lessons to the policemen, but were denied entry to the premises. On the rebound, they conducted a mock lesson to the "pupils" — the parents — on the pavement outside the locked gates.

"Why don't they convert this school into barracks and we'll go to the police station around the corner and teach there?" said an angry teacher. "It's all just a mess up that we as parents have to endure," said another onlooker.

"If they deny our children education, they deny them a living."

NECC Southern Transvaal general secretary Amon Msane said the organisation had decided to limit the protest to a one-day "symbolic action" because exams were imminent. However, the NECC was satisfied that it had made its point.

"We have failed legally, but politically we have gained," regional chairman Malombo Shikwanembane told a press conference after the event. "We have shown the world that although the leaders say apartheid is dead, it is very much alive."

Msane said that in an emergency meeting with on Wednesday morning, Housing, Welfare and Works Minister Sam de Beer — due to take charge of African education next month — had

indicated he was "more than prepared" to move fast on the issue.

Msane said, however, that the morning meeting had ended in a deadlock. "The government was prepared to allow us near to, but not into, the schools and police warned that the action was illegal," he said.

The two sides could not reach agreement on the number of places empty at white schools nationally: the NECC estimates that there is room for 38 000 pupils.

Msane said that future meetings were planned with educational authorities to try and resolve the matter, failing which black pupils would "permanently occupy" these schools at the beginning of next year.

Questioned about the option of a national community education trust being established to administer such "open" schools to avoid inter-departmental squabbling, he said parent, teacher, student associations, if well trained, would be in a position to manage them.

Occupation of schools targeted for 1992

New Nation (Learning) (N) 23/8-29/8/91

This week's occupation of empty white schools spearheaded by the National Education Co-ordinating Committee (NECC), was "a mere protest action" aimed at exposing the government's refusal to open facilities to needy communities.

Contrary to the initial plans of the organisation to occupy the schools and use them, the latest action was one where students, parents and members of the community went to the schools to demonstrate. (50)

The action, however, has been criticised by some educationists who said that if the NECC did not have plans to occupy and use these schools, the protest action was a waste of time which should have been used for learning.

Addressing a press conference in Johannesburg this week, the NECC Southern Transvaal secretary, Amon Msane, said a permanent occupation would take place at the beginning of the 1992 school year if the government continued to ignore the call to open these schools to all communities.

He said the change in the initial intention to occupy the schools and use them was due to the fact that the school year was in the middle, and that learning would be disrupted during the process of re-locating students.

The NECC's campaign, though, seems to coincide with the government's plans to open all schools for all races in the 1992 academic year. 23/8-29/8/91

Sources close to the government disclosed that a plan to use all these schools from next year was being investigated.

One obstacle, which the planners have encountered in opening the schools at the moment, is the question of identifying the right department to run them.

Most of the schools were formerly administered by the Department of Education and Culture (DEC) in the house of assembly.

In order to be used by students of other races, it would require a transfer of resources from this department to the new one. New teachers would also be required.

Sources said the government would opt to privatise these schools, and then offer to subsidise them, the sources said.

In the meantime, the NECC has said that some of the empty schools in the cities should be opened for use by children who attend fly-by-night schools.

Msane said the organisation was planning to hold a conference on this matter, partly due to the fact that several fly-by-night schools were facing problems which included accommodation.

Teachers must inspire students - Mphahlele

New Nation (Learning) N
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Professor Es'kia Mphahlele last week told New Nation Education Forum on Radio Metro that pupils facing difficulties in education must begin to mobilise to learn rather than toyi-toyi.

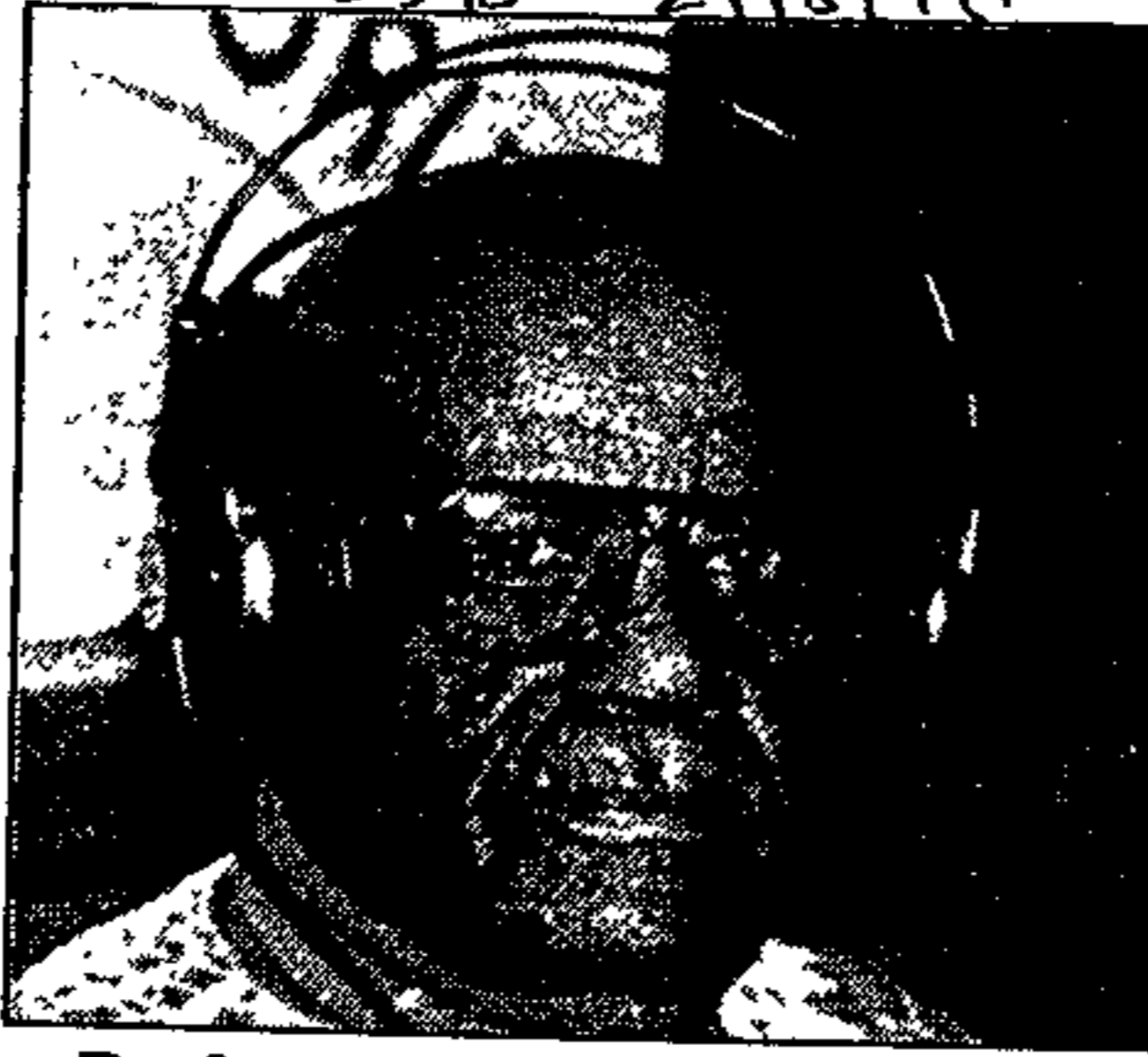
The Council for Black Educational Research (CBER) director who is based at Funda Centre in Soweto said he was prepared to dedicate as much time as possible with students needing his assistance after they had organised themselves into learning groups.

Mphahlele said that South African education is in a big mess and warned that if people waited for the government to build more schools, erect additional classrooms, employ more teachers and generally redress all other deficiencies, no progress would be made.

"We keep on thinking that the government is going to do things for us, yet the government is not doing anything. And it is probably true that it is not intending to do so. So as a nation, what are we doing ourselves?" quizzed Mphahlele.

He said the community had to devise ways to save itself. Even when a democratic government took over, there would still be a backlog in education for at least the next 50 years.

He appealed to teachers to try and make education more interesting for pupils by assimilating it to certain things which are common in daily life. He said subjects were always related to each other.



Professor Es'kia Mphahlele

For instance, he said history could be linked to geography, sociology, health and science. This approach, he said, was called integrated studies.

When in search for knowledge, one should go out and personally explore books like encyclopaedia, dictionaries and other sources.

"Subjects are really what you might call areas of knowledge. History is an area of knowledge that deals with people, events, and time. Geography also deals with people, landscape, exports and imports of a country. None of these areas exists by themselves," he said.

He said when conducting a lesson on water, a teacher could ask pupils to find out what were the physical and chemical properties of water. Pupils could then identify oxygen and hydrogen. This could be taken further by probing what water was used for. Do pupils know where water comes from? Have pupils ever asked themselves that supposing the water stopped flowing from the tap, where will they go to appeal for water to come back?

"Very few of our children will know this, because our teachers don't take the trouble to spread them out from their own subject and inspire the children to find out more about water. You think of clouds, ice, all forms of water and now we are bringing physical geography, health, use of water, typhoid, cholera, the dirty or pure water. All these things are connected. Our teachers should begin to inspire the pupils in such a way that they go out and search for these inter relationships between the subjects they are learning."

Mphahlele said many teachers thought going through this process was hard work. They did not want hard work. He said teachers preferred to run away when told about hard work. "They tell you they are not being paid enough."

"Teachers must realise they are a teacher for 24 hours a day. And, this is what we were always taught when I was training as a teacher. This meant anytime you're on call as a teacher."



Career centres and their functions

New Nation (Learning) 23/8-29/8/91

"Development and education are about liberating people from all that holds them back and from a full human life. In the end development and education are about transforming society."

Adapted from Training for Transformation book 1

Background to the development of Career Centres

There are two major problems facing school leavers in South Africa. The first is that the education system does not equip the school leavers with the skills and resources for the kind of work available. The second is the shortage of employment opportunities available to the school leaver.

The education system in South Africa has been shaped by the needs of capitalism. The policies of the Apartheid government created a huge disparity between black and white education. The introduction of bantu education under the 1954 Education Act attempted to provide mass schooling for blacks but of the kind which ensured that the requirements of industry for a docile workforce were catered for. Hendrik Verwoerd and the Nationalist Party saw black people as the "drawers of water and the hewers of wood" - that is, as unskilled labour.

Urbanisation and mechanisation in industry has however created a far greater need for skilled labour. The present education system has not empowered people with the appropriate skills.

Unemployment has reached alarming proportions in South Africa with approximately 40% of the working class not able to get formal jobs. Thus there is no guarantee that the school leaver will find employment in the formal sector of the economy.

It is against this backdrop that Careers Centres were started in South Africa.

What are Careers Centres?

They are institutions which aim to examine educational and economic issues that will affect job opportunities for youth. They also aim to research the human resource needs for a future non-racial, democratic South Africa. And they attempt to provide the people with information and guidance so that a future South Africa will have the skills to ensure a better life for all the people.

Thus, Career Centres aim to develop skills as well as to provide information.

A staff member at the Careers Information Centre (CIC) in Durban said, "We try to be information brokers".

The Soweto Career centre says, "We aim to provide career guidance and counselling and also to help people make informed decisions about work and study through life skills training".



Adrienne Koka (left) counselling 2 high school students at Khotso House.

What do Career Centres offer?

Make a note of the directory of Career Centres on this page and contact the Career Centre in your area. Each career centre may offer slightly different services, but they will be consistent in most of the services. The career centres listed here co-operate under a national forum called the South African Vocational Guidance and Education Association (SAVGEA), so use the one closest to you.

Some of the Services Provided

Information service - information on subject choice for school pupils, on universities, colleges and technical colleges for school leavers, and bursaries for study. For people who are presently working or looking for work information and counselling on career changes, job possibilities in the informal sector, and so on are provided

Library and Resource centres - available information on education and work that is relevant, up-to-date and accessible to users.

Letter Answering Service - which responds to all enquiries made through the post.

Counselling service - trained counsellors who assist clients to make career and study choices.

Bursary directory - lists of information on available bursaries for tertiary study are made available. (Note that career centres can assist with lists of bursaries, but do not issue bursaries themselves. They are all funded institutions.)

Educational Workshops - workshops covering a variety of topics, from study skills and life skills to AIDS information, are offered at some career centres.

Projects - Ongoing projects are run at some career centres. For example, if you are in the PWV area, the Soweto Career Centre runs an eight month Post Matric Project that aims to equip school leavers with better skills for academic study or the job market. The Education Information Centre in Johannesburg runs a three week Winter School every year in July that aims to equip matrics with better skills for the final examinations. In the Western Cape, the Careers Resource and Information Centre (CRIC) runs an outreach programme to build groups in the rural areas as well as a future-link project which gives school students experience of the workplace and worker organisation. Check the career centre closest to you to find out about their special projects.

Skills

Formal Letter - If you write a letter requesting information, remember to be brief and to the point. A few points to note:

- state what you are currently involved with
- state what you wish to do
- briefly state the knowledge you already have on the subject
- state what you need to know.

Telephone enquiries - You should be clear and to the point. A few points to note:

- say who you are
- say where you are phoning from
- say what you are currently involved with
- say what you want.

How can you contact Career Centres?

Career Centres can be contacted by writing to them, telephoning them if you are in the area and, better still, if you are within walking distance, you can visit them.

Names and addresses of Career Centres:

Career Information Centre (CIC)

36 Ecumenical Centre
20 St Andrews Street
Durban 4001

Tel: (031) 301-2097/8
Fax: (031) 301-6611

Careers Research and Information Centre (CRIC)

P O Box 378
Athlone 7760
Cnr Klipfontein and Springbok Roads
Athlone 7760
Cape Town

Tel: (021) 637-8040/1/2
Fax: (021) 633-9022

Soweto Career Centre (CC)

P O Box 154
Diepkloof 1864
8642 Zone 6
Diepkloof 1864

Tel: (011) 938-7884
(011) 938-1439
Fax: (011) 938-1439

Education Information Centre (EIC)

P O Box 62270
Marshalltown 2107
3rd Floor Khotso House
62 Marshall Street
Johannesburg 2001

Tel: (011) 834-7861-6
Fax: (011) 834-7867

Siyakhanyisa Career Centre (SCC)

P O Box 97034
Presas 0114
520 Paul Kruger Street
803 Fasser Building
Pretoria 0001

Tel: (012) 320-4800
Fax: (012) 322-4800

Mamelodi Career Guidance and Job Seeking

Training Centre
P O Box 77133
Mamelodi West 0101
Room 16 Tshoeu Street
Balebogeng Centre
Mamelodi West 0101

Tel: (012) 805-5018
Fax: (012) 805-4500

The long-awaited results of the Joint Working Group (JWG) were announced this week. It emerged that the government had been acting on its JWG's recommendations several months ago.

Addressing a media conference in Pretoria after the JWG's report-back meeting, education and training minister, Dr Stoffel van der Merwe, pointed out that, for example, the June 27 announcement that closed white schools should be kept strictly for educational purposes was the JWG's proposal to the government.

In this regard, he said that all parties involved would discuss how these schools could be utilised.

He said it was agreed in the JWG that occupation should begin next January.

Van der Merwe said there was consensus

No immediate solutions to the education crisis

during the talks that consultations should continue, but the extra-parliamentary delegation would not agree on a specific date or the form which the consultations would take. He said they wanted to report back to their constituencies to get a new mandate.

Measures on how the transition to a new education system should take place were not contained in the report. The JWG simply noted that "the transition to a new education system should be managed in a way which would

promote the uninterrupted continuation of education". *Nelson Mandela (L)* *Levinson (R)*

23 | 8 - 29 | 1991 **Equal**

The group also agreed that the financing of education by the state should be provided on an equal basis without discrimination, but Van der Merwe would not say when this would be implemented.

It was however noted that the equal provision of education resources was not possible

within the present system.

"To achieve this ideal, the education system would have to be totally restructured," Van der Merwe said.

He said the government was positive about achieving this, but it was delayed by the fact that all parties involved had to consult with their constituencies before making the final decisions.

The meeting was attended by educationists from the homelands, political parties and representatives of educational organisations.

Asked whether it was true that he had resigned because of failure to resolve the education crisis, Van der Merwe said: "I have no regrets about the time I spent in this portfolio. One could not hope to resolve the crisis in a year or two."

Takeover of schools failed to take place

of 24/8/91

Staff Reporter

A PLANNED occupation of Cape Town schools yesterday by the Congress of South African Students (Cosas) did not take place.

Two of the four schools targeted for occupation received visits from black pupils by arrangement with their headmasters, while no black pupils turned up at the other two schools.

Cosas had announced that it would occupy Camps Bay High, Cape Town High, Pinelands High and the South African College School (SACS).

In what seemed to be defiance of Cosas's regional leadership, SRC and Cosas members from Langa Comprehensive and High schools agreed to turn the planned occupation into formal visits.

Twenty-five pupils from Langa High visited Pinelands High and spent the whole day there attending classes with their white counterparts.

Teacher Mr John Gilmour said the two schools had been working together from last year, with Langa pupils attending afternoon classes.

Manana Mapina, a Langa High pupil and Cosas spokesman, said that



HOTDOG IS FOR SHARING . . . Lucy Maki of Langa High shares her lunch with Laura Smyth of Pinelands High during the visit to Pinelands High by 25 Langa High pupils. Juliet Close watches out for her share.

Picture: ANNE LAING

after a meeting with the headmaster, Mr Brian Ingpen, during the week, the pupils had decided to "compromise".

Another group of 22 pupils from Langa Comprehensive School was

welcomed by expectant counterparts at SACS

Mr Sipho Kussie, Cosas regional secretary, said yesterday that the regional executive of Cosas would soon meet to respond to the whole sit-

uation, because "we were not even aware of the SACS visit".

At Camps Bay and Cape Town High schools, the expected influx of Cosas students never materialised.

DEATH: We're in a mess

SUNDAY 25/8/91

By MARTIN WELZ

THE Department of Education and Training is asking help from outside consultants to salvage the black education system which, it admits, has all but collapsed.

A frank departmental self-analysis, which accompanies requests for tenders, concedes that the massive influx of school-going children has made the system virtually unmanageable.

The department wants proposals for a new management programme for its teachers so that they can cope with the dramatic changes the department accepts are imminent.

Devastation

It is prepared to spend up to R15-million on the programme in the next three years.

Several teams of experts in private enterprise are known to have submitted proposals in recent weeks in response to an advertisement in the state tender bulletin.

The picture of the devastation that decades of apartheid — and the black

Call for outside help to save black education

community's angry reaction to it — have wreaked on black schools emerges from the document in stark bureaucratic language:

● A large proportion of the black community regards the department as an extension of the apartheid system;

● The department has become unacceptable and its authority has been undermined;

● In the community, deliberate efforts have been made to sow mistrust among teachers, pupils and their parents;

● Intimidation has resulted in stayaways, boycotts, "chalk-downs" and the destruction of property;

● Owing to inadequate planning, the influx of people to urban areas as well as the population explo-

sion, the demand for the provision of education has increased to such an extent that it has become all but unmanageable;

● There are problems with the effective provision of resources, staff management and administration, communication, in-service training, staff and transportation.

The department also complains about "unrealistic demands and expectations of pupils, teachers, parents and communities".

"Many aspire to the scholastic achievements of other races. Failure to reach these heights is construed as 'proof' of the 'inferior education' offered by this department."

The document goes on to more detailed problems:

The department needs help in ensuring that "line

managers" and school principals are able to "negotiate with radical elements, to identify common objectives and to reach consensus".

The department also has to plan for 200 new schools and 3 800 new teachers each year to cope with the influx of pupils.

The document describes the chaotic state of management within black schools themselves, which has culminated in a general breakdown in communication, both within the department and with the community, insensitivity to community needs and "ignorance and indifference" over conflict management at school level.

Other problem areas range from pupils, parents and communities who fail to maintain discipline or give adequate support, to the lack of typewriters, telephones and copying equipment.

Support

The decision to call in outside consultants was prompted by appeals for help from various teachers' organisations, the Director General of the Department, Dr Bernhard Louw, told the Sunday Times.

"We are open to any proposal which will ensure our teachers get the training and support systems they need to be able to participate fully in the new education system we expect is about to come into being," Dr Louw said.

"Once we have evaluated the proposals we have received, there will be wide-ranging consultations with all interested parties before a programme is decided upon," he said.



Arrests in NECC action

By ERIC NAKI and LULAMA LUTI

THE National Education Co-ordinating Committee's day of action to occupy empty white schools on the Reef was marked by the arrest of 150 protesters.

The action was a last-ditch attempt by the NECC to press the government to address the country's education crisis.

At Blairgowrie High School in Randburg, 96 people were arrested and charged with trespassing and incitement.

The group was trying to force its way into the empty school to highlight the shortage of schools for black students.

Other schools the NECC targeted for occupation were Jubileum Primary School in Mayfair and Goedehoop Primary School in Germiston. These are among 200 empty or underutilised schools nationwide.

At Jubileum, a large contingent of police in uniform prevented a group of about

60 chanting teachers, parents and students from entering the premises.

Some of the teachers conducted anti-government "lessons" outside the gates before dispersing peacefully.

Spokesman for the group and a member of the South African Democratic Teachers Union, Oupa Mpepha, said: "It's unfortunate that students from other schools were prevented from coming here. It has been clearly stated by Education Minister Stoffel van der Merwe that they will do everything in their power to disrupt our campaign."

In Alexandra, police manned roadblocks at all the township's exits and searched taxis and cars for uniformed pupils.

One student said he and his colleagues were warned they would be shot if they went beyond the roadblock.

Police in a hippo later dispersed a group of students at the township's Realogic

High School.

NECC chairman Andrew Shikwambane said the action had led to some political gains as "the world now knows that apartheid in education is not dead".

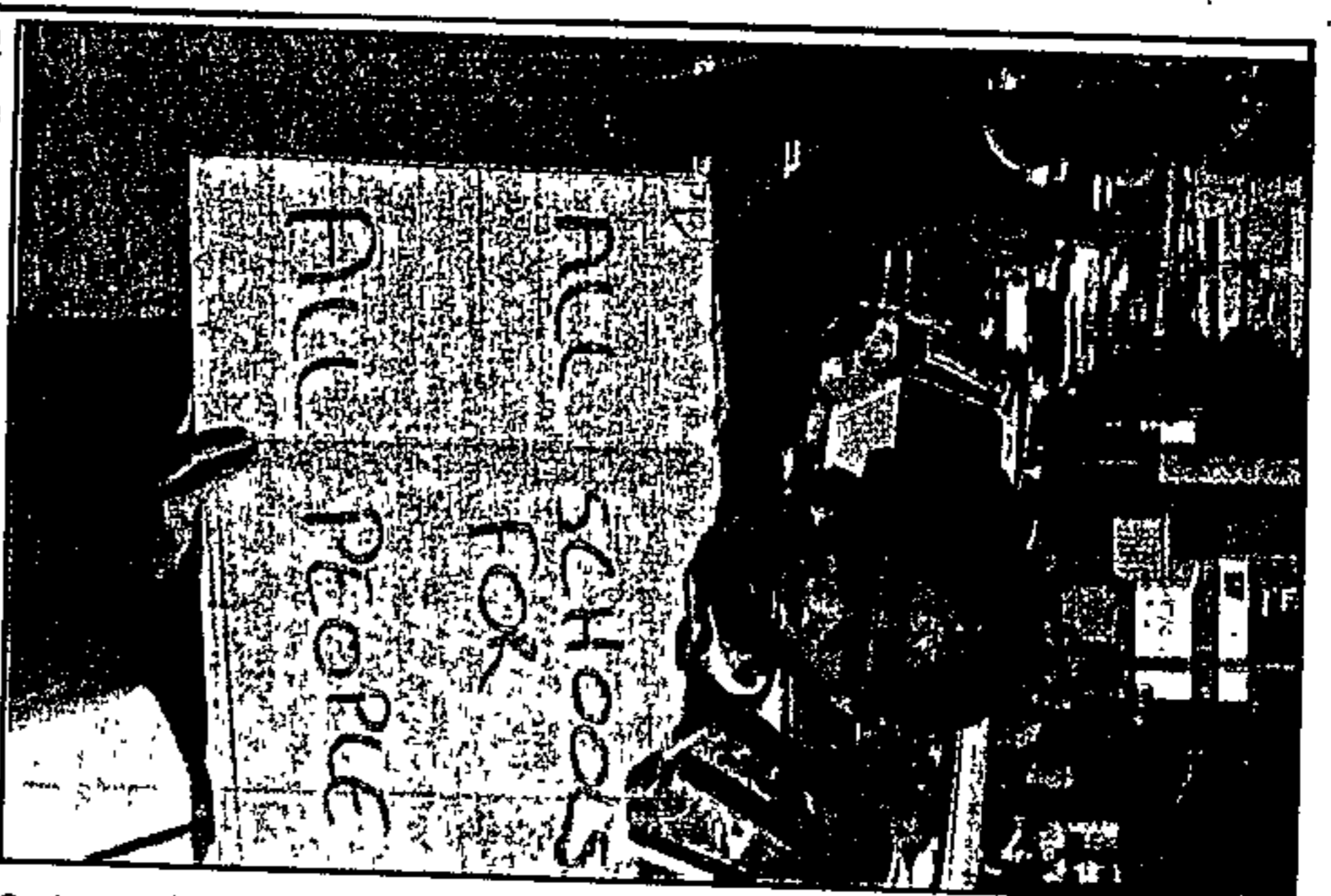
Meanwhile, with only 20 days of schooling left before end-of-year examinations, fears are growing of yet another year of mass failures at DET schools.

Since the mid-year reopening of schools on July 29, there has been little or no learning at most Reef schools.

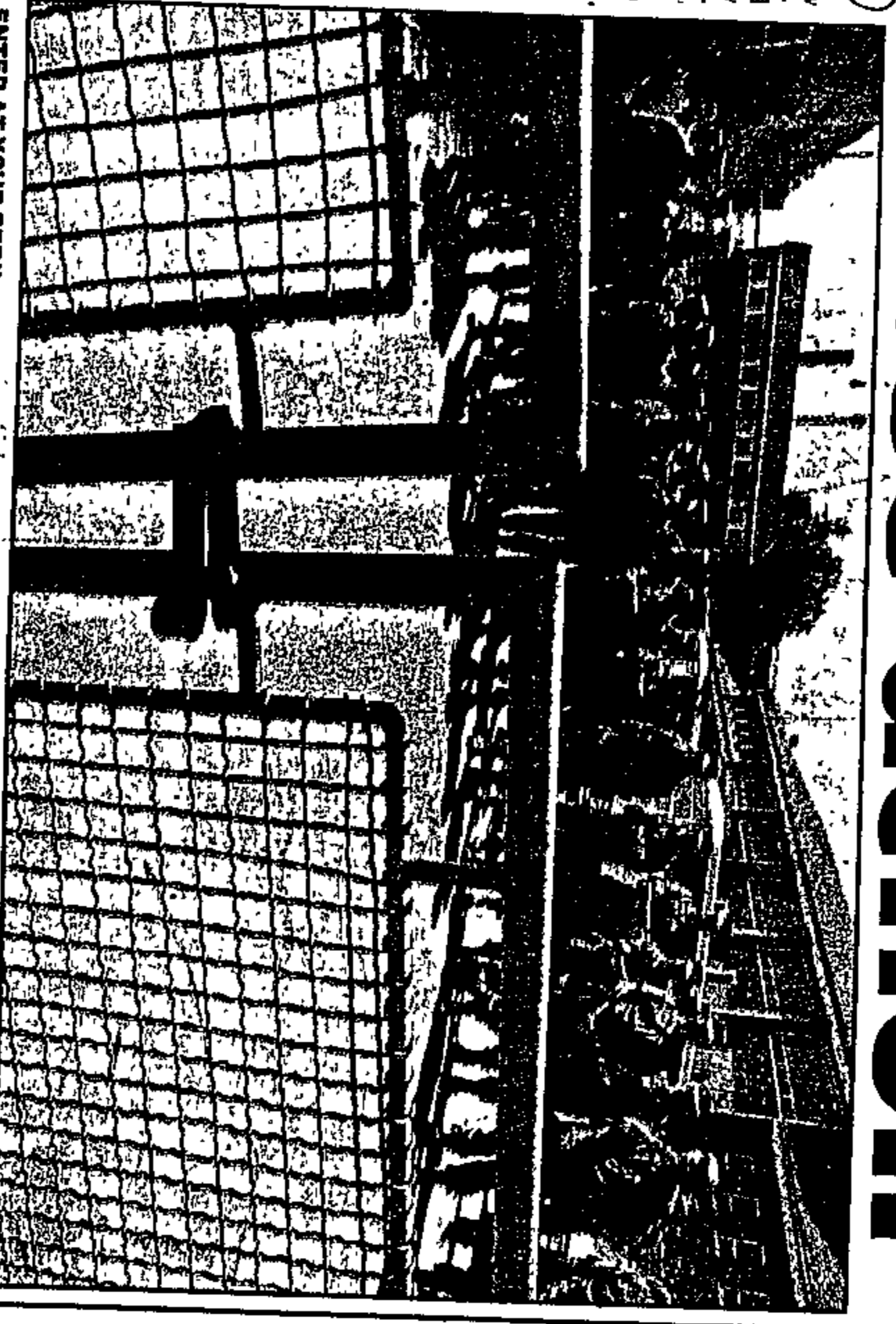
Despite this, chances that examinations could be postponed are slim.

"There is no way that the examinations can be postponed," said DET Northern Transvaal regional spokesman Geoffrey Makwawa.

"The problem is, more than 50 percent of our schools are in the rural areas and the problems are in the urban areas."



BRAVE PROTEST ... One of the pupils in Wednesday's "All schools for all people" protest in Mayfair. The demonstration was aimed at putting pressure on the government to address the education crisis.



ENTER AT YOUR PERIL ... A wall of police in camouflage uniforms prevented protesters from entering the Jubileum Primary School in Mayfair.

Photo: TLADI KHUJALE

NCC and Vista may lock horns

Sowetan 26/8/91

CONFRONTATION looms between Vista University, Soweto and the National Co-ordinating Committee which has declared this week a "week of action", to address the accommodation crisis.

NCC publicity secretary Mr Tony Chiloane said this followed the university's reluctance to address students' demands through negotiations.

The demands include residences for students, a spacious library with adequate facilities, the resignation of university chancellor Dr RN Gugushe and a review of admission and exclusion policies.

Students' mass action will include squatting on the campus, picketing, demonstrations and sit-ins.

The campus director, Professor DJP Koekemoer, said violation of the law and danger to the safety of the campus could not be tolerated.

He said the university would not allow students to sleep on campus, erect squatter shacks or to occupy buildings.

By XOLANI MAKWEDINI and PHANGISILE MTSHALI

He said the campus management failed to understand what would be achieved by the planned action as all grievances are being taken seriously by campus and university management.

Meanwhile, MATHATHA TSEDU reports the South African Democratic Teachers Union has called an indefinite sit-in by Lebowa teachers to force the government to improve school facilities.

Sadtu regional deputy chairman for the Northern Transvaal Mr Machike Thobejane said the action would involve sit-ins at head and circuit offices of the Lebowa education department, a ban on school visits by inspectors and calls for the resignation of Chief Minister Mr Nelson Ramodike and other education officials.

He said the action would last "for as long as it takes the government to meet our demands. Our return to work depends on the department".

Parents will have to pay more ⁵⁰ Clase

PRETORIA — Education and Culture Minister Piet Clase last night sketched probable future scenarios for SA's education system.

Clase predicted at a Durban Parents' Council meeting that education for children between the ages of five and 12 would be compulsory, aimed mainly at literacy and numeracy. It would be financed primarily by the state.

However, parents would probably have to pay more for their child's education.

Clase said government did not have the funds to provide quality secondary education for every child. It was likely that a third of pupils would leave school after

receiving only the basic education.

Another third would go to career-oriented institutions where they would receive education provided in co-operation with the private sector.

The rest would have access to formal high school academic education, giving them access to tertiary education.

It was from this group that middle and high level technologists and top level management personnel would be drawn.

Future government schools would probably be culturally mixed and more religiously neutral than existing schools.

B/DWY 27/8/91
GERALD REILLY

**Business
Day**

CLASSIFIED

TELEPHONE: 497-2910

FAX: 497-2598

**107.
DEATHS**

FABRE

John Curtis, aged 54, passed away peacefully on Saturday, August 24, 1991. Lovingly remembered by his children David, Dianne, Andy, Nick, Bobby and their families and Rosalind. Service at Christ Church Constantia on Tuesday the 27th at 20:00.

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Clase tells of ⁽⁵⁾ education future

PRETORIA. — Educa-
tion and Culture Minis-
ter Mr Piet Clase last
night sketched probable
future scenarios for SA's
education system.

Mr Clase predicted at
a Durban Parents' Coun-
cil meeting that educa-
tion for children be-
tween the ages of five
and 12 would be compul-
sory and aimed mainly
at literacy and numer-
acy. It would be financed
primarily by the state.

to terms with ed marketing

B/day 27/8/91

Reports by
MARCIA KLEIN

in other areas like direct marketing. Agencies believed clients wanted direct marketing, so many started a direct marketing arm or bought up direct marketing agencies which were doing well in various countries, but these were often mismanaged because agency people did not understand direct marketing.

Although it was a significant part of the agency's business, it was a different kind of business, with different priorities, ways of operating, and account paying.

While advertisers talked about how much to spend on a campaign,

"the direct marketer says we will spend whatever we can afford to spend — that pays". The direct marketing campaign would run for as long as the adverts or the mailings were producing results.

Bird said this was not determined by budget, and advertising agencies often could not understand why direct marketing agencies found it so difficult to predict their income.

While advertising agencies were trying to influence the way people felt about a product, direct marketers were trying to change the way people behaved.

He said running direct marketing and advertising together would increase the effectiveness of both.

Finance ads to win recognition

THE Business Day Financial Advertising Awards, to be made later this year, will reward creative financial advertising and improve standards.

Times Media Limited financial advertising executive Barry Tannenbaum says judges will be looking for clear communication from the adverts, and a style "which best underscores a company's culture and corporate image".

Creators of financial adverts have been asked to submit what they regard as their most visually pleasing advertising, irrespective of the financial results it reflects.

The awards will be given for financial ads which have appeared in Business Day between October 1 1990 and

September 30 1991. Entries close on October 15.

There are three categories — interim statements, year-end statements and chairman's statements.

The judging panel will include an agency creative director, a merchant banker, a stockbroker, a TML financial editor and an accountant.

Apart from certificates, trophies and plaques, winning agencies and clients will receive editorial exposure, and the agency with the highest overall score will receive R20 000 worth of advertising space in Business Day.

Further information can be obtained from Barry Tannenbaum (011) 497-2465 or Barbara Dunn (011) 497-2132.

Local group forges Mozambique link

SAATCHI & Saatchi Klerck & Barrett (SSK & B) has joined up with Mozambique agency Intermark in the first phase of its expansion programme into southern Africa.

SSK & B CE Jurie Snyman said Intermark was the first full service agency in Mozambique, with a head office in Maputo and a contact office in Beira and Quelimane. Its client list included BP, national airline LAM, People's Development Bank, state lottery Toto-Loto and Mabor Tyres.

Snyman said major opportunities

had been presented for advertising agencies to extend their networks into Africa. The partnership was part of a plan for a network of agencies covering southern Africa.

Intermark MD Mario Ferro, former editor of Mozambique newspaper Noticias, said the country had progressed rapidly towards a free market economy in the past year. SSK & B in Johannesburg would give the agency the backup it needed in terms of infrastructure and strategic communications skills, he said.

Comic book classics are back in the stores

B/day 27/8/91

CLASSICS Illustrated, the comic book series which gained popularity in the '40s and '50s, is back in the bookstores, challenging recent electronic media blockbusters Teenage Mutant Ninja Turtles, the Simpsons and Nintendo games.

"Parents and teachers are anxiously awaiting the response of a TV-bred generation," says publisher, Americom MD Joanne Raphael.

"Ironically, while the series was slated by the academic community at the height of its popularity, it's now being applauded as the only means of getting children and young adults to read the classics," she said.

She felt the comics would revive interest in "the nearly forgotten classics and their authors".

Appeal

Classics Illustrated sold more than a billion copies in the '40s and '50s, and were published in 22 languages and distributed in 30 countries. They were given to Allied troops during the Second World War.

Artwork and text have been reworked to appeal to the modern generation.

Of the 560 new titles, Hamlet, the Count of Monte Cristo, Rip van Winkle and the Adventures of Tom Sawyer are available. Wuthering Heights, Moby Dick, Great Expectations, the Jungle Book and Treasure Island are coming soon.

Raphael says it is important to make reading more attractive to youngsters in a country where illiteracy is high.

Of pawns, gains and scapegoats

50

Sowetan 28/8/91

THE excitement of last week's "Week of Action" called by the Congress of South African Students ended as pupils flocked back to their schools on Monday.

After a relatively "apolitical first term in black schools" - the second one had barely begun when a number of education organisations announced their protest plans which inevitably brought learning to a halt.

As this week began Vista University students in Soweto and six of its branches suspended classes week to embark on their Week of Action - their fight for accommodation.

Squatting, sit-ins and demonstrations were on their agenda.

Sit-in

The South African Democratic Teachers' Union (northern Transvaal) region also embarked on an indefinite sit-in at the Lebowa Education Department offices.

This call came three weeks after Sadtu's national call for a day of action to push for recognition by the Government.

This week's activities which would put the learning process on hold, came as community organisations met behind closed doors to assess the effect of Cosas' Week of Action.

But that has come and gone. Hundreds of schools closed down for a week while pupils took part in protests, demonstrations and pickets.

The objective was to highlight the pupils' demands and, in the words of Cosas officials, "to unflinchingly take the burden of the crisis to the doorstep of the Government and all its institu-

FOCUS



By PHANGISILE MTSHALI

tions".

Everybody agreed it was a symbolic gesture that was not expected to produce immediate concrete results. However, it was obvious the programme of action would lead to confrontation with the police.

At least 100 people were briefly detained when police pounced on those who heeded the call.

Monday was set for rallies to brief pupils. In Sakhile, Standerton a scholar died after taking the call to occupy Government offices too literally.

Picket

The picket set for Tuesday led to the arrest of about 50 pupils on the East Rand. The occupation of empty white schools which was a joint action between Cosas and the southern Transvaal region of the National Education Co-ordinating Committee for Wednesday was thwarted by police.

The attempt to occupy the Blairgowrie High School in Randburg led to the arrest of a further 45 people who are due to

appear in court in September.

Thursday's programme - to bus hundreds of pupils from all over the PWV to the Department of Education and Training headquarters to hand in a petition to the Minister of Education and Training - also failed as police turned the buses back.

Result

The most obvious result of this exercise was the loss of valuable school time, two months before examinations.

Although Cosas leaders assured the media and the community that the protest action would not take up all schooling time, Soweto schools, especially secondaries, stood empty for the whole week.

On Thursday even primary schools - were deserted as teachers took to the streets to picket in support of the Cosas campaign.

The action, two months before the finals has unfortunately given the Government a scapegoat should schools experience high failure rates. As in the past the DET will again quote class boycotts and political protest as the reason.

Already rival pupil organisations are hitting out at Cosas.

The president of the Azanian Student Movement, Mr Andile Mngxitama, said:

Liability

"Azasm regrets that Cosas and the NECC have made themselves liable for joint blame with Government for the escalation of crisis in black education. The timing would result in high failure rate as valuable learning time was spent on the streets."

Maybe the purpose of last week's activity, or rather lack of it, in black schools can be sum-

marised in the words of NECC southern Transvaal chairman Mr Malombo Shikwambana: "We may have failed legally but politically we have gained."

The whole fiasco may have been a political game with pupils as the pawns. And political gains were made indeed.

The Minister of Education and Training in waiting, Mr Sam de Beer, pledged to look into the matter of empty white schools with the objective of opening them up.

Mr David Maepa, chairman of the Soweto Education Co-ordinating Committee, said although the community was meeting to assess the outcome of the week of action the writing was on the wall for parents to stand up and fight for their children's education.

Against

"We are against all action that results in loss of schooling time. The action led to five days lost but we must not forget the 196 days that were lost due to the Government's lack of action regarding pupils' demands.

While the black community has hammered home to the Government their needs the director-general of the DET, Dr Bernard Louw, announced that they are planning to spend about R15 million on a three year programme to find ways to salvage collapsing black education.

DET could be looking at ways of setting up a new management programme to help it cope with the ever-increasing number of pupils going back to school.

Plans for 200 new schools and employment of 3 800 new teachers every year is in the pipeline to accommodate the influx.

Cautious reaction to education plan

The Argus Correspondent (S) ARG 28/8/91

JOHANNESBURG. — Education spokesmen reacted cautiously to the announcement that R138 million would be granted to education as part of the R1 billion upliftment drive.

The funds, allocated to education by minister Dr Dawie de Villiers, would involve the construction of nearly 1 900 new classrooms — enough to reduce the classroom backlog by about 18 per cent.

Professor Johan Muller of the University of Cape Town said that while everything given to education would help, the government needed a comprehensive plan for dealing with the backlog.

"We have yet to see how they intend, systematically, to address all aspects of the backlog."

He said there was doubt whether the bureaucrats had the capacity to implement much-needed reforms like building classrooms, particularly in the light of extra funds announced last year by the State President which were not used to the last cent.

"The allocation needs to be planned and it needs to be concerted if it has got to be effected in the long term," Professor Muller added.

Democratic Party education spokesman Roger Burrows said he was pleased that education would receive a significant portion of the R1 billion fund, in addition to the R212 million extra allocated to education in the budget.

He said he hoped that next year a far greater effort would be made by the government to break the backlog of classrooms.

"Here foreign funding is an absolute necessity and government and extra parliamentary organisation together must work to get foreign capital for our schools," Mr Burrows said.

Dr Mzoba Mabuya, senior education lecturer at UCT, said the money allocated to education was too little, considering the present education crisis.

"This is very small and insignificant and can only address pertinent problems in the Western Cape," Dr Mabuya said.

Reservations on education allocation (50)

By Phil Molefe ^{Star}
Education Reporter 28/8/91

Education spokesmen reacted cautiously to the announcement yesterday by Minister of Economic Development and Public Enterprises Dr Dawie de Villiers of a R138 million grant to education as part of the Government's R1 billion socio-economic upliftment drive.

The funds would involve construction of nearly 1 900 new classrooms — and reduce the present backlog by about 18 percent.

Professor Johan Muller of the University of Cape Town said that while every little bit would help, the Government needed a comprehensive plan to deal with the backlog.

He said there was doubt whether the bureaucrats had the capacity to implement much-needed reforms such as building classrooms.

"The allocation of funds needs to be planned and concerted to be effective in the long term."

D

Wits writers conference could end SA's isolation

Star 29/8/91

250 50

By Brian Sokutu



Expected in SA . . . Nobel literature prize winner Wole Soyinka (above) from Nigeria and German author Gunther Grass.



In a move that could lead to an end to South Africa's cultural isolation, world-renowned writers will take part in a historic conference at the University of the Witwatersrand in December.

At least 60 writers representing countries in Africa, Europe, America and Asia will take part in the event which will be hosted by the New Nation newspaper.

Guest writers will run workshops in other regions of the country.

The International Writers Conference, which begins on December 1, would be funded by foreign writer's organisations and local businessmen, New Nation editor Zwelakhe Sisulu said yesterday.

"It is now time for cultural activists to interact. With the changes taking place in the country New Nation had to redefine its role. We will now focus on culture and education and this conference is a series of many still to come."

Titled "Making Literature: Reconstruction in South Afri-

ca", the conference aims to unite writers worldwide, including some of Africa's prominent writers like Chinua Achebe, Buchi Emecheta, Wole Soyinka, Ngungi WaThiongo and Yusuf Idris.

Other top delegates include Linton Kwesi Johnson from Britain, Augusto Boal from Brazil, Gunther Grass from Germany and Per Wastberg from Sweden.

Veteran South African author Nadine Gordimer, who on Tuesday won her fourth CNA Literary Award for her novel, "My Son's Story", is one of the organisers of the conference.

Others are Professor Njabulo Ndebele, head of the department of literature at Wits and president of the Congress of South African Writers (Cosaw), Sipho Sepamla, director of the Federation of United Black Artists (Fuba), Barbra Masekela from the ANC's cultural department, Professor Es'kia Mphahlele, retired head of the department of literature at Wits and Andries Oliphant, editor of Cosaw publications.

Cosas under fire ^{SD}

By DON SEOKANE

THE Congress of South African Students yesterday came under fire for its "undemocratic and unilateral" decisions during the Sowetan/Radio Metro talkback show.

Cosas, Azanian Students Movement and Azanian Youth Organisation were Tim Modise's guests on *Face the Nation* show, which comes every Thursday.

Cosas's spokesman said the students were not forced to join any programme of action called by Cosas and that they have a democratic right to go to school when other

SOWETAN RADIO METRO

TALKBACK

Sowetan 30/8/91

students were boycotting classes.

However, spokesman for Azasm said they had problems with mass actions called by Cosas. "In one school in Parys, our comrades are having difficulties with Cosas leaders who are forcing them to join their mass action."

Cosas responded that its programme of action have

massive support because students recognise its existence.

A caller accused Cosas of declaring itself the *alma mater* of education organisations. Another caller asked a Cosas spokesman whether he was student and still attending school? He said he was a fulltime organiser of Cosas and not attending school.

Earlier during the show, Azayo and Azasm condemned class disruptions, open schools campaign and mass action affecting students as short-term strategies which have tested and proved to be failures.

Retrenchment of teaching staff in Natal is going ahead and will probably continue next year — despite the June 27 statement by three Education Ministers which, relieved educationists understood, overturned the previous “own affairs” rationalisation process.

John Deane, deputy director of the Natal Education Department (NED), confirmed this week that 688 posts in Natal would go by the end of the year. He did not rule out further retrenchments next year, though he said numbers would depend on the amount of funding the province gets for education.

This is hard to understand in the light of the earlier statement from Ministers Piet Clase, Stoffel van der Merwe and Louis Pienaar, which, though coming at a time when President F W de Klerk was under pressure to halt staff cuts and school closures (and after black pupils had occupied the empty Orange Grove Primary School), seemed to indicate that cuts would stop and under-utilised resources made available to all pupils.

Apparently not so. Deane says the June 27 statement “has not substantially changed our situation because retrenchment of teaching staff is being undertaken in the light of the amount of money we are getting.”

Natal, according to De Klerk (*Current Affairs* July 5), gets the most favourable dispensation for white education in SA and,

in the present financial year, received R33m more for the running of the NED than “the sum to which it is entitled.” Consequently, the argument goes, Natal must shed 688 posts, which Deane says will as far as possible be remedial, psychological, preprimary and extra-curricular staff and not “actual teachers.”

But “actual teachers” will go as well and hundreds of them at present in temporary posts, usual for many teachers, are understandably a little anxious.

The real mystery, however, is the extra money that white education in Natal allegedly receives. Deane says this is historical — the *FM* understands it goes back to the days of the old Natal Provincial Council which, dedicated to building up an excellent education system in the province, skimmed on other parts of its budget for education.

But in order to bring about parity of funding and still only in the context of “own affairs” funding, Natal must shed R33m from its budget. This figure is arrived at by a formula which is kept strictly confidential. Organisations like the Natal Teachers’ Society have tried without success to get sight of the formula and how it is applied.

However, under the transitional nature of education in SA and the certainty that racially-based planning will soon be gone, arguments about white provincial education budgets don’t fit into the bigger picture.

The effect — loss of 688 teaching posts this year and probably more next year — in a region which has more than 1m black children who do not even go to school, with a KwaZulu teacher-pupil ratio of 1:51.5 compounded by under-trained teachers, seems

hard to justify.

Arguments from government that white teachers will be hard to retrain for rural black teaching posts also don’t hold much water. Besides being confronted with an emergency in education, which should warrant emergency training measures, the pressing demand is to accommodate black pupils in the urban areas at English-medium schools where retrenched white teachers will be as valuable and probably better trained than their black colleagues

School closures in Natal seem to have been handed over to Pretoria as well and this is causing some concern. For example, in Maritzburg, The Grange primary school is facing closure and, in line with the June 27 statement, is being handed over to black education.

But the *FM* learns that the school is also being stripped of most of its equipment (some of which is being transferred to other white schools) and it appears that nothing more than an empty building will be handed over. Deane could not confirm this, however, saying negotiations on school closures were being done directly between schools concerned and the Department of Education & Training in Pretoria.

Black workers at white schools, called general assistants, are also facing the axe. Many of them are also classed as temporary staff, which excludes them from pension benefits, though Deane said the NED was first trying to cut those who did qualify for pensions and was concentrating on the older, over-60 group who should have retired anyway.

Cynics might believe that somewhere in government’s education structure is a plan to

hand over the minimum of facilities and form a core of schools which remain effectively white. A more generous interpretation is that bureaucrats are plodding along under the old “own affairs” system, ignoring the changes in education which are so clearly coming. ■

Teacher discipline under the spotlight

50
AUG 30/8/91

Argus Correspondent

DURBAN. — Teacher discipline has come under the spotlight with at least 20 cases being reported every month of serious offences ranging from child sexual abuse and theft of school funds to assault and heavy drinking.

The Department of Education in the House of Delegates and the Teachers' Association of South Africa (Tasa) have expressed serious concern.

Tasa has called for the problem to be tackled urgently "to prevent the total disintegration of the moral fabric at schools".

And in the wake of the increasing incidence of misdemeanours by teachers, Minister of Education in the House of Delegates Dr Kisten Rajoo has warned that principals of schools where teacher offences were more frequent would

come under greater scrutiny.

He also said parents would be encouraged to accompany pupils on school excursions to deter teachers from drinking and interfering with their children on these trips.

From departmental records some recent examples of "deplorable" conduct on the part of teachers are:

- The "bad touching" of three Phoenix schoolgirls by a teacher. The matter was reported by the parents to the education authorities and the department, Childline, and police are investigating.

- A North Coast teacher had a relationship with a schoolgirl.

- A South Coast teacher, who was absent from school, spent the day in a hotel bedroom with a schoolgirl.

- "Unprofessional conduct" in a classroom where a male and female teacher showed their affection for each other in

front of pupils.

- The assault of a teacher by the head of department on the school premises.

- A temporary teacher reported to school heavily under the influence of alcohol.

- A female teacher at a Northern Natal school had a relationship with a 14-year schoolboy.

- A Phoenix teacher was frequently absent from school because he was a regular racegoer. He was asked to take enforced leave.

- A teacher at a Lenasia school mismanaged school funds.

- At a Chatsworth school a teacher sexually harassed a female clerk.

There have also been several cases of "unprofessional conduct" where teachers displayed a don't-give-a-damn attitude to their principals and superintendents, and arrived at and left

school at their own times.

Many parents have also reported serious assault of their children by teachers.

The services of at least 15 teachers have been suspended pending investigations for "deplorable conduct".

Disciplinary measures that can be imposed on those found guilty range from transfers and withholding of salary increments to termination of services.

Dr Rajoo said the department — in its role as "surrogate parent" of pupils — also planned to bring criminal charges against teachers found guilty.

"I am perturbed about schoolgirls being violated by teachers, who are supposed to be their protectors."

"No self-respecting teacher would commit such an offence and I will not condone this kind of behaviour

INTERNATIONAL

Teacher discipline under the spotlight

50

Aug 30/8/91

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G fl

Education has become a major industry

BLOEMFONTEIN prides itself as an educational centre and regards people as its most important export.

At the same time, education is a major industry for the city.

Students spend an estimated average of R200 a month in the city each, while development and expansion of the institutions comprises an important facet of economic activity.

Council PRO Flip le Roux says: "We offer a high standard of education and training at all levels, from pre-school and school right through technikon, technical college and university.

Renowned

"But, because we don't have much in the way of major industries, many skilled people use their talents elsewhere in SA."

The University of the OFS, which has around 9 300 students, is renowned for its faculties of law, medicine and agriculture.

In addition, the city boasts a technikon, with 4 000 students; a technical college with 2 000; and a teachers' training college with 200 students.

The city's commitment to quality education is evident on the site holding two of the country's leading state schools and the university.

Excellence

Grey College — the oldest school north of the Orange River, Eunice Girls' School and the University of the Orange Free State have gained recognition countrywide for academic excellence.

Eunice High School principal Paul Cassar says: "Bloemfontein has the atmosphere of a small town, with the facilities of a major centre."

He says this is why a large contingent of pupils attending boarding schools in Bloemfontein come from Johannesburg.

Vista to review unpopular policy

New Nation (Lanney/N)
Vista University plans to change its policy amid criticism and mass action by students. 30/8 - 5/9/91. (50)

Vista University, Soweto Campus director, Professor DJP Koekemoer, said it had become apparent that the present policy had been overtaken by events and that it was unpopular.

He disclosed that the university management was working on the formation of a Community Committee, which would represent the community at the university.

Vista has seven campuses throughout the country and its idea is to involve the community in the running of the institution, said Koekemoer.

However, the envisaged structure face a credibility crisis from the may community.

It has been reported that students have rejected the idea, arguing that they did not have a say in the appointment of members who would serve in the Community Committee.

Koekemoer said the argument was precisely among the ones that left the university management with no option, but to review the entire policy.

He said the rules governing the appointment of people to serve in the university's structures would also require some review, because, for example, they made no room for students to have a say in such appointments.

He said they had approached a leading journalist to serve in the Community Committee. But he did not know if the students would approve his appointment. "We have appointed him in terms of our rules and regulations," he said.

Crisis

"Things take time," he said "and the students are impatient. We told them in various meetings that we are not refusing to solve problems faced by the university, but are unable to do so in a minute.

"Some of their demands require millions of rands. Others can only be changed by an act of parliament," said Koekemoer.

One of the crisis faced by Vista is the lack of campus residences. The demand for campus accommodation was among the reasons for the Week of Action embarked upon by the students from Monday this week.

Led by Vista's federation of Students' Representative Council and the National Co-ordinating Committee (NCC), the students said they had decided to take action after the university management failed to respond to the demand that they should make accommodation available in the campuses.

But Koekemoer said the NCC was informed on various occasions that Vista University had been created as a rural university which would cater for local communities. Therefore, he said, it does not receive any subsidy for the accommodation of students.

He said the university management had informed the students that it was raising money from the private sector to erect accommodation buildings in its seven campuses.

"The money for this can only come from donations, because since the university is, in terms of the parliamentary act which established it, a non-residential university, we can not expect to get money from the government," said Koekemoer.

But, he added, the review of the entire policy would most probably affect this particular provision.

Signal of support (50)

Faced with the seemingly insurmountable crisis in black education and a chronic shortage of skilled workers, business appears to have little option but to pump funds into academic support programmes for disadvantaged black students. The alternative is a decline in and eventual collapse of the standards necessary to ensure a healthy and dynamic private sector.

A R1m commitment last week to Cape Town University's academic support programme for commerce students by Pick 'n Pay and the Ackerman Family Trust, is part of what Pick 'n Pay chairman Raymond Ackerman sees as a "signal" business needs to send out to show its commitment to peace and the establishment of democracy in SA.

But it's also a sad reflection of the state of black education. Just under 80% of the 70 black (African) students (out of a total of 377 students in the first-year BCom programme) are on the support programme — and about a third are expected to drop out.

Programme co-ordinator Pundy Pillay concedes that it's obviously not the final answer to getting students through a commerce course, but until the education system is sorted out, it's all there is.

Though UCT's commerce support programme has been under way since 1987, its current form (the first-year BCom programme spread over two years with intensive tutorials) was only established in 1989, so the 1992 final-year class will be the acid test.

The group is selected from 150-200 unsuccessful commerce programme applicants.

The Pick 'n Pay and Ackerman donation won't mean more academic support programme students, but will help keep the teaching staff. Pillay also wants further private-sector support in the form of vacation jobs for students — many of whom don't know how commerce and industry operate in practice.

In the past 25 years, Pick 'n Pay and the Ackerman Family Trust have contributed more than R6m to help mainly black South Africans to graduate from tertiary education institutions. Ackerman says the value of the support programme is that it allows disadvantaged students to make up lost ground without in any way "devaluing the currency" of the degree to which they aspire.

Constitution -



Dr Stoffel van der Merwe, speaking on the New Nation's Education Forum programme on Radio Metro last week

obstacle to equal education

30/8-5/9/91

(SO)

It is still a long way before South Africa could rid itself of the racial education system, if one is to go on statements by the outgoing education and training minister Dr Stoffel van der Merwe.

Speaking on the New Nation's Education Forum programme last week, Van der Merwe said while the state had repealed several apartheid laws, it could not replace Bantu Education, because it was a provision of the present constitution.

The constitution stipulates that education is an own affair, which means that each population group should have its own education department.

"The education system with its racial departments is written into the constitution and these can only change once the constitution is changed," he said.

Van der Merwe said the second problem was equalising expenditure among the various races.

"The big problem is the expenditure; the high expenditure on white education and the low expenditure on black education. If you would just close the gap by taking away from the white community in order to give to the black people, very little would be effectively

given away," he said. The gap could only be closed over a period of time, he said.

However, the question remains that if South Africa was to have a new constitution in a short time, in which disparity in education was not stipulated, where would money come from to equalise such expenditure?

Van der Merwe said to introduce a new education system was an enormous task in that there was no agreement as to whether there should be a single education system or various regional controlling bodies.

He said the view of the government was that the new education system should be designed through negotiations among the various parties, so that such a system could have legitimacy.

Van der Merwe said the department's administrative problems were one of the reasons for the unavailability of textbooks in the schools.

"The department has through the years used money to create teaching posts and skipped on administrative posts. So, the department was very thin on administration. A complicated operation such as the provision of textbooks, therefore, very often went wrong. There were not enough people to do the job," he said.

PAC calls for 'parent militias' to help keep order in schools

The Argus Correspondent

JOHANNESBURG. — The Pan Africanist Congress has proposed the creation of "parents militias" to be posted at all schools during the day to restore discipline and the culture of learning in township schools.

Speaking at a Press conference in Johannesburg, PAC general secretary Mr Benny Alexander said these militias would be drawn from the ranks of unemployed parents.

He said the plan was part of several other measures contained in the organisation's new All-In-Learning campaign aimed at restoring stability and cultivating an environment of serious learning in black schools.

"These militias will be appointed by parents' committees at each school and meetings shall be called and presided over by the principal until a chairperson is elected," said Mr Alexander.

He said the principal also would ensure that only bona fide parents attended these

meetings and that committees be elected democratically.

"PAC branches will help in establishing parents' committees but, once established, these would be free from ideological affiliation."

Mr Alexander said the PAC suggested a levy of R10 a family each month to finance the operation and pay the salaries of the militia.

He said the plan would be put forward to the joint National Working Committee of the PAC, African National Congress and Azanian People's Organisation — a precursor of the Patriotic Front of liberation movements — at a meeting scheduled for tomorrow.

"The proposal should not be in the name of one organisation but it has to come through the Patriotic Front and put the whole community behind it," said Mr Alexander.

"We expect the government and its officials to respect this campaign if their claims that they are interested in the education of the black child must be believed."

Equal education is possible - Horsley

New Nation (Lewin/N) 6/9-12/9/91
United States of America educator, Alex
Horsley, has urged South Africa to take a
"long and hard look" at the future of edu-
cation in the country. (SO)

Speaking during a New Nation Education
Forum programme on Radio Metro last week,
Horsley said he was amazed by the difference
in schools he visited in South Africa. He said
he had visited two
schools - one white in
Port Elizabeth and
another black in
Khayelitsha.

"What shocked me
was the fact that these
two schools - totally
different - are in the
same country," he
said.

Horsley, who is the
headmaster of the
Atlanta International
School in Georgia, in
the United States spoke of his experiences on
multi-cultural education.

His school accommodates 500 students from
over 50 different countries. The school, he
said, was fully non-racial and multi-cultural.

Horsley said it was possible - as it has been
possible in other parts of the world - to create
an education system which is not based on
racial and religious grounds.

He said the idea of independent schools
could be an alternative to transforming edu-
cation in South Africa with or without any
government changes.

"Any government changes, either by the
present government or the next government,
can take a long time.

"Secondly, any changes are going to be so
tied up with bureaucracy that the children are
going to take a long time before they benefit.

"The independent schools have the possi-
bility of being able to be innovative and pro-
duce leaders of the future," said Horsley.

He said it was important that standards of
education be set by people who are directly
involved in education - teachers and princi-
pals.



Alex Horsley

Liberation movements unite to launch campaign (50)

New Nation (Learning N) 13/9 - 14/9/91
THE country's three liberation movements, the PAC, ANC and Azapo are preparing to launch a mammoth campaign to directly involve parents in the education process.

Details of the campaign, an initiative of the PAC, were discussed this week by the education officers of the three organisations.

While the campaign would be aimed primarily at preparing students for the forthcoming examinations, it was hoped that it would be made permanent in order to help restore the culture of learning in schools.

Pan African Student Organisation (Paso) general secretary, Laurence Qandela, told PUPILS FORUM that in order to fight many of the problems faced by children in the schools, it had become apparent that parents needed to be mobilised and take the lead.

Gangs

The PAC was convinced that the education crisis was caused by gangs of youths who acted on their own and caused disturbances in schools, said the student leader.

Meetings will be held with parents countrywide in an attempt to form committees, which the PAC has suggested be called "Parents Militias".

The "militias" would be in constant contact with children in schools and would help in the neutralisation of the disturbing elements, he said.

This campaign could in fact help pupils prepare for the exams, but it is highly unlikely

that the time lost would be recovered.

Nevertheless, educationists have praised the initiative, saying "the right thing for liberation movements to do is save our education".

A Soweto school principal said: "The three liberation movements command a lot of support in the black community and I am impressed by this initiative, which is long overdue."

The liberation movements' education campaign is launched at the same time that the National Education Co-ordinating Committee (NECC) is running its Intensive Learning Campaign, also designed to restore the culture of learning in schools.

Criticised

However, the NECC and its component organisations have not impressed the community with their campaign. Observers have criticised the organisation for advocating intensive learning and on the other hand, promoting or supporting disruptive activities.

Although designed to put pressure on the government to create proper learning conditions, the NECC's mass action activities have also been criticised by educationists, who argue that these actions were themselves detrimental to learning and offered no solution to the crisis.

The NECC has not yet reacted to the liberation movements' intervention.

ARG 19/9/91 (56)

While adults pass the buck, the children suffer

HANS-PETER BAKKER
Education Reporter

LONG before 13-year-old Lindiwe Konza broke her leg after stumbling into one of the holes in her classroom floor, it was clear that Zimasa Public Primary School in Langa was in dire need of refurbishing.

But for more than 10 years no one has accepted the responsibility and the premises are deteriorating daily.

Several large holes in the sagging floorboards have become dangerous for the 400 pupils.

Broken windows, stripped plaster, leaking roofs, and broken gutters are setting severe limits to the growth of the school, where once more than 700 children were enrolled.

The Anglican Church established the school in 1932. It was run as a mission school until 1955, when the black education authorities took it over. They paid the teachers' salaries but did not pay rent for the use of the church-owned buildings.

However, according to principal Mr Mxolisi Njengele, rental was paid by the former school board which collected the money from school fees.

The school board was abolished during the 1976 uprisings and with it the rent payments ceased.

"Now the DET (Department of Education and Training) doesn't want to take responsibility for the upkeep and tells us to go to the church, while

the church tells us to go to the DET," says Mr Njengele.

School fees from parents and fundraising projects provide some money for the day-to-day operating of the school, but there is no money for larger projects.

Estimates of basic repairs to the school are in excess of R100 000, Mr Njengele said.

Mr Robin Harper, secretary of the diocese of Cape Town, said the church had asked "repeatedly" for rent and back payment of rent.

He said the church planned "to put every cent of rent money back into the school", but that it couldn't afford the maintenance costs while the DET was not paying rent.

"Alternatively the DET must make us a reasonable offer to buy the school," he said.

Mr Bill Staude, regional chief director of the Department of Education and Training, said that "since the building does not belong to the State, the department cannot undertake any repairs to it".

He said the DET had offered to buy the building, "but the idea was abandoned when no agreement on the price could be reached".

According to Mr Staude, in 1987 the department had proposed that "occupational rent" be paid. "To date a definite response to the offer has not been received."

According to Bishop Edward MacKenzie, the DET offered to buy the property for a third of its value and then offered to pay R100 a month rent. "Obviously we could not accept such a totally absurd offer.

"Rent of R100 a month would hardly cover the electricity bill, not to mention the upkeep of the property," Bishop MacKenzie said.

Mr Staude said "to resolve the stalemate," representations were made to the DET head office for an entirely new building but "because of the backlog in the provision of such facilities, the actual date of erection will be determined by the availability of funds".

Schoolchildren battle to learn 'under fire' ^(S6)

ARG 19/9/91

VUYO BAVUMA
Staff Reporter

KHAYELITSHA primary school pupils, caught up in the spiralling violence, are battling against the odds to continue their education.

The 1 049 pupils, from Sub A and Standard 5, are at Yomelela Public Primary school in Zola Budd Drive, opposite battle-scarred Green Point, scene of sporadic clashes between armed men and residents during the taxi war.

The school breaks up today for a seven-day holiday and the pupils are going on tour to the Eastern Cape and Durban.

Last Thursday, as they were leaving school, the pupils were caught up in a gun battle between men believed to members of the Western Cape Black Taxi Association (WCBTA) and local residents.

During the running battle at least three residents were injured after being hacked with pangas. The feuding groups also exchanged several gunshots.

Three taxis and two shacks were set alight opposite the school. None of the pupils were injured.

Teachers said at least one pupil who was on traffic patrol at the pedestrian crossing collapsed when the mayhem broke out.

Many pupils at the school have lost their clothing as more than 200 of their homes have been set alight mainly during night petrol bomb attacks.

To counter this, the staff is collecting clothes and blankets for those whose homes and belongings have been torched.

Others no longer stay with their parents as they fear further attacks. Some are said to have given up school and returned to homelands.

Teachers spoke of the pupils' sagging morale which led to an absenteeism rate of up to 80 percent after the violence began. Last Friday classes were dismissed after only two hours because only 20 percent of the pupils came to school.



Picture: WILLIE de KLERK, The Argus.

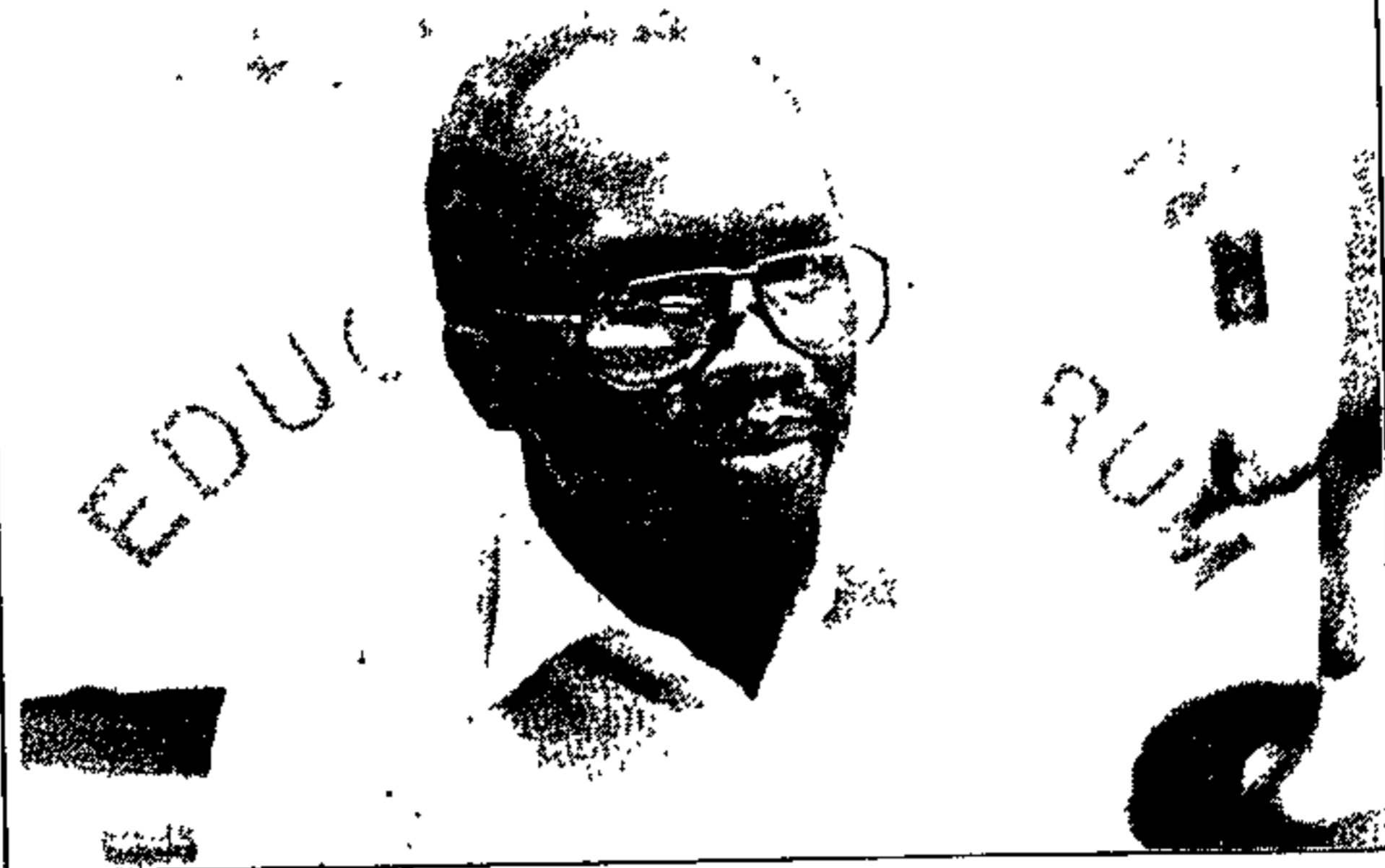
QUO VADIS? Zimasa Public Primary School principal Mr Mxolisi Njengele throws up his hands at more than 10 years of frustrating attempts to find someone to take responsibility for the upkeep of the school.

Principal Mr Patrick Madubela said the teachers decided to postpone this week's examinations because the situation was not conducive to effective learning.

"We cannot have exams while some pupils are still absent from school. We understand some of the pupils are still scared of the violence in the area.

"Some pupils are sleepy in classes as they are lethargic but our teachers are tolerant and understand that the kids may have not slept at night because of the situation," he said.

Mr Madubela appealed to the public to donate clothes for the struggling pupils. He can be reached at 361 3404.



Mokgole Mphahlele, deputy head of the PAC's education desk, was the guest on New NATION's Education Forum on Radio Metro last Wednesday. He said the education crisis was a result of the "lack of vision" displayed by those who ran the system. Mphahlele also said that the black community should "look to themselves" and not the government to improve the education system. New NATION's Education Forum is broadcast every Wednesday at 7.30pm on Radio Metro 576kHz.

PAC spells out its views on education

New Nation
(Loving W) 27/9-3/10/91

Mokgole Mphahlele, deputy head of the PAC's education desk, told listeners to NEW NATION's Education Forum radio programme last week that class boycotts were not serving any purpose and were playing into the hands of the regime.

He said the PAC was disturbed by the boycotts and other activities that disrupted education.

New Nation's Education Forum is broadcast every Wednesday at 7.30pm on Radio Metro 576kHz

Mphahlele said the education crisis in South Africa was a result of a "lack of vision" from those who run the education system.

Institutions such as the Department of Education and Training (DET) lacked legitimacy because they failed to cater for the needs of "indigenous people", he said.

"If a department lacks legitimacy its vision will also be bleak."

He said the PAC welcomed any action designed to fight the illegitimate education system, but it disagreed with some of the strategies and actions adopted to wage such battles.

"We have a problem with actions becoming an end in themselves. School

disruptions in the 1970's may have served a purpose, but as it is now, they aren't serving any purpose, simply because they play into the hands of the illegitimate regime.

"School disruptions in the 1970's may have served a purpose, but as it is now, they aren't serving any purpose, simply because they play into the hands of the illegitimate regime"

"In fighting the regime one needs to have one's objectives quite clear. We want to take over power and we can only do so if we are intellectually well prepared. Now, intel-

lectuals are only prepared in schools," said Mphahlele.

He said the black community should not look to the government to improve the education system.

"The improvement should come from the people themselves. That is why we say that it is the parents who must intervene," he said.

He criticised children giving directions to their parents and teachers

"We say that children must be led by both teachers and parents," he said

Mphahlele also criticised the SA Democratic Teachers Union (Sadtu) region in Lebowa for their four-week-old strike.

He said the PAC recognised the right of teachers to strike, but it would not allow the demand for the resignation of a homeland chief minister to be an issue "which we are prepared to die for".

Among the demands of the 28 000 teachers on strike is the resignation of Lebowa's chief minister, Nelson Ramodike.

Mphahlele said that in principle teachers should be able to fight their battles through strikes, but they should not allow the children to suffer as a result of such actions.

EDUCATION

A ray of hope

By Phil Molefe

THE joint working group on education (JWG) appears to have struck the right chord in plans to establish a Patriotic Front on Education to work towards the transformation of the education system in South Africa.

It will certainly be a long and arduous road before the forum comes up with a lasting solution to the education crisis, but the consensus on co-operation between the government and a broad grouping of educationists is a significant step towards the realisation of that goal.

Despite the odds against the education negotiations team, involving government education ministers led by President De Klerk and a wide spectrum of educationists under the leadership of ANC president Nelson Mandela, the JWG has emerged like a ray of light on the horizon, bringing hope of solving the country's education problems.

While the JWG initiative was basically to address the current crisis in black schools, the Patriotic Front will have more say in an advisory capacity and, more importantly, it will be part of the team to design future education policy.

In a comprehensive report released by the JWG, the negotiators agreed in principle that any serious effort to address the problems in education would have to be made in co-operation with other role players in the rest of the education system.

The report also noted the significance of community participation in dealing with education matters.

The watershed consensus marks a significant departure from the government's traditional policies of designing

and making decisions on education for the people, and not to plan with them.

Not since 1953 when apartheid architect Dr Hendrik Verwoerd took it upon himself to decide what was suitable education for black children, have successive National Party rulers succumbed to calls for the involvement of genuine, independent and community-based educationists to plan and decide policy issues on the country's education system.

National Party policy on education has over the years been guided by Verwoerdian philosophy.

Dr Verwoerd spelled out the rationale of Bantu Education: "I just want to remind honourable members that if the native in South Africa today in any kind of school in existence is being taught to expect that he will live his adult life under a policy of equal rights, he is making a big mistake."

"There is no place for him in the European community above the level of certain forms of labour... for that reason it is of no avail for him to receive a training which has as its aim absorption in the European community."

The sentence had been passed — a chilling declaration, and one that attacked the African ethos to the marrow.

Thirty-eight years later, his progeny seem to be making an about-turn.

The two negotiating teams have worked out a draft proposal for an education forum and a position is expected to be adopted once the groups have reported to their different constituencies.

A firm and positive deci-

Argus Correspondent PHIL MOLEFE reviews efforts to overcome the education crisis and steps towards transforming the education system in South Africa. The joint working group on education has found that community involvement is essential in finding solutions.



Overcrowded classrooms... a familiar sight in black education.

sion on this may set the wheels rolling in the direction of a credible, non-racial and democratic education system.

As a point of departure, President De Klerk said in his opening of parliament speech on February 1, 1991, that "... the present education system shall and must be changed".

The government has further accepted as official policy that the future education system will have to be without discrimination on the basis of race, colour, sex or creed.

Well said — but not yet done. The major challenge facing the government is to

translate its wonderful and prophetic utterances into deeds.

The educationists have offered their unqualified commitment to the education forum, with a view to injecting the discussions with their expertise and vision for the new system.

"We completely subscribe to the idea that a future South African education system has to be negotiated and agreed to in a democratic and representative forum where the views, plans and researched schemes of all parties can be tabled on an equal basis and where all parties have equal

status," the educationists said.

South Africa can benefit immensely from these creditable men if the government takes their input seriously, particularly in the light of their objection to the state team's dominance in the whole process.

They include Mr John Samuël, head of the ANC's education desk; Professor Chabani Manganyi, vice-chancellor of the University of the North; Professor Jakes Gerwel, rector of the University of the Western Cape; Dr Neil McGurk of the SA Association of Independent Schools; Mr

Empty places in white schools represent about R2-billion in unused assets, so the meaningful use of these facilities could save the government a lot of money intended for further use.

In the first term this year there were 287 387 empty places in white schools. Meanwhile the government was planning to undertake additional financial projects to build more classrooms in the townships.

The future Minister of Education and Training, Mr Sam de Beer, last week made a public commitment that empty white schools countrywide would be transferred to other education departments, the main benefactor of which could be the black education department.

The major problem facing the government to equalise State spending on education for all is money. Almost half the present budget — about R20-billion — is spent on education.

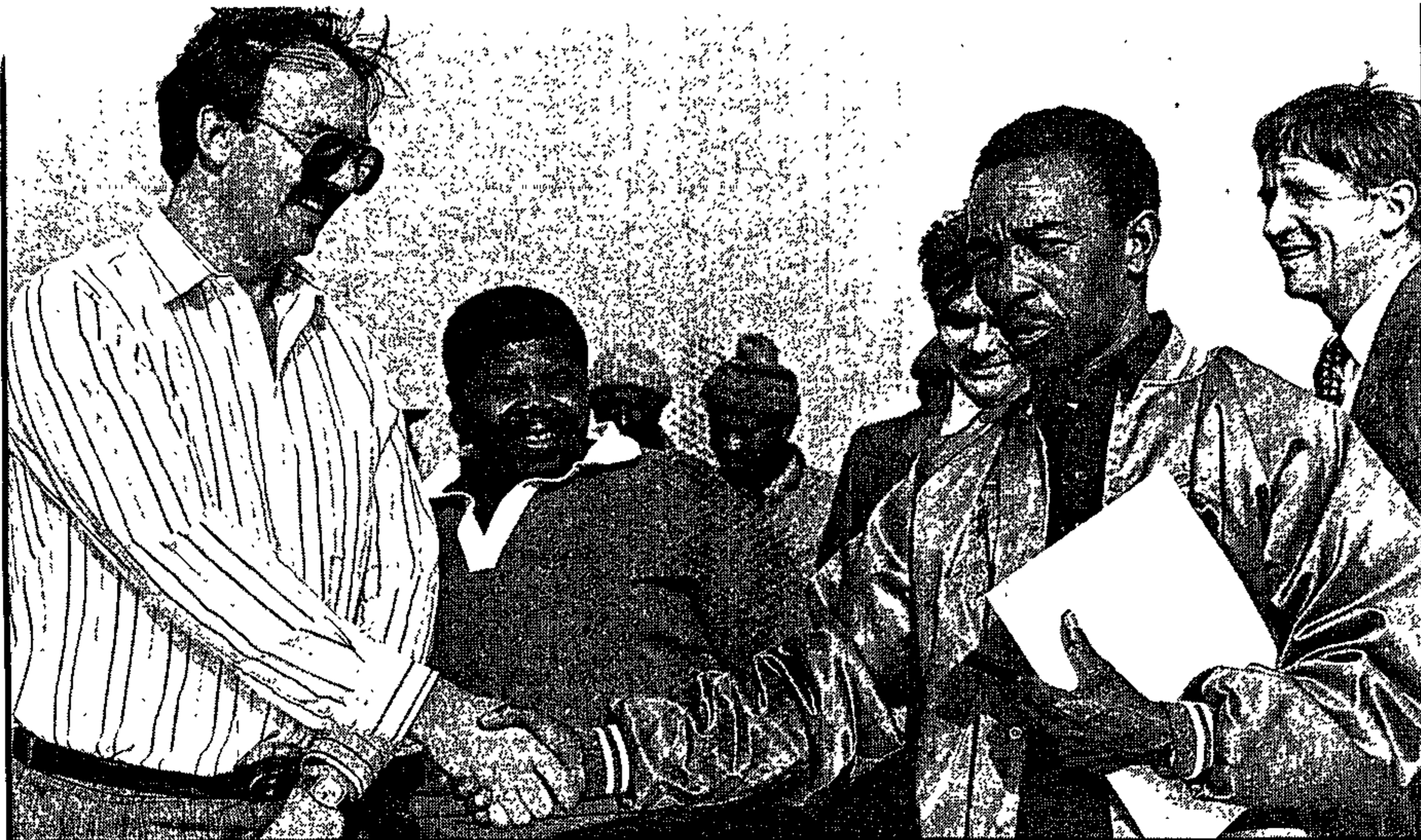
The JWG has recommended that urgent attention should be given to attracting more funds for education from the private sector and from international sources and for suitable mechanisms of channeling such funds to realise a more equitable distribution of resources.

The JWG agreed that the social and educational plight of the marginalised youth ("lost generation") was a very serious problem.

South Africa is, at least, shifting emphasis on academic education to technical training and thus fresh approach could provide an answer to the "lost youth".

Business said it clearly: "Empower them with technical skills to enable them to compete in the job market."

NEATU NOTICE



□ Chris Dhlamini, CAST and COSATU, right, congratulates the developer, Johan Walters, Citicom, at the Etwatwa Learning Centre, at Emaphupheni, near Daveyton on the East Rand — the first school to be built under the IDT's National School Building Initiative. A feature of the new school is its "two-of-everything" approach — two headmasters, two sets of teachers and two "schools" of pupils will share the main buildings. The broader community will also use the school hall, which has been built across the road from the learning centre. Standing behind Dhlamini are Prof Merlyn Mehl, IDT education director, left, and Denis Creighton, the PERM.

Breaking the cycle of poverty

50

THE Independent Development Trust has earmarked nearly R1,5-billion, or 75 per cent of the money entrusted to it by South African taxpayers in 1990, for development projects for the poor.

The IDT aims to help South Africa's poorest citizens break the cycle of poverty, and is attacking backlogs in housing, education, health, and community and rural development.

Of the R2-billion transferred by government to the IDT's account via treasury bills and government stock last July, R1 476 million was set aside for about 150 projects in the IDT's first year of operations, which ended on July 31, 1991.

Among the major items were:

□ R750-million to a capital subsidy scheme for the development of nearly 100 000 sites, to accommodate about 700 000 people;

□ R300-million to the building of 50 000 new classrooms to serve as learning centres for various sectors of the community;

□ R70-million to set up a major pre-school educare programme for under-privileged children; and

□ R47-million to create a finance house for home loans for people who are too poor to borrow from building and banks in the usual way.

□ R12,6-million to an AIDS education and health care network.

Although large sums of money have been made available, the IDT is very careful about how it spends or invests its funds. It has therefore earned good yields on its money in the money markets in an effort to make its funds go further.

R2-BN TO BE SPENT

This earned the IDT an additional R350-million in interest in 1990/91. The IDT has also begun a concerted effort to raise more development money abroad.

IDT executives have warned that what seemed like "an enormous sum of money" a year ago, has shrunk in comparison to the massive demands that must be met.

The IDT's resources — and those of other development agencies — will have to grow quickly and strongly, they say, if there is to be a real hope of empowering South Africa's poor and making them more self-reliant.

Among the IDT's special programmes and projects have been:

□ Creating a new low-risk stock for the Johannesburg Stock Exchange — called a Collateralised Housing Investment Paper — which will bring in money for shelter for the poor.

□ The signing of a support agreement with Nelson Mandela and Mangosuthu Buthelezi which links peace with reconstruction and commits both their organisations to help the IDT, which is hoping to use development projects to support peace pacts.

IDT chairman Jan Steyn has identified some of the main features of the IDT's method of operating:

□ Remaining a small unit, so that the greatest amount of money possible could reach its target — the 10 million poor people in South Africa;

□ Aiming most of the money directly at the poor;

□ Reaching as many poor people as possible;

□ Being consistent and fair in allocating funds;

□ Making sure the community is involved in every aspect of a project's development, and

□ Building, wherever possible, a multiplier factor into investments, ie seeing that investments are made in such a way that other funds and efforts are attracted to a project, so that it grows even more.

Steyn said he had been disappointed by the fact that some businesses did not seem to want to think creatively and invest risk capital for the sake of national, and therefore business's, interests in the years to come. He welcomed, however, the contribution of visionary business leaders, especially those who supported the R500 million Private Sector Initiative under the leadership of Mr Mike Rosholt.

He criticised so-called "gatekeepers" who he described as often self-appointed and who demanded that they should have the power to approve new programmes in the community.

He distinguished between them and genuinely committed workers at grass roots who selflessly devoted themselves to the needs of the poor, and thanked them for supporting the work of the IDT and other development agencies.

Steyn said the pressure to move fast had been enormous, but that the IDT had felt it necessary to move carefully and sensitively in all its projects.

He warned that the IDT would not allow itself to be pressured for the benefit of interest groups, either business or political.

THE legacy of Verwoerdian apartheid lives on in SA's education system, but moves are afoot to negotiate a new deal. FRANS ESTERHUYSE looks at the changing scene.

Education set for overhaul

MAJOR changes are on the cards for South Africa's education system.

They have been brought about by the growing financial and other crises in schools, universities and institutions.

At the root of the problems, say education specialists, is the Verwoerdian legacy of racially segregated education.

They say serious attention is now being quietly given to removing this remaining pillar of apartheid. But it is still being argued in some quarters that the present education system — or variations of it — must continue until a new negotiated education system is in place.

Discussed

It is known that President de Klerk and ANC president Nelson Mandela discussed the education crisis in Pretoria last month. A delegation of educationists and other interested parties were also present.

The meeting considered the report of a joint working group set up in February to look at the edu-



ROOT OF THE PROBLEM: Dr H F Verwoerd's segregated schools.

'Segregation root of crisis'

cation crisis. The 10-person working group proposed that a more representative forum be established to examine the education system on an ongoing basis.

Insiders believe this paves the way for a negotiated settlement of the education crisis.

Top educationist and Broederbond leader Professor Pieter de Lange said this week that South Africa needed a whole new system of education, but that it was a matter for negotiation.

Scrapping

To achieve this, he said, new legislation would be needed including scrapping the "own affairs" and "general affairs" concepts embodied in the present Constitution.

The Education and Training Act of 1979 — the present foundation of educational apartheid — would have to go.

He confirmed that proposals put forward last month after a top-level investigation requested by the Government were on similar lines to reforms recommended by a commission he headed 10 years ago.

Ironically, the key recommendations of the trail-blazing De Lange Commission — including a proposal for a single Ministry of Education — were rejected by the "reformist" P W Botha regime.

It opted for the "own affairs" system, which turned out to be a disaster for enshrining apartheid in the Constitution.

This was the legacy of Dr Verwoerd's weird racist vision which educationists are striving to remove.

Last month came proposals for an Education Renewal Strategy (ERS) put forward in a document drafted by more than 400 educationists and commissioned by the Government.

Hailed in Government and liberal circles as a watershed — and criticised by others as a "revamp" of apartheid education — the ERS included proposals for the scrapping of racial criteria in education. It proposed a single, centralised education department with "nonracial" autonomous regional departments.

Demolishing

The main critics of the plan included the ANC, Cosatu, and major educational bodies such as the National Education Coordinating Committee. They turned down an invitation from the Government to make submissions on the proposed education strategy.

However, it is believed that a useful start has been made in demolishing the remains of Verwoerdian apartheid in education. Much spade-work remains to be done, but meanwhile the Government's call for an education renewal strategy is seen as showing at least a willingness to move forward.

Some educationists say the ERS could be rescued if the Government consulted fully with all concerned.

<i>Adres van eiendom</i>	<i>Ligging van eiendom</i>
Milnerlaan 6, Anzac, Brakpan.....	Erf 208, Brakpan te Anzac.
Brodiganlaan 88, Dalview, Brakpan	Erf 900, Brakpan te Dalview.
Germainslaan 35, Brakpan.....	Erf 1978, Brakpan.
Hamiltonlaan 163, Brakpan	Erf 2991, Brakpan.
Olga Mitchellstraat 5, Anzac, Brakpan.....	Erf 73, Brakpan te Anzac.
Joneslaan 57, Brakpan.....	Erf 2515, Brakpan.
Van der Waltstraat 27, Dalview, Brakpan	Erf 60, Brakpan te Dalview.
Gardinerlaan 47, Brakpan	Erf 700, Brakpan.
Kingswaylaan 60, Brakpan.....	Erf 1084, Brakpan.
Victorialaan 84 en 84A, Brakpan	Erf 1188, Brakpan.
Germainslaan 130, Brakpan.....	Erf 1736, Brakpan.
Lappingweg 12, Brenthurst, Brakpan	Erf 106, Brakpan te Brenthurst.
Gardinerlaan 53, Brakpan	Erf 694, Brakpan.
Hoewe 222, Witpoort, Brakpan.....	Hoewe 222, Brakpan te Witpoort.
Muirlaan 35, Brakpan	Erf 2260, Brakpan.
Bothalaan 7, Brenthurst, Brakpan	Erf 820, Brakpan te Brenthurst.
Pittstraat 7, Brenthurst, Brakpan	Erf 635, Brakpan te Brenthurst.
Mitchell Crescent 30, Brenthurst, Brakpan	Erf 585, Brakpan te Brenthurst.
Boundaryweg 60A en 60B, Brenthurst, Brakpan	Erf 2606, Brakpan te Brenthurst.
Wendenlaan 167, Brakpan.....	Erf 2909, Brakpan.
Stoffberglaan 14, Brakpan.....	Erf 2283, Brakpan.
Derbylaan 74, Brakpan.....	Erf 2035, Brakpan.
Northdenelaan 125, Brakpan	Erf 1747, Brakpan.
Germainslaan 18, Brakpan.....	Erf 1848, Brakpan.
Gerrit Maritzlaan 104, Dalview, Brakpan	Erf 664, Brakpan te Dalview.
Muirlaan 107, Brakpan	Erf 3046, Brakpan.
Muirlaan 51, Brakpan	Erf 2244, Brakpan.
Hastingslaan 23, Brakpan	Erf 845, Brakpan.
Hoylaan 118, Brakpan.....	Erf 3065, Brakpan.

DEPARTMENT OF CORRECTIONAL SERVICES

No. 2215  13 September 1991

PUBLIC SERVICE BURSARY SCHEME 1992: DEPARTMENT OF CORRECTIONAL SERVICES

- The purpose of the Public Bursary Scheme is to make full-time bursaries available to applicants to attain the following qualifications:
 - BA (SW) degree.
 - BSc Computer Science/B Com Information Systems.
 - MA Clinical Psychology. (All registration categories.)
- General criteria and requirements:**

The number of bursaries in each field is determined by the requirements of the Department of Correctional Services in regard to trained staff in the various fields trained and by the availability of funds and applicants compete for bursaries on merit.

2.2 Applicants must—

 - intend to take up a career in the Department of Correctional Services;
 - be South African citizens;
 - be in possession of at least a Standard 10 Certificate with English and Afrikaans as subjects;
 - successfully complete the studies in which they are engaged by the end of 1991.

DEPARTEMENT VAN KORREKTIEWE DIENSTE

No. 2215 13 September 1991

STAATSDIENSBEURSSKEMA 1992: DEPARTEMENT VAN KORREKTIEWE DIENSTE

- Die doel van die beursskema is om voltydse beurse aan applikante beskikbaar te stel ter verwydering van die volgende kwalifikasies:
 - BA (MW)-graad.
 - BSc Rekenaarwetenskap/B Com Inligtingstelsels.
 - MA Kliniese Sielkunde. (Alle registrasiekategorieë.)
- Algemene maatstawwe en vereistes:**

2.1 Die aantal beurse in elke rigting word bepaal deur die Departement van Korrektiewe Dienste se behoefte aan opgeleide personeel in die onderskeie rigtings en die beskikbaarheid van fondse, en applikante ding volgens meriete om beurse mee.

2.2 Applikante moet—

 - voornemens wees om 'n loopbaan in die Departement van Korrektiewe Dienste te volg;
 - Suid-Afrikaanse burgers wees;
 - in besit wees van minstens 'n standaard 10-sertifikaat met Afrikaans en Engels as vakke;
 - die studies waarmee hul besig is aan die einde van 1991 met welslae voltooi.

3. **The following categories of persons may apply for the bursary scheme:**

- Members of all population groups.
- Students at universities who have already completed part of a course.
- Persons who obtained the Standard 10 Certificate in 1991 or earlier.

4. **Method of application:**

4.1 Applicants must complete a form KVA 95 and at the same time also apply for employment in the Department of Correctional Services at the nearest prison. The application forms are available at all the various prisons.

4.2 **Applicants should include the following documents with their applications:**

- Applications should first pass the required admission requirements/selection requirements at the university and submit proof to this effect; and
- a certified copy of an official statement of symbols obtained in the Standard 10 final examination, if the examination has already been written; or
- a certified copy of an official statement of symbols obtained in Standard 9 final examination where the Standard 10 examination has to be written during 1991; and
- a certified copy of a complete official study record together with symbols or examination marks obtained if they have already completed any post-school examinations.

5. **Address:**

Enquiries should be addressed to the Commissioner Correctional Services, Private Bag X136, Pretoria, 0001. "For attention: Personnel Privileges", Room 841, Poyntons West Block, Church Street, Telephone (012) 207-0414.

6. **Conditions:**

6.1 Successful applicants will be required to take the prescribed study courses and major subjects and to obtain the required qualifications within the prescribed minimum duration of the course.

6.2 The candidates must be prepared to enter into an agreement with the Department of Correctional Services to serve the Department as counter-performance after the successful completion of their studies for one year in respect of each year during which the bursary was utilized.

7. **General and closing date:**

7.1 BA (SW) degree.
BSc Computer Science/B Com Information Systems.

- Bursary holders study full-time without salary and receive full salary during the university holidays when they perform duty.
- The bursary fees for the above-mentioned qualifications are now R8 000 per year and include class, examination and registration fees.
- *Closing date:* 30 September 1991.

3. **Die volgende kategorië persone kan vir die beursskema aansoek doen:**

- Lede van alle bevolkingsgroepe.
- Studente aan universiteite wat reeds 'n gedeelte van 'n kursus voltooi het.
- Persone wat in 1991 of vroeër die standerd 10-sertifikaat verwerf (het).

4. **Metode van aansoek:**

4.1 Belangstellendes moet 'n KVA 95-vorm voltooi en terselfdertyd by die naaste gevangenis om 'n betrekking in die Departement van Korrektiewe Dienste aansoek doen. Die aansoekvorms is by die onderskeie gevangnisse beskikbaar.

4.2 **Applikante moet die volgende dokumente by hul aansoeke insluit:**

- Belangstellendes moet vooraf die nodige toelatingsvereistes/-keuringsvereistes by die universiteit slaag en bewys tot dien effekte voorlê; en
- 'n gewaarmerkte afskrif van amptelike staat van simbole behaal in die standerd 10-eksamen indien die eksamen reeds afgelê is; of
- 'n gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standerd 9-eksamen indien gedurende 1991 met standerd 10 besig is; en
- 'n gewaarmerkte afskrif van 'n volledige amptelike studierekord met simbole of eksamenpunte behaal indien hulle reeds naskoolse eksamens afgelê het.

5. **Adres:**

Navrae moet gerig word aan die Kommissaris: Korrektiewe Dienste, Privaat Sak X136, Pretoria, 0001. "Vir aandag: Personeelvoorregte", Kamer 841, Poyntons-Wes-blok, Kerkstraat, Telefoon (012) 207-0414.

6. **Voorwaardes:**

6.1 Daar sal van die suksesvolle applikante verwag word om die voorgeskrewe studiekursusse en hoofvakke te volg en die vereiste kwalifikasies in die voorgeskrewe minimum duur van die kursus te verwerf.

6.2 Die kandidate moet bereid wees om ooreenkomste met die Departement van Korrektiewe Dienste aan te gaan om na die suksesvolle voltooiing van die kursusse teenprestasie te lewer vir een jaar diens ten opsigte van elke jaar waarvoor die beurs toegeken is.

7. **Algemeen en sluitingsdatum:**

7.1 BA (MW)-graad.
BSc Rekenaarwetenskap/B Com Inligtingstelsels.

- Beurshouer studeer voltyds sonder salaris en ontvang gedurende universiteitsvakansies wanneer diens verrig word, volle salaris.
- Die beursgeld ten opsigte van die bovermelde studierigtings beloop tans R8 000 per jaar en sluit klas-, eksamen- en registrasiegelde in.
- *Sluitingsdatum:* 30 September 1991.

7.2 MA Clinical Psychology (All registration categories).



Bursary holders study full-time with retention of salary and are responsible for their own study expenses.

— Closing date: 29 November 1991.

7.2 MA Kliniese Sielkunde (Alle registrasiekategorieë).

— Beurshouers studeer voltyds met behoud van salaris en is self verantwoordelik vir hul studieuitgawes.

— Sluitingsdatum: 29 November 1991.

No. 2230

13 September 1991

BIEN DONNE: CLOSING DOWN OF THE PRISON

It has pleased the Minister of Justice and of Correctional Services to approve that the prison known as Bien Donne Prison, situated on Section S.26 of the farm Bien Donne of the Fruit and Fruit Technology Research Institute, district of Paarl, be closed down with effect from 1 April 1992.

No. 2230

13 September 1991

BIEN DONNE: SLUITING VAN DIE GEVANGENIS

Dit het die Minister van Justisie en van Korrektiewe Dienste behaag om goedkeuring daaraan te verleen dat die gevangenis bekend as die Bien Donnegevangenis, geleë op Gedeelte S.26 van die Navorsingsinstituut vir Vrugte en Vrugtetegnologie se plaas Bien Donne, distrik Paarl, met ingang van 1 April 1992 gesluit word.

DEPARTMENT OF FINANCE

No. 2217

13 September 1991

SOUTH AFRICAN RESERVE BANK ACT, 1989

THE DIMENSIONS OF, DESIGNS FOR, AND COMPILATION OF THE R1-COIN

By virtue of the powers vested in me by section 19 (1) (a) of the South African Reserve Bank Act (Act No. 90 of 1989), I hereby declare—

- (a) that the R1-coin as set out in section (a) of the Second Schedule to the said Act, and which is being manufactured, and which will be issued by virtue of section 16 (1) of the Said Act, shall be legal tender as from 1 September 1991;
- (b) that the designs of the said coin shall be the design as shown in Schedule A which is attached to this notice; and
- (c) that the specifications of the said coin are as follows:

Denomination	Diameter	Tolerance (positive and negative) on diameter
R1-coin	20,00 mm	0,08 mm

B. J. DU PLESSIS,
Minister of Finance.

DEPARTEMENT VAN FINANSIES

No. 2217

13 September 1991

SUID-AFRIKAANSE RESERWEBANKWET, 1989

GROOTTE, ONTWERP EN SAMESTELLING VAN DIE R1-MUNT

Kragtens die bevoegdheid my verleen by artikel 19 (1) (a) van Suid-Afrikaanse Reserwebankwet (Wet No. 90 van 1989), verklaar ek hierby—

- (a) dat die R1-munt wat in deel (a) van die Tweede Bylae van bogenoemde Wet uiteengesit word en wat tans vervaardig word en uitgereik sal word kragtens artikel 16 (1) van genoemde Wet, vanaf 1 September 1991 'n wettige betaalmiddel is;
- (b) dat die ontwerp van die gemelde munt dié is soos uiteengesit in Bylae A tot hierdie kennisgewing; en
- (c) dat die deursnee van die gemelde munt soos volg is:

Denominasie	Deursnit	Toleransie (positief en negatief) op deursnit
R1-munt	20,00 mm	0,08 mm

B. J. DU PLESSIS,
Minister van Finansies.

SCHEDULE A • BYLAE A



Anti-Aids

group leaves for France

Jan 20/9/91
Medical Reporter

The Aids education programme Puppets Against Aids leaves South Africa today for Charles Mezières, France, to participate in the World Puppet Theatre Festival.

Puppets Against Aids is a project of the African Research and Educational Puppetry Programme (Arepp).

The project will present two programmes at the French festival.

It will also take part in the International Conference on Puppetry and Aids which is to be held under the auspices of the World Health Organisation.

Arepp started Puppets Against Aids in 1988, and also recently completed a two-month tour of Zimbabwe.

The programme deals with the dangers of the Aids pandemic in southern Africa and the puppets act out a simple drama which illustrates and educates people of all cultures and ages about the disease.



Acting it out . . . Puppets Against Aids' Harry comforts sick Joe during a performance of the programme in Zimbabwe.

Two-of-everything^{star 2/9/91} school launched

By Phil Molefe
Education Reporter

South Africa's first "two-of-everything" model school was launched at Etwatwa on the East Rand on Friday by Professor Merlyn Mehl, education director of the Independent Development Trust.

Etwatwa Learning Centre, near Daveyton, is the first school to be built under the IDT's National School Building Initiative for the country's new education order.

The "two-of-everything" model, which will eventually be introduced to other parts of the country, has been designed to use one school building to accommodate two sets of schools with a view to addressing the chronic shortage of classrooms.

The plan features an administration centre with two separate principals' offices, two staff rooms, and separate cupboards to contain different sets of school records.

The school, which will open its doors in January, will accommodate about 3.000 pupils, with half the number of pupils attending classes in the morning and the other

group in the afternoon.

Speaking at the launching ceremony, Professor Mehl said a social contract had been established through the combined effort of the residents, funders and developers.

"If you build schools with the involvement of the community, these schools will stand as monuments in the new South Africa," Professor Mehl said.

The project is backed by the Etwatwa Civic Association; Citicon, as contractors; the Perm; and the IDT, which donated R2 million for the school.

Professor Mehl challenged the Government to join the "perfect social contract" to complete the process.

Bright Kheswa, president of the Etwatwa Civic Association, said: "The IDT has, through its creative educational thinking and financial support, introduced some breathing space into the Etwatwa community, which has been suffocating under unbearable social conditions."

The Department of Education and Training will provide teachers and essential learning facilities when the school opens next year.

Phil Molefe looks at a new group trying to solve the education crisis

Light at the end of the tunnel

See 5/9/91

(50)

THE Joint Working Group on education (JWG) appears to have struck the right chord in the form of plans to establish a "Patriotic Front on Education" to work towards the transformation of the education system in South Africa.

It will certainly be a long and arduous road before the forum comes up with a lasting solution to the education crisis, but the consensus on co-operation between the Government and a broad grouping of educationists is indeed a significant step.

Despite the odds against an education negotiations team involving Government education Ministers led by President de Klerk and a wide spectrum of educationists under the leadership of ANC president Nelson Mandela, the JWG has emerged like a ray of light on the horizon, bringing hope to the country's education problems.

While the JWG initiative was basically to address the current crisis in black schools, the Patriotic Front will have more say in an advisory capacity and, more importantly, it will be part of the team to design future education policy.

The negotiators agreed in principle that any serious effort to address the present problems in education would have to be made in co-operation with other players in the rest of the education system. The report also noted the significance of community participation in dealing with education matters.

The watershed consensus marks a significant departure from the Government's traditional policies to design and make decisions on education for the people, and not to plan with them.

Not since 1953, when apartheid architect Dr Hendrik Verwoerd took it upon himself to decide what was suitable education for black children, have National Party rulers succumbed to calls for the involvement of independent and community-based educationists to plan and decide policy issues on the country's education system.

Thirty-eight years later, his party is making an about-turn. The two negotiating teams have worked out a draft proposal regarding an education forum and a position is expected to be adopted

once the groups have reported to their different constituencies. A firm and positive decision in this regard may set the wheels rolling in the direction of the creation of a credible, nonracial and democratic education system for the country.

As a point of departure, President de Klerk said in his opening speech of Parliament on February 1 1991 that "...the present education system shall and must be changed."

The Government has further accepted as official policy that the future South African education system will have to be without discrimination on the basis of race, colour, sex or creed.

The educationists have offered their unqualified commitment to the education forum, with a view to injecting their expertise and vision for the new system into the discussions.

"We completely subscribe to the idea that a future South African education system has to be negotiated and agreed to in a democratic and representative forum where the views, plans and researched schemes of all parties

can be tabled on an equal basis and where all parties have equal status," the educationists said.

They include John Samuel, head of the ANC's education desk; Professor Chabani Manganyi, vice-chancellor of the University of the North; Professor Jakes Gerwel, rector of the University of the Western Cape; Dr Neil McGurk of the SA Association of Independent Schools; Sedupe Ramokgopa, community leader and executive member of Azapo; Itron Rensburg of the NECC, education authorities from mission schools; and the Lebowa and Transkei education departments.

The State will need to move faster in addressing the issues to restore confidence to the negotiations.

But some of the immediate problems in education, especially for blacks, can hardly be attended to properly without some direction as to what the nature of the new education system is going to be.

A clear direction on issues such as integration of schools and the distribution of facilities and resources on an equitable basis has

to be spelled out.

On the issue of the under-utilisation of existing educational facilities, the JWG recommended that a strategy for the full utilisation of available school facilities in the major metropolitan areas be developed during the rest of 1991 for implementation in January 1992.

The group said such a strategy should be worked out by the Government in close consultation with all the bodies involved in education in specific regions as well as local communities.

Empty places in white schools represent about R2 billion in unused assets, so the meaningful utilisation of these facilities could save the Government a lot of money.

In the first term of 1991 there were 287 387 wasted places in white schools, while the Government was planning to undertake additional financial projects to build more classrooms in the townships. The new Minister of Education and Training, Sam de Beer, has made a public commitment that empty white schools countrywide would be transferred to other education departments,

the main benefactor of which could be the black education department.

The major problem facing the Government in equalising State expenditure on education for all citizens is funds — almost half the present budget, about R20 billion, is spent on education.

On this, the JWG has recommended that urgent attention be given to attracting more funds for education from the private sector and from international sources, and for suitable mechanisms to channel such funds in order to realise a more equitable distribution of resources.

The JWG agreed that the social and educational plight of the marginalised youth was a very serious problem. South Africa is, at last, shifting emphasis from academic education to technical training and this fresh approach could provide an answer to the "lost generation".

Business said it clearly: "Empower them with technical skills to enable them to compete in the job market." □

● Phil Molefe is The Star's education reporter.

SIGNATURES: INTERNAL EXAMINER

EXTERNAL EXAMINER

CHECKED BY INTERNAL EXAMINER

Jordan AC 15 ~~1520~~

NAME OF STUDENT	1st Test	Final Percentage	Class
JORDISON M	27	50	
JORDAN PD	26	44	
JONES SA	26	38	
JONES DK	20	48	
JOLLY W	25	45	
JOFFE WS	27	49	
JENSEN AC	19	36	
JENKINS HS	29	52	
JAWITZ H	24	47	
JAMESON KL	21	49	
JAM CM	26	50	
JACKSON B	26	48	
JACH RA	29		
ISRAEL R	29		
IRWIN PJ	15		

Big 'no' to State's education

South 5/11-11/9/91 (05)

COURSE: COMMERCIAL LAW A

PAPER:

INTERNAL EXAMINER:

EXTERNAL EXAMINER:

Final Percentage

Class

ION

By Henry Ludski
and Rehana Rossouw

THE government deadline for submission on its education renewal strategy expired this week with the ANC and major educational organisations, like the National Education Co-ordinating Committee (NECC), refusing to participate.

The Education Renewal Strategy (ERS) was rejected by progressive organisations when it was unveiled by the government in June and these organisations are now refusing to make any submissions.

However, the University of Cape Town and the University of the Western Cape have made formal submissions despite being highly critical of the controversial education policy document.

Participate

Said Mr Nick Taylor, a spokesperson for NECC's National Education Policy Investigation (NEPI): "We are certainly not going to make any submissions because the ERS is not accountable to us and who knows what will happen to our submissions."

Mr Ihron Rensburg, general secretary of the NECC, said on Wednesday that his organisation, the ANC, the South African Democratic Teachers Union (Sadtu) and the Congress of South African Trade Unions (Cosatu) took a joint decision not to participate in the ERS.

"We don't have any control over our submission and for all we know it could end up in the rubbish bin or they could appropriate parts of our submissions and then we would be given credibility to what is essentially a National Party education strategy."

'Revamp'

The 100-page ERS document, drafted by more than 400 educationists commissioned by the government, has been criticised as a government attempt to "revamp" apartheid education in South Africa.

Hailed in government and liberal circles as a watershed, it recommended the abolition of racial criteria in the provision of education.

In another departure from previous government policy, the ERS flirted with the idea of a single, centralised education department with "non-racial" regional and autonomous departments.

It said all South Africans would be entitled to five years of compulsory school education, after which parents

and the private sector would have to foot the bill.

Other recommendations included an emphasis on non-formal and technical education as opposed to formal and tertiary education.

Professor Wally Morrow, Dean of UWC's education department, said this week that the university had serious reservations about aspects of the ERS.

"The ERS doesn't take seriously the legacy of apartheid education and ignores the way in which the majority of people in this country have been disadvantaged. It also makes no provision for redressing this problem," said Morrow.

Comments

He said the ERS effectively gave the greatest opportunities to the more privileged.

UCT deputy vice-chancellor, Professor Wieland Gevers, said the Committee of University Principals (CUP), representing 21 institutions throughout the country, will be submitting comments to the government on Friday.

"The University of Cape Town decided to indicate our feelings on the ERS directly to the government as well," said Gevers.

He said it had been difficult to respond adequately to the ERS as the document was complicated and compiled in a "jumbled fashion".

The government had also promised additional material after the document had been released but had never made it available.

Problem

"We still do not understand how they reached certain conclusions in the document," Gevers said.

"Another major problem is that the document contains very little on financial planning; there is no explanation on how some of the ideas will see fruition.

"We do believe, though, that the ERS was a step forward. The government has given its managers an opportunity to do what needed to be done.

"However, the government also has to realise that it has to enter into dialogue with other groups and communities.

"But, by making these submissions, we can sort out some of the key areas and move forward.

"The ERS document can be rescued if the government consults fully, listens to our arguments and moves towards a unitary education system with proper resourcing which is creative and not inhibitory," Gevers said.

Crisis over ⁽⁵⁰⁾ CT 13/9/91 school English

BLOEMFONTEIN. — Less than nine percent of South Africans use English as a home language, although seven million pupils are taught in English from Std 3 onwards.

The Urban Foundation yesterday revealed that when a black child arrived in Std 3, he or she may possess a vocabulary of only 10% of the words required to be taught in English.

More than 50 000 pupils annually drop out after Std 3, the Foundation said.

It argued that the level of language competence places an absolute ceiling on the quality of education.

Mission

The English Language Materials and Programme unit (Elmap), established recently in the Free State, hopes to address the problem.

Elmap's mission is to promote alternatives to conventional language-teaching and -learning practices in primary school.

The Urban Foundation concludes from teacher interviews and classroom evaluation that results of the scheme have exceeded the highest expectations of its developers. — Sapa

**PAC slates ⁽⁵⁰⁾
277|9|91
school boycotts**

THE PAC yesterday criticised class boycotts of schools and strikes by teachers — and announced an “all-in-learning” campaign to restore stability in schools and cultivate an environment of learning.

“The class boycotts have resulted in a plethora of social problems and children have become uncontrollable,” the PAC said in a statement, which also proposed the formation of parents’ task forces manned by unemployed parents at schools.

City matrices read to Mandela, FW

SOCT 7/9/97

FEAR of flying did not stop two Cape Town matric pupils on a fleeting visit to the Transvaal from marking this year's Readathon and reciting book extracts to ANC president Mr Nelson Mandela and President F W de Klerk.

The Southern African Re-educate And Develop (Read) Readathon yesterday involved more than 6 million pupils from Sub A to matric and devoted the day to reading activities.

The two 18-year-old Guguletu Comprehensive School pupils, Vincent Nazo and Russell Meduna, arrived back to a raucous welcome from colleagues and teachers alike at D F Malan Airport yesterday afternoon.

The pair, who were part of the 15-pupil team which scooped the Irene Menell award for the country's best school library, read extracts to the ANC leader at the organisation's Johannesburg

headquarters.

Both were nervous about their first flight and library assistant Vincent said he was "scared on the flight up" but "more nervous" when he met Mr Mandela, who he said was a "good-looking chap".

Russell, the school's chief librarian, met Mr De Klerk at the Union Buildings in Pretoria on Thursday.

The school's 4 000 books were donated.

Library ⁽⁵⁰⁾
boost as
companies
aid READ

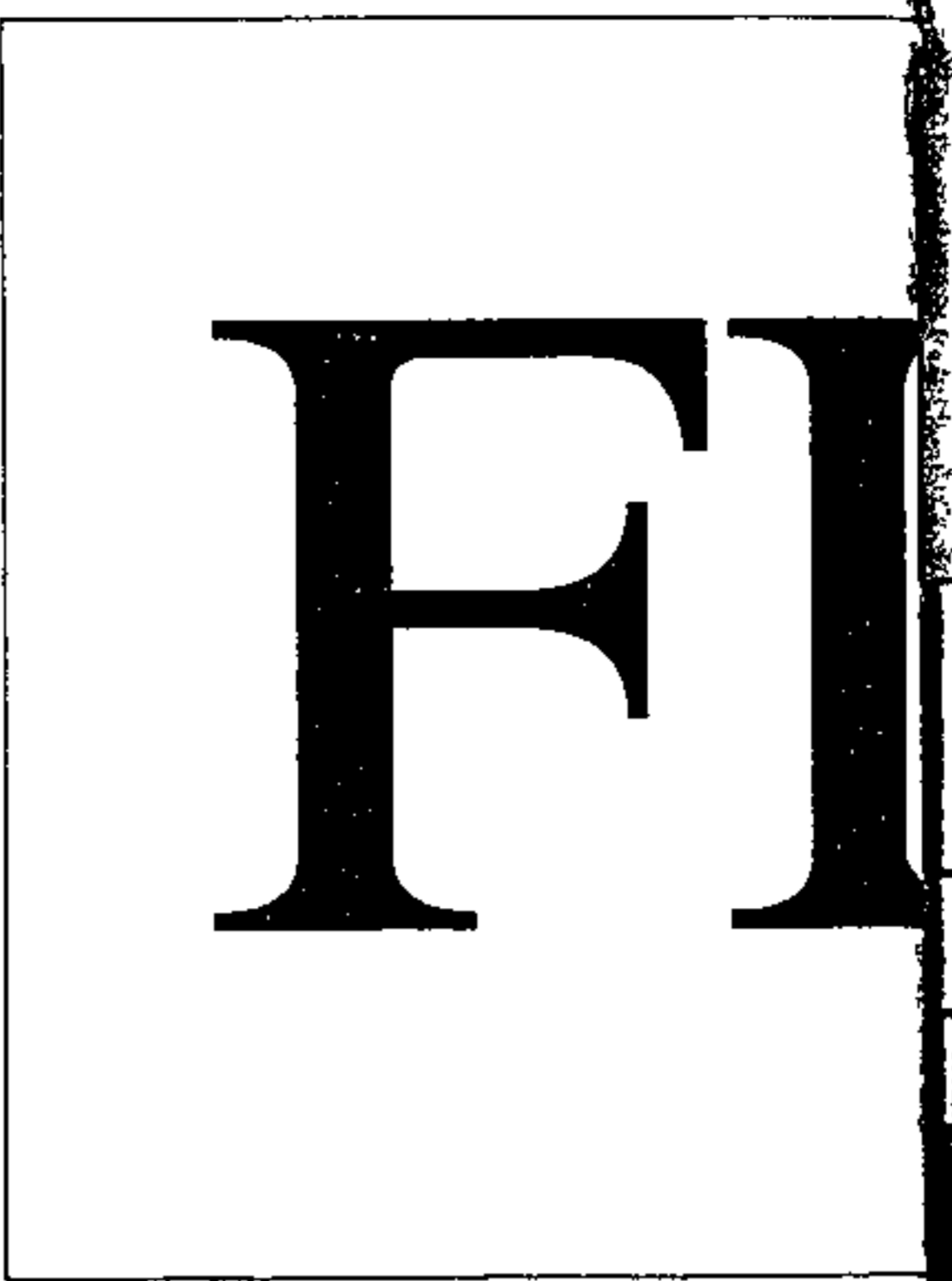
Staff Reporter *Spw 13/9/91*

READ, an organisation combating illiteracy, this week received a boost from Pick 'n Pay and Dairybelle, which have pledged money towards equipping underprivileged schools with "core libraries".

From September 16 to the end of October, a percentage of the profits obtained by sales of the dairy products sold through the stores will go towards buying core libraries.

The companies have pledged themselves to supply between 75 and 100 core libraries, and donated the first one to Edwin Dali, principal of Wattville Primary in Benoni, on Wednesday.

Cynthia Hugo, national director of READ, said it would be wonderful if other businesses organised similar projects so that the children of their employees could benefit.



C

Teen elite turns on the rabble

Spur
2/9/91

50

It is all very easy to be a progressive, humanitarian democrat — until you realise it might mean sharing your wealth and giving decision-making power to an elected majority.

This tough little paradox, which sums up the problems of trying to establish a democratic culture in South Africa, forms the heart of a recently released 35-minute video made by the Institute for a Democratic Alternative in South Africa (Idasa).

The video features about 15 Capetonian adolescents who spent a weekend exploring democracy in action at a resort just outside Cape Town, under the cameras and tape recorders of film director Dermot Judge.

University of Cape Town educationists Terry de Jongh and Svea van der Hoorn put the teenagers through numerous workshops, from games about listening and building trust to exercises in resolving conflict, using power and negotiation.

The scholars cope well with some of the tasks and fail others, particularly when it comes to power sharing.

In that exercise the scholars play a game of chance with real money until two interest groups — the "elite" and the "rabble" — start to emerge.

The elite are given the power to change the rules of the game in any way they want, and they do so freely to keep themselves on top.

Positions harden, sloganising begins and democratic values melt away as the two sides villify each other. Cameras capture the emotions and resentment in acne-loving close-up.

As Idasa director Frederick van Zyl Slabbert interprets it: "The seduction of power and own self-interest quickly clouds notions of equality, justice and the rule of law. These values have to be (artificially) protected by being enshrined in our cultural and institutional life".

Other leading figures who comment at various points in the video are Anglo American CEO Julian Ogilvie-Thompson, Thabo Mbeki and Barbara Masekela of the ANC and Jan Selepe of the National Union of Mineworkers.

ADAM GORDON

dark brown enhance
model's natural hair colour



Library (50)

**boost as
companies
aid READ**

SKW 14/9/91
Staff Reporter

READ, an organisation combating illiteracy, this week received a boost from Pick 'n Pay and Dairybelle, which have pledged money towards equipping underprivileged schools with "core libraries".

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Academic calls for two black languages

By ANTHONY JOHNSON
Political Correspondent

CT 13|9|91 (50)

SOUTH AFRICA'S multitude of African tongues should be consolidated into two major written languages in the interests of nation-building, Dr Neville Alexander told an international language conference at UCT last night.

In his keynote address, Dr Alexander proposed the unification or "harmonisation" of the various clusters of indigenous languages into Nguni (including Xhosa, Zulu, Swazi and Ndebele) and Sotho (including Tswana, Southern Sotho and Northern Sotho) in the new South Africa.

Dr Alexander, director of the National Language

Project, said the consolidation of the two major African language clusters or groups would go a long way to increasing the capacity of South Africans to communicate with each other.

He noted that missionaries and then apartheid education policies helped to exaggerate differences between different dialects, thereby obscuring the gradualism and homogeneity in the language situation on the ground.

Dr Alexander said there were very few problems on the technical-linguistic level involved with the harmonisation of the different varieties of Nguni or Sotho.

"There are no theoretical or intrinsically linguistic reasons why a project to harmonise and modernise the varieties of Nguni and Sotho respectively cannot be undertaken.

"The balance of evidence in other parts of the world is decisively in favour of carrying out such a project successfully."

He said that linguists, acting in proper consultation with political, cultural and community groups and representative organisations could, in the space of one or two generations, create these standard forms in a legitimate and acceptable manner.

Drive launched to build school libraries

Staff Reporter (50) CT 13/9/91

A CAMPAIGN was launched last night to build 50 core classroom-libraries at Western Cape primary schools, in an effort to wipe out illiteracy.

The Read (Read, Educate and Develop) Educational Trust, a literacy development agency, will play an advisory role in the project, which is being undertaken by Dairybelle and Pick 'n Pay.

A Dairybelle spokesman said last night that the campaign would run from September 16 to October 31.

A percentage of the profits from three selected products would be donated towards building half of the libraries, while the other half would be financed by direct grants from the companies.

Afrikaans 'will' shrink in status'

50 CT 14/9/91

By ANTHONY JOHNSON
Political Correspondent

AFRIKAANS would not lose its official status in the short term but could be reduced to equality with other African languages after the turn of the century, National Language Project director Dr Neville Alexander said yesterday.

Dr Alexander said in an interview that Afrikaans would for the time being retain its status "wildly-nilly" because of the important role it currently played as a language of employment, commerce and education.

However, he predicted that Afrikaans's "favoured language status" would steadily diminish with the rise of black political and economic power. He said there was a possibility

that English might become the dominant national language, with all other languages being relegated to the status of regional language.

"However, there is a very real possibility that South Africa could have three official languages in 20-30 years' time if the major indigenous language clusters were unified into Nguni (Zulu, Xhosa, Swazi and Ndebele) and Sotho (North Sotho, South Sotho and Tswana)," he said.

In such a scenario, Afrikaans, Tsonga and Venda would probably enjoy "regional official status".

"If my proposal for the unification of indigenous languages does not succeed, then Xhosa, Zulu and Sotho will be at the same level of Afrikaans — as regional languages," he said.

Dr Alexander said there was a danger with English as the single dominant or hegemonic language that elites, both black and white, would be strengthened and the power of the middle classes entrenched.

He said the standardisation of the two major African language clusters offered the prospect of power being effectively distributed "among the majority of South Africans and not just to the middle classes".

● In an address to delegates from five continents attending the project's language conference at UCT, Dr Alexander said he could understand resistance to Afrikaans among certain groups in South Africa but emphasised: "There is no question of us attacking Afrikaans or being anti-Afrikaans."

POLITICAL parties have generally been slow in developing coherent, let alone comprehensive, language policies for the new South Africa.

The neglect of this vital policy issue is somewhat surprising, given its potentially explosive nature in a rapidly evolving society.

Most parties have accorded the topic only passing or superficial mention in their constitutional proposals for a new political order, leaving it to selected academics and community organisations to grapple with the intricacies of a future language dispensation.

When political parties have been prepared to stick their necks out a little on the language policy issue, their proposals have often been impractical, idealistic or intellectually immature.

The ANC, for example, has proposed that South Africa's 11 major languages be accorded equal status. Apart from being horrendously expensive and cumbersome, such a suggestion, if implemented, would transform South African cities into clusters of giant road signs.

In their recent statements on future language policy, senior National Party spokesmen have shown very little flexibility, realism or imagination, and seem intent on preserving the status quo of two official languages.

The Democratic Party's language proposals are all motherhood and apple pie by implication, but are so tentative and short on detail, they do not really constitute a serious basis for discussion.

Inkatha's vague references to the issue, as reflected in the 1981-1982 Buthelezi Commission, suffers from the same weakness. The commission's report, for example, recommends that "... within a single administration there must be a recognition of cultural group rights to establish and continue their own schools."

It goes on to urge the protection of "the right of a particular voluntary association of people to protect itself by involvement in the education of its children..."

Languages: What will SA's future policy be?

56

CT 18/9/91

From ANTHONY
JOHNSON
Political Correspondent



All this is likely to change in the next few years, particularly as the prospect of a new constitution and a changed power structure loom large.

Political parties will increasingly be pressured into getting their acts together on the language question, which will inevitably become a key site for contest and struggle as parties begin to systematically unpack the power implications and various policy options on the economic, political and ideological levels.

The implications for democracy contained in the Namibian example, where English, the home language of only 3% of the population, was summarily declared as the only official language after independence, will not be lost.

The move currently threatens to alienate vast numbers of Namibians from their Parliament and educational institutions.

At last week's international language conference held at UCT, the director of the National Language Project, Dr

Neville Alexander, argued that the likely dominance of English in a new South Africa would only be countered if the two indigenous language clusters were consolidated into unified written forms of Nguni and Sotho.

In his view, the standardisation of the major African language groups would improve the prospects of real power being more widely distributed among the majority of South Africans, rather than being concentrated within middle class elites, both white and black, who have achieved fluency in English.

Less than 20% of the South African population are fluent in English to the extent that their command of the language would allow them to use it as a tool to effectively access key power structures.

The ANC may in future be accused of hampering black empowerment by more radical groups on the Left, unless it drastically modifies its current language policies.

Overseas learning method may help students

AN innovative accelerated learning method has been designed by teachers at an adult literacy centre outside Johannesburg to cater for the mass of illiterate to semiliterate South African public, writes SELLO MOTLHABAKWE.

The programme, which was adapted to South African conditions, is designed to assist students to study more effectively by employing both hemispheres of the brain.

Relaxation techniques also form part of the course content.

The programme, known as Suggestopedia, was adapted by Mr Frikkie Kraayenberg, a retired South African industrialist, from the research of a Bulgarian scientist based in Sophia.

Method

A teacher at Lead The Field Africa, the school which first implemented the system in South Africa, Mr Bennet Moleko, said Kraayenberg discovered the method 10 years ago in a foreign science journal in an article written by a Bulgarian researcher Dr Georgi Lozanov.

Lozanov is also an educationalist, psychotherapist and language teacher in Sophia.

Moleko said Kraayenberg adapted the system to South African conditions, with the aim of affording the very illiterate a semblance of literacy. It is also useful in helping workers communicate effectively in the workplace, particularly in view of the country's multicultural situation.

He said the course emphasises a sense of self-esteem and correct imaging which is essential in learning.

Practising language teachers interested in being trained in Suggestopedia methods can contact Mr Frikkie Van Kraayenberg at Lead The Field Africa, Omega Centre, P.O. Box 511, Olivedale 2158 or phone 426-1620 (011).

Schools verdict soon

Sowetan 20/9/89
By ISMAIL LAGARDIEN and PHANGISILE MTSHALI

THE Government is expected to announce its decision on controversial empty schools in white areas within weeks.

This was confirmed by the Minister of Education and Training, Mr Sam de Beer in an interview with

underutilised schools has been streamlined.

De Beer said although it was not possible to change the way in which departments were structured before the 1983 Constitution, there were ongoing negotiations and consultations to find the best solutions.

De Beer said education

could not come to a standstill while politicians were deciding what to do.

"We cannot afford to wait until a settlement is reached to address the problem of the marginalised generation," he said.

He, however, warned that "education should not be used for political gain".

Sowetan this week.

De Beer said that the Minister in charge of the allocation of these schools, General Magnus Malan, was expected to make an announcement soon.

"The Government has not delayed the renewal strategy and educational needs of South Africa," he said.

"The procedure of dealing with redundant/

Schools stay empty

Sowetan 17/9/91

MOST Soweto schools were deserted yesterday as thousands of pupils stayed away amid allegations of intimidation.

A White City Jabavu resident said youngsters, who did not appear to be pupils, started as early as 7am to prevent children in the township from going to

By PHANGISILE
MTSHALI

school.

A spokesman for the Soweto branch of the South African Democratic Teachers Union, Mr Oupa Mpetha, said although there was no official call for pupils to stay away, many of

them did not attend school.

"About 90 percent of all schools were empty by 11am," said Mpetha.

"I suspect principals let them out early because of the poor attendance."

He said he was not aware that pupils had been intimidated into staying away.

In many parts of Soweto

yesterday pupils could be seen in the streets during normal school hours.

●Meanwhile, a delegation of the Transvaal United African Teachers Association yesterday met Lebowa education authorities in an attempt to resolve the three-week-old teachers strike.

50

Threat to education unit

Sowetan 25/9/91
COMMUNITY and "progressive" education groups are meeting behind closed doors today to decide on the fate of the Joint Working Group on education.

A source close to the JWG told *Sowetan* there was growing dissatisfaction about the progress made in negotiations and it was likely the venture would collapse.

By PHANGISILE
MTSHALI

The JWG was formed at the beginning of the year after a delegation led by ANC president Mr Nelson Mandela met State President Mr FW de Klerk to discuss the deepening education crisis.

"We feel it is time we let broad based political and

education organisation pressurise the Government to act on short term solutions," the source said.

The source said 33 individuals participating in the JWG felt the Government was interested in setting long term education solutions while immediate needs like more furniture, textbooks and classrooms

were ignored. (50)

"We will meet to reconsider our participation in the whole initiative," the source said.

Some members of the JWG have been threatening to "disband and issue statements clearing our names" since June.

JWG is made up of education activists, academics and community workers.

Adults learn to read

Sowetan 13/9/91
50

By SELLO
MOTLHABAKWE

AN innovative accelerated learning method has been designed to tackle chronic illiteracy among Spoornet's black workforce.

The programme, Suggestopedia was adapted to South African conditions from the research of a Bulgarian scientist by teachers at an adult literacy centre outside Johannesburg.

It is designed to assist students to study more effectively by using both sides of the brain. Relaxation techniques form part of the course.

A teacher at Lead The Field Africa, which first implemented the system in South Africa, Mr Bennett Moleko, said retired South African industrialist Mr Frikkie van Kraayenberg discovered the method 10 years ago in a foreign science journal article written by Bulgarian researcher Dr Georgi Lozanov.

Literacy

Lead the Field Africa is based in Olivedale, Randburg. It conducts adult literacy classes for Spoornet at Esselen Park, near Kempton Park.

Language teachers interested in being trained can contact Van Kraayenberg at Lead The Field Africa, Omega Centre, Box 511, Olivedale 2158 or phone 426-1620 (011).

The system enables workers to effectively communicate in the workplace.

The course emphasised and encouraged a sense of self-esteem and correct imaging which is essential in learning.

Research done by Lozanov established that the two sides of the brain function differently.

The left hemisphere emphasises analytical thinking, logic and language skills, while the right side focuses on colour, shapes, rhythm, distance and space.

Using the whole brain sharpens intellectual ability, enhances memory and increases creativity.

A unique feature of the course is the extensive use of classical music.

Students are put in a "concert state" of mind. They are not required to understand or memorise the work.

There is no homework except that the work be read for 15 to 20 minutes before going to bed and again in the morning.

Moleko said 30 Spoornet tutors were being taught the course.

The aim is to produce over 30 000 by the year 2010.

A salute to the contribution by SA's English

SI Times 15/9/91

A group of English-speaking South Africans this week launched the John Locke Trust. GLENN BABB and IAN PLAYER explain its purposes

IN a famous speech at Wits University in 1927, Jan Smuts said that peoples are not blocks, immobile and permanent. Peoples form patterns of behaviour and beliefs which interact with those of other peoples. The whole, observed Jan Smuts, is linked to a "friendly universe".

Exactly 500 years ago, in 1491, the first English-speaker put his feet on the shores of the Cape. He was the harbinger of another pattern which was to weave itself into the South African tapestry. English as a language, we tend to forget, is also a South African heritage.

Language by itself carries forward the traditions and values of those who gave birth to the language. It is hard to sum up the values and philosophies of the English-speaking world, but there is one pivotal person around whom the spread of Western liberty revolves — John Locke.

This eighteenth century philosopher directly affected the evolution of democracy in France. Voltaire found him to have articulated the essence of liberty. Jefferson and the Founding Fathers of the American Revolution took whole chunks of his writings to promote the constitution.

John Locke lived at a time when the idea of the supremacy of parliament and the rights of citizens to choose their government against arbitrary rule triumphed.

After that, though, the citizen assumes not just rights but their complement — duties. The highest duty in a democracy is to make it work. Too often, English-speakers in our country are accused of taking lightly the responsibilities they assume as free men, so some English-speakers recently formed a trust to encourage those who use the language to assume and enlarge their part in the formation of our new South Africa with serenity and determination. The trust has been named after John Locke, the person who set in motion modern democracy.

The spread of the English lan-

guage to South Africa inevitably bore with it that essence of liberty which lies in its past. The John Locke Trust has distilled John Locke's thinking into a few phrases:

Liberty with responsibility.

Tolerance and reasonableness.

Generosity and sportsmanship.

Justice and nobility.

Decency and strength of character.

English provides a unifying force in a phase of nation-building. It is also non-sectarian. It is used by the full spectrum of South Africans. The trust's aims are to encourage the traditions the language bears in it across colour, sex, and religious grounds. Board members of distinction have been appointed to promote the trust — among them Margaret Lessing, Professor Es'kia Mphahlele, Farouk Cassim — and two patrons from very different walks of life — Dr Ian Player and Dr Bill Venter — as well as a vast number of supporters who see in this initiative a chance to attach ourselves to the "friendly universe" described by Smuts.

The trust aims to reward and honour those, who, through the English language, uphold or epitomise John Locke's heritage in achieving a greater and happier South Africa.

Tolerance, restraint, self-discipline — these also accompany liberty. They can only come from mutual understanding between the peoples who make up the warp and woof of our society.

Those who use English must consider themselves part of the contrasting patterns in our tapestry. The trust will help engender an understanding between communities of the manner in which liberty and tolerance have contributed fundamentally to progress in the modern world.

It is trite to say that English-speakers have not committed themselves to South Africa — and so wrong. What is observable is the lack of recognition of their services. This gap the trust intends to fill.

Bid for new all-party forum on education

STIMPF 29/9/91

50

THE Government hopes to create a new national forum on education in the wake of fierce attacks on its recent education policy proposals.

The aim of the forum would be to draw up a new educational policy.

The plan follows the collapse of the government-ANC working group on education which both sides now admit was a failure.

Education and Training Minister Sam de Beer said this week he believed the forum should be representative of all parties who have a vested interest in education.

He said it was possible that the forum could make a contribution in determining in drawing up the strategy. Important key educational and political groups refused to address the ERS.

By CHARLENE SMITH

ing an educational package for 1992 and thereafter. It also seems likely the new forum will be tied to constitutional negotiations.

The group could discuss the recommendations contained in the Education Renewal Strategy (ERS), which has been fiercely attacked by the ANC and other groups since it was released in July.

Spokesmen of the National Education Department, the department responsible for policy setting in education, supporting the concept of a forum.

They admitted the greatest opposition to the ERS concerned "the process and lack of consulta-

tion in drawing up the strategy". Important key educational and political groups refused to address the ERS.

Education will follow labour, water, policing and "peace"-related areas where the government, political parties and interest groups are already involved in formulating new policies to see South Africa through the transition and into the future.

Exams

The plan for a national education forum has been received cautiously by other political groups.

The ANC said it wanted to examine the government's proposals before commenting.

However, ANC education department head John Samuels said: "What is needed is a forum where interested parties can be asked to submit proposals. There is a huge difference between that and asking for responses to an initiative such as the Education Renewal Strategy."

The government's move comes just weeks before more than 300 000 matric students start writing exams and at a time when educational progress — the subject of bitter division for 15 years — seems once again to have reached a stalemate.

Urban Foundation education policy unit spokesman Peter Buckland said that 10 years after the De Lange Commission report

called for "education of an equal nature", the government was finally acknowledging it lacked "the crucial resource of legitimacy".

The ERS was "primarily a bureaucratic exercise, with limited research or consultation", he said.

It also was based on the premise that existing education systems could be reformed, whereas the Urban Foundation and others believed it had to be fundamentally restructured.

He said the Urban Foundation believed a "reconstruction forum must be created — but the process cannot be controlled by a single stakeholder".

The ERS, flawed though it is, could still form a use-

ful debating point for the education forum. It is already serving to alert educational bureaucrats to some of the antagonisms present policies have raised and is causing them to reconsider long-held policies of unilateralism.

The Department of National Education has received about 180 submissions to the ERS draft. Although the department gave a cut-off date of September 6 for submissions, deputy director-general Dr Rolf Stumpf said the department was being flexible.

The Human Sciences Research Council will analyse the data and a private company will look at the cost implications of any proposed new strategy.

Dr Stumpf acknowledged that the ERS had been plagued by problems of "legitimacy from the right and the left".

Privilege

"Problems essentially revolve around the process in which this came about — and not the recommendations themselves," he said.

Other problems involved decentralisation of control. Some saw this as a way of entrenching white privilege, while others preferred a centralised education system.

Dr Stumpf said there

was broad consensus on the use of distance education, linkages between the formal and non-formal education sector and compulsory schooling.

However, there was some debate among respondents over whether the latter should be seven or eight years, and whether or not it should include the last year of pre-primary education (which although widely recommended by educationalists, would be unusual in a developing country).

September 27 1991

'Change is key to better schools'

By ISAAC MOLEDI

27/9/91
GET Ahead Foundation chairman Dr Nthato Motlana has urged the business community and the Government to be innovative and to democratically elect a competent, professional schools committee.

Dr Motlana was speaking at the 35th annual convention of the Institute of Personnel Management at Sun City this week.

Motlana said: "If we are going to solve the terrible national tragedy in black education we need to be innovative."

Problem

He said the Government had no idea of how to solve the problem. This also applied to the other political groupings in the country.

"The field has been left to anarchists. The future is bleak unless we act now," he urged.

He said because the DET remained white as far as decision-making was concerned, this made for "poor teachers to be 'rubbed' and despised by their communities and especially the students who know that the black teacher is a puppet".

Motlana urged the dissolution, with immediate effect, of the 16 departments of education so that one minister of education could be elected.

UF proposes 'education accord'

School crisis can be licked

(50)
By LULAMA LUTI

C/PRES 29/9/91

THE Urban Foundation (UF) has called for an "education accord" based on similar principles to the National Peace Accord signed recently.

Announcing its proposal for the education forum at a press briefing in Johannesburg this week, the UF said it was responding to the government's education renewal strategy (ERS) which was made public in June.

The organisation said an education accord could be a forerunner to solutions to problems in black education.

Although it was generally agreed that such problems existed, people appeared reluctant to take the initiative to address them, the UF said.

An education forum would attempt to do that, the organisation added.

Just as signatories to the Peace Accord were representative of a broad spectrum of society, participants in an education accord should include non-governmental organisations, not only educationists and politicians.

Outlining the shortcomings of the ERS - made up of more than 60 recommendations - senior members of the UF's Education Policy and Systems Change Unit (Edupol) said the ERS was a bureaucratic exercise.

"In the ERS discussion document, the dominant values are efficiency and liberty. The issue of equality is neglected," Edupol members said.

"It makes recommendations for a new system of education which ignores the massive legacy of disadvantage which apartheid education has created in black communities.

"While all interested groups in education must participate in decision-making about the allocation of resources, the document reserves this aspect of policy making to the Committees of Heads of Education Departments."

Crucial aspects of national education policy such as teacher education and language policy had been neglected in the ERS and it was vital that a national policy framework be developed as soon as possible by all stakeholder groups.

In a summary of the recommendations contained in the ERS, Edupol members said the document was a technical report issued for discussion and debate, and that it should be understood as a managerial response to education problems so as to produce a "leaner but fitter education system".

"It primarily involved key education managers in the present system in a reform initiative," said the statement.

They pointed out that while there was considerable enthusiasm for the formulation of a sound education policy, many of the organisations whose opinions were canvassed rejected any participation in the ERS.

Some perceived all State education activity as illegitimate while others rejected its top-down approach.

The UF added there was still an opportunity to begin the process of reconstruction, but it emphasised the need for consultation.

Among other things, the UF proposed that the forum deal with the lack of textbooks and classrooms and the underutilisation of facilities, and redress disadvantages and unequal allocation of resources.

HOW WILL A DEMOCRATIC South Africa integrate the various cultural backgrounds which have been divided by apartheid for the past four decades? This was the major preoccupation of writers and academics attending the recent Zimbabwe International Book Fair writers' workshop held in Harare recently.

The South African delegation included Wally Serote of the African National Congress (ANC) Department of Arts and Culture; the ANC cultural representative in London, writer Mandla Langa; and the professor of Afrikaans at Rhodes University, Etienne van Heerden.

South African delegates felt all democratic cultural movements in South Africa should unite across political divides to form the basis of an organisation with a national cultural character.

Serote said that the cultural wings of the ANC, Pan Africanist Congress (PAC), Azanian People's Organisation (Azapo) and other anti-apartheid organisations had already started to forge a common cultural force.

Structures already in place for a non-sectarian culture have been discussing the strengthening of a democratic cultural expression. However, this structure leaves out Afrikaans and

English culture, as well as bodies such as the Inkatha Freedom Party (IFP).

Participants felt that in South Africa, as elsewhere in Africa, black culture has been marginalised.

Michere Mugo from Kenya said people living in the townships and on farms had been forced to abandon their cultural expression in oral and written literature, song, dance and

African writers ponder on SA cultural puzzle

South (Southside) 12/9/1-18/9/91.

How to integrate the various strands of South African culture preoccupied writers from all over Africa at a recent workshop in Zimbabwe.

TAMBAYI MUCHUKUCHI reports:

drama, and made to swallow Western culture as superior.

Van Heerden said Afrikaner myths should be demystified by empowering the people with relevant knowledge. He pointed out that more than 50 percent of the South African population are illiterate. Authorities had withdrawn the most liberating force of all — the power to read and write, he said.

Participants strongly recommended that liberation movements and intellectuals should begin to consult people with a view to formulating a language policy.

The view was that people have a right to their mother tongue, to develop it, to create in it. Money is needed for workshops, publishing, research, language laboratories and official recognition of languages other than English and Afrikaans.

According to Van Heerden, there is still a need to fight the official censorship which created a culture of silence. Black cultural activists, writers, students and journalists have for too long been swept away, arrested, barred or driven into exile.

Gender also featured prominently in democratisation, the workshop noted. The emancipation of women, especially black women, has been slowed down by African tradition and cross-class male chauvinism. — AIA

Prejudice at white schools hits soccer



Sy Lerman
on
the
touchline

IN this wondrous day and age of escalating change, one area of rampaging bigotry and prejudice remains firmly

entrenched.

It's flourishing and festering in the *pukkah* and *ruggah* high schools, which unashamedly continue a discriminatory

policy against soccer that has been part and parcel of the curriculum for more than 50 years.

Soccer, as you might or might not know, is *verboten* at such esteemed

English-medium Johannesburg high schools as King Edward, Parktown, St Johns, Jeppe and St Stithians.

They don't play soccer at the Afrikaans schools either.

But then, a measure of justification can be argued in these instances because of a drastically reduced demand among the pupils.

Glee

"In fact," declared one vice-headmaster with undisguised glee, "as far as I know, there is no high school in Johannesburg or further north that plays soccer".

"There might be a few in the east" he suggested with obvious distaste, "and maybe one or two in the south".

Black schools, of course, were not worth categorising or even mentioning by the gentleman concerned!

And, if you dared suggest to these old school tie types that it's all bound up in discrimination and snobbery, they're likely to become quite angry.



With the dawn of a new era in South Africa and the opening of school doors, some white educationists will have to rethink their sports policies if the kids are to make it to the ranks of professionals.

"The mind of the bigot," explained Oliver Wendell Holmes, "is like the pupil of the eye; the more light you pour upon it, the more it will contract".

Educate

And, you won't believe how much contracting goes on in the minds of those who are supposed to educate and enlighten children at the suggestion of allowing soccer to be

played at the high schools.

One thing is clear. Thousands of white youngsters who play soccer at primary school level and would dearly love to continue the game at high school are deprived of the opportunity because of the brotherhood of brainless schoolmasters.

The lame, unjustified and unacceptable excuses the slightly less insensitive of this ilk offer are a lack of facilities - which

has not prevented the massive growth of hockey in schools among those with a dislike for rugby - basing traditions on the English "public" schools and unashamed snobbery.

Game

Do they actually believe the assumption that rugby is a game for hooligans played by gentleman and soccer a gentleman's game played by hooligans?

The tainted, unacceptable banning of soccer at high schools level now takes on a more urgent colouring on the eve of the country's switch to nonracial schools and the expected return to the international sports arena.

Banned

Imagine, for example, how South African rugby would be crippled if the game was banned in high schools.

The black presence in soccer is a lot more significant.

But it is a mighty body blow, nonetheless, to stunt the soccer development of youngsters whose heart and soul are imbedded in the world's most popular game.

Tower

But no one believed the Nationalists would abandon apartheid overnight.

And the schools' policy of discrimination against soccer will assuredly disappear sooner or later too with the disappearance of apartheid - even if the hardliners in their ivory tower classrooms are tackling the issue with an "over my dead body" attitude.

THE FIRST YEAR

WIPING OUT THE CLASSROOM SHORTAGE

sent 26/9/91 - 2/10/91
E.D.U.C.A.T. 1.0.0.N

The IDT is putting the weight of its R442 million education effort into wiping out the classroom shortage and providing pre-school education for the poor.

With these and other programmes in literacy, language and skills bridging, and teacher training, the IDT is promoting and supporting creative ways to beat education backlogs and rebuild the system.

In the year to July 31, the IDT set aside nearly R442 million, or 30% of the funds that will go to education, for 68 projects.

Its tasks, and the money to be spent on each, are:

- the provision of 50 000 classrooms over the next three to four years — R300 million;
 - pre-school education which, for poorer children, can make the difference between failure and success in later school years — R70 million; and
 - literacy and bridging programmes for primary school children and disadvantaged candidates for tertiary education, as well as teacher upgrading and adult literacy projects — R60 million.
- The objective is educational parity, meaning universal free public education for eight years, and getting more than half of the

children who enter the school system through matric. Education director Professor Merlyn Mehl believes this could be achieved in 10 years.

But the system can't be stopped while it's being fixed. "It's almost like working on a motorcar that's hurtling down the freeway at 120km/h," says Mehl.

The IDT relies heavily on communities and existing informal education networks to determine where and how to spend its money.

It is a firm principle to consult people on the ground about priorities. The IDT also channels its funds through organisations which sprang up to resist apartheid education and are now devoting their skills and energies to rebuilding education.

Says Mehl: "Education can't be transformed without the government, but we can't do it with the government alone. The IDT can bring things to this process that the government can't."

The programme to build 50 000 classrooms will be a nationwide effort to wipe out this backlog. Linked to this will be community learning centres providing primary school, cultural and adult literacy facilities.



Chris Dlamini, CAST and COSATU, right congratulates the developer, Johan Walters, Citicom, at the Eduwata Learning Centre at Emaphupheni, near Daveyton on the East Rand — the first school to be built under the IDT's National School Building Initiative. A feature of the new school is its "two of everything" approach — two sets of ball which has been built across the road from the learning centre. Standing behind Dlamini are Prof Merlyn Mehl, Education director, left, and Denis Creighton of the PERM

In pre-school education, the IDT will fund a programme run by trained people with help from parents, as well as a project to train mothers to help their own children learn. The IDT hopes to reach 250 000 poor children, many of them in rural areas.

Programmes to upgrade primary school education focus on the cross-over from mother-

tongue to English instruction, to reduce the high drop-out rate.

Teacher retraining is an important part of the IDT approach. The decline in black education is due partly to the poor skills of teachers who themselves went through the system.

In adult education the emphasis is on a general middle-

level education, through community colleges, for most of the population rather than on specialised university training.

To deal with university education, the IDT proposes an Education Bank to provide loans to disadvantaged students. It suggests repayments be made through a type of tax on graduates

Call for 'legitimate' forum on education

Star 26/9/91

By Phil Molefe
Education Reporter (50)

The Urban Foundation has called for the establishment of a legitimate forum for all people who have a stake in education to deal with critical issues related to the reconstruction of the country's education system.

The Foundation's Education Policy and System Change Unit (Edupol) was presenting its submission on the Government's Education Renewal Strategy (ERS) at a press conference in Johannesburg yesterday.

It said that after careful analysis and widespread consultation with people from a broad range of organisations, it had concluded that there was a need for a fundamental debate on the reconstruction of education.

Edupol's executive director

Brian Whittaker said before reconstruction could take place it was important to establish an education forum to address critical issues facing education.

Edupol said in its submission: "While the Urban Foundation recognises that it is extremely important that the education managers in the present system should engage in education reform, the perceived illegitimacy of the present system makes it imperative to move the process that they began to a forum which represents all the key stakeholders in education.

"None of the groups consulted rejects the education authorities' right to participate in such a forum, but many would be unwilling to be involved in a forum under the control of the present authorities."

The foundation submitted its response to the Government on September 6 after conducting 11 presentations, with 250 partici-

pants and speaking to individuals from over 50 organisations.

Edupol analysts warned that a major opportunity would be lost if the ERS recommendations were implemented without responding to the widely felt need for a more fundamental debate on the reconstruction of the education system.

The analysts — academics Dr Jane Hofmeyr, Peter Buckland and Sibongile Nene — said the ERS report revealed that the Government recognised that it lacked legitimacy, the financial resources and the administrative capacity to address the deepening education crisis.

They said the ERS had many flaws, such as its bureaucratic approach and the limited research behind the document.

Edupol recommended that immediate grievances such as lack of textbooks, classrooms and under-utilisation of facilities be urgently addressed.

Commander David J Newing, secretary-general of the UK-based Duke of Edinburgh's Award International Association, speaking to the SA Institute of Directors in Johannesburg yesterday. The SA Gold Shield Award, which, like the Duke of Edinburgh's Award, is awarded to young people who show exceptional physical and community-related skills, is about to be reaccepted by the international community.

Picture CATHERINE ROSS

Govt education plan 'neglects key issues'

B102
26/9/91

DAVE LOURENS

(50)

A BROADLY based forum was necessary to formulate a restructuring policy for SA education, the Urban Foundation said yesterday.

The foundation was responding to government's education renewal strategy which it said represented an opportunity to begin the process of reconstructing SA education — but several key issues had to be addressed.

A member of the foundation's education policy and system change unit (Edupol), Jane Hofmeyr, said these were the grievances of disaffected groups, historical disadvantages, allocation of resources and macro-policy concerns. Edupol member Peter Buckland said the education crisis stemmed from problems of legitimacy and financial and administrative capacity restrictions.

Although the strategy represented a genuine attempt at change by the authorities, it had consulted only one key policy group, and focused mainly on adjustments to the existing system rather than opening a debate about fundamental reconstruction of the system.

Crucial aspects such as teacher education and language policy had been neglected.

The legitimacy of any negotiating forum would be open to question unless it was seen to address day-to-day issues such as lack of textbooks and classrooms and under-utilisation of facilities. Unless short-term gains could be delivered, the longer-term negotiation process would be in jeopardy.

Edupol believed priority had to be given to establishing an acceptable process which would provide opportunities for all stakeholders to participate.

In a press conference a successful final

Academic boycotts are being abused - Azapo

ACADEMIC boycotts should inflict maximum damage on the "white-settler minority regime" with minimum suffering for the oppressed.

This was said by Dr Gomolemo Mokae of Azapo's education secretariat in response to the school and class boycotts plaguing the townships.

Mokae said boycotts were abused legitimate weapons of the oppressed.

"It is commendable for students to have the vision of an eventual overthrow of the white regime," he said.

But it is naive to expect students, an insignificant

By PHANGISILE
MTSHALI

factor in relation to the means of production, to bring the regime down through a class boycott."

Mokae called on boycott initiators to have clear, preferably education-related, objectives.

He said solidarity action with working class parents during stayaways, rent boycotts or consumer boycotts should be guided by the fact that "students are really a transient class and not involved in any production process".

Mokae also lashed out against ethnic-based boycott calls.

"It is inescapable that of the three components of the community, the African community is the one that bears the brunt of the chalk-downs and strike actions," he said.

Mokae said although teachers were entitled to industrial action that action should be tempered with a sensitivity to the unique role of teachers as important players in the development of black nations.

He said a time-limit on boycott actions should be made to "prevent the never-ending, catastrophic academic boycotts of the mid-'80s".

POONBE'S FUNERAL

Cleaners' strike disrupts classes

VERA VON LIERES

THE number of Natal schools affected by the more than week-long wage strike by about 7 000 cleaning staff rose to 300 yesterday, the Transport and General Workers Union (TGWU) said.

TGWU assistant general secretary Randall Howard said it was not yet clear how many schools had closed as a result of deteriorating health conditions.

The Phoenix area in Durban was the worst hit with about 64 schools severely affected. Other badly affected areas included Verulam and Chatsworth.

The strike, which started on September 5, has affected mainly Indian schools.

Howard said parent, teacher, and student bodies were pressing the House of Delegates to ensure workers were given decent wages.

The union said earlier this week some pupils were sent home because of the un-

healthy conditions, some had not attended classes for the past week and others attended morning classes only.

Workers — who are employed by subcontracting companies — are demanding a monthly minimum wage of R1 000. Companies affected by the strike include Sneller Cleaning Services and Supercare Cleaning. *61000 20/9/91*

Howard said the union was also campaigning for the establishment of an industrial council in the contract cleaning industry to ensure wage agreements were extended to the whole industry.

Monthly wages, currently set by the Wage Board, ranged between R400 and R500, he said.

A meeting with employers was expected next week.

Big business asked for aid

PATRICK BULGER

BIG business is to be approached to provide immediate relief for returning exiles, says National Coordinating Committee for the Return of SA Exiles (NCCR) executive member Moss Chikane. *61000*

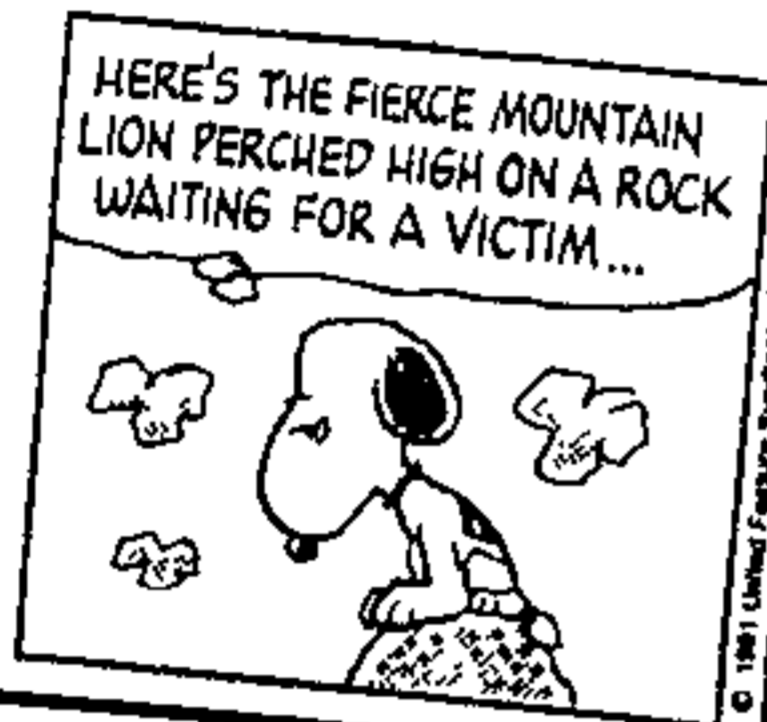
Although he would not put a figure on the amount needed by the NCCR, ANC welfare department official Dali Mpfu has estimated that about R2m would cover the immediate needs of exiles who have already returned. *61000*

Chikane was speaking after a day-long meeting yesterday between the ANC, Azapo, a UN High Commissioner for Refugees (UNHCR) representative, and businessmen. The meeting was hosted by the Development Bank of SA.

Chikane said the meeting had helped develop an understanding of the constraints business faced in providing new jobs. He said it would be followed by more meetings. *20/9/91*

PEANUTS

By Charles Schulz



Two-in-one school

SOUTH Africa's first "two of everything" school opens at Emaphupheni near Daveyton on the East Rand early next year.

A statement from the Independent Development Trust says the Etwatwa Learning Centre will be a platoon school. *Sowetan 3/9/91*

This means that two principals, two sets of teachers and two "schools" of pupils will share the facilities.

The 24 classrooms can accommodate 60 pupils each or a total of 1 440 pupils during each session or 2 880 pupils a day. *Sapa*

DP proposes an interim coalition government

CT 2/9/91

JOHANNESBURG. — The Democratic Party yesterday proposed an interim coalition government and transitional measures involving amendments to the present constitution.

"The Democratic Party believes that a start must be made during the transitional period to build (a) democratic centre. To be successful, transition must be an inclusive process involving as broad a cross-section of South Africans as possible," the DP said in a discussion paper made available yesterday.

The DP would work towards the formation of a government of national reconciliation.

The DP advocated an incremental approach to the transition which would involve adapting the present constitution

before adopting an entirely new constitution.

The DP suggests the formation of multi-party cabinet committees and a council of leaders. The council would be appointed by the all-party/multi-party conference and major parties would be represented on it.

"The State President will exercise all executive functions provided for in the constitution on the advice of the council of leaders in a manner in which he normally acts on the advice of the cabinet," the paper said.

Urgent problems facing the country needed to be solved before a new constitution was finalised.

It urged that Parliament should abolish the distinction between own affairs and general affairs

departments and provide for single departments.

It also urged the negotiation by the all-party/multi-party conference of an interim bill of rights containing a code of conduct for political parties.

The DP suggested a rotating chairmanship or neutral facilitators to convene meetings of the body or bodies drawing up the constitution.

The constitutional conference, of about 200 members, would be elected on the basis of universal adult franchise.

The Democratic Party also proposed the appointment of a panel of three judges to adjudicate disputes arising during the negotiation period concerning interpretation of constitutional principles and procedures. — Sapa

Magnus to rule on empty schools

Own Correspondent

JOHANNESBURG. — Minister of Housing and Works General Magnus Malan will decide on the fate of a number of empty white schools around the country.

Government sources confirmed at the weekend that General Malan would have the final decision on the empty schools which have come under the spotlight after recent attempts by the

National Education Co-ordinating Committee to occupy some of them.

The white Ministry of Housing and Works decides what should be done with unused property such as closed white schools.

According to Mr Ian Robson, director-general of administration in the House of Assembly, a final decision will take at least another two weeks.

He said most of the empty

schools receiving attention were in the rural areas.

The possibilities being weighed up are that a school remain the responsibility of the white education department (Culture and Education) but be opened to all races; that it be transferred to the black, Indian or coloured education departments or to a private organisation registered with one of the education departments. CT 2/9/91

Parents may have to pay

Political Correspondent

DURBAN. — Parents could soon be forced to pay tuition fees for their school-going children — or be sued in court.

This was the parting shot delivered by the retiring "own affairs" Education and Culuture Minister, Mr Piet Clase, at the NP's Natal Congress yesterday.

Mr Clase told delegates the law provided for compulsory tuition fees and such a system could be introduced "sooner than you think". School fees are largely voluntary at the moment.

Civilians to do cops' admin jobs?

DURBAN. — The possibility of civilians doing administrative work for the police should be looked at, the Minister of Law and Order, Mr Hernus Kriel, told the NP's Natal congress here yesterday.

"We are training policemen, at a high cost, to do administrative work. Why should a sergeant be taking complaints? I think we can get civilians to do this."

Mr Kriel said the police could not take all the responsibility for maintaining law and order and the public should be aware of their duty in this. — Sapa

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12/9/91
**UCT focus on
SA languages**

Political Correspondent

THE status and future of Afrikaans, English and African languages in a new South Africa will come under the spotlight at a major international language conference starting at UCT today.

The three-day conference, titled "Democratic Approaches to Language Planning and Standardisation", has been organised by the Cape Town-based National Language Project (NLP).

Japan gives R4,2m to SA trust

JOHANNESBURG. — The consul-general of Japan, Mr Masatoshi Ohta, yesterday formally declared the Japanese government's intention of contributing R4,2 million to the Kagiso Trust for aiding disadvantaged South Africans in 1991. (5) (S) CT 21/9/91

During a brief "exchange of notes" at a hotel here, Mr Ohta told Kagiso chairman Dr Abie Nkomo that the contribution was in support of projects mainly in educational and medical areas. — Sapa

DET 'not responsible' for teachers' salaries

By RAMOTENA MABOTE

THE Department of Education and Training yesterday denied it was responsible for paying teachers at Western Cape squatter schools, saying the schools did not belong to its department.

DET regional chief director Dr JHP Brand said only four teachers, who were on loan to two of the squatter schools, were departmentally appointed.

Two teachers each were loaned to Sormont Ndumela school in KTC and to Siphika Community School in Miloer's Camp. Both schools were registered with the DET as private schools.

The Western Cape United Civics Association (Wecusa) had complained that 10 of 48 teachers at five squatter schools in the Cape Peninsula had not been paid for seven months.

Azasco slams Sadtu

Sowetan 23/9/91

50

THE Azanian Students Convention has slammed the call for pupils to ignore the Department of Education and Training's holiday calendar for September.

The call was made by the Soweto branch of the South African Democratic Teachers Union. Azasco general secretary Mr Raselepe Ntheledi said Sadtu's call was to create confusion in the already

paralysed education environment.

"We call upon the entire community to resist and not be led by the opportunistic Sadtu," he said.

"They hide their irresponsibility to the black child with omega doses of

militancy. Sadtu must begin to know that their role, if any, is that of a trade union. Their focus should be on labour issues."

Azasco called on pupils to follow the calendar "as it is presently structured". - *Sowetan Reporter*

C

Azasco focus on disruption in education

By
THEMBA MOLEFE

DISRUPTIONS at black schools and political violence which interfere with learning will be high on the congress agenda of the Azanian Students Convention at the weekend.

In a statement Azasco publicity secretary Mr Siphon Maseko said the organisation would discuss methods of convening a student consultative conference in an attempt to resolve the education crisis in the country.

"We had hoped to bring together the main players in education - the South African National Students Congress, Azanian Students Movement, Cosas and the Pan Africanist Students Organisation," said Maseko.



SIPHON MASEKO

However, it is hoped Azasco will take a strong stand against class disruptions and interference in the learning process which Maseko said were done for political expediency.

He said: "Political violence in the country, which spills over to schools to the detriment of the learning process, will be discussed with a view to ensuring that proper learning is restored."

Other issues on the agenda include the implications of the scrapping of the Universities Act, admission criteria for blacks at most tertiary institutions and what Azasco described as the advent of so-called nonracial student representative councils.

The theme of the conference to be held over three days from Friday at the Medical University of South Africa is "Education - an instrument of transformation".

Prior to the congress will be the Steve Biko-Muntu Myeza Memorial lecture on Friday evening.

The main address will be delivered by Mr Mzukisi Mavu, Azapo's assistant secretary for economic affairs who was released from Robben Island in April after 18 years in prison.

Campaign over school holidays fails

Sadtu backs down

Sowetan 25/9/91 (50)



THE Soweto branch of the South African Democratic Teachers Union yesterday backed down on its call to defy the Department of Education and Training's current holidays.

Sadtu's branch media officer, Mr Oupa Mpetha, said pupils should treat this week as a "catch-up" period and should have normal effective education from next week.

Mpetha said in a statement: "We acknowledge there were problems resulting from a communications breakdown as far as ignoring the holidays was concerned.

"We are not abandoning the

campaign to pursue a common school calendar but are merely saying this call was not properly organised."

Mpetha said the common calendar campaign would have to be replanned.

There was mixed reaction to the call, with most pupils reporting at schools only to return home after a few hours while classes were conducted at few other schools.

Sadtu held a conference hours after the DET's director for the Johannesburg region, Mr R Motau, released a statement describing the campaign as "a smokescreen to cover up the neglect of duty in a wasted year".

"There is a real risk of wholesale confrontation between Sadtu and a community which views the defiance campaign as a deception and is increasingly angered by such harmful practices.

"Such a confrontation will not serve the interests of wholesome and meaningful education at this critical time of the year," the statement.

Mpetha said at an education summit held at the weekend that Sadtu and organisations interested in education had decided that a code of ethics for teachers be drawn up.

They also called for the involvement in education by parents.

"We all recognised the need to rekindle the culture of teaching and learning," said Mpetha.

A follow-up summit is set for Soweto on October 6.

Meanwhile, a month-long strike by 25 000 teachers in Lebowa ended yesterday when the homeland's government agreed to demands by Sadtu.

It agreed to reinstate 33 lecturers dismissed from Dr CN Phatudi College of Education, cancel the proposed transfer of three people from Naphuno College and pay the salaries of two lecturers.

Nine lecturers dismissed from CN Phatudi College can also apply for reappointment.

C

Bursary perks go

Press 1/9/97

THE tax exemption on bursary schemes offered by companies to the children of employees will be withdrawn from March 1 next year. (50)

ing the new legislation," he said.

Tax-free grants towards the cost of studying for a diploma or a degree, also fall away from March 1. (20)

Speaking at a "New Tax Legislation and You" seminar, Pat McGurk, a partner in KPMG Aiken and Peat tax practice, said: "Any bursary offered after this date will be taxable, although bursaries awarded before March 1 for the 1992 academic year may still escape tax if they are awarded in terms of the approved rules."

"A company can pay the fees of bona fide students studying towards qualifications useful to the company.

"Thereafter, a student failing his or her exams could be obliged to refund the bursary money."

"Occasional Bursaries" of R750 a year awarded to children of workers with incomes below the tax return threshold would also become redundant.

"In some instances it may still be possible to award the bursary in advance without contraven-

mplications



C

Natal education is integrating

Durban
A MAJOR step towards integrated education was taken yesterday when an agreement was signed in Durban enabling black students to enrol at a white residential college of education.

Education and Culture Minister Mr Piet Clase and

25/9/91
the KwaZulu Education Minister, Mr Lionel Mtshali, signed a service agreement allowing Edgewood to admit 200 KwaZulu students from January for the college's pre-service diploma course from next year.

Addressing Natal educationists at Edgewood Col-

25/9/91
lege, Clase said the agreement set an historic precedent in education.

In his reply, Mtshali called the signing a breakthrough because it enabled KwaZulu students to be absorbed into a Natal College of Education instead of being confined to a dis-

So
tance learning programme.

Edgewood College rector Professor Andrea le Roux, a staunch advocate of a nonracial education system, said the agreement was an historic step towards bringing all the peoples of Natal into closer harmony.

- Sapa

THE FIRST YEAR

WIPIPING OUT THE CLASSROOM SHORTAGE

E·D·U·C·A·T·I·O·N

The IDT is putting the weight of its R442 million education effort into wiping out the classroom shortage and providing pre-school education for the poor.

With these and other programmes in literacy, language and skills bridging, and teacher training, the IDT is promoting and supporting creative ways to beat education backlogs and rebuild the system.

In the year to July 31, the IDT set aside nearly R442 million, or 30% of the funds that will go to education, for 68 projects.

Its tasks, and the money to be spent on each, are:

- the provision of 50 000 classrooms over the next three to four years — R300 million;
- pre-school education which, for poorer children, can make the difference between failure and success in later school years — R70 million; and
- literacy and bridging programmes for primary school children and disadvantaged candidates for tertiary education, as well as teacher upgrading and adult literacy projects — R60 million.

The objective is educational parity, meaning universal free public education for eight years, and getting more than half of the

children who enter the school system through matric. Education director Professor Merlyn Mehl believes this could be achieved in 10 years.

But the system can't be stopped while it's being fixed. "It's almost like working on a motorcar that's hurtling down the freeway at 120km/h," says Mehl.

The IDT relies heavily on communities and existing informal education networks to determine where and how to spend its money.

It is a firm principle to consult people on the ground about priorities. The IDT also channels its funds through organisations which sprang up to resist apartheid education and are now devoting their skills and energies to rebuilding education.

Says Mehl: "Education can't be transformed without the government, but we can't do it with the government alone. The IDT can bring things to this process that the government can't."

The programme to build 50 000 classrooms will be a nationwide effort to wipe out this backlog. Linked to this will be community learning centres providing primary school, cultural and adult literacy facilities.



Chris Dlamini, CAST and COSATU, right congratulates the developer, Johan Walters, Citicom, at the Etwatwa Learning Centre at Emaphubeni, near Daveyton on the East Rand — the first school to be built under the IDT's National School Building Initiative. A feature of the new school is its "two of everything" approach — two sets of teachers and two schools of pupils will share the main buildings. The broader community will also use the school hall which has been built across the road from the learning centre. Standing behind Dhlamini are Prof Merlyn Mehl, Education director, left, and Denis Creighton of the PERM

In pre-school education, the IDT will fund a programme run by trained people with help from parents, as well as a project to train mothers to help their own children learn. The IDT hopes to reach 250 000 poor children, many of them in rural areas.

Programmes to upgrade primary school education focus on the cross-over from mother-

tongue to English instruction, to reduce the high drop-out rate.

Teacher retraining is an important part of the IDT approach. The decline in black education is due partly to the poor skills of teachers who themselves went through the system. In adult education the emphasis is on a general middle-

level education, through community colleges, for most of the population rather than on specialised university training.

To deal with university education, the IDT proposes an Education Bank to provide loans to disadvantaged students. It suggests repayments be made through a type of tax on graduates.

People's education will solve the crisis

By **BOGIE MABOGOANE**, publisher of
Journal of Educational Progress.

THE admission by the Department of Education and Training (DET) that there is a big crisis in black education, which it cannot resolve on its own, is welcomed because that should now make the DET objective when it considers suggestions which could help resolve the crisis.

The number one cause of the crisis is that the DET lacks credibility and legitimacy. Its own director-general, Dr Bernard Louw, gave DET's "Verwoerdian roots" as the reason (City Press 91-2-3).

Leading education fundi Prof James Moulder states: "It is this lack of legitimacy rather than lack of equality that sustains our education crisis." (*Optima* Vol 37, No 3).

The first step therefore is to give black education credibility and the only way of doing so is to get rid of the DET and to have one department of education. The results will improve and there is more than enough historical evidence to prove this.

Veteran educator, EA Tlakula used to say: "Set the standard high and both teacher and pupils will rise to the occasion."

Thus, when he introduced Matric at his school, now called Tlakula High, he chose Joint Matriculation Board (JMB), and the results were good, compared to nowadays with the "lower" DET Matric.

The government keeps on telling us about a new educational dispensation after liberation. This is totally unacceptable.

One department of education is the number one step for credibility but of

course the next step will be to restructure our education to develop the God-given talent of every child.

This will satisfy nature's equilibrium of available talents, and we shall have students pursuing careers to give us fair shares in the natural science and technology fields, the humanities and the economic sciences.

The only educational system that can produce results is people's education which was mooted in this country in 1883 by John Ntengo Jabavu. Prof Keodireleng Matthews, Godfrey Pitje, Mangaliso Sobukwe are latter-day advocates of this dynamic educational model.

There is research which proves that people's education is the best education system, especially in enhancing the learning of mathematics and the natural sciences.

In simple terms, people's education is an education system whose curriculum in all fields also includes real-life aspects and the involvement of pupils in the real-life, practical application of what they are taught in class under the leadership of the senior partners in education. These partners are the teacher, the parents, the practitioner in all fields of human endeavour, and the policymaker, at local, regional and national levels.

In other words, people's education is a grassroots five-sided partnership of teachers, pupils, parents, practitioners and policymakers.

The sooner we start talking and acting on people's education, the faster we shall be on the road to solving our major problems in education, for people's education is the only system that can produce fully-educated people in all fields to serve the country and humanity in the best possible way.

NP NATAL CONGRESS

Domestics may get union rights

By 6/19/91

DURBAN — The National Manpower Commission had recommended that domestic workers be allowed full unionisation rights and government was seriously considering this, Manpower Minister Eli Louw said yesterday.

Responding to questions from housewives at the NP Natal congress, he said the commission, which he had asked to investigate the matter, had recommended that domestic workers be incorporated under the Labour Relations Act and the Basic Conditions of Employment Act with certain amendments.

This would allow domestic workers access to legal recourse in cases of unfair dismissals, and to other rights organised labour had won for workers in other sectors.

Contracts between domestics and their employers fell under common law and were enforceable only in the ordinary law courts. There was no recourse to the industrial court.

The commission had also recommended that the principles of the Unemployment Insurance Act and the Workmen's Compensation Act be applied to domestic workers. A committee should be established to investi-

gate the practical implications.

He said the commission found that no consensus could be reached on the possible inclusion of domestic workers under the ambit of the Wage Act, or alternatively, whether minimum wages should be dealt with only according to guidelines drafted by the Wage Board.

Louw said he wanted to allay the fears of the housewives, who expressed concern about their workers embarking on collective action. Should domestics be included under the Acts in any form his department would initiate extensive programmes to inform them and the domestics.

"In the labour field you do not deal with ordinary commercial articles but with people, an employee in your service with a home and a family and, in many cases, also miserably poor," he said. A way around the fears was to deal fairly with domestics "on the shopfloor".

Government could provide only the guidelines within which labour relations were conducted but it was up to employers and their workers to ensure fairness, equity, productivity and labour peace, he said.

'Time to focus on communism'

Own Correspondent
TRUE African nationalists within the ANC would have to decide whether they would continue to allow themselves to be pawns of headline communists in the ANC/SACP alliance, Natal leader of the NP George Bartlett said when he officially opened the province's congress in Durban yesterday.

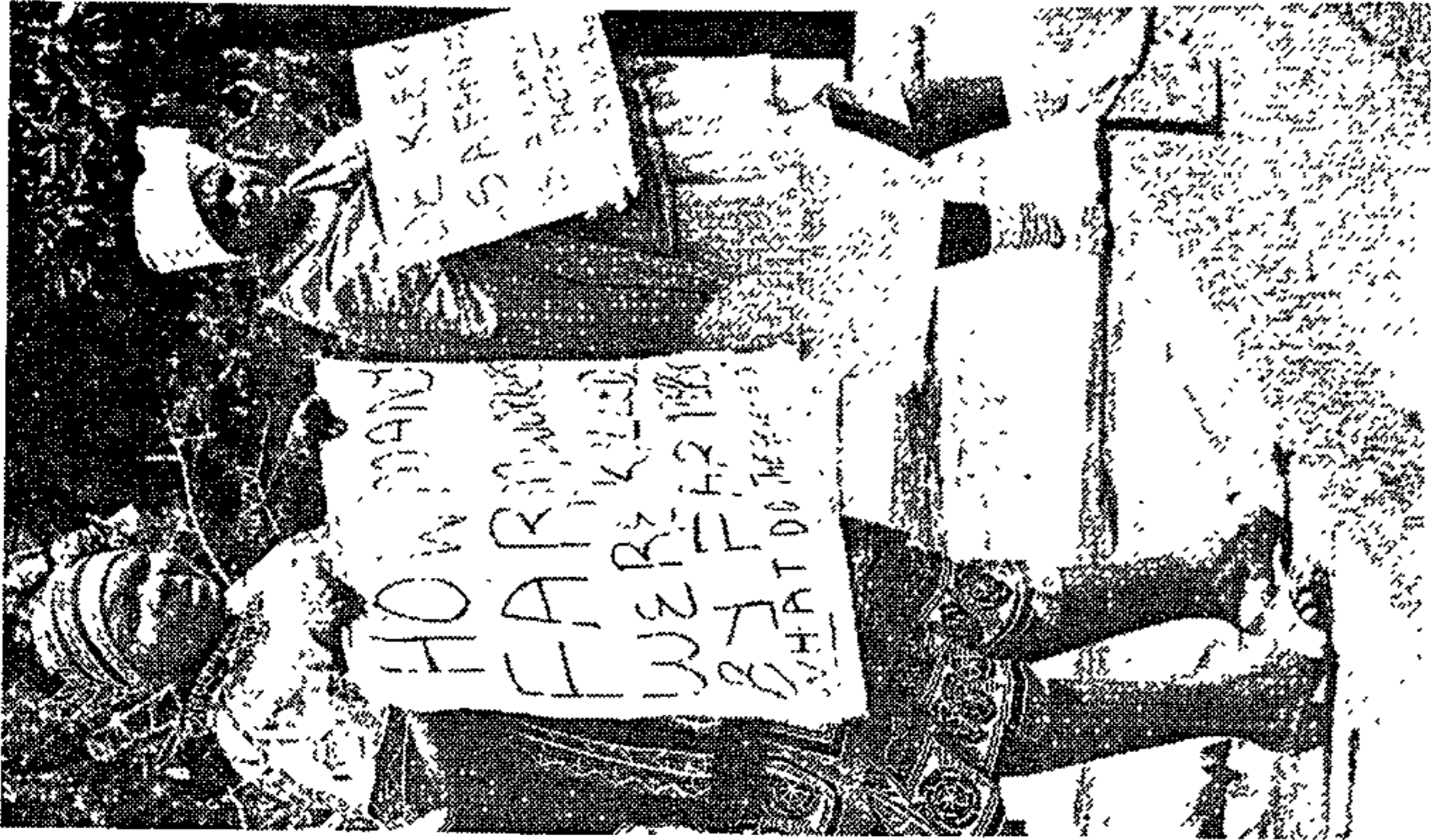
Bartlett said the time had come for the spotlight of the media and of public opinion to be focused on the ANC/SACP alliance's covert actions in SA. *6/19/91*

He said people were reading daily of one former communist-dominated country after another throwing off the yoke of oppression and "political thuggery" by ousting the Communist Party from their countries.

"Yet here in SA we have people who should know better, including some highly placed in the media, reacting to the ANC/SACP alliance as if communism had suddenly undergone a metamorphosis and transformed itself into a lily white and saintly community service organisation," he said.

There were likely to be former communists in the ranks of the ANC/SACP alliance who, like their former comrades in the Soviet Union, had changed their minds and now rejected communism, he said.

If this was so, they should stand up and say so publicly for all to hear.



Cosatu members and farmworkers protested outside the Union Buildings in Pretoria yesterday. They were demanding greater protection for farmworkers. Picture: ROBERT BOTHA

Clase moots compulsory fees plan for pupils

DURBAN — Compulsory tuition fees for pupils could soon be introduced, own affairs Education and Culture Minister Pienaar said yesterday. *6/19/91*

He was making his last appearance at a congress before retiring from politics. He told delegates at the Natal NP congress the law provided for the institution of compulsory tuition fees as opposed to school fees which were largely voluntary.

This, he said, could happen "sooner than you think". It would mean that anyone not paying the tuition fees could be sued in a court of law. *6/19/91*

A senior NP source said afterwards that it was a complex situation which had financial as well as political implications. If compulsory tuition fees had to be introduced, a way of softening the blow could be to have personal tax adjustments. Something would have to be done, he said. — Sapa.

Busy time ahead for new president

CPres 29/9/81

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52

By LULAMA LUTI

FOR the next 12 months, pint-sized Sipho Maseko will have little time to relax with a pizza and a coke - which he likes to do.

He has been elected president of the Azanian Students' Convention, and is headed for a tough time.

There is a breakdown in learning at many schools and teacher and student morale is low. To compound the problems, student organisations do not see eye to eye.

Maseko, 23, says he is determined to solve some of these problems and stop elitism among Azasco members.

"We don't want our members to feel they are better than people from their communities. We want them to feel they belong in their communities and not to the institutions they attend," he said.

To achieve this, Azasco had set aside a week for



**SIPHO MASEKO ...
in Azasco hot seat.**

voluntary labour. Members would be encouraged to go to rural areas to help existing community projects and start new ones.

Known for his outspoken stand against student participation in disruption, Maseko was elected president at Azasco's first annual congress at Medunsa at the weekend.

Asked how he became involved in politics, Maseko said it all started be-

cause of his admiration of people like Nelson Mandela.

"At first, my political clarity was blurred, and I was not sure what ideological line to follow. I remember how I memorised Mandela's political speeches made during the Rivonia trial.

"I was not affiliated to Azapo, and did not have a political home. During the turbulence in 1985, I became sympathetic to the struggle," he said.

After meeting the head of Azapo's Education Secretariat, Gomolemo Mokae, he began identifying with Black Consciousness ideology.

Maseko matriculated at St Lewis in Natal in 1987 and is a BA student at Wits. He dreams of becoming a human rights lawyer.

"I think most legal systems are prejudiced against women and disadvantaged people. They don't get a fair deal," he says.

Malan to decide on empty schools

8/Day 2/9/91

50

FORMER Defence Minister Magnus Malan will decide on the fate of a number of empty white schools around the country.

Government sources confirmed at the weekend that Malan would have the final decision on the empty schools which have come under the spotlight after recent attempts by the National Education Co-ordinating Committee to occupy some of them.

From September 1 Malan is responsible for the white Housing and Works Ministry, which decides what should be done with unused property such as closed white schools.

According to Administration in the House of Assembly director-general Ian Robson, a final decision would take at least another two weeks.

He said most of the empty schools receiving attention were in the rural

TANIA LEVY

areas.

The possibilities being weighed up are that a school remain the responsibility of the white education department (Culture and Education) but be opened to all races; that it be transferred to the black, Indian or coloured education departments or to a private organisation registered with one of the education departments.

Robson said although

Malan would, by law, take the final decision on the schools, it was important that this would be done after consultation with interested parties.

The House of Assembly Administration department was in close contact with the various education departments and would make its recommendations to Malan "as soon as possible", he said.

About two weeks ago the outgoing Housing and Works Minister Sam de Beer promised that a decision would be made within two or three weeks. De Beer today took over from Stoffel van der Merwe as Education and Training Minister.

DP education spokesman

Roger Burrows said as Education and Training Deputy Minister in the mid-1980s De Beer had been sympathetic to the aims and needs of the black education sector.

He was prepared to go out of his way to forge good communication in this sector at a time when such links were unfavourably viewed by then President P W Botha and the NP, said Burrows.

He said De Beer's "ideological blood brother" Education and Culture Minister Piet Marais could be expected to shake up things in the white education department and in education generally, armed with his knowledge of the problems and needs in black education.

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GERALD REILLY

Govt opens can of worms on compulsory school fees

PRETORIA — The introduction of compulsory school fees was a political hot potato and it was highly unlikely a system of "pay-education" would be introduced soon, DP education spokesman Roger Burrows said at the weekend.

He was reacting to a statement by outgoing Education and Culture Minister Piet Clase at the NP's Natal congress that the sys-

tem was under investigation and could be introduced soon.

Clase said, however, that compulsory fees had certain implications which had to be clearly understood.

For example, if a parent refused to pay he would expose himself to court action. On the other hand, a child should not be de-

prived of education if its parents were unable to pay.

Burrows said the issue had been bogged down in controversy for years.

In 1985 the Transvaal Provincial Council amended the education ordinance to provide for compulsory fees. But no system had been implemented.

Issues such as the level of

fees, and how they should be collected and distributed were unsolved.

Burrows said a barrier to the introduction of a fee-paying system was that while it may work in white schools, resistance would come from black, coloured and Indian parents and teacher organisations.

The CP had made it clear that a compulsory fee system for whites only would be totally unacceptable, he said.



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Putting the lid on *mfecane* myth

w/maul 13/9-19/9/91
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By PORTIA MAURICE

AN historical "myth" taught to thousands of students was rejected at a conference of teachers and academics last weekend.

The concept of the *mfecane* — the 19th-century Zulu "explosion" recounted for decades without challenge in South African history textbooks — was "laid to rest" at a conference hosted by the History Workshop and Social Anthropology Department at the University of the Witwatersrand.

"Get rid of the *mfecane*. Don't try to revise, rethink or rehabilitate it or make it respectable — just demolish it," said the keynote speaker, Rhodes University history lecturer Dr Julian Cobbing.

The *mfecane* concept emerged in settler mythology in the 1830s, but the term was coined in 1928 and was popularised in the 1960s. Now, Cobbing said, "it's so popular even an idiot can understand it. But then, of course, myths are for idiots."

Also known as the "Zulu wars" or the "wars of Shaka", it blames "marauding, bloodthirsty" Zulus and their chief Shaka for upheavals in the southern African hinterland which scattered neighbouring groups during colonial times. The Fingo people are said to have been forced south, the Ngwane west and the Nguni north — depopulating the Transvaal, Free State and Natal for "peaceful" white conquest.

Cobbing chided historians for their "fertile negligence" in not detecting the theory's flaws. "Europeans invented the concept — and yet they are nowhere to be found in this period of historical action."

"It has been mindlessly repeated and plagiarised by white historians and the liberal Africanists of the 1960s alike. Schoolteachers perhaps can be forgiven for accepting what the textbooks say, but academics are in business precisely to think about what they are doing," he said.

The theory is central to how South Africans understand their history and, delegates claimed, has damaged many young minds.

"If you accept the *mfecane*, you accept that the ethnic nations which constitute the nuclei of the bantustans emerged on the rebound from Shaka and that blacks are inherently violent and needed to be rescued by civilisation," Cobbing said.

"The picture created is of a militarised and centralised Zulu state in the 19th century, with hordes of terrified people fleeing around them. Nothing could be falser and we have empirical evidence to prove this."

Two opposing paradigms have emerged around the theory and, although ideas about what actually happened are tentative, a large contingent of historians is convinced that the *mfecane* has to go.

Cobbing and others believe the Zulus were only one of a number of sister formations in the interior which defended themselves against invaders such as "surrogate white" Griquas, who raided for slaves and cattle for the British 1820 settlers, and from Portuguese ivory and slave traders from around Delagoa Bay.

This interpretation, they say, challenges the idea that history south of the "boerwors line" of the Limpopo River had a unique logic, different to the rest of the continent. It reinstates the impact of the slave trade on South Africa, although here this was combined with the "impact of a settler colonialism which was grabbing labour".

ACCLAIMED Nigerian writer Chinua Achebe, author of *Things Fall Apart*, and his countryman Wole Soyinka, the first African writer to win the Nobel Prize for Literature, American Alice Walker, and Gunter Grass are expected for a major writers' conference to be held in South Africa towards the end of the year.

The conference, a project aimed at ending the isolation of South Africa from world culture and education, according to organisers, will be held in Johannesburg from December 1 to 14. Its theme is "Making Literature — Reconstruction in South Africa", and a national tour is planned to follow it.

Bringing together African, Latin American, Indian and European authors, the event will explore perspectives on issues of race, language, gender, and writing beyond domination — the genres of writing which will feature in post-apartheid society.

Literary giants for SA conference

Steering committee member Njabulo Ndebele, president of the Congress of South African Writers (Cosaw), said the idea is not to violate the cultural boycott but "when these international artists disseminate skills to the oppressed community, they will contribute to our understanding of culture".

It is also hoped the conference, hosted by *New Nation*, will facilitate the process of integrating South Africa with the rest of the world, especially Africa. In the process, the world would begin to see South Africa as part of Africa.

"We can't wait for apartheid and racism to be totally defeated. We should begin to help transform the country through culture and other

means," said Nadine Godimer, a member of the committee. "Indigenous languages in the country should also be given exposure. English should be not the only language of literature."

Staffrider editor Andries Oliphant said the event will be different from the Weekly Mail's Book Week, which he said was urban centred, in that it was held in Johannesburg and Cape Town. "This one will be made accessible to everyone, from the rural areas to cities. We want to create a reading public. Cultural activists should ensure that they meet that demand."

New Nation editor Zwellakhe Sisulu said: "The media should play an active role in the transitional period, they should contribute in the development of cultural and educational pro-

jects."

Committee members described the conference as one that would be non-sectarian because it will involve writers from the African Writers Association as well as Cosaw.

A WA representative Patrick Ngamlana said his organisation would support the initiative although organisers had not thoroughly consulted AWA.

Among the writers expected to participate are: From Africa: Charles Mungoshi, Achebe, Ayi Kwei Armah, Buchi Emecheta, Soyinka and Sembene Ousmane.

From America: Claribel Alegria, Walker, Carlos Fuentes, Augusto Boal and Noam Chomsky. From India: RK Narayan. From Europe: Grass, Linton Kwesti Johnson, Milan Kundera, Hanif Kureish, Per Wasberg and Caryl Phillips.

Titus Pemba

EDUCATION WON'T MEET THE EXPECTATIONS OF LIBERATION'S RHETORIC

50

1319-19791

By PORTIA MAURICE
MILITANT students are likely to have their expectations sorely dashed when confronted with the New Realism of limited education resources in a post-apartheid South Africa.

Although provision will improve, there will be problems, Lindelwe Mabandla, of the African National Congress education desk, told *The Weekly Mail*.

"Deprivation has made people believe that a 'new' South Africa will mean everything is free. But, to be realistic, there is no way these expectations can be met. There is a shrinking of resources and we may need to cut our cloth to our size," he said.

In its projections for future education financing the ANC — dubbed a government-in-waiting by many — is studying closely alternative education policy models developed by Harvard University. These, as well as the current research of the National Education Policy Investigation, investigate "imaginative" ways of dealing with

the historical backlog of apartheid education in the light of existing resources and the gross national product.

It would cost about R77-billion — bigger than South Africa's total budget this year — to achieve parity with white levels of education, Mabandla said. Doing away with the 14 racially based education departments would not give quite enough breathing space to bridge the legacy of inequality.

At present, although the government increased spending on education six-fold between 1975 and 1985, it still funds a white child to the tune of R3 572 a year and an African child R927.

Its recently released Education Renewal Strategy (ERS) — proposals for reform drafted by officials of the Department of National Education — conveniently avoided the thorny issue of financing its fancy ideas. Mabandla insists that the usage of resources be an issue for negotiation by an interim government.

South Africa allocates education a

comparable amount — 19,5 percent of the budget — to other countries. In the face of vast disparities and the prime role education needs to play in transformation, an increase may be necessary. But it will have to compete with other important sectors like health and housing, and more liberal spending is only likely if South Africa escapes the grip of economic recession.

So what are the harsh realities? The ERS proposed free and compulsory basic education for seven years (up to age 13); the ANC says nine may be possible. At the present Budget, a quality education could be provided for all at pupil:teacher ratios of 1:35 and teacher:administrator ratios of 1:18, and taking into account the building of the 123 000 classrooms and training of 145 000 extra teachers projected by the Independent Development Trust.

And after high school? Mabandla said there could be exit and entry points into both vocational and academic education, and the state and pri-

vate sector would need a "healthy relationship" to finance tertiary levels. "Special means will have to be found," he said, to make costly university tuition accessible to the majority. The first rung of preschool education — presently dumped at parents' doorsteps — ought to become a state responsibility though.

Private schools will continue to thrive if the ANC comes to power and, he said, those who can pay will still have to. This, it appears is quite an unresolved issue: how will a future government live up to the promises of its liberation rhetoric, and at the same time appease the middle classes who want a cut above the rest — without forsaking the one for the other?

"It is quite possible that about 65 percent of the population will not be able to afford to pay for their own education," said Mabandla.

"The tax system has to ensure that, even if the rich don't pay more for their education, they will pay in other ways."

Should we all speak English? No, say experts

20/9 - 26/9/91 (50)
THE claim of English to the status of dominant language in a post-apartheid South Africa took a bit of a knock at a weekend conference at the University of the Western Cape.

The gathering, from September 11 to 14, was hosted by the National Language Project (NLP).

It provided an opportunity for delegates from countries like Zimbabwe, Tanzania, India, Swaziland, Zambia, Malawi and Kenya to exchange experiences of post-independence language planning.

Delegates broadly agreed with a proposal from educationist Dr Neville Alexander that the Nguni and Sotho language clusters be standardised in written form, so that they can compete with English as a lingua franca in the future.

Most indigenous languages south of the Sahara fall within these two groups: Xhosa, Zulu, Ndebele and Swati are Nguni languages; and Tswana, northern and southern Sotho fall within the Sotho group.

"There is an incredible obsession with English at the moment, because it is perceived as a path of access to political and economic power," NLP coordinator Kathleen Heugh told *The Weekly Mail*.

"But if we want to look forward to real

Should English be the common language in this country? The experience in the rest of Africa suggests this may not be the right solution to the language problem.

By PORTIA MAURICE

democracy in the future, vernacular languages will have to be accorded equal status, if only at regional level."

This, Heugh said, was a lesson to be drawn from the rest of Africa where, even in Anglophone countries, only 20 percent of people had become fluent in English after independence.

Alexander has proposed that, although spoken dialects will always differ, Nguni and Sotho languages be standardised so that they may operate regionally at local government and economic levels.

Heugh said delegates had shied away from taking positions on official languages, but felt that Afrikaans was likely to be reduced to the same level as other regional languages.

Delegates, she said, favoured multilingualism which de-emphasised differences at schools.

No concrete proposals were made, but it was felt that mediums of instruction could be mixed and indigenous languages should be given more status.

Papers on education merit close study

ESSENTIALLY these are papers presented at a conference of Research on Education in South Africa (Resa) held at Grantham, UK, in 1989. Many have been updated; the acknowledgements by the six-person editorial collective are dated February, 1991.

The book is excellently produced, with notes on authors, decoding of acronyms (891) and a seven-page index. Twenty-six papers were heard at the conference; these are listed and 13 of them appear in the book. They merit close study.

The valuable introduction by Harold Wolpe and Elaine Unterhalter, both part of the Resa team at Essex University, makes a key point: "Education is not as powerful as made out either as an agent of transformation or of social reproduction as some believe ... The structures and processes of educational change must be linked to changes in other social conditions and institutions."

This reviewer strongly agrees with that. Classroom realities are often greater constraints on progress in education than the sometimes

APARTHEID EDUCATION AND POPULAR STRUGGLES edited by Elaine Unterhalter et al (Ravan, R29.95)

misguided schemes of educational planners and the "reproductive" (?) intentions of capitalism (or of socialism, for that matter).

The introduction is followed by four contributions on "Reforming apartheid education" and nine on "Popular struggles, reforms and transformation".

In his essay *Matching Education with Employment*, Norman Levy reminds us that, in spite of the De Lange recommendations, "there is little evidence of any imaginative state-funded provision of large-scale industrial education." And in spite of very large increases in the numbers of black high school and university graduates, there are still very few blacks in management. Levy predicts: "Without adequate forward planning ... higher level whites will continue to dominate." Unterhalter's thorough analysis of enrolment

patterns in black education since 1953 ends with the strategic conclusion that "the state found it impossible to provide either the financial or the human resources for the kind of education system that would enable the mass of the people to 'realise their aspirations'" (which in 1989 Gerrit Viljoen said the Government wished to make possible).

The essay on black tertiary education reminds us, *inter alia*, of the absurd militarisation of some black campuses — at Turfloop, army occupation was permanent for more than three years. There was more space for student activities on other, particularly English-medium "white" campuses.

Nicola Swainson presents a good summary of the now very substantial corporate involvement in black education, with much of the funding in later years coming from foreign sources (US Aid involvement is now well above \$50-million). But she also quotes Sullivan's conclusion that "private sector involvement has brought no real change".

The second section deals with popular strug-

A traumatic chapter deals with the effects on children and schools of more than three years of civil war in the Pietermaritzburg region: clearly thousands of young people will never shake off the influence of insecurity, fear and death, and the schools will take long to become normal, safe and happy places of learning and culture again.

The last chapter, like a few others, promotes the view that students form the largest, most militant and most reliable group in the chiefly political struggle, and that education is mainly a site of struggle. I believe that such a view continues to put liberation before education. "Peoples' education for people's power" ought to teach the young that at their time of life idealism, while furthering the struggle, should concentrate most of their energies on acquiring the knowledge, skills, attitudes and values that will enable them to make a worthwhile contribution to the unitary, democratic, non-racial and non-sexist South Africa of the future.

And we should also let the young experience that education is not only struggle but also full of joy and deep satisfaction, a field in which serves more recognition than it gets.

These essays deserve reading more than once.

Ian Moll discusses the progress of the teacher unity movement after 1985, which has in fact been a strange mixture of idealism, coercion and exclusion. Moll stigmatises the established teacher associations as "the organised agents of the ... education departments to which they were linked", yet the nine small but vocal "progressive" bodies (Moll estimates a total membership of 5 000) are excused for doing the same thing: "despite the explicit non-racial principles of each ... it became a matter of strategic necessity that the progressive organisations corresponded to the various apartheid education departments."

The South African Democratic Teachers' Union (Sadu) was launched in October 1990; Moll acknowledges that "contradictions remain"; these have now led to a new national body, just launched, and one hopes the two, both non-racial, will co-operate for the benefit of their "clients", the young people who need sound education.

gles and transformation. Most writers, I believe, overestimate the power of protest and even efforts to transform schooling through changes in curricula. Repeated stress on the prime importance on mass student action makes one wonder if the writers would agree that there are key issues in education which teachers' professional training and experience qualify them to handle — issues which children and adolescents have neither the knowledge nor the maturity to decide — though of course they should discuss and learn about them.

The point is agonisingly put by Brian O'Connell, head of Athlone College. In his essay *A View from the Ground*, when he asks what committed teachers should do now to transform education. He shows that while "the notion of democracy as a fundamental right of students remained alive through the ... repression, student interests have often predominated over academic and professional programmes" (which, of course, should be among prime student interests).

He also shows that though students pay lip service to non-racialism and national unity they in fact do little to promote contact with students on campuses assigned to "other" South African ethnic groups. (The power of prejudice?) Student concentration on political protest to the virtual exclusion of academic commitment makes him ask in sorrow, "Is there an academic as well as a political agenda for transformation?"

Though there is much evidence to the contrary from Africa and elsewhere — some mentioned in the book — the general thrust is that commitment to political struggle within the democratic movement will usher in democratised classroom relationships and participatory teaching methods. Two interesting contributions on university and classroom research are followed by an excellent essay on how to teach writing, particularly the "conventions of written argument".

Franz Auerbach

AW

ERE producing square pegs for round holes," National Education Minister Louis Pienaar told a *Weekly Mail* journalist in a recent interview.

This phrase, which in this context translates into a mismatch between education and the needs of the economy, has become the battle cry of both the government and private sector. It is also acknowledged by extra-parliamentary forces — unions, political and community organisations and educationists — that because of the apartheid legacy of racial and gender discrimination, the number of people receiving technical training is still far too small.

It is an area in which inequality and exclusion has been at its most blatant. Before the Wetshah Commission into labour legislation in the late 1970s, for example, Africans were barred by the Apprenticeship Act from training as apprentices, without which qualification they could not work as tradespeople. In the past, too, black miners were not allowed to be issued with blasting certificates.

Until recently, technicians and technical colleges, where most formal vocational training takes place, were racially segregated. Educational provision in this sphere is still loaded in favour of whites, and employers have traditionally spent a small percentage of their profits on training workers.

Government attitudes are best captured in the words of their proponents: in 1945 a National Party politician, JN le Roux said: "We should not give natives any academic education. If we do, who is going to do the manual labour in the community?" Ten years later former prime minister Hendrik Verwoerd said: "There is no place for the Bantu in the European community above the level of certain forms of labour."

Today, the sentiments of Na-speak have changed. The Verwoerdian dream has turned into a nightmare, and there has been a *glasnost* in attitudes towards training, sparked partly by the need to foster a black middle class as a political buffer.

In its recently-released Education Renewal Strategy, the government posits — among other things — re-orientation from academic towards more vocational education to meet a projected skills shortage for all children up to the age of 13.

That there is a recession in which employers are struggling to maintain rates of profit — and a consequent skills shortage — there is little doubt. Increased use of technology has led to large-scale redundancies and unemployment.

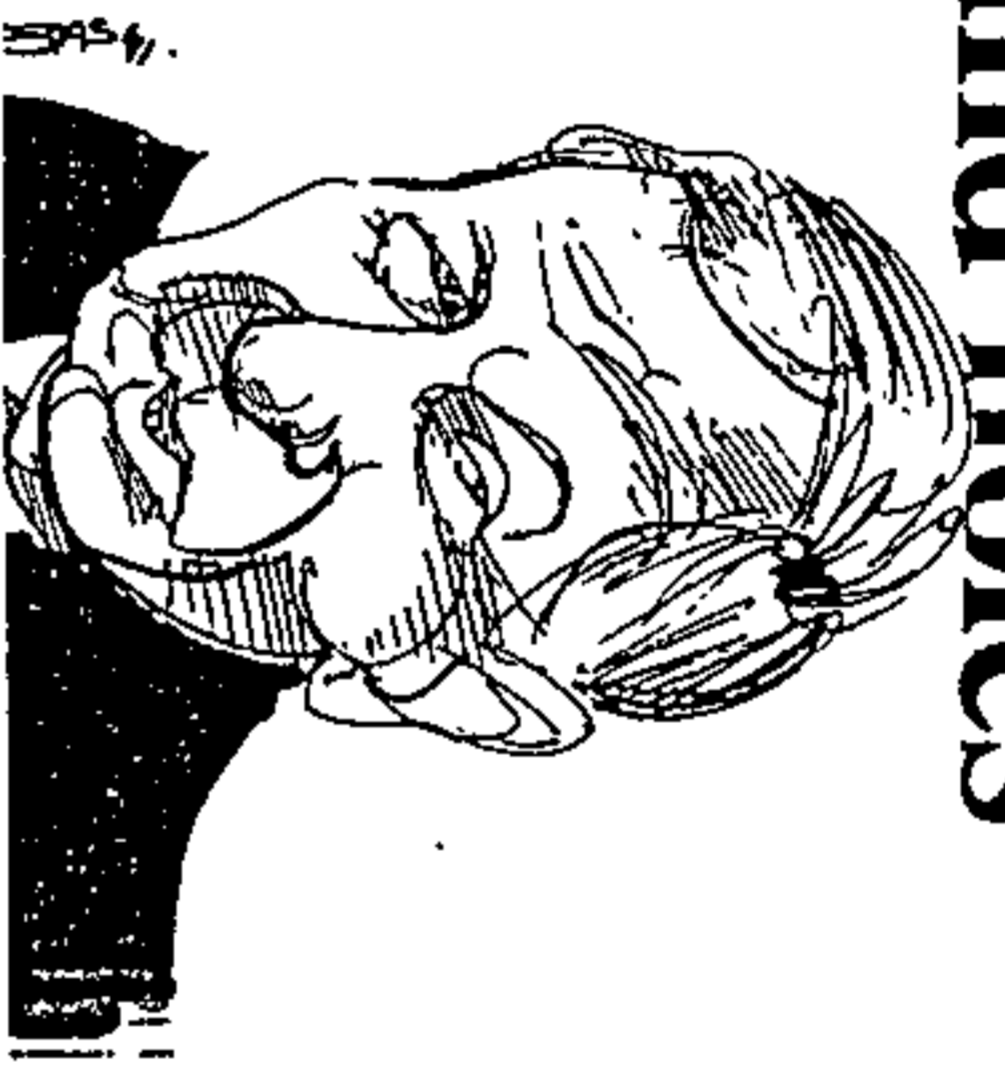
With an annual economic growth rate of only two percent, there will be a shortage of about 200 000 workers with a degree, diploma or comparable skills level by the year 2000, according to South African Institute of Race Relations researcher Monica Bot.

"There will be a surplus of 3.8-million workers with Std Eight to Std 10 or comparable skill level, and a surplus of 5.6-million workers with lower than Std Eight or comparable skill level," she said.

Showing square pegs into round holes

The skills crisis in South Africa has prompted a call for a shift from 'academic' to a 'technical' education. But perhaps the dichotomy is a false one, argues

PORTIA MAURICE



Education Minister Louis Pienaar

Presently, the skilled and higher skilled levels are mainly occupied by whites. In 1988, for example, while 80 percent of the economically active population was black, whites occupied about 95 percent of managerial jobs.

The crisis is recognised even at international level: the Commonwealth Expert Group into Human Resource Development for a Post-Apartheid South Africa is due to report in Harare in October. In an input paper to the group, Harold Wolpe and Elaine Unterhalter, of the Essex University-based programme, Research in Education in South Africa, identify as short-term needs during the "transition period":

- Education and training for returning exiles
- Upgrading administrative, management and research skills of personnel in community and political organisations
- Upgrading black school teachers
- Training black people in central and local government and middle and senior level ranks
- The training of police and military in methods appropriate to a democratic society
- Black advancement in the occupational structure
- Training black professionals.

Strategies differ about how to redress these problems and the inadequacies in the schooling system which militate against post-school vocational training. A key area of concern is the small number of blacks who graduate from high school with training and occupations with persistent shortages such as engineering, medicine, computer science, electronics and microbiology.

In 1990, the mathematics pass rate for matriculants in the Department of Education and Training (DET) and the 10 homelands ranged from a dismal 0.08 percent in Gazarankulu to 19.5 percent in kwa-Zulu; and in physical science from 33.6 percent in kwaZulu to 58.1 percent in kwaZulu. In the DET 17.9 percent of those who wrote mathematics passed, and 47.1 percent of those who wrote physics. Yet the successful few are an even smaller minority than meets the eye: only between 15 and 30 percent of black pupils take these subjects in the first place.

Debate now centres around where limited resources should be allocated: towards high level technical and professional training, or lower level school education. There is widespread concern that the government's proposed compulsory schooling up to Std Five will force 13-year-olds to make career choices at a very tender age, and leave parents to foot the bill for further education.

Some educationists also fear that extreme shifts towards technical/vocational education will deprive students of a good grounding in general education — which provides for more flexibility, job mobility and continuous learning. Attacking the "vocational school fallacy", they point out that the rates of return to general schooling — literacy, numeracy and basic science skills — are usually higher than those to formal vocational training.

Perhaps though, the dichotomy between "academic", professional, administrative, technical at all levels there should be more coalescence between school and work. What is now regarded as



"academic" should begin to bear more relation to everyday life, and what is "technical" should incorporate more general knowledge to facilitate broader understanding of the world.

At any rate, current technical training at school level has been stigmatised as an option for those who are not "brilliant", a mirror to the mental/manual split which education reinforces in the work environment. Woodwork and typing have lower status than "academic" subjects like maths. Pupils who are not doing well are often "streamed" into vocational subjects and are more likely to become manually semi-skilled workers. Concrete discussion about how education and training resources should be invested and equalised has to take place in a framework of a new socialisation or a mix — and a way in which the labour process is reorganised. Education cannot be abstracted from a political/economic framework and neither is employment its sole purpose. It should be an empowering and enriching process which enables people to understand and control their lives.

YOUR FUTURE



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No winners in the race to reform education

By PORTIA MAURICE (SO)

THE pace of education reform has come under scrutiny again as the Department of National Education (DNE) and other bodies embark on a complete overhaul of curricula across racially-defined departments. While extra-parliamentary educationists say even the DNE initiative lacks legitimacy, the "own affairs" Transvaal Education Department (TED) has begun ordering new textbooks for 1992.

In a process which began in 1984, the DNE has instituted "frameworks committees" in all school subjects to "formulate general policy regarding norms and standards for syllabi, certification and examinations" for a new education model. The report, a DNE spokesman said, would be published in November. The projected future education model is that presented in the government's Education Renewal Strategy — a central authority with regional departments. Race will not be a determining factor, although there will be flexibility over "cultural, religious or language differences".

However, angry publishers have alerted *The Weekly Mail* to the "gross wastage of resources" by white education departments, which are still revising their own curricula by phases and are tendering for new textbooks in subjects like accounting, economics, science and geography for 1992.

"Once textbooks are in the schools they may be there for 10 years or so," one publisher said. "What is the point spending all this money when the whole system is likely to change?"

The DNE has not officially declared a moratorium on such changes but the spokesman said the matter was "receiving urgent attention".

By the time of going to press, the Department of Education and Culture

(House of Assembly) had not responded to queries on the issue.

Explaining the need for reform, the DNE spokesman said the curriculum development process had been Eurocentric and dominated by whites.

Although in the exact sciences little was likely to change, in subjects such as history more uniformity was possible while allowing for flexibility. "Topics would be the same, but the interpretation may differ from one area to another," the spokesman said.

By the end of next year, he said, the South African Certification Council may be issuing common matric certificates to all pupils — at present the racially segregated departments each have their own. But such reform from above is likely to be a damp squib if "own affairs" departments continue in apartheid mode and consultation to the left is not broadened.

Cape-based educationist Johan Muller said the government was "overspending on new textbooks for whites in this period of transition", while per capita expenditure on textbooks for blacks was still below par.

In the past, the syllabus committee which thrashed out core course content was convened by the Department of Education and Culture (House of Assembly), while other departments had observer status and adapted the core to their own purposes. Now, Muller says, a new initiative will lack legitimacy unless it is convened by an interim body on which extra-parliamentary groups are represented.

The DNE spokesman said about 300 people — academics, the private sector and some education bodies — had been involved in the process under the guidance of the Committee for Heads of Education Departments and the Committee for Pre-tertiary Academic Policy, with itself as secretariat.

■ THE education delegation initiated by African National Congress president Nelson Mandela and which gave rise to the Joint Working Group on education met in Johannesburg this week. A source within the delegation said it had decided on a "line of action" in response to the Joint Working Group report released last month. Further details were not available at the time of going to press.

W/Mail 27/9-3/10/91. (50)

EDUCATION - GENERAL

1991

OCT. — DEC.

The kids and teachers who never learn

CP Press 22/12/91

#2

So

By LULAMA LUTI
THE call by political, education and pupil organisations to make 1991 a year of effective learning and teaching fell on deaf ears.

The pleas for a return to classrooms went unheeded, despite the fact the 1990 matriculation results were the worst in the history of black education — only 36,4 percent passed.

In the first weeks after re-opening, pupils took over schools and registered fellow pupils. The infamous "pass one, pass all" slogan was born.

Classes in Mamelodi, Atteridgeville and So-shanguve were disrupted as pupils demanded that all those who had failed be moved up regardless.

Principals in more than 30 schools in the Pretoria area were frogmarched out of schools and ordered not to come back until the DET had addressed their grievances.

While the demand for a single education system became the rallying point, ANC president Nelson Mandela led a delegation of educationists and senior ANC members to meet a government dele-

gation headed by president FW de Klerk.

The Joint Working Group was formed and this was charged with dealing with short-term problems and establishing a fully representative forum to discuss a new education system.

However, as pupils broke for the Easter holidays, marking the end of the first quarter of the academic year, no effective education had taken place in Transvaal township schools. In April, during the parliamentary session, the education budget was an-

nounced, showing no real increases in education expenditure and no real commitment to narrowing the gap between white and black education.

In May, the Independent Development Trust announced a R300-million schools building project in which more than 50 000 classrooms were to be built as part of a national programme for black education.

As pupils sat for their mid-year examinations, there was still uncertainty as to what progress had been achieved since January.

Random media surveys showed that pupils and teachers continued to attend classes as they pleased.

The exams continued without incident. Following a fruitless first half of the year, pupils went back to school at the end of July to face continued mass action by at least three organisations.

In October, following the NECC campaign in August, education ministers announced that 48 redundant schools previously reserved for whites would be transferred to

the DET.

By October 28, when the examinations started, no incidents were reported and the DET announced that about 95 percent of students had turned up for the exams.

During the exams four Higher Grade Papers were leaked in the Richards Bay and Mtubatuba areas and these were re-set and re-written later.

While the marking of scripts was rounded off earlier than expected, the DET said results would only be available in the new year.

THIS 11.11 4.9-million unconnected houses which fall under other supply authorities such as homelands and municipalities.

An Eskom spokesman said the estimated R6bn cost of the Electricity for All programme was calculated by using an average connecting cost of R2 000 per household and a figure of 3-million un electrified homes within reach of its grid.

Contractors were invited to introduce themselves to their nearest Eskom district to keep informed about opportunities and bid for projects.

According to a study by Prof Geert de Wet of Pretoria University, the electrification of 1-million households over five years could create 270 000 jobs and add 5% to SA's GDP.

that Welgemoed had invited a delegation to meet him in Cape Town on Friday to discuss the issue.

"The restructuring of the transport policy should go along with the overall economic policy — this has not been followed," he said.

Clean-up begins in Phola Park

TIM COHEN

IN THE first step towards becoming a proper town, Phola Park squatter camp is being given a Christmas present — the immediate removal of huge piles of refuse. B.12.24/12/11
Transvaal MEC for Physical Planning and Development John Mavuso said in a statement yesterday that the refuse removal had begun and would be followed by the provision of running water and toilet facilities.

Early in 1992, Phola Park would become a proper town, following the allocation of R15m by the IDT for the development of 2 000 service sites.

Phola Park has been the scene of numerous bloody clashes between residents and nearby Thokoza hostel dwellers.

Mavuso said the hostels in Thokoza would be upgraded. Plans for this were still being prepared.

The construction of the town would be primarily in the hands of the community, which has planned the layout of the town and the design of the houses.

SA is 'still producing too many academics, too few technicians'

THOUGH there is a distinct move towards technical and vocational study, most degrees awarded at SA universities continue to be in the arts, social science and education fields.

The SA Institute of Race Relations' latest Social and Economic Update, released yesterday, said enrolments at technicians increased 258.2% between 1986 and 1990, while university enrolments rose 54.5%.

Between 1975 and 1979 student enrolments at technicians grew 14.5% and university enrolments 54%. Of the university degrees awarded in 1989, 60% were in arts, social science and education, 13% in science and engineering and 9% in medicine.

Update said the country was still producing too few technicians and more academically oriented graduates than it could absorb.

The percentage of pupils remaining at school until matriculation had improved from 6.3% in 1980 to 13.6% in 1985 and 33.5% in 1990.

The DET had committed itself to overcoming backlogs in provision of textbooks, allocating R61.1m for books this year, and another R69.7m for books next year.

In its health and welfare section, R104) on transport. — Sapa.

Update said another 45 000 places needed to be provided for black children in children's homes to achieve parity with accommodation provided for white children.

National Health Minister Dr Rina Venter had acknowledged that government spent six times more on children's homes for whites than on those for blacks.

About R34.7m was spent on 5 075 white children and R5.7m on 1 257 black children, representing expenditure of R6 837 on each white child and R4 535 on each black child.

Update reported a growing incidence of tuberculosis. The Department of National Health and Population Development said that in 1988 there were 57 704 cases; in 1989, 68 075; and in 1990, a provisional figure of 65 435 was given. Reports for that year were not yet complete.

Formal housing remained unaffordable for most blacks.

Between 60% and 80% of the urban black population earned between R400 and R800 a month.

Of this, about 37% (R148-R296) would be spent on food and 13% (R53-R104) on transport. — Sapa.

Stokvels at Bank workshop

WILSON ZWANE

Lukhele said the Reserve Bank indicated last year it was committed "to stabilising and promoting" stokvels.

Van Greuning said the informal savings clubs had a large potential to provide efficient financial services if they were to function within "a proper statutory framework conducive to their particular environment and development".

"Such a framework should take cognisance of the risks involved in these financial arrangements," he said.

Lukhele said the stokvel sector relied on prudential regulation in the form of market discipline to protect the interests of their members.

"In place of formal mechanisms, informal agents rely on their knowledge of one another to reduce the risk of lending."

If this form of regulation were to be replaced by more advanced levels of prudential regulation, consisting of extensive rules and regulations, the flexibility and low cost of a stokvel operation would be diminished, Lukhele said.

THE SA Reserve Bank will convene a workshop on the regulation of informal savings institutions next month to which all interested parties, including the National Stokvels Association of SA (Nasasa), have been invited.

Nasasa president Andrew Lukhele confirmed his organisation had been invited to the workshop. B.12.24/12/11

"The convening of such a workshop is in keeping with government's undertaking that input will be required from the stokvels before the new Deposit-Taking Institutions Act is finalised," Lukhele said.

The Act will be amended to find a new approach to the regulation of informal financial institutions.

The office of the Registrar of Deposit-Taking Institutions said details of the workshop had still to be finalised.

But Reserve Bank Registrar of Banks and Building Societies Hennie van Greuning has said his office had been assigned the task of rewriting the Mutual Building Societies Act "in consultation with the market to address the financial needs of the broader community".

Road deaths drop, but still costly to economy

WILSON ZWANE

It has been estimated that road deaths cost SA about R6bn annually.

However, this year's road fatalities were lower than the 800 deaths during the same period last year.

Road deaths this year included 75 occupants of minibus taxis. A Sabta spokesman said the decrease in collisions involving minibus taxis (99 people died in such collisions last December) was partly due to his organisation's safety campaign.

ROAD fatalities have cost SA's economy more than R147m since the start of the December holiday — but the figures are well down on last year's.

A National Road Safety Council (NRSC) spokesman said road fatalities since December 3 stood at 466 yesterday. Of those, 187 were in the Transvaal, 107 in the Cape, 98 in Natal and 74 in the Free State.

"Each road fatality costs the country's economy R316 000 in lost production, damage to property, medical costs and legal costs," the spokesman said.

Non-racial schools set to open enrolment (50)

The Argus Correspondent 31/12/91

JOHANNESBURG. — The first three non-racial government schools in South Africa will enrol pupils from Thursday.

The Orange Grove Primary School, Malvern Primary School and Troyeville Primary School will be open to all competent to be taught in English.

Unlike the Model B schools, these three schools which fall under Model D would not have a quota, but retain full government subsidy.

Parents did not have to vote on models, because all three schools had been closed and would re-open under different conditions under the Transvaal Education Department.

First all-race Govt schools to open

By Shareen Singh

(50)

STAR 31/12/91

The first three nonracial Government schools in South Africa will start enrolling pupils on Thursday.

The Orange Grove Primary School, Malvern Primary School and Troyeville Primary School will be open to all pupils who can be taught in English.

Unlike the Model B schools, these schools, which fall under Model D, will not have a quota but will retain full Government subsidy.

Parents did not vote on models for the schools, because all three schools will reopen under different conditions. The schools fall under the Transvaal Education Department.

Democratic Party MP for Yeoville, Douglas Gibson, said that Orange Grove Primary School, formerly a white school, had closed about a year ago.

The Government had agreed to reopen the school on the terms requested "by myself, the local city councillors and the National Education Co-ordinating Committee", he said.

Mr Gibson hailed the Government's decision as a triumph for nonracial education.

Orange Grove Primary had a new staff complement and would accommodate about 400 pupils, who had to be the correct age for their class. This meant pupils in Std 5 must not be older than 14 and the age

for commencing Grade One was between six and seven years old, Mr Gibson said.

The TED said that due to limited accommodation at each school, pupils would be screened. Parents who resided or worked near the schools would be given preference.

An original birth certificate and a report card, where applicable, would be required.

Enrolment begins on Thursday and Friday and the school term starts on January 8.

Malvern Primary School is at 12 Frere Street, Malvern; Orange Grove Primary School is in Dunnottar Street, Sydenham; and Troyeville Primary School is at the corner of Beelaerts and Jacoba streets, Troyeville.

Matla to launch project

New Nation (People's Forum)

20/12/91 - 16/1/92

(50)

The launch of a major political education project revolving around the theme "Education for Democracy" has been planned for next year by the Matla Trust.

Matla Trust executive director, Billy Modise, said the Community and Citizen Education Project (CCEP) would be the first of many projects embarked upon by Matla Trust.

He said the CCEP was designed to equip people with the knowledge necessary to live in a democratic society and to move away from protest politics.

Political

The programme, he said, would not be designed along the orientation of any political organisation. It would be aimed at elevating the political awareness of underprivileged South

African communities.

At present, a curriculum which includes studies in constitutions, electoral systems, bills of rights and other pertinent topics is being developed.

Matla Trust aims to make extensive use of the media, particularly the electronic media, to disseminate information and knowledge.

Groups

There will be no direct teaching. Groups such as workers, youth and scholars will take on the responsibility to teach and inform communities through workshops and other means.

There are also plans to use theatre as a medium.

Other education projects of Matla Trust include the building of a reception and training centre for returning exiles in Soweto.



Billy Modise

The returnees will be housed at the centre and given vocational training to help them re-integrate into South

Veterans of the liberation struggle who became handicapped as a result of imprisonment or while fighting the apartheid regime will also be looked after by the trust.

Research

Modise said the trust planned to conduct research for the project which would be followed by a conference at which they would decide on the definition of "veterans", their priorities and the programme of action needed to address their needs.

Matla is currently involved in a sewing and training programme for the wives of returning exiles who are not South African nationals. They are taught for three months and given sewing machines on completion of their courses.

The programme is designed to help integrate the returnees into South African society, said Modise. A literacy programme for this section of the community is also being planned. Also in the pipeline is the establishment of a computer training project which will be known as The African Institute of Technology.

Access

The institute will cater for what Modise called the post-1976 generation which did not have access to skilled training.

If the project proves successful, it would be left to function on its own without any Matla assistance or interference, Modise said.

The trust is governed by a board of directors drawn from across the political spectrum.

Its range of slimline

The Year in focus

New Nation (Pupils Forum) 20/12/91-16/1/92 (50)

Are we developing a culture of learning?

The 1991 school year was not as chaotic and problem ridden as last year. Students and teachers demonstrated a concerted effort to achieve their respective goals, resulting in more teaching and more learning.

The year started with an outcry caused by last year's matric results. Students, teachers and parents found it necessary to get down to their work as early as possible.

Particularly remarkable was the African National Congress (ANC) president, Nelson Mandela's, call for leaders across the political spectrum to unite and confront the state with one voice.

The authorities, also, seemed serious about moving away from the old practices. However, they were rather timid in bringing an end to discrimination in education.

The government's policy change regarding empty and under-utilised schools, the moratorium on the closure of white colleges of education, the Education Renewal Strategy and the introduction of yet another model, "D", are examples of the state's indifference in dealing with the fundamental crisis once and for all.

It was, however, a quiet, inactive year for several mass-based organisations when it came to education matters. Civic organisations, with education desks at their disposal, could have made an effort to intervene to save the education process.

This is because their representation of local communities is inextricably linked to educational matters.

Civic structures are generally expected to be responsible for the planning, implementation and monitoring of the education process.

The Soweto Education Co-ordinating Committee (SECC) leapt to the forefront at the beginning of the year by calling a summit to discuss education in the townships.

Such is the gravity of the crisis that only 300 of the estimated four million Soweto residents attended the summit.

Overall, however, the National Education Co-ordinating Committee (NECC) seemed to lack a clear programme of action.

The Southern Transvaal region was an exception. It took the country by storm with its



"open all schools to all" campaign. The government's moratorium on the sale of schools to non-educational organisations was a victory which in large measure could be attributed to this region.

Another major development this year was the establishment of the Joint Working Group (JWG) which emanated from the meeting between Nelson Mandela and state president

their own only because they could not resolve minor differences among themselves.

The Pan Africanist Congress (PAC) recently announced its intention to bring all the liberation movements together and to mobilise parents to lead the way in the education sphere. Nothing has been done in this regard yet.

The danger which looms ahead off-course is that as soon as the students realise that they have got to solve the daily problems in their schools, the nation will return to the days of continual class boycotts and the culture of learning will once more collapse.

The failure of community organisations to solve the crisis will inevitably provide excuses for the government to delay and remain reticent about the education crisis.

Education and Training minister, Sam de Beer, has not been challenged on his claimed willingness to negotiate a new education system.

The fact that the very communities which desire new structures and a new education order remain undecided on several issues and seemingly have nothing to put before a negotiating table, does not help with the resolution of the crisis.

Several observers and educationists have argued for the holding of negotiations for a new education system parallel to the debate for a new constitution.

The debate for a new constitution begins on December 21, while no date has been set for the beginning of the discussions for a new education system.

The government this year proposed two plans to change the education system - the Education Renewal Strategy and the more recent one regarding vocational education. Both have been rejected.

The NECC is presently conducting research on a new education system, aiming to find a viable education alternative agreed upon by the people it would affect most.

It is hoped that from this research will emanate the new education order which the nation so much desires.

Unless this happens soon, irregularities in examination markings and other crises will become routine, with very little intervention from the state.

F W de Klerk. However, the JWG has failed to deliver what was expected of it.

One of the apparent shortcomings of the JWG was its failure to convene an education forum which it had promised.

And this seems to be the tradition of educational organisations. Students failed to form a united front of

Technical skills young job-seekers' key to future

By Day 20/12/91

VERA VON LIERES

SCHOOL-LEAVERS' best hope of finding and keeping work is to offer employers technical skills, says Programme for Technological Careers executive director David Kramer.

Unemployment figures in the technical fields were low — 0,3% as opposed to the national average of more than 40%, said Kramer.

"But it is precisely here that we have failed ... as fewer than 1% of the 1991 black matriculants will have passed in technical subjects. Of the more than 200 000 who do not pass matric, a deplorably small percentage will even have attempted maths and science, which places them (failed matriculants) at a permanent competitive disadvantage."

Government's recent announcement of a draft model for school education with its emphasis on the need to move away from an academically-oriented system to one directed towards vocational training was a very positive development, Kramer said. It indicated a recognition of the need to create a relationship between the education system and the economy.

However, government could only solve the problem in education if, in

the long term, there was a partnership with business and the community, he said.

One of the fundamental problems centred on the poor learning culture and lack of motivation in the classrooms. In addition, teacher motivation was lacking in many instances.

It was paradoxical that while employers were crying out for workers with technological skills, about 40% of SA's economically active population could not find work in the formal sector, Kramer said.

Paradox

Of the more than 14-million people looking for work, only about 8-million had jobs, with more than 40% of the population being job-seekers who had little hope of finding employment.

"The paradox is that by the turn of the century SA will have almost a million fewer skilled workers than the economy will need."

To meet the expectations of job-seekers and alleviate the desperate socio-political problems of joblessness, SA needed an annual growth

rate of about 7%. However, while in all modern economies technology was the prime generator of wealth, SA did not have the technologically competent workforce either to achieve or sustain the desired level of growth.

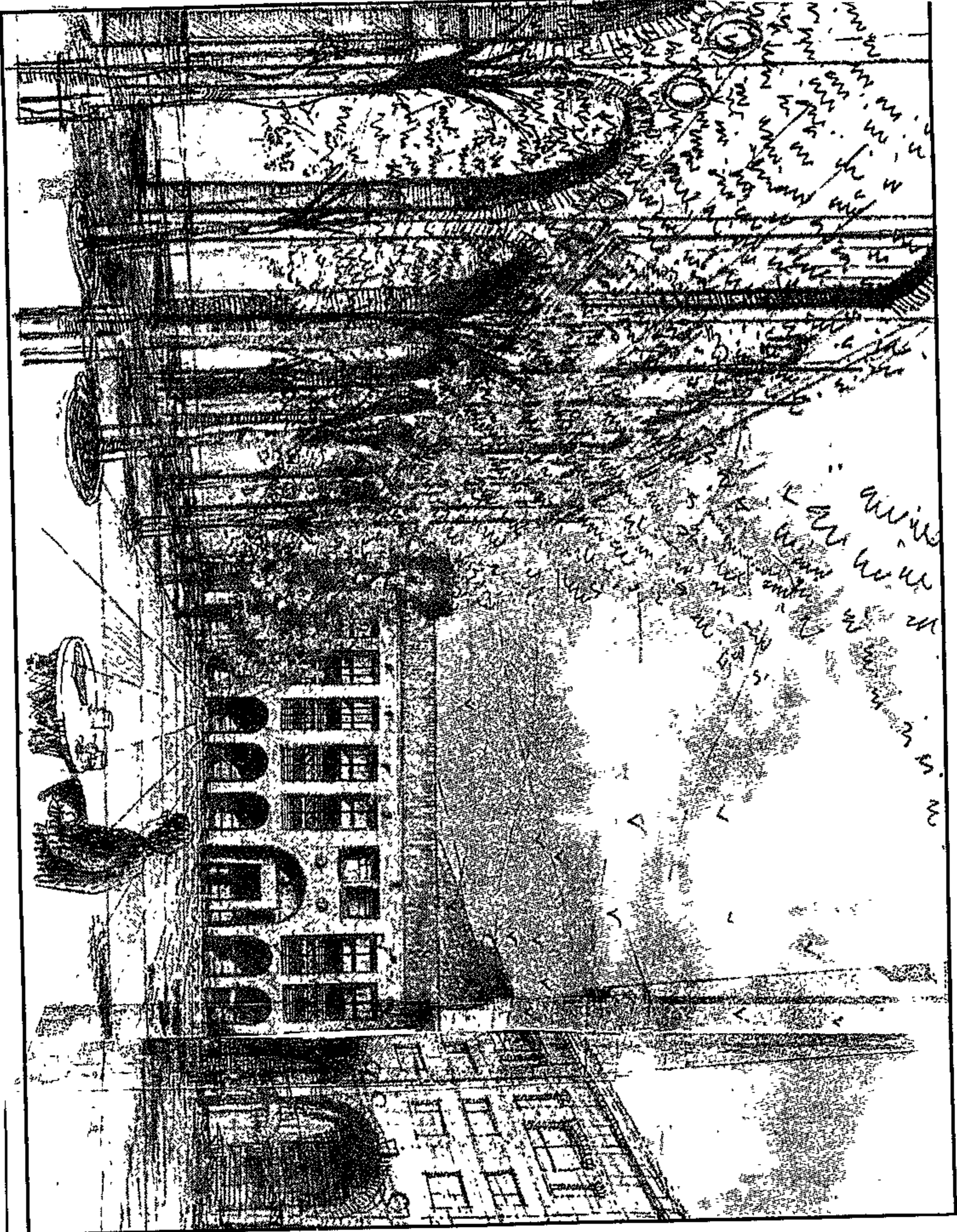
For a variety of reasons, which included a lack of facilities and lack of skilled teachers, maths and science were neglected or rejected at black schools.

"But it is these subjects that give students a head start, and we fail to help them in their career planning if we do not stress that, as school-leavers, they must have achieved certain levels of technological competence if they are to find meaningful employment."

Ways of guiding young people in the correct decisions included career counselling and visits to career centres, encouraging tertiary study in technical fields at technikons rather than universities, encouraging students to enter apprenticeships, and encouraging students to look for employment in technical areas which afforded further training opportunities, although initial salaries or wages could be lower, said Kramer.

Liquor Act exemption

C



Sandton library set to break new ground

Staff Reporter 19/12/91

Construction of a new main library for Sandton will start early next year and will hopefully be ready when the proposed changes to the South African education system come into effect, according to town librarian Santa Newlands.

The new library will include expanded study areas and a wide variety of educational books in English and black languages.

Deputy librarian Ingrid Smith said yesterday the library would have something for all sectors of the community — from the sophisticated to the illiterate and semi-literate reader.

Literacy classes would be held in a facility adjoining the library.

"The emphasis will

change to accommodate the new South Africa," she said.

The decision to construct a R20 million civic centre, which will include the library and an art gallery, was taken by the Sandton Town Council last month.

Mrs Newlands said the new services to be introduced at the library included the establishment of an extensive community information centre, extended referral services, audiovisual material, courses for the unemployed, a comprehensive children's library and a lecture programme.

"The establishment of proper satellite libraries in outlying areas will also be made easier if we have a properly managed and planned central library," she said.

Library for the new South Africa. An artist's impression of Sandton's new library, viewed from the west, surrounded by the proposed Sandton Square buildings.

Woods's litigation threat 'skirts issue'

LINDEN BIRNS

TALK of litigation by Inkatha Institute director Gavin Woods against The Weekly Mail was intended to hide the fact that Woods, the Institute and Inkatha had not challenged the main thrust of reports about the party's government links, the newspaper's editor Anton Harber said yesterday.

He was reacting to Woods's remarks this week that he was taking legal advice on how to deal with the newspaper which named him as a Security Police informer.

"It was not us that named Mr Woods as a police informer. It was the police themselves," said Harber in a statement sent to Business Day. *Birns 18/12/91*

He said Durban-based SAP officer Maj Louis Botha, "a man whom Woods himself acknowledged he knows well", had written in an SAP document that Woods was an informer.

He added that the authenticity of that SAP document had been proven.

The newspaper also published Woods's denials that he was an informer.

Botha subsequently released an affidavit saying he "had not quite meant exactly what he said" in describing Woods as an informer, said Harber.

"Mr Woods, however, should also explain how and why he wrote an official report that covered up the secret funding of Uwusa Mr Woods conducted a long and expensive investigation into the organisation and wrote a detailed report without once asking where the organisation was getting millions of rands to throw away," he said.

Harber said he could prove the accuracy of comments which the newspaper attributed to Woods, and which Woods alleged the newspaper had fabricated.

These dealt with whether Woods actually confirmed that he knew the SAP was funding Inkatha.

"Mr Woods knows that we taped the conversation which he says we 'fabricated'. We would be happy to play this tape to a judge if that is the path Mr Woods wishes to take," said Harber.

'A 993

NEWS IN BRIEF

Man's body unearthed

THE arrest of two men in connection with the murder of American tourist Edward Perlmutter has led to the discovery of a man's body which was buried in a river bed near Giant's Castle in Natal.

Police are investigating whether the suspects, a 30-year-old man and a teenager, were also connected with the death of Pretoria man Jacob Joubert and the attempted murder of Port Elizabeth businessman Clive Newman.

The men are expected to appear in court in Knysna today in connection with Perlmutter's death.

Govt studies weapons ban

THE Ministry of Law and Order has called for a copy of the Durban Supreme Court judgment which effectively bans the carrying of traditional weapons by Zulus.

Ministry spokesman Capt Craig Kotze said the recent judgment could affect the conduct of the SAP in unrest-related incidents.

The ruling by Mr Justice Didcott in the Durban Supreme Court set aside regulations promulgated by the State President whereby the carrying of traditional weapons was permitted.

But policemen on the ground are reluctant to enforce the ban because of great personal danger in disarming large crowds.

Support for bombed school

KLERKSDORP residents have rallied to the support of the private multiracial school which was destroyed by a bomb blast on Monday.

Pastor Andre de Kock said the Klerksdorp Christian Academy had suffered about R1,2m in damage, most of which was covered by insurance. He said one woman had donated her last R5 towards rebuilding.

West Rand police said they had not ruled out right-wing involvement.

REPORTS Sapa Business Day Reporter Own Correspondent
Birns 18/12/91

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Education for the black masses

THE National Party agrees that there are inequalities between whites and Africans. It also believes that these inequalities can be reduced through education.

Now how are we going to educate ourselves when university fees are soaring? The best solution is a subsidy which should not be less than 70 percent.

Job creation will never be an answer in an uneducated society. The South

African Government has the finance to educate people from primary to tertiary level.

African countries regard South Africa as a country that can help Africa develop through technology.

It is good to hear this about my country but it hurts to know that those who are in the know-how are white. They have a better education and were financed by the Government.

Sovetan 15/12/91
People believe that the

New South Africa must have a better society where peace must be the order of the day. If there is no better society (educated people) we will have a lot of thieves who will steal people's property.

I think the suggestion by Mr De Klerk that minorities should be protected is based on the fact that if subsidies are cut whites will remain on top because of their knowl-

edge.

(50)

At this moment I feel that a vote for the white man is destroying my future because it gave power to someone who does not bother about me being poverty-stricken or my education.

I will vote for a party that will take care of my education and make sure I have a decent living.

**FREDDY GABSIM,
Vuwani,
Venda.**

Private school costs rocket, but parents still

STAR 17/12/91

PARENTS WITH teenagers at the most elite private schools are faced with bills going into orbit. New surveys have disclosed that tuition and boarding fees at several top schools look set to shoot to more than R20 000 a year.

Yet there is little evidence that the costs are dampening the enthusiasm of affluent parents to send their sons or daughters to schools that aim to rank alongside the best of British public schools.

"Sometimes children are entered on school waiting lists as soon as they are born," says Dougall Turner, of the Independent Schools Council.

But there's a magic about a good school, and the criterion is not set by cost — as may be witnessed by the status of King Edward VII School in Johannesburg, of Rondebosch Boys' High School in Cape Town — both State schools without the expensive fees of private schools, but with outstanding reputations.

The advantage of many private schools is that places can be reserved and that one can select a particular school that is tailor-made to suit family preferences in terms of religion and traditions, sportsmanship or academic standard.

"Also important," adds Mr Turner, "is the low ratio of pupils to teachers in most private schools, which guarantees a lot of personal attention and tuition."

"There's the assurance of in-

Parents will need to spend even more to send their children to private schools next year — and there may be worse to come, reports

dividuality and no State or political intrusion. There's an ethos that simply can't be quantified."

What can be quantified, however, is the scale of annual fees, which can be gleaned from a new Comprehensive Guide to Independent/Private Schools in Southern Africa, which makes passing reference to costs in a primary task of providing a series of profiles of them all.

The school with the highest fees in 1991 was Hilton College in Natal, whose 483 boarders had no fewer than 49 teachers on hand en route between Std 6 and post-matric classrooms. The annual fee: R19 800.

But Hilton had much more

than the usual set of academic subjects on offer. There were coaches to handle as many as 20 sports — plus a list of extra-curricular activities that ranged from bridge and bee-keeping to driving instruction.

At arch-rival Michaelhouse, with 485 pupils and an even longer list of extra-curricular interests, fees were running at R19 100 a year.

In Johannesburg, St John's College, which offers to tutor pupils from pre-primary age all the way to post-matric examinations at Cambridge University A-levels, boasts annual fees of between R9 075 and R9 990 for day boys, and between

R16 185 and R17 250 to cover both tuition and boarding.

Fees at the most exclusive schools for girls were in the stratosphere as well. At Roedean in Parktown, they varied between R3 720 and R9 960 for day scholars, while parents had to fork out an additional R7 440 if they wanted their teenage daughters to be boarders.

Tuition and boarding fees at Kingsmead College in Melrose, where French is compulsory in Stds 6 and 7, ranged from R13 875 to R16 065.

In the western Cape, basic fees for day boys at Diocesan College, more popularly known

as Bishops, were fixed at R10 080 — but rocketed to R17 580 for boarders.

In the eastern Cape, annual tuition and boarding fees at educational Kingswood College ran at R18 358. At St Andrew's College — an equally famous Grahamstown school — fees climbed to R18 750.

"There are tremendous variations in the scale of fees at private schools, but on average they have more than doubled in the past 10 years," says Wendy McAllister, co-editor of the new guide published by Media House Publications.

"Unhappily, inflation and all its cost pressures mean that

many of the fees will have to be increased by yet another 12 to 15 percent next year — pushing some of them well above R20 000 a year.

"Nowadays, one can only remind parents of the huge choice of excellent schools that involve less expense. But very often there are deep family loyalties about sending sons and daughters to particular schools."

But if expense is a main concern, parents should foresake any search for alternatives among the top British public schools.

Eton — still regarded as the pinnacle among public schools — now demands a basic fee of

£3 132 a term (about R47 000 a year).

Harrow, the *alma mater* of Winston Churchill, wants about R51 000 a year. Rugby, where Tom Brown spent his school days, commands annual fees of R48 300.

Roedean, where every South African mum would dearly love her daughter to be groomed for a glittering coming-out party at the Savoy Hotel or the Dorchester, set its 1991 fees at R47 925.

Mrs McAllister, who is also deputy registrar at the University of the Witwatersrand, adds the final gloomy note: university fees may be threatened with increases of as high as 15 or even 25 percent a year if the State starts stripping away its subsidies — let alone the cost of inflation. □

stand in line

MICHAEL CHESTER.

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Open school

'blasted by right wing'

STAFF 17/12/91

Staff Reporter

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A nonracial private school in Klerksdorp was completely wrecked after an explosion yesterday, police said.

Western Transvaal spokesman Major Abraham Harris said damage estimated at R500 000 was caused to the Klerksdorp Christian Academy in Wil Koppies township — a school attended mainly by black children. No one was injured in the blast.

An explosion was heard at about 1.05 am and when policemen reached the scene, the building was completely wrecked, Major Harris said. Window panes in the vicinity were shattered.

Police suspect commercial explosives were used and that the right wing was involved in the attack, which took place on the Day of the Vow, when Afrikaners celebrate their victory over the Zulus at Blood River.

ANC spokesman for the western Transvaal Ike Moroa said: "It was definitely the work of the right wing because the

school was nonracial."

He said the right wing in Klerksdorp was bent on keeping the town white. Pamphlets calling on whites to protest against blacks moving into the area had been distributed a few weeks ago.

Mr Moroa said he had personally received threatening letters written in abusive language.

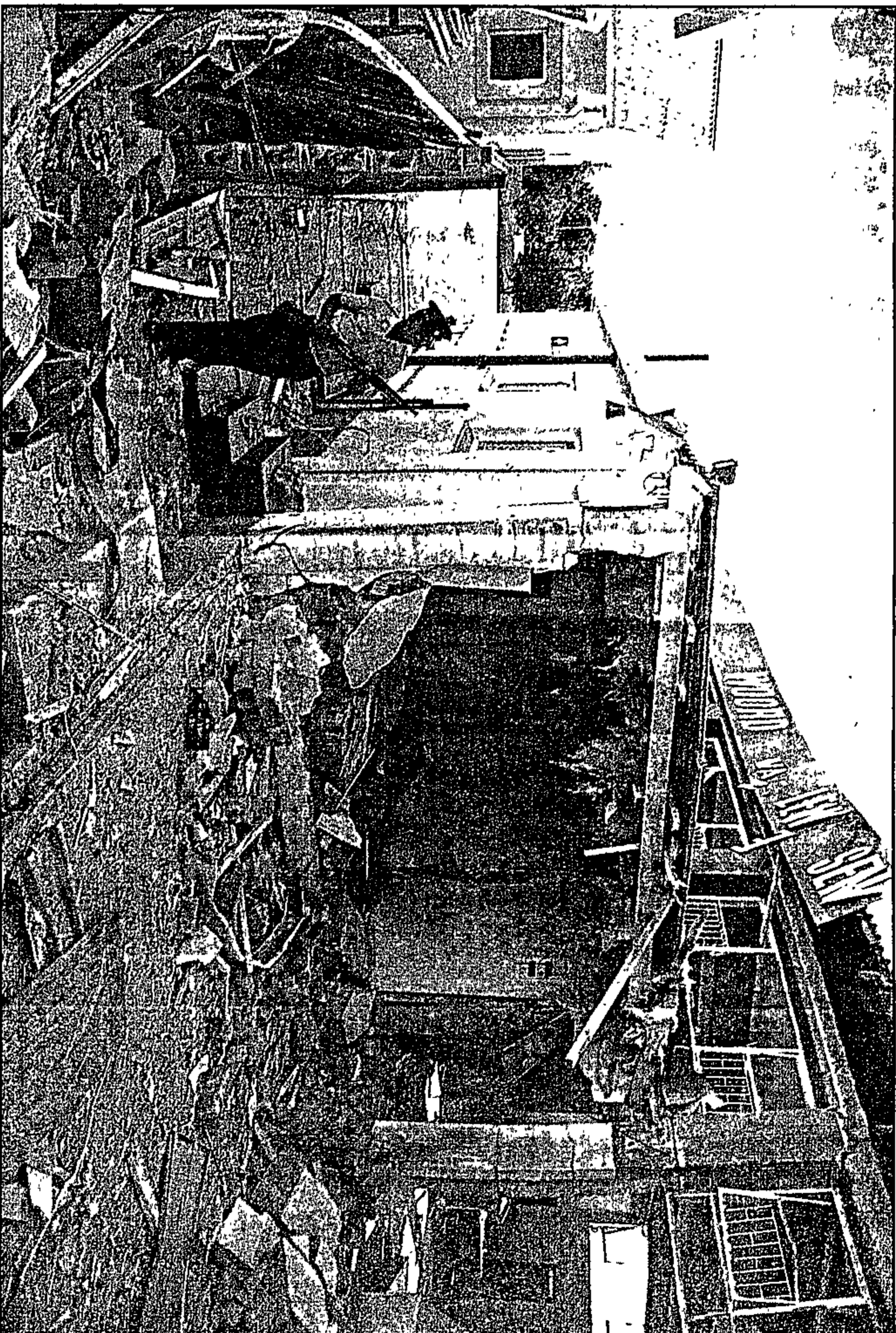
The Rev Andre de Kock of the Klerksdorp Christian Academy said the building in Wilkoppies was so badly damaged it would have to be rebuilt.

The worst damage was within the church building, but newly built classrooms nearby were also badly damaged, Mr de Kock said.

The Klerksdorp Christian Academy forms part of the international Fellowship of Christian Churches and is registered as a private school by the Transvaal Education Department.

The school teaches 250 pupils from Grade 1 to Std 7.

Classes would continue next year in buildings at the Klerksdorp showgrounds about 3 km away, said Drieke Kirsten, one of the teachers.



Devastated . . . part of the church and nonracial school in Klerksdorp that was wrecked in an explosion yesterday. ANC spokesman for the western Transvaal Ike Moroa said he believed the blast was the work of the right wing. Picture: Joao Silva

19/2/92.

SEMINAR PRESENTATION

FORUM FOR DEV. AND HUMAN SERVICES MANAGERS.

1. General Context
2. Need for Management Training
3. Case Study - SALARU.
4. Questions.

Bursary Council rejects funding plan

50

THE Bursary Council of South Africa has condemned the introduction of the Tertiary Education Funding plan.

It argues that its exclusion of distant universities and teacher-training colleges would exclude poor students from the funding scheme.

The plan is being mooted by the Independent Development Trust (IDT) and is expected to be legislated next year.

The council's chairperson, Mongezi Stofile, said the IDT was known to have approached foreign donors to donate funds

for the plan. This has resulted in the withdrawal of support to non-government organisations aiding students with bursaries.

The council is a coordinating body for 21 non-government organisations and it is currently providing aid to over 16 000 institutions from school to university level.

Redirecting

Foreign donors, Stofile said, were currently withdrawing their funds from non-government organisations and redirecting them to selected universities.

Stofile said this would result in uncer-

tainty of funds for 8 000 bursary holders next year.

Sources close to the IDT said students would be lent money to further their tertiary education studies which they would be expected to pay back as soon as they were employed.

The repayment, according to the sources, would be calculated on the basis of the debtor's salary and would be done in the form of taxation.

However, experts in funding have argued that the scheme would not have long-term viability and would burden students with huge debts.

New Nation (Learning Nation) 13/12-19/12/91

New Nation (Learning Nation) 13/12-19/12/91

12 DEC 1991

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GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 2932

6 Desember 1991

WET OP ONDERWYSAANGELEENTHEDE
(VOLKSRAAD), 1988

REGULASIES BETREFFENDE BESTUURS-
LIGGAME VAN STAATSONDERSTEUNDE SKOLE,
UITGESONDERD STAATSONDERSTEUNDE SKOLE
VIR BUITENGEWONE ONDERWYS

Die Minister van Onderwys en Kultuur het kragtens artikel 112, saamgelees met artikel 31, van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies in die Bylae uitgevaardig.

BYLAE

WOORDOMSKRYWING

1. In hierdie Regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg, en tensy uit die samehang anders blyk beteken—

“**borgliggaam**” 'n instansie of groep persone deur die Minister goedgekeur, wat vanweë hulle betrokkenheid by die staatsondersteunde skool bereid is om dit finansiëel te steun;

“**die Wet**” die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988);

“**lid**” 'n lid van 'n bestuursliggaam;

“**staatsondersteunde skool**” by die toepassing van hierdie Regulasies 'n staatsondersteunde skool soos omskryf in artikel 1 van die Wet, uitgesonderd 'n staatsondersteunde skool vir buitengewone onderwys; en

“**Uitvoerende Direkteur**” 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel.

987—A

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 2932

6 December 1991

EDUCATION AFFAIRS ACT
(HOUSE OF ASSEMBLY), 1988

REGULATIONS RELATING TO GOVERNING
BODIES OF STATE-AIDED SCHOOLS, EXCLUDING
STATE-AIDED SCHOOLS FOR SPECIALIZED
EDUCATION

The Minister of Education and Culture has under section 112, read with section 31 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), made the regulations in the Schedule.

SCHEDULE

DEFINITIONS

1. In these Regulations any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to in and, unless the context otherwise indicates—

“**Executive Director**” means and Executive Director of Education referred to in section 4 of the Act;

“**member**” means a member of a governing body;

“**sponsoring body**” means a body or group of persons approved by the Minister, which is on account of its involvement with the state-aided school, prepared to assist it financially;

“**state-aided school**” in the application of these Regulations, means a state-aided school as defined in section 1 of the Act, excluding a state-aided school for specialized education; and

“**the Act**” means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

13658—1

SAMESTELLING VAN 'N BESTUURSLIGGAAM

2. (1) 'n Bestuursliggaam van 'n staatsondersteunde skool bestaan uit—

(a) die skoolhoof van die betrokke staatsondersteunde skool: Met dien verstande dat by enige optrede beoog in artikels 74 tot 76 en 84 tot 94, saamgelees met artikel 98 van die Wet, teen die skoolhoof, die skoolhoof geag word nie 'n lid van die bestuursliggaam te wees nie;

(b) die getal lede, maar nie minder as vier en nie meer as 12 nie, wat die uitvoerende Direkteur ten opsigte van die betrokke staatsondersteunde skool bepaal en deur die ouers van leerlinge van die betrokke staatsondersteunde skool verkies is op so 'n wyse dat die meerderheid van die lede aldus verkies ten tyde van die samestelling van die bestuursliggaam ouers van leerlinge van die betrokke staatsondersteunde skool is; en

(c) indien die betrokke staatsondersteunde skool 'n borgliggaam het, die getal lede wat die Uitvoerende Direkteur bepaal, wat minder as die helfte van die totale ledetal moet wees, deur die borgliggaam aangewys.

(2) Die Minister kan toestemming verleen dat daar van die bepalings van subregulasie (1) afgewyk word in die mate en op die voorwaardes wat hy bepaal, indien daar volgens sy oordeel voldoende redes daarvoor bestaan.

DISKWALIFIKASIES VAN LEDE VAN 'N BESTUURSLIGGAAM

3. 'n Persoon is onbevoeg om lid van 'n bestuursliggaam te wees indien hy—

(a) 'n minderjarige is;

(b) nie 'n Suid-Afrikaanse burger is nie, tensy die Uitvoerende Direkteur hom bevoeg verklaar;

(c) aan 'n misdryf skuldig bevind is waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is, tensy—

(i) algehele kwytskelding aan hom toegestaan is; of

(ii) die tydperk van sodanige gevangenisstraf minstens drie jaar voor die datum van sy verkiesing of aanwysing verstryk het;

(d) geestesongesteld is en deur 'n bevoegde hof aldus verklaar is;

(e) 'n ongerehabiliteerde insolvent is;

(f) in diens van die Departement is en nie die Uitvoerende Direkteur se toestemming het om lid van 'n bestuursliggaam te wees nie; of

(g) behoudens regulasie 2 (1) (a), in diens van die betrokke staatsondersteunde skool is.

AMPSTERMYN VAN LEDE VAN BESTUURSLIGGAAM

4. (1) Behoudens die bepalings van hierdie Regulasies beklee 'n lid sy amp vir die termyn deur die Minister bepaal.

(2) 'n Lid wie se ampstermyн verstryk het kan weer verkies of aangewys word.

CONSTITUTION OF A GOVERNING BODY

2. (1) A governing body of a state-aided school shall consist of—

(a) the principal of the state-aided school concerned: Provided that in any action contemplated in section 74 to 76 and 84 to 94, read with section 98 of the Act, against the principal, the principal shall be deemed not to be a member of the governing body;

(b) the number of members, but not fewer than four and not more than 12, determined by the Executive Directors in respect of the state-aided school concerned and elected by the parents of pupils of the state-aided school concerned in such a way that the majority of the members so elected shall, at the time of the constitution of the governing body, be parents of pupils of the state-aided school concerned; and

(c) if the state-aided school concerned has a sponsoring body, the number of members determined by the Execution Director, which shall be less than half the total membership, designated by the sponsoring body.

(2) The Minister may grant permission that there may be deviated from the provisions of subregulation (1) to the extent and on the conditions determined by him, if in his opinion sufficient reasons exist therefore.

DISQUALIFICATIONS OF MEMBERS OF A GOVERNING BODY

3. A person shall be incompetent to be a member of a governing body if he—

(a) is a minor;

(b) is not a South African citizen, unless the Executive Director declares him competent;

(c) has been convicted of any offence for which he was sentenced to imprisonment without the option of a fine, unless—

(i) a free pardon was granted to him; or

(ii) the term of such imprisonment expired at least three years prior to the date of his election or designation;

(d) is mentally ill and has been so declared by a competent court;

(e) is an unrehabilitated insolvent;

(f) is in the employ of the Department and does not have the permission of the Executive Director to be a member of a governing body; or

(g) is, subject to regulation 2 (1) (a), in the service of the state-aided school concerned.

TERM OF OFFICE OF MEMBERS OF GOVERNING BODY

4. (1) Subject to the provisions of these Regulations, a member shall hold office for the term determined by the Minister.

(2) A member whose term of office has expired may be elected or designated again.

(3) Ondanks die bepalings van subregulasie (1) kan 'n lid te eniger tyd van sy amp onthef word, in die geval van 'n lid in regulasie 2 (1) (b) bedoel, deur die Minister en in die geval van 'n lid in regulasie 2 (1) (c) bedoel, deur die borgliggaam, om redes wat deur die Minister of, na gelang van die geval, die borgliggaam as voldoende geag word.

(4) Behoudens die bepalings van subregulasie (3) beklee die lede van 'n bestuursliggaam ondanks die verstryking van hul ampstermyne bedoel in subregulasie (1), hul ampte tot 'n nuwe bestuursliggaam ooreenkomstig regulasie 2 saamgestel word.

VERRIGTING VAN WERKSAAMHEDE DEUR BESTUURSRAAD

5. Vanaf die datum van die verklaring van 'n openbare skool tot 'n staatsondersteunde skool totdat 'n bestuursliggaam ingevolge hierdie Regulasies saamgestel is, word die bestuursraad van die voormalige openbare skool vir alle doeleindes geag die bestuursliggaam van die betrokke staatsondersteunde skool te wees.

BEVOEGDE, WERKSAAMHEDE EN PLIGTE VAN BESTUURSLIGGAAM

6. (1) 'n Bestuursliggaam bestuur die eiendom van 'n staatsondersteunde skool en oefen, behoudens die bepalings van die Wet, beheer oor die staatsondersteunde skool en sy werksaamhede uit.

(2) 'n Bestuursliggaam kan een of meer komitees aanstel om hom te adviseer en om onderworpe aan die voorskrifte van die bestuursliggaam die werksaamhede te verrig wat die bestuursliggaam bepaal.

(3) 'n Bestuursliggaam kan persone wat nie lede van die bestuursliggaam is nie, as lede van 'n komitee in subregulasie (2) bedoel aanstel: Met dien verstande dat die bestuursliggaam een van sy lede as voorsitter van sodanige komitee aanstel.

(4) 'n Bestuursliggaam kan 'n besluit van 'n komitee wysig of nietig verklaar.

VERKIESING VAN LEDE VAN BESTUURSLIGGAAM

7. Die lede in regulasie 2 (1) (b) bedoel word deur die ouers van leerlinge van die betrokke staatsondersteunde skool verkies soos in hierdie Regulasies bepaal.

STEMREG

8. (1) Vir doeleindes van 'n verkiesing in regulasie 7 bedoel is elke ouer wat een of meer kinders as ingeskrewe leerlinge by 'n staatsondersteunde skool het, geregtig om by 'n verkiesing van die lede van die bestuursliggaam vir daardie staatsondersteunde skool te stem.

(2) Iemand wat kragtens subregulasie (1) geregtig is om te stem, het een stem ten opsigte van elke kandidaat met 'n maksimum aantal stemme gelyk aan die getal lede wat ooreenkomstig regulasie 2 verkies moet word.

KIESBEAMPTE

9. (1) Die Uitvoerende Direkteur wys 'n persoon, uitgesonderd die skoolhoof, aan om as kiesbeampste vir die verkiesing van lede van 'n bestuursliggaam op te tree.

(3) Notwithstanding the provisions of subregulation (1), a member may at any time be removed from office, in the case of a member referred to in regulation 2 (1) (b) by the Minister, and in the case of a member referred to in regulation 2 (1) (c), by the sponsoring body, for reasons deemed to be sufficient by the Minister, or by the sponsoring body, as the case may be.

(4) Subject to the provisions of subregulation (3), the members of a governing body shall, notwithstanding the expiration of their terms of office referred to in subregulation (1), hold office until a new governing body is constituted in accordance with regulation 2. (50)

PERFORMANCE OF FUNCTIONS BY MANAGEMENT COUNCIL

5. From the date of the declaration of a public school as a state-aided school until a governing body has been constituted in terms of these Regulations, the management council of the former public school shall for all purposes be deemed to be the governing body of the state-aided school concerned.

POWERS, FUNCTIONS AND DUTIES OF GOVERNING BODY

6. (1) A governing body shall manage the property of a state-aided school and shall, subject to the provisions of the Act, exercise control over the state-aided school and its activities.

(2) A governing body may appoint one or more committees to advise it and, subject to the instructions of the said governing body, to perform such functions as the governing body may determine.

(3) A governing body may appoint to a committee referred to in subregulation (2), persons who are not members of the governing body: Provided that the governing body shall appoint one of its members as chairman of such committee.

(4) A governing body may alter or invalidate any decision of a committee.

ELECTION OF MEMBERS OF GOVERNING BODY

7. The members referred to in regulation 2 (1) (b) shall be elected by the parents of pupils of the state-aided school concerned as provided in these Regulations.

FRANCHISE

8. (1) For the purposes of an election referred to in regulation 7 every parent having one or more children enrolled as pupils at a state-aided school, shall be entitled to vote at an election of the members of the governing body of such state-aided school.

(2) Any person who is under subregulation (1) entitled to vote, shall have one vote in respect of each candidate, with a maximum number of votes equal to the number of members to be elected in accordance with regulation 2.

RETURNING OFFICER

9. (1) The Executive Director shall designate a person, excluding the principal, to act as returning officer for the election of members of a governing body.

(2) Die kiesbeampte kan een of meer persone aanstel om by 'n verkiesing as verkiesingsbeamptes behulpsaam te wees.

(3) Die kiesbeampte tree op as voorsitter van enige vergadering wat met die oog op 'n verkiesing van lede van 'n bestuursliggaam gehou word.

DATUM, TYD EN PLEK VAN NOMINASIEVERGADERING

10. (1) Die kiesbeampte bepaal 'n datum, tyd en plek vir 'n nominasievergadering wat gehou moet word—

(a) in die geval van 'n nuwe bestuursliggaam nie later nie as 60 dae nadat die betrokke staatsondersteunde skool as sodanig verklaar is; of

(b) in die geval van 'n bestaande bestuursliggaam, nie vroeër nie as 30 dae voor, en nie later nie as 30 dae na, die verstryking van die ampstermyn van lede van so 'n bestuursliggaam.

(2) Die Minister kan om redes deur hom as voldoende geag, toestemming verleen dat van die bepalinge van subregulasie (1) afgewyk word in die mate en op die voorwaardes deur hom bepaal.

KENNISGEWING VAN 'N NOMINASIE- VERGADERING

11. (1) Die kiesbeampte stel 'n kennisgewing van die nominasievergadering bedoel in regulasie 10 in die vorm van Bylae A op waarin die datum, tyd en plek van die vergadering en moontlike stemming aangedui word en voorsien die skoolhoof minstens 20 dae voor die datum van die nominasievergadering van 'n voldoende aantal afskrifte van sodanige kennisgewing sodat aan die bepalinge van subregulasie (2) uitvoering gegee kan word.

(2) Die skoolhoof moet minstens 14 dae voor die datum van die nominasievergadering 'n afskrif van die kennisgewing in subregulasie (1) bedoel—

(a) aan elke leerling van die betrokke staatsondersteunde skool oorhandig met die mondelinge opdrag om dit aan sy ouers te oorhandig; of

(b) aan die ouers van elke sodanige leerling per pos versend, indien hy dit dienstig ag.

BESKIKBAARSTELLING VAN SKOOLREGISTER

12. Die skoolhoof stel die register wat die name en adresse van die ouers van leerlinge van die betrokke staatsondersteunde skool bevat aan die kiesbeampte beskikbaar vir kontroledoelindes by die nominasievergadering en, indien nodig, by die stemming in regulasie 14 beoog.

NOMINASIES

13. (1) 'n Kandidaat kan deur 'n ouer van 'n leerling van die betrokke staatsondersteunde skool genomineer word—

(a) deur 'n nominasievorm wat behoorlik deur die voorsteller, sekondant en kandidaat voltooi is, nie meer nie as sewe dae, en nie minder nie as 24 uur, voor die aanvang van die nominasievergadering by die kiesbeampte in te dien; of

(2) The returning officer may appoint one or more persons to assist at an election as electoral officers.

(3) The returning officer shall preside at any meeting held for the purpose of an election of members of a governing body.

DATE, TIME AND PLACE OF NOMINATION MEETING

(50)

10. (1) The returning officer shall determine a date, time and place for a nomination meeting which shall be held—

(a) in the case of a new governing body, not later than 60 days after the state-aided school concerned has been declared as such; or

(b) in the case of an existing governing body, not earlier than 30 days prior to, and not later than 30 days after, the expiry of the term of office of members of such governing body.

(2) The Minister may, for reasons he deems to be sufficient, grant permission that there may be deviated from the provisions of subregulation (1) to the extent and on the conditions determined by him.

NOTICE OF A NOMINATION MEETING

11. (1) The returning officer shall prepare a notice in the form of Schedule A, of the nomination meeting referred to in regulation 10, in which the date, time and place of the meeting and possible poll shall be stated and shall, at least 20 days prior to the date of the nomination meeting, provide the principal with a sufficient number of copies of such notice in order that the provisions of subregulation (2) may be carried into effect.

(2) The principal shall at least 14 days prior to the date of the nomination meeting—

(a) hand a copy of the notice referred to in subregulation (1) to every pupil of the state-aided school concerned with the oral instruction to hand it to his parents; or

(b) send a copy of such notice to the parents by post, if he deems it expedient.

MAKING SCHOOL REGISTER AVAILABLE

12. The principal shall place the register containing the names and addresses of the parents of pupils of the state-aided school concerned, at the disposal of the returning officer for purposes of control at the nomination meeting and, if necessary, at the poll referred to in regulation 14.

NOMINATIONS

13. (1) A candidate may be nominated by a parent of a pupil of the state-aided school concerned—

(a) by lodging with the returning officer, not more than seven days, and not less than 24 hours, prior to the commencement of the nomination meeting, a nomination form duly completed by the proposer, seconder and candidate; or

(b) deur iemand tydens die nominasievergadering as 'n lid van die bestuursliggaam voor te stel, mits 'n ander ouer die voorstel sekondeer en 'n nominasievorm wat behoorlik deur die voorsteller, die sekondant en, indien teenwoordig, die kandidaat voltooi is, binne die tyd in subregulasie (2) bedoel, by die kiesbeampte ingedien word.

(2) Die kiesbeampte bepaal die tyd wat tydens die nominasievergadering vir die nominasie van kandidate toegelaat sal word, en stel die vergadering daarvan in kennis.

(3) Na verstryking van die tyd in subregulasie (2) bedoel, oorweeg die kiesbeampte die nominasies en verwerp die nominasie van enige kandidaat wat—

(a) nie ooreenkomstig subregulasie (1) genomineer is nie;

(b) onbevoeg is soos in regulasie 3 bedoel; of

(c) in die geval van 'n nominasie in subregulasie (1) (b) bedoel, nie bedoelde nominasievorm voltooi het nie, tensy skriftelike bewys tot die bevrediging van die kiesbeampte voor die verstryking van die tyd in subregulasie (2) bedoel voorgelê word dat so 'n kandidaat bereid sal wees om as lid van die bestuursliggaam te dien,

en daarop maak die kiesbeampte die name van die kandidate wie se nominasie aanvaar is, bekend.

(4) (a) Indien—

(i) die totale getal kandidate wie se nominasies aanvaar is soos beoog in subregulasie (3) minder is as die getal lede wat ingevolge regulasie 2 (1) (b) ten opsigte van die betrokke bestuursliggaam bepaal is; of

(ii) die getal aldus aanvaarde kandidate wat ouers van leerlinge van die betrokke staatsondersteunde skool is, minder is as die getal van sodanige ouers wat vir die betrokke bestuursliggaam verkies moet word soos beoog in regulasie 2 (1) (b),

moet 'n verdere vergadering ooreenkomstig die bepalinge van hierdie Regulasies belê word waarop opnuut kandidate genomineer kan word.

(b) Indien die getal aldus aanvaarde kandidate wat ouers van leerlinge van die betrokke skool is gelyk aan of meer is as die getal ouers wat vir die betrokke bestuursliggaam verkies moet word soos beoog in regulasie 2 (1) (b) en die totale getal aldus aanvaarde kandidate—

(i) gelyk is aan die getal lede wat ingevolge regulasie 2 (1) (b) ten opsigte van die betrokke bestuursliggaam bepaal is, verklaar die kiesbeampte elke aldus aanvaarde kandidaat tot 'n behoorlik verkose lid van die bestuursliggaam; of

(ii) meer is as die getal lede wat ingevolge regulasie 2 (1) (b) ten opsigte van die betrokke bestuursliggaam bepaal is, word 'n stemming ooreenkomstig regulasie 14 gehou.

STEMMING

14. (1) Die stemming bedoel in regulasie 13 (4) (b) (ii) word op die datum, tyd en plek ooreenkomstig regulasie 11 (1) bepaal, gehou.

(b) by proposing a person as a member of the governing body during the nomination meeting, provided that another parent seconds the proposal and a nomination form duly completed by the proposer, the seconder and, if present, the candidate, is, within the time referred to in subregulation (2), lodged with the returning officer.

(2) The returning officer shall determine the time to be allowed for the nomination of candidates during the nomination meeting, and shall inform the meeting thereof.

(3) After the expiry of the time referred to in subregulation (2), the returning officer shall consider the nominations and reject the nomination of any candidate who—

(a) has not been nominated in accordance with subregulation (1);

(b) is incompetent as contemplated in regulation 3; or

(c) in the case of a nomination referred to in subregulation (1) (b), has not completed the said nomination form, unless written proof to the satisfaction of the returning officer is submitted before the expiry of the time referred to in subregulation (2), that such candidate will be willing to serve as a member of the governing body,

and thereupon the returning officer shall announce the names of the candidates whose nominations have been accepted.

(4) (a) If—

(i) the total number of candidates whose nominations have been accepted as contemplated in subregulation (3), is less than the number of members determined in terms of regulation 2 (1) (b) in respect of the governing body concerned; or

(ii) the number of thus accepted candidates who are parents of pupils of the state-aided school concerned, is less than the number of such parents to be elected for the governing body concerned as contemplated in regulation 2 (1) (b),

a further meeting at which candidates may be nominated afresh shall be convened in accordance with the provisions of these Regulations.

(b) If the number of thus accepted candidates who are parents of pupils of the school concerned is equal to or more than the number of parents to be elected for the governing body concerned as contemplated in regulation 2 (1) (b), and the total number of thus accepted candidates—

(i) is equal to the number of members determined in terms of regulation 2 (1) (b) in respect of the governing body concerned, the returning officer shall declare every thus accepted candidate to be a duly elected member of the governing body; or

(ii) is more than the number of members determined in terms of regulation 2 (1) (b) in respect of the governing body concerned, a poll shall be held in accordance with regulation 14.

POLL

14. (1) The poll referred to in regulation 13 (4) (b) (ii) shall be held on the date and at the time and the place determined in accordance with regulation 11 (1).

(2) Die kiesbeampte reik aan elke ouer in regulasie 8 (1) bedoel wat sy stem wil uitbring, 'n stembrief uit waarop 'n amptelike merk of stempel voorkom.

(3) Die kiesbeampte bepaal die vorm van sodanige stembrief op so 'n wyse dat die stembrief die ouer in staat stel om sy stem uit te bring—

(a) deur op die stembrief die name van die kandidate vir wie hy stem, te skryf; of

(b) deur op die stembrief 'n kruisie teenoor die name van die kandidate vir wie hy stem, te maak.

(4) 'n Ouer bedoel in subregulasie (2) bring sy stem op die stembrief beoog in subregulasie (3) uit: Met dien verstande dat indien so 'n ouer weens blindheid of 'n ander liggaamsgebrek nie in staat is om sy stem aldus uit te bring nie, die kiesbeampte, op versoek van bedoelde ouer en in die teenwoordigheid van 'n getuie deur die betrokke ouer benoem, die stem van sodanige ouer op die kandidaat of kandidate deur die betrokke ouer aangedui, op die stembrief beoog in subregulasie (3) uitbring.

(5) Die kiesbeampte verwerp 'n stembrief—

(a) waarop die amptelike merk of stempel in subregulasie (2) beoog, nie voorkom nie;

(b) waarop meer stemme uitgebring is as die getal lede wat ooreenkomstig regulasie 2 verkies moet word; of

(c) wat so voltooi is dat dit volgens die oordeel van die kiesbeampte onseker is op watter kandidaat of kandidate 'n stem uitgebring is.

(6) Na die verwerping van die stembriewe in subregulasie (5) bedoel, moet die kiesbeampte—

(a) in die teenwoordigheid van elke kandidaat wat teenwoordig wil wees die stemme wat op elke kandidaat uitgebring is, tel; en

(b) die getal—

(i) ouers wat ingevolge regulasie 2 (1) (b) ten opsigte van die betrokke bestuursliggaam bepaal is, op wie die meeste stemme uitgebring is; en

(ii) oorblywende persone wat ingevolge regulasie 2 (1) (b) ten opsigte van die betrokke bestuursliggaam bepaal is, op wie die meeste stemme uitgebring is, ongeag of sodanige kandidate ouers is al dan nie, tot behoorlik verkose lede van die betrokke bestuursliggaam verklaar en die getal stemme wat op elke kandidaat uitgebring is, vermeld.

(7) Waar die getal stemme wat op twee of meer kandidate uitgebring is, gelyk is en dit die uitslag van die stemming raak, stel die kiesbeampte die uitslag met betrekking tot bedoelde kandidate deur loting vas.

BESLISSING VAN KIESBEAMPTE

15. Die kiesbeampte beslis alle aangeleenthede wat met die nominasie van kandidate of stemming bedoel in regulasie 14 verband hou, en sy beslissing is finaal.

(2) The returning officer shall issue to every parent referred to in regulation 8 (1) who wishes to vote, a ballot paper on which an official mark or stamp appears.

(3) The returning officer shall determine the form of such ballot paper in such a manner that the ballot paper shall enable the parent to record his vote—

(a) by writing on the ballot paper the names of the candidates for whom he votes; or

(b) by making a cross on the ballot paper opposite the names of the candidates for whom he votes.

(4) A parent referred to in subregulation (2) shall record his vote on the ballot paper referred to in subregulation (3): Provided that if such parent is on account of blindness or any other physical defect unable thus to record his vote, the returning officer shall, at the request of the said parent and in the presence of a witness named by the parent concerned, record the vote of such parent on the ballot paper referred to in subregulation (3) for the candidate or candidates indicated by the parent concerned.

(5) The returning officer shall reject a ballot paper—

(a) on which the official mark or stamp referred to in subregulation (2) does not appear;

(b) on which more votes are recorded than the number of members to be elected in accordance with regulation 2; or

(c) which is completed in such a way that it is in the opinion of the returning officer uncertain for which candidate or candidates a vote was recorded.

(6) After the rejection of the ballot papers referred to in subregulation (5), the returning officer shall—

(a) in the presence of every candidate who wishes to be present, count the votes recorded for every candidate; and

(b) declare—

(i) the number of parents determined in terms of regulation 2 (1) (b) in respect of the governing body concerned, for whom the greatest number of votes have been recorded; and

(ii) the number of remaining persons determined in terms of regulation 2 (1) (b) in respect of the governing body concerned, for whom the greatest number of votes have been recorded, irrespective of whether such candidates are parents or not,

to be duly elected members of the governing body concerned and state the number of votes recorded for every candidate.

(7) Where the number of votes recorded for two or more candidates is equal and it affects the result of the poll, the returning officer shall ascertain the result with regard to the said candidates by lot.

DECISION OF RETURNING OFFICER

15. The returning officer shall decide all matters connected with the nomination of candidates or the poll referred to in regulation 14, and his decision shall be final.

PROSEDURE NA VERKIESING VAN
LEDE VAN BESTUURSLIGGAAM

16. Na die verkiesing van lede van 'n bestuursliggaam moet die kiesbeampte—

(a) alle dokumente, met inbegrip van stembriewe, wat by so 'n verkiesing gebruik is in koeverte plaas en die koeverte verseël;

(b) daardie koeverte in veilige bewaring hou vir 'n tydperk van minstens drie maande vanaf die datum van die verkiesing van die lede van die bestuursliggaam;

(c) elke verkose lid, met inbegrip van 'n lid in regulasie 13 (4) (b) (i) bedoel, skriftelik in kennis stel van sy verkiesing; en

(d) die skoolhoof en die Uitvoerende Direkteur onverwyld skriftelik in kennis stel van die datum van die verkiesing en van die name en adresse van die persone wat tot lede verkies is met inbegrip van die name en die adresse van die persone wat ooreenkomstig regulasie 13 (4) (b) (i) verkose verklaar is.

LEDE DEUR BORGLIGGAAM AANGEWYS

17. Nadat die lede in regulasie 2 (1) (c) bedoel deur die borgligaam aangewys is, moet die borgligaam die skoolhoof en die Uitvoerende Direkteur onverwyld skriftelik in kennis stel van die name en adresse van die persone wat aldus aangewys is.

VERKIESING VAN AMPSBEKLEËRS

18. (1) Die skoolhoof belê die eerste vergadering van die bestuursliggaam binne 14 dae nadat hy in kennis gestel is van die name en adresse van die lede van die bestuursliggaam

(2) Op die eerste vergadering van die bestuursliggaam—

(a) verkies die bestuursliggaam die ampsbekleërs in artikel 16 (1) van die Wet bedoel: Met dien verstande dat die skoolhoof nie tot een van hierdie twee ampte verkies mag word nie; en

(b) benoem die bestuursliggaam 'n lid van die administratiewe personeel van die betrokke skool as sekretaris sonder stemreg, of verkies hy uit sy gelede 'n sekretaris.

(3) Behoudens die bepalings van subregulasie (4), beklee die voorsitter en ondervoorsitter hul ampte vir 'n termyn van 12 maande vanaf die datum van hul verkiesing en kan na verstryking van genoemde termyn herkies word.

(4) Waar die amp van voorsitter of ondervoorsitter om enige rede vakant raak, verkies die bestuursliggaam op die eerste vergadering nadat daardie vakature ontstaan het, behoudens die bepalings van subregulasie (2) (a), een van sy lede om daardie vakature vir die onverstreke ampstermyn van sy voorganger te vul.

(5) Die skoolhoof sit voor by 'n verkiesing bedoel in subregulasie (2) (a), asook by 'n verkiesing bedoel in subregulasie (4) indien beide die ampte van voorsitter en ondervoorsitter vakant is.

PROCEDURE AFTER ELECTION OF
MEMBERS OF GOVERNING BODY: 50

16. After the election of members of a governing body the returning officer shall—

(a) place all documents, including ballot papers, used at such election in envelopes and seal the envelopes;

(b) keep those envelopes in safe custody for a period of at least three months from the date of the election of the members of the governing body;

(c) notify each elected member, including a member referred to in regulation 13 (4) (b) (i), in writing of his election;

(d) notify the principal and Executive Director forthwith in writing of the date of the election and of the names and addresses of the persons elected as members, including the names and addresses of the persons declared elected in accordance with regulation 13 (4) (b) (i).

MEMBERS DESIGNATED BY SPONSORING BODY

17. After the members referred to in regulation 2 (1) (c) have been designated by the sponsoring body, the sponsoring body shall forthwith notify the principal and the Executive Director in writing of the names and addresses of the persons thus designated.

ELECTION OF OFFICE BEARERS

18. (1) The principal shall convene the first meeting of the governing body within 14 days after he has been notified of the names and addresses of the members of the governing body.

(2) At the first meeting of the governing body—

(a) the governing body shall elect the office bearers referred to in section 16 (1) of the Act: Provided that the principal shall not be elected to one of these two offices; and

(b) the governing body shall nominate a member of the administrative staff of the school concerned as secretary without the right to vote, or elect a secretary from its ranks.

(3) Subject to the provisions of subregulation (4), the chairman and vice-chairman shall remain in office for a term of 12 months from the date of their election and may after the expiry of the said term, be re-elected.

(4) Where for any reason the office of chairman or vice-chairman becomes vacant, the governing body shall, subject to the provisions of subregulation (2) (a), at the first meeting after the vacancy has occurred, elect one of its members to fill that vacancy for the unexpired period of office of his predecessor.

(5) The principal shall preside at an election referred to in subregulation (2) (a), and also an election referred to in subregulation (4) if both the offices of chairman and vice-chairman are vacant.

(6) Die skoolhoof moet na 'n vergadering waarop enige ampsbekleër ooreenkomstig hierdie regulasie verkies of benoem is, die Uitvoerende Direkteur onverwyld skriftelik in kennis stel van die datum van die vergadering en van die naam, adres en amp van die persoon verkies of benoem.

VERGADERING VAN BESTUURSLIGGAAM

19. (1) Die sekretaris van 'n bestuursliggaam bepaal in oorleg met die voorsitter die datum, tyd en plek van 'n vergadering, en stel elke lid minstens sewe dae voor sodanige vergadering skriftelik daarvan in kennis sowel as van die sake wat behandel gaan word.

(2) Op 'n vergadering behandel 'n bestuursliggaam slegs sake waarvan daar ingevolge subregulasie (1) kennis gegee is en sake wat 'n lid met die goedkeuring van die vergadering opper.

(3) Enige persoon kan op uitnodiging van die bestuursliggaam by 'n vergadering van die bestuursliggaam teenwoordig wees en aan die besprekings deelneem, maar het nie stemreg nie, en verlaat die vergadering wanneer die bestuursliggaam aldus besluit.

(4) 'n Bestuursliggaam kan vereis dat enige personeelid verbonde aan die betrokke staatsondersteunde skool 'n vergadering moet bywoon vir die doeleindes van die bespreking van enige aangeleentheid wat onder die bevoegdhede van die bestuursliggaam ressorteer.

(5) Behoudens die bepalinge van hierdie Regulasies, beslis die voorsitter van 'n bestuursliggaam oor die orde en prosedure van 'n vergadering en indien 'n lid teen so 'n beslissing beswaar maak, word die beslissing sonder verdere bespreking tot stemming gebring en die beslissing van die vergadering is afdoende.

KWORUM

20. Die meerderheid van die getal lede van 'n bestuursliggaam ooreenkomstig regulasie 2 saamgestel, vorm 'n kworum vir die hou van 'n vergadering.

NOTULES VAN VERRIGTINGE VAN VERGADERINGS

21. (1) Die sekretaris van 'n bestuursliggaam hou notule van die verrigtinge van elke vergadering en voorsien die Uitvoerende Direkteur, op sy versoek, van 'n afskrif van so 'n notule.

(2) Die notule van die verrigtinge van elke vergadering van 'n bestuursliggaam of komitee daarvan —

(a) moet op die eersvolgende vergadering van die bestuursliggaam of komitee daarvan, na gelang van die geval, vir goedkeuring voorgelê word; en

(b) moet te alle redelike tye ter insae lê van die lede.

(3) By die verstryking van die ampstermyn van lede van 'n bestuursliggaam moet alle notules en ander dokumente van so 'n bestuursliggaam of enige komitee daarvan aan die betrokke skoolhoof oorhandig word.

(4) By die sluiting van 'n staatsondersteunde skool moet die skoolhoof alle notules en ander dokumente van die bestuursliggaam of enige komitee daarvan by die Departement vir veilige bewaring inhandig.

(6) The principal shall, after a meeting at which any office bearer has been elected or nominated in accordance with this regulation, notify the Execution Director forthwith in writing of the date of the meeting and of the name, address and office of the person elected or nominated.

MEETINGS OF GOVERNING BODY

19. (1) The secretary of a governing body shall in consultation with its chairman determine the date, time and venue of any meeting, and shall notify each member at least seven days prior to such meeting in writing thereof and also of the matters that will be dealt with.

(2) At a meeting the governing body shall only deal with matters of which notice has been given in terms of subregulation (1), and matters raised by a member with the approval of the meeting.

(3) Any person may at the invitation of the governing body attend a meeting of the governing body and participate in its deliberations, but shall not have a vote, and shall recuse himself should the governing body so decide.

(4) A governing body may require any member of staff attached to the state-aided school concerned to attend a meeting for the purposes of the discussion of any matter which falls within the powers of the governing body.

(5) Subject to the provisions of these Regulations, the chairman of a governing body shall decide on the order and procedure of a meeting and should a member raise an objection to such decision, the decision shall without further discussion be voted upon and the decision of the meeting shall be final.

QUORUM

20. The majority of the number of members of a governing body constituted in accordance with regulation 2, shall form a quorum for the holding of a meeting.

MINUTES OF PROCEEDINGS OF MEETINGS

21. (1) The secretary of a governing body shall keep minutes of the proceedings of every meeting and shall provide the Executive Director, at his request, with a copy of such minutes.

(2) The minutes of the proceedings of every meeting of a governing body or committee thereof —

(a) shall at the next ensuing meeting of the governing body or committee thereof, as the case may be, be submitted for approval; and

(b) shall at all reasonable times be open for inspection by the members.

(3) Upon the expiry of the term of office of members of a governing body, all minutes and other documents of such governing body or any committee thereof shall be handed to the principal concerned.

(4) At the closure of a state-aided school the principal shall hand in all minutes and other documents of the governing body or any committee thereof at the Department for safe-keeping.

TOEVALLIGE VAKATURES IN BESTUURSLIGGAAM

22. (1) 'n Toevallige vakature in 'n bestuursliggaam ontstaan wanneer 'n lid—

- (a) skriftelik bedank;
- (b) te sterwe kom;
- (c) ingevolge regulasie 4 (3) van sy amp onthef is;
- (d) sonder die toestemming van die bestuursliggaam van drie agtereenvolgende vergaderings afwesig is; of
- (e) onbevoeg word soos bedoel in regulasie 3.

(2) 'n Toevallige vakature word gevul op dieselfde wyse as dié waarop die lid wat die amp tevore beklee het verkies of aangewys is.

GRONDWET EN REGLEMENT VAN ORDE

23. 'n Bestuursliggaam stel sy eie grondwet en reglement van orde op wat nie strydig met die Wet of met die bedinge en voorwaardes in artikel 31A (1) van die Wet bedoel, is nie, en lê dit aan die Uitvoerende Direkteur voor.

CASUAL VACANCIES ON GOVERNING BODY

22. (1) A casual vacancy shall occur on a governing body whenever a member—

- (a) resigns in writing; (50)
- (b) dies;
- (c) was removed from office in terms of regulation 4 (3);
- (d) is absent from three consecutive meetings without the permission of the governing body; or
- (e) becomes incompetent as contemplated in regulation 3.

(2) A casual vacancy shall be filled in the same manner as that in which the member who previously held the office, was elected or designated.

CONSTITUTION AND STANDING ORDERS

23. A governing body shall draft its own constitution and standing orders which shall not be contrary to the Act or to the terms and conditions referred to in section 31A (1) of the Act, and shall submit same to the Executive Director.

BYLAE A**KENNISGEWING VAN NOMINASIEVERGADERING EN STEMMING****VERKIESING VAN LEDE VAN BESTUURSLIGGAAM****(Regulasies 11 en 14)**

NAAM VAN STAATSONDERSTEUNDE SKOOL

Kennis geskied hiermee dat 'n vergadering vir die nominasie van kandidate vir die verkiesing van lede van die bestuursliggaam vir bogenoemde skool, op (datum) om (tyd) by (plek) gehou sal word.

'n Kandidaat kan ook genomineer word deur 'n nominasievorm, behoorlik voltooi deur die voorsteller, sekondant en kandidaat, nie meer nie as sewe dae, en nie minder nie as 24 uur, voor die aanvang van bogenoemde vergadering by die kiesbeampte in te dien.

Indien meer kandidate genomineer word as die getal lede wat verkies moet word, sal 'n stemming op (datum) vanaf tot by (plek) gehou word.

.....
Datum.....
Handtekening van Kiesbeampte

Adres

INLIGTING IN VERBAND MET VERKIESING*(Moet kennisgewing van nominasievergadering en stemming vergesel)***1. NOMINASIES**

- (a) Elke kandidaat moet deur 'n ouer voorgestel en deur 'n ander ouer gesekondeer word. 'n Ouer wat 'n kandidaat voorstel of sekondeer moet homself oortuig dat die kandidaat bevoeg is om tot lid verkies te word.
- (b) 'n Nominasievorm moet ten opsigte van elke kandidaat voltooi word. Hierdie vorms is voor die vergadering van die skoolhoof verkrygbaar en sal ook by die vergadering beskikbaar wees.

2. DISKWALIFIKASIE VAN LEDE

'n Kandidaat is onbevoeg om 'n lid te wees indien hy—

- (a) 'n minderjarige is;
- (b) nie 'n Suid-Afrikaanse burger is nie tensy die Uitvoerende Direkteur hom bevoeg verklaar;
- (c) aan enige misdryf skuldig bevind is waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is, tensy algehele kwytskelding aan hom verleen is of die termyn van sy gevangenisstraf minstens drie jaar voor die datum van sy verkiesing verstryk het;
- (d) geestesongesteld is en deur 'n bevoegde hof aldus verklaar is;
- (e) 'n ongerehabiliteerde insolvent is;
- (f) in diens van die Departement is en hy nie die Uitvoerende Direkteur se toestemming het om lid van 'n bestuursliggaam te wees nie; of
- (g) behalwe in die geval van die skoolhoof, in diens van die betrokke staatsondersteunde skool is.

3. STEMREG

- (a) Elke ouer van een of meer kinders op die register van 'n staatsondersteunde skool ten tye van die verkiesing van lede van 'n bestuursliggaam vir sodanige skool, is geregtig om by sodanige verkiesing te stem.
- (b) Iemand wat nie die natuurlike ouer is nie, maar 'n persoon is in wie se bewaring een of meer kinders in paragraaf (a) beoog wettig geplaas is, is geregtig om by sodanige verkiesing te stem.
- (c) Iemand wat geregtig is om te stem, het een stem ten opsigte van enige besondere kandidaat: Met dien verstande dat die totale getal stemme van so iemand nie die getal lede wat verkies moet word, oorskry nie.

SCHEDULE A

(50)

NOTICE OF NOMINATION MEETING AND POLL

ELECTION OF MEMBERS OF GOVERNING BODY

(Regulations 11 and 14)

NAME OF STATE-AIDED SCHOOL

Notice is hereby given that a meeting for the nomination of candidates for the election of..... members of the governing body for the above-mentioned school, will be held on..... (date) at..... (time) at (place).

A candidate may also be nominated by lodging with the returning officer, not more than seven days and not less than 24 hours prior to the commencement of the above meeting, a nomination form duly completed by the proposer, seconder and candidate.

If more candidates are nominated than the number of members to be elected, a poll will be held on (date) from..... to.....at..... (place).

.....
Date

.....
Signature of Returning Officer

Address.....
.....
.....
.....

INFORMATION IN CONNECTION WITH ELECTION

(To accompany notice of nomination meeting and poll)

1. NOMINATIONS

- (a) Each candidate shall be proposed by a parent and seconded by another parent. A parent who proposes or seconds a candidate shall satisfy himself that the candidate is qualified to be elected as member.
- (b) A nomination form shall be completed in respect of every candidate. These forms are obtainable from the principal before the meeting and will also be available at the meeting.

2. DISQUALIFICATION OF MEMBERS

A candidate shall be incompetent to be a member if he—

- (a) is a minor;
- (b) is not a South African citizen, unless the Executive Director declares him competent;
- (c) has been convicted of any offence for which he was sentenced to imprisonment without the option of a fine, unless he has received a free pardon or the period of his imprisonment has expired at least three years prior to the date of his election;
- (d) is mentally ill and has been so declared by a competent court;
- (e) is an unrehabilitated insolvent;
- (f) is in the service of the Department and does not have the permission of the Executive Director to be a member of a governing body; or
- (g) except in the case of the principal, is in the service of the state-aided school concerned.

3. FRANCHISE

- (a) Every parent of one or more children on the roll of a state-aided school at the time of the election of members of a governing body for such school, shall be entitled to vote at such election.
- (b) A person who is not the natural parent but who is a person in whose custody one or more children referred to in paragraph (a) have been lawfully placed, is entitled to vote at such election.
- (c) A person who is entitled to vote shall have one vote in respect of any particular candidate: Provided that the total number of votes of such person shall not exceed the number of members to be elected.

Staff Reporter

ADDRESSING apartheid's education legacy cannot wait for the politicians "eternal bickering" to end, Professor Merlyn Mehl of the University of the Western Cape said yesterday.

Speaking at the University of Cape Town's Faculties of Fine Arts and Architecture graduation ceremony, he said resolving the education crisis was "far greater than the political aspirations of any party or individual".

Prof Mehl said to deal with the backlog and the

Quarrels fuel SA schools (50) crisis et 12/12/91

future influx of pupils in to the education system 100 000 extra classrooms had to be built by the year 2000.

"And if we can just prevent any particular agency from trying to

take over the entire process at the expense of the variety of stakeholders, maybe, just maybe, we can get somewhere in resolving the educational impasse in the country", he said.

On the national level the scene was often depressing, but there "are rays of light and hope".

He said some schools stood empty for large parts of the day, while millions of children were taught in the most cramped environments.

"We need to rethink the structures of our society, the way we utilise what we have."

City library services to be computerised

50
ARG 11/12/92

CLIVE SAWYER
Municipal Reporter

CREDIT card style library cards, barcoding and increased security for books will be the hallmarks of a multimillion rand revamp of the city library services.

Over the next 18 months, 26 municipal libraries will close temporarily to allow the installation of a computerised system.

Deputy city administrator Mr Attie van der Merwe said computerisation of the library services would cost several million rands.

New cards, resembling credit cards, would be used and books would no longer be stamped.

A computer will keep track of which books a subscriber has borrowed, and when these were due.

Books will be passed over checking equipment similar to that used in some supermarkets, and demagnetised to allow it to leave the library.

If a book has not been demagnetised, security gates will automatically lock if anyone tries to take it through.

"Barcoding will allow us to check instantly where a book is, and will make the system of requesting a book much easier and more effective," Mr Van der Merwe said.

The new system will allow subscribers to return books to a different library from where they borrowed them.

A programme for each of the 17 to close for a month each, starting from January, has been drawn up.

The city council will give "adequate notice" to subscribers of the closure of each of the libraries, and arrangements will be made for books to be handed in at other libraries.

The 17 libraries to close for a month each are: Kloof Street, Kensington, Muizenberg, Heideveld, Hanover Park, Claremont, Lentegeur, Retreat, Meadowridge, Wynberg, Rondebosch, Central (City Hall), Camps Bay, Athlone, Westridge, Rocklands and Manenberg.

Barcoding of book at nine smaller libraries will be done during off-peak hours. These libraries will close for about three days for staff training.

They are: Bonteheuwel, Lansdowne, Observatory, Plumstead, Regent Road, Southfield, Vredehoek, Woodstock, and Mowbray.



Mpumie Ngoqo (left), one of the founder members of the Ulwazi Project with Mrs Adèle Searll (right), who is involved with the fundraising for the project and the many children who now regularly attend the Ulwazi Centre. (58) ARG 10/12/91

ING.
ZDA.

CON : 100 km/h	PRICE INC VAT
0	R29 700
7	R28 699
4	R31 990
7	R36 440
2	R31 215
0	R34 199
8	R34 364
7	R41 330
4	R41 280
4	R36 880
7	R54 725
3	R66 451
9	R81 323
0	R66 440
-	R62 621
1	R41 294
9	R45 144
6	R45 232
6	R52 195
9	R55 121
8	R52 888
7	R63 547

Ulwazi: a dream come true for Langa children

The Ulwazi Centre — a recreational and education centre for Langa youth — is a dream come true for the concerned community members of one of the Western Cape's oldest townships.

By CHARLENE CLAYTON

ULWAZI — meaning knowledge — symbolises the core idea behind a project which is to equip the children and youth of Langa with the knowledge to become productive members of the community.

According to the local authority for the area, Ikapa Council, close on 74 000 residents live in Langa and 60% of them are children.

The township has a major problem with squatting which occurs both on open areas and in backyards. It is common to find three couples and their families staying in one room, or with their children staying in a shack at the back of the house with no supervision.

The land is not well serviced and other than the streets, there is little space for children to play and no indoor space where they can study.

The Ulwazi project came into being at a time when gang warfare between teenage children as young as 14 was threatening to tear the community apart.

It was only through sustained efforts by concerned parents that gang activity was brought down to a controllable level.

Three definite needs were identified upon investigation. A high alcohol and drug abuse rate by children as young as six years, the large number of street children and the neglect of children of working parents.

The idea for the development of a youth centre had its root in September 1989, when Mrs Mpumie Ngoqo started working as a volunteer with some children at premises belonging to Phandulwazi, a job creation project.

She arranged activities for the children such as investigative counselling, home visits, informal art classes and recreational and educational programmes. Soon more children started coming to what was then known as the Langa drug centre.

In October 1989 the Cape Town Drug Counselling Centre and Sanca joined the project and formally employed Mrs Ngoqo to work with these children and assisted her with further training. The focus of the project was not only drug counselling and the prevention of drug abuse, but was also directed at the

development of the whole child and adolescent.

The project has taken off tremendously according to Mrs Ngoqo. "It is amazing, we have 460 children and youths coming to the programme and we will have a lot more when our new centre opens."

One of the aims of the project is to encourage children to attend school and Mrs Ngoqo enthusiastically reports that only 18 of the 460 children are not attending school at present. Even these, she feels, have now been motivated and would probably return to school in the new year.

Based on her experience, Mrs Ngoqo says, "it is clear that the children and youth desperately need a place in which they can feel secure, a place in which they could do the things which all children do."

The dream of a youth centre only became reality when after much negotiation with the community, the construction of the Ulwazi centre commenced in June this year on land purchased from Ikapa.

An interim steering committee has been elected to plan and guide the project until youth decide to elect a permanent steering committee.

Mr Peter Powis, community psychologist working on the project, says they are hoping to move into the new building by December 13 and will run informally until February next year when they will open officially with more systematic programmes.

Broadly speaking, the aims of the Ulwazi Project include running day programmes for street children, providing after-school care and academic support for children, involving parents in discussions on issues such as parenting and organising weekend outings for children to help develop social and life skills.

Although through the help of various generous organisations, the centre has come a long way, they require more furniture, finance for running costs and also have a desperate need for a vehicle, says Mr Powis.

People interested in helping the project can contact him at telephone 694-2332.


UF plan on education

By PHANGISILE MTSHALI

THE Urban Foundation believes more debate on the reconstruction of education is needed before proposals from the Education Renewal Strategy are ratified. (50)

This was the response by the newly-formed UF Education Policy and System Change Unit, called Edupol, to the Government's ERS document this week.

Edupol said: "While management concerns in the ERS deserve attention, a major opportunity will be lost if the recommendations are implemented without responding to the widely felt need for a more fundamental debate."

Sowden
11/10/91 **Important role** 
While the UF recognised the important role of education managers, the perceived illegitimacy of the present system made it necessary to start a forum which represented all key players in education.

The Edupol three-man team found that none of those consulted rejected education authorities' rights to participate in an independent forum, but many would be unwilling to participate in a forum controlled by the present authorities.

Urica library system opens the door to education

SO

while it is impossible to build an education system to address all people, self-learning projects can provide an alternative, with lending libraries playing a central role.

provides circulation control for libraries and multi-branch library lending functions."

functions such as keeping track of acquisitions of material, control and tracking of purchase orders, control for magazines, as well as distribution controls in organisations where material is circulated.

MD Andreas Wassenaar says the fully integrated real-time library system was developed in 1980 and has sold into 21 SA sites and about 230 overseas.

SOUTH African developers have notched up a number of successes writing software suited to local applications and which has good export potential.

"The system is capable of working in small and large environments," he says.

SA users include universities, public libraries and municipalities.

Wassenaar says: "SA is in dire need of large-scale educational projects, and functions, the software also

"Urica provides pre-indexed cataloguing and information retrieval and additional modules perform

One of these is Urica, developed by Unicom company Urica Integrated Systems.

2/10/91

B/DCM

World Bank investigates education in SA

By Hugh Robertson
Star Bureau

WASHINGTON — A team of World Bank investigators is in South Africa to study the country's education system and the problems likely to arise in bringing about equal education for all.

It is the sixth such visit since October last

year. A seventh visit is likely next month with further visits possibly taking place in 1992.

A World Bank source yesterday described the visits as low key and unofficial, adding that the primary objective was to "build a database so that if and when the question of loans or assistance arises, the bank will

have some criteria and background information on which to base its decisions".

The sensitivity of the subject and the conflicting views which surround it had persuaded the bank to make no public statement on the visits. Most groups consulted had agreed with this view.



star 3/10/91
10 sentenced for occupying school (SO)

Ten National Education Co-ordinating Committee members have been sentenced to R100 fines suspended for three years for illegally occupying the vacant Blairgowrie High School in Randburg on August 21.

Distributors strike blow in dairy case

B1 Day 4/10/91

MILK distributors sued by the Dairy Board in early 1988 for failing to pay milk levies won a psychological victory over the board last week when the Appellate Division in Bloemfontein declared two levies imposed in 1987 to be null and void.

Respondents in the Pretoria Supreme Court hearing were the Minister of Agriculture, the Dairy Board and the National Marketing Council.

The board was ordered to pay all the costs of appeal court hearings to date.

The levy system, which was introduced with the 1937 National Marketing Act, is used to finance administration and marketing costs.

Levies are also used to finance the board's stabilisation fund which pays for removal and export of market surpluses.

To assist farmers, who were dissatisfied with increasing levies, the board transferred the milk levy from the producers to distributors at the end of 1986, National Milk Distributors chairman Frik Grobler said.

Grobler said distributors were told by the Dairy Board they would have to recover the levy from consumers and the 3,93c/l special levy was announced in the Government Gazette of February 13 1987.

It was repromulgated in the April 10 Government Gazette.

The board announced at the same time,

PAUL ASH

however, that the 0,59c/l general levy would be passed on to the distributors.

In all, 27 distributors failed to pay the new levies and were sued by the board. No appeal was allowed and the distributors petitioned the Appellate Division.

The court last week found the initial special levy and the normal levy announced in the April 10 Gazette to be illegal for the periods during which they were in force.

"This is an important psychological victory for our side," Grobler said.

In the April 29 1988 Gazette, a new notice was published which corrected the earlier promulgations, he said.

The levy now stands at 6,5c/l.

A spokesman for the Dairy Services Organisation (DSO), which is the board's appointed agent, said yesterday the DSO could not comment on the judgment.

The DSO said in a statement that the board was consulting lawyers to consider the implications of the judgment.

In a second court case, Cape-based Homestead Dairy has taken the authorities to court to contest special milk levies.

Homestead is alleging that the levy being imposed upon 580 buyers and distributors is being used by the Dairy Board in order to subsidise opposition co-ops and manufacturers.

Many workers are illiterate — Sonn

GERALD REILLY (50)

PRETORIA — At least 45% of SA's 11-million labour force was unable to read or write at a time when the country desperately needed educated workers, Peninsula Technikon rector Franklin Sonn said yesterday. B1 Day 4/10/91

Speaking at a Manpower Development for a New SA conference, Sonn said 30% of workers had received no education, 36% had primary school education and only 31% had received secondary education.

Only 3% had degrees or diplomas and between 45% and 50% could not read or write.

Stressing the need for vocational education, Sonn said there were 267 000 students at SA's 21 universities and only 60 000 at the 11 technikons.

The reverse should be the case, he said.

Vocational education had to become a dominant factor for the country's future.

However he stressed "we must not turn out technical experts that are social and political morons".

Technical colleges, he said, were either hamstrung bureaucratically or ignored altogether they had an important role to play in the field of vocational education.

"They should be urgently released from the stranglehold the various own affairs departments are currently exercising."

Teachers have become hesitant and nervous about discipline, guilty and paranoid about punishment, says a South African author.

The no-more-nonsense path to better schooling

Star 4/10/91

Finding ways to turn the blackboard jungle into a fruitful orchard has always been the school-teachers' thorny lot, but their job may become a little easier now that global trends to conservatism are permeating the school system.

The dilemma modern teachers face, says educationist Derek Jackson, is that they are expected to maintain the high academic standards of the past but if they insist on discipline in the classroom they are accused of child abuse.

Teachers have become hesitant and nervous about discipline, guilty and paranoid about punishment, he says.

Mr Jackson's book "Discipline without Anger or Tears" (Tafelberg, R25) reads like a running dialogue against liberal educational policies of the 70s and offers a set of no-more-nonsense guidelines for school-children's discipline.

While he by no means advocates a return to sadistic vengeance that has passed for dis-

cipline throughout history, Mr Jackson avidly promotes the virtues of belief in order, efficiency, hierarchy, control, God and the State.

The main reason for the trend to firmer child discipline is that liberalised education systems are not delivering the goods, he says.

No less than 13 percent of Americans are functionally illiterate.

In Japan, where discipline and the work ethic are prized, the illiteracy figure is only one percent.

Britain, Australia and Canada, which "have allowed a steady erosion of discipline in their schools since World War 2", now find that many of the top students in their countries are Asian, he says.

"American educationists, noting with alarm how Vietnamese boat children quickly outstripped American students in American classes, could identify only one common reason — that these students came from homes where there was

order, structure and discipline," says Mr Jackson.

Discipline is a social and educational necessity, he says. To learn even the basics of reading, writing and calculating requires a disciplined response from the child. For there to be effective communication and group interaction there must be control.

But the semantics are important — discipline is not necessarily punishment. The aim of discipline is to create a situation where punishment is very rarely necessary, Mr Jackson says.

Nevertheless, he argues, "punishment is part of our culture and is sanctioned by both the Bible and our legal system. To avoid punishment at all costs is unrealistic. As educators we have to prepare our pupils for life in the real world."

Explicit, fair rules are good for children, Mr Jackson says. Both children and adults prefer the security and structure that rules offer and even choose to make and comply with them in

their recreation. Even in informal and imaginary games, children invent rules, he says.

But, treading the fine line between egalitarian and reactionary policy, Mr Jackson suggests it is not a good idea for the teacher to make all the rules in the classroom.

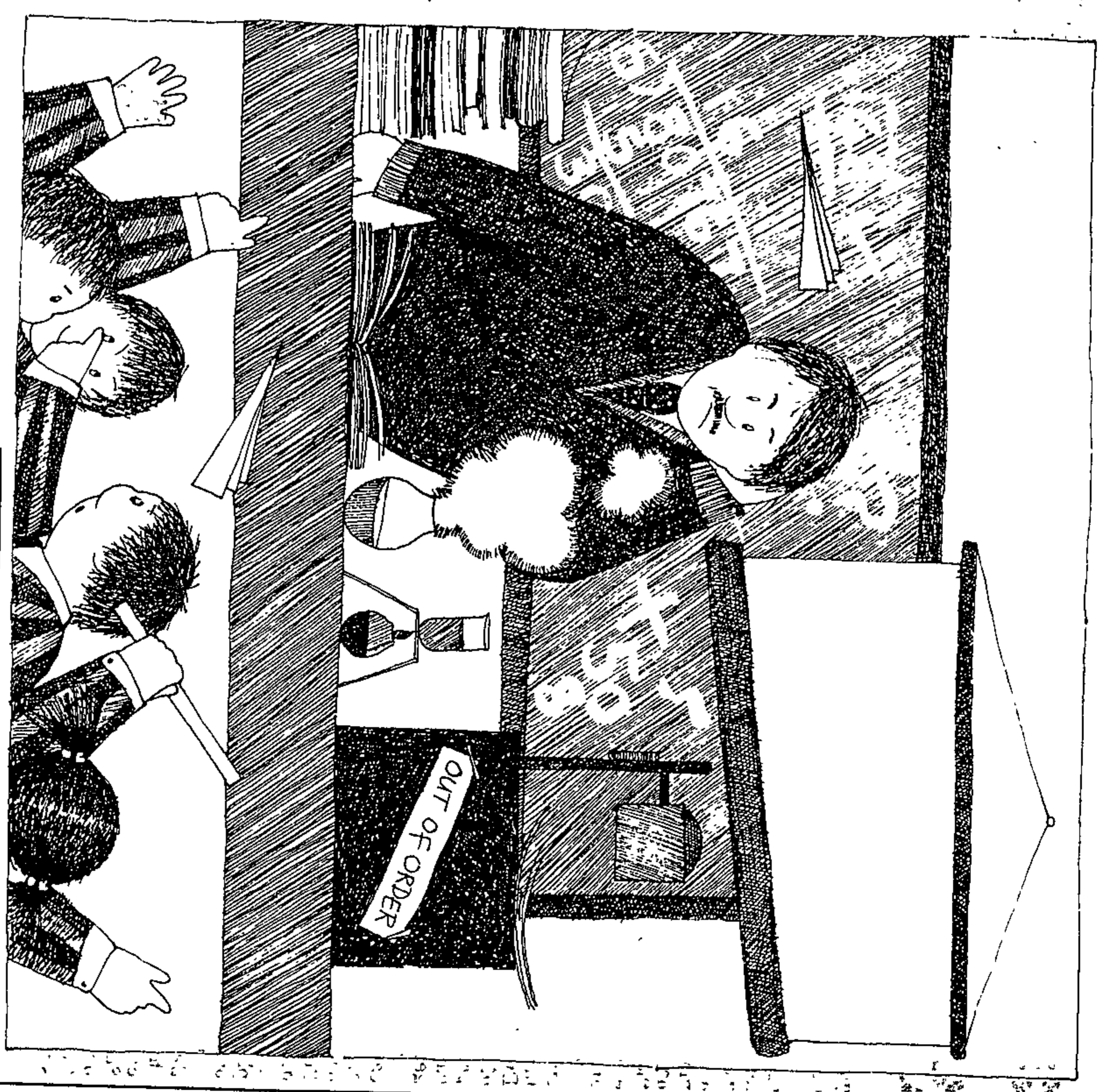
"If pupils have a say in making the rules, they will be far more likely to obey them and see to it that their peers obey them too."

He has no time for teachers who are preoccupied with arbitrary and dogmatic rule enforcement for its own sake, such as fussing about minor aspects of the school uniform.

"Rules must stand the test of reason. The question 'How is this going to help us in our goal of learning?' should be asked" before a rule is implemented, Mr Jackson says.

He ducks the question of corporal punishment and rather unsatisfactorily refers to it as "one of the hottest issues in education, beyond the scope of this book".

ADAM GORDON



Gordimer will use prize to aid black writers

NEW YORK — SA novelist Nadine Gordimer said yesterday she hoped her winning of the Nobel Prize for literature would help SA develop a post-apartheid culture and encourage black writers.

"I would use the attention the prize gives to me as an SA writer to promote the country's writers in general and black SA writers in particular," she said.

She was surprised to hear her prize was worth the equivalent of \$1m, and though she did not yet know how she would use the money, she said she wanted to raise funds to help black SA writers develop their talents and get published.

In particular, Gordimer — who noted

that she was an ANC member — said she wanted to aid the predominantly black Congress of SA Writers (Cosaw).

Gordimer said she saw the Nobel award as recognition of her life's work, adding: "It's the quality of the work that counts."

Applause greeted the announcement of her win in Stockholm yesterday afternoon. Academy permanent secretary Sture Allen said Gordimer's award was not for her political work or because she was a woman but for "literary value".

Cosaw president Prof Njabulo Ndebele said Gordimer's firm stand against racism had kept the black dream of freedom alive. The ANC issued its congratulations in a

statement, saying that in honouring Gordimer, "the people of the world pay tribute to all South Africans who stand for truth, human dignity and freedom".

Archbishop Desmond Tutu, a fellow Nobel prizewinner, applauded her literary acumen and her stand against apartheid.

President F W de Klerk said yesterday: "It gives me great pleasure to congratulate Nadine Gordimer on this exceptional achievement, which is also "an honour to SA".

□ Gordimer won the CNA Literary Award — for the fourth time — in August, for her novel *My Son's Story*. — Sapa-Reuter.

● See Page 9



Nadine Gordimer . . . "through her magnificent epic writing (she) has been of very great benefit to humanity".

Gordimer's work 'part of the struggle'

Blaney 4/16/91

SO

NADINE Gordimer, one of SA's foremost novelists, is an unwavering critic of apartheid and an outspoken advocate of black majority rule.

Her writing has mirrored the struggle against apartheid and the plight of oppressed blacks. She sees her work as part of the struggle against apartheid.

"It is not enough for whites to say they would be prepared to live under black majority rule. You have to help bring that about," she said in a 1988 interview.

The 67-year-old Gordimer received the Nobel Prize for literature yesterday.

The Swedish Academy said Gordimer, "through her magnificent epic writing has — in the words of Alfred Nobel — been of very great benefit to humanity".

Gordimer "writes with intense immediacy about the extremely complicated personal and social relationships in her environment", the academy said. "At the same time as she feels a political involvement — and takes action on that basis — she does not permit this to encroach on her writings.

"Nevertheless, her literary works, in giving profound insights into the historical process, help to shape this process," the academy said.

Only a half dozen women have been honoured with the Nobel Prize in literature since its inception in 1901. Gordimer was the first woman in 25 years to win the prize.

She regards the ANC's Nelson Mandela and Oliver Tambo as her leaders and once said she

supports the use of violence against the SA government.

She has written 10 novels in 38 years and more than 200 short stories. Her most recent novel, published in 1990, is *My Son's Story*. This year, she published a collection of short stories, *Jump*.

Her previous novel, *A Sport of Nature* published in 1987, followed its heroine through more than 40 years of political and personal turmoil in southern Africa.

Three of her earlier books were banned for varying periods by government. Gordimer is a member of the ANC but she does not consider herself a political writer.

"I couldn't be, because I started writing so young, I did not know what some things were," she said in an interview with the SABC in April.

"But even then I was writing stories that I now see have political significance, so my writing is regarded as political. It's impressively political."

She is a patron of the Congress of South African Writers, a movement of anti-apartheid authors that seeks to fight censorship and promote African culture.

Stephen Clingman, author of a 1986 study of Gordimer's works, wrote: "If we are searching for an inner pathway to guide us through SA history over the past 20 years, there are few better places to look for it than in the novels of Nadine Gordimer."

Gordimer grew up in the mining town of

Springs, the daughter of Jewish immigrants from England and East Europe.

Her dream was to be a ballet dancer, but her mother forbade physical exertion because of an accelerated heart rate. She withdrew the girl from school at 11, saying the company of other children would aggravate the problem.

Gordimer, who had been writing since she was 9, turned to books for companionship and spent hours in the Springs library.

She credits *The Jungle*, Upton Sinclair's expose of the Chicago meat industry, for planting the seed of social awareness in her young mind.

She said many years later: "The way the meat workers were treated related to what I had taken for granted was simply a God-given circumstance — the miners in their communities not far from where we lived — and I then began to look objectively at the way blacks were treated as units of labour. I think I was puzzled, I was disturbed. But it was the beginning, I suppose, of what you call a social conscience."

Gordimer's first story was published when she was 15, her first book, *Face to Face*, at 27.

She lives in Johannesburg with her second husband. She has two grown-up children. She is currently lecturing in New York.

She said SA provides "wonderful subjects . . . because people are living under pressure."

"I must take my freedom as a writer to show human beings as they are. If you do not, you become a propagandist." — Sapa-AP.

The day the Guest of Honour turned up at the finest ball of all

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Star 4/10/91

NADINE Gordimer (67) is South Africa's leading writer, if awards and public recognition — as opposed to sales — are the criterion for success.

She has won the CNA Literary Award no fewer than four times, the most recent being this year. Now her writing has been crowned with the ultimate accolade: the Nobel Prize for Literature.

Gordimer "writes with intense immediacy about the extremely complicated personal and social relationships in her environment," the Royal Swedish Academy, which judges the awards, said in Stockholm. "At the same time as she feels a political involvement — and takes action on that basis — she does not permit this to encroach on her writings."

The academy selected Gordimer's novel, "A Guest of Honour", as a landmark in the first half of her career, but praised the later, more complex technique which she had developed since the mid-'70s.

Her South African hardback publisher, David Philip, commented from London that it was "a thoroughly well-deserved award".

Speaking en route to the Frankfurt Book Fair, he told The Star: "Nadine has been on the point of winning the Nobel Prize previously."

"I believe the prize is being awarded not only for her writing, but for her general encouragement to black writers, because she is a very prominent member of the Congress of South African Writers (Cosaw). She is also a promi-

Doyenne of South African writers Nadine Gordimer yesterday received the ultimate accolade of winning the Nobel Prize for Literature.

Books Editor JAMES MITCHELL reviews her past.

nent member of the Anti-Censorship Action Group. Nadine has altogether been an intrepid activist in South Africa," said Mr Philip.

David Philip will be publishing a volume of short stories by Gordimer at the end of this month, entitled "Jump, and Other Stories".

Nadine Gordimer has written 10 novels and more than 200 short stories. The hero of her prize-winning "My Son's Story" is Sonny, a married black man who falls in love with a fellow anti-apartheid activist, a white woman.

In June last year there were

reports that Gordimer had been selected to collaborate with ANC president Nelson Mandela in writing his autobiography, due to be published next year. At the time the proposed book was said to have broken all records for a publisher's "advance", with US-based Little, Brown paying more than \$12 million (about R33,5 million), and the Bonn-based publisher S Fischer buying the German rights from Little, Brown for some R2,5 million.

The Parktown, Johannesburg-based author, who is married to Professor Reinhold

Cassirer, has been an unwavering critic of apartheid and an outspoken advocate of black majority rule.

In December 1989 she testified in mitigation for 11 UDF leaders and Vaal Civic Association activists.

She said then that she regarded the ANC's Nelson Mandela and Oliver Tambo as her leaders and accepted the movement's decision to use violence.

"Having lived here for 65 years," she said, "I am well aware for how long black people refrained from violence."

As well as being a member of the ANC, she is on the Transvaal regional executive of Cosaw, whose members are 95 percent black and generally regarded as being highly "committed" writers.

Until April this year she refused to be interviewed or allow her work to appear on the SABC, saying the corporation was "apartheid culture".

In the first interview screened by SABC-TV, Gordimer told Johannesburg writer/journalist Jenny Hobbs how she had been profiled by the German ADF-TV.

After retracing her footsteps as a girl in Springs, the team "went down to Cape Town to see Gerrit Viljoen. They asked him which of my books he'd liked most. He admitted that he'd never read any of them. That's a little strange, don't you think, coming from a Minister of Education?"

Nadine Gordimer grew up in Springs, the daughter of Jewish immigrants from England and Latvia. □

'Gordimer feels a political involvement, but does not permit this to encroach on her writing'



Gordimer's Nobel 'a boost'

By SANDILE MEMELA

NOVELIST Nadine Gordimer this week became the sixth South African to win the Nobel Prize.

However, Gordimer is the first to win the prestigious prize for literature.

She has pledged to use some of the \$1-million (about R2,8-million)

prize money to encourage black writing.

Gordimer also achieved international acclaim when she won the Booker Prize for *The Conservationist* in 1974.

The head of African Literature at Wits University, Professor Njabulo Ndebele, said the

prize was a long deserved honour for Gordimer.

"Over the years Gordimer has made an indelible impact, not only on our literature, but also on world literary trends."

Ndebele said Gordimer's winning the prize was a great boost for South Africa.



IMPACT ... Gordimer influences the world.

Schooling standstill feared

Star 4/10/91
By McKeed Kotlolo
Pretoria Bureau

A senior official of the Department of Education and Training (DET) said black education was almost at a standstill, and he fears the year-end results may be worse than last year.

The assistant director of the DET northern Transvaal region, Joe Sekese, was guest speaker at the Pretoria Media Club bursary awards function in Pretoria on Saturday.

Bursaries totalling R4 000 were awarded to 11 needy primary and secondary school pupils.

Mr Sekese said the crisis in black education was deepening by the day, in spite of the many proposals made by various leaders and organisations.

He told the audience of pupils, teachers and parents: "As we meet today, black edu-

cation is almost at a standstill. Pupils, teachers and even parents have lost hope."

He urged pupils to go back to school and make sure that effective teaching and learning took place.

"Time has come for the youth to go back to school and change their slogans to 'education first'."

He appealed to parents and politicians to persuade the youth to give education top priority and assist pupils to make a success of their studies.

"Every expertise should be harnessed for this purpose. All professionals and politicians of different persuasions should cooperate and compromise for the sake of education.

"Otherwise we are going to sit with a serious problem of frustrated young adults even after liberation has been achieved."

He also warned that failure

to equip youths with education might result in the creation of a lost generation — a generation comprising uneducated young people "who are, however, highly politicised and prone to violence".

He warned, too, that the reconstruction, the further development of a new South Africa and a peaceful political future "all depend to a large scale on a well-educated population".

Mr Sekese warned that a new negotiated political settlement would be a long and bumpy one, and the black education system would be conflict-ridden so long as a political settlement was not reached.

He charged that education should not stop, in spite of the raging political storms and the on-and-off negotiations.

Efforts to find a new education system were afoot, but that would not be achieved overnight.

UWC talks of 'taal' switch

South 9/10-16/10/91

By Henry Ludski



languages, but adopting English as the formal academic language seems the most logical thing to do," said Language Day co-ordinator Mr Terry Volbrecht.

He said groups of staff and students would make recommendations on the discussion document which has been formulated by UWC's Academic Development Centre.

UWC is believed to be the first South African university to consider changing its language policy.

But the switch to English as the formal academic language won't be an easy transition with about 60 per cent of the students at the university

being predominantly Afrikaans-speaking. Lectures are presently conducted in English and Afrikaans.

There is also a strong feeling on campus, particularly from lecturers in the Afrikaans/Nederlands department, that students have every right to instruction in their mother tongue.

Volbrecht said, depending on the response to the recommendations, he expected a new language policy to be implemented in the next two years.

"Switching to English as the formal academic language requires a huge amount of work. It would involve making all our lecturers very sensitive to these changes."

ENGLISH has been mooted as the formal academic language at the University of the Western Cape, but its transition, if implemented, won't be without headaches.

The switch to English as the formal academic language is one of the main recommendations of a UWC language policy discussion document which will be thrown open to debate by students and staff at Language Day to be held at the campus on Friday.

"We are not trying to kill off other

Mrs Keegan's priority pre-schools for all

PATRICK FARRELL
Staff Reporter

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ARG 9/10/91
THE new deputy-mayor of Cape Town, Mrs Marilyn Keegan, says she will devote her term in office to the problem of pre-school education.

This week she was taken on a tour of four council play-schools in Manenberg by the chairman of the housing committee, Mr Neil Ross, and other members of the committee.

The council runs 26 schools throughout the Peninsula which are attended by about 2 500 children each day.

The parents pay R12 a year.

In the afternoons the schools are hired for a nominal fee by the communities for church services or meetings.

The inspection by the housing committee was to orientate

new committee members in the problems facing the future of the schools which face possible cuts from council because they run at a huge loss each year.

"It is astounding that so much is done at these schools with so little, and in the face of problems like vandalism and gang warfare," said Mrs Keegan.

"It's clear that the government is not taking the issue of pre-school education seriously and there seems to be a general passing of the buck among certain organisations about the issue," said Mrs Keegan.

"If women are to function adequately in the labour market and their children are to be cared for properly then urgent action is required."

NADINE GORDIMER

FM 11/10/91

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Writing and the struggle

Ever since she was a lonely nine-year-old who found companionship in books at the Springs library, Nadine Gordimer (67) has been fascinated by words and characters. As a teenager, she woke up to the horrors of apartheid, thus finding the crucible for her writing.

When she won the Nobel Prize for Literature last week, the debate was opened once again over whether she's really a good writer or just a so-so writer who bravely tackled tough topics when most white South Africans had their heads buried in the sand.

By winning the award, she joins the ranks of famous writers such as Ernest Hemingway, George Bernard Shaw, John Steinbeck and Rudyard Kipling. She's the first woman to win since 1966 and only the second African.

Like every other winner, Gordimer has her devoted fans as well as a legion of detractors. She is no stranger to criticism — both from literary critics and government. Though she was never detained, several of her 10 novels and 200 short stories were banned at one time or another. The censors observed that in her 1979 novel *Burger's Daughter* "the negative is stressed, the positive is ignored."

Despite the harassment of bannings, she was never jailed. In 1983, she told *The Times* of London that this was perhaps just as well, as she did not feel she had the strength to suffer a true revolutionary fate and spend her life in jail.

One of the frequent attacks on her writing is the bitter tone and lack of humour. Indeed, a short story she wrote in 1988 for *The Weekly Mail*, called *A Fairy Tale of Suburban Life*, has a white family surrounding its home with more and more security devices in an attempt to keep out the encroaching Third World. It concludes with the young white son being torn apart after he crawls into a razor-blade coil.

She's also been attacked for daring to write from a black point of view. She replies: "Blacks and whites in SA know each other very well."

Even the Nobel committee said her short stories are "dense." It's not unusual to find 100-word sentences that defy readers to pick their way through a thicket of colons, semi-

colons and dashes.

But Gordimer has never promised her readers a rose garden, be it style or substance. She has journeyed into the underbelly of SA over and over again. In *July's People* (1981), one of the three books called a "masterpiece" by the Nobel selection committee, she paints a harrowing portrait of a white family forced to live in the primitive village hut of their servant July, after he leads them out of an armed rebellion in Soweto. As the family becomes increasingly

reliant on July, the master-servant relationship is turned upside down.

The Nobel committee took pains to point out that she was not being honoured for her politics. Gordimer "writes with intense immediacy about the extremely complicated personal and social relationships in her environment," the academy said. "At the same time as she feels a political involvement — and takes action on that basis — she does not permit this to encroach on her writings."

And Gordimer herself has rejected the suggestion that she is a political writer. But there's no doubt that she is a political animal. Testifying for the defence at the Delmas treason trial in 1988, she said Nelson Mandela and Oliver Tambo were her leaders and she supported Umkhonto we Sizwe. "I am against violence," she said, "but I can see that, in the circumstances brought about in SA by the intractability of the establishment to black aspirations, the time had to come when there had to be some sort of military wing."

She remains a darling of the Left. When she won her fourth CNA Literary Award in August for her novel *My Son's Story*, she split the R10 000 prize between the predominantly black Congress of SA Writers, which she helped found, and the ANC's cultural department, no great friend of free speech. When asked if she would donate the \$1m Nobel prize money, she said she had "obligations" and would have to think about it, though she expected to give some of it away.

"I would use the attention the prize brings to me as a South African writer to promote the country's writers in general and black South African writers in particular," she

said last week.

She's reportedly brusque with interviewers who veer off literature, censorship or politics and try to delve into her personal life. The basic outline is that her father, Isidore, a watchmaker, was a Jewish immigrant from Lithuania and her mother, Nan, came to SA from England. Her childhood dream was to be a ballet dancer, but her mother forbade physical exertion because of an accelerated heart rate and pulled her out of convent school at 11.

After a stint at Wits and a short first marriage, she married Reinhold Cassirer, a Rosebank fine art dealer, in 1954. Despite her strong record of opposing apartheid and the government, her two children did not join struggle in SA. Her son, Hugo, is a filmmaker in New York and her daughter, Oriane Taramasco, is an English teacher living in the south of France.

Gordimer's first story was published when she was 15 in the literary journal *The Forum*. When she was 27, her first novel, *Face to Face*, appeared. Her latest book, *Jump*, a collection of short stories, is due out this month. She credits *The Jungle*, Upton Sinclair's exposé of the Chicago meat industry, for planting the seed of social awareness in her young mind.

Gordimer, who calls herself a "white African," says "there have not been nearly enough changes in SA," so there is little doubt that she will continue to hammer her familiar themes. She understands that no matter how politically correct her views, she's still a white woman in a black continent. Perhaps typical of the way she feels about her homeland is this excerpt from the essay *Where Do Whites Fit In?* in the 1988 collection *The Essential Gesture*:

"... If we're going to fit in at all in the new Africa, it's going to be sideways, where-we-can, wherever-they'll-shift-up-for-us. This will not be comfortable; indeed, it will be hardest of all for those of us (I am one myself) who want to be ordinary members of a multi-coloured, any-coloured society, freed both of the privileges and the guilt of the white sins of our fathers.

"This seems to us perfectly reasonable and possible and, in terms of reason, it is. But belonging to a society implies two factors which are outside reason: the desire to belong, on the one part, and acceptance, on the other part.

"The new Africa may, with luck, grant us our legal rights, full citizenship and the vote, but I don't think it will accept us in the way we're hankering after. If ever, it will take the confidence of several generations of jealous independence before Africa will feel that she can let us belong."



Gordimer ... wanting to be free of privileges and guilt

Schools probe ⁵⁰

ET 14/10/91

JOHANNESBURG.
The South African Democratic Teachers Union will investigate the widespread disruption in black schools, said Sadtu president Mr Shepherd Mdladlana in an interview after the organisation's three-day national congress here.

Views differ on role of pupils

CALLERS to the *Sowetan* Radio Metro Talkback Show were yesterday divided on the wisdom of exempting teachers and pupils from participating in a general strike in protest against VAT.

The exemption was granted by education organisations, trade unions,

teacher and student organisations at a meeting in Soweto yesterday.

Mr Ngwane Maluka, regional co-ordinator of the South African Democratic Teachers Union, said the decision did not mean that pupils and teachers were

exempted from future actions against VAT.

Maluka also said the exemption should not be seen as opposition to the planned strike.

The action, planned for November 4 and 5, will take place at a critical time when pupils are writing their end-of-year examinations.

Callers to the show, hosted by DJ Mr Tim Modise, were divided on the issue.

Mr Isaac Masinda from

Orlando said VAT affected everybody including pupils and teachers and, therefore, should be opposed by all citizens.

Oupa from Jabulani said every black person ought to be involved in the protest action. "We are fighting for our freedom and we have to form a serious unity," he said.

Asked about the pupils' future, Oupa said the future had already been harmed.

Other callers said the pupils' future should be of major concern and they should be exempted.



Sowetan 16/10/91

How to elude ⁽⁵⁰⁾ 'pipe-dream of democracy'

Sowetan 16/10/91
A MASSIVE education campaign to inform South Africans about multiparty democracy and political tolerance was needed according to Dr Oscar Dhlomo.

Addressing the SA Institute of Management yesterday, Dhlomo, executive chairman of the Institute for a Multi-Party Democracy, said the campaign should be aimed at all South Africans and carried out through all sections of the media.

Learning about democracy meant developing a democratic culture at home, in political parties, in the church, in businesses and sports clubs.

"If democracy in South Africa is to be more than a pipe-dream, the people must assist in inculcating a democratic culture among the citizens and not so much the political leaders."

There was no evidence that humans were born with democratic values. These had to be taught, said Dhlomo.

Old democracies still transmitted democratic values to their younger generations through school programmes, while South Africa had yet to begin doing this.

"We are making the mistake of taking for granted the survival, the spread and the perfection of democracy in our country. . . If we do this, we have only ourselves to blame if democracy ultimately eludes us and remains a distant pipe-dream," Dhlomo added. - *Sapa*

SDU/L
17/10-23/10/91

Tough campus security
FOLLOWING the murder of a Namibian student on campus this week, the University of the Western Cape has stepped up security. BA Honours student Mr Percy Hendrickse was killed in bushes near the campus on Monday night.



Bookish ... André Brink talks about literature at a bookshop launch

Photograph: KEVIN CARTER

Brink: 'A culture of reading'

W/Man 18/10-24/10/91
A BOOK won't stop a bullet, but violence is not only physical, novelist André Brink said this week.

He was speaking of the role of literature in a poverty-stricken, marginally-literate society.

The event was the official opening of the Exclusive Books branch at Village Walk in Sandton, and the launch of Brink's novel, *An Act of Terror*.

Although the physical needs of people need to be addressed, Brink said, literature cares for the spiritual needs.

It is necessary for South Africans to develop "a culture of reading".

One becomes blunted to the realities of daily life. Literature can open one's eyes.

"If one believes in the ability of ideas to change society, then (literature) is the locus for change to take

place," he said.

"Much of apartheid legislation is gone, but the mentality is still with us."

"South Africa is hopefully approaching something new. But we can't approach something new until we take stock of what has been," he said.

As for bookstores, he called them essential places "of encounter between thought and the reading public" — an extension, perhaps, of the store's promise to "provide the best possible range of books for those individuals with a compulsion for print".

His new book which, he said, took him eight years to complete, is the story of a senior policeman and a photographer, both consciously breaking the rules, one to protect the system, the other to change it.

50

More than a language learning experience . . .

Stewart 21/10/91.

SO

In the future South Africa, the ability to speak a black language will be a considerable advantage. Fortunately for those who feel they do not have a facility for languages, the TALK experience can help them learn quickly and easily.

As the New South Africa takes fragile root, a growing number of people is seeking ways of learning the languages of other groups in the country.

There has, for example, been an explosion of adult education classes in northern Johannesburg for domestic workers and other black people wanting to improve their English.

Parallel has been a growth in the number of whites, mainly women, wanting to learn *isiZulu*, *seSotho*, *seTswana*, *sePedi* and *isiXhosa*. But good intent is one thing; finding a way of getting to grips with the chosen language is another. Recognising an important need, the University of the Witwatersrand Centre for Continuing Education has stepped in to offer a unique learning experience both at the university itself and at a number of centres in the suburbs and townships around Johannesburg.

It's unique, because African speakers of the language being learned are brought into the classes to act as "facilitators". Each stumbling new student of, say, *seSotho*, has his own individual minder and friend, someone who will help him/her to begin speaking the language from day one.

The emphasis from the very start is on practical use of the language in recognisable, everyday situations, not on dry book study of grammar which has turned so many people off studying other tongues. The student is not required to learn ar-

chaic translations of "The pink umbrella of my aunt is on the stand in the hall", but he is very soon saying in his new language: "Please help me. I want to speak *seSotho/isiZulu/isiXhosa*, etc."

In my *isiZulu* class, at a church in Bryanston, the six English speakers were joined by six *isiZulu* speakers. From the start we had to make half-ing conversation. After two or three lessons we were together singing *isiZulu* songs, some of them with a refreshingly "subversive" tinge, reciting *isiZulu* nursery rhymes, and marking up *isiZulu* playlets.

The main advantage of the system, known as the TALK (Transfer of African Language Knowledge) project, is that we had to interact intimately with *isiZulu* speakers. Whereas my old *isiZulu* phrase book instructed me how to say *Thula uma ngisakhuluma* (Be silent while I am speaking), *Suka* (Be off with you), *Ungangifutheli* (Do not turn your back on me), and similar pleasantries, pretty soon I had learned two essential words omitted from the phrase book — *Ngicela* (Please) and *Ngiyabonga* (Thank you).

At the end of our course of 12 three-hour lessons we held a noisy and happy braai, at which the "facilitators" giggled as the *uMlungu* (whites) performed in *isiZulu* their own excruciatingly bad play about an everyday domestic crisis. But part of the joy everyone felt came from the knowledge that not only had

we acquired various degrees of fluency, without the pain of learning how to decline verbs, etc, but we had opened up new channels of communication.

Shirley Middlemost, a doctor at Baragwanath Hospital, had taken a correspondence course in *isiZulu* before she did the TALK course. "I had the theory in my head, but not the verbal skills," she said.

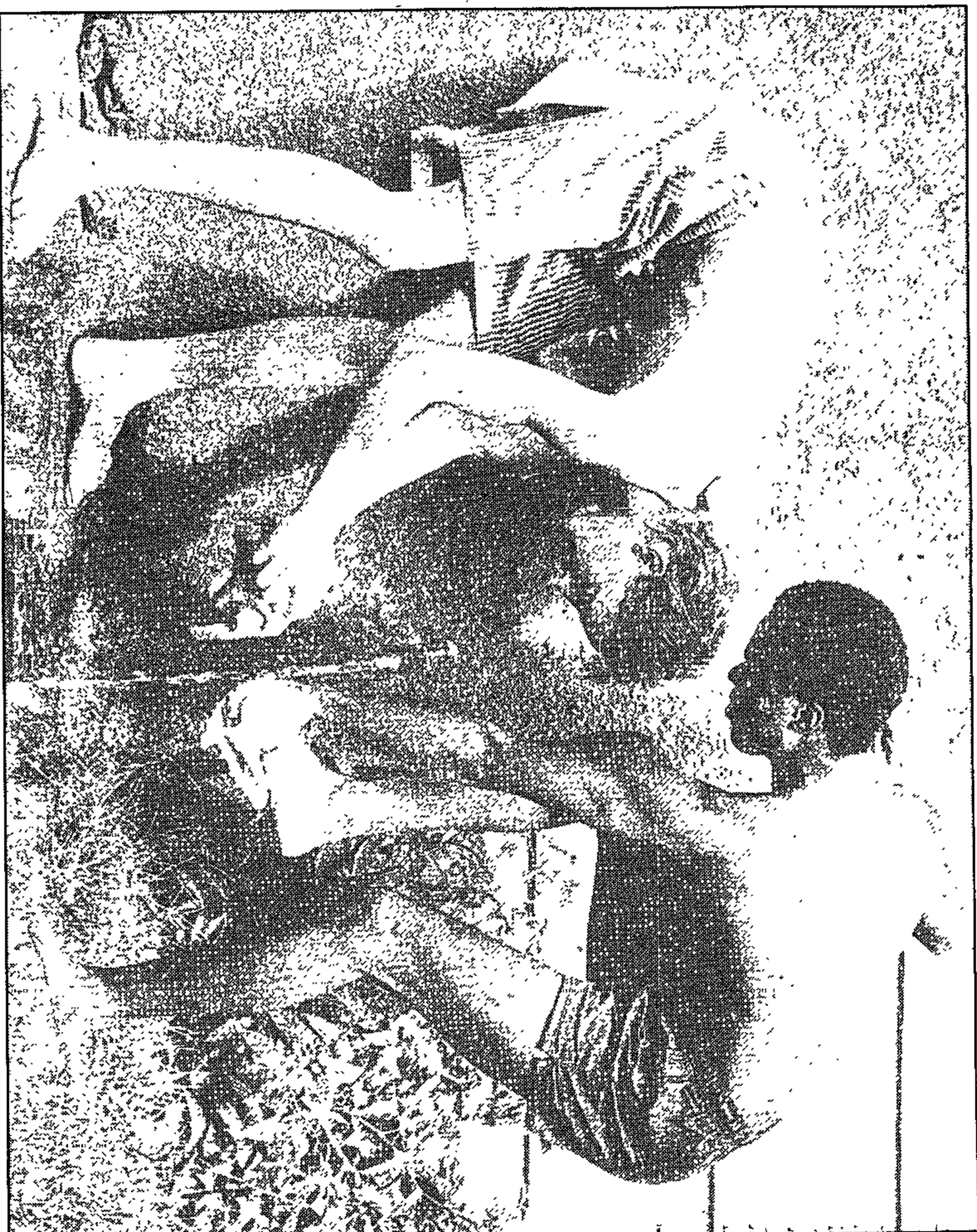
"On the TALK course I learned the language just as a baby picks it up, frequently repeating useful phrases until I was fluent and the pronunciation was correct. I learned how *amaZulu* greet each other, how they share meals and show respect.

"It's completely different from our culture: we're very inhibited. So it was more than just a language learning experience. I believe it will become more and more necessary in the South Africa of the future for us to be able to speak a black language."

Margie Rontsch, a community worker from Rossmore, was keen to learn *isiZulu* to get closer to some of the black people she encountered in her work. "But the grammar approach was just death for me," she said. "The TALK approach added a new dimension to my life. I know now how *amaZulu* think and feel about things, and I don't feel an outsider when I hear people talking *isiZulu*."

For more information, telephone project organiser Liz Johanson at (011) 648-7384 or the Wits Centre for Continuing Education (011) 716-5509/10.

FRED BRIDGLAND



Sharing . . . new channels of communication between blacks and whites are being opened.

Voices will once again sound in these corridors

56
AUG 22/10/61



VIVIEN HORLER
Staff Reporter

THERE are weeds in the paths and the playing fields are overgrown, but soon two empty Cape Town schools will once again resound to the voices of schoolchildren.

Maitland High, formerly a parallel medium school for whites, and Tafelberg Primary School in Woodstock, which housed children with learning disabilities, have been transferred from the Cape Educa-

tion Department, which looks after white schools, to the control of the coloured Education Department.

Both will be equipped, occupied and used "to the fullest benefit of the broader community with the least possible delay", according to a spokesman for the House of Representatives, and will be open to all races.

Dr Orland Firmani of the Cape Education Department said the buildings were "no

longer required" by his department.

Maitland High, which was more than 50 years old, closed at the end of last year when it amalgamated with Ysterplaat High and moved into the Ysterplaat building. The new school is called Buren High School after one of the bastions of the Castle.

"We needed to find a name that was non-political and non-regional and decided on Buren — very Cape-based and historical," said the principal, Mr J Heiberg.

One of Maitland's more famous past-pupils is Dr Alex Boraine, joint director of the Institute for a Democratic Alternative (Idasa).

Pupils from Tafelberg moved to the premises of the old Ellerslie Girls' High School in Sea Point in July last year. Ellerslie had amalgamated with Sea Point Boys' High, which is now called Sea Point High.

People living near both schools were unmoved at the news that coloured children would soon be attending.

"It makes no difference to us — we've got a Muslim family next door," said Miss Leoni de Sousa of Woodstock, who lives opposite the Tafelberg school. "It really is no problem. What might be a problem is the parking, when parents come to collect their children. But apart from that we'll be glad to see the place looked after again."

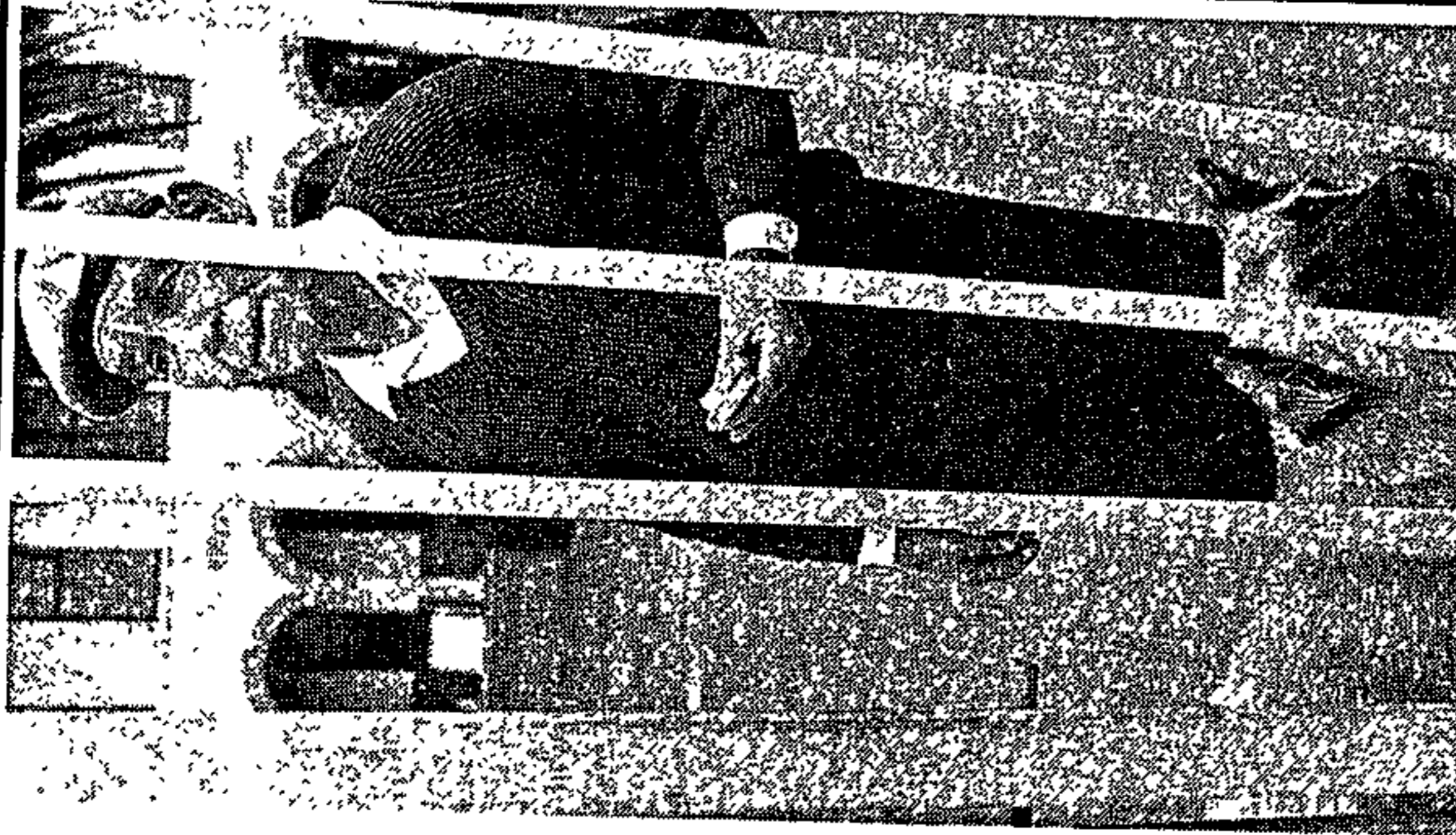
Her neighbour, Mrs Waseema Albertyn, was delighted at the prospect of the school re-opening to all.

"My daughter will be able to go straight across the road to school."

In Maitland families were similarly unperturbed.

"I think it's fine that coloured children will go there," said Mrs Magdalena Buirski, who lives opposite the school.

"Schools are for education. I've been here for 20 years and this area is changing. The old synagogue on the corner has been sold to the Apostolic Church. Many coloured people are moving in, but there are no problems. We are peaceful here."



LOCKED AND BARRED: Security guard Mr Jan Weineke and his dog, Mos, outside the old Maitland High School buildings.



EMPTY: Tafelberg School in Woodstock has been transferred to the control of the coloured education department and will re-open to all races soon.

Pictures: LEON MÜLLER, The Argus

PAC starts schools plan

Sowetan 23/10/91
THE Atteridgeville branch of the Pan Africanist Congress yesterday officially launched a campaign to normalise education in the area.

The exercise is part of the "All In Learning National Campaign" announced by the PAC this year.

PAC regional information officer Mr Fortesque Mtimkulu said yesterday they would meet local school principals to explain the campaign.

"Our major aim is to try and bring normality and discipline back at schools, especially secondary schools where there has been continual disruption of classes throughout the year," said Mtimkulu.

Another objective was to involve parents

in the running of the schools.

"Parents should be informed of anything that is happening at the schools. They should approve or reject boycotts by teachers or pupils.

"They should be informed of teachers or pupils who disrupt classes or intimidate principals while they carry out their duties," he said.

Mtimkulu said parents had been "spectators in the education field for a long time".

"Things fell apart while parents watched. Some were afraid to take action because of intimidation," he said.

By MONK NKOMO

De Beer: DET to be phased out

THE Department of Education and Training (DET) was being phased out as government moved towards a new nonracial education system, Education and Training Minister Sam de Beer said at a news briefing in Johannesburg yesterday.

De Beer has said before that government envisages a single education system, and indicated yesterday that it was in the process of devising a proposed structure. The minister has also said the new system will be thrashed out during the constitutional negotiating process.

At yesterday's briefing, De Beer said an extra R510m allocated by government in the past 18 months would halve the classroom backlog in black schools.

By the end of next year there would be a

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TANIA LEVY

shortage of about 4 596 classrooms. De Beer said the extra R510m would help build 5 395 new classrooms by the end of next year. Contracts worth R230m would provide 1 565 new classrooms this year, while a further 3 830 would be completed next year.

The extra funds provided by government, which included R71m from the sale of strategic stockpiles, had boosted the R124m of the DET's ordinary budget usually allocated for capital work like school building.

De Beer said the 24 unused white schools recently transferred to the DET would accommodate only 3 000 pupils.

DET bribery: Man fined

PRETORIA. — The son of a former Department of Education and Training (DET) director-general was this week sentenced to a fine of R24 000 and a jail term of 30 months suspended for five years on charges of bribery and corruption.

Thinus Strydom, 32, of Waterkloof, Pretoria, the son of the late Mr Jaap Strydom, did business worth millions of rands with the DET, using his father's position as deputy director at the department.

58 CT 25/10/91
He admitted that during 1987 he bribed three DET officials — Mr A J Olivier, Mr L T Kekana and Mr E Coetzee — to get business from the DET. Mr Olivier received commission on transactions that he organised for Strydom with the DET, Mr Coetzee received profits of two publications published by Strydom, and R4 600 was lent to Mr Kekana to obtain business. The magistrate, Mr TM van Eck, found that the DET had suffered only a potential harm of R108 000. — Sapa

EDUCATION BRIEF

W/Mad 25/10 - 31/10/91

FACE Natal — a Forum for Adult and Continuing Education in Natal — will be launched at the University of Durban-Westville on November 2. (50)

The Forum, which follows a regional conference convened by the South African Council for Higher Education and other organisations in August, plans to campaign for a Bill of Rights for Adult Education and to increase the allocation of resources to this sector.

All those working in literacy and adult education may attend. For further information, contact Kumi Naidoo or Nonhlanhla Mtheribu at (031) 3056748.

The Director
South African Labour Development &
Research Unit

Shock illiteracy forecast

MORE than 62 000 black children between the ages of six and 14 in the Eastern Cape, the Ciskei and the Transkei are not attending school.

This alarming figure was released on Thursday by Mr Johan Grobbelaar, a demographer of the University of Stellenbosch and a member of the Council for Population Development at the Regional Development Action Committee at King William's Town yesterday.

The school attendance figures were also strongly reflected in the literacy lev-

Expert links fertility to community education

els in this region, Grobbelaar said.

He explained that the literacy level of a community was derived from the percentage of the population older than 14 years who

have past at least Standard 5.

"In the Eastern Cape only 57 percent of black people passed this mark against 56 percent in the Ciskei and 51 percent in the

Transkei. The figure for coloureds in this region as a whole is 64 percent."

Grobbelaar pointed out that a direct relationship existed between the number of children a woman would have and her level of literacy.

It had been established that women who had at least seven years' formal education had fewer children than their less educated counterparts.

"In fact statistics show that the further a woman has progressed beyond Standard 5 the lower her fertility is. This is the reason why so much emphasis is placed on education by the Population Development Programme."

"More than half of the population of the Transkei is less than 50 years old. In the Ciskei the figure of under 15-year-olds is 44 percent and in the Eastern Cape 36 percent."

Grobbelaar pointed out that the youthful composition of the population in this region held serious implications for the future. "The many youths will demand education and training and thousands of job opportunities will have to be created.

Although a decrease in the total fertility rate has been notable recently it remains alarming when one realises that more than 430 000 females in the Transkei are still in their fertile years."

This could lead to an increase in the population in the region, to reach a figure of seven million in one generation, Grobbelaar said. South African Press Association.

Of these, more than half were between the ages of 16 and 25. Apart from the children these women already had, they could give birth to another 1.5 million children in their life-span.

This figure could be 750 000 in the Eastern Cape and another 500 000 in the Ciskei which meant total of 2.75 million for the region.

Of this figure more than half could be girls who in turn could give birth to their own children.

This could lead to an increase in the population in the region, to reach a figure of seven million in one generation, Grobbelaar said. South African Press Association.

Educationists want their own 'patriotic front' (50)

By PORTIA MAURICE
25/10/1991 - 31/10/91
EDUCATION and political organisations are gearing up for a national summit to formulate a response to the report of the Joint Working Group on Education, which concluded its work in August.

The Joint Working Group comprised five members each from the government and an education delegation initiated by African National Congress president Nelson Mandela early this year. Its deliberations — meant to have addressed short-term issues such as textbook shortages and the classroom squeeze — ended with a government proposal for an "education forum" to take the process forward.

While the education delegation has reported to its constituents, it has yet to receive a mandate for further action.

National Education Co-ordinating Committee representative Mel Holland said a "strategic think-tank" meeting was planned for Durban at the end of this month, but that much hinged on the outcome of this weekend's political Patriotic Front conference.

"Whilst we want to create a specific 'patriotic front' around education, we don't want to duplicate our resources," Holland said. It is possible that the problems of representation which have beset this weekend's conference could flow into a similar education forum.

Azanian Students' Convention (Azas-co) president Siphon Maseko said this week his organisation "would find it difficult to accommodate forces which authenticate the present system such as government and homeland education departments". His organisation is

linked to the Azanian People's Organisation (Azapo), which pulled out of the weekend conference.

A sub-committee within the education delegation was set up to look at ways of terminating its present phase of operation. In its report, it proposed November 29-December 1 as the date for a national education summit, and Holland said this was "one of many options being considered". At such a summit, the report said, it was hoped the education delegation could terminate its functioning in present form.

Holland told *The Weekly Mail* the summit should not be confused with the education forum the government had proposed. "The government's idea is very much a continuation of the work of the Joint Working Group, whereas we now have to evaluate the whole

strategy the group initiated," she said. "Only after thorough consultations will the delegation report back to government." There is widespread feeling in education circles that the Joint Working Group initiative did not, in fact, deliver the goods.

In its report, the sub-committee suggested the education summit discuss, among other things: a code of conduct around the recreation of a culture of learning, joint strategies and campaigns for addressing the education crisis and the possibility of a national negotiating forum on education.

"The education delegation represented the beginnings of a patriotic front in education and is an experience which needs to be drawn upon for both the positive and negative lessons learnt out of the exercise," the report said.

Extra R510-m allocated to meet dept's growing needs

By Phil Molefe
Education Reporter

The Government had in the past 18 months allocated R510 million, in addition to the Department of Education and Training's ordinary budget, for capital expenditure to enable the DET to meet its growing needs.

Speaking at a press conference in Johannesburg yesterday, Minister Sam de Beer said this money would be used to build 5 395 additional classrooms to ease the chronic shortage at township schools.

The department would build 1 565 classrooms this year, and the additional funds provided would ensure the completion of a further 3 830 classrooms by the end of next year.

These additional classrooms would provide for only about 55 percent of the number of classrooms needed in 1992.

According to a departmental

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analysis 4 596 classrooms would still be needed next year, in spite of the rapid increase of pupils in DET schools.

The department's analysis of the statistics at the beginning of last year indicated that the shortage of classrooms calculated at 4 733 in 1988 would increase to 9 991 next year.

Many pupils were attending schools already in existence but without their own buildings. These schools functioned in the afternoons by using the facilities of other existing schools.

Mr de Beer said 24 unused white schools that had been transferred to the DET would provide accommodation for less than 3 000 pupils because most of these schools were in rural areas and not big enough to address the backlog.

Mr de Beer said it was Government policy to ensure that unused white schools were not lost to education.

Schools con found out

(50)

apress
27/10/91

PARENTS are being conned by a Johannesburg business which promises to register their children in private schools and pay their school fees in advance.

Calling itself the Private Schools Governing Council, the business is run from the Old Arcade, Market Street, Johannesburg.

Registered

Despite its official-sounding name, the council is not registered with any education department, with the Independent Schools Council, the South African Association of Independent Schools, or as a business.

Parents are told that if they pay R85 and submit a birth certificate and

Readers' Hotline



READERS' HOTLINE

Helping you with your problems

PO Box 548
Kengray 2100

previous school report, "the council will get you a private school or white government school recently opened for all races".

Several reputable private schools have been visited by parents who have paid the R85 fee and think their children are registered at the schools.

Partner Aaron Motha

told City Press the council could not live up to the promise of paying school fees in advance as it was still trying to raise funds.

He said he could not guarantee places at "any school, anywhere" but had agreements with St Barnabas College, Grace College and the Open School to place pupils with them.

St Barnabas College headmaster Michael Corke said his school had no agreement with Motha or the Private Schools Governing Council.

Open School administrator Patrick Flusk said the school had never heard of the Private Schools Governing Council.

Southern African Association of Independent

Schools executive director Alison Papenfus said they had received several complaints about unauthorised referrals from the Private Schools Governing Council.

Advice

She said anyone who needed free advice about independent schools was welcome to telephone SAAIS on (011) 679 5380.

City Press has stopped placing advertisements by the council and has reported it to the Newspaper Press Union, which has the power to suspend misleading advertisements.

Parents who paid administration charges can contact City Press Hotline for help in claiming your money back.

Over 200 retired people teach business for SBDC

THEO RAWANA

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ABOUT 225 retired business people have joined the SBDC since 1985 to teach business skills in the small and medium enterprise sector, SBDC MD Ben Vosloo said in a statement.

But, he said, the corporation still urgently needed more of these veterans to join its Mentor Advisory Programme (MAP) as it wanted to help more informal and semi-formal businesses to advance into the formal business sector.

The ability of the SA economy to create employment opportunities had decreased so drastically over the past five years that only 12,5% of new job-seekers could be absorbed, he said.

"In other words, only 125 out of every 1 000 people who enter the job market daily succeed in obtaining full-time employment. The other 875 must become self-employed in the informal, semi-formal or formal sector or join the swelling ranks of the unemployed — already at between 4- and 5-million."

He said among the 225 advisers taking part in the MAP scheme were retired academics, former bank managers and directors of public companies, retired public servants and former small business people.

The number of people assisted by MAP, has grown from the initial 954 in 1985 to 35 000 in the past year. The programme cost R2m last year.

Education Review/Focus on Literacy

Looking at national scheme ⁵⁰

w/may 11-11-91
Current literacy courses are fragmented, inadequate and largely irrelevant to workers' needs, argues Cosatu. **DREW FORREST** reports

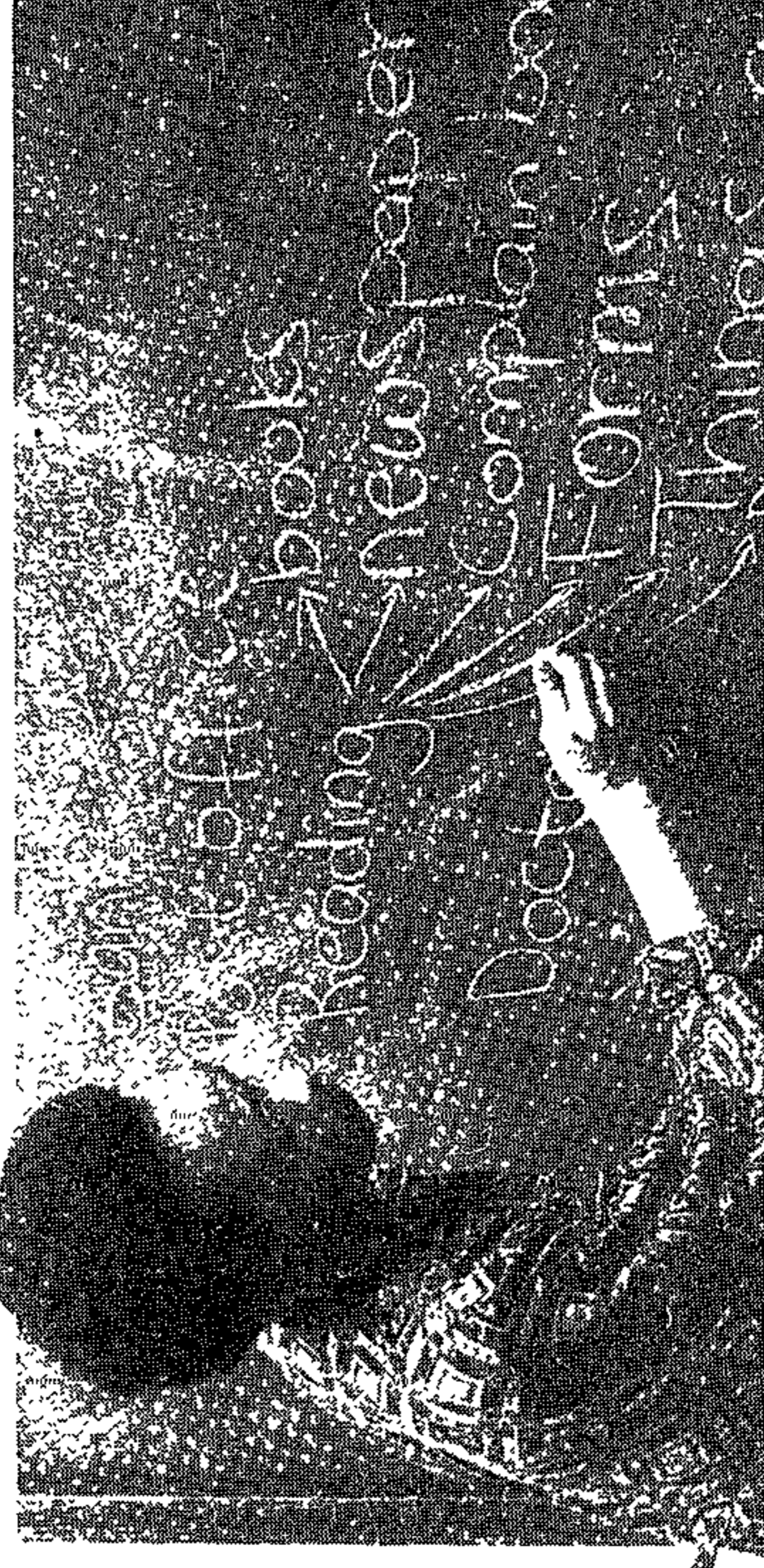
EXISTING literacy schemes — whether offered by the state, commercial trainers or non-profit organisations — are reaching a tiny fraction of South Africa's illiterate adults and are deeply flawed in conception.

This is the view of the Congress of South African Trade Unions, which is applying its mind to literacy policy and requirements for a national basic adult education system under a new social order.

By international standards — which stipulate at least six years' schooling for full literacy — no less than two thirds of South African blacks are illiterate. According to a 1985 government survey, 66 percent of blacks have reached Standard Three or lower.

State adult education provision has fallen sharply in recent years. Department of Education and Training reports show that in 1988, a total of 104 000 adults were enrolled at 390 centres, 13 000 of them acquiring literacy skills. By 1990, the figure had fallen to 67 000 (10 000 of them literacy students) at 258 centres...

Cosatu's interest in literacy is threefold. It argues that in a country where the written word holds such sway, lit-



Photograph: PAUL WEINBERG

Education can be linked to career paths

eracy and democratic change are closely linked. "It is not easy to truly democratise society if large sections of the population are illiterate," it states. The federation also views adult education as a key to the fulfilment of workers' personal potential and to economic development. It argues that literacy training must be linked to individual career paths, to industry training initiatives and to the formal education system.

At its July national congress, Cosatu adopted a set of principles for adult education which it intends using as guidelines in negotiating an integrated

national system with employers and the state. These argue for:

- One national system of adult education, with national standards at each level, and a nationally recognised system of training and paying educators.
- The provision of a basic education, beyond reading and writing — including maths, science and the social sciences.
- Links between adult education and other education and training opportunities, and job creation projects.
- The right to paid time off for education and training, and employer and

state provision of resources and facilities.

- The recognition of prior worker skills and knowledge.
- The involvement of unions in planning and running programmes. It is in this context that Cosatu finds existing programmes wanting. Comments Judy Favish, a literacy expert seconded to Cosatu by Sached: "Because the content of existing courses doesn't meet workers' needs, there's a high dropout rate. People are often unable to transfer to skills training courses because they can't read technical manuals and lack basic

numeracy and science."

In a survey of courses offered by employers, commercial organisations and the state, Cosatu's National Union of Metalworkers singled out the lack of a modular approach to literacy, ruling out clear options for self-advancement; the fact that courses are not recognised or equated with formal school standards; and the lack of a uniform course content.

Cosatu believes education and training should form part of the agenda for macro-economic negotiations with employers and the state, but the federation is still some way from formulating detailed proposals.

To flesh out its principles, Cosatu's human resources committee and national education committee have proposed a six-month "participatory research project", involving affiliates as well as bodies such as the African National Congress and the National Education Co-ordinating Committee. And academics and practitioners conducting research through the NECC's National Education Policy Investigation would feed into the project.

Also on the cards are "strategic pilot schemes" at a range of companies, designed to tease out an appropriate course content, test teaching methods and focus on how to involve union shop stewards in devising and monitoring courses.

Education Review/Focus on Literacy

The waiting game: A word on adult literacy

THIS has been an exciting and frustrating year for adult literacy work in South Africa.

Like many other endeavours, it has been afflicted with the hopes and uncertainties of the interregnum. The frustration lies in failing to achieve a decisive sense of direction for large-scale literacy work and the fact that the millions who lack literacy are as poorly served as ever. Violence, insecurity and unemployment have undermined work in many communities, whether it is official or alternative.

There has been, though, a flurry of new interest in literacy in industry, prompted by political changes. The increase of influence of movements which express the interests of the dispossessed has focused the minds of business leadership on questions like illiteracy.

Hopes have been raised by debates around future policy. International and local analysis points to the priority of investing in universal basic education and this has given new status to adult literacy work.

Large funding agencies are poised to devote six-figure sums to literacy. But they have found it difficult to identify groups with the scope to sustain and effectively use funding: government departments which have the infrastructure lack legitimacy and seldom share the values and working styles associated with literacy work.

There is a new flurry of interest around adult education but many tough questions remain unanswered. **EDWARD FRENCH** reports on the hopes and frustrations of

Commercial training bodies, however efficient, are not appropriate recipients of development aid. And the range of small literacy organisations, even when grouped in the National Literacy Co-operation, lack the infrastructure and experience to run programmes of national scope.

It is widely accepted that we need a huge national effort in education, and that adult literacy should play an important part in it. But tough questions need to be faced. What rating should adult literacy be given in relation to other needs competing for scarce resources?

In which sectors does the greatest need for literacy lie: rural or urban; women or men; older or younger;



Edward French

workers or unemployed?

Even if we have the money, will we have the human resources to staff an effort of national scale? And what kind of approaches and method and content should be recommended?

Among a range of policy investigations on the future of adult literacy in

South Africa, two have presented substantial proposals: the Congress of South African Trade Unions and a commission from The International Extension College. The two agencies differ, especially as regards the process of implementation. But they are alike in their call for a national system for Adult Basic Education (ABE) with formal features. Above all, they argue the need for ABE to be given direction and purpose by being tied into a new and relevant system of standards and certification with equivalencies to the formal system.

In many ways the formal features represent a marked shift from cherished alternative notions of literacy work in which needs, learner-centredness, empowerment and the name of Brazilian educationist Paulo Freire ranked highly.

Several literacy organisations have rationalised their work on curriculum, materials development and teacher training to feed into the new system. But there is also resistance to what can look like an opportunistic abandoning

of the critiques and methods of the non-formal tradition, especially the tradition in which literacy work was associated with contestation and liberation.

One can hazard some predictions about the future. We will probably have limited centralisation. An agency like the Independent Examinations Board would set standards for certification and accreditation. Another central body (state or parastatal) could provide a certain degree of professional support and co-ordination. But the actual literacy work and ABE would continue to be conducted by agencies — government and non-government organisations, industry, development projects, churches, and be supported by libraries, publishers, press and broadcasting.

There is an enormous amount of activity in the field, most of it in preparation for a hoped-for new era in adult education. But many who are committed to this development are waiting for signals of commitment and endorsement by the movements which are expected to form a new government. As yet they have not spoken clearly on the subject.

● Edward French is the co-ordinator of the Zenex Adult Literacy Unit at Wits University.

ACB offers bursaries to deserving students

The Academy of Computer Bookkeeping is offering a free bursary to a deserving student for every 19 paying students attending the course.

Academy of Computer Bookkeeping principal, Brian Massey, said the free course is to assist parent, save to pay for their childrens' education. *New Nation (Learning Nation)*

50 *1111-1111/9* **Unfavourable**
He said that the unfavourable economic situation had made them offer the free courses to students of disadvantaged parents. The requirements to qualify for a free course is for a prospective student to prove that he/she is in real need of the course but unable to pay costs due to circumstances.

The R1 000 free course covers Basic Bookkeeping which costs R450 and Bookkeeping on Computer valued at R550. The course is broken into 16 sessions.

"The Academy wishes to challenge other educational institutions to offer free courses on the same scale that we are presently doing and plan to be doing in future," he said.

Massey added that the project of offering free courses to students by the Academy would be known as "Operation Bootstrap" because of the need for people to begin pulling themselves up.

"We would also like all the winners of the free courses to make an undertaking that when the course has helped them to get new jobs or assisted materially in their careers, they will pay for their courses and will be able to nominate an additional deserving student for a free course," he concluded.

Course

Students interested in attending the free course should contact the Academy at telephone number (011) 728-1211/2/3 or visit the Academy at 147 Louis Botha Avenue, Orange Grove.

NEWS IN BRIEF

Education blueprint

THE Independent Development Trust (IDT) has proposed a national forum for educational reconstruction which will include the present Ministries of Education, the non-government working group on education and development agencies. *Bloday 1/11/91*

The IDT said yesterday the main features of its plan to reconstruct national education by the turn of the century had been devised by its education director Prof Merlyn Mehl. (50)

Main features are: No increase in the proportion of the national budget currently spent on education (22%); eight years of compulsory free pre-primary and primary school education; a dramatic increase in the number of textbooks and a 95% pass rate for those who reach Std 10.

Domestics swop dusters for books

By FERAL HAJAJEE

EVERY Monday and Thursday evening, Plantinah Lethlake, a domestic worker, finishes her housework earlier than usual, dons a clean *doek* and overall and gets ready for school.

With her Checkers packet filled with books and stationery, she is one of the first learners to arrive at the EP Baumann Primary School where the Mayfair Literacy Group holds its classes.

Soon she is joined by other learners. Most are domestic workers but others are receptionists, waiters, railway clerks, builders and mechanics.

The school is not geared for adult learners. They sit uncomfortably in chairs designed for children, there are no overhead projectors, the lights are not meant for night use and the toilets are locked after the pupils leave.

But the learners barely seem to notice these insufficiencies. They brave the winter chill and summer rain to learn English and how to read and write, seeing it as a way of earning more money and getting better jobs.

The Mayfair Literacy Group is a joint initiative of the local branch of the South African Domestic Workers Union and the community. It was started when a woman who taught domestic workers to sew was asked to provide English lessons as well.

She got together a group of people and classes began last year. Soon word spread and the school is inundated with new applicants almost every week. The learners are mostly middle-aged and never had the opportunity to go to school. Some are grandparents and others are young girls who are forced into domestic employment to support families in rural areas.

When learners join the school, they are asked what they wish to gain from classes. Many cite the obvious advantages of being able to fill in forms, to count change, to read a newspaper and

to write letters home.

But some perceive a wider and more empowering role for literacy classes. Many have written in halting English that "If I can write, then I can get an office job and earn more money", "If I can write, I will be able to ask for an increase because I will be able to take phone messages and read grocery lists" and "If I understand English, I won't be frightened to speak out".

Unlike a conventional teacher, literacy teachers are required to provide learners with simple skills to enable them to negotiate society more effectively. This explains why the classes often take place as discussion groups and friendships are formed between learners and their teachers.

Money is a perennial problem for the group. Most of the learners are low income earners: a domestic worker in Mayfair, for instance, earns about R300 a month. Many do not have enough money for text books and dictionaries.

But the learners are proud of coming to school. They manage to invest in writing books and cut out pictures from magazines to put on the covers. And they eagerly offer a pen, pencil, eraser and ruler to anybody who needs it.

Recently, however, an American organisation gave them a small donation which enabled the group to invest in some books and subscribe to a few newspapers and magazines.

While the classes provide learners with the essential tools of literacy, the group also provides them with the opportunity of "going to school". They, like pupils just starting school, savour the brown paper and plastic, the homework, the tests and the gold stars.

Unfortunately, the drop-out rate is high. Taking time off from work to attend classes, finding time to do their homework, changing jobs and having to go home to look after sick children all take their toll on adult learners.

Next week The Weekly Mail focuses on
'Investing in the Future'

Education Review/Focus on Literacy

Well, can YOU read this headline?

HAVE you ever considered how lucky you are to be able to read this? No, this is not a presumptuous punt for *The Weekly Mail* but a gentle reminder that not everyone enjoys the benefits of reading, writing and calculating.

Imagine trying to find a building in the middle of bustling Johannesburg when you can't even read the street signs, not being able to monitor and interpret world events through newspapers or determine when the café owner has short-changed you. Consider the intrusion on the privacy of a rural woman who has to ask a friend to read to her the love letters of her husband who works in the city.

These are all elements of daily life for South Africa's nine to 11 million adults who are illiter-

ate. About 10-million illiterate and innumerate South Africans are victims of an economic and education system which excludes them.

PORTIA MAURICE looks at the issues involved in adult basic education

Brian Cooper, co-ordinator of National Literacy Co-operation, an umbrella body of about 36 organisations, says the problem should be viewed holistically. "The South African economy has been based on the export of mineral wealth," he says. "This meant that capital required a large contingent of manual unskilled

labour and the education system was geared to meet these needs." Now, a rapidly expanding population, he says, has put increased pressure on already inadequate schooling.

Once a person sacrifices those early years of basic education, there is little chance of re-entry as an adult. With school drop-out rates as high as they are, there is a growing number of illiterate children of primary school age, particularly in "squatter" areas.

The community-based night school movement of the 1940s and 1950s was killed by lack of funding and, as researcher Edward French says, "the sheer burden of legislation directed at residential segregation, general control over education for blacks and state security". Today, state education departments run adult education cen-

tres — on a much smaller scale — in schools their children use by day. The Department of Education and Training, for example, funded or assisted 176 such centres last year, at which 9 938 adults became literate. Private candidates who progress through the system can write Standard Five, Standard Eight and matric exams.

For the rest, church-based centres, community initiatives and non-governmental organisations provide reading material, training for voluntary teachers and hold classes. The efforts of small literacy organisations are but a drop in the ocean: it is said they reach less than one percent of the illiterate population. There is growing awareness among enlightened sections of business that skills upgrading is expedient, but that workers need first to be literate and numerate. The nature of employer interventions are being discussed with trade unions.

"There is a huge hunger for literacy in this country," Steinberg says, "but the infrastructure simply cannot meet the need." Adult learners require specific educational input which draws on their life experience, schooling has to be squeezed into demanding daily schedules, and recruitment to classes is mainly by word of mouth.

Drop out rates are high. Steinberg says although it can take a year to become mother-tongue literate it can take five to six years of weekly three-hour sessions to reach Standard Five levels in English. Certification is a major issue of tension. Adults have little incentive to continue without the social recognition and re-entry into formal education certificates would afford. But literacy organisations, which are not registered with an education department, have been legally prevented from giving students anything other than attendance certificates.

That people are never too old to learn is an accepted ethos, but there is growing consensus that only a concerted state-aided effort will make any dent on the problem.

With a post-apartheid state in sight, there is hope. But more questions than answers still surround future policy on adult basic education. The National Education Policy Investigation (Nepi) — a research effort commissioned by the National Education Crisis Committee — has the provision of Adult Basic Education (ABE) as one of its units. Political organisations are likely to take their cue from its findings.

The Nepi research will centre around an overall framework for ABE, a mapping survey of current provision and future options. Researchers will propose a framework to best deal with historical inequalities, meet sectoral and regional needs, work within financial constraints and help to develop a strong economy. Questions to be addressed include training for adult educators, the institutional location of ABE, curriculum design options, the timing of the transfer from mother-tongue to second language instruction and the organisational infrastructure which will be needed.

Counting the cost of innumeracy

Weekly Mail Reporter

LOOK at your payslip. Can you tell whether the percentage deducted for PAYE is correct?

Millions can't — but literacy workers will tell you that numeracy training is the Cinderella of the field.

"When learners come to class, the desire for English is stronger than the desire for numeracy," says the English Literacy Project's (ELP) Dawn Norton. "But in classes teachers have begun to discover that people also want to learn about numbers and that their innumeracy is as strong as their illiteracy."

It was probably the wage negotiations issue that came first: the language of increases is percentages, not amounts. It was followed by other problems: numbers, written in figures or letters; subtraction; distances; the shortcut of using a calculator.

The methodology used in teaching adults literacy works fine in teaching numeracy: the teacher builds on what the student already knows, and tailors the knowledge to real-life situations. Adult learners count cigarette packets, not cows; they work out multiplication in the context of electricity bills.

Adults come to class with an impressive knowledge of money. "Learners can use money very efficiently but they don't transfer that knowledge into other contexts," says Norton. "So if I say 'Add 50, 60, 72 and seven it's hard, but make it rands and the class can do it'."

They don't do it the way primary school pupils learn to tackle basic arithmetic. "In the real world, learners have intuitive ways of adding: some do it in groupings, or round off the numbers. The kind of method taught in schools, carrying from the units to the 10s, from the 10s to the hundreds, is a very difficult concept."

Mzi Gaga trains numeracy teachers for Training in English Language and Literacy (TELL), and then, as backup, visits the classes they run. "Even people who can't read and write can count their own money," he says. But "they can't always subtract, so they get ripped off at the shops".

A standard course is not the answer.

Piet Human, professor of mathematics education at Stellenbosch University, is developing courses on the principle of what he calls non-explicit teaching: "We encourage learners to develop their ideas for solving realistic problems on their own and sharing their ideas with the others." Human says research shows "self-invented" methods seem to work among young pupils, and mistakes are minor.

"We never force students to adopt the so-called standard methods of computation that we all learned at school. We want to promote the autonomy of the learner." The "facilitative" or "task-based" approach Human favours is used in more than 150 primary schools. The alternative, based largely on rote learning, is particular-



Most of us take literacy and numeracy for granted but millions of South Africans do not have these skills

Photo: PAUL WEINBERG

ly unsuitable for an adult learner.

"At school pupils get 200 hours of maths instruction per year, or 600 for three years. We find we reach the same level with only 60 hours of instruction."

It's not the only approach. Kumon Japanese programmed learning, which emphasises drills on the theory that understanding will follow. There are also computer-based programmes.

An organisation called Count (Co-operative Organisation for the Upgrading of Numeracy Training), working with rural children in the Eastern Cape and the Transvaal, began a pilot project three months ago for adults, using materials published by TELL as well as standard school textbooks. "Some of the group want to prepare to enter the formal system and take Standard Five exams in the near future," says co-ordinator Penny Smith. "For others, teaching numeracy life skills seems more appropriate."

Numeracy courses being written now by ELP take learners past counting and life crises to the development of skills in addition, subtraction, multiplication and division generally. But interest in numeracy is fairly recent and attention still sparse.



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Where we came from

THE NEW ILLUSTRATED HISTORY OF SA
edited by Trehwella Cameron and S B Spies
 (Southern Books, 216pp, R87,99).

If the average white South African were to put down on paper what he remembers from school history lessons, it would look something like this:

"Jan van Riebeeck arrived at the Cape in 1652 to set up a market garden. Before that there were only a few Hottentots and Bushmen and two Portuguese sailors called Vasco da Gama and Bartholomew Diaz had stopped off. Van Riebeeck was followed by Simon van der Stel, who established the Cape wine industry. Later the British took over the Cape, sent the 1820 Settlers and abolished slavery.

"On the Eastern Frontier there were lots of wars between the Xhosas and the whites. In Natal, Shaka built a Zulu empire. As a result of the British being soft on the blacks, Dutch farmers set off on the Great Trek to the Transvaal, Free State and northern Natal. Nothing much happened until diamonds and gold were discovered. This caused the British to move in again, which resulted in the Boer War.

"In 1910, the Union of SA was formed. For the next 38 years the country was run by General Botha, General Smuts or General Hertzog. In 1948, the National Party came to power, where it has been ever since. Apartheid was invented by Hendrik Verwoerd, who believed in 'separate but equal.' We became a republic in 1961. Verwoerd was assassinated in 1966. Because of apartheid, SA became isolated from the world."

It is difficult to imagine a matriculant ploughing through five years of mathematics, English literature or chemistry without retaining more than a few paragraphs of knowledge. Yet that is what has happened with history for decades. The syllabus, based on severe Christian National principles, ensured that even inspired teachers would battle to make the subject interesting. The gap between the excellent teaching in some university history departments and the weary struggle of the school classroom has surely been greater in history than in any other subject.

BUYING BOOKS

Some books reviewed may not be readily available. Prices of imported books can vary because of fluctuations in exchange rates. If you have difficulty obtaining a title from a bookshop, we suggest you contact the publisher's representative.

The publisher of the book reviewed this week is Southern Books: (011) 315-3633.

The first edition of this book appeared five years ago to general acclaim. The contributors were all experts in a particular area of historical study: Philip Tobias on "The Dawn of the Human Family in Africa"; Thomas Pakenham on the Anglo-Boer War; and Alf Stadler on the fascinating period from 1939 to 1948, to name but three. As the editors pointed out, "other histories emphasise other facets and highlight other scenes. Interpretations of the past do not remain static and perspectives change. This book represents the views of a number of honestly motivated historians in the mid-Eighties."

This raises a vital aspect of history as a discipline, which the school inspectors have, for ideological reasons, apparently done their best to obscure. For there is no such thing as 'history' — only versions of it. Facts are crucial, of course — but there are so many of them and, on their own, they mean little. If a pupil gets a distinction for history, but remains under the impression that what he has learned is the definitive and only version, then his ignorance is as great as if he had never got further in mathematics than Pythagoras' theorem.

It is a pity, therefore, though perhaps not surprising, that this *Illustrated History* has still not been prescribed in the country's schools at any level. Let us hope that a new unified education department will be more adventurous and true to its calling.

For the second edition, the final two chapters have been rewritten and freshly illustrated to accommodate the events of the past few years. Some photographs depict events unthinkable when the book first appeared, such as presidents F W de Klerk and Sam Nujoma shaking hands at the Namibian independence ceremony.

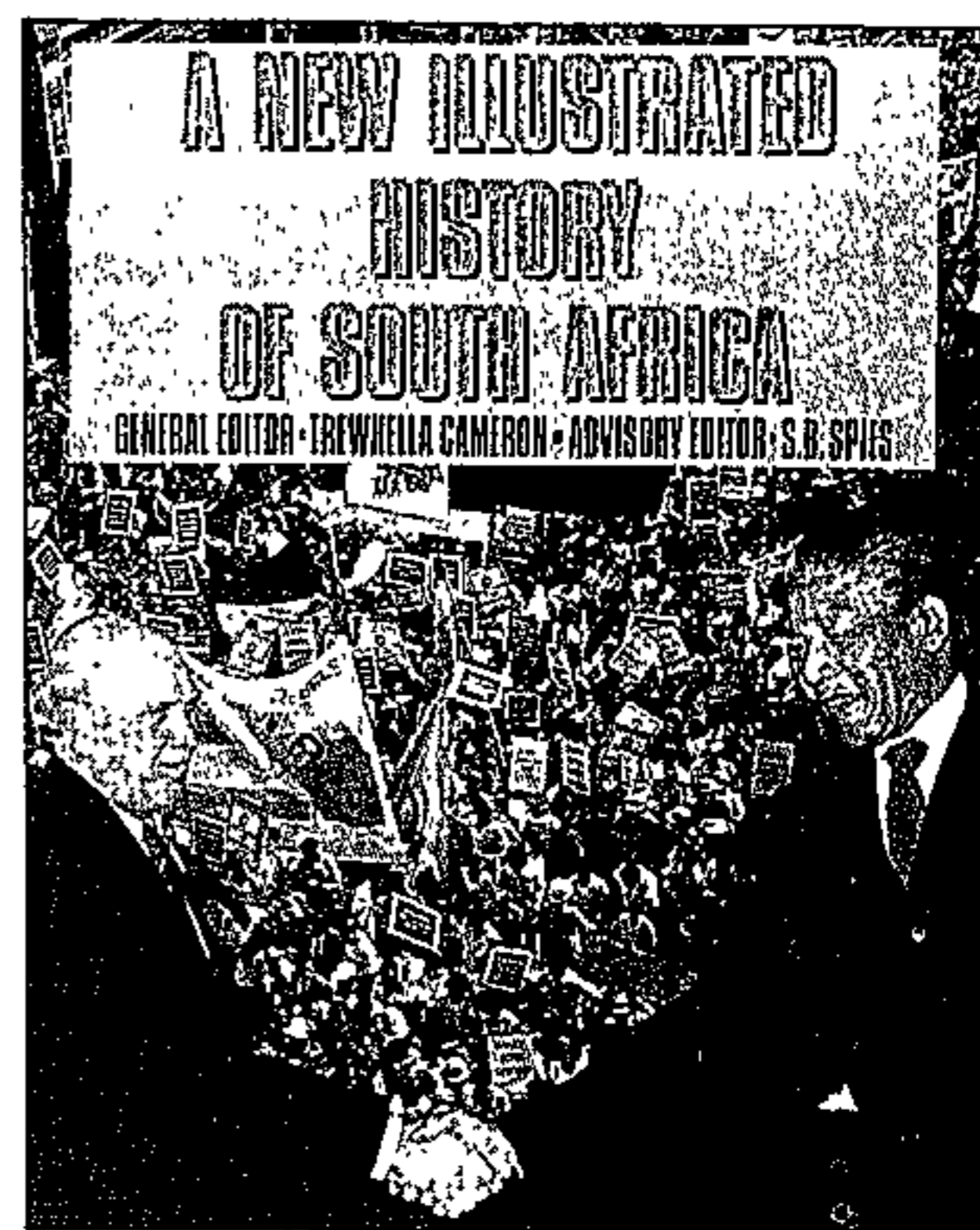
The analysis is generally acute, given that space is at a premium, and bearing in mind that professional historians are reluctant to commit themselves. On SA's withdrawal from Angola in 1988, for instance, Henning van Aswegen (head of history at RAU) writes: "The war in southern Angola had obviously become too expensive for SA. The SADF no longer enjoyed air superiority and on the home front the voices raised against the war became ever louder. This, together with increased political unrest throughout the country, forced Pretoria to reassess its position in Africa and particularly southern Africa." It is hard to think of a more accurate summary.

The analysis by Rodney Davenport (formerly head of history at Rhodes) of the apartheid society since 1961 should be prescribed reading for those whites who wish impatiently that blacks would simply forgive and forget. Verwoerd may have been the intellectual father of apartheid, but there were plenty of disciples prepared to carry out the dirty work, long after his assassination in 1966. There still are.

In 1968, writes Davenport, government's attempts to "ban blacks as shop assistants, receptionists, typists, clerks or doctors, even in urban locations serving their own people, showed just how far it would have liked to go ..."

The ruthless policy of forced removals caused "extreme distress" to millions of people; the economic folly of decentralisation helped ensure that only 8 000 new jobs were created each year in the boom between 1960 and 1972.

There is one astounding omission. No-



where in these two chapters is there any mention of Frederik Van Zyl Slabbert. He was the courageous Leader of the Opposition for seven turbulent years in the P W Botha era and leader of the old Progressive Federal Party in its days of growth.

When he resigned from these positions, white politics was shaken to its foundations — as it deserved to be. It can be argued that Slabbert did more than any other white politician to prepare his constituency for the great changes that now seem commonplace.

Slabbert was prepared to be unpopular with the public and his own party in proposing a "no" vote in the 1983 referendum and was vindicated by events. He blazed several trails by arranging contacts between the banned ANC and local leaders at a time when such an overture by anyone else would probably have resulted in arrest (or, in the case of a very senior banker, public humiliation). And he continues to play an imaginative political role — it is not as if the waters have closed over him.

This notable flaw aside, the book is both scholarly and readable — a rare achievement indeed. It deserves the widest possible readership.

As we try to extricate the country from its predicament, it helps to know how it got into the mess.

David Williams

Leaders should be big enough to call the whole thing off

IN RESPONSE to The Star's commendable Peace Train initiative, it must be asked: why has there been a prevailing silence on the greatest current threat to peace?

If the ostensible leaders of the oppressed were committed to the Peace Accord, they would call off the planned VAT strike.

This is not to deny the right of the voteless to forcefully impress on the Government their views about the new tax system. It is an appeal to the proponents of the strike to serve their constituents — the poor — better than they are now doing.

I listened with sadness to an NECC spokesman trying to explain on radio why they could not move the strike to a date after matric exams.

The strike organisers' feeling was that after exams the country will be in holiday time, and therefore less impact would be had.

I read with relief, but scepticism, that the strike proponents have "exempted" teachers and students.

Relief because there is at least some awareness of the plight of students, scepticism grounded in experience of mass mobilisation in the past.

Will the troops on the ground heed their leaders' calls (or even be aware of them) to exempt teachers and students when the barricades are set up?

In terms of Professor Lawrie Schlemmer's incisive position paper on the violence in South Africa, the

ANDRIES LATEGAN

VAT strike will provide a triggering event that may flare into violence.

In 1990 when the call was out for teachers not to cooperate with DET structures, a principal on the East Rand went to his school to prepare for an enrichment programme. That evening he was visited by teacher activists who remarked on his nice house. Then came the chilling warning: "You know this house is only standing because we did not bring our matchbox."

Intimidatory tactics of this nature are consistently under-reported. One remarkable exception was the

article by Jon Qwelane in the Sunday Star, describing in detail how self-appointed representatives of "a certain teacher organisation" dictated the course of events in some Soweto schools in tandem with "a certain student organisation", according to decisions made elsewhere.

Qwelane's decision not to name the organisations concerned is itself eloquent testimony to the level of coercion.

Exempting teachers and students from the strike is unrealistic. Experience indicates it is unlikely that the exemption will be heeded by activists on the ground. Further, many teachers and students themselves will be hesitant to isolate them-

selves from community action.

A tradition of democratic voicing of political viewpoints is still too weakly established in society at large to risk another disrupted matric examination.

The strike proponents should be big enough to call off the whole mistaken project. If they cannot do that, they should at least be sufficiently responsible to take it well out of school time.

If they act responsibly, they will surely benefit when the time comes that they put themselves to the test of the free vote.

● The author is former Free State director of the Urban Foundation.

Afrikaans?

S Times 3/11/91

FOUND my hope for the survival of Afrikaans in the Orandia "boerestans" in the northern Cape. Let me hasten to add, it had nothing to do with these "my hart verlang na apartheid" fanatics in their never-never land.

This hope came with three people from that barren part of South Africa. One cannot ask for three more disparate sources than Ouma Paulina Agterdam, Pinkie Khumalo and Oom Lammie Brand.

But why this concern about Afrikaans? Recently, the Afrikaanse Taal en Kultuurvereniging entered the debate on whether the language will survive with an innovative campaign to "re-launch" the taal.

They say in this campaign there are 13.3-million reasons to speak Afrikaans — the number of South Africans who understand and speak the language. Being one of them, I agree it

will survive, but not necessarily for the same reasons. To get back to my three: Why them? It is because of the way they speak the taal. Here I agree with many non-Afrikaans-speakers who, often in a patronising yet well-meaning way, say "you know, Afrikaans is such an expressive language". At least that is better than people, often white and English-speaking, simply hating the language. Anyway. Let me introduce you. "I am not sure when I was born, Meneer," says Ouma Paulina, 80 years old, more or less. "I pray every night to the

THE ATKV is campaigning to "re-launch" Afrikaans. CHARLES LEONARD tells why he has no fears for the taal's survival

Ag Moeë



house in Paballelo, the black township outside Upington.

Khumalo, one of the Upington 14, spent two years on Death Row before being released a few months ago. He and his co-accused were found guilty of murdering a municipal policeman.

"The fear of death is the overriding emotion. You live with death every day," he says, recalling the dark days in the shadow of the gallows. "Then there is the longing for your wife and children — will you ever see them again?"

His articulate Afrikaans is the language you hear in townships like Paballelo, where many of the people have it as their mother tongue — and Xhosa as a second language. It is a vibrant language of dusty streets, of resistance and survival.

The mood in the Ilanga Hall in Durban's Elangeni Hotel was

Lord to come and take me. My heart is so weak."

She is sitting outside her shelter. The oomatjie was born here in Schietfontein, where the Karoo town of Carnarvon really started. Her legs gave in about 30 years ago and the suffering shows in the raisin-like face.

EVERY week her husband, Oom Klaas, pushes her five kilometres into town in her dilapidated wheelchair to visit her beloved dominee with her thank-offering.

Her Afrikaans is as strong as her faith, as earthy brown as her skin. She has never known another language.

Although the Liewenheer might take her away soon, her tongue will live on in her children, grandchildren and great-grandchildren.

Pinkie Khumalo's booming, rhythmic Afrikaans fills the voorkamer of his matchbox



gloomy as farmers were discussing their desperate plight. "Meneer die voorsitter," says an accent that smells of fresh sheep dung mixed with kameeldoring blossoms. "The most important 'ou' at the funeral is the dead ou. It is a pity he has to die for people to notice him."

THE man behind the microphone at the South African Agricultural Congress was Oom Lammie Brand of the Karoo.

With his humour and lazy westwind drawl, Oom Lammie can get away with anything — some prissy types might think it borders on blasphemy, but it is certainly not intended that way.

To me, these three people epitomise the vibrancy that is spoken Afrikaans.

It does not need to be protected by laws. It does not even have to be one of the official languages any more. That, I

think, is what gave Afrikaans its 76 Soweto image, its Jimmy Kruger "dit laat my koud" image and its finger-wagging image. It will survive very well on its own, dankie.

People who still think it is the language of the oppressor should think again.

Hein Willemse, well-known poet and Afrikaans lecturer at the University of the Western Cape, has the following to say in New Era magazine: "... black Afrikaans-speaking people have striven for their liberation — also in that language.

"Many of us will recall the songs of battle produced in the Western Cape: 'Die mamas, die pappas/ die boeties, die sussies/ die uncles, die anties/ die hondjies, die katjies/ is almal saam in die struggle'."

Not the stuff of Broederbond documents, but also Afrikaans and as fresh as it comes.

Worry

Die

Each one teaches one or other art form

South Side

7/11/91

50

Art education groups have fallen on hard times. But JULIA KUKARD offers a guide to those that are surviving:

CENTRAL TO THE SPREADING of art education in Cape Town are the two stalwarts, the Community Arts Project and the Manenberg-based Sakhile. They have stood the test of time, but like the other organisations are experiencing a severe funding crisis.

The Community Arts Project (CAP) caters for adults and is based in Chapel Street, Woodstock.

Full-time students are required to teach in the community. In this way CAP spreads knowledge about art and provides access to art for children.

Sakhile teaches art to children and trains those interested in becoming art teachers. Their headquarters are at Manenberg People's Centre.

Workers from Sakhile teach at KTC school, Zolani Centre, Luyola School, Manenberg People's Centre and hold a weekly workshop at the library in Ceres. They have plans to teach at Brown's Farm as well.

Sakhile plays a vital role for children who live in these areas as many of them do not go to school until very late and have had no access to formal education, not alone art education.

The following community arts and resources centres are available to teach art:

● CAP can be contacted at tel 4533689. It offers an 18-month full-time course and part-time courses which cost R40 for the employed but are reduced for the unemployed. CAP offers full bursaries for those who cannot pay.

It has facilities for painting, drawing, ceramics, ceramic sculpture, history of art, colour theory, theory of art and for creating murals.

● Zolani Centre next to the Nyanga East bus terminus caters for children only and provides free lessons from three in the afternoon. The Visual Arts Group and Sakhile provide teachers for this centre. Lessons include drawing and painting. The telephone number is 310202.

● Manenberg People's Centre teaches art to children and adults. Classes are run by Sakhile, for children and are held on Tuesday afternoons at 3pm. Lessons for adults are held every Thursday afternoon at 3pm by senior students from CAP. All lessons are free. The centre has facilities for painting, drawing and a darkroom for black and white photography. Those wishing to make posters, banners or other art work may hire the artroom. The centre is at 2A Scheldt Road, Manenberg, phone 6912200.

● Ukhuni Centre, Guguletu NY108 gives free lessons every day for children from 2pm in painting and drawing. The telephone number is 6385123.

● Molo Songololo provides art facilities or workshops only on request.

The South African National Gallery offers access to art education, but as a government body is viewed in many communities as having no credibility. The telephone number is 451628



FACEMAKERS: A project organised by Molo Songololo at CAP in Woodstock.

Relevant readings

needed for schools

South Africa 13/11/91

CSO

With a more-democratic education system becoming a future possibility in South Africa, the thorny issue of prescribed literature is now under the spotlight.

ABU SOLOMONS reports on a recent panel discussion:

Established references, guidebooks and study aids. It was therefore "much easier" to teach the same books each year.

These were inevitably set in Western Europe or North America, so there were always critical resources available.

Panellists commented on "reactionary attitudes" of some pupils regarding African literature. Many "coloured" pupils complained they could not identify with African literature and said they had difficulty pronouncing names.

There was a need to assess criteria for selecting literary texts and to comment on how these shaped pupils' minds.

A junior primary school teacher said prescribed books were geared towards Christian National Education. Fairy stories such as "Snow White" and "Cinderella" are read uncritically and indoctrinate young minds to accept racism, discrimination and warped values.

Another panellist, who spent a number of years teaching at a senior primary school, commented on constraints affecting literature teachers.

She said the most daunting battle was against the "inherent conservatism of teachers". Prescribed books were "reasonably suitable", except they did not always lend themselves to engaging pupils in addressing non-sexism and non-racism.

A serious problem, she said, was the lack of autonomy. A faceless authority decided "The Railway Children" and "The Battle of Bubble And Squeak" or "Treasure Island", should be taught.

More money should be made available to buy appropriate books and the existence of separate education departments was a waste of taxpayers' money and seriously affected the quality of education.

Senior primary school teachers were allowed to choose a few poems from a list, but these had to be approved by the education inspector.

At one stage teachers in a particular area were allowed to introduce standardised poetry examinations, which meant teachers could submit suggestions to a senior teacher appointed to co-ordinate such a project. However, teachers' recommendations were sometimes absurd, suggesting long poems like "The Lady of Shalott" and others unsuitable for study in standards four or five.

The panellists agreed few teachers make use of resource centres like Cosaw, Sached and Ilrig. There was a desperate need for in-service training for teachers, an area subject which advisory services failed to develop adequately. If various education departments were unable to provide this service, it would be important for organisations like Cosaw to attempt to address the problem during an interim period.

Teacher-training institutions needed to upgrade tuition for student teachers. There was little innovation in curricular and subject development at teacher-training institutions. It was clear teachers from such institutions were sometimes unprepared to teach literature effectively.

Panellists remarked teachers often knew about Shakespeare, but not how to teach a Shakespearean play. Not enough emphasis was given to creative methodology.

Some older teachers were reluctant to try new approaches to teaching literature. There was definitely an attitude problem in primary schools where many teachers were not interested in enlightening themselves.

"They teach pupils how to read and not how to appreciate literature", a panellist commented. "They would insist, year after year, on teaching a poem like 'The Daffodils' and no one can tell them how it should be taught."

A third panellist, a teacher at a high school for many years, maintained despite serious syllabus constraints, a great deal depended on the

skill and critical insights of the teacher. She agreed many texts studied at high school reinforced "ruling class ideology" and entrenched the insidious aims of cultural imperialism, but said it was possible to examine world views in books if teachers were qualified to deal with the subject matter critically.

There was a need for teachers and pupils to develop critical insight into literature. Progressive literary studies could also be possible with the help of capable and motivated subject heads.

A young Afrikaans teacher from a junior secondary school in Nyanga commented prescribed books were irrelevant to pupils' own experiences. Teaching Afrikaans to pupils was extremely difficult.

Panellists recommended the following criteria be considered in selecting texts:

- Relevance.
- The study of literature should be linked to social transformation.

(Literature dealing with values, gender issues, racism, religion, politics, environmental issues and human relationships should be among those selected.)

- The study of literature should be linked to empowerment.
- Texts which encourage students to transcend cultural and language barriers should be prescribed.
- Literature placing Africa in a world context should not be neglected.
- Fantasy or imaginative literature is very important.

The panel stressed the importance of workshops for teachers in creative writing and teaching literature to upgrade teaching. They also recommended workshops to assist primary school teachers, conducted at schools with the co-operation of teachers and principals.

Abu Solomons is a schoolteacher and chairperson of Cosaw.

PREScribed LITERATURE for schools should be linked to empowerment and social transformation and have relevance for pupils, a recent panel discussion agreed. Organised by the Congress of South African Writers (Cosaw), the panel identified some of the major problems of teaching literature in schools as the vested control of "faceless" education authorities in choosing texts, the "inherent conservatism" of teachers, unimaginative training at some teacher-training institutions and the "reactionary attitudes" of some pupils to African literature.

Recently, a controversy arose when Njabulo Ndebele's "Fools and Other Stories" was prescribed for "coloured" matriculants, then withdrawn and subsequently reinstated.

The Department of Education and Culture said the book was withdrawn after some Natal parents complained about the use of expletives. After pressure by teachers, especially in the Western Cape, the book was reinstated. Teachers were given a choice between Ndebele's stories and another text.

The incident showed the educational authorities are still very much in control of prescribing texts, the panel said. But, more significantly, teachers seemed reluctant to teach a book such as "Fools" which required their own research.

Teachers indicated they preferred using es-

SA: 15m pupils by year 2000

BLOEMFONTEIN. — By the end of the century there will be 15 million South African children enrolled for school, putting enormous pressure on the education system. (50)

This is according to Education and Manpower Development 1990, a publication which presents an overview of formal school education in Southern Africa. CT8/1/91

About 10 000 extra teachers would have to be trained annually and an equal number of classrooms would be needed to cope with the increasing demand.

EDUCATION

Radio education can fill the vital gaps

ALIVELY and entertaining national radio channel could boost basic education tremendously in South Africa — possibly in a more cost-effective way than increased textbooks or teacher training.

This is the view of US educationist Thomas Tilson, who addressed a consultative conference on distance education in Johannesburg this week.

Hosted by the Open Learning Systems Education Project (OLSET), the gathering of more than 100 delegates was the first step towards establishing an educational radio network for South Africa, under the guise of a Radio Learning Project. Tilson is director of the Learning Technologies for Basic Education project based at the Education Development Centre in Newton, Massachusetts.

Drawing on the experience of radio education in a host of Third World

countries, Tilson said if done properly, such a system could quickly improve early childhood, secondary and tertiary and out-of-school learning, as well as teacher training.

The key, though, is interaction. "All pedagogically sound instruction engages the listener," Tilson pointed out. "Radio has an even greater responsibility than face-to-face education to ensure that some method of interaction is made possible."

This could include: the telephone call-in show, where listeners phone in during the broadcast to ask questions or comment; listeners' letters, read out at the end of the programme; the telephone "hot line", after the programme for a given period of time; written assignments, graded by an affiliated institution or teacher; a programme newsletter or visiting reporter.

For primary school children, participation can be much more immediate.

Radio as a means of effective education was the topic of a consultative conference held in Johannesburg this week. **PORTIA MAURICE** reports

The first experiment with "interactive radio instruction" (IRI) was the Radio Mathematics Project in Nicaragua in the mid-1970s. "Although the lessons are presented by conventional radio, the scripts are written so that they speak directly to the children and solicit their responses every few seconds," Tilson said. "The children talk back to the radio; they also sing, write, read, manipulate simple materials and do physical exercises."

Instructional radio is not new in South Africa, but it is underdeveloped. Unisa does about one hour of programming a day to help students prepare for examinations. Via the SABC, the Department of Education

and Training broadcasts 45 minutes daily for Sub A to Standard 10 but Manie Eagar of Olset says these are "run on a bureaucratic and directive basis".

Outside of government, the Congress of South African Trade Unions is piloting worker education programmes, the SA Council for Higher Education is developing plans for adult education via radio and an Educational Broadcasting Institute is planned at the University of the Witwatersrand for next year.

Radio education need not be expensive, Tilson said. The fixed costs of preparing programmes and transmission are the same for 500 as for 500 000 students. Depending on national circumstances, the total incremental cost per student ranges from the equivalent of R2,10 in Bolivia for mathematics to R2,40 in Lesotho for English and R2,86 in the Honduras for mental arithmetic — based on student populations of about 200 000.

About 600 000 children are now learning from IRI in 10 countries in Latin America, Africa and Asia including Nepal, Costa Rica, Papua New Guinea and Thailand. In rural Bolivian schools, the post-test results of Grade 2 pupils exposed to the medium jumped from 35 percent to 57 percent, according to a World Bank study.

At secondary and tertiary level, the challenge is greater because students may take it less seriously. In Australia, Canada and England scientific and literary enhancement have been suc-

cessful. Students could participate in scientific inquiry by being given experimental data on radio and then analysing it and reaching conclusions under the direction of the classroom teacher. With a multi-media approach, they could also learn to interpret and appreciate works of literature.

Radio can bring realism, immediacy and active participation to in-service teacher training. "The sounds of teachers and children interacting in a classroom can show how a concept, which may seem abstract in print, is applied in a real class and verbal exchanges can demonstrate problem situations," Tilson said.

Costa Rica is currently testing a new maths series for primary school teachers, and in Ghana an exciting adult education programme — not yet a year old — focuses on functional literacy for some 300 000 participants. Villagers exposed to 28 topics ranging from agricultural production to teenage pregnancy discuss these in groups.

Literacy programmes, he pointed out, need to be fine-tuned to meet audience needs and to be supplemented by relevant print material.

Delegates to the OLSET conference established an interim committee to organise a national conference in April next year in search of the "South African solution" to radio education. The committee comprises members of education agencies, trade unions and government education departments.

60:40 proportions at the beginning of the first two terms and interest will be charged on outstanding amounts.

MATRIC exams went ahead without disruption on the national anti-VAT strike on Monday and Tuesday this week.

Across the country, students heeded calls from the National Education Co-ordinating Committee and trade unions to discontinue the industrial action and proceed with schooling.

WITS University anticipates an increased cash squeeze next year, with tuition fees set to rise by about 20 percent.

Deputy vice-chancellor (finance and administration) Professor J. Steele warned this week that, because of expected cut-backs in government subsidies, funds were running out for books and equipment to enable staff "to do full justice to their jobs".

This, he said, was despite the fact that more than 10 percent of bud-

Tuition fees will need to be paid in

A two-of-everything school

50 ARG 9/11/91

a model worth repeating

IN assessing the most effective ways of allocating funds entrusted to it, the Independent Development Trust is constantly on the look-out for models that can be replicated many times.

If that sounds a little obscure to some, let me quote a classic example: In the dusty informal settlement of Etwatwa, near Daveyton on the East Rand, a "two-of-everything" school is well on its way to completion. It will open its doors to pupils in January next year.

The IDT has pumped R2 million into what we hope will become one of the models in the reconstruction so necessary for our education system.

What qualifies the school as a model? First, it evolved from a social contract struck by the civic association, the developers (a company called Citicon), a financial institution (the Perm) and a development organisation (the IDT).

Secondly, the community itself specified the structure of the school. It will serve a settlement of 100 000 people of whom some 20 000 are children. To double the number of children the school can accommodate, it will operate on what is known as the platoon system. There will be two full sessions a day, attended in all by 3 000 pupils.

But instead of tired teachers doing it twice, Emaphupheni (the place of dreams), as the school is called, will have two of everything:

- Two school principals (with one of them in overall charge).
- Two sets of teachers.

This is the second of a monthly series on how the Independent Development Trust is using R2-billion of taxpayers' money to bring hope for a better future to the very poor of all races in South Africa.

JOLYON NUTTALL, IDT Director of Communications, reports.

IDT SCORECARD

Projects supported to date... 219
Funds allocated.... R1 577 457 824

- Two sets of text books.
- Two lots of cupboards in each classroom.
- Two sessions of school for two different enrolments.

In addition, the school hall will be used in the evenings for adult literacy classes and at week-ends for community activities.

That's a productive model for you.

ANOTHER example has emerged in a rural area inland from the Natal South Coast. The Kwa Jabula school was in a run-down state.

The Urban Foundation and the Durban Rotary Club, which are active in school reconstruction, have been using IDT funds to erect some new classrooms for the school.

When our man in Natal, Vernon Webber, visited the site, he suggested that the pupils and the community should complement our funding by renovating the dilapidated existing classrooms. The challenge was accepted.

In no time, volunteers were on site. The builders of the new classrooms gave them guidance on how to refurbish the old classrooms. And the result — a blend of the old and the new in meeting the demands for education in that community.

And a model, to be replicated elsewhere, of the co-operation that can be developed if resources are pooled.

AS the scorecard shows, the IDT has now supported more than 200 projects or programmes aimed at breaking the cycle of poverty.

Some are big, others small. My favourite, little 'un in the past month is R104 000 to a trust in White River in the Transvaal Lowveld, to protect natural springs and to build reservoirs for 80 communities in the surrounding rural areas.

Blacks will have a say in spending DET budget

S/Times 10/11/91

SO

EDUCATION and Training Minister Sam de Beer, in a dramatic departure from practice, plans to give black South Africans a say in the spending of the department's next budget.

He also hopes to establish an educational accord, similar to the peace accord, which would bind all parties to certain principles and responsibilities.

In the first step, businessmen, community leaders and government officials meet this week to draw up proposals for overcoming the problems plaguing education in Soweto.

Input

Mr De Beer said in an interview this week that his budgetary guidelines would be finalised at the end of this month.

The government then planned to take what he called a "delivery package" — dealing with issues such as the number of schools to be built and teachers to be employed — to all interested educational bodies for their input.

"This is the first time that we are trying to estab-

By MIKE ROBERTSON and CHARLENE SMITH

lish a delivery process and I think the more inputs we can get from our education boards, the different management structures and others who have a vested interest in education, the better," Mr De Beer said.

The move is in keeping with pledges by President FW de Klerk and Constitutional Development Minister Gerrit Viljoen to allow people not represented in Parliament an opportunity to have a say in legislative and administrative actions of the State.

Mr De Beer said he would like to submit the "delivery package" to an education working group, on which all interested parties were represented.

The aim of the education working group would be to define crucial issues which needed to be addressed to overcome shortcomings in the present dispensation.

Mr De Beer said he hoped an education accord would come out of the process of consulting interested parties. The DET could, for instance, bind itself to the negotiated delivery package but in return would be looking for com-

mitments from parents, teachers and pupils.

"When we realise that we are in partnership then we have come a long way."

Mr de Beer said increasing community involvement in the running of schools was a priority.

A first important step towards building broader participation in education will take place this week.

Businessmen, government officials and the Soweto Education Co-ordinating Committee meet to discuss the formation of a joint committee to seek practical ways to eliminate obstacles hampering black education.

Logjam

Their suggestions are expected to be fed into Mr De Beer's hoped for educational working group.

This week a steering committee of businessmen and educationists got together to discuss strategies to beat the textbook logjam and to find ways of transforming technical education — presently on a downslide — in Soweto.

Thousands of black students, including matrics,

are still without textbooks — despite the DET having spent R62-million on textbooks and assurances by school principals that they had received the books. Matric examinations began two weeks ago.

At present the only technical teachers training diploma offered in Soweto is being phased out at Molapo Teachers' Training College and will not be offered as a course next year.

Last year there were 200 students in the four technical teachers' training colleges nationwide, 49 at Molapo. The DET says the demand for these teachers has been declining since 1989 and many find it difficult to get jobs.

The DET is negotiating with the Soweto Council, staff and community to review Molapo's usage, and to possibly turn it into a technical college.

Reluctant

Given the skilled worker shortage, the private sector has decided to become involved in seeking ways to transform and improve technical training and ensure facilities are not in danger of closing.

Business and the SECC are reluctant to discuss proposals before meeting with Dr Bernhard Louw, director-general of the DET on Wednesday.

Seven major companies — Southern Life, Barlow Rand, Glass SA, the Urban Foundation, Malbak, Ove Arup and the JCI — are involved in the sub-committee working on alternatives with the Government and the SECC.

In the broader private sector initiative, 16 major companies are involved.

One of the initiatives that could be put forward to the Government, and one that is now under discussion at a local level with regard to George Tabor and Molapo colleges, is that the community assumes control of the colleges with the private sector and the Government.

Holiday Literature 1

How is a Literary Culture Born?

(50)
New Nation Learning Nation } 14/11/91

In three weeks' time, from December 1 - 6, *New Nation* will be hosting a writers' conference. Writers from all over Africa, from both North and South America, from Europe, Japan, India and the West Indies have been invited to this conference. Over the next four weeks, *Learning Nation* will run a four part series in which we will examine and discuss some of the issues that have been highlighted by the conference conveners.

Writers' Conferences

Literary conferences are organised in order to expose you to the authors of the literature of other places. You may have the opportunity to meet a writer in person, whose work you have long admired or scorned. Writers might make contacts with potential publishers and get better known as a result of a conference. Ideally a conference provides a platform for a general exchange of the problems and challenges that face writers. Writers' conferences reveal a belief that literature is fed by social exchange and interaction, and that writers will improve if exposed to many different opinions.

In countries all over the world there have been writers' conferences which have served all the above purposes. Many of these conferences have extended the map of world literature by exposing us to unknown authors from countries which we did not even know had writers. Twenty-five years ago, the English-speaking world either did not know about, or did not take much interest in writers like Nigeria's Wole Soyinka who was subsequently awarded the Nobel Prize for Literature in 1986, or Colombia's Gabriel Garcia Marquez who won the prize in 1982. In the last twenty-five years South American literature especially, but also Caribbean and African literature, has become known and valued in the rest of the world.

Literary Culture

In 1986, a man by the name of Per Westberg initiated a conference for African writers in Sweden's capital city Stockholm. Per Westberg, incidentally, is one writer who has been invited to the *New Nation* conference. The organiser of the Stockholm conference was a woman called Kirsten Holst Petersen, who subsequently wrote an introduction to the book which contained all the papers that were presented there. She ended her introduction with these words:

"If I had the power to decide what would be the outstanding features at an African writers' conference in 20 years, I would want to see a strong, but not necessarily united feminist platform and a vigorous and affirmative literature coming out of a free South Africa."

These words suggest that, in a context where African writing is gathering momentum, both South African writing as well as women's writing in Africa can still gain direction and strength. The planned *New Nation* Writers' Conference confirms this idea. The theme of the conference is **Making Literature: Reconstruction in**



NEW NATION
WRITERS CONFERENCE
1 - 14 Dec 1991

South Africa. In their pamphlet on the conference, *New Nation* has written that:

"The aim is to explore issues of race, language, gender and writing beyond domination. It is hoped that the Conference will facilitate the process of integrating South Africa with the rest of the world and afford guests and participants the opportunity to make a practical contribution to the development of a new literary culture in South Africa."

Let's look at some of these words more closely. First, what is a 'literary culture' and how does it develop?

The idea of a 'literary culture' has emerged in countries such as England, Germany, Italy and France over a period of about two hundred years. The formation of nation states in Europe during the nineteenth century resulted in the establishment of education facilities for the majority of people. This created higher literacy levels and was linked to the rise and growth of an urban middle class in Europe, who enjoyed more leisure than their rural, peasant ancestors. Broadly speaking, these conditions promoted reading habits. Meanwhile the greater concentration of industry in the cities was favourable for the establishment of publishing houses. Education and literacy began to be highly valued, and in many countries reading habits began to be associated with class and status. This association encouraged the emergence of a literary culture.

More importantly, however, literature was also connected to nationhood. In the capitalist countries as well as in Russia after the Bolshevik Revolution of 1917, the idea of a 'literary culture' prospered as a means of uniting people belonging to one language group, to one country and to one nation.

Nationhood and Emergent Literatures

The twentieth century has seen the emergence of independent nation states in most of the ex-colonies.

Nationhood in the West Indies, the South American and African countries and in India has been accompanied by industrialisation, education and the growth of a middle class, and, as in Europe, these socio-economic factors have influenced literary productivity.

However, for a whole number of reasons, we do not think of 'African literature' in the same way as we think of 'English literature'. Whereas 'English' or 'French' literature is seen to belong to an established tradition, the tradition of African, Caribbean and South American writing is seen to still be in process. In those countries and continents where writing is considered to still be in the process of becoming a tradition, the literature is frequently called emergent literature.

South African literature would be an example of emergent literature. That means, our literature is in the process of being born. The idea that South African literature is going through a birth is what seems to be behind the title theme of the *New Nation* Writers' Conference.

When talking about literature 'being born', we have to bear in mind the implications of this metaphor. Literature is not a human being that starts off small, matures into adulthood and then dies. Established literary traditions themselves change constantly. There may well be writers in England or France at the moment who are not being read widely, but who, in a hundred years' time, may be 'discovered', published and prescribed for school and university curricula! That is, a writer or a book may at one time be excluded from 'the tradition', and later be included, or vice versa.

There is a word to describe this situation. When a writer is considered to belong to a tradition, he or she is said to be canonised. He or she belongs to the canon of recognised and celebrated literature. In other words, although the British and the Germans and the French possess an established literary tradition which they prescribe to their students at school, this does not mean that British, German and French literature has 'arrived' at its highest point and that there is therefore no longer anything for writers to write about.

Secondly, we must not think that just because most South American and African countries have not had a 'literary tradition', this means that nobody was writing on those continents during the past two hundred years. As far as Africa is concerned, for example, there are written documents by black slaves, lawyers, priests and presidents which we should not ignore when talking about the development of a 'literary culture'.

What must also be remembered is that most indigenous African people have pursued a different form of cultural expression throughout the centuries, namely that of oral poems and performances. The same goes for the indigenous people of America, the American Indians, or the Indigenas, as they are called today.

In conclusion, the 'birth' or the emergence of a country's literature has to do with more than just writing. Who decides what books and authors should be canonised and what to exclude? This question is of particular relevance to school and university syllabi. School syllabi are just one of the signs of what a literary tradition consists of. What are other signs of such a tradition or culture? Here, we have to look at the money available in a country for literacy programmes, education, publishing, translation - and also for conferences! These ideological and socio-economic factors have a huge influence on 'literary culture'.

Next week we will examine the issues of nationhood and canonisation as they relate to literary culture in greater detail.

Single IQ test for kids of all ⁽⁵⁰⁾ races ^{STIMES} 10/11/91

By CAS St LEGER

THE intelligence of South Africa's schoolchildren can now be measured on a non-racial basis.

The old intelligence quotient tests, which assessed black, white, coloured and Indian children separately, have been replaced with revised and modernised tests for all.

Mrs Rene van Eeden, project leader at the Human Sciences Research Council in Pretoria, last Tuesday completed seven years work on the Senior SA Individual Scale (Revised) IQ test.

"The most important aspect of the test is that we don't have different norms for the various population groups," she said.

The original IQ test used in South Africa was standardised for white pupils in 1964 by the HSRC's predecessor, the National Bureau of Education and Social Research, using a model adapted from a number of international intelligence scales. This test consisted of nine sub-tests.

Skills

The revamped test is now suitable for any child of any race group aged between seven and 17 who can speak English or Afrikaans. Specific cultural references have been removed. For black children unable to speak these languages fluently, there are separate tests in the black languages.

Two additional sections now measure motor skills and concentration relevant to children with learning problems.

Extensive revision was carried out on the old tests. All items were analysed and some were changed or added to suit different cultural backgrounds.

Mixed ⁽⁵⁰⁾ *Sowetan* views on ^{12/11/91} schools

SOWETAN RADIO METRO

TALKBACK

By JOE MDHLELA

CALLERS to the *Sowetan* Radio Metro Talkback Show yesterday differed on whether there was any good in the Government's plan to involve community leaders in resolving the black schools crisis.

They were responding to the announcement by the Department of Education and Training that it would hold a meeting with community and business leaders to resolve the crisis in black education.

Keith, a caller from Tokoza in the East Rand, said a body to look into the crisis in black education should be apolitical.

He said politics tended to exacerbate and cloud issues.

Parents

He said parents, irrespective of their political beliefs, should bring their expertise and not their politics into forums meant to resolve problems in black schools.

The opposite view was expressed by Mike of Naledi.

He said anything short of "constitutional talks" would have no bearing in resolving conflict in black education.

Khosi of Alexandra suggested that security should be a top priority in resolving the breakdown in black education.

"We need to ensure that school equipment is kept safe and that our schools are not vandalised," he said.

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Activists, DET meet about crisis in education

By PHANGISILE MTSHALI

THE director-general of the Department of Education and Training, Dr Bernard Louw, is to meet community leaders and businessmen in Johannesburg today.

The Soweto Education Co-ordinating Committee, Johannesburg regional committee of the Council for Education and Training and the Consultative Business Movement are expected to be among organisations which have been invited by Louw to a closed meeting to discuss "problems which have crippled effective learning and teaching" in the region. *Sowetan*

Statement (13/11/91)

A spokesman for the DET said today's meeting was one in a series the DET was setting up with black community and education activists. He said no statement was expected to be released after the meeting.

Five crucial years for SA

What is possibly the single most important issue facing the new South Africa in the next five years?

In the view of a group of dedicated individuals who believe they are in a good position to judge, language competence has special claims to that slot.

Acting as their spokesman, and stressing it was a team effort from the beginning, READ national director Cynthia Hugo says the cornerstone of education is language competence.

READ is the acronym for Read, Educate And Develop.

Trust

It is an educational trust formed in 1979 (in the wake of the Soweto riots) as a result of concern over the lack of library and reading facilities in the black community.

READ is funded by the private sector, and Mrs Hugo is presently mounting an intensive campaign to raise large "block funds" to push ahead with a five-year programme she believes is crucial to this country's future.

READ had its beginnings at St John's College where Mrs Hugo, a JCE-trained teacher, during her eight-year tenure as



Stoep Talk

MICHAEL SHAFTO

13/11/91
 Stew
 SO
 chief librarian at the school, became the focal point of a drive by concerned citizens to improve language competence in Soweto high schools.

As St John's librarian she was in an ideal position to judge the quality of publications regularly submitted to the school by publishers. In consultation with Soweto teachers, Mrs Hugo and her co-ordinating committee, began to build up library stocks at all the Soweto high schools. An amount of R150 000 was raised to buy books for the high schools and World Books provided encyclopaedias.

Since then, READ has refined its aims slightly. In 1983, with Mrs Hugo devoting herself fulltime to READ, the emphasis shifted from high schools to pri-



Important role . . . in education drive, Cynthia Hugo.

mary schools.

In the waiting room of the trust's Braamfontein offices is a map of South Africa, straddled by a red octopus-like creature. With the "body" centred on the Johannesburg HQ, the superimposed plastic "tentacles" stretch out in 11 directions showing how READ has grown with 35 field workers and a training programme that has put more than 36 000 teachers through special courses.

In terms of a five-year plan, the main focus now falls on the development of training pro-

grammes and the provision of resources at primary school level. A second focus is aimed at adults to assist grown-ups to study on their own outside the formal system.

A sub-focus is trained on secondary school level. Accepting that the situation here is "bleak" at the moment, READ aims to continue the development of programmes to improve language competence and to extend textbook learning in this area.

Funding

"To make the five-year plan work," says mother-of-two Cynthia, "is going to require considerable funding from private organisations — funding on a scale that will make a real difference."

"We believe that READ has the structure, resources, and credibility to play an important role in formulating a new educational system for South Africa."

"The important thing, five years from now, is to be able to look back on an effective education model which has been thoroughly tested and evaluated and say this is the system on which we will base the future because it really works."

Big indaba on schools crisis

Sowetan 11/11/91 (50)

A CRUCIAL meeting to address the schooling problems in Soweto takes place in Johannesburg on Wednesday.

The meeting will be attended by senior officials of the Department of Education Training, community leaders and businessmen.

Mr Pieter du Plessis, Press secretary of Minister of Education and Training Sam de Beer, yesterday confirmed that the meeting would draw up proposals for overcoming problems plaguing Soweto schools.

Organisations expected to send delegates to the indaba include the Soweto Education Co-ordinating Committee, the Consultative Business Movement, the Johannesburg regional committee of the Council for Education and Training and DET's director-general, Dr Bernard Louw.

It was reported yesterday that De Beer planned to give blacks a say in his budget next year.

The Minister also hoped to set up an educational accord to bind all parties to certain principles and responsibilities. The meeting is seen as the first step towards these plans.

This move is also in keeping with pledges by President

By NKOPANE MAKOBANE

FW de Klerk and Constitutional Development Minister Gerrit Viljoen to allow people not represented in Parliament an opportunity to make proposals regarding legislative and administrative actions of the State.

De Beer is reported to have said his budgetary guidelines would be finalised at the end of this month.

He said he would like to submit the "delivery package" to an education working group, on which all interested parties were represented.

There would also be an education working group which would define crucial issues to be tackled, he said.

It would also make recommendations on bringing about the nonracial, nonsexist, nondiscriminatory education system to which all parties were committed.

Last week, a steering committee of businessmen and educationists met to discuss strategies to beat the textbook logjam and to find ways of transforming technical education.

Blacks may get say over education cash

Star 11/11/91
By Peter Fabricius
Political Correspondent

Education and Training Minister Sam de Beer plans to give blacks outside Parliament a say in how next year's black education budget is spent.

Mr de Beer said yesterday he hoped to bring together all parties interested in education into a working group which would be consulted on priorities in education spending.

They could help to identify problem areas where money should be directed.

The Government would then undertake to do certain things in exchange for an undertaking that the other parties would strive to achieve effective education. This would include a commitment to avoid school boycotts and other disruptive actions.

He said he hoped an education accord could be signed by all interested parties, binding them to educational principles, undertakings and responsibilities.

Mr de Beer said he expected to get his department's 1992 budget allocation by the end of the month. He would then take what he called a "delivery package" to all interested parties to seek their approval.

The package would contain information such as the number of schools to be built and teachers to be employed.

He pointed out that the black groups consulted would not have the final say over Government spending. He did not believe the idea would be rejected by them as co-option.

The idea of giving outside parties a say in education spending had been mooted earlier this year, he said.

The first step towards Mr de Beer's goal will be taken this week when officials from his department meet businessmen, educationists and others to discuss ways of overcoming educational problems in Soweto.

SA's RELATIVELY small tax base and rapidly growing population make for difficult decisions over the proportion of the national income that should be directed to social welfare, and the distribution of this proportion to the various social services.

It will not be possible to meet all the claims upon the state for assistance. Many worthy causes will have to be refused financial assistance, others may have to have less than they would like to have. Some form of rationing is inevitable.

In particular, the state cannot afford to get involved in the housing market. Housing conditions in Russia were worse than in 1914. And today, the worst housing conditions in Western Europe are in states that became directly involved in building houses.

Britain is the classic case. Acres of dismal and depressing housing estates were succeeded by even more hideous acres of council flats. Barren and dehumanising, these stand witness to the folly of socialism and the evil that planners can do. Not only did they take money out of the market for their construction, but they now require further funds from the taxpayer for their demolition.

The persons responsible for this folly were very similar both to those in the ANC who now advocate an enlarged role for the state in the housing market, and to those white liberals who have emerged from the ranks of business and support them in this respect.

Insofar as the Urban Foundation has used state funds to build houses, it has been in danger of falling into this trap. Architects of the Nedbank-Perm scenario and JCI economist Ronnie Bethlehem, with their proposals for a huge state-subsidised housing programme, are similarly mistaken.

Although possibly on a grander scale, such programmes are in many ways similar to the philanthropic projects of many 19th-century charitable foundations. And they all failed to make any significant impact upon

Education, rather than housing, is top spending priority

B/Dey 11/11/91

STUART JONES

122
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the problem. Further, money going to house-building via the state may well be money taken from health and education.

Housing is a demand-side problem, not a supply-side problem, notwithstanding the past restrictions placed upon residential accommodation by NP governments. The supply can almost always be met, if it is left to the market. Witness the number of houses built in the former West Germany since 1945.

There are too many people with inadequate incomes to be able to afford to build, or rent, houses that meet traditional urban standards. It is foolish and irresponsible to pretend that persons without skills can hope to own a house. Subsidised loans are the most that can be reasonably expected, and even these are of questionable long-term benefit. The provision of below market cost loans in one place will push up the cost of loans elsewhere.

Helping people to pay for their own accommodation is the correct long-term solution. In the short-term we are going to have to live with the growth of slums and squatters around all the major urban centres of the country. This would have happened earlier but for influx control. It has happened in every African country that does not have influx control laws.

The employment of the state's scarce resources should be directed to long-term goals. And these long-term goals should be focused upon helping people to increase their earning power. This immediately tells us that education and health should have priority. If bodies and minds are looked after adequately, the individual will then be in a position to look after himself. The housing problem will be solved on the demand side by the market, and the efficiency of resource allocation and utilisation improved.

All subsidies that interfere with the working of the market inflict long-term damage upon the economy in return for short-term benefits. The provision of housing subsidies is one of the most deadly of these. It is harmful to wages and harmful to the taxpayer. The direct provision of housing is even more deadly, because of the type of mentality it encourages, both in the occupants of state-owned housing and in the bureaucrats who allocate them. The new SA will have to pay interest on the national debt, already very large as a result of more than a decade of fiscal irresponsibility on

the part of Pretoria.

It will have to pay for the basic services required of all governments: the army, the police, the administration of justice, the collection of taxes and so on.

Money will be required for infrastructure: the provision of roads, water, sanitation and electricity. State corporations such as the railways and the Post Office are likely to require subsidising into the foreseeable future. Only after all these claims have been met will the state be able to turn its attention to social services.

Education should come first, with special attention being given to secondary education. This is the area that is crucial to the economy and which is now in the biggest mess.

Given the extent of the population explosion it will not be possible to provide all people between the ages of 12 and 18 with secondary education. Already the burden of unequal education is placing great strains on the economy — proportionately we spend three times more than does Australia. This is going to increase still further, but not sufficiently to provide free secondary education for all. Some form of rationing is inevitable.

Rationing requires some form of selection. This may be examination, as with the eleven plus in England,

by price as in 19th-century and modern India, or by bureaucratic fiat as in many of the communist states. None are ideal. Rationing by price with scholarships for the poor is probably the best, and it is time the politicians recognised this and stopped pussyfooting around giving the impression that everyone will be catered for.

It is also very important that the growth of secondary and tertiary education does not proceed at a faster pace than the growth of the economy. Building up expectations, without providing jobs for the school and college leavers, is not only immoral, it is downright stupid. India has been doing this for decades in Bengal and thereby created its most ungovernable province. Zimbabwe is already following along the same lines.

Closer to home, the University of the Witwatersrand is also accepting too many students who are unlikely to graduate, particularly in the arts faculty, which has such flexible admission requirements.

The main conclusions to be drawn from this analysis are that, in an underdeveloped economy, wealth creation is more important than wealth distribution. It is vital and wealth creation should be the function of the market, not of the government. In the various demands upon the scarce resources, preference should be given to those social services that will lead to wealth creation and an increase in individuals' earning potential. Housing does not fall within this category — as directing money in that direction is in effect treating the symptoms rather than the disease.

The East Asian tigers South Korea, Taiwan and even Japan learned this lesson early and placed their money in those areas where its investment would be likely to lead to productivity growth. We should learn from them and not from the socialist planners who have left such a blight upon the landscape of England and Russia.

□ Jones is a senior lecturer in economic history at Wits University.

LETTERS

DET to probe education in Soweto

THE Department of Education and Training and the Soweto Education Co-ordinating Committee have agreed to investigate what role a joint standing committee should play in restructuring black education in Soweto, SECC chairman David Maepa said yesterday.

Maepa told a Press conference in Johannesburg agreement was reached at a meeting earlier this week between an SECC delegation, Minister of Education and Training Mr. Sam de Beer and DET Director-General Dr Bernhard Louw. *Soweto 15/11/91.*

He said he was making the announcement against the wishes of Louw, although the SECC reserved the right to make statements and was doing so to counter inaccurate statements by the DET.

Maepa said that while the DET wanted the joint standing committee to remain an advisory body, the SECC wanted it to play a central role in reconstructing black education in Soweto.

He said the standing committee's working group would be responsible for defining which interested parties would be represented, formulating an election procedure and convening a meeting of interested parties.

He said the Consultative Business Movement, representing 80 major South African companies, had taken part in the meeting and would play a role in the joint standing committee.

"I would hesitate to call it a breakthrough but the principle has been reached," Maepa said.

He added that he remained sceptical about the Government's commitment to taking the process through to its logical conclusion.

However, the SECC was not interested in taking over the DET. *Sapa.*

Need to end crisis mounts

The Department of Education and Training's (DET) proposal to get blacks involved in the running of education has caused confusion.

The proposal met with mixed reactions from leaders of various organisations. The spokesperson for the DET, Johan du Plessis, denied that the department has drawn any proposals or made any announcement to this effect.

Crisis

Du Plessis said the Education and Training Minister, Sam de Beer, only invited interested persons to discuss ways of solving the education crisis.

He said several organisations and other interested parties had meetings with De Beer to discuss ways to address the crisis and it was at these forums that the idea of involving blacks was developed.

Commenting on the possibility of such proposals being made by the department, some organisations said these could only work if there was "a fundamental restructuring of the education system as a whole". Others said it would be right to address the education crisis on an interim basis.

But it is clear that this could only work if it included blacks at all decision making levels. *New Nation*

Soweto Education Co-ordinating Committee (SECC) spokesperson, David Maepa, said his organisation had a meeting on November 1 with De Beer to discuss ways of dealing with the education crisis in Soweto. *(Learning Nation)*

Maepa said the delegation that met De Beer made it clear that the only way to deal with the crisis was to involve all interested parties in the decision-making structures.

In terms of the SECC's proposals, Maepa said, the SECC should meet with the regional management and define "interested parties". *15/11 - 21/11/91.*

The next step would be to work out an election procedure for a body that, together with DET regional officials, would form a regional management structure with powers to address all sorts of problems and take part in planning.

The proposals also challenged the DET's national leadership to honour the establishment of such a regional structure. This, he added, would imply that the department's central planners would take into account the submissions of the regional body constituted in the above manner.

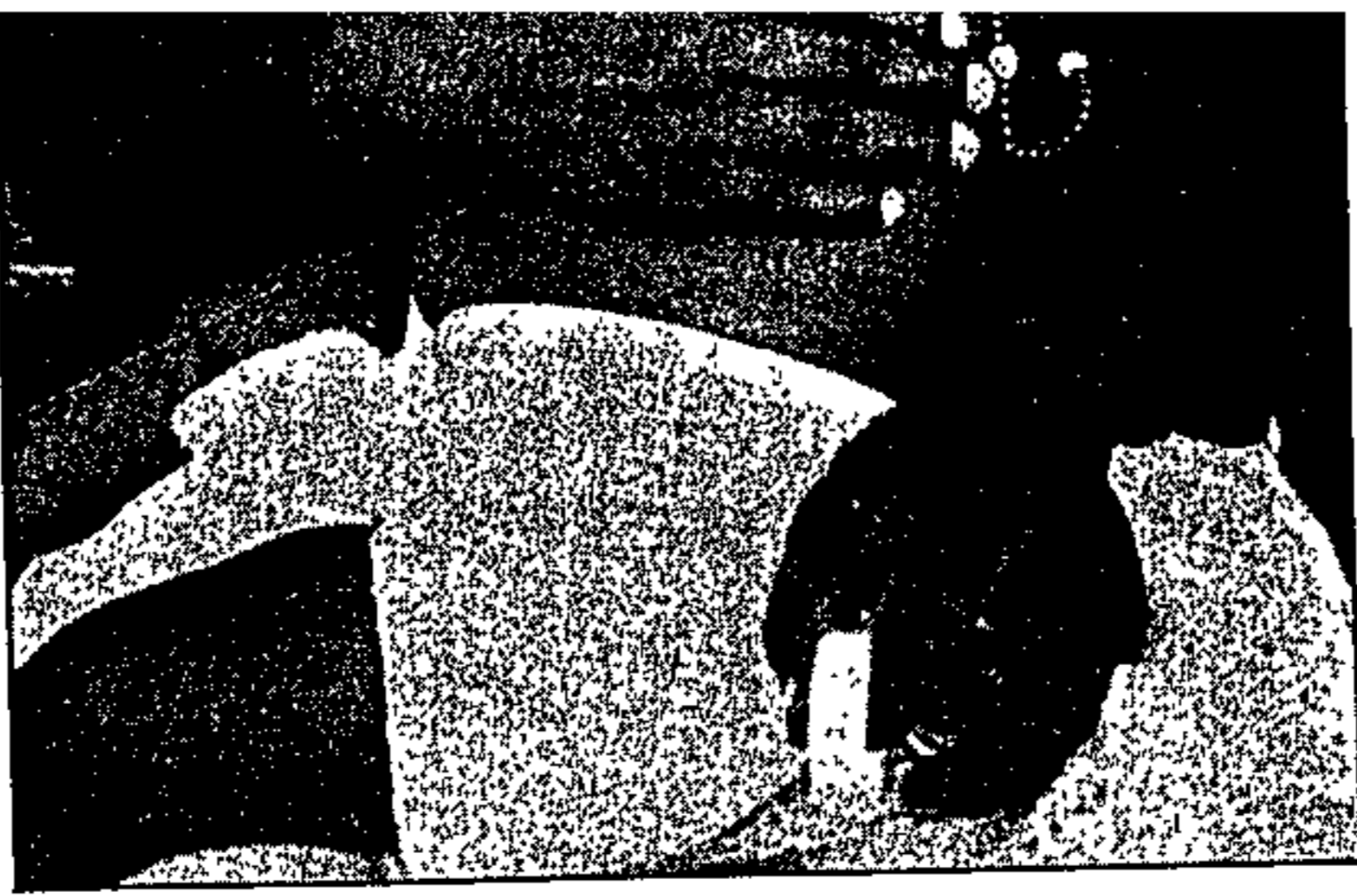
Asked whether this would not suggest the establishment of some form of an interim education management body, Maepa said it was possible. "If achieved it would be a positive step and a build up to an interim government," said Maepa.

He argued that "the work of the politicians would be made easier as far as education is concerned.

"Education is in ruins. We cannot wait for political solutions to be found before moving forward," he said.

The National Education Co-ordinating Committee (NECC) was distrustful of the DET's proposals and likened them to the Joint Working Group (JWG), which failed to deliver according to the organisation's information officer, Mel Holland.

However, Holland said if the department was ready to enter into negotiations towards the establishment of a "bona fide" structure which would ensure a "meaningful" involvement of parents, the proposals could lead towards a solution of the education crisis.



Education the key, says PAC

By LULAMA LUTI
and THEMBA KHUMALO

CPAEN
17/11/91

SO

EDUCATION, education and more education is the key to controlling the population, says Ellen Mthopeng of the African Women's Organisation of the PAC.

"Africans must not be coerced into contraceptives," she said.

"The government must come up with social upliftment programmes, education, social development and improve people's quality of life."

With regard to the availability of contraceptives for schoolchildren, she said the move was open to public debate, while sex education had to be stepped up as a matter of urgency.

A voluntary sterilisation programme should not be directed only at women, but at men as well.

She pointed out that there was a need for the government to engage in campaigns advocating smaller families, but that this should not be done in a dictatorial manner.

Policies

"They cannot decide on the number of children African families should have. And, most importantly, we need not adopt policies practised in other countries like China.

"We need to come up with our own strategies. We could borrow ideas, but still, we know our problems better," she said.

"Most of our women have been offered contraception such as Depo-provera, with little or no education on the side-effects, which have proved problematic, most women not knowing they were actually signing sterilisation contracts"

The vice-president of Azapo's women's section, the Imbeleko Women's Organisation, Nomonde Jafta, said the outcry on how population growth would affect the country's economy showed how worried capitalists were about their own pockets.

"Our people have always had large families while earning pitiful wages, and this in a country riddled with acute unemployment. Why should large families become an issue now?"

"The outcry has to do with the whole question of unfair distribution of wealth among the country's inhabitants. And it's not our fault that there is an uneven distribution of wealth and resources.

"I still maintain that it should be an individual's choice how many children they want to have. That goes for such proposals as the introduction of sterilisation programmes and abortions. The people must know what choices are available to them," she said.

Jafta added that the need for primary health education could not be over-emphasised.

"Instead of putting more money into the manufacturing of contraceptives, they should be using that in extensive education campaigns which should be held on an on-going basis"

Practising social worker and member of the South African Black Social Workers' Association, Bongile Mosia, blamed the high number of teen pregnancies on the lack of recreational

facilities, breakdown of communication between parents and their children and the inadequacy of relevant youth programmes.

If these were not rectified first, whatever programme people came up with was doomed to failure, she said.

"The problem is where do we start in implementing whatever programmes are implemented? I've known teenagers who fall pregnant with their drawers at home full of pills.

"Even those who go to private schools, where sex education forms an integral part of their syllabi, still get pregnant. Why? Because they are missing something

"There are no facilities in our townships and therefore they engage in activities that make them disperse the energy inside them. You need only look at them when toy-toying

"As for the implementation of programmes that might be evolved, a great deal of education would accompany them," she said.

Dr Sam Motsuenyane, president of the National Federated Chamber of Commerce (Nafcoc) and a respected economist, said he agreed with Jordaan's proposals, but warned that birth control might take longer to achieve than Jordaan envisaged.

He said the population explosion was a legacy which the new government would inherit

Motsuenyane said: "It will take quite some time to educate our people on the matter and people shouldn't expect quick-fix solutions. Birth control is completely foreign to African norms and it militates against their very religious, traditional and cultural beliefs."

Some churches encouraged their congregations to practise polygamy, which led to one man having many children. Religions such as Islam were against their women using contraceptives, Motsuenyane said.

He found it ironic that former State President PW Botha once exhorted the Afrikaners to have more children, while at the same time advocating birth control among blacks

This was one example of people who politicised birth control rather than socialised it, Motsuenyane said.

Recreation

Economic affluence also played an important role in birth control. While the rich retired to their lounges to watch television in the evening, the poor did not have such luxuries and they had no option but to go to bed where they indulged in sex.

Motsuenyane said: "The poor tend to have more children than the rich. Sex is one form of recreation."

Don Mattera, a protest poet and a Muslim, said while he agreed with Jordaan's proposals, the advice came rather too late

"We've been left too long to fend for ourselves. The white government should have treated us like human beings instead of mechanising us.

"Blacks are not to blame for their ignorance on birth control, because the gutter system of education made them like that," said Mattera.

DP election defeat fuels party tension

CAPE TOWN — Tensions re-emerged in the DP on the eve of its national congress today after MP for Houghton Tony Leon blamed the party's chief whip, David Dalling, for a shock by-election defeat in Johannesburg.

The latest conflict developed despite a public plea yesterday to DP MPs by the party's leader, Zach de Beer, to end their "regrettable and debilitating" quarrelling about their political friends.

The DP's heavy defeat in the Houghton/Killarney municipal ward is a serious setback for the party and the ruling DP-NP alliance in Johannesburg.

Independent candidate Sam Moss, at one time leader of the PRP in the council, beat the DP's Geoff Klass by 1 227 votes to 547 in a 32% poll.

Leon and Johannesburg City Council management committee chairman Ian Davidson blamed the defeat on Dalling.

De Beer implicitly distanced himself from Leon's statements by saying Moss fought a shrewd campaign by steering clear of national issues and concentrating on municipal issues.

Even in affluent areas, there was confusion and fear among white voters and in Johannesburg the DP was regarded as part

of the ruling establishment, De Beer said. Dalling refused to comment apart from dismissing Leon as "merely a junior MP".

The open tension between the two wings of the party was highlighted by the two MPs involved in the latest conflict. The DP had deliberately placed itself in a position equidistant from the ANC and the NP in order to best influence both sides, De Beer said.

Convergence was still a DP strategy and the party could claim at least a measure of the credit for the convergence that had occurred in SA since February 1990, he said.

THEO RAWANA reports Moss said yesterday the DP lost the Houghton/Killarney municipal seat because the residents were fed up with the Johannesburg management committee's autocratic and dictatorial form of government.

He said ratepayers were unhappy with the management committee's expenditure on overseas trips, which had "so far amounted to R800 000. Moss said that in his fight against crime he would, together with MP Tony Leon, press government to open a police station in Houghton.

Comment: Page 8

DET, committee 'agree on education group'

DAVE LOURENS

THE Department of Education and Training (DET) and the Soweto Education Crisis Committee (SECC) have agreed to establish a working group to bring about a standing joint committee on black education before schools open for the 1992 academic year, SECC chairman David Maepa announced yesterday.

"One would hesitate to call it a breakthrough. An agreement has been reached in principle, but we are sceptical of the government's willingness to carry it through to its logical conclusion," Maepa said.

The agreement was reached at a meeting between the SECC, DET director-general Bernhard Louw and members of the Consultative Business Movement.

Maepa said the announcement was against Louw's wishes, but that the SECC "takes orders only from our constituency and reserves the right to speak to anyone, any time and to give... our own analysis."

DET liaison officer Corrie Rademeyer said the DET could not comment before Louw had reported to Education and Training Minister Sam de Beer.

Maepa said the SECC had sought an unqualified undertaking from the DET that it would accept the recommendations of the Standing Joint Committee.

The DET wanted the committee to function as a purely advisory body, but the SECC felt this would curtail its effectiveness and the government would continue to "call the tune" as before.

"We need a body which has legitimacy among the community to restore order. Legitimacy cannot go hand in hand with a toothless advisory committee."

The working group's tasks will be to formulate an election procedure, convene a meeting of relevant parties and determine their representation.

Private schools not always better

By LULAMA LUTI

C/PMB 17/11/91

"WATCH out for fly-by-night private schools", is the DET's warning to parents who are thinking of sending their kids to non-government schools.

In the latest issue of its publication, *Focus on Education*, the DET says privately-owned schools take money from parents but don't deliver the goods.

When looking for schools parents should ask them-

selves important questions, says the DET;

■ Ask to see an official DET document of registration. Although the DET does not accept responsibility for the school, the facilities have been approved.

■ Get written proof that the school is DET subsidised.

■ Ask for the names and qualifications of teachers.

■ Find out how many classrooms there are and the maximum enrolment.

Dinkins offers ⁵⁰ training in US

JOHANNESBURG. — South African teachers and education administrators are some of the people who will be invited to America on internship programmes to learn how New York has solved its problems.

This was announced at a press conference at a Johannesburg hotel yesterday given by the mayor of New York, Mr David Dinkins, on the last day of his tour to South Africa.

One of Mr Dinkins's party, Mr Carl McCall, president of the Board of Education in New York, announced a \$700 000 (about R1,95 million) sponsorship to pay for South African educational administrators and managers to travel to New York and two other, as yet-unnamed American cities, for six-month internships.

Mr McCall said those selected would receive practical training in schools while they saw how "we in New York are managing our system".

Similar programmes were proposed for leaders in health care, for black executives, for those wishing to enter local government, public housing or public sector municipal agencies. The internships are scheduled to start in February next year if the money can be raised. — Sapa

Community college network being planned

(50)
19/11/91

HANS-PETER BAKKER
Education Reporter

THREE pilot projects that will lead to a national network of community colleges have been announced.

The Education Foundation — "an independent facilitator" — has started a process of broad "community consultation" which will lead to the network within the next two years.

Mr Silas Zuma, projects and planning director of the foundation, said regional interest groups had given the projects their support.

The first three, which the foundation plans to have in operation by next March are an urban community college in the PWV area, a rural college on the Natal South Coast and a semi-rural college in the Natal Midlands.

Colleges are also being planned for the Western and Southern Cape, Northern Zululand, the Free State and

the Western Transvaal and should be in operation by March 1993.

The colleges will form a new tier of education to fill the gap between disrupted, inadequate schooling and vocational training and literacy.

According to Mr Zuma, the colleges are "first and foremost" rooted in the community.

The colleges will use unused or under-used buildings and resources, including industrial premises and school buildings after hours. They would engage "unemployed, underemployed or retrenched professional staff and will tap the technical training resources of local industry," Mr Zuma said.

Non government organisations (NGOs) will be able to use the colleges as platforms for expanding their existing teaching and training programmes.

The community colleges will be open after hours, at weekends and on public holidays.

Main proposals of new system:

- Nine years of general formative education — the first seven to be compulsory;
- A new approach to language instruction;
- The rationalisation of the number of subjects and elimination of overlapping of subject content to make education more affordable;
- A strong emphasis on technology; and
- Only five examination subjects in the final year of the senior secondary phase.

(50) CT 21/11/91

'Flexible for any dispensation'

New deal for equal education

Star
21/11/91

(50)

Staff Reporters

A discussion document proposing a new curriculum model "creating equal educational opportunities for all" in South Africa was released for comment by the Committee of Heads of Education Departments in Pretoria yesterday.

Committee chairman Dr Johan Garbers told a press conference that the Government had not yet adopted a position on the model.

The proposed curriculum model was flexible enough to accommodate any future dispensation, he said.

Dr Garbers said the target date to introduce a new curriculum in South African schools was January 1995, or at the latest January 1996.

The Democratic Party welcomed the proposals and the Conservative Party called on parents to resist if on all levels.

The proposals in the model include:

- Nine years of general formative education, the first seven of which would be compulsory for all.
- New exit points from formal education with certification by the SA Certification Council.

Affordable

- A strong shift of emphasis from the present academically oriented to vocationally oriented education
- Rationalisation of the number of subjects and elimination of overlapping of subject content to make education affordable
- A new approach to language instruction, taking into account that South Africa is a multilingual country.
- Technological emphasis.
- A contribution towards satisfying the need for natural scientists, engineers and technologists.
- Five examination subjects in the final year of senior secondary phase.
- Uniform naming of the different education year levels from Grade 1 to Grade 12

The discussion document is the result of an investigation that began in 1984 to which more than 300 representatives and specialists from the education and vo-

educational sectors as well as the community were invited.

The model promises to contribute towards creating equal educational opportunities for all, to recognise the diversity of languages and religions, and provide education in an "educationally responsible but flexible manner directed at the needs of society, the demands of economic development and personpower needs".

Dr Garbers said the first nine grades would be general formative education, with a limited choice of subjects in Grades 8 and 9.

Within school education, the last three years or senior secondary phase offered the opportunity for a greater choice of subjects, while vocational education could be followed at technical colleges.

Dr Garbers said the new model aimed to make the entire curriculum more relevant to the country's labour needs.

The rationalisation of the number of subjects offered would lead to more cost-effective education while maintaining standards.

Dr Garbers said the proposed model was being released for comment with a view to testing opinions and any resulting adaptation.

Comments on the proposals in the discussion document can be submitted to any of the education departments until March 6 1992.

DP education spokesman Roger Burrows said the emphasis on a shift towards vocationally oriented education and the relevance of subject content to societal needs was to be welcomed.

"We would welcome particularly the change in language instruction policy and the reduction to one compulsory language for matric."

CP national education spokesman Andrew Gerber said the model would provide the Government with the opportunity to "seize the spirit" of the children.

"It is intended to misuse defenceless children to force a new nation on unwilling whites."

Mr Gerber said the model proposed the replacement of Christian own affairs education with neutral education.

"By this they play directly into the hands of the enemies of Christianity."



Action tennis . . . final
Tennis Championship

27 hurt as an attempts to f

WINDHOEK — At least 27 people were reportedly injured in Namibia, including the Otjiwarongo police station commander, when a crowd of about 300 tried to release an awaiting trial prisoner at the town yesterday afternoon.

Police Commissioner Sigge Eimbeck said President Sam Nujoma last night ordered the release of the man.

The trouble started at 2 pm when a crowd demanded the release of the man against whom charges of housebreaking and theft were being investigated.

When police refused, the crowd stoned the police station damaging police vehicles and breaking windows

Afrikaans 'as a must' slated

JOHANNESBURG. — The head of Azapo's education secretariat, Dr Gomolemo Mokae, has criticised reports that Afrikaans would be a compulsory language in the government's proposed curriculum for education.

He said Azapo could understand the motivation behind making English compulsory as it was such a widely used language. "However, Afrikaans is as regional as any of the local black indigenous languages, if not more so."

The ANC yesterday said it was unable to comment on the draft model as its education department was still studying the proposal. —

Own Correspondent and Sapa (50) CT 22/11/91

Education Foundation prepares for the future

SINCE its founding last year, the Education Foundation has done all it could to assist in the quest for a non-racial education system.

According to the foundation's publication, The Policy of Consultancy, efforts were made country-wide from the outset to "network key players and stake holders and establish its independence and non-alignment as a development institution".

Its head offices are in Durban but it has an office in Johannesburg as well. It has opted to limit its staff expansion and rely on consultancy and joint working groups.

New Nation (Learn in Nation) Relevant 22/11-28/11/91. (50)

"This networking approach allows us to draw on a wealth of relevant experience without competing in an already small human resource pool," said the foundation's executive director, Dr Johan van Zijl.

The foundation has, among other projects, established a resource centre in Johannesburg, known as EduSource. The project deals with data clearing, research and publishing facilities.

The centre enjoys international data link with Southern and East Africa, Europe and the United States.

EduSource aims to conduct extensive research and to regularly publish statistics and development literature. It is also involved in computer modelling and simulation of future education systems.

The foundation is also planning to establish a national newspaper education supplement, which will be directed by an editorial committee. The objective of this publication is to supplement the scarce textbooks and address major education issues.

At its inception the supplement will reach at least three million readers daily and it is expected to grow into regional and small newspapers.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Pretoria, op nege die Dertiende dag van November Eenduisend Negehonderd Een-en-Negentig.

G. VAN N. VILJOEN,

Waarnemende Staatspresident.

Op las van die Staatspresident-in-Kabinet:

J. DE VILLIERS,

Minister van die Kabinet.

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 2784

22 November 1991

WET OP PRIVATE SKOLE (VOLKSRAAD),
1986

WYSIGING VAN REGULASIES BETREFFENDE DIE REGISTRASIE VAN EN GELDELIKE TOEKENNINGS AAN PRIVATE SKOLE

Die Minister van Onderwys en Kultuur het kragtens artikel 9 van die Wet op Private Skole (Volksraad), 1986 (Wet No. 104 van 1986), die regulasies afgekondig by Goewermentskennisgewing No. R. 2281 van 31 Oktober 1986, gewysig soos in die Bylae uiteengesit.

BYLAE

Woordomskrywing

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 2281 van 31 Oktober 1986, soos gewysig by Goewermentskennisgewing No. R. 1477 van 29 Junie 1990.

Wysiging van regulasie 5

2. Regulasie 5 van die Regulasies word hierby gewysig deur na subregulasie (6) die volgende subregulasie in te voeg:

"(6A) Ondanks die bepalings van subregulasies (1) en (2), kan aan 'n private skool wat geregistreer word na aanleiding van die feit dat die ouers van die leerlinge van 'n openbare skool soos omskryf in artikel 1 van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), op 'n wyse deur die Minister bepaal 'n keuse uitgeoefen het dat die betrokke openbare skool gesluit word en as 'n private skool geregistreer word—

(a) in die eerste jaar na registrasie 'n subsidie van 85 persent;

(b) in die tweede jaar na registrasie 'n subsidie van 70 persent;

(c) in die derde jaar na registrasie 'n subsidie van 55 persent; en

(d) daarna 'n subsidie van 45 persent,

van die bedrag in subregulasie (2) bedoel betaal word indien sodanige private skool aan die vereistes in subregulasie (5) bedoel, voldoen."

Given under my Hand and the Seal of the Republic of South Africa at Pretoria on this Thirteenth day of November, One thousand Nine hundred and Ninety-one.

G. VAN N. VILJOEN,

Acting State President.

By Order of the State President-in-Cabinet:

J. DE VILLIERS,

Minister of the Cabinet.

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 2784

22 November 1991

PRIVATE SCHOOLS ACT (HOUSE OF ASSEMBLY),
1986

AMENDMENT OF REGULATIONS REGARDING THE REGISTRATION OF AND FINANCIAL GRANTS TO PRIVATE SCHOOLS

The Minister of Education and Culture has under section 9 of the Private Schools Act (House of Assembly), 1986 (Act No. 104 of 1986), amended the regulations promulgated by Government Notice No. R. 2281 of 31 October 1986, as set out in the Schedule.

SCHEDULE

Definition

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 2281 of 31 October 1986, as amended by Government Notice No. R. 1477 of 29 June 1990.

Amendment of regulation 5

2. Regulation 5 of the Regulations is hereby amended by the insertion after subregulation (6) of the following subregulation:

"(6A) Notwithstanding the provisions of subregulations (1) and (2), a private school which is registered as a result of the fact that the parents of the pupils of a public school as defined in section 1 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), have exercised an option in the manner determined by the Minister, that the public school concerned be closed and registered as a private school, may be paid a subsidy—

(a) in the first year after registration of 85 per cent;

(b) in the second year after registration of 70 per cent;

(c) in the third year after registration of 55 per cent; and

(d) thereafter of 45 per cent,

of the amount referred to in subregulation (2) if such private school meets the requirements referred to in subregulation (5)."

Vervanging van uitdrukking

3. Die Regulasies word hierby gewysig deur die uitdrukking "geldelike toekenning" waar dit ook al voorkom, deur die woord "subsidie" te vervang.

No. R. 2785 **22 November 1991**

WET OP ONDERWYSAANGELEENTHEDE (VOLKSRAAD), 1988 (WET No. 70 VAN 1988)

INTREKKING VAN VERKLARING VAN 'N ONDERWYSINRICHTING TOT 'N STAATSONDERSTEUNDE SKOOL

Kragtens die bevoegdheid my verleen by artikel 37 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), trek ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby met ingang van 1 Januarie 1992 die verklaring van die Sonskynhoekie-skool tot 'n staatsondersteunde skool in.

P. G. MARAIS,
Minister van Onderwys en Kultuur.

Substitution of expression

3. The Regulations are hereby amended by the substitution for the expression "financial grant" wherever it occurs, of the word "subsidy".

No. R. 2785 **22 November 1991**

EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988 (ACT No. 70 OF 1988)

WITHDRAWAL OF DECLARATION OF INSTITUTION TO BE A STATE-AIDED SCHOOL

Under and by virtue of the powers vested in me by section 37 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I Pieter Gabriel Marais, Minister of Education and Culture, hereby withdraw the declaration of the Sonskynhoekie School as a state-aided school with effect from 1 January 1992.

P. G. MARAIS,
Minister of Education and Culture.

DEPARTEMENT VAN FINANSIES

No. R. 2716 **22 November 1991**

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE No. 1 (No. 1/1/415)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig in die mate in die Bylae hiervan aangetoon.

J. A. VAN WYK,
Adjunkminister van Finansies.

DEPARTMENT OF FINANCE

No. R. 2716 **22 November 1991**

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE No. 1 (No. 1/1/415)

Under section 48 of the Customs and Excise Act, 1964, Part 1 of Schedule No. 1 to the said Act is hereby amended to the extent set out in the Schedule hereto.

J. A. VAN WYK,
Deputy Minister of Finance.

BYLAE

Pos	Subpos	T. S.	Artikel Beskrywing	Statistiese Eenheid	Skaal van Reg	Annotasies
64.06			Deur subpos No. 6406.10.90 deur die volgende te vervang:			
	.30	5	Ander, van leer		30%	
	.40	2	Ander, van tekstielstowwe		60%	
	.50	9	Ander, van rubber of plastieke		60%	
	.90	9	Ander		30%"	

Opmerking.—Spesifieke voorsiening word gemaak vir bodele vir skoeisel en onderdele daarvan, van leer, teen 'n skaal van reg van 30% en van rubber of plastieke en van tekstielstowwe teen 'n skaal van reg van 60%. Die skaal van reg op ander bodele vir skoeisel en onderdele daarvan word van 30% of 75c/pr. na 30% gewysig.

SCHEDULE

Heading	Subheading	C. D.	Article Description	Statistical Unit	Rate of Duty	Annotations
64.06			By the substitution for subheading No. 6406.10.90 of the following:			
	.30	5	Other, of leather		30%	
	.40	2	Other, of textile materials		60%	
	.50	9	Other, of rubber or plastics		60%	
	.90	9	Other		30%"	

Note.—Specific provision is made for uppers for footwear and parts thereof, of leather, at a rate of duty of 30% and of rubber or plastics and of textile materials at a rate of duty of 60%. The rate of duty on other uppers for footwear and parts thereof is amended from 30% or 75c/pr. to 30%.

IDT LOAN FM
More glitches

22/11/91
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The Independent Development Trust's proposed US\$100m Eurobond issue is becoming far more complicated than chairman Jan Steyn could have imagined.

Not only is the ANC refusing to endorse it, the trampling on some influential bureaucratic toes and a questioning of the need to raise capital abroad could further sour the initiative.

The issue was announced in September, with the backing of all major players, including the ANC — which subsequently withdrew its support.

The IDT and ANC are still negotiating the issue, says IDT spokesman Jolyon Nuttall and both have agreed not to comment further at this stage.

The IDT says most of the money will go into building schools for blacks, to be owned by communities and leased back to the Department of Education & Training (DET). The rents will be used for interest payments.

Using DET funds to lease the schools is apparently not an obstacle to ANC support. Nuttall says that, in any case, the lease arrangements are likely to be under the umbrella of a single education department in the near future, as indicated by DET education Minister Sam de Beer.

The problem lies with the DET. The arrangement undermines an important aspect of DG Bernard Louw's control of DET's budget.

Louw says: "The DET will have to foot the bill for running costs. Therefore, agreements will have to be reached on a number of issues, such as which communities' needs should take priority, as well as the number of new schools whose running costs can be accommodated in the budget."

On why it is necessary to raise a foreign loan, Steyn says there is not sufficient capital in SA to create the flexibility needed by development initiatives.

Finance DG Gerhard Croeser says it is important for the IDT to be exposed to the foreign capital market. The IDT and the Development Bank of SA are the only two new borrowers his department is allowing to raise foreign capital.

"Some people are not particularly happy about the IDT entering the market as an unproven entity, but it is important in the transitional process and needs exposure."

While there is sufficient local capital to meet SA's current limited demand, there are insufficient savings to fund growth. SA will in future need not only foreign loans but foreign investment as well, he says. ■

Educationists to visit New York institutions

New Nation (Learning Nation)
THE recent visit to South Africa by New York mayor, David Dinkins, has set the stage for co-operation between South African and New York City educationists.

At the end of the week-long visit, the head of the education commission in the mayor's entourage, Carl McCall, announced that 700 000 dollars had been set aside for South African educators to attend internship programmes in New York.

McCall said the educators would spend up to six months in New York's educational institutions where they would work with principals and other administrative personnel.

SO He said the aim was to help local administrators to manage a post-apartheid education system.

During their visit the Americans met education organisations, teacher and student bodies as well as representatives from the African National Congress's education desk.

McCall said the idea was welcomed by all the organisations they met.

The programme would also include training in curriculum development and the management of educational organisations, McCall announced.

Help 22/11 - 28/11/91

Exiles return for Writers' Conference

w/ mail 22/11-28/11/91.
A NUMBER of exiled South African writers will return home to meet with authors from around the world for the New Nation Writers' Conference, to be held at Wits University from December 1 to 6.

Lewis Nkosi, known for his volume of autobiography and criticism, *Home and Exile*, and his novel, *Mating Birds*, will be among those who return after long absences from this country. Mandla Langa, who is connected to the African National Congress' London office and is the author of *Tenderness of Blood* and *Rainbow on a Paper Sky*, is another.

Also returning for the conference is Mbulelo Mzamane, author of the short story collection *Mzala* and the novel *Children of Soweto* — banned here for many years. Mzamane is currently professor of comparative literature at the University of Georgia in America. Poet Dennis Brutus will also be coming home for the conference. Breyten Breytenbach, who now lives in Paris, will also attend.

They will be joined by locally based writers like Nadine Gordimer, Stephen Gray, Es'kia Mphahlele, Njabulo Ndebele, Welma Odendaal, Wally Serote and André Brink.

Writers from the developing world who will contribute to the conference are Sergio Ramirez, poet and former Nicaraguan vice-president under the Sandinista government; Trinidadian novelist Earl Lovelace; American poet Sterling Plumpp; playwright Ngugi wa Mirii from Kenya; Noma Award-winning novelist Chenjerai Hove from Zimbabwe; poet Ernesto Cardenal, former Sandinista minister of culture; and the West Indian novelist Caryl Phillips.

The conference will address a number of issues that are germane to the condition of writers in the developing world today: racism, sexism, the legacy of oppression and the problem of history.

SLUSH FUNDS

Arrears and expenses

Adult Education Consultants cc (AEC), the educational organisation which has been closely linked with and secretly funded by Military Intelligence (MI), controlled a network of other organisations aiming to influence the educational and labour fields.

At one stage there were also discussions between AEC and the Auckland Park-based labour consultancy, Liaison Bureau, which has been financed by Security Police slush funds, to establish closer co-operation between the two organisations.

The *FM* reported last week that a former AEC employee, Port Elizabeth educationist Ben Conradie, is threatening to sue Defence Minister Roelf Meyer and the SADF for salary arrears and other expenses after he was fired by AEC executive Louis Pasques (*Current Affairs* November 15). Conradie was recruited to work for AEC in 1986 and subsequently, on the instructions of AEC, formed a close corporation, Eduguide, which provided advisory services in the Eastern Cape.

Conradie was first approached by another educationist, Johan van der Westhuizen, a former University of Port Elizabeth political scientist. According to documents filed at the Registrar of Companies, Van der Westhuizen was appointed a member of AEC in 1985. Van der Westhuizen told the *FM* on Tuesday that he was involved with AEC only in an advisory capacity but later admitted he had been a member of AEC.

He said he had resigned as a member after a while. He also denied knowing that AEC was in any way involved or financed by MI. According to Van der Westhuizen, he was a general manager with AEC. He now runs his own labour consultancy in Bryanston.

Pasques this week also denied AEC had been linked with MI, adding that the matter between Conradie and AEC "is in very good hands." Otherwise, he said, "I have no comment."

However, the *FM* reported last week that former MI General Witkop Badenhorst, who testified before the Harms Commission of Inquiry into the Civil Co-operation Bureau, played a major part on behalf of AEC and the SADF to try to mediate a settlement with Conradie.

Pasques headed AEC since its formation. Other members included Hans Schultz, Jacob Koen, Drikus Botha, Victor Human, Gert Grobler and Van der Westhuizen. In 1988, all but Pasques, Schultz, Koen and Botha had resigned.

After he was appointed by AEC Conradie was initially involved with a secret project, Projek Henry. Other big amounts were also transferred into various accounts at the time.

The *FM* understands that AEC's financial policy was partly responsible for the "credibility problem" which arose between Conradie and his employers, leading eventually to his dismissal.

Other close corporations, all connected with AEC and which aimed, like Eduguide, to serve in an advisory capacity, were formed during that period. They included Topmans Bestuursdienste, which was intended to oversee AEC's financial affairs, Betapers Personeel Konsultante in Louis Trichardt, Montage Bestuurskonsultante in Bellville and DIA Plus BK in Kimberley.

After Conradie was fired, Dynamic Teaching cc was formed in Port Elizabeth to replace Eduguide. Drikus Botha, who since formed MMD Makelaars, was a member of AEC and Eduguide cc, though Conradie claimed in papers during an Industrial Court application that Botha never contributed to his membership fee in Eduguide.

The *FM* understands that, during his term of employment, Conradie was visited by an employee of Liaison Bureau, Koos van Niekerk. During the discussions between the two, it was decided that Conradie would be contacted by Liaison managing member Kobus Slabbert, the Rand Afrikaans University academic who masterminded the labour consultancy project. Slabbert was also involved with a pension scheme for members of the Inkatha union, Uwusa. Both the Uwusa project and Liaison had been controlled by Security Police Major Derick Botha. Slabbert's role in Liaison is now being investigated by RAU.

Eddie Botha

Pienaar allays Afrikaans fears on language proposals

star 22/11/91

Political Reporter

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The Committee of Heads of Education Departments' proposals on a new education system did not reflect government policy, National Education Minister Louis Pienaar said yesterday in response to the "understandable sensitivity" about the position of Afrikaans.

He said in a statement that the curriculum discussion document was being criticised because it was seen to give a lesser status to the official languages, Afrikaans and English.

Afrikaans cultural organisations, represented by the Federasie van Afrikaanse Kultuurverenigings, are reported to have rejected a curriculum

in which Afrikaans was abandoned at high school level.

Mr Pienaar assured them that the document contained proposals for comment only.

He said the primary status of Afrikaans and English as national languages was acknowledged and favoured above other indigenous languages. What was affected was the status of the two languages as compulsory second languages.

"The proposals are meant to moderate the emphasis on language instruction to the benefit of other subjects, especially the natural sciences. The implementation of any amended curriculum is not expected before 1995 or later," he said.

Call for ⁵⁶ forum on education

JOHANNESBURG. — The National Education Co-ordinating Committee yesterday called for the immediate establishment of a national negotiating forum to hammer out a new and single education model for all South Africans.

"The key issue here is not to talk about mass action but to talk about engaging government in the immediate future in the setting up of a negotiating forum," NECC general-secretary Mr Ihron Rensburg told a press conference here.

He said the NECC demanded that the government call an immediate halt to all new syllabi as well as textbook development and implementation.

The NECC also demanded a halt to the implementation of the government's Education Renewal Strategy and its National Training Strategy. — Sapa

Crisis call for a new education forum

ARG 23/1/91

JOHANNESBURG. — The National Education Co-ordinating Committee has called for the immediate establishment of a national negotiating forum to hammer out a new and single education model for all South Africans.

"The key issue here is not to talk about mass action but to talk about engaging government in the immediate future in the setting up of a negotiating forum," NECC general secretary Ihron Rensburg told a Press conference in Johannesburg.

He said the NECC demanded that the government call an immediate halt to all new syllabi as well as textbook development and implementation.

The NECC also demanded a halt to the implementation of the government's Education Renewal Strategy and its National Training Strategy.

The government could bring its education models to a national negotiating forum where everyone with an interest in education, including the political, social and business sectors, could work out a new system.

It was too soon for the government to talk about implementing a new curriculum model, as announced this week, in January 1995, Mr Rensburg said.

The logistics involved could not possibly be met in time if the government was serious about consulting as broad a spectrum of interested parties as possible.

For a start, next January's trainee teachers would already have to be taught about the model if they were to be in a position to implement a new curriculum system after graduating in December 1994.

"We don't want to delay curriculum reform or reconstruction," Mr Rensburg said. "Curriculum reconstruction is as urgent as bringing about a new education system and structure."

"We are ready, we want to negotiate the issues. But no one party can do that unilaterally," he said.

"We agree with the National Party and government that this thing must be changed, that there's a new environment: the political, economic and social imperatives have changed drastically in the last two to three years, and these imperatives must find their way into the education system urgently."

The NECC believed the government was intent on implementing a new curriculum model based on its terms alone.

This was despite the fact that the proposal was "the first clear signal of the educational establishment moving towards a single and integrated education system", he said. — Sapa

Blacks step

up on two

key ladders

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23/11/91

DEREK TOMMEY

BLACK people are moving up the income and educational ladders at a rapid pace in spite of the South African economy being in recession for almost three years.

This is shown by the latest AMPS survey carried out between February and June this year, some 15 months after the previous survey.

In the 15-month period between the two surveys, the number of black adults earning more than R4 000 a month increased by 30 percent, while the number earning between R2 000 and R3 999 almost doubled, rising by 90 percent, an analysis of the survey by the media department of the advertising firm Young and Rubicam shows.

The increases are from a small base, but nonetheless they do show that black advancement has been continuing in spite of the country's economic difficulties and the continued unrest.

According to the survey, the number of black adults earning between R700 and R1 999 rose by only 8,4 percent.

One possible reason for the small increase in this income category is that the base was probably much bigger.

The number of black adults earning less than R699 dropped by 8,9 per-

cent. This is encouraging if it reflects a move by people out of this income bracket into a higher one, and is not the result of increased unemployment.

The AMPS survey shows that the tremendous amount of money that has been spent on black education is at last beginning to show some results.

In the 15-month period between the two surveys, the number of blacks with some high school education rose by 8,1 percent while those who had completed high school rose by 19,7 percent.

Urbanisation

Blacks with some university experience rose by 25 percent and those who had completed university by 50 percent. Blacks with other post-matric qualifications rose by 5,3 percent.

The data also reveals that there was a 3 percent increase in urbanisation among black adults in the 15-month period — an increase of some 484 000 people.



YUPPIEDOM HERE WE COME: Black businessmen are moving in the fast track in increasing numbers.

Other data showed growing ownership of TVs and VCRs with increased electrification in many townships.

A brick in the wall?

By LULAMA LUTI

(press 24/11/91)

(50)

THE National Education Co-ordinating Committee (NECC) has called for the establishment of a Negotiating Forum on Education (NFE) to oversee the evolution of a new education system.

At a press briefing in Johannesburg on Friday, the organisation also urged the government to stop any moves geared towards the implementation of the proposals announced this week by the chairman of the Committee of Heads of Education Departments, Dr DJ Garbers.

Reacting to the curriculum discussion document released by Garbers, NECC general-secretary Ihron Rensburg said his organisation would not submit any recommendations as requested by the committee because the NECC was not consulted beforehand.

The major thrust of the proposals, to be implemented by January 1995 or at the latest by 1996, are the introduction of nine years of general formative education, the first seven years of them compulsory; and the shift from academically oriented education towards vocationally oriented education.

While this announcement by Garbers was welcomed by, among others, the Democratic Party, it was rejected by the Conservative Party.

The CP called on white parents to oppose the plan which it described as "a contemptible attempt to alienate the identity of our children" at all levels.

There was also mixed reaction from black education bodies. In proposing the NFE, the NECC said the government wanted to locate itself as the key player in the introduction of an alternative education system, reducing other parties to junior player status.

"The State has a tendency to want to introduce fundamental change unilaterally and given this attitude, the proposed curriculum model is set for a rocky path," he said.

Welcoming the proposals, president of the National Professional Teachers Organisation of South Africa, Leepile Taunyane, said the model offered hope for the education of the children of South Africa.

"The curriculum as contained in the proposals certainly is a departure from the depressing one which our children have had over the years. The proposals bring hope for our children in terms of the subjects to be taught," he said.

'No law' to stop titanium being mined in Transkei

By Julienne du Toit

No one except the Transkei government seems to want titanium mining in Wavecrest, 25 km north of the Kei River.

Environmentalists oppose it and the locals of Wavecrest are dead against it.

Transkei military council leader Major-General Bantu Holomisa recently indicated to journalists on a National Environment Awareness Trust (Neat) coastal expedition that his government would be eager to go ahead with the project.

However, Wildlife Society of Southern Africa director of conservation Keith Cooper was recently approached by the Wavecrest community for the society's support against the proposed mining.

They told Mr Cooper they had not been adequately consulted about the matter, they loved the place and the community had been there hun-

dreds of years.

They found the fact that jobs and money would become available quite unattractive, and said it would disrupt their way of life.

"I played devil's advocate and told them that it was because of overpopulation and poverty that development and jobs were needed," Mr Cooper said.

According to community leaders, more than 90 percent of the 700-strong Wavecrest community are opposed to the mining.

General Holomisa told journalists there was no law to stop the mining to protect the environment, but he had called for studies on economic and environmental aspects.

Mr Cooper said that if an environmental impact assessment was carried out, it would immediately be found that the most valuable environment coincided with the highest grades of titanium.

IDT postpones its Eurobond issue

CAPE TOWN — The Independent Development Trust's (IDT) \$100m Eurobond issue has been put off until next year.

An IDT Board of Trustees statement yesterday said it aimed to proceed with the issue "at an appropriate time in 1992". A statement earlier in the month said the issue would go ahead without delay.

The board said the delays and confusion arising from the ANC's initial support and subsequent opposition to the issue had affected "the IDT's capacity to access the markets at this time".

Timing was of the essence, the IDT board said, adding that it was "distressed that poverty and disadvantage are not being addressed with all the means and resources that can be mustered".

LINDA ENSOR

It said the ANC regarded the inflow of funds for the school building programme as conflicting with its policy on financial sanctions. Discussions with interested parties, including the ANC, had been set for early next year.

In the meantime the IDT would proceed to establish a National School Building Trust with R300m of its own funds and would seek private sector and community involvement in the project.

The school building programme aimed to confer ownership of schools on community trusts, which would lease them to the authorities or make other arrangements to ensure funding.

JUSTICE
BUT THE BOOK IS NOT WITHOUT EPISODES

Bringing art to people of the Cape

THE SOUTH AFRICAN National Gallery (SANG), best known for exhibitions, has an active education programme which aims to make art accessible to all Cape Town communities. SANG has formed a separate education division manned by Cameron Voyiya, Jo-Anne Duggan, Emile Maurice, Kim Siebert and Nori Sipuye.

SANG has had an active outreach programme since 1986 whereby schools, particularly in townships, are invited to send a group to the gallery. If transport is a problem, students will be bused to and from the gallery.

SANG also runs classes for blind pupils. The gallery hopes to hold travelling exhibitions in areas where there is little access to art. Education officers are consulting with schools over ways in which this can be done. A programme in which education officers and teachers could work together in schools is being planned.

Schools or organisations that would like to be placed on the mailing list, participate in programmes or make suggestions on how the gallery can fulfil your school's art needs, or need a particular workshop, contact the education officers at 451 628.

A previous article noted that SANG lacked credibility in many communities because of its link with government organisations. SANG has pointed out that this is changing. □

November 28 to December 4 1991



Women farmers make their mark

WOMEN are the main producers of agricultural goods in many developing countries, according to a report in *Finance and Development*, published jointly by the World Bank and the International Monetary Fund.

The report's author, Ms Katrine Saito, says women are responsible for about three-fourths of food production in some parts of the developing world, but agricultural services are usually geared towards men.

Because women play such an important role in agriculture, food processing and crop marketing governments need to be sure they benefit fully from agricultural support services, says Saito, a senior economist in the World Bank's Women in Development Division.

"The evidence clearly shows that despite a growing awareness of the need to reach women farmers, these services - considered to be prerequisite for widespread and sustained agricultural development - are generally geared towards male farmers," Saito says.

"Bias is evident in the delivery of extension, which is generally provided by male agents to male farmers on the falacious assumption that the message will trickle across to women," she adds.

Technology

"Bias is also evident in the message itself, which tends to ignore the unique workload, responsibilities and constraints facing women farmers."

Saito explains that women often lack access to information, technology and credit that would enable them to step up production. In most of the developing world, for example, women are by-passed by formal credit systems because they lack collateral - usually land title - have

Sometime 28/11/91
**But men
perceive
them only as
housewives**

lower levels of literacy and face cultural attitudes that discourage lending to women.

The first step in finding a solution to these problems is to learn more about women farmers in developing countries.

Agricultural development experts need to understand the range of activities pursued by women farmers - both agricultural production and processing - and the particular constraints they face as women.

All this information must be fed into research networks that can develop techniques for assisting women in increasing production and earning higher incomes.

Once these techniques are developed, Saito says, the challenge lies in ensuring that assistance reaches women farmers.

The goal is to find a method "suitable for the local traditional culture, financial and human resources and institutional arrangements," she adds.

Attitudes

Studies have shown that communication with women farmers is improved when female agricultural-extension agents carry the message. One of several ways to increase the number of women extension agents in developing countries is to create incentives for women to attend agricultural schools.

But Saito warns that male extension agents will remain the norm for many years, so efforts must be made to help men over-

come attitudes that can undermine programs for women.

A recent study of five countries found that most male agents perceived women as wives of farmers, rather than farmers in their own right, she points out.

Using farmers' groups, rather than individuals, as the recipients of extension services is a cost-effective way of reaching farmers,

especially women.

"In many developing countries, there is a long tradition of women forming groups to exchange labour, mobilise savings and credit, provide self-help and carry out social and ceremonial functions," says Saito.

These groups can serve as a channel through which resources and information from government agricultural agencies can flow.

The groups can also serve as a means for sharing expensive equipment and distributing inputs, such as fertilisers and other goods used in the production of crops and other agricultural goods.

Illiterate

Lack of education poses a serious obstacle to providing services to women farmers, Saito explains.

"Throughout the developing world, women tend to be less educated than men, severely compromising access to agricultural extension and the ability to comprehend and use technical information."

She points out that in Africa the adult male literacy rate is almost twice that of women and in Bangladesh and India, more than 80 percent of rural women are illiterate, compared to 60 percent of rural men.

Because of the high rate of illiteracy, women in these areas are less able to benefit from written agricultural extension services.

Making sure that women farmers are able to benefit from extension services is crucial. But women, faced with the dual responsibilities of home and work on the farm, cannot attend courses at training centres, even if transport is provided.

Training should therefore be brought to women where they work and live, Saito says.

Mobile training units can accomplish this, but the mass media hold the greatest potential for reaching women.

"Radio has a long history as a communication tool, particularly in agriculture. Its low cost and wide reach make it a relatively simple, effective technology, especially among illiterate farmers and those living in cultures where separation of the sexes is important."

Guidance

Television and video tapes may also be used in some areas.

Finding ways to make sure agricultural extension services reach women is a relatively new field and much remains to be learned, Saito says.

Pilot programmes underway in a number of countries are providing guidance on the best ways to integrate women into the agricultural extension system and the most likely problems to emerge in different social and economic environments.

PROPERTY

Education for the community

Sowetan 28/11/91

Property Reporter

THE National School Building programme, which the IDT has evolved through intensive community participation, is designed to confer greater authority on parents and interested parties with legitimate interests in education.

It should be noted that this programme can be adapted to the building of clinics providing primary health-care services, says a statement from IDT this week.

Part of the initiative was the innovative idea of conferring ownership on community trusts in appropriate circumstances.

The trusts consisting of local, business and educational leadership would contribute to the cost of the school, take decisions concerning locality, the multipurpose capacity of the school, the use

of the schools inter alia for adult education/literacy advancement.

The communities would lease the school to the authorities at an agreed, fair and reasonable rental or make such other arrangements with the education authorities to ensure funding for the school. The whole process would be underpinned by a R300 million grant from the IDT, the statement said.

One of the major advantages of an international loan is that it would focus

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investors' attention on the development needs of the country. It would also attract new investors in order to direct resources which would probably not be invested in this country, not only into conventional areas of investment in the region, but to support socially beneficial initiatives.

These initiatives, their purpose and structure, were explained to a range of key leaders both inside and outside South Africa and elicited widespread

support.

The IDT remains determined to pursue them with internal and external funds generated by both grants and loans.

The statement said the IDT "is deeply concerned at the deterioration of the social fabric of our society and is distressed that poverty and disadvantage are not being addressed with all the means and resources that can be mustered".



Girls can help beat poverty

28/11/91
Sowjetan

'Even though society gains when women are educated, for many parents, the returns on a daughter's education are uncertain and remote'

MAKING sure that girls and boys have equal access to education is not just a matter of social justice.

It's also a matter of economics, says Ms Barbara Herz, chief of the World Bank's Women in Development Division.

Research has shown that educating girls can help developing countries tackle poverty, population growth and poor health conditions.

Education creates opportunities for girls to enter the labour force and be more productive when they become adults, Herz explains.

Children

When women have jobs, they have higher incomes, they often choose to have smaller families, and they can afford to make sure their children are well fed and have access to health care and schooling.

The economic and social returns on investment in education for girls are substantial and

The World Bank, which is grappling with increasing poverty in the Third World, has suggested that educating girls plays a major role in reducing poverty. This article is reproduced from World Bank News.

on the whole probably greater than those for boys," says Herz.

But despite these findings girls in many developing countries have less access to education than boys. One reason for this "female education paradox," Herz says, is that parents with limited incomes find that there are too many costs - and too few benefits - from their perspective - associated with sending their daughters to school.

Even when the government provides free schooling, education can be expensive. Parents often have to pay for textbooks, transport and proper clothing, Herz says.

For cultural reasons, many poor families faced with these costs are more likely to send only their boys to school.

And in some cultures, parents depend on their daughters for most of the household chores, such as fetching wood and water and preparing food. Sending daughters to school would mean forfeiting a significant amount of household labour.

"Even though society gains when women are educated, for many parents, the returns on a daughter's education are uncertain and remote," the World Bank official says.

Customs

Parents may be sceptical of their daughters' ability to get good jobs or income.

"Or they may feel weaker ties with their daughters if they marry out of their natal families or if customs discourage

parents from accepting assistance from their daughters when they become wage-earning adults.

Herz says a vicious circle has emerged in many countries. "Girls are kept home to help the family subsist day to day. Uneducated, they cannot compete with boys for wages when they grow up.

"Women earn less, so education is provided mainly to boys. And so girls are kept home." Culture may reflect and reinforce economic realities, she adds.

If governments are interested in combating poverty, improving the wellbeing of families, and slowing population growth, they need to make it easier for parents to send their daughters to school, Herz says.

Governments can start by reducing some costs. "Some of the measures governments can take involve special subsidies for girls' education," Herz says.

STAR 28/11/91

Eskom to

erect schools

Eskom's north-eastern Transvaal region is to erect schools at townships in Sabie and Barberton. Regional manager Hennie Huyser said yesterday the project was part of Eskom's social involvement programme. The two pre-fabricated schools, which will have electricity, will be completed by the end of the year.



BUTHELEZI



FW DE KLERK



NELSON MANDELA

IDT is still pursuing Eurobond issue

Sowetan
28/11/91
SO

THE Independent Development Trust yesterday said that, while it was proceeding with its Eurobond issue - to help fund a national school and clinic building programme - it would do so at an appropriate time next year.

In a statement issued in Cape Town, the Board of Trustees said: "Prior to seeking \$100 million (about R300 million) loan, the IDT received explicit support from key political leaders including State President FW de Klerk, Chief Minister Gatsha Buthelezi and ANC Mr Nelson Mandela to raise an international loan for its development programmes.

"The IDT pursued this course of action because it believes that the participation of the communities involved is essential for the success of all its development work."

However, shortly before the first presentation in London was to be made by the IDT in the middle of October in support of this initiative, the ANC claimed that its support was confined to grant funding, not to the raising of loan finance.

It is clear that this statement which was subse-

By JOSHUA RABOROKO

quently ascribed to a misunderstanding, was insupportable. Opposition to the presentation was withdrawn and these proceeded on the basis that such misunderstanding as may have occurred would be resolved after the return of the delegation.

Following further discussions, it appears that despite the support originally given to the venture, the ANC now regards the inflow of loan funds for a National School Building programme - to which IDT is to devote R300 million of its own resources - as being in conflict with its policy on financial sanctions.

The delays these events caused and the confusion created by the contradictory statements have affected the IDT's capacity to access the market at this time.

In these circumstances, the board of trustees at its meeting this week, reaffirmed the independence of IDT, and resolved as follows:

It would proceed with the establishment of a National School Building Trust and would apply

R300 million of its own resources; and

While it would not be able to enrich with the \$100 million loan in the current year, the trustees would in their sole discretion, but with all the support they can muster, aim to do so at an appropriate time in 1992.

In particular - as was always intended - it would continue to seek private sector and community involvement in this programme. In this way it will hopefully be able to limit the damage caused by the delay.

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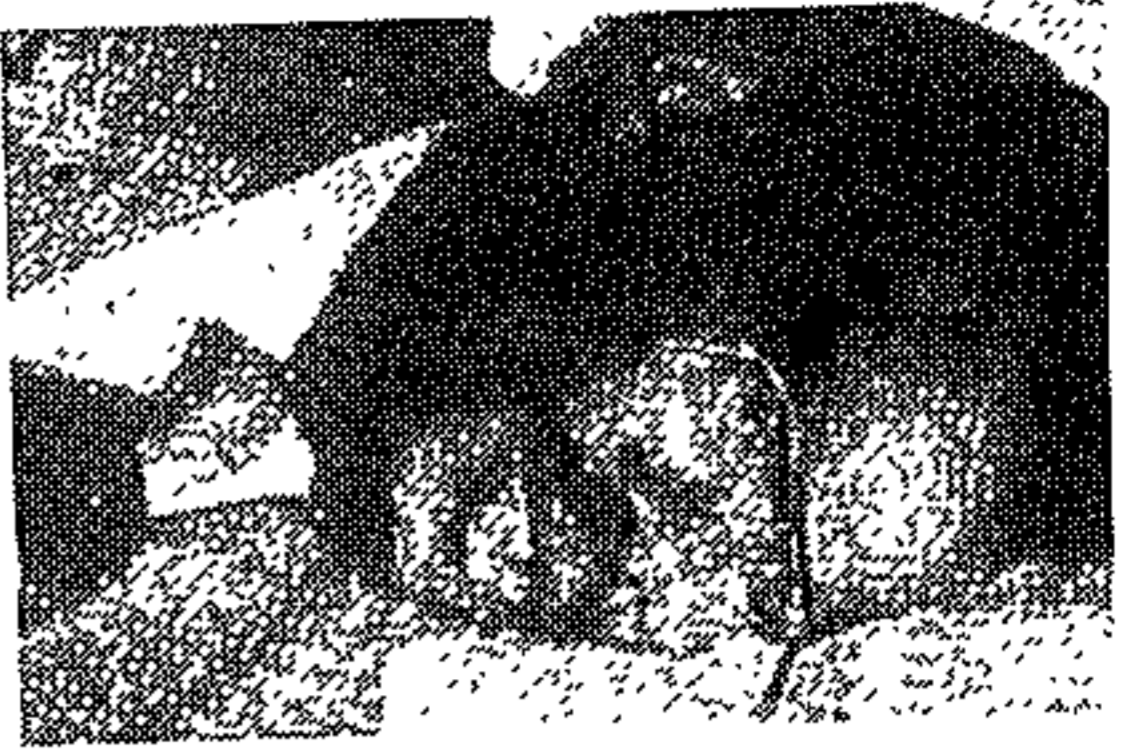
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BUTHELEZI



FW DE KLERK



NELSON MANDELA

IDT is still pursuing Eurobond issue

*Source
28/11/91
SO*

THE Independent Development Trust yesterday said that, while it was proceeding with its Eurobond issue - to help fund a national school and clinic building programme - it would do so at an appropriate time next year.

In a statement issued in Cape Town, the Board of Trustees said: "Prior to seeking \$100 million (about R300 million) loan, the IDT received explicit support from key political leaders including State President FW de Klerk, Chief Minister Gatscha Buthelezi and ANC Mr Nelson Mandela to raise an international loan for its development programmes.

"The IDT pursued this course of action because it believes that the participation of the communities involved is essential for the success of all its development work."

However, shortly before the first presentation in London was to be made by the IDT in the middle of October in support of this initiative, the ANC claimed that its support was confined to grant funding, not to the raising of loan finance. It is clear that this statement which was subse-

BY JOSHUA RABOFOKO

quently ascribed to a misunderstanding, was insupportable. Opposition to the presentation was withdrawn and these proceeded on the basis that such misunderstanding as may have occurred would be resolved after the return of the delegation.

Following further discussions, it appears that despite the support originally given to the venture, the ANC now regards the inflow of loan funds for a National School Building programme - to which IDT is to devote R300 million of its own resources - as being in conflict with its policy on financial sanctions.

The delays these events caused and the confusion created by the contradictory statements have affected the IDT's capacity to access the market at this time.

In these circumstances, the board of trustees at its meeting this week, reaffirmed the independence of IDT, and resolved as follows:

It would proceed with the establishment of a National School Building Trust and would anv-

R300 million of its own resources; and

While it would not be able to enrich with the \$100 million loan in the current year, the trustees would in their sole discretion, but with all the support they can muster, aim to do so at an appropriate time in 1992.

In particular - as was always intended - it would continue to seek private sector and community involvement in this programme. In this way it will hopefully be able to limit the damage caused by the delay.

NECC calls for negotiating forum

The National Education Co-ordinating Committee (NECC) has called on the government to immediately establish the National Negotiating Forum for Education and Training to restructure school curricula.

According to NECC general-secretary, Ihron Rensburg, even though the Pre-Tertiary Education Curriculum Model (PTECM) was due for implementation by 1995, it was a significant step towards an integrated education system.

extra-parliamentary organisations and other interested educational organisations on the implementation of the programme. He said a democratic integrated education system could be established and implemented only when there was wider participation. He identified "several controversial measures" in the PTECM as part of a modular plan for language and language instruction which was still "a matter of intense debate within the country and within the NECC's National Educational Policy Investigation".

This included the formulation of frameworks for individual subjects through framework committees, whose characters and participation were unclear. This left "local communities" with the option of determining syllabi and subject content. "The net effect of the PTECM is that there will be no single syllabus in the country, but the syllabus will differ from region to region and from school to school."

"With the PTECM, communities which gained control of a local school would have the right to define the culture and presumably decide which children were appropriate for selection. If a child did not have Afrikaans or Zulu as a first language, the child would not be eligible for the school in question," he said. Communities which controlled key resources would probably be able to retain privileges already secured by the time the PTECM was implemented, he added. "We demand that the government calls a moratorium on all new syllabi and textbook development, including the Education Renewal Strategy and its National Training Strategy," Rensburg said. He said this was necessary to avoid curriculum reconstruction from turning into a political struggle.

New Nation

(Learning Nation)

29/11-5/12/91

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**Regulasiekoerant
Regulation Gazette**

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PRETORIA, 29 NOVEMBER 1991

No. 13646

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: RAAD VAN AFGEVAARDIGDES

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 2819

29 November 1991

WET OP ONDERWYS VIR INDIËRS, 1965: WYSIGING VAN DIE REGULASIES BETREFFENDE DIE ADMINISTRASIE VAN EN DIE BEHEER OOR DIE GELD WAT VIR STAATSKOLE OF STAATSONDERSTEUNDE SKOLE INGESAMEL WORD

Die Minister van Onderwys en Kultuur het kragtens artikel 33 van die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965), en in oorleg met die Minister van Begroting, die regulasies in die Bylae hiervan vervat, uitgevaardig.

BYLAE

Omskrywing

1. In hierdie regulasies beteken "die Regulasies" die regulasies afgekondig by Goewermentskennisgewing No. R. 694 van 6 Mei 1966, soos gewysig by Goewermentskennisgewings Nos. R. 235 van 28 Februarie 1969, R. 1790 van 8 September 1978 en R. 2590 van 15 November 1985.

Wysiging van regulasie 1 van die Regulasies

2. Regulasie 1 van die Regulasies word hierby gewysig—

(a) deur voor die omskrywing van "komitee" die volgende omskrywing in te voeg:

" 'Direkteur-generaal' die Direkteur-generaal: Administrasie: Raad van Afgevaardigdes;";

(b) deur die omskrywing van "Uitvoerende Direkteur" te skrap;

(c) deur na die omskrywing van "komitee" die volgende omskrywing in te voeg:

" 'onderwyshoof' die beampte beoog in artikel 2 van die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965);"; en

977—A

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF DELEGATES

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 2819

29 November 1991

INDIANS EDUCATION ACT, 1965: AMENDMENT OF THE REGULATIONS RELATING TO THE ADMINISTRATION AND CONTROL OF SCHOOL FUND

The Minister of Education and Culture has under section 33 of the Indians Education Act, 1965 (Act No. 61 of 1965), and in consultation with the Minister of the Budget, made the regulations contained in the Schedule hereto.

SCHEDULE

Definition

1. In these regulations "the Regulations" means the regulations published under Government Notice No. R. 694 of 6 May 1966, as amended by Government Notices Nos. R. 235 of 28 February 1969, R. 1790 of 8 September 1978 and R. 2590 of 15 November 1985.

Amendment of regulation 1 of the Regulations

2. Regulation 1 of the Regulations is hereby amended—

(a) by the insertion after the definition of "committee" of the following definition:

" 'Director-General' means the Director-General: Administration: House of Delegates;";

(b) by the deletion of the definition of "Executive Director";

(c) by the insertion before the definition of "school" of the following definition:

" 'head of education' means the officer contemplated in section 2 of the Indians Education Act, 1965 (Act No. 61 of 1965);"; and

13646—1

(d) deur na die omskrywing van "onderwyshoof" (d) die volgende omskrywing in te voeg:

"'ouer-onderwysersvereniging' 'n ouer-onderwysersvereniging ingestel by regulasie 2 van die regulasies afgekondig by Goewermenskennisgewing No. R. 1224 van 30 Mei 1991;"

Wysiging van regulasie 2 van die Regulasies

3. Regulasie 2 van die Regulasies word hierby gewysig deur subregulasies (3), (4), (5) en (6) deur die volgende subregulasies te vervang:

"(3) 'n Komitee bedoel in subregulasie (2) bestaan uit—

(a) in die geval van 'n Staats- of Staatsondersteunde primêre of sekondêre skool—

(i) die prinsipaal, wat ampshalwe die voorsitter is;

(ii) 'n maksimum van twee persone van die skool se onderwyspersoneel wat deur die prinsipaal aangewys en deur die onderwyshoof goedgekeur is; en

(iii) 'n maksimum van twee ouers van leerlinge wat die skool bywoon, welke ouers—

(aa) in die geval van 'n skool waar 'n ouer-onderwysersvereniging saamgestel is kragtens regulasie 3 van die regulasies afgekondig by Goewermenskennisgewing No. R. 1224 van 30 Mei 1991, deur die meerderheid lede van genoemde vereniging benoem moet word;

(bb) in die geval van 'n skool waar nie 'n ouer-onderwysersvereniging kragtens genoemde regulasie saamgestel is nie of waar 'n aldus saamgestelde ouer-onderwysersvereniging weier om sy verteenwoordigers in die komitee te benoem, deur die betrokke prinsipaal aangestel moet word;

(b) in die geval van 'n onderwyskollege of tegniese kollege—

(i) die rektor of prinsipaal, na gelang van die geval, wat ampshalwe die voorsitter is;

(ii) twee persone van die kollege se doserende personeel wat deur die rektor of prinsipaal, na gelang van die geval, aangewys en deur die onderwyshoof goedgekeur is; en

(iii) een persoon van die kollege se administratiewe personeel wat deur die rektor of prinsipaal, na gelang van die geval, aangewys en deur die onderwyshoof goedgekeur is.

(4) Indien 'n komitee nie ooreenkomstig subregulasie (3) saamgestel kan word nie, word dit, ondanks die bepalings van genoemde subregulasie, saamgestel op sodanige ander wyse as wat die onderwyshoof bepaal.

(5) Behoudens die bepalings van subregulasies (6) en (7), beklee 'n lid van 'n komitee die amp vir 'n tydperk van twee jaar vanaf die datum van sy aanstelling.

(6) 'n Lid van 'n komitee ontruim sy amp indien hy onderhewig raak aan 'n diskwalifikasie in regulasie 3 bedoel."

(d) by the insertion after the definition of "head of education" of the following definition:

"'parent teacher association' means a parent teacher association established by regulation 2 of the regulations published under Government Notice No. R. 1224 of 30 May 1991;"

Amendment of regulation 2 of the Regulations

3. Regulation 2 of the Regulations is hereby amended by the substitution for subregulations (3), (4) (5) and (6) of the following subregulations:

"(3) A committee referred to in subregulation (2) shall consist of—

(a) in the case of a State or State-aided primary or secondary school—

(i) the principal, who shall *ex officio* be the chairman;

(ii) a maximum of two persons from the teaching staff of the school, appointed by the principal and approved by the head of education; and

(iii) a maximum of two parents of pupils attending the school, which parents shall—

(aa) in the case of a school where a parent teacher association has been constituted in terms of regulation 3 of the regulations published under Government Notice No. R. 1224 of 30 May 1991, be nominated by the majority of members of the said association;

(bb) in the case of a school where a parent teacher association has not been constituted in terms of the said regulation or where a parent teacher association so constituted declines to nominate its representatives to the committee, be appointed by the principal concerned;

(b) in the case of a college of education or technical college—

(i) the rector or principal, as the case may be, who shall *ex officio* be the chairman;

(ii) two persons from the lecturing staff of the college, appointed by the rector or principal, as the case may be, and approved by the head of education; and

(iii) one person from the administrative staff of the college, appointed by the rector or principal, as the case may be, and approved by the head of education.

(4) If a committee cannot be constituted in accordance with subregulation (3), it shall, notwithstanding the provisions of the said subregulation, be constituted in such other manner as may be determined by the head of education.

(5) Subject to the provisions of subregulations (6) and (7), a member of a committee shall hold office for a period of two years as from the date of his appointment.

(6) A member of a committee shall vacate his office if he becomes subject to any disqualification referred to in regulation 3."

Wysiging van regulasie 4 van die Regulasies

4. Regulasie 4 van die Regulasies word hierby gewysig deur subregulasie (2) deur die volgende subregulasie te vervang:

“(2) Indien ’n lid van ’n komitee om watter rede ook al ophou om sy amp te beklee, stel die komitee, behoudens die bepalings van subregulasie (1) en regulasies 2 (3) en 3, vir die onverstreke tydperk van sy amptstermyn ’n persoon in sy plek aan.”.

Wysiging van regulasie 11 van die Regulasies

5. Regulasie 11 van die Regulasies word hierby gewysig in subregulasie (4) die uitdrukking “R20” deur die uitdrukking “R50” te vervang.

Vervanging van sekere uitdrukkinge in die Regulasies

6. Die Regulasies word hierby gewysig—

(a) deur die uitdrukking “Uitvoerende Direkteur” waar dit ook al voorkom deur die uitdrukking “onderwyshef” te vervang; en

(b) deur die uitdrukking “sekretaris” waar dit ook al voorkom deur die uitdrukking “Direkteur-generaal” te vervang.

Voorbehoudsbepalings en inwerkingtreding

7. (1) Enige bestaande komitee kragtens die bepalings van regulasie 2 (3) van die Regulasies saamgestel om ’n skoolfonds te administreer, gaan, totdat die amptstermyn van sy lede verstryk word, voort om as sodanig te fungeer asof regulasie 3 van hierdie regulasies nie uitgevaardig is nie.

(2) Hierdie regulasies tree op 2 Januarie 1992 in werking.

**ADMINISTRASIE:
VOLKSRAAD****DEPARTEMENT VAN LANDBOU**

No. R. 2817

29 November 1991

WET OP DIE BEWARING VAN LANDBOUHULP-
BRONNE, 1983 (WET 43 VAN 1983)

VLOEDHULPSKEMA VIR VLOEDRAMPGEBIEDE:
WYSIGING

Ek, André Isak van Niekerk, Minister van Landbou: Volksraad, wysig hierby kragtens artikel 8, gelees met artikel 9, van die Wet op die Bewaring van Landbouhulpbronne, 1983 (Wet 43 van 1983), vir sover en in die mate waarin die bepalings van Deel IV van die Grondwet van die Republiek van Suid-Afrika, 1983 (Wet 110 van 1983), op genoemde Wet van toepassing verklaar is, die Tabel van Vloedhulpskema vir Vloedrampgebiede afgekondig by Goewermentskennisgewing No. R. 47 van 15 Januarie 1988, soos in die Bylae uiteengesit.

A. I. VAN NIEKERK,
Minister van Landbou.

Amendment of regulation 4 of the Regulations

4. Regulation 4 of the Regulations is hereby amended by the substitution for subregulation (2) of the following subregulation: ~~20~~ (50)

“(2) If a member of a committee ceases to hold office for whatever reason, the committee shall, subject to the provisions of subregulation (1) and regulations 2 (3) and 3, appoint a person in his place for the unexpired period of his term of office.”.

Amendment of regulation 11 of the Regulations

5. Regulation 11 of the Regulations is hereby amended by the substitution in subregulation (4) for the expression “R20” of the expression “R50”.

Substitution of certain expressions in the Regulations

6. The Regulations are hereby amended—

(a) by the substitution for the expressions “Executive Director”, wherever it occurs, of the expressions “head of education”; and

(b) by the substitution for the expressions “secretary”, wherever it occurs, of the expressions “Director-General”.

Savings and commencement

7. (1) Any existing committee constituted in terms of the provisions of regulation 2 (3) of the Regulations to administer a school fund, shall continue to function as such until the term of office of its members expires as if regulation 3 of these regulations had not been made.

(2) These regulations shall come into operation on 2 January 1992.

**ADMINISTRATION:
HOUSE OF ASSEMBLY****DEPARTMENT OF AGRICULTURE**

No. R. 2817

29 November 1991

CONSERVATION OF AGRICULTURAL RESOURCES
ACT, 1983 (ACT 43 OF 1983)

FLOOD RELIEF SCHEME FOR FLOOD DISASTER
AREAS: AMENDMENT

I, André Isak van Niekerk, Minister of Agriculture: House of Assembly, hereby amend in terms of section 8, read with section 9, of the Conservation of Agricultural Resources Act, 1983 (Act 43 of 1983), in so far as and to the extent that the provisions of Part IV of the Constitution of the Republic of South Africa, 1983 (Act 110 of 1983), have been declared applicable to the said Table of the Flood Relief Scheme for Flood Disaster Areas published by Goewerment Notice No. R. 47 of 15 January 1988, as specified in the Schedule.

A. I. VAN NIEKERK,
Minister of Agriculture.

EDUCATION FM 29/11/91

Nice idea

(50)

Seen against the background of decades of rigidly enforced education apartheid, the new curriculum model contains some remarkable ideological shifts. Issued by the Committee of Heads of Education Departments, it was based on the principle "that equal opportunities for education, including equal standards of education, must be created for every inhabitant of SA irrespective of race, colour, creed or sex."

Whether the model could ever be implemented is another matter. Remember that what is being considered is a curriculum, not practical methods, to address the crisis. Meanwhile, it offers some refreshingly new thinking — though the use of language in the report ("learners" rather than "pupils," "humankind" and "personpower" instead of "mankind" and "manpower") represents trendiness of the wrong kind. There are many long sentences and a profusion of jargon; perhaps it is expecting too much of senior educationalists to use plain language

FINANCIAL MAIL • NOVEMBER • 29 • 1991 • 35

Cont - - - - -

FM 29/11/91

CURRENT AFFAIRS

(50)

in a public document.

The committee acknowledges that "some people did not consider education relevant to all learners in terms of the personpower needs of the country, that the number of learners receiving 'academically' oriented education was too high, that not all learners regarded the curriculums as being equally relevant, and that the perspectives of some subgroups in society were not sufficiently reflected." The new model has many worthy proposals to redress these imbalances. There are sensible contributions on new exit points from the system; on a new certification system; and on vocational training.

At first glance the most surprising recommendation is that Afrikaans should be dropped as a compulsory second language, except in three of the primary school years. This is the kind of provision that might easily have been delayed until political negotiations are much further advanced; the issue of official languages has long been regarded as a key bargaining area. To complicate matters further, pupils in the senior primary phase would be forced to study *all three* languages for three years.

It emerges that the relaxation of language policy is illusory. The model still makes it compulsory to take two languages — choosing from English, Afrikaans and one of nine African languages — for all but the first and last of the 12 years of schooling. If a high school pupil wanted to take a third language (the committee offers Arabic, modern Greek, Latin, Hebrew, French, Portuguese and German), it would have to be done in addition to the two compulsory ones.

There are advantages to this in theory; in practice it cannot happen. The committee appears to imagine that thousands of teachers specialising in the appropriate languages will materialise from thin air. The inclusion of Arabic is symbolic of the absurdity of the recommendation.

Clearly, the committee has not had the courage to recommend English as the only compulsory language, while allowing schools the option of tuition in Afrikaans and pupils the chance to study Afrikaans or an African language if they wish.

The committee points out, quite rightly, that "when studying the model it should be borne in mind that an education practice is already established in SA, and that the intention is not to replace overnight that which is already practice in the curriculum with something totally new."

The committee need not fret. Given the present state of education, there is no danger of anything happening quickly.

There is a shortage of thousands of teachers; too many of those who are in the classroom are undertrained, demotivated and overworked; and, most absurd of all, talented teachers are being laid off through rationalisation based on apartheid budgets. To complete the picture, fully equipped colleges of education stand empty; 400 000 children who should be at school are not.

Otherwise, there's no problem. ■

REVIEW: Shaping the new Constitution

● From PAGE 19

ing in the development of Hansard — is another landmark, giving recognition of a public right to knowledge as to the performance of their supposed representatives in government. And that was of course extended in the United States in more recent times by the Freedom of Information Act, giving recognition to a public right of access to knowledge about the internal workings of the mechanisms of power.

Right the wrongs via information

Access to knowledge was limited in early times by the scarcity of books (although the great library at Alexandria was reputed to contain 700 000 works) as well as illiteracy. But with recognition of a public right to education — belated though it is in this country — coupled with the invention of the printing press and now the technological and communi-

cations revolution, we are fast moving towards the creation of the global library which will be the final summation of the process which Gaius Pollio set in train two thousand years ago. And it is surely in recognition of that process that a new South African constitution should entrench rights of access to knowledge on a scale in

advance of even the United States. With the help of computers, modems and data-banks — publicly available at library centres — the very minutiae of government actions can be placed on record for information and, if needs be, judgment. Whether it be the conveyance from Port Elizabeth to Pretoria of a battered and naked black consciousness leader

in the back of a police vehicle, or the unprovoked invasion of Angola. "National security interests"? A plague on the phrase which has been used by our masters as a cover for murder and massacre. In the 12th century there was an epigram: "A monastery without a library is like a castle without an armoury." Today it can be said that a public without knowledge is a people without power.

Right the wrongs via information

w/ Mail 29/11 - 5/12/91 (50)

CONSTITUTIONS are intended to protect potential victims from the abuse of power, so the job of constitution-making rightly belongs to the millions of South Africans with the experience of victimisation.

And, looking back over the sorry history of the abuse of power in the apartheid era, those constitution-makers should perhaps take heed of one constant; the instinct which those in power showed to hide their activities from the public gaze.

The military took refuge behind the Defence Act for their murderous attacks on neighbouring states; the police hid behind the Police Act to beat, electrocute and kill; con artists in positions of political authority exploited sanctions-busting subterfuge to cheat and rob the country and the Nationalists used the whole paraphernalia of secrecy laws in general to hide — at least from their own constituency — the disastrous path down which they were leading South Africa.

Taken together, these two facts — the need for the victims of yesteryear both to involve themselves in constitution-making and the need to combat state secrecy — suggest that a crucial part of South Africa's new constitution should be guaranteed access by the public to information. And by demanding it they will be placing themselves in the vanguard of a process which stretches back over centuries.

Recognition of the public "right to knowledge" has a long history in western civilisation, which can perhaps be said to have begun with the

The victims of apartheid must take a part in constitution-making and the secrecy in the 'interest of security' must end for South Africans to ensure their freedoms.

By ROSS ST JOHN

concept of the public library.

It was as long ago as the first century BC that Gaius Pollio used war booty to build a library in Rome's Temple of Libery which, in the words of Pliny, made "the ingenuity of man a public thing".

And the principle continued to be recognised down the ages — through the mediaeval period, when the monasteries routinely allowed access to their great collections, down to the late 19th and 20th century when the task of bringing information to public attention became pro-active with the development of the municipal and circulating libraries in Europe and America.

It was not without opposition, rulers justifiably fearing the empowerment of the people inherent in the spread of knowledge.

In the mid-19th century, when the House of Commons debated legislation to promote the development of libraries, opponents warned that they would become "schools of political agitation".

The idiocy of which remark perhaps explains the rear guard action fought by the Commons to prevent publication of its own debates.

The well-known triumph of the British press in this respect — result-

To PAGE 22

The crisis in black schooling must be urgently addressed, warns Joe Latakgomo

Education enters injury time

Star 8/10/91

(50)

If only half the energy being expended on getting back into international sport could be directed towards resolving the school boycotts, South Africa could be well on the way towards being the economic engine for sub-Saharan Africa.

But while there is a flurry of activity on the sports front, the education crisis seems to have been relegated to the backburner once more.

The difference is that the sports boycott affects all: whites, Indians, coloureds and Africans. The education boycott affects only Africans and, to some extent, coloureds.

History tells us that the Xhosa prophet, Nongause, called on the Xhosas not to plant crops one year, and prophesied that war heroes of the past would rise from the dead, and the sun would rise from the east and at midday return to the east again. They were also to kill all their livestock. That day, the whites would be driven into the sea, and they would be free.

There have been different interpretations of the Nongause story, with some arguing that it is a prophesy that will still come to pass. It was seen as a dire warning to be careful of such prophets and doomsayers.

This week, the countdown begins as black pupils prepare for the final examinations. Whether the examinations are for junior certificate or for matric, the truth is that there is very little time left to prepare. Also, there has been very little effective schooling in most black schools.

Many who believed since 1976 in the slogan of "liberation first, education later", are finding that the liberation torch they have been carrying is burning shorter and shorter, and burning their fingers. At the same time, uhuru seems to be receding, and the hostile real world is not about to accommodate them.

This group has been termed the "marginalised youth", and has been categorised as youths between the ages of 16 and 30. It is a

group that any political party with ambitions of government will have to deal with, and whose interests will have to be accommodated in any new South Africa.

The announcement last week that empty white schools would be handed to blacks, was met with renewed hope. And yet, with the whole system in shambles, increased spending on black education has done little to address the real problem of boycotts. The crisis has been the subject of numerous conferences, workshops and seminars. Even the World Bank has been investigating black education, with six visits having been made and a seventh on the cards.

Political organisations have, meanwhile, spent much time dealing with sports and South Africa's return to the international fold. Last weekend, a workshop recommended that all sports, cultural and academic and visa restrictions on South Africa be lifted. The National Olympic Committee of South Africa also lifted the moratorium on tennis, and said

more sports codes could be given the green light to stage international tournaments.

When schools closed three weeks ago, the South African Democratic Teachers' Union called on children to ignore the closing, demanding that black schools have the same schedule as white schools. Last week, when the schools reopened, there was the usual uncertainty, with some children taking advantage of the confusion and creating further chaos.

Children have, indeed, become ungovernable, teachers have lost control, and there is far too little community involvement — because community leaders of note are refusing to participate in what they perceive to be the undemocratic processes of organisations on the ground, where the agenda is political rather than educational.

Attendance at schools is low. The pattern has been consistent: the first term is one of chaos, as teachers try to cope with registration and meeting the demand for

equipment. Very little schooling takes place.

This year, because of the "back to school" call, the large intake simply overwhelmed the teachers. In some cases, the students took over the administration of the schools, and even kicked out the teachers or principals. The "student power" that could have been constructively used, was simply abused.

In the second term, things become more stable, but with discipline still lacking. Attendance is irregular — most children turn up about 9 in the morning and leave the school at about midday.

In the third term, disruptions on a much larger scale occur. The Congress of South African Students called this year for a "week of action", and confrontations occurred between it and the Pan Africanist Student Organisation and the Azanian Students' Organisation.

The National Education Crisis Committee's campaign of mass occupation of unused white schools also resulted in disrupt-

tions in black education. The Assistant Director of Education for Northern Transvaal, Joe Sekese, called on parents to urge children to give education top priority, and warned that reconstruction and further development of South Africa depended on a well-educated population. The reality, however, is that black school children have not been to class for half the academic year, when the matric results are announced, there will be the usual outcry over the bad pass rate, and then we will start all over again, repeating the same process of expressing outrage and shouting slogans, with the same result next year. "And thousands died of starvation, and the white man is still here..." So ends the Nongause story. How many thousands are starved of education? How many have died spiritually, mentally? The youth is not just marginalised. It is brain-dead. □

Teachers 'must set example'

By Sapa and
MONWABISI
NOMADLO

THE president of the South African Democratic Teachers' Union (Sadtu), Shepherd Mdladlana, on Thursday issued a fresh call for pupils and teachers to revive a culture of learning to prevent further catastrophes in black education. *C/PRES 13/10/91*

Mdladlana's appeal was made in his presidential address at the first national congress in Johannesburg of the fledgling union.

"We have to set an ex-

ample to our communities and schools. The culture of learning is gone. We must bring it back," he urged about 700 delegates and observers at the congress.

Mdladlana blamed the South African Government for the crisis in black education, charging that its attempts to normalise schooling had failed.

"We, instead, must make sure that our children go to school to learn and we, as teachers, go to school to teach.

Meanwhile, education in KwaNdebele ground to a halt this week as teach-

ers went on strike in solidarity with four of their colleagues who have been suspended without pay by the homeland's education authorities.

According to a source, the four were suspended for allegedly refusing to be transferred from their schools as a disciplinary measure after they had taken part in a march on May 16 in which teachers demanded the opening of the Kwandebele College of Education.

He said the teachers were also demanding that schools be allowed to set their own examination papers.

Giving students what they need

8/Dec/91 15/10/91
THE Private Sector Education Council (Prisec), an independent body set up in April last year with Sacob as a founding member, has had great success in making inputs to government.

It has also been recognised as an authoritative spokesman on education, says Prisec secretary Gerrie Bezuidenhout.

Prisec represents various employer organisations which felt a need to present a united front to government in setting out what they require from the education system.

"It is a way of influencing government's education policy," says Bezuidenhout.

"Individual private sector bodies have for years been concerned with and frustrated by the inability of the education system to

produce sufficient pupils and students who have life and work skills that enable them to be employed or to create employment for themselves and others."

There is a shortage of skilled technological and technical and commercial-ly orientated people and management staff, he says.

Prisec aims to work constructively, creatively, positively and pragmatically for an education system that is non-racial, non-sexist, unified and decentralised; that is legitimate, appropriate and affordable; that gives pupils and students life and work skills that enable them to be employed; and that gives the private sector as well as other interest groups and stake holders the right to be consulted about the goals, content, processes and

structures of education.

"Our mission is to be actively involved in the ongoing development of a non-racial, relevant and legitimate national education system which will encourage optimum economic growth and equip each user to cope with the responsibilities of life in a democratic society," Bezuidenhout says.

Prisec member organisations include the Afrikaanse Handelsinstituut, the Building Industries Federation of SA, the Chamber of Mines, the Steel and Engineering Industries Federation of SA and Sacob.

Each member organisation is represented on Prisec by two people and the chairman is currently Toyota SA personnel and

industrial relations director Theo van den Bergh.

He is also active in the Afrikaanse Handelsinstituut and Sacob.

Prisec was the only non-government organisation to make representations to the Department of National Education regarding its education renewal strategy, Bezuidenhout says.

"The aim of the investigation is to change the education system to eliminate inefficiency and to more adequately address the needs of the country."

Currently, Prisec is looking at government's national training strategy and, after input from its members, will make a submission that will hopefully sway government to considering the needs of the private sector when formulating a new policy, he says.

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Zero-rated

Death in a doorway



Pupils exempted from VAT strike

Sowetan 16/10/91

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By PHANGISILE MTSHALI

PUPILS have been exempted from the proposed two-day general strike on November 4 and 5 against Value Added Tax.

Six organisations involved in education announced yesterday that "examinations on the relevant days should continue as planned" and called on pupils to present themselves at examination centres.

The organisations are the Union of Democratic University Staff Associations, South African Students Congress, National Education Coordinating Committee, South African Democratic Teachers Union, Congress of South African Students and the Azanian Students Convention.

The organisations said in a statement: "While education organisations will not be directly participating in the general strike, we wish to re-iterate our support for its demand."

"In the event that our organisations should be called upon to participate in future actions after the examinations, we shall not hesitate to do so."

They called on all parents and community organisations to support pupils and teachers during "this critical period".

In a separate statement, trade union federations Cosatu

To page 2

Pupils told to stay out

Sowetan 16/10/91

From Page 1

and Nactu also urged pupils to disregard the call for a general strike and for teachers "to continue assisting pupils".

NEGC general secretary Mr Ihron van Rensberg said his organisation had declared a moratorium on all forms of mass action until after the examinations.

"We have also embarked on internal discussions among education organisations as far as mass action in education is concerned."

"We hope to decide on guidelines that will ensure that mass action is not detrimental to effective learning and teaching before the schools reopen next year," he said.

Meanwhile, a strike by teachers at KwaNdebele has entered its third week.

urgently reviewing the developing crisis caused by the increasing number of squatter camps.

More land should be set aside in the Durbanville, Kraaifontein and Fisantekraal areas.

area placed on housing development, Klapmuts was being investigated with further development at Mbekweni.

Relax the academic boycott, says Azapo

AZAPO's education secretariat head Gomolemo Mokae yesterday called for selective relaxation of the academic boycott and sanctions to uplift traditionally black tertiary institutions.

Addressing an affirmative action conference at the University of the North, Mokae said the most im-

8/Day 18/10/91
ANTHONY NDLOVU
portant consideration of affirmative action with regard to black tertiary institutions was the need for an aggressive programme to kill the pariah "bush college" status of these institutions.

He said tertiary institu-

tions providing exclusively for blacks educational needs like the University of the North, Fort Hare, Zululand and the Western Cape have had an unfortunate history. Set up by the regime on ethnic lines in tandem with its divide-and-rule policies, "they came to be viewed as so-called bush colleges by the black com-

munity itself, as well as the world at large". (50)

"Affirmative action was not apartheid in reverse, but victims of racial oppression and capitalist exploitation over three centuries are deserving of an aggressive programme based in their favour to redress past educational imbalances," Mokae said.

Issues in Education 2

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The Rise of the Student Movement

New Nation

(Learning Nation) 11/11/91

The mass education movement was born on the streets of Soweto in June 1976 and from that point, student resistance in South Africa took on a new character. But what was it that sparked the mass revolt against Bantu Education, and how has the education struggle unfolded since?

We saw last week how Bantu Education was introduced in 1953, ten years after the Nationalist Party came to power. Protest against it, and other "own affairs" counterparts, was crushed by harsh repression during the 1960s. This period also saw the growth of monopoly capitalism in industry and an increasing demand for skilled labour.

Government insistence that blacks need only be trained to become "hewers of wood and drawers of water" (apartheid architect H.F. Verwoerd) meant there was a huge shortage of skilled labour. For example technical training for Africans had been prohibited in the cities. Few black universities and colleges existed and then only in the rural areas. The state provided little secondary education for Africans in the townships, and the job colour bar was still widely practised. Through influx control the state had tried to force Africans into the bantustans and limit the urban workforce to migrant labourers.

But now industrial needs were changing, and in response to the bosses' cries, the state began to put a lot more money into mass schooling for urban Africans. Between 1970 and 1975, the number of secondary school students rose from 122 489 to 318 568.

While this created greater expectations for a whole generation of teenagers, it also caused massive overcrowding, and job opportunities did not really exist. As someone put it (and this is still true today): "A driver's licence was more useful than a matric certificate."

At the beginning of 1976, the state restructured African schools from a 13 year curriculum to a 12 year curriculum, sending pupils from the last two years of primary school into the first year of secondary school. Frustration and anger were growing, and when the Minister of Bantu Education instructed that half the school subjects in Standards Five and Six be taught in Afrikaans - "the language of the oppressor" - it triggered an explosion of resentment.

The 1976 uprising

Students boycotted Afrikaans-medium lessons and refused to write their exams in the hated language which for years had been used to govern the lives of workers on the factory floor, and issue police orders.

On June 13 1976, Soweto students formed a representative 'action committee' with two delegates from each school. This body became the Soweto Students' Representative Council, and three days later it organised 20 000 students to meet at Orlando Stadium in a peaceful demonstration against the use of Afrikaans.

They were answered with bullets, and 13-year-old Hector Peterson became the first of over 700 victims of the uprising, which spread and grew in fervour over the following months.

It was not a coincidence that student militancy had reached such great heights. They had been inspired by many events: a renewed wave of wage strikes since 1973 (more than 90 000 workers downed tools that year) and the overthrow of colonial regimes in Angola, Guinea-Bissau and Mozambique in 1975.

Although not organisationally very strong, black consciousness offered students a positive cultural identity, a new political awareness and a will to fight back. SASO and its high school wing, the South African Students' Movement (SASM) were active in the student move-



ment, until 'Black October' 1977, when the government banned 19 political organisations. Steve Biko was murdered and thousands were arrested and detained.

More than 4 000 students, frustrated at having had to face the armed forces with empty hands, fled to guerrilla training camps in neighbouring countries. Those who remained learnt at least two basic lessons: education, struggle and politics cannot be separated, and students cannot lead a revolution on their own.

The state lost the battle for the hearts and minds of black youth on the township streets in 1976, and two major waves of student resistance followed: 1980/81 and 1984-86. Black schooling has been more or less continually disrupted since 1980.

The 1980 Boycotts

In February 1980, boycotts began at 'coloured' and African schools in the Western Cape. The SRCs at schools came together to form the Committee of 81. Students demanded free and compulsory education for all, that student should have the right to form SRCs, that expelled pupils should be readmitted, and that armed police should leave schools and campuses.

Student-worker solidarity increased, and schools became bases for organising consumer boycotts in support of a red meat and sweet factory workers' strike. Political education was conducted through 'awareness programmes' in classrooms. The boycott spread northwards and more than 77 African schools were closed by July 1981.

Student movements inspired new mass organisations in the 1980s: in 1983 the Congress of South African Students (COSAS) was one of the founder members of the United Democratic Front. Student activists were prominent in the formation of youth congresses and many became key figures in the trade union movement.

The 1984-'86 student struggles

In 1983, matric results were greeted with claims of corruption and manipulation. The pass rate had been dropping steadily and in Atteridgeville near Pretoria students found unmarked scripts from the previous year at school - after the results had been published!

In the Eastern Cape town of Cradock, popular teacher and activist Matthew Goniwe was transferred to Graaf-

Reinet and detained. Community protest spiralled and the region exploded. Goniwe was later mysteriously assassinated.

School and community youth organisation was revived, unleashing a powerful reservoir of radicalism. For two years the school youth were pivotal in a period of intense class struggles that drew in the workers and the unemployed of the townships in their thousands. The struggles became far more than education issues as the schools and townships became battle-grounds for contested power with the state. What began as a series of school boycotts ended up as a struggle for "people's power" - from the SRC, to the street committee, to civics and people's courts. The tide of militancy had an impact on all classes in South Africa, on the state and on the main political organisations. PW Botha's reform strategy was shattered as the state was forced to use two states of emergency to suppress all political action. The move towards trade union unity and the formation of COSATU was speeded up as the militancy inspired workers in the industrial sphere as well. The 1984-'86 uprising also revitalised the ANC as a mass organisation, officially banned, but alive in the image of the civic, the SRC and the structures of People's Power.

But the student-inspired militancy also had serious shortcomings: the struggles were largely confined to the schools and townships; students were often impatient with parents and older people; the building and sustaining of structures was neglected as the revolt continued; and as students became more desperate they began enforcing stayaways and consumer boycotts undemocratically.

Black education had totally collapsed. Out of 25 584 Department of Education and Training (DET) matric students in 1985, only 10 523 wrote the finals and less than half of those who wrote passed.

The National Education Crisis Committee was formed and called for "People's Education for People's Power." But the educationists in NECC were not clear about the relationship between student structures and militancy and curriculum design and content. People's Education became a rallying call with little clear content, and schools degenerated into sites of demoralisation and tension. It was only in 1987 that battle-weary students returned to school, but with very little possibility of effective schooling and with a sense of frustration that their sacrifices had not brought about the People's Power they had fought for.

While political leaders engage in stop-start talks on an educational dispensation — talks that seem to have hit stop mode again — ordinary teachers, too, are wondering what form nonracial education will take when it eventually arrives.

With this in mind, and to place itself in a better position to participate in and influence the outcome, the Natal Teachers' Society (NTS) established four task groups a year ago to examine multicultural education.

Last week the groups released their reports. Though not yet official NTS policy — the reports have yet to be debated by members — they lay the groundwork for what organised teaching sees as the likely form of education in Natal and KwaZulu.

There were lots of overseas models to look at but with one big difference. While many Western democracies have spent the decades since World War 2 developing schooling to accommodate the different needs of immigrant minorities, SA has, instead, an indigenous majority historically placed outside the mainstream Western industrial culture on which the school system has developed.

This presents problems, which Alex Coutts, vice-rector of Edgewood College of Education, says could be contentious and traumatic for communities affected during the process of integration into a common school system.

Coutts headed the task group examining

Continue →

the implications of multicultural education and concluded that accommodating the majority into the system would entail an inevitable measure of Africanisation and Orientalisation, with the real possibility of white flight.

"The historical legacy of lower standards and disrupted schooling experienced by many children will necessitate bridging programmes, affirmative action and academic support if we are to accommodate the diversity," he says.

Other problems identified with the implementation of multicultural education are racism, culture and ideology, socio-economic class issues and gender inequalities, particularly in traditional societies where the roles and social status of women tend to be subordinate to those of the male.

The report rejected outright the three models of schooling proposed by outgoing Education Minister Piet Clase, by saying the models remained rooted in inherently discriminatory laws.

Broadly, the report suggests the future integration of SA's disparate schooling systems into a single, unitary system based on a multicultural dispensation with tolerance and flexibility to accommodate diversity.

It also suggests that communities that "wish to implement an assimilatory model should be allowed to do so, while existing powerful nationalisms and ideologies can be

accommodated only by the continued acceptance of religion or language-based schools." Clearly ruled out, however, are schools based on race.

A contentious issue is going to be curricula and a second report based its findings on a weighted survey of NTS members, roughly representing a broad cross section of white teachers in Natal.

This showed little confidence in the present curriculum with suggestions for a new one including:

- More emphasis on "learning how" rather than "learning that";
- Greater preparation for a life of work;
- Current affairs should be included;
- Decentralisation of control over schools;
- Teachers should have a greater say in curriculum matters;
- More emphasis on studying an African language; and
- Textbooks should be reassessed for possible gender or racial bias.

Brian Jarvis, a senior head of department at Edgewood College of Education, noted in his group's report that teacher education was also going to have to undergo fundamental changes.

This would include moving away from the rigid adherence to a four-year programme for student teachers. An alternative could include restructuring the programme to offer a greater number of options — for example,

having an initial, common two-year programme, after which different categories of students would emerge.

This would see what the report called "competent classroom practitioners" able to fill posts immediately and continuing, if they wished, to further studies later. ■

(50)

19/10/91



Picture: DALE KNEEN, Weekend Argus.

□ **GREAT TREK:** Children from the John Pama Primary School carry their tables and chairs to Walter Teka Primary School, where they will attend classes for the rest of the year.

The death and destruction CAN be stopped, many believe... but despite efforts to quell the terror that is tearing apart the townships, violence has become virtually a way of life. Some of the victims are participants. But many are innocent, such as the Nyanga pupils, caught in the taxi war crossfire and forced to relocate their school; while in Khayelitsha, youths have a tale of horror to tell after being brutally assaulted by a kangaroo court on charges of stealing a car battery.

The day a school moved

56
ARG 19/10/91

A BULLET flies through a caretaker's window, killing a man. Police charge through the school grounds, firing shots.

This was life at John Pama Primary School in Nyanga East. But this week it became too much. Unable to cope with the continuing violence thrown up by the taxi war, the school — all 670 pupils — upped and left.

For next door to the school, in Sixth Avenue, Nyanga East, is a major taxi rank that has become an urban battlefield.

So on Wednesday the children of the John Pama Primary School packed up their classrooms and moved to nearby Liwa and Walter Teka primary schools.

The parents took the decision to move the children after a New Crossroads man, Mr Bernard Sello, was shot in the head by taxi operators when he was visiting the school's caretaker Mr Sidwell Monatsi.

Mr Sello was sitting in Mr Monatsi's home, which is inside the school grounds, about 5pm on October 2 when a fight started in the taxi rank across the road.

Said Mr Monatsi: "Webta drivers were chasing other drivers and shooting at them. Suddenly a bullet came through the window and Bernard was hit in the face.

"He collapsed on the floor. Blood oozed from a hole in the back of his head."

Mr Monatsi called the flying squad and an ambulance took Mr Sello to Groote Schuur Hospital, where he is described as being in a satisfactory condition while awaiting a second operation.

Some days ago, taxi drivers told Mr Monatsi's daughter, Violet, 31, that they planned to shoot her father and burn down the school because they believed her father kept a machine gun there.

"I've never even had a machine gun and I certainly do not keep one at the school," said Mr Monatsi, who decided to ignore the threat.

The day after Mr Sello was shot, police ran through the school grounds pursuing and firing at people fleeing towards the KTC squatter camp.

The school principal, Mrs Christina Monki, said: "There were children in the classrooms during the shooting. You tell them to lie on the floors but you know what children are like. They are inquisitive and they stand up.

DALE KNEEN

Weekend Argus Reporter

Kids in the firing line pack their bags and go

"After Mr Sello was shot we felt the children were not safe. It's impossible to teach in such circumstances."

Head of department Mrs Koliswa Sopapaza added that the teachers felt the situation was not conducive to learning and would disrupt examinations at the end of the year.

John Pama is a community-based school, so the parents were called to a meeting to decide on what action would be taken.

"The parents decided that a nearby school should 'adopt' John Pama so the

children could have lessons in their classrooms in the afternoons," said the chairman of the parents' association Mr Maxim Qhina.

Twelve classes have lessons from noon to 5pm at Liwa Primary School and two classes of the youngest children have lessons in the mornings at Walter Teka Primary School.

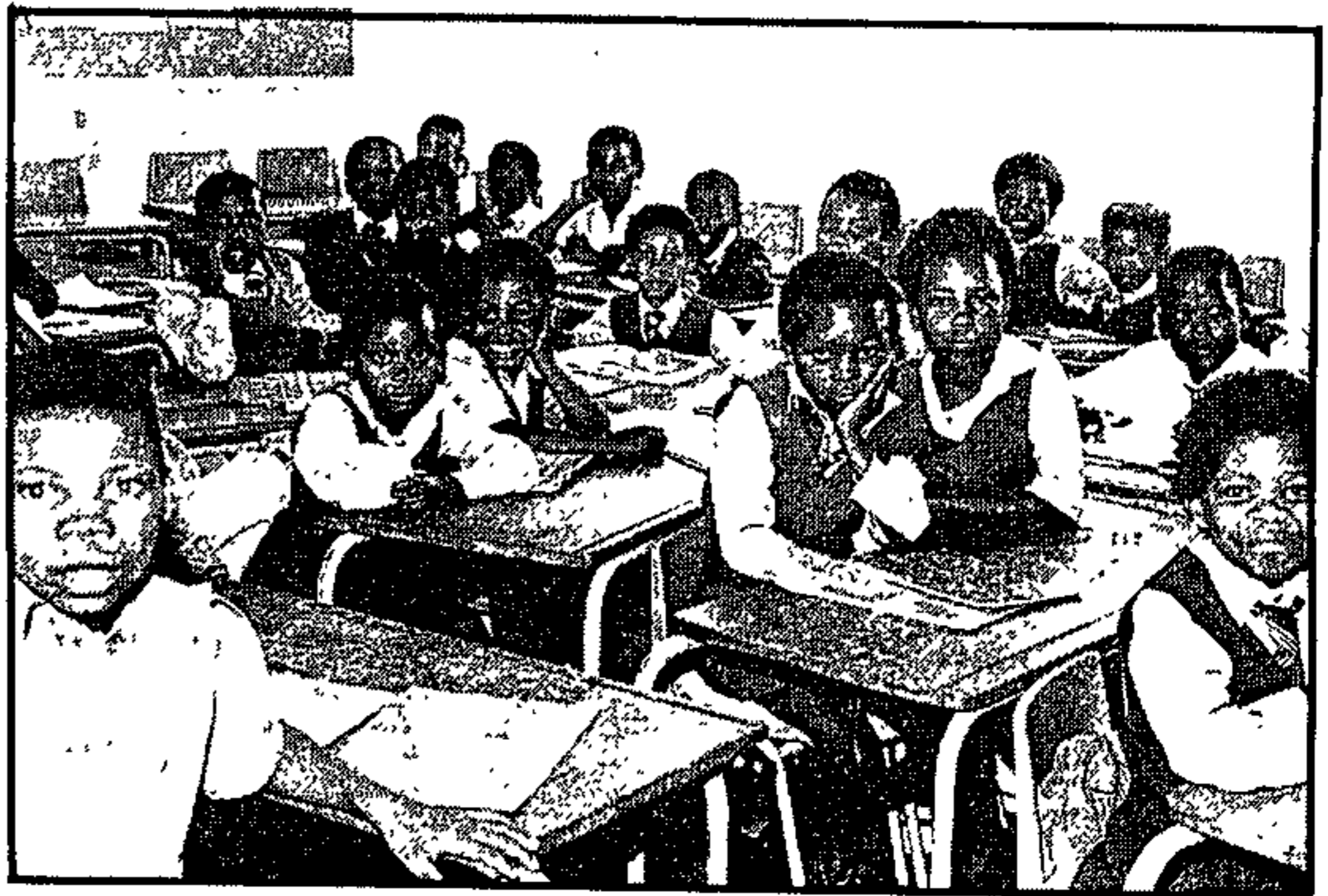
Mrs Sopapaza said moving to the schools was the "last resort".

There was a reluctance to ask the police for protection, teachers said. The children were afraid of policemen as they had often seen their parents caught up in police action in times of political upheaval.

The parents and teachers would like to see the bus and taxi terminus moved to another site, but they realised this would take months.

Mrs Sopapaza said the violence had erupted at the taxi rank every year since the school was opened in 1976. On their way to school, children have walked past corpses lying in the roads.

John Pama Primary School has 14 classrooms but no hall or administrative block and until recently it had no electricity.



□ **NEW HOME:** Pupils of the John Pama Lower Primary School in their new desks after moving away to escape the taxi war.

Moves to ensure strike won't affect exams

By PORTIA MAUFICE

W/Mon 18/10-24/10/91 site for a matric pass.

THE education sector has been exempted from the strike around Value-Added Tax next month, and negotiations are under way to ensure students will have transport to exam venues.

The strike, called for November 4 and 5 by the Congress of South African Trade Unions, the National Council of Trade Unions and 12 independent unions, clashes with matric final English and mathematics exams.

Department of Education and Training spokesman Corrie Rademeyer said this week that other departments shared aspects of the timetable, but exams will also be in progress at universities, technikons, technical and teacher training colleges. English is a prerequi-

At a press conference this week, a broad range of education organisations — among them the Congress of South African Students, South African Students Congress, National Education Crisis Committee, Azanian Students Convention, South African Democratic Trade Unions and the Union of Democratic University Staff Associations — called on pupils to write their exams under teacher supervision, although expressing support for the anti-VAT campaign.

An intensive campaign is planned for next year around the extension of the levy to education-related items such as textbooks and stationery, but the NECC has called for a moratorium on

mass mobilisation in the coming "delicate" period.

"Participation in the strike would have had catastrophic consequences for education," said the NECC's James Maseko.

The organisations are discussing internally the issue of mass mobilisation, towards a binding policy and code of conduct. Azasco president Siphon Maseko said the education crisis would always prompt mass action, but that it was a strategy which "should be used wisely".

NECC representative Mel Holland said a meeting would be held today with taxi associations and transport unions to ensure students are not left stranded.

Racist attack on school pool fails to stop kids' gala

By CHARLES LEONARD

A SCHOOL swimming pool was sabotaged with oil on the eve of an inter-high gala apparently because an Indian pupil was to take part.

But the saboteurs chose the wrong pool and the gala went ahead as planned.

Large quantities of used car oil were dumped into the pool of the Lord Milner Primary School 30km south of Warmbaths. The word "poison" was also painted on walls surrounding the pool and on the podium. It happened on Friday night, the day before seven schools were due to compete in the annual inter-school gala at the pool.

Sludge

But at the last minute the venue was switched to the neighbouring multiracial Settlers High School.

Mr Spike van Schalkwyk, the Settlers High principal, said yesterday: "I am distressed because it seems the act was aimed at my school.

"I find it an illogical reaction with clearly political overtones."

The primary school rescheduled its gala, which also took place yesterday afternoon, to the high school pool.

Police are investigating but no arrests have yet been made. Settlers High, which is in the Waterberg constituency of Conservative Party leader Dr Andries Treurnicht, opted for the Model B school system earlier this year. It has one Indian pupil and is the only English-medium agricultural school in the Transvaal.

Teachers must 'teach pupils democracy'

25/10 - 31/10/19

New Nation (Learn in a Nation)
THE executive chairperson of the Institute for Multi-Party Democracy, Dr Oscar Dhlomo, has called upon all South African teachers to "teach democracy".

(50) Briefing business executives in Johannesburg recently, Dr Dhlomo said South Africa urgently needed to create a democratic culture by introducing programmes which taught democratic values to pupils of all races.

"Old democracies still take the trouble to transmit democratic values to their younger generations through school programmes. We are a yet-to-be-born democracy and we do not have such programmes in our schools. We are making a mistake by taking for granted the survival, spread and perfection of democracy in our country," said Dr Dhlomo. He warned that without a massive education programme of this nature,

democracy would remain a pipe-dream in this country, whether written into a new constitution or not.

No one was born a democrat but these were values that had to be taught, learned and practiced. The responsibility for doing that lay not with political leaders, but with the people of South Africa, he said.

"Our ultimate protectors against an all-powerful, undemocratic government are the citizens of South Africa - provided they are helped to understand the virtues of a democratic culture.

"If democratic values were not enshrined in the hearts and minds of people, the most democratic constitution would be worth nothing because the democratic ethic should be part of people's daily lives," said Dr Dhlomo.

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UF seeks solution to education crisis

New Nation (learning Nation) 4/10-10/10/91
THE Urban Foundation (UF) has proposed that the process of reconstructing South African education be initiated by means of engaging all stakeholders in fundamental debate.

The UF called for the establishment of a "legitimate forum" of all stakeholders which would "address critical issues facing education".

In its response to the government's Education Renewal Strategy (ERS), the UF said the opportunity to begin the process of reconstruction of education should be grasped.

"While the management concerns addressed in the ERS deserve attention, a major opportunity will be lost if the ERS recommendations are implemented without responding to the widely felt need for a more fundamental debate on the reconstruction of South African education," said the UF.

The UF said the illegitimacy of the present system made it imperative to move the process of reforming education to a forum which represented all the key stakeholders in education.

It said none of the groups it consulted on this issue had rejected the education authorities' right to participate in such a forum, but

many would be unwilling to be involved in a forum under the control of the present authorities.

"The legitimacy of any negotiating forum will be open to question unless it is seen to address the immediate grievances of disaffected groups - the lack of textbooks and classrooms, and the under-utilisation of certain facilities.

"Unless short term gains can be delivered to those on the ground, the longer term negotiations process will be in jeopardy," said the UF.

The UF warned that if widely acceptable solutions to the problems of education were to be found, the issues of justice and the redressing of historical imbalances should be placed high on the agenda of the forum.

"The document makes recommendations for a new education system which ignores the massive legacy of disadvantage which apartheid education has created in black communities.

"If they are to be taken seriously, proposals for reconstructing the system must ensure that communities which have been disadvantaged receive special attention," said the UF.

Transfer will take place within 30 days

29 white schools for other races

Stev 10/91 (50)

Twenty-nine redundant schools countrywide, previously reserved for white education, are to be transferred to other education departments.

A joint statement was issued yesterday by the Minister of Housing and Works in the House of Assembly, General Magnus Malan; the Minister of Education and Training, Sam de Beer; the House of Delegates' acting Minister of Education and Training, Dr J N Reddy; and the House of Representatives' Minister of Education and Culture, Thomas Abrahams.

The 29 schools will be transferred within 30 days.



The 29 schools will be transferred within 30 days.

The announcement follows a decision by the Government earlier this year that all schools no longer required by the white education department should continue to be used for education as far as was possible.

On July 25 the Minister's Council, House of Assembly, confirmed that such school properties could be transferred to other educational departments at no cost.

The statement said a list of unused schools had been forwarded to the various departments of education and they had given an indication of the properties they were interested in.

At a meeting yesterday the Ministers' Council, House of Assembly, endorsed the initial transfer of unused schools following discussions on September 30 between the responsible Ministers.

Negotiations

The statement said further investigations and negotiations were under way concerning the allocation of other unused schools and indicated that the final allocation could be made known towards the end of the month.

Schools to be transferred to the Department of Education and Training are Laerskool Tobie Winterbach, Balfour; Laerskool Bloedrivier, Groblersdal; Laerskool Perdekop and Hostel, Perdekop; Laerskool Beestekraal, Brits; Laerskool Geluk, Brits; Laerskool Pienaarsrivier, Pienaarsrivier; Laerskool Lehau, Warmbaths; Laerskool Rietfontein, Rustenburg; Laerskool Venterstad, district Burgersdorp; Laerskool Kommadagga, Somerset East; Willem Pretorius Primêre Skool, Bloemfontein; Mayville High, Durban; Music School, Maritzburg; Keate Street Primary, Ladysmith; Laerskool Bulwer, Bulwer; Highflats Primary, Ixopo; Macleantown Primary School, Macleantown; and Laerskool Goedehoop, Germiston.

Schools being transferred to the House of Representatives are Laerskool Elim-eiland, Gordonia; Laerskool Gariep, Gordonia; Laerskool Hermon, Malmesbury; Laerskool Kalbaskraal, Malmesbury; Laerskool Klaasvoogd, Robertson; Laerskool Nelspoort, Beaufort West; Laerskool Koekenaap, Vredendal; Estcourt Primary, Estcourt; Laerskool Papendorp, Vanrhynsdorp; and Laerskool Karos Canon, Gordonia.

The House of Delegates is to acquire Laerskool Hugenooot in Crosby, Johannesburg.

The statement said where education departments did not indicate an interest in taking over available schools, applications from private institutions would be considered. — Sapa.

The NECC New Nation (Learning Nation) makes 11/10 - 17/10/91 proposals to De Beer

SO

THE National Education Co-ordinating Committee (NECC) has challenged the Department of Education and Training (DET) to introduce more strict criteria for the appointment of chief and deputy chief examiners.

The NECC said in a statement that the absence of such criteria suggested that "latent nepotism" was being practised in the appointment of examinations personnel.

The organisation, which monitored last year's matric examinations, has uncovered that family members of examination markers were being employed in capacities relating to the marking process.

The NECC warned that this should only be allowed in cases where such individuals were separately employed by the department.

A meeting with education and training minister Sam de Beer has been requested by the NECC to discuss these issues.

De Beer will be requested to allow the NECC to gain access to the Soshanguve marking centre, where irregularities and the smuggling of exam papers were found last year.

The NECC report acknowledged that security during the 1990 marking was greatly improved compared to the previous years.

However, the organisation observed that security measures were introduced only after the arrival of examiners.

"This could have resulted in situations where scripts could have been removed by a senior examiner without observation," said the statement.

The NECC will therefore propose to De Beer that full security be established in the marking centres from the moment scripts arrive and that senior examiners be monitored in the same way as their juniors.

The NECC also proposed that the department's racist practices regarding the accommodation of markers be dealt with

Black markers, the statement said, were accommodated at Soshanguve, supposedly in campus hostels, while white markers were accommodated at hotels in Pretoria.

The NECC felt that all markers should be accommodated and fed in Soshanguve.

Long-term problems were identified during the monitoring and proposals will be made to De Beer to open his doors for discussions on the amendment of certain provisions.

Politics 'a blow to education'

PORT ELIZABETH. — The final blow to an already ailing system of education has been dealt by the liberation movements' politicising education, according to Dr Stanley Mogoba, Presiding Bishop of the Methodist Church of Southern Africa. (50) ET 7/10/91

Dr Mogoba, speaking at the church's annual conference here on Saturday, said the destruction of education had been "a form of national suicide".

"The motivation for learning and the culture of sheer hard work and application, as was the case in the days of missionary education, were destroyed. The flame of learning and creativity was effectively extinguished."

Dr Mogoba also said the National Peace Initiative has to involve a commitment by all the players to a moratorium on political rallies, and a commitment to peace rallies. He said South African political opponents

should be seen together at peace rallies throughout the country displaying their qualities of leadership and diplomacy.

Turning to the land issue, Dr Mogoba said farm owners who do not live on their farms and who have other sources of income should be made to relinquish the land for occupation and use by new farmers, who would clearly come from the black people who had been forcibly removed from their land in the past". — Sapa

Radical⁽⁵⁾ revision of school curricula

The Argus Correspondent

JOHANNESBURG. — An important discussion document on a revised curriculum for pre-tertiary education would be published at the end of November, the Director-General of National Education, Dr Johan Garbers said yesterday.

Speaking at the Johannesburg College of Education, Dr Garbers said comments and proposals regarding this document would be requested from all parties.

"A country only has the opportunity of radically revising its school curriculums and syllabuses every 50 to 80 years. For South Africa this will be the first time that policy on curriculums and syllabuses applying to every child will be considered thoroughly and in a co-operative way, he said.

This would probably be one of the most important results of the 1991 Human Sciences Research Council investigation on education, Dr Garbers said.

It was an undertaking in which hundreds of experts had been involved since 1984, and which would form a cornerstone in the new South Africa's educational dispensation.

Dr Garbers said that more than 180 organisations and individuals had commented and submitted proposals regarding the government's Education Renewal Strategy and these would be processed by the HSRC and would culminate in a new form — the Education Restructuring Strategy.

A team of top economists and research experts in conjunction with the most senior education managers had already started work on creating a financing model for education, Dr Garbers said.

The Education Restructuring Strategy would embody all the dimensions needed to accommodate every South African.

Apartheid education 'left most without reading skills'

SHARON SOROUR
Labour Reporter

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ART 21/10/91
APARTHEID education had not equipped the majority of South African workers with reading skills but they had a "thirst for knowledge", said Mr Ebrahim Patel, assistant general secretary of the S A Clothing and Textile Workers' Union.

Opening the union's new resource centre in Salt River, Mr Patel said workers had to be equipped with the necessary education if they were going to be leaders in society.

"Workers don't have the culture of reading because of apartheid. In spite

of this, workers have a great thirst for knowledge," he said.

Workers had the right to play a leadership role in South African society.

"We need to have knowledge and information to build a new South Africa — we must build a reading culture."

Trade unions operated under an hostile environment 15 years ago and built a union movement with "energy and guts".

However, the movement now had a wider agenda and took an active interest in society and how the country was being run, he said.

End of road for DET

From page 2

He said final recommendations would have to be made by a multiparty conference. He said, however, that talks on education could begin before a multiparty summit.

"That process could start tomorrow if it was practically possible," he said.

The Education Working Group, made up mainly of educationists, earlier this year discussed setting up an education forum.

Asked specifically about continuing research into new syllabi for South African schools, De Beer revealed that the Department

of National Education, which is responsible for this, could soon be making an announcement.

"New syllabi will be a very important aspect when we talk of a new education dispensation," he said.

He acknowledged that classroom shortage at the DET's 2000 schools would not be completely eliminated despite the allocation of R510 million in the past 18 months.

"The money will be used to build 5 395 classrooms, while the shortage of classrooms at the end of 1992 should be limited to about 4 596," he said.

De Beer attributed the continuous classroom

shortage to the projected 36 percent increase of pupils attending public schools between 1988 and 1991 and to the limited funds for "capital works" in the yearly budget.

"The DET's greatest challenge is to provide new schools in a society where there is rapid urbanisation," De Beer said.

"To alleviate the problem, the DET has established 148 platoon schools, which operate in the afternoons using the facilities of existing schools."

He said the 24 formerly white schools given to the DET would not do much difference as many of them were in rural areas.

Call for decentralised education

Own Correspondent (56)

MARITZBURG. — The new Minister of Education and Culture in the House of Assembly, Mr Piet Marais, suggested yesterday that a decentralised education system would have more legitimacy among the majority of South Africans than a single department.

Addressing the Natal Education Council here, he said he was in favour of a single education system comprising regionally based multi-racial departments.

Earlier this month, the Minister of Education and Training, Mr Sam de Beer, said the government wanted to negotiate with the ANC and others for a single non-racial education body.

"There are voices which say that to resolve the inequalities of the past, a monolithic central educational policy is required," Mr Marais said. "But we would argue that in a society as complex as ours, power and authority need to be distributed as widely as possible." CT 29/10/91

Schools handed over

50 CT 20/11/91

Staff Reporter

FOURTEEN formerly white schools were handed over to the coloured Department of Education and Culture yesterday.

Mr Koos Albertyn, representing General Magnus Malan, Minister of Housing and Works, said that since October 4 34 redundant white schools had been offered to the Department of Education and Training and to the two departments of Education and Culture of the Houses of Representatives and Delegates.

At the handing-over ceremony at Maitland High School — which was closed two years ago — it was disclosed that Maitland High would be taken over by pupils of the Kentemake Junior High and would be officially opened at the beginning of 1992.

Mr Tommy Abrahams, the Minister of Education and Culture in the House of Representatives, praised General Malan for his co-operation in transferring the schools for the benefit of education in the "school communities".



SWOPPING SCHOOLS . . . Mr Tommy Abrahams receives the keys of Maitland High School from Mr Koos Albertyn. Picture: ANNE LAING

Education: 'SA spends highest ⁵⁰ percentage'

AG 2/11/91
HANS-PETER BAKKER
Education Reporter

SOUTH AFRICA spends a greater percentage of its budget on education than any country in the world, says Professor Pieter de Lange, chairman of the Human Sciences Research Council.

At an education conference in Randburg he said about 20,3 percent of the budget was spent on education, the third largest percentage in the world.

In addition the Department of Foreign Affairs allocated three percent of its budget to education in the TBVC countries. This amounted to 22,7 percent of the national budget spent on education — the largest slice in the world.

Professor De Lange, chairman of the De Lange commission of inquiry into education in the early 1980s, said South Africa was close to the limit of education spending but money should be spread more evenly.

He said less emphasis should be put on tertiary education.

Professor De Lange said 25 percent of the money spent on education last year went to tertiary education, 24 percent to secondary education, 35 percent to primary education and about 15 percent was spent on adult education.

**ENOUGH OF BIG TALK — UNIFY
EDUCATION, SAYS ABRAHAMS**

Minister attacks FW over schools

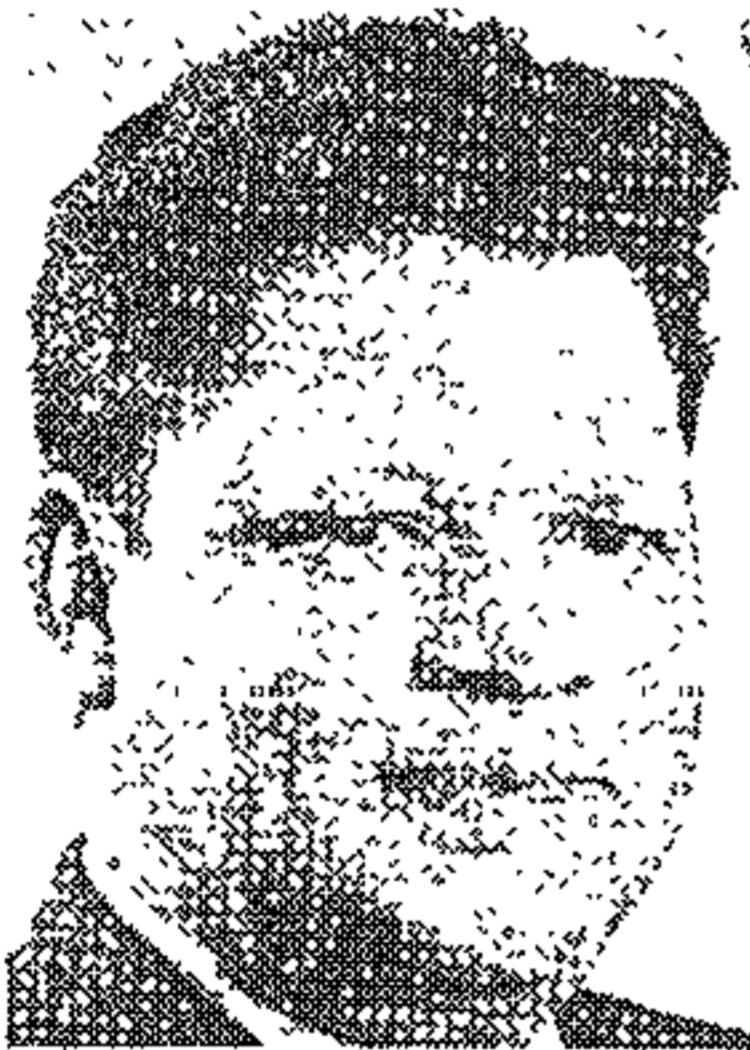
S/Times [CM]

24/11/91

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TOMMY ABRAHAMS
Baptism of fire

By KURT SWART

NEW Minister of Education Mr Tommy Abrahams has been stung by the representations of non-racial teacher organisations into attacking President F W de Klerk.

Mr Abrahams has demanded that Mr De Klerk give substance to his "excellent speeches" and "big talk" by making "logical, common-sense changes" towards a single educational arrangement for teacher training.

The House of Representatives Minister says his inadequate budget is to blame for cutbacks in students and lecturers at training colleges.

He believes the only way national educational needs can be met is for teacher-training to be governed by a single body and minister.

"The answer does not lie in demanding that any single one of the 10 own-affairs departments should assume responsibility for the training of teachers for the country as a whole," he said.

"How can the national shortage of teachers be met from an undersized own-affairs budget?"

Mr Abrahams's arguments came in reply to demands by one of the largest teacher unions, the non-racial South African Democratic Teachers Union (Sadtu), that he reverse the decision to re-trench 108 lecturers from training colleges across the country.

At a meeting with Mr Abrahams and the directorate of the Department of Education and Culture on Tuesday, Sadtu also complained about the decision to cut student intakes by 2 000.

Meanwhile, the mainly "coloured" Cape Teachers Professional Association (CTPA) has protested about "atrocious and unhygienic" conditions at church and farm schools, as well as about maternity leave, housing subsidies, inadequate salaries and other issues.

"Sadtu believes the teacher needs of South Africa cannot be determined on an ethnic basis," the union said in a statement.

Security

"The Department of Education and Culture has clearly based its statistics on the need for teachers for 'coloured' schools only and has not planned in terms of the needs for the country as a whole."

About 3,5 to five million children were not at school and the country needed 126 617 more teachers to meet its educational needs.

Sadtu said Mr Abrahams had given his assurance that no colleges run by his department would be closed.

The union regretted that it could not be given more satisfactory assurances about the security of lecturers and trainee teachers.

Mr Abrahams said on Friday the most productive aspect of his discussions with Sadtu had been their agreement on the need to convince the State President that teacher-training must be controlled by a single body.

"Platteland teachers trained by the House of Representatives in the cities do not apply for posts back home — they queue up in Mitchells Plain. They say simply: 'You trained us, you employ us'," said Mr Abrahams, who took over the education portfolio in May.

"The State President has committed himself to a single educational arrangement — but he should not underestimate the need for logical, common-sense changes to be made while he pursues big talk."

Govt proposes major revamp for schooling

B/day 21/11/91

(50)

PRETORIA — Sweeping changes to SA's education system are proposed in a draft model for school education announced yesterday.

The nonracial model, unveiled by National Education director-general Johan Garbers, stresses the need to move away from an academically oriented system to one directed towards vocational training.

Garbers, chairman of the heads of education departments committee, said the model could form the basis for a curriculum for primary, secondary and technical college education.

Major proposals include:

- Nine years of general formative education — the first seven to be compulsory;
- The rationalisation of the number of subjects and elimination of overlapping of subject content to make education more affordable;
- A new approach to language instruction;
- A strong emphasis on technology; and
- Only five examination subjects in the final year of the senior secondary phase.

Reaction to the model was mixed yesterday.

Releasing a discussion document on the model, Garbers said it aimed to make the whole school curriculum more relevant, particularly in relation to SA's labour needs. He said the model was flexible enough to accommodate any future constitutional dispensation.

Garbers said rationalising the number of subjects would result in more cost-effective and efficient education while maintaining standards.

GERALD REILLY

Education in the mathematics and natural science directions would be promoted by introducing technology as a subject, as well as vocationally oriented subjects in maths, physical science and biology.

Limiting options would lead to more pupils taking mathematical and natural science subjects, he said.

The first nine grades would be characterised by general formative education with a limited choice of subjects in grades 8 and 9.

In the last three years of school there would be greater subject choice.

Garbers said vocational school education could also be followed at technical colleges.

Three exit points were proposed after grades 7, 9 and 12, with leavers receiving SA Certification Council Certificates.

The model also proposed a new, three-tier (advanced, ordinary and basic) approach to language.

In grade 1 pupils would have to take one language with a second being optional; in grade 2 pupils would have to take two languages, one the mother tongue. From grades 5 to 7 three languages would be compulsory, from grades 8 to 11 two languages and in grade 12 one language.

Garbers said the discussion document resulted from wide-ranging investigations and consultations which started in 1984.

Comment has been invited until March next year.

Sapa reports Garbers said the target

To Page 2

Schooling

B/day 21/11/91

date for introducing a new curriculum was January 1995, or at the latest January 1996.

He emphasised, however, that government had not yet adopted a position on the proposed model.

DAVE LOURENS reports DP education spokesman Roger Burrows welcomed the proposals, saying they positioned education for a new SA.

"We are pleased there is a definite intention to move towards more vocationally oriented education and greater relevance in subject content," he said. "The limiting of matric to one compulsory language is a further pleasing aspect."

Rhodes University dean of arts Prof Michael Whisson said he would be happy to see greater emphasis on mathematics and science, but hoped it would be accompanied by an emphasis on language skills.

(50)

From Page 1

Soweto Education Crisis Committee chairman David Maepa said he saw more negative than positive aspects in the proposals. The major positive aspect was the shift from academic to technical education, but he felt the age at which children would be moved into technical education was too young. "Most Std 5 pupils are only 11 or 12 years old. They are not yet mature enough to cope with technical education. They are also not ready, mentally or emotionally, to make a career choice."

The CP criticised the model for proposing the replacement of Christian own affairs education with neutral religious and multicultural education. "By this they play directly into the hands of the enemies of Christianity and (the enemies of) those who regard the values of a people highly," a CP statement said.

Education Issues 5

(50)
New Nation (Learning Nation)

From De Lange to the Education Renewal Strategy: In Bed With Capitalism?

22/11 - 28/11/91.

The De Lange Commission and the Education Renewal Strategy (ERS) are both responses by the State to the political crises it faces. The De Lange report was issued after the 1980 school boycotts and four years after the Soweto uprising, and the ERS after the announcements made by De Klerk on February 2 1990. In this regard both reports are part of an attempt by the National Party to restructure the education system to meet the "needs of the economy" without changing the nature of production and the unequal relation between bosses and workers.

De Lange

The De Lange Commission sat during a period of economic upsurge and a growing shortage of skills as a result of the apartheid system of schooling. The commission was part of an overall attempt by the state to balance the growing resistance amongst students on the one hand and the demand by business for greater skills on the other.

De Lange recommended firstly that a single department of education be established. This move not only represented an attempt by the state to be seen to be meeting the demands of the people, but also allowed for uniform co-ordination of education planning. The centralisation of education in the form of a single education department, free from racial prescription, would allow for the education system to be responsive to the needs of the economy.

More specifically the De Lange Report stressed the need for technical education. It suggested that a greater emphasis be placed on technical rather than academic education. The De Lange Report was filled with references to the shortage of skilled labour.

The Education Renewal Strategy (ERS)

The authors of the ERS document claim that they took as their starting point the work already done by De Lange. ERS argues that the previous system of racially-segregated education was wrong. It argues that the accommodation of the diversity of South African people should be the hallmark of education. The ERS is similar to De Lange in that it also stressed the need for a single education department. On the other hand ERS argues for



Any future strategy for education, including ERS, will have to deal with the reality of overcrowded, poorly-equipped schools.

the decentralisation of education so that it can be more responsive to the needs of the community. The ERS can thus be seen as an attempt by the state to co-opt some of the language of the people while keeping political and economic power.

ERS and Technical Education

ERS argues that the present system of education is too academically-orientated and places greater emphasis on technical education. The document states that all children must receive 7 years of free and compulsory schooling. This is what the ERS defines as the minimum number of years required for basic literacy. After this period of schooling students can receive a school-leaving certificate and enter the world of work. Clearly this is an attempt to produce cheap literate workers to do menial work after passing through school and not waste resources training them further.

After 7 years of schooling those students who continue would get a further 2 years of schooling which would be the period where they explore vocational (job-training) possibilities. These two years are seen as testing students to see whether they need further training (academic or technical) or whether they should once more be ejected into the world of work.

After 9 years of schooling, a decision will be made about where students should be sent. The students who are still at school

will be enrolled at one of three types of schools:

- a general education school which prepares people for university training;
- a vocational education school which prepares students for further technical education at institutions the ERS calls edukons;
- or a vocational training (as opposed to education) school.

ERS also calls for a streamlining and rationalisation of the universities for the purposes of providing more work-related education. In fact it suggests an expansion of technical tertiary education. In addition the ERS document suggests a closer link between what is called formal (school-based) and non-formal (eg adult education and training) education. It is interesting to note that the ERS suggests that Big Business be part of the committee that oversees non-formal education.

Assessment of ERS in Relation to Technical Education

There is clearly a very strong emphasis on technical education and a system of streaming to fit people into particular kinds of education. In a sense ERS represents an advance over De Lange in that there are very concrete proposals on how the education system can be

restructured to meet the needs of the economy. More important though is the fact the ERS is clearly an attempt to create a division of labour on the following terms

- basic literate unskilled workers (7 years of schooling);
- semi-skilled workers (9-11 years of schooling)
- skilled professionals with university or technical tertiary education.

At the same time the plan allows for a greater involvement of Business in education and removes some of the responsibility for schooling from the state. Thus after 7 years of schooling the people who have the money and resources can determine the form and nature of education

ERS as De Lange Part 2

Both plans start on the assumption that features of apartheid are a hindrance to the economy. Yet both reports fail to take into account the inequalities caused by apartheid. The reports do not question the nature of the economy or in whose interest the economy is structured. In this sense both reports are technicist in that policies are formulated without regard to the history of struggles and the demands of the people. They assume that formulating policies and models will solve South Africa's problems.

The ERS philosophy of decentralising education is consistent with the moves towards privatisation of social services. Both reports assume that state expenditure on social services like education must be reduced and that the capitalist market must determine the nature, form and content of education. This is part of the new right wing capitalist policies called for by institutions such as the World Bank, the International Monetary Fund (IMF) and by the governments in Britain and the USA.

Conclusion

The policies of ERS are already being implemented. This is evident in the increasing privatisation of social services and a push for technical education at schools. For example, certain schools in Cape Town are being told to change towards technical schooling and cut down on academic education. ERS is part of an attempt by the state to move away from racial education but pass the responsibility for providing education to Big Business. ERS is designed to create a class of middle class black technicians while dooming the vast majority to cheap literate manual labour. These recommendations are consistent with the strategy of capital. In short ERS echoes the sentiment of Big Business and the Free Marketeers

Little has been done about HSRC report

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Sowetan
17/10/91

TEN years have passed since the Government commissioned the Human Sciences Research Council to make a full study of education in South Africa.

The 1981 HSRC Investigation into Education, or the "De Lange Report" as it became popularly known in deference to the commission's chairman, Professor JP de Lange, has been widely quoted.

It is viewed as the most comprehensive investigation of its kind ever undertaken, and was seen as the single most important event in South Africa's education history.

Shortly it was tabled in Parliament in October 1981, the Government made it clear that it would not accept the recommendations without further ado.

Although it agreed with many areas, "all decisions taken in terms of the recommendations in the report will have to take due account of, and fit in with, the constitutional framework within which they are to be implemented".

Education

The recommendation that one education ministry was essential was warmly greeted by political theorists but the then Minister of Education, Dr Gerrit Viljoen, said this would have to wait.

The State's wishy-washy response to some recommendations of the report was slammed by the opposition.

Dr Alex Boraine, the Progressive Federal Party education spokesman at the time, said: "The committee's overall report and recommendations are the boldest and most imaginative ever to be made in South Africa.

"In strong contrast, the Government's response is timid, tepid and tentative."



Sowetan Correspondent

Criticism of the Government's interim White Paper came thick and fast and elicited responses from members of the De Lange committee.

Parents

However, Viljoen said that, although the Government had stood firm on two points - that parents could not have complete freedom of choice of schools for their children and that there still had to be separate education bodies for the four main racial groups - it had firmly accepted 11 principles for the provision of education.

These principles, which received wide coverage at the time as a major government promise, were:

- Equal opportunities and standards of education for all irrespective of race, colour, creed or sex;

- Education will recognise what is common as well as what is diverse in the religious and cultural life of all;

- Education will recognise the freedom of choice of the individual and of society and economic development;

- Education will endeavour to achieve a positive relationship between formal, non-formal and informal aspects of education in school, society and the family;

- Formal education will be the responsibility of the State but individuals, parents and organised society will share responsibility of choice and voice in this matter;

- The private sector and the State will share responsibility for non-formal education;

- Provision will be made for State subsidies for private education;

- The processes of centralisation and decentralisation will be reconciled;

- The professional status of the teacher/lecturer will be recognised; and

- Effective provision of education will be based on continuing research.

Now "The De Lange Report: 10 Years On", a 182-page follow-up investigation which "considers the extent to which the recommendations put forward in 1981 have since been implemented", has been launched by the HSRC.

Policy

Little seems to have been adhered to. The new report says: "The 1991 Education Renewal Strategy (ERS) discussion document made the point that government policy, as embodied in the 1983 Constitution Act, severely limited the scope of implementation of the principles in practice."

And the verdict of the ERS document?

In general it was found that the present education model "does not measure up to this set of principles."

The De Lange Report also advocated educational management on a three-level basis: a first or national level, a second or inter-

mediary level, and a third or local level.

The 1991 HSRC report finds that "most recommendations on the management of education at the first level of management have been implemented, although the terms of reference envisaged for the South African Council for Education were wider than were eventually decided on".

Structure

However, when it comes to second-level education it again quotes the ERS document: "The present education model enjoys little support among the majority of South Africans who find its racial base, as expressed in separate education departments for the various population groups, unacceptable."

With regard to recommendations in the De Lange Report concerning educational structure, the 1991 report concludes that "some of the features of the existing educational structure can be recognised in the proposed new structure".

Problem

And so, on and on goes the 1991 report, detailing all the initial recommendations.

Educational support, educational programmes . . . nicely wrapped up with a conclusion littered with phrases like "not fully implemented", "need to address this problem", "taken place in sporadic and uncoordinated manner".

Appendix A of the 1991 report lists a brief description of recommendations listed in the De Lange Report. The final score reads: Implemented - 19.

New era for education as DET phased out

Star 25/10/91

The Department of Education and Training is in the process of being phased out and an announcement about discussions on a new education system for South Africa will be made before the end of the year, newly appointed Education and Training Minister Sam de Beer said in Johannesburg yesterday.

"It is quite clear that the Government is committed to devising a new education system," Mr de Beer said in an interview after a press conference on new classrooms for DET schools.

"We are in the process of phasing out the (DET)," he said. "It is our serious intent that as soon as possible we must bring about a discussion forum where all parties with a vested interest in education should be present, and where we can sit down and start talking of a new education system to address the needs of all our people."

"This can come about fairly soon," the Minister predicted. "We hope it would even be possible to make an announcement ... this year about this education discussion group getting together."

"As far as I'm concerned I would certainly like to see it happen as soon as possible." Mr de Beer ruled out implementing a new education system before a new South African constitution was in place.

"This (education) discussion group will be able to make recommendations, but ... final recommendations will have to be made by a multiparty conference," he said.

Education talks could begin, though, before a multiparty summit.

The Education Working Group, made up mainly of educationists and which met with President de Klerk and ANC President Nelson Mandela earlier this year, had discussed setting up an education forum, Mr de Beer said.

Other groups, including the self-governing territories, had also backed the idea.

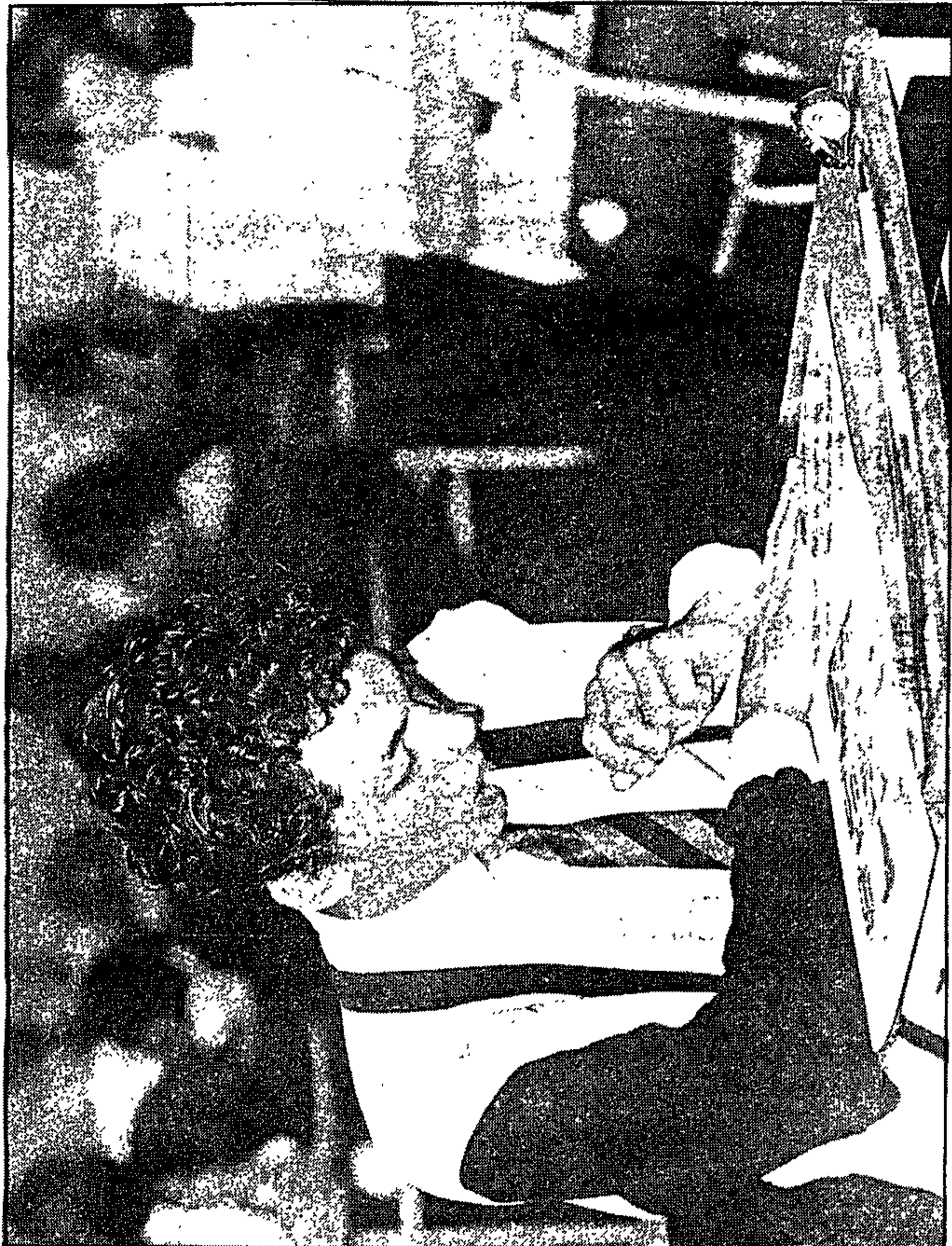
The Council of Education and Training, which advises Mr de Beer, had expressed the need for such a forum, he added.

"So, not only the ANC and the Government, but a fairly representative group of people, have already expressed their wish that a discussion group should come together," Mr de Beer said.

"These discussions will eventually run parallel to the multiparty conference on the constitutional future of South Africa," Mr de Beer explained.

Asked specifically about continuing research into new syllabi for schools, the Minister revealed that the Department of National Education, which is responsible for this, could soon be making an announcement.

"New syllabi will be a very important aspect when we talk of a new education dispensation. I know that the Department of National Education has been involved in studies in this regard, and I think they may be making an announcement quite soon on its findings." — Sapa.



That time of year ... Stephen Louw, a Std 10 pupil at Parktown Boys High, is one of thousands of candidates writing this year's TED matric examinations which started yesterday. Picture: Jacob Rykloff

Class barrier for blacks

Star 4/10/91

(50)

A RAY OF hope that came with the opening of previously whites-only Government schools to all races is rapidly fading as thousands of black pupils seeking admission are turned away.

What had been cautiously hailed as "schools of hope" have now become institutions of despair because most of the schools fail to make a meaningful move towards integration in education.

The perception in the black community is that the Model B schools are increasingly becoming out of reach for many black pupils in search of a better education offered at white institutions.

Frustrated parents have charged that most of these schools have slammed the door in their faces with strict admis-

sion requirements.

A random survey by The Star on admissions criteria at some Johannesburg Model B schools has revealed inconsistent and discriminatory application of the rules for blacks and whites.

The restrictive measures echo the biblical parable: "It is easier for a camel to go through the eye of a needle than it is for a rich man to enter the Kingdom of Heaven."

While there are almost no serious entrance requirements for white pupils, blacks have to go through selective machinery set up by various school management councils.

About 10 schools in the Johannesburg region, picked at random, said they began admitting blacks in about July and August and the "house full" sign went up long before they closed for the third term last week.

Frustration sets in as Model B schools fail to move towards education integration, reports PHIL MOLEFFE.

But when a white journalist telephoned the schools, posing as a parent looking for space for her children, she was told that admissions would close in October or November.

Said Sam Matu: "I have been to more than 15 schools in Johannesburg, and in some schools I was told that admissions closed in August, while others stopped admitting pupils in September."

"This is ridiculous. Just when most parents start preparing to apply for places for the following year, we are told they are full already."

Yeoville Boys Primary School told The Star that the school was already full for next year and that admissions closed

at the beginning of June.

But when a white colleague phoned the school she was told she could bring her child on October 8, when the school reopens for the fourth term.

Kensington Ridge Primary said they started with admissions for pupils of other races during the middle of the year and it was already full.

When contacted later, the receptionist at the school told a white reporter that admissions started recently and she could bring her child from the beginning of the next term.

Jeppie High Preparatory said the school was full for next year unless the pupil lived in the area. But when a white reporter called later, she was told that

admissions would be taken until October 15 and that the school would consider her application even if she lived in another area.

The same inconsistencies in admissions were found at Parkhurst and Rosebank primary schools.

Most Model B schools insist that pupils must live in the feeder area of the school, but this rule is often ignored when a white parent applies.

This means that most black pupils from Soweto and Alexandra do not qualify, despite empty places because of dwindling enrolments.

Black pupils are also required to sit for entrance tests in English and mathematics.

Another restriction is age. Most schools have set age limits within two years of the average class age, which excludes many

black children who have lost years of learning because of disruptions in township schools. One parent told The Star that schools such as Bramley, Saxonwood, Robin Hills, Eastgate and Observatory East primary schools limited the admission of black pupils and had a quota ranging from 10 to 33 percent of total enrolment. Rivonia, Sharonlea, Wendywood, Brixton, Bryanston, Blairgowrie and Leicester Road primary schools admit only children of people who own or rent property in the area. Children of domestic workers in those areas are also not considered for admission. Willie van Staden, spokesman for the Transvaal Education Department, said there was little the FED could do because Model B schools determined their own admission policies. □

'Model D' schools option would jettison racial quota

Star 10/10/91 (50)

By Peter Fabricius
Political Correspondent

STRAND — The Government is investigating the possibility of offering parents the option of schools which are even more open than the present model B.

It is understood that this would mean that the present quota of a maximum of 50 per cent of black students at white schools would fall away.

New Minister of Education and Culture Piet Marais told the Cape National Party congress yesterday he would soon be making an announcement about a new, completely open "model D" for schools. This had been referred to in a statement by the three "own education" Ministers on June 27.

Democratic Party education spokesman Roger Burrows welcomed the announcement and said he was sure the essential difference between models B and D would be that there would be no racial quotas in model D.

He also said it seemed the Government's intention in offering the new model D would be to prevent the closure of white schools with dwindling pupil numbers — almost 100 of which were due to close at the end of this year.

If model D were offered, these schools would be able to stay open, even if white numbers fell below 50 percent.

Mr Burrows said these completely open model D schools would have better teacher and financial resources than black schools because the distribution of resources — such as teachers — among the different education departments was so unequal.

Unless this were equalised fast, there would be an "enormous explosion of rage" among departments.

Mr Marais also said the Government was seriously considering "making the incentives more attractive" for communities to choose the private school education models A and C.

Model A schools are completely private, but some get sub-

making these models more attractive would be to increase the subsidies to schools which chose them.

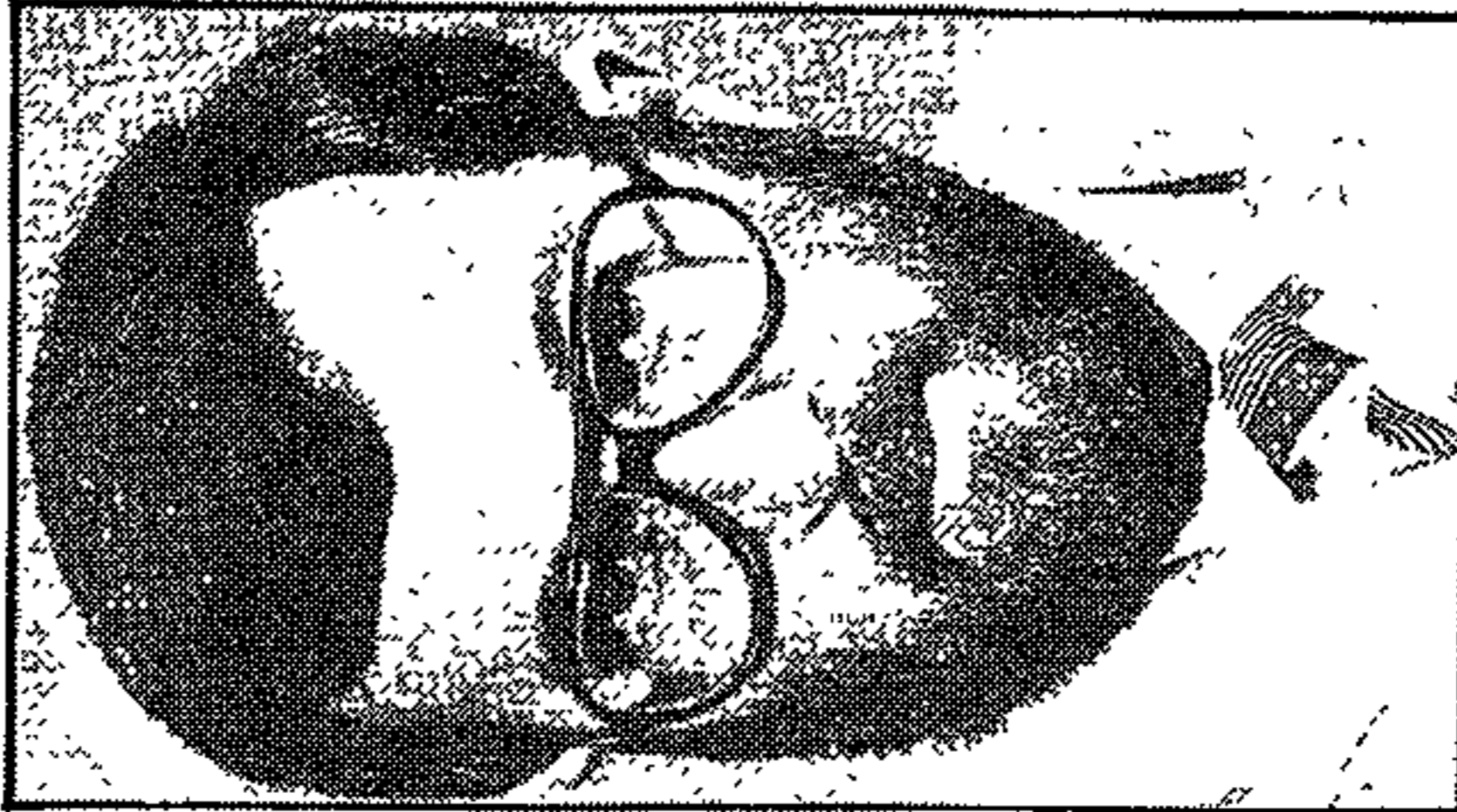
This proposal was in line with President de Klerk's statement earlier this year that communities which preferred "autonomous" schools (community schools, such as Jewish or Afrikaans schools) should be able to do so with full State funding.

Mr Burrows said he was sure that what Mr Marais intended was to make the subsidies to model A and C schools the same as to model B schools, which have their teachers' salaries paid as well as receiving substantial extra funds.

Mr Marais was responding to a resolution from the congress asking the Government to simplify the white education system by offering only model B.

Delegates said this would do away with the present unwieldy and unsatisfactory system of parents voting for which model they wanted.

Mr Marais turned down this suggestion, but disclosed that the voting would be simplified.



Welcomes plan . . . DP schooling spokesman Roger Burrows.

DP schools range from 15 to 45 per cent, while model C schools are private but the State pays teachers' salaries.

Mr Marais said one way of

(50) ARG 10/16/91

Wide open school model now being investigated

**PETER FABRICIUS,
Political Staff**

STRAND.— The government is investigating another option for white schools, sweeping away the present quota system.

The new Minister of Education and Culture, Mr Piet Marais, told the Cape National party congress here he would soon be making an announcement about a new "Model D" making schools open to all.

He would not elaborate on the characteristics of Model D, but said it would be more open than the present Model B.

The Democratic Party education spokesman, Mr Roger Burrows, welcomed Mr Marais's announcement and said he was sure the essential difference between Model B and D would be that there would be no racial quotas in Model D.

He also said it seemed the government's intention in offering the new Model D would be to prevent the closure of white schools with dwindling pupil numbers. Nearly 100 schools were due to close at the end of this year.

If Model D was offered these would be able to stay open even if white pupil numbers fell below 50 percent, as was often likely to be the case.

Mr Burrows said these completely open Model D schools would have better teacher and financial resources than black schools because the distribution of resources among the different education departments was so unequal.

Unless this was equalised quickly, there would be an "enormous explosion of rage" among departments.

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New education deal is flawed says the ANC

Sowetan 26/11/91
THE country's educational crisis was a political crisis and its resolution had to be linked to the broader constitutional negotiations for the development of a democratic society, the ANC said yesterday.

Commenting on the Government's latest proposals on future education policy, A Curriculum Model for Education in South Africa, the ANC said that while it represented a step forward, it was fundamentally flawed in several areas:

The CME ignored the political nature of the education crisis; it overemphasised the need for "vocationalisation" in schooling; and the recognition of Afrikaans as a compulsory subject in the senior primary curriculum was contentious.

"Although the document stresses the need for widespread consultation prior to its adoption as policy, it is silent on the mechanism by which this is to occur. - SA

Press Association 26/11/91

Parents told: Pay or change school

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~~51~~

Sowetan 31/10/91.

PARENTS of children in schools which have become semi-private under the Department of Education and Culture's controversial Model C, have been told: pay more, or take your children to another school.

In the Transvaal 23 schools have so far voted for Model C and obtained ministerial permission to convert to a semi-private school. Most of these are on the East Rand, Midrand,

Sowetan Correspondent

Sandton and Johannesburg's northern suburbs.

The DEC has given the assurance that parents not able to meet the increased cost - calculated at at least R900 a child a year - would be allowed to send their children to neighbouring State schools.

However, alternative schools within a practical distance are often not available, while fears have been

expressed about the ability of some State schools to absorb the increased number of pupils.

At the Midrand Primary School, a parent who refused to pay the increased cost was told to take her child to the Irene Primary School, about 15km away.

Under Model C, the buildings, equipment and other facilities of the school are transferred to the

management council free of charge, with a revisionary clause.

The management council assumes responsibility for the running of the school, including admission policy, staff and even syllabus content, within departmental parameters.

Salaries

Staff salaries are paid by the department, but all other costs are borne by the management council, calling for a compulsory school fee and in most cases a

sponsoring body to meet other expenses.

The executive director of the Transvaal Education Department, Dr Pieter Bredenkamp, said parents not willing or able to pay the increased school fees for Model C schools could send their children to neighbouring State schools.

He said in most cases neighbouring State schools would be able to absorb the increased number of pupils turning away from Model C schools.

New deal for SA education

So

Sowetan 21/11/91

THE Government has proposed a new nonracial education curriculum for everyone in the country - with the first seven years' schooling compulsory.

The proposals were submitted yesterday for public scrutiny and recommendation. The Government has not taken a decision either way, Dr JG Garbers of the Department of National Education said in Pretoria yesterday.

The proposal was released by the Committee of Heads of Education Departments.

Garbers said that his department wanted to see the proposals introduced by January 1995 or at the latest 1996.

The entire curriculum will be uniformly named from Grade one to 12. And, it is divided into four main categories; junior primary, snr primary, jnr secondary and senior secondary with pre-tertiary vocational training being an option at this last level.

A strong emphasis is placed on vocational training and

By ISMAIL LAGARDIEN
Political Correspondent

allowance is made for certificated early school leaving after Grades seven, nine and 12.

These early exit dates are aimed at allowing early school leavers to enter into a system of "non structured non-formal education and training" in vocations of their choice.

This lateral movement is not irreversible or final, Garbers said. People who make the lateral move after leaving school could re-enter the system at any time they choose.

The proposals also signal a major shift - but not entirely - away from the present scenario where Afrikaans is compulsory for 12 years' pre-university schooling.

The new system demands three years of compulsory Afrikaans between grades five and seven only.

White schools handed over ⁽⁵⁰⁾

TWENTY-nine empty white schools will be transferred to other education departments in the next month.

The fate of at least another 30 is expected to be decided by the end of the month.

In a joint statement yesterday white Housing and Works Minister Gen Magnus Malan and the education Ministers responsible for black, coloured and Indian education announced the first phase of a transfer of "redundant" white schools which made the headlines after the National Education Co-ordinating Committee's (NECC) recent occupation campaign.

According to the statement 18 schools would be transferred to the Department of

TANIA LEVY

Education and Training (DET) and 10 to the House of Representatives Education and Culture Department. Most of these schools are in platteland areas across the country.

The House of Delegates Education and Culture Department would be given one unused white school, Laerskool Hugenoot in Crosby, Johannesburg West.

Government has not yet decided on the future of Johannesburg's Orange Grove Primary, the school the NECC originally tried to occupy.

Another school targeted by the NECC,

□ To Page 2

Schools

Germiston's Laerskool Goedehoop, has been transferred to the DET and is already being used by Black Pearl, a black private school previously based in the Johannesburg CBD.

The Ministers said the schools would be transferred free of charge within 30 days and the departments would decide when they would be opened.

Government would consider private in-

stitutions in cases where education departments decided they did not want to take over schools transferred to them.

DET director-general Bernhard Louw said the DET had asked to use all 18 schools transferred to it and hoped to open them in January 1992. He said the usual admissions policy would apply — pupils of any race could apply and would be considered on merit.

□ From Page 1

FM 22/11/91

Desks on the Titanic

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Fine ideas on solving the education crisis don't help

When President FW de Klerk and ANC president Nelson Mandela met in February to discuss the education crisis, specifically and for the first time, there was some hope. Not for long, though: despite initial reports that the Joint Working Group, set up following the Tuynhuys meeting, was making some progress, the initiative soon came crashing down.

Now the main parties to the group — government, the National Education Co-ordinating Committee (NECC) and the ANC — admit the exercise was a failure. Unilateral announcements and a lack of consultation, and the forced occupation of empty white schools, are partly to blame. Government was again accused of wanting to be both referee and player.

Both sides allege bad faith but that is academic now. The grim vision remains. Despite recent talk of an all-party national forum on education, probably to be linked to constitutional negotiations, and hints of a January announcement by De Klerk on a single ministry of education, the debate on an integrated education system is stagnant. The system itself continues to decay.

The crisis has been well documented. Demographic projections, when seen against the historical misuse of resources, point to a breakdown of the system — where it has not already collapsed.

Education & Training Minister Sam de Beer talks of more money for the Department of (black) Education & Training and



Maepa ... millions missed education

hopes to establish an "education accord." But this will relieve only short-term pressures like the chronic shortage of textbooks.

First-aid is still being applied according to racially defined education departments, which in any case have a limited existence.

As things are, black education has too many pupils to make education meaningful. David Maepa, chairman of the Soweto Education Co-ordinating Committee, estimates that there are 316 000 children and young men and women between the ages of 13 and 25 on the streets in Soweto with little or no education.

Nationally, figures for the lost generations are a nightmare.

ANC education head John Samuel believes there are more children and young adults outside the school system than in it — a staggering figure of more than 8m with either no schooling at all or severely limited primary or secondary education.

Of this figure an estimated 1,2m children have never been in school at all.

White education was previously comparable with structures in most Western nations. According to Democratic Party education spokesman Roger Burrows, the white departments — with 11% of the total number of pupils and 22% of the teachers — got 36% of the education budget. But now they are being run into the ground, as a result of ad hoc increased allocations to black education and a misguided policy of own affairs rationalisation.

Despite a reversal of the rationalisation policy a few months ago (though for some reason it is still being implemented in Natal), much has already been lost. About 200 white schools and five colleges of education have closed; most

damaging, thousands of experienced teachers and lecturers are being lost to the profession.

There are fairly clear views on the form a future system could take, and a surprising degree of convergence.

The problem is that debate is highly politicised, and at present has more to do with control of education than getting a workable system in place that would benefit as many children as possible.

NECC general secretary Ithron Rensburg sees the NP government's new commitment to decentralise education as a possible attempt to undermine the capacity of a new government to redistribute resources.

The NECC argues that, in the short term at least, there is a need for a strong central authority in education.

"Looking at the period after democratic elections, we are going to need an education ministry with not only the will

but also the capacity to bring about change in education. We are committed to a policy of affirmative action, not only as far as race is concerned but also to address regional and gender imbalances, and for this we need a strong, centralised authority."

A second argument from the NECC against decentralisation of education is that it is new to SA schools and would take time to implement.

"We don't have a history of local authorities handling education. To devolve power would take considerable time," he says.

The NECC's points may be valid, but clearly control of education is the overriding factor. Natal Teachers' Society director Dave Ryman agrees there could be a sinister element in the NP's new enthusiasm for devolution of power, but says that after living through the reality of massive bureaucracy he sees the advantages of devolution down to school level.



De Beer ... an enormous task

19 white schools for DET

Sowetan 4/10/91

AT LEAST 19 redundant schools, previously reserved for whites, are to be transferred to the Department of Education and Training.

This was announced in a joint statement yesterday by the Minister of Water Affairs and Forestry, and of Housing and Works, General Magnus Malan, the Minister of Education and Training, Mr Sam de Beer, the Indian House of Delegates acting Minister of Education and Training, Dr JN Reddy, and the "coloured" House of Representatives Minister of Education and Culture, Mr Tommy Abrahams.

The statement said 29 unused schools would be transferred within 30 days to the various education departments.

The announcement follows a decision by the Government earlier this year that all schools no longer required by the white education department should continue to be used for education as far as was possible.

To page 2

White schools given to DET

From Page 1

On July 25 the Minister's Council, House of Assembly, confirmed that such school properties could be transferred to other education departments at no cost.

The statement said a list of unused schools was forwarded to the various education departments, who indicated the properties they were interested in.

At a meeting yesterday the Minister's Council in the House of Assembly endorsed the initial transfer of unused schools following discussions on September 30 between the Ministers.

The statement said further investigations and negotiations over the allocation of other unused schools were under way and that final allocations could be made known by the end of this month.

Schools which are to be transferred to the Department of Education and Training are Laerskool Tobie

Winterbach, Balfour; Laerskool Bloedrivier, Groblersdal; Laerskool Perdekop and Hostel, Perdekop; Laerskool Beestekraal, Brits; Laerskool Geluk, Brits; Laerskool Pienaarsrivier, Pienaarsrivier; Laerskool Lehau, Warmbaths; Laerskool Rietfontein, Rustenburg; Laerskool Venterstad, Burgersdorp; Laerskool Kommadagga, Somerset East; Willem Pretorius Primere Skool, Bloemfontein; Mayville High, Durban; Music School, Maritzburg; Keate Street Primary, Ladysmith; Laerskool Bulwer, Bulwer; Highflats Primary, Ixopo; MacLeantown Primary School, MacLeantown; and Laerskool Goedehoop, Germiston. Sapa.

Sowetan 4/10/91

Schools transfer move welcomed

By LULAMA LUTI ^{6/10/91}

THE decision to transfer at least 29 white schools to the black Department of Education and Training has been welcomed by the National Education Co-ordinating Committee (NECC) and the Azanian Students Movement (Azasm).

The decision, announced in a joint statement issued by senior cabinet ministers this week, is in line with a government announcement earlier this year that schools no longer required by the white education department should continue to be used for education as far as possible.

NECC spokesman Mel Holland said although it

was not yet clear what criteria would be used in the handing over of the schools, her organisation welcomed the move.

"We believe the non-opening of schools is a criminal act when comparing the large number of children who go to school in overcrowded conditions, while other schools stand empty," said Holland.

Echoing Holland's sentiments, Azasm deputy president Sikhalo Segonyane said the move was long overdue.

But he called for an assurance that security measures would be taken to ensure the safety of students in the light of rightwing activities.

All-race policy for schools

JOHANNESBURG. — Pupils of all races will be admitted to the white schools that were transferred to other education departments last week.

This would be in line with the existing non-racial admissions policies of the black, coloured and Indian education departments, their spokesman said at the weekend.

However, other schools still under the House of Assembly remain whites-

only, unless they have voted for model B or C status allowing them to determine their own admissions policy.

DET director-general Mr Bernhard Louw declined to speculate on how many pupils of other races would apply to attend the 18 empty former white schools which the DET hopes to open in January 1992.

He said admissions policies would ultimately be up to the schools' parents.

50 OCT 7/10/91

Questions still hang over transfer of white schools 50

By PORTIA MAURICE

MANY questions arise from the government's allocation of 29 redundant schools to other departments last week, but officials are tight-lipped about the decision, ostensibly an about-turn on earlier announcements.

Eighteen of the schools, previously reserved for white education, were transferred to the Department of Education and Training, 10 to the House of Representatives and one to the House of Delegates.

But earlier rumblings about the future of these schools — closed because of dwindling enrolments — indicated that two other models were possible. Former Education and Training Minister Stoffel van der Merwe dubbed these "Model E" (for empty) and "Model D". Both imply that the empty schools would be managed and funded by the white education department in the House of Assembly with no racial quotas.

Educationist Brother Neil McGurk told *The Weekly Mail* this week "Model D" referred to schools which would be thrown open in areas with a diminishing white population, and "Model E" to those already empty and which would be resuscitated by the white department for all pupils. From the latest decision, it appears admission to the will remain racially based.

Empty and under-utilised schools were the focus of a National Education Co-ordinating Committee campaign in August and the subject of bitter negotiations. It seems the government has begun to resolve the problem unilaterally through inter-departmental forums.

The announcement was made last Thursday in a joint statement by Housing and Works in the House of Assembly Minister General Magnus

Malan; Minister of Education and Training Sam de Beer; House of Delegates acting Minister of Education and Training Dr JN Reddy; and House of Representatives' Minister of Education and Culture, Thomas Abrahams. The House of Assembly's education department was not represented.

Professor Jakes Gerwel, spokesman for the Joint Working Group on Education, could not be contacted for comment, but sources said there had been no consultation with the delegation. The government had undertaken to report to it about under-utilised schools by the end of the month.

The DET's decision to accept these schools is surprising in the light of its earlier reluctance to take responsibility because of a shortage of resources and the "extra expense" of transporting township pupils to the suburbs. This was illustrated most starkly in the case of Orange Grove Primary in Johannesburg, the first school threatened with occupation by Alexandra pupils in June this year. Even officials within the department appear to have been caught off-guard by the new move.

DET spokesman Corrie Rademeyer said the schools would open for enrolment at the beginning of next year "if all goes according to plan". It was possible, he said, that the department would accept more schools in future.

Rademeyer told *The Weekly Mail* regional offices had surveyed population trends and school facilities in local areas, and on that basis decided which schools would be suitable for African pupils. Area managers and circuit inspectors would now begin the process of recruitment, based on the concentration of pupils in different areas. "The situation will vary from school to school. Blanket statements are not appropriate at this stage."

Aids education on cards

Alarming figures prompt Govt to propose something stronger than sex education for South African schools

Stew 20/10/91
Trish Beaver

"LET ME tell you about the birds and the bees, the virus HIV, death because of drugs and a thing called LOVE"

A for Aids, B for Birth control, C for Condoms — that may be a modern alphabet for six-year-olds entering school for their first lesson on reading and writing.

In the wake of new Aids figures released by the National Health Department, Minister of National Health and Population Development Dr Rina Venter has prescribed Aids education in schools as compulsory.

Prudish parents and conservative educationists who shuddered at the words "sex education" now have a worse worry. Sex itself is old hat. In the wake of startling statistics that more than 300 people are being infected by the HIV virus every day, safe sex and Aids education are the things of the future.

Researchers are still no closer to finding a cure for the deadly virus, and it is still only a matter of time before HIV carriers die from full-blown Aids.

Children now will be made aware of the frightening consequences of Aids along with their first reading and writing lessons.

In a recent speech at the National Party's Cape Congress, Dr Venter said a more comprehensive programme must be developed to deal with the Aids epidemic, with one of the mea-

sures to be instituted in schools next year being compulsory "Aids Education".

A breakdown of those people likely to be affected by Aids was given by Dr Venter this week: out of the 300 people infected with the HIV virus every day, 120 to 140 were women, 110 to 130 were men and 20 to 40 were children.

A spokesman from the Department of Education and Culture said that sex education was present in schools countrywide and was presented as part of "The Family Life Education Programme".

But she added that parents had the right to remove their children from the programme if they wished, and that it was a common practice for school principals to make use of outside experts to make presentations after school hours.

Psychologist "Dr Paul", presenter of Radio 702's "Sexually Speaking" programme, said this week that Aids education for children was a "brilliant idea".

"Children are sexually aware from the day they are born. I believe that children must be armed with information and knowledge. Millions of people are going to die of Aids... they must be given a chance to avoid catching the HIV virus," he said.

"Obviously the age of the child is important, and the information they are given must be aimed at their own level of understanding. But I feel it is vital that they are educated. Parents in South Africa are very bad when it comes to talking about



BIRDS AND BEES... Sex therapist "Dr Paul" teaches a group of children about the facts of life.

Picture: Ruvan Boshoff

sex to their children. That is why we have a high teenage pregnancy rate. Aids can be cured if our kids are educated.

"Children watch sex on television. It may not be explicit but they are aware of it. But the problem with television is that most of the sex is promiscuous and negative. It is important to

stress safe sex within a monogamous relationship," Dr Paul said.

Officials from the Department of Health refused to disclose details of the Aids education plan this week. All they would confirm is that there would be a working model by

the first school term of next year.

Aids researcher Professor Ruben Sher has given his approval to the plan, saying: "I wouldn't like to comment on the actual programme as I do not know the details but, in theory, it is an excellent idea which is long overdue."

"I would recommend that it is taught in conjunction with sex education because the two go hand-in-hand. My main concern is that it reaches the black schools first and is not only directed at private white schools. The immediate problem is in the black community. Action must be taken now."

LEARNING Nation



POLICY

EDUCATION 1

New Nation
(Learning Nation)

25/10 - 31/10/91

(50)

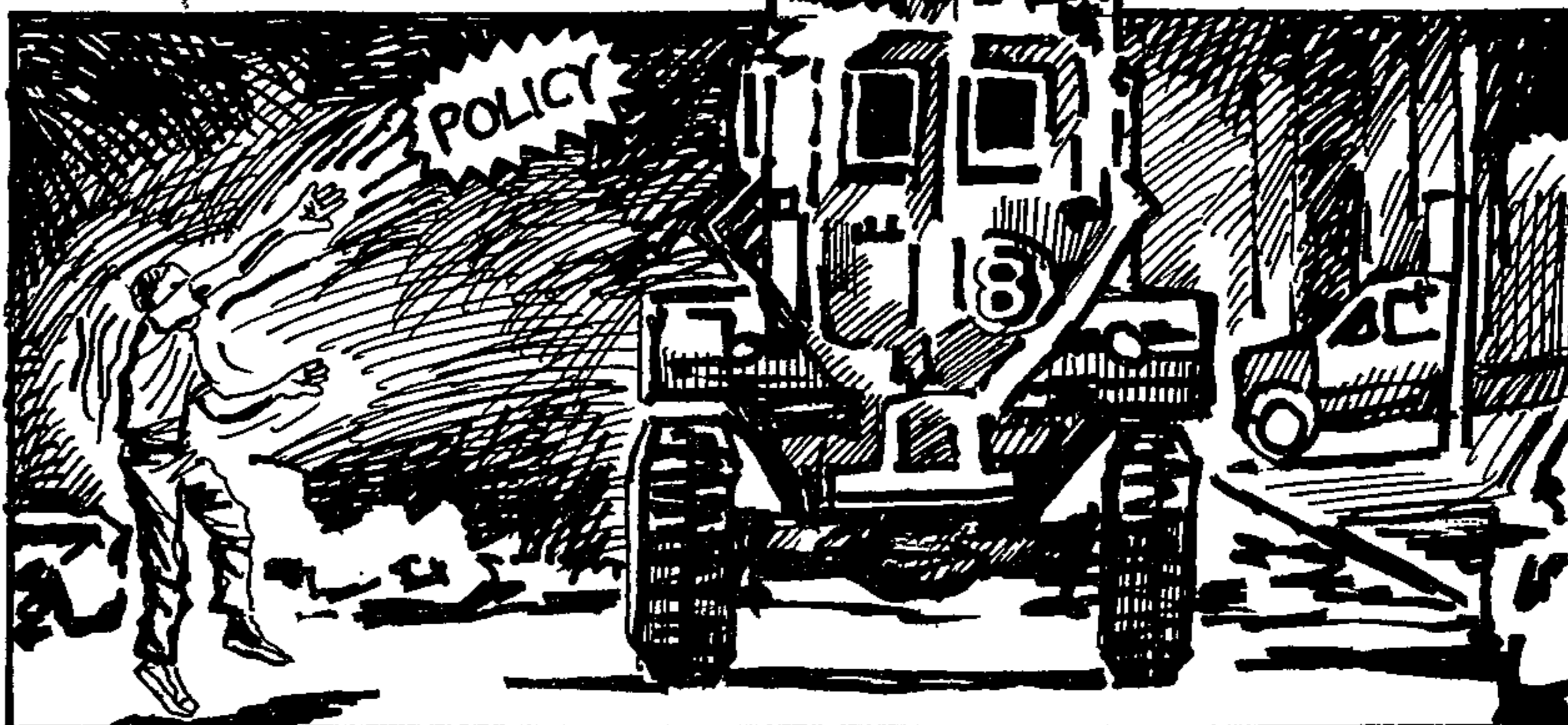
The present period of negotiations and reforms has opened up the possibility for us to bring about major changes in society. The danger of the present period is that if we don't take the initiative in bringing about these changes, we will not ensure that these changes are to our advantage.

One of the key areas that requires change is education. For decades now, we have all been talking about the 'education crisis'. In order to transform the present education system we need to have a very clear understanding of the nature of this crisis in education

- why is it getting worse?
- how did it come about?

Once we understand the crisis, we will be in a position to work out an education policy that will be geared towards solving the crisis in the interests of the masses and of developing our country.

This will only happen if the interests, experience and demands of the people (especially the working class) become education policy for a genuinely new South Africa.



ers and Zulu-speakers. But capitalism in other countries was responsible for promoting mass education. Why did this not happen in South Africa? And why when mass education did come about in South Africa did it produce a crisis?

MASS EDUCATION IN OTHER COUNTRIES

All systems of mass education in other countries only came about in this, the 20th century. Before that education was largely the exclusive domain of the children of the ruling class and the middle classes. With the second Industrial Revolution in the last ten years of the 19th century new technologies changed industry completely. At the same time the size of the working class in all the major capitalist countries of the world increased tremendously. In countries such as Britain this led to the first programmes of state-run mass education to educate this vast mass of working class children in the ethics of capitalism and to prepare them for the future world of work. Other countries such as Germany set out to ensure that education had a technical bias to ensure that the class was prepared for the new forms of labour. The fact that these capitalist countries were democratic however meant that the kind of education included technical and academic education and the programmes of mass education offered opportunities for some working class children to climb up the class ladder. Mass education played the role of both keeping the existing class structure of capitalism and ensuring that the level of skills in society could serve as a resource for development.

MASS EDUCATION IN SOUTH AFRICA

Capitalism in South Africa did not develop slowly. Instead, the Mining Revolution of the last years of the 19th century suddenly wrenched this country into capitalism under British control. The black working class in South Africa was used largely as a migrant workforce and not as a permanent urban working class required to work with relatively advanced technology. For this reason, no programme of mass state education was started for blacks. It was only with the mass movement of African people to the cities during the Second World War that South Africa really became industrialised, with a large urban working class becoming a resource for the bosses. At the same time this urbanisation led to major struggles by the black working class in the 1940s and 50s. To deal with this vast threat of urban militant workers and prepare the new generation for their place in industry, the first programme for mass education was set in motion by the new Nationalist Party government - Bantu Education!

The Bantu Education Act of 1953 entrenched the racist ideology of the Nationalist Party (though

it did not start the process of segregation and inequality). It brought all schools under the direct control of the Nationalist Party government and the Minister of Bantu Education was given wide powers. He was given control over the hiring and firing of teachers, the content of the syllabus and all other aspects of black schooling.

The following quotation from a National Party MP clearly shows the direct link between apartheid thinking and capitalist exploitation:

"We should not give the natives an academic education If we do this we shall later be burdened with a number of academically trained Europeans and non-Europeans, and who is going to do the manual labour in this country? We should so conduct our schools that the native who attends those schools will know that to a great extent he must be the labourer in the country"

The education system that developed served to produce the millions of workers who were needed in the factories, mines and on the farms. It produced white bosses, managers and specialists; 'coloured' and 'Indian' artisans, lower management and unskilled labourers; and African unskilled cheap labour.

TERTIARY EDUCATION

The Extension of the Universities Act of 1959 blocked black students from attending white universities. Instead, they had to attend the specially created black tertiary education institutions (bush colleges) that were divided on a tribal basis. This black elite which came out of this process formed an important part of state strategy with regard to the fragmentation of South Africa into bantustans. The 1959 Promotion of Bantu Self-government Act set into motion the homelands policy of the state, and a black elite was needed to run the administrative structures within the broad framework of Nationalist Party ideological control. The state needed a thin layer of people who would believe in the apartheid ideology of separation of the 'races' and who would accept positions of privilege in their own 'homelands'.

Teachers were regarded as very important in fulfilling the role of carrying state ideology into the classroom. Teacher training was strictly controlled and could only take place in those institutions established by the state.

For more information on education, see our new Education Page.

Next week we will look at recent opposition to the South African education system.

This article was written by a member of REC of SADTU (W.Cape)

THE EDUCATION CRISIS

- About 23% of black adults have no schooling;
- 25% of all black school drop-outs are Grade 1 pupils;
- about 19% of black children aged 6-17 are not at school
- at least 33% of black people in South Africa are illiterate.

We have reached the point today where there is a near total breakdown in schooling in South Africa. School children roam the streets during school hours; discipline has completely broken down; textbooks and equipment are non-existent and demoralised teachers work double shifts with overcrowded classrooms and little pay. More than half South Africa's people live in rural areas where schools hardly exist. In the midst of so much talk of the "new South Africa", one sector of the people - the school youth - has been abandoned by the state.

Even people in the liberation movement write off the youth, calling them "the lost generation". Some of these people are confused by figures quoted by experts that R40 billion a year would be required for equal education and begin to argue that we cannot afford free education in the new South Africa. Others try to scold the students to go to school to learn, when the conditions of schooling are such that learning is practically impossible.

The education crisis does not however only concern formal schooling and youth, but also the low skills levels and illiteracy amongst adult workers and the rural poor. This hampers South Africa's potential for economic growth and facilitates the dis-empowerment of the working class in South Africa, leaving the crucial decisions about South Africa's political future to "experts".

HOW DID IT COME ABOUT?

The history of segregation and inequality in SA lies at the root of the education crisis in this country. The education system developed alongside apartheid capitalism which is responsible for the inequalities and divisions between rich and poor; white and black and between Xhosa-speak-

... might offer, saying: "I do re-empt what I may be told."

Mandela, in Johannesburg on May 22.

during a protest in May this year.

Policeman says he was told to hide

Own Correspondent

MARITZBURG — Former SAP special constable Selby Mkhize, posted at Trust Feed, New Hanover, at the time of the December 1988 killing of 11 people, told the Supreme Court yesterday he had received an anonymous phone call in connection with the incident earlier this year, warning him to hide.

Mkhize, now a member of the KwaZulu police, reported the matter.

Mkhize said he had believed he and five colleagues were being posted to Trust Feed to perform guard duties.

One morning four colleagues — Kehla Nguwane, Thabo Sikhosana, Dumisani Ndwalane, and David Khambule — told him and Const B Makhathini New Hanover station commander Capt Brian Mitchell had pointed out a house "occupied by terrorists". They surrounded and shot at the building. The trial continues today.

Schools face huge increase in pupils

GERALD REILLY

PRETORIA — The mounting problem of funding education to cater for an explosion in pupil numbers between now and the year 2000 was stressed by Education and Culture Minister Piet Marais yesterday.

He told the Cape Education Council in Cape Town that pupil numbers were rising at the unprecedented rate of 300 000 a year and that by the century's end there would be an additional 4-million pupils.

This would impose impossible additional demands on education financing. The situation was further aggravated by SA's current low economic growth rate and extremely weak productivity.

Marais said it had to be realised a new education system could not be established overnight, given this background. Government would be unable to spend much more than the present 20% of budget already allocated to education.

"The fact is that the more than 10-million pupils and students cannot be funded on the same basis as they are funded by my department," he said.

Marais said a National Education Department survey on the realities of education found per capita state expenditure for school and college education in the Department of Educa-

tion and Culture was R3 572 in 1989. However it was only R927 in the black Department of Education and Training.

It was also found the teacher-pupil ratio in white schools was 1:17,6. The ratio in the Department of Education and Training, however, was 1:36,3.

"It is unthinkable that such inequalities should continue indefinitely," he said.

Financial realities would force government to consider raising parent and community contributions and the channeling of more pupils to technical and career education. Also the curtailment of compulsory education to the projected level of Std 5 and the real increase in pupil density would have to be closely looked at.

On open schools Marais said by the year's end about 700 schools would have voted for one of the additional models and would have the right to determine their own admission policy. While about 80% of the country's total population indicated they were followers of one or other religion, and this formed a communal basis for a new system, provision would have to be made for the great diversity of people and cultures in SA. There was no place for discrimination on grounds of race or colour.

The situation was very tens

Most South Africans and families of mis-

U.D.T. see

Education change must involve all — IDT

South 31/10 - 6 (11/91)

By Rehana Rossouw

IF education policy is to be drafted in South Africa which satisfies all, every stakeholder in the process has to be involved. This was the sentiment of most speakers at a seminar on Tuesday on education policy and change organised by the Urban Foundation, the Social Involvement Association and the Chamber of Commerce.

Professor Merlin Mehl of the Independent Development Trust said South Africa needed a restructuring of education, not renewal.

He said any new strategy on education should deliver visible solutions in the immediate short-term, involve the full range of education players in the country and keep within the bounds of what the country could afford. The IDT had assisted in creating a policy options model for the re-

structuring of South African education. It proposes free, compulsory primary education with an education budget not exceeding 22 percent of the national budget and the elimination of the historical backlogs in education within 10 years.

Mehl said a National Reconstruction Forum was needed to involve communities, development agencies, education bodies and the government in a reconstruction programme.

Urban Foundation policy analysts Mr Peter Buckland and Ms Jane Hofmeyr said the Urban Foundation had declined the call for submissions on the Education Renewal Strategy, labelling it an inadequate process under government control.

"In the movement to a democratic society we need a regime change—a change of political culture and the way things are done," Hofmeyr said. "In the transitional period, there is a

tension between the old, dying regime and the new one struggling to be born. With the old, there is a reformist culture, limiting change to bringing about some amelioration.

"With the new, there will be negotiation with all the stakeholder groups.

"With the drafting of the ERS, the state is pursuing the old kind of culture while education bodies are calling for the second kind to bring about radical change in education."

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50 et 1/1/91 IDT proposes education plan

THE Independent Development Trust has proposed the establishment of a national forum for educational reconstruction which will include the present ministries of education, the non-government working group on education and the development agencies.

The IDT said in a statement yesterday an "innovative plan" to reconstruct national education by the turn of the century had been devised by its education director, Professor Merlyn Mehl, who had worked with various organisations both here and abroad.

It said the main features of the IDT strategy were:

- No increase in the proportion of the national budget currently spent on education (22%).

- Senior teachers to be known as mentors and the employment of a large number of assistants known as para-teachers.

- Eight years of compulsory free pre-primary and primary school education.

- A dramatic increase in the number of textbooks.

- A 95% matric pass rate for those who reached Std 10.

"The IDT plan demonstrates in practical terms how educational parity might be realistically achieved within 10 years. It places the elimination of classroom backlogs at the centre of the reconstruction process, with R300 million allocated by the IDT for the building of 50 000 classrooms nationwide.

"Prof Mehl has assumed in this strategy a teacher-pupil ratio of 1:36. White schools currently have a ratio of 1:17, Indian schools 1:20, coloured schools 1:25 and African schools 1:42. He pointed out that the highly successful Japanese education system operated on a 1:40 ratio."

Four new categories of teachers had been defined: Senior secondary, secondary, mentors and para-teachers (suitable individuals who had inherent skills but lacked formal qualifications), the IDT said.

"Simply by making education completely non-racial overnight — both formally and in all informal patterns — the effect would be the same as a 50% increase in the budget." — Sapa

LEARNING Nation



POLICY DEBATES

EDUCATION 2

New Nation (Learning Nation) 1/11 - 7/11/91

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Many parents blame student struggles over the last two decades for the breakdown of authority in schools. Recently the NECC, SADTU and COSAS have spoken about the lack of a "culture of learning" in black schools and how this has heightened the crisis in education and in the broader community. It is important to examine these struggles carefully and see to what extent they have contributed to the lack of a will to learn on the part of students today.

THE LOST GENERATION

The inequalities that exist in society and that are so glaring in education have often turned schools into sites of struggle. Young people have the energy and idealism that makes them prepared to take up political struggles. And schools are places that allow thousands to meet at a time.

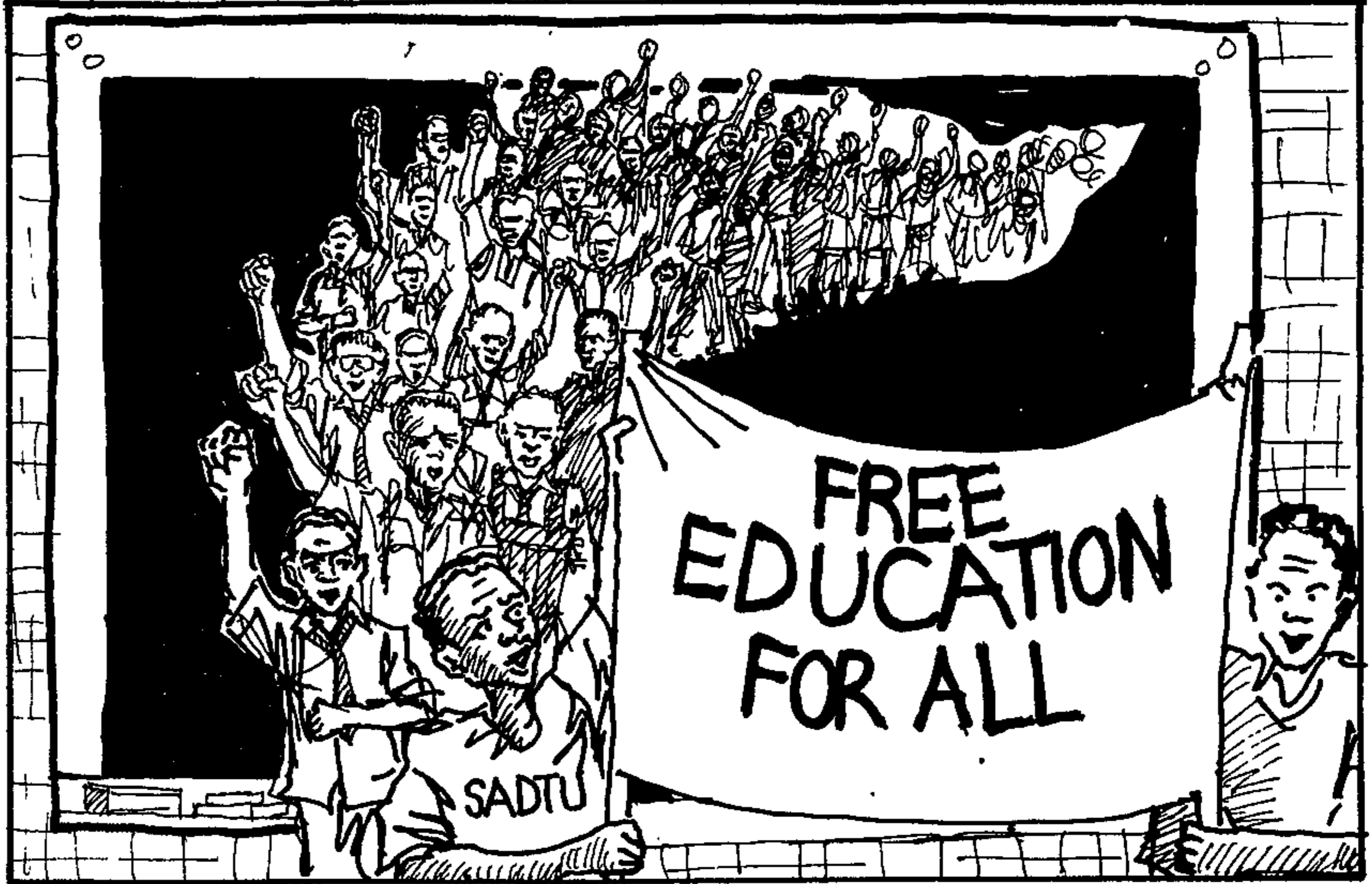
Since 1976 we have seen many courageous battles fought by students against the repressive arm of the state - the SADF and the SAP. Often students led the way in demanding that the present education system be transformed. This, very often, happened at a great loss. Many young people lost their lives, were maimed or went into exile.

Instead of schools being sites of ruling class ideology they were turned into sites of alternative education where students learnt how to fight the enemy of the people. With all their youthful energy they learnt important lessons about the building of democratic decision-making structures like SRCs and PTSAs. In the throes of battle many learnt a view of the history of South Africa, different to that which was presented by Apartheid education. Many who emerged as political activists during this period are now the ones involved in the building of trade unions, civics, the ANC and the PAC.

The struggle of students captured the imagination of all the oppressed. It gave parents the confidence once again to fight rent struggles and dummy councils. Workers in many factories were also spurred on to fight for the right to organise and for a higher standard of living. Organised workers made significant gains during this period of heightened student struggles through their own actions and also as a result of solidarity action by students (eg the 1979 Fattis and Monis strike; the red meat boycott of 1980).

To a large extent students didn't allow their struggles to remain dispersed and isolated. At almost every turn the student leadership linked their local struggles for SRCs and decent education to the broader struggle for decent and affordable housing, public transport, equal pay for equal work, and political rights for all. The struggle of students, therefore, was an integral part of the masses' struggle to control every aspect of their lives. This contributed greatly to bringing us to the point at which we are now — our organisations are unbanned, political leaders have been released, organs of civil society like unions, civics, SRCs, PTSAs have the space to organise and De Klerk has been forced to enter into negotiations.

But, while many gains have been made by the struggles of students over the last two decades, the demands of students haven't brought about a



transformed South Africa. This has resulted in a deep sense of demoralisation in student struggles and has affected the will of students to learn. The idealism that has often driven students to believe that they, on their own, can transform society has now begun to take its toll. Coupled with this is the fact that most students face an uncertain future because of the general crisis in society. The effects of long sustained struggles without the support of parents and workers have turned schools into sites of despair & demoralisation.

THE INABILITY OF THE PRESENT STATE TO SOLVE THE CRISIS

Because the state has always been geared towards meeting the needs of a minority, the conflict between the privileged and the oppressed has reached a crisis. Now the State is being challenged to meet the needs of the masses and it cannot do this without eroding the profits of the bosses. To do this the country has to undergo a major transformation on all levels. The economy will have to be restructured to produce wealth for the people, and political rights will have to be extended to all the people of the country. A new non-racial, non-sexist and democratic constitution will have to be drawn up by a Constituent Assembly.

NEW POLICIES

An education policy needs to be developed within this framework of restructuring the economy and the political system of this country. First and foremost it will have to set out to redress the present inequalities in the education system. A single non-racial and democratic education department will have to replace the present racist and inefficient system of 19 separate departments. The state must take full responsibility for making education accessible to the masses. An immediate priority of any new education policy will have to be the building of more schools to accommodate those who do not have access to schools at the moment. More teachers will have to be trained to meet the demands of a mass schools system. Teachers who

are in the present system will have to be re-trained for the new situation. The problems of literacy and numeracy have to be addressed — nine million people can't read the Freedom Charter!

The aims and principles of the education system will have to be geared towards producing all-rounded human beings who will be in a position to plough their skills back into society for the common good of all. This must not be at the expense of creating specialists in the fields needed to develop society. The education system will have to set out to inculcate values of non-racialism, non-sexism and democracy in the youth.

We need to take full responsibility for re-establishing a "culture of learning" that will turn schools into sites of people's education. This, however goes hand in hand with the need for very real structural changes in society as a whole and education specifically.

An education policy that sets out to achieve the above will have to be fought for. A clear and coherent programmatic response to present state initiatives in education has to be developed so as to draw together the creative energies of the masses against the present regime.

Produced by a member of the REC of SADTU (W.Cape)

We need to take special note of the Education Renewal Strategy which sets out to depoliticise education and to shift the responsibility of the state to communities. It only speaks about free education at primary school level and wants the private sector to finance secondary and tertiary education. This is not going to address the issue of present inequalities and will instead entrench these with increased privatisation.

If you want to know more about the state's strategy on education and debates on policy read our accompanying series on the Education Page.

In Nicaragua, the literacy level went from 13 percent to 75 percent in one year, because of a campaign that depended heavily on radio. In Mexico, a state-sponsored radio campaign rendered 700 000 people literate in one year. In China, Radio and Television University has over a million enrolled students. In Japan, television programming is fully integrated into the educational structure from pre-school to university level.

And if you want to know how seriously the SABC takes educational broadcasting, tune in to TV1 on Saturdays at 3.45pm. Or at any other children's hour time.

On SABC-TV, the lackadaisical and rather cynical attitude seems to be to broadcast as little educational programming as is mandated, and things can only get worse with the decision to become profit-oriented and base programming on audience ratings. There is, of course, *K-TV* on M-Net, but only subscribers get it — and none of it is local material. On Bop-TV, there is a fairly good channel called Edutel that serves the greater metropolitan region of Mmabatho, a region in which there is little electric-

Education? It's all up in the air in SA

w/mant 1/11-7/11/91
In the US they have 'Sesame Street'. In South Africa we have 'The Pumpkin Patch'. **MARK GEVISSER** argues that the SABC should recognise its responsibility for on-the-air education

ity and fewer television sets.

In a country like South Africa, economic levels and lack of electrification do not make television a widespread medium. Nine out of 10 rural households do, however, own an FM radio — and surveys have shown that 99 percent of all rural black South Africans listen to SABC's African language stations.

Unless you count the Radio 702 and Radio Metro talk-shows (which only reach, as their advertising plugs announce, the already-educated elite), there is no radio education. A crime when you realise that one in two South Africans is functionally illiterate and at least seven in 10 South Africans listen to the radio.

Of course, there are problems with educational programming on radio or television and, despite the examples quoted above, attempts to use it in largely-illiterate societies have had dubious results: a massive radio-literacy campaign in Brazil, for example, crashed spectacularly when studies proved that the achievement rates of students who participated were no greater than those who didn't. Open

Universities, like those in China, might have six-digit enrolment numbers, but they also often have four-digit dropout numbers.

There is no guarantee that the would-be learner will go anywhere near the programme broadcast for her benefit and, even if she does, distance-education can result in passive, unconstructive learning — particularly if it is not accompanied by interaction with a teacher.

But educational broadcasting does not have to be boring or "distant". In Mexico the literacy campaign worked because it was popular and accessible and was accompanied by group lessons where literacy teachers used printed material to reinforce the broadcasts. In some parts of the

United States, the Public Broadcasting System (PBS) arranges to broadcast programming directly into schools.

The report of the Task Group on Broadcasting, published last month, acknowledges the poverty of educational broadcasting in this country, and identifies three modes of education that can be offered by television and radio: formal education (in which lessons are planned in conjunction with schools and universities); non-formal education (which would include things like cookery); and informal education (which takes place "on a mother's lap, at the dinner table, listening to the radio or TV").

The report acknowledges that "the greatest disadvantage of educational radio and television broadcasts is that there is no real interaction", and therefore recommends a multi-media approach in which printed educational media are developed.

Wits University's acting head of drama and film, John van Zyl, goes one stage further: he believes that a programme has to be launched to train people to both develop and use these multi-media educational programmes. To these ends, he is developing an Educational Broadcasting Institute, with the assistance of Radio Netherlands Training Centre, that will be in operation at Wits from the beginning of 1992.

"It's part of a three-phase programme," he says. Two years after the opening of the institute, Wits, in conjunction with other universities across the country, will apply for a licence and begin broadcasting pilot educational television programming. Then, by 1995, a national educational channel, supported by organisations like the American Ford Foundation, could be launched.

Other educators say the SABC should be held responsible for on-the-air education. This is not going to happen until the government makes literacy and education a priority, and until an independent broadcasting authority forces the SABC to fulfil its role as the public broadcaster.

'At last I can read — but what?'

By LINDA RULASHE

AN education officer from the National Union of Metalworkers was once quoted as saying "post literacy" should be seen as a rung of a ladder which takes a person from no literacy at all to professional status. Few, however, ever reach the top rung because there is little material available for them.

What basic literates need is not more primers, says Edward French, convener of the Zenex Adult Literacy unit, but "relevant reading and educational programmes to follow on from the basics, taking them deeper into literacy and into a language of wider communication".

Post-literacy can be divided into two levels, according to a book titled: *Never Too Old to Learn! Towards*

formulating policy for adult basic education in a post-apartheid South Africa, published by Learn and Teach, the English Literacy Project and Lacom (Sached).

The first level involves the improvement of literacy skills and use thereof to learn subjects up to Standard Five level. People at this level are technically literate in their first language and have a basic knowledge of English. Those at the second level need improved practical skills, history, numeracy, science and political economy up to the equivalent of Standard Seven.

There is a shortage of reading material with a local flavour for newly literate adults. They aren't able to read "ordinary" newspapers or magazines, says Learn and Teach

director Marc Suttner, so material must be simple but interesting. Comics are popular. Storyteller Group researcher Mary Anne Bahr says the pictures are easier to follow.

"New literates must have material to reinforce the skills they have acquired," Suttner says, "for unless they carry on reading, they can lose them." Learn and Teach publishes a monthly magazine which he says is the only mass circulation publication aimed at post-literate adults.

Read has close to 300 books in its book unit, including material from the universities of Cape Town and Natal, Heineman, Macmillan Boleswa and the English Literacy Project. Material from the Children's Press in America and the Adult Basic Literacy and Basic Skills Unit in

Britain is also available. Topics as diverse as Aids, drugs and pollution are covered.

Literacy groups publish a range of material, often drawing on stories about learners' lives, but there is a dearth of reading matter in vernacular languages. Organiser of the English Reading for Adults project, Beulah Thumbadoo, hopes to have 20 publishers and literacy groups coming up with one Easy Reader each by next year.

Publishers don't perceive a market for such material. "Traditionally, they deal with big chains and, after all, they are there to make money. However, if they encourage a reading culture by publishing more books of this kind, it will be to their benefit in 10 years time," she said.

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EDUCATION

Any person or organisation is welcome to use the material for educational purpose, but should let the Learning Nation Co-ordinator know.
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 PO Box 11350
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Education Issues 3 Results and Prospects

*New Nation
 (Learning Nation)
 8/11 - 14/11/91
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Last week we looked at the rise of the student movement in South Africa around the key struggles of 1976, 1980 and 1984-'86. These struggles inspired all sections of the working people and shook the state. New forms of democratic organisation arose which were unique in the world in terms of their scope and significance - from SRC's; to PTSA's; to the NECC. Student power reached such levels that they forced Education ministers in the apartheid government to negotiate with them and their parents. It was the student struggles that inspired teachers to start their own progressive organisations or challenge the leadership of the old conservative bodies. And yet today schools have become areas of demoralisation and despair and democratic organisation has largely broken down. Some people on the TV and in education circles even speak of the students as the "lost generation", and that a few years after they were called the "young lions".



Students saw their schools as sites of struggle and conducted political awareness and "alternative education" programmes in classrooms during what would have been normal school hours. Sympathetic progressive teachers assisted with these programmes which gave them the opportunity to explore and sharpen their educational skills with new teaching methods and content.

On the national level the prestige of the Congress of South African Students (COSAS) was such that it was one of the founder members of the UDF in 1984 and had the authority to call the Vaal Stayaway in 1984 which sparked off the '84-'86 uprising.

When the state banned COSAS in 1985, the struggle to unban this national student organisation became one of the focal points of that year. At the same time students struggled to re-establish national co-ordination whilst starting regional umbrella bodies such as the Natal Students Congress (NASCO) and the Western Cape Students' Congress (WECSCO) and Student Action Committees (SACs).

The energy and commitment displayed by the student youth was however mixed with the sense of impatience which led to their isolation. School boycotts were unwisely elevated to become more than tactics to be withdrawn when they lose their ability to mobilise community support. In particular, the exhaustion of sustaining the levels of struggles throughout 1985 against vicious state repression, took its toll on students and local student organisation. And the collapse of any national student organisation to replace COSAS after its banning left students to return to school disorganised and demoralised that their struggles had not achieved the results they had anticipated.

Today

The National Education Co-ordinating Committee (NECC) - an umbrella body of education structures for teachers, academics and students - is discussing a "code of conduct" for mass mobilisation in schools and at universities. Although no decision has yet been taken, they are investigating ways in which student and teacher protest can be streamlined with maximum gain. Campaigns, they say, should be realistically planned to ensure that they are effective and produce results rather than demoralisation.

This strategy is a far cry from the "liberation before education" slogan students shouted during the boycotts of the mid-1980's. Much has changed in student organisation and sentiment since then. DET students are currently writing their matric examinations but, after another year of frustration and poor facilities, results are expected to be poor. There is much disillusionment in the schools, and students don't have much energy or the inclination to learn. Many of those now in matric are products of the 1985-'87 era, when high expectations of protest were dashed and students were urged to go back to school after little had been gained.

The crisis in South African education has a new element today: the "culture of learning", everyone says, has been eroded in Black schools. Simply put, this means that students and teachers alike have lost all faith in the system. They see little point in learning by rote theorems and English texts which bear little relevance to their lives. Often three to a desk and with a textbook circulating amongst friends, acquiring knowledge in any case requires great determination. A matric certificate has little value in ensuring a job to support the family after school. And stoning a

casspir appears to hold more hope of immediate results than battling to learn under adverse conditions.

Today traditions of student organisation have changed. Hard fought for SRCs have virtually collapsed or become bases of intolerance. This spirit of intolerance - fostered during the mid 1980's when impatient students sometimes forced people to obey consumer boycott calls - has spilled over into other areas as well. This year students chased Kallehong and Mamelodi principals away from schools because they were seen as government agents who should be responsible for resolving local education crises. In this case the DET did not keep its promise of providing textbooks and the principals were seen as agents of the DET.

There is also a dangerous tendency for campaigns to be organised from the top without adequate SRC and school involvement. A call goes out from a body such as COSAS, for example, and students are expected to follow. Leadership is preoccupied with different issues of "transformation". In the 1980s the main demands were for democratic SRCs, "People's Education" and an end to age limits. Today a more articulate but perhaps less accountable leadership holds regular press conferences and has been drawn into debate about policy options despite the fact that on the ground active participation has collapsed.

In this context a gap has developed between policy studies being investigated at universities and research units, and the mass of students. Initiative for and control of determining the future has been wrested from the hands of students, teachers and parents by the demands of reconstruction. People involved in schooling every day say they read for the first time in newspapers about decisions which affect them. There is a need for the democratic movement to strategise about changing conditions and the fact that in this period of negotiations the people need to fight the ruling class' vision of a future South Africa. But it is important that we do not lose the dual between this and the fight to empower the people to shape and control what is to come.

An urgent task is to democratise all areas of policy research from school to adult education and ensure the rebuilding of strong student and teacher organisation. Such policy research should be done on the basis of past and current struggles of students, teachers and parents in the education field and not simply on what the ruling class tells us are limitations on resources.

A balance sheet of the education movement:

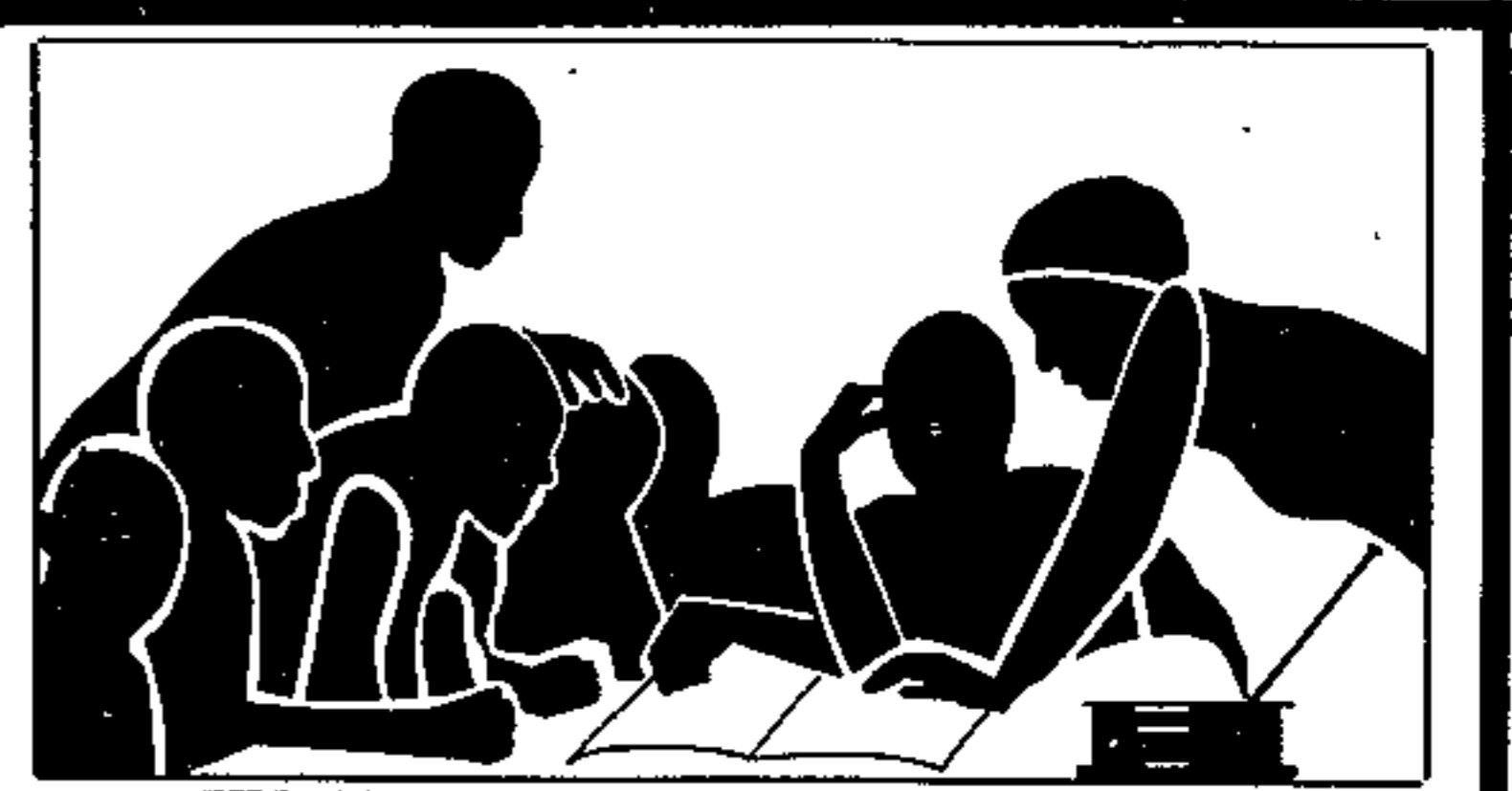
Yesterday

There was much optimism and potential in the student movement of the early 1980s. Students in the 1980/'81 boycott learnt a very important lesson from 1976 - they cannot lead the struggle for liberation on their own. Western Cape students, through a co-ordinating structure called the Committee of 81, actively campaigned for a consumer boycott of red meat and Wilson Rowntree's products in support of workers on strike at the time. Student activists galvanised their communities into action through mass meetings, pamphlet blitzes and house visits. This was the beginning of a strong alliance between workers and students and unified action over both education and community issues.

The Committee of 81 was one of the most representative and democratic student structures this country has seen. It was so called because students from 81 schools elected delegates from their Student Representative Councils to meet regularly to plan and assess the boycott. They were expected to report back to their student bodies and could be brought to order if they behaved in an unaccountable way.

Next week we will look at education and the economy and what role education can play in economic growth.

EDUCATION



Education Issues 4

New Nation (Learning Nation)
15/11 - 21/11/91. (50)

Education and the Economy

Last week we discussed the circumstances that led to the rise and decline of the student movement in South Africa. One of the major arguments raised by many people today is that there is not a "culture of learning" amongst students. This problem they say threatens the economy of a future South Africa. It is argued that the possibility of a future South Africa being able to provide for the people will be dashed unless we become more realistic and all work to ensure that the economy will grow. And one of the basic requirements for economic growth is seen to be education. This week we will look at whether there is a relationship between education and economic performance. What kind of education, what path to economic growth and in whose interest are the kinds of questions being posed today. We will draw on the experiences of other countries to illustrate our examination.

Education and Economic Growth

Those people who argue that education is the key to economic growth these days point to the high levels of education in countries such as Taiwan, Korea and Singapore that have experienced spectacular economic growth. They can prove that in these countries the average level of formal education is extremely high. A country such as Korea has the highest number of university graduates in the world and the most educated working class. They therefore argue that education was an important resource in producing economic growth.

This argument was used by many governments in the countries which emerged after colonialism. In Africa a good example has been the Zimbabwean experience where, after independence, the Mugabe government set out to push up school attendance and promote programmes of mass education. Today we know that this has thrown up a new social problem - that of the matriculated unemployed. The same trend occurred in post-colonial Nigeria, Uganda and Kenya. These economies did not experience growth and the newly educated layers of youth either joined the ranks of the unemployed or became part of the brain-drain as they took their skills to the better-paid jobs on offer in the big capitalist countries.

The examples of the high levels of education in the countries of the Pacific Rim such as Korea and Taiwan are also misleading. It can just as well be argued that these countries did not experience economic growth because of high levels of education but rather had high levels of education because of economic growth.

An overall level of literacy and numeracy amongst a country's population can be an important resource for economic development. The fact that a greater commitment to education programmes did not lead to economic development in Zimbabwe, Uganda and Nigeria and that high education levels have been useful in Korea shows that education in itself is however not the key to development. The answer to economic development therefore clearly lies elsewhere, particularly in establishing new power relations in our society and

utilising the wealth produced by the working class more productively.

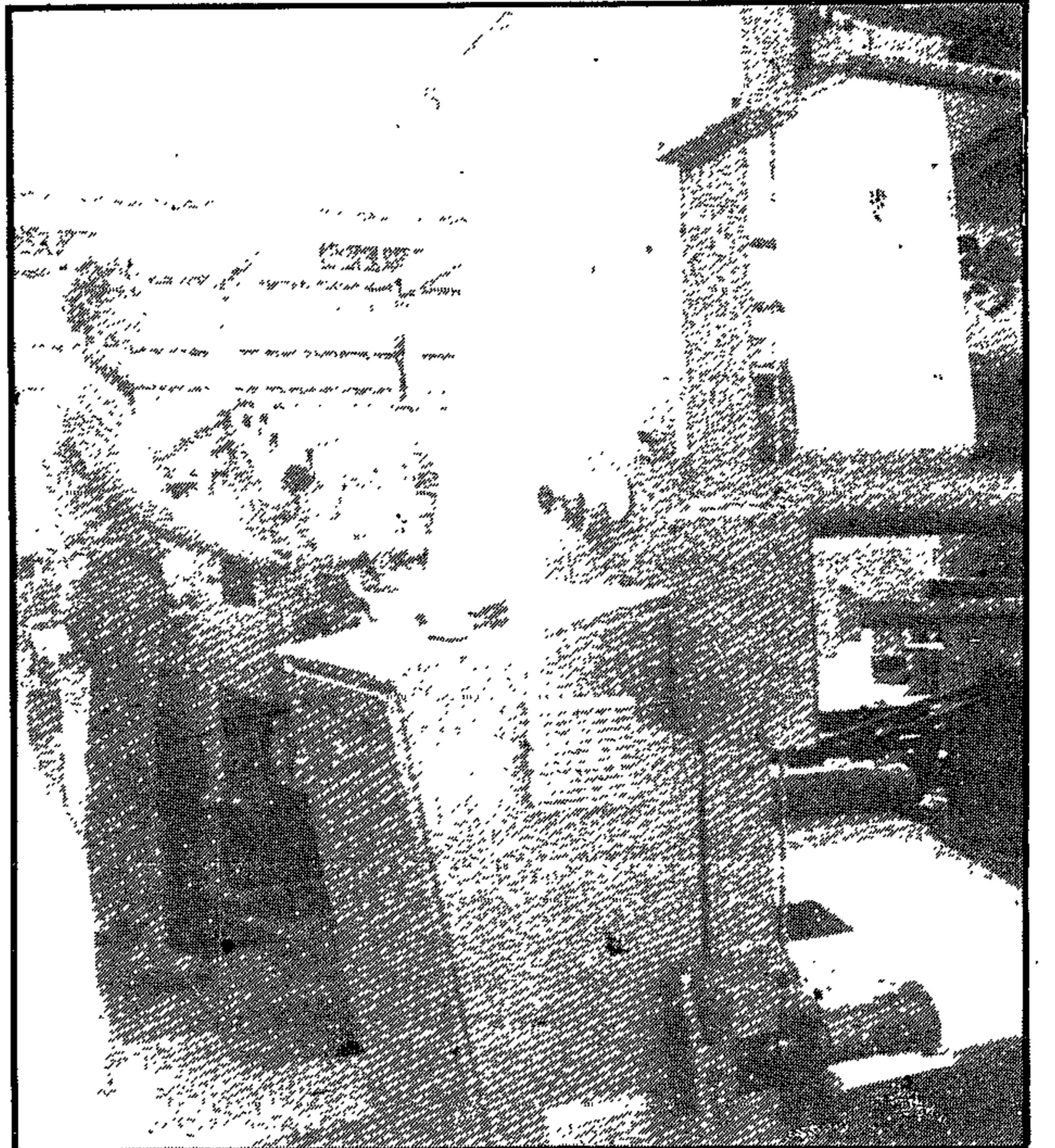
What Kind of Education would help our Development?

Education consists of different components. Subjects such as Languages, History and Geography, Mathematics and Science are part of what is called the academic stream. Other subjects such as Accounting, Business Economics and Typing are classified under the commercial stream. Finally subjects such as Metalwork, Computer Programming and Woodwork are called technical subjects.

When Bantu education was enforced in 1955 the Apartheid government argued that there was no point in "educating the 'Native' above his station in life". The conception underlying Bantu Education was that African people were being prepared for a life of semi-skilled labour. The emphasis was on rote-learning and being able to respond to commands. Subjects which were emphasised were rudimentary English and Handwork. After the 1976 revolts and the call by Big Business on the state to address the skills crisis there has been much talk of the need for technical education to solve this problem. Much talk was aired about spending money on technicians and promoting science and maths as subjects at schools and incentive schemes for teachers who could teach these subjects.

In 1981 the state's De Lange commission delivered its report on education and education policy. One of the main arguments contained in the De Lange Commission report was that South African education placed too much emphasis on academic education. Instead it proposed that there be a greater emphasis on technical education.

While the state did not formally adopt the De Lange proposals they did begin to implement some of the spirit of the De Lange recommendations. Differentiated education was introduced in which streaming of pupils was encouraged so that, while the majority of students ended up with a basic general or technical education, a few were supposed to do the academic stream.



What kind of education will equip South Africans to use modern machinery such as this?

Given the breakdown in DET education and the absence of any real facilities and resources, the thinking informing the system of differentiated education was never realised. Most students ended up receiving such poor education as to make a mockery of any kind of special education streams.

The recent examples of economic development in countries such as Taiwan and the use of new technologies in Sweden, Japan and Italy have been cited as important for South Africa's future development. This has made some progressive people raise the need to look at the whole question of technical education in the new South Africa movement. In this regard it has been argued that we need to emphasize technical education if we want to have the kind of education that can make us competitive with other countries.

Once again here it is not clear whether technical education is the key to economic development. Nor is it clear whether technical education actually enhances peoples' understanding of technology, or their ability to use computers and to have the initiative to be creative in their jobs. In fact research has shown that sometimes a good academic education in subjects such as History can stimulate a critical ability which is essential to working with new technologies, whereas a rigid technical education can lead to a limited ability to think independently or display initiative in

the work place.

The key to economic development lies not so much in the levels of education of the people or in the extent to which they have a technical education. Rather the growth of the South African economy is tied to so many other questions such as the proper use of the resources of the country; a commitment of the working people to the upliftment of the country because they regard the state as theirs, and a creation of a plan for eliminating the long history of wastefulness and mismanagement of capitalism. The experiences of Eastern Europe have shown that a new South Africa will not be able to build socialism on its own in a hostile world of imperialism and will have to seek to establish co-operative relations with the rest of Africa and other countries struggling to overcome dependency. Building up the levels of education, both technical and academic, will help to ensure that human resources are there to draw on for such a plan of international and regional co-operation to work.

But the mistake of thinking that education is itself the key to development, let alone technical education, can lead to the liberation movement adopting the agenda of the state and capital and, in so doing, disempower teacher and student activists in the education movement struggling to build strong and democratic teacher and student organisations.

Open Schools: 1991 card displays fine progress

50 FILE 12/11/91
Report

WHEN former Education and Culture minister Mr Piet Class announced last year that whites only schools would gradually be allowed to enrol other races, few people foresaw how eagerly white parents would open the classroom doors.
Education Reporter HANS-PETER BAKKER looks at mixed schools one year on.

AFTER the first year of "open schools" more than 155 of the 170 schools under the Cape Town and Parow school boards have voted to open to other races, in spite of a host of obstacles which included provisos that more than 80 percent of parents had to vote in each case and at least 72 percent of all parents had to vote "yes".

Much to the surprise of many, 1991 passed with virtually no serious incidents of racial conflict and, so far, it looks as if the entry of black and coloured pupils in to the white mainstream of education has gone very smoothly.

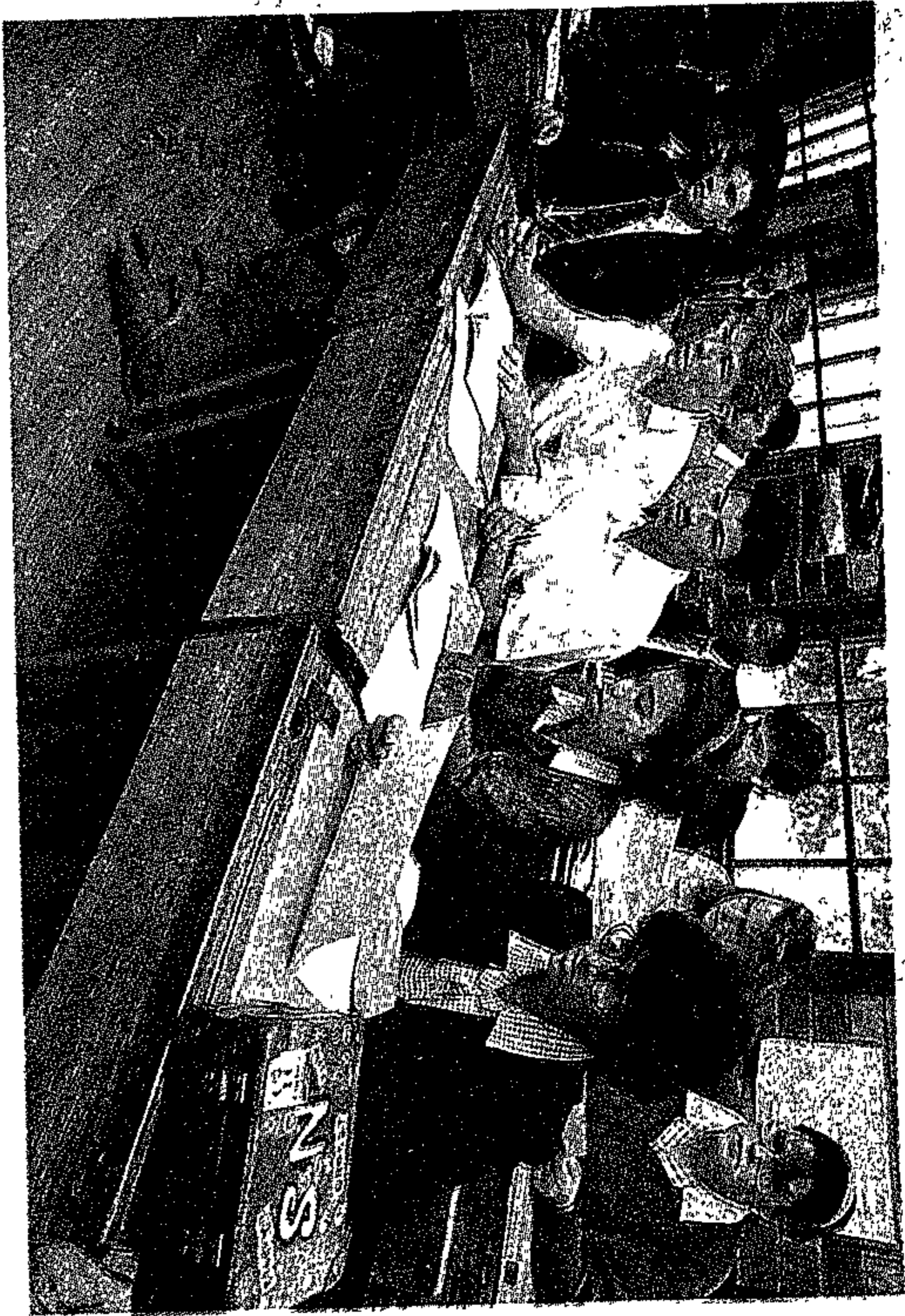
Executive director of the Cape Education Department Dr Schalk Walters said "as expected" the implementation of model B "has generally been conducted responsibly and with few problems".

School principals agree that the first year of open schools has passed with relatively few problems.

Mr John Wegerhoff, principal of Gardens Commercial High School, said "although it took some time, by the end of the year everyone had slotted in extremely well. And now the new students are competing quite adequately with the other kids." Some of the new pupils had already been made prefects and sub-prefects.

He said the school did not experience a single problem of racism, but "academically some of the black children tended to struggle a little more than the coloured ones, but even they started to come into their own toward the end of the year".

Mr André Viljoen, principal of Jan van Riebeeck High School which recently chose its first coloured student council



NEW LOOK: A mixed Cape Town High School class quietly gets on with the job of learning.
Picture: HANNES THIART. The Argus.

member, said there had been no problems with social adaptation and acceptance; although academic differences meant that the new pupils had to work hard, especially in higher grade subjects such as maths and science.

"They improved well and by the end of the year — with the help of a support programme, extra tuition and hard work — they had managed to get in line with the other students," Mr Viljoen said.

Many of the principals interviewed considered the opening of schools a "non event".

Mr Wegerhoff said: "Any fears of the parents and the general public proved to be completely unfounded. There

has been no dropping of standards. In fact they have improved," he said.

Mr Viljoen agreed and said simply: "It was very easy".

But a spokesman for the Open Schools Association said the organisation was "desperately worried that the opening of schools has been regarded as a non event. It should have been made into an event."

He said the different cultures and races in South Africa had been separated for "an awfully long time and now for the first time we are allowed to implement multicultural education."

"The gradual opening of schools was an ideal opportunity to look at the problems of multi-cultural education and to

make changes to the present schooling.

"It is sad that most schools simply carried on as if nothing had changed, except for a few new faces.

"We believe schools still have an opportunity to make open schools the start of something new, but they will have to be pro-active and look for ways of becoming multicultural."

Next year the numbers of black and coloured pupils in mainstream white schools will increase considerably and it is an open question if the schools — which managed without a hiccup this year — will continue to be able to absorb children from the other education departments that easily.

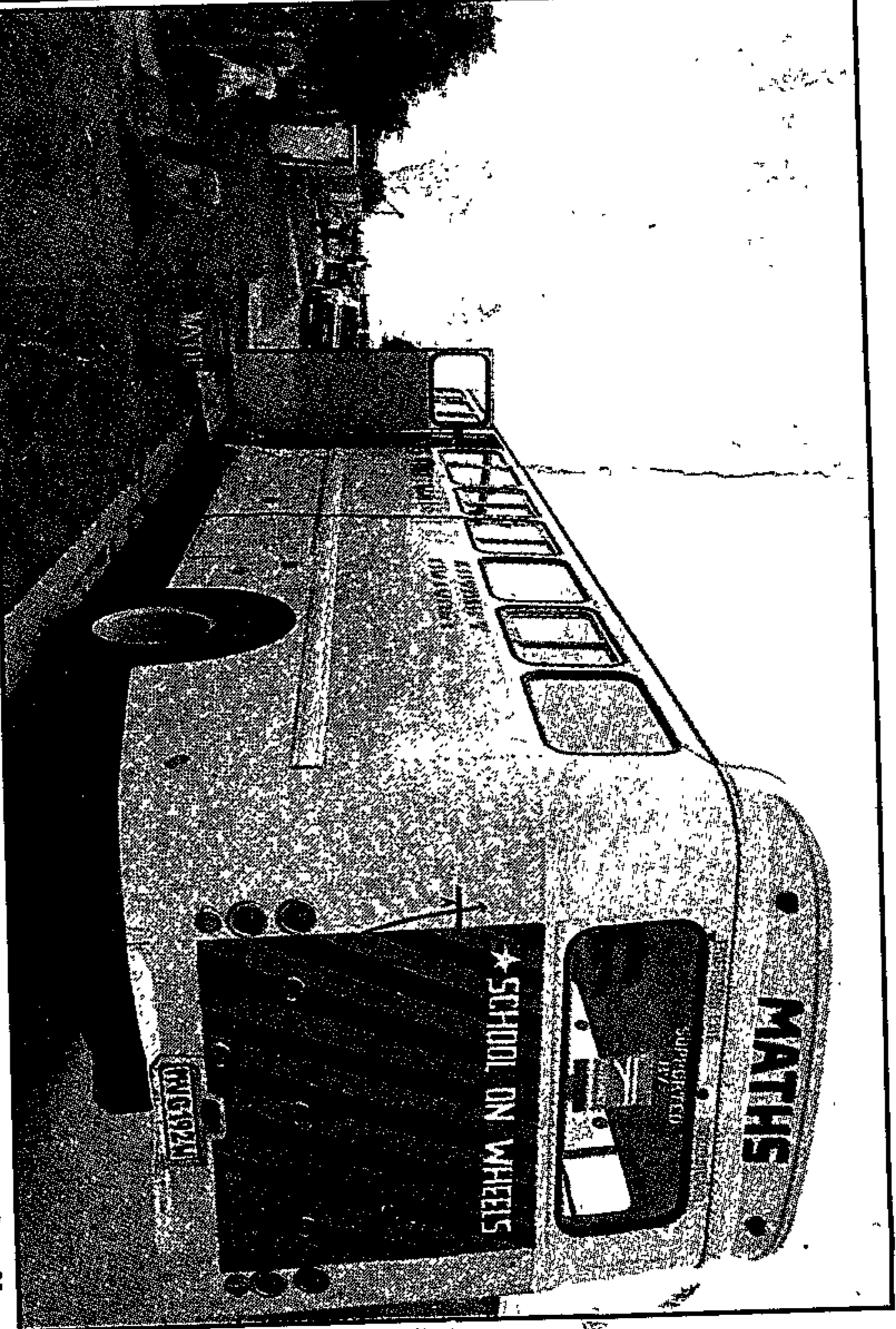
The bus stop



IN A CLASS OF ITS OWN . . . Retiring? Recycling at its most inventive. Soweto's School on Wheels helps pupils chalk up results.

■ Pic: BLACK IMAGE SYNDICATE

... here ...



YOU CAN'T MISS THIS BUS... This once mobile object is just as busy today as in its heyday. Now stationary, it serves as a makeshift classroom for pupils in Soweto.

By **PETER SETUKE**

AN abandoned double-decker bus in the middle of a forest near Marikana Station in Rustenburg is taking more people aboard than it did when it was still operating.

It is being used as a sex nest. There are no resistant women of doubtful virtue, but men are welcome to bring partners, and for a modest fee they can spend an hour or two in it, doing what comes naturally.

Most of the "customers" are local farm labourers who find time for this diversion at lunchtimes and in the evenings.

They can also have a drink or two, and the home brew is considered one of the district's best.

The skeletons of three other abandoned double-deckers at the Baragwanath junction near the St John's Eye Clinic in

You can do sums

CP/pen *SO* *W*
or get all sweaty

Soweto are being used for a less exotic trade. They have been turned into fruit and vegetable warehouses.

Alexandra's homeless folk make their homes in disused Putco buses. The more adventurous turn them into shebeens.

Sowetans are also inventive. One resident brought in a huge railway bus trailer "for a good cause" and turned it into a school bus — but one that never moves.

In 1985 Lawrence Sithole of Orlando West Extension saw two young children teaching each other the three Rs, and made up his mind to help. He wasn't sure how to go about this, until he

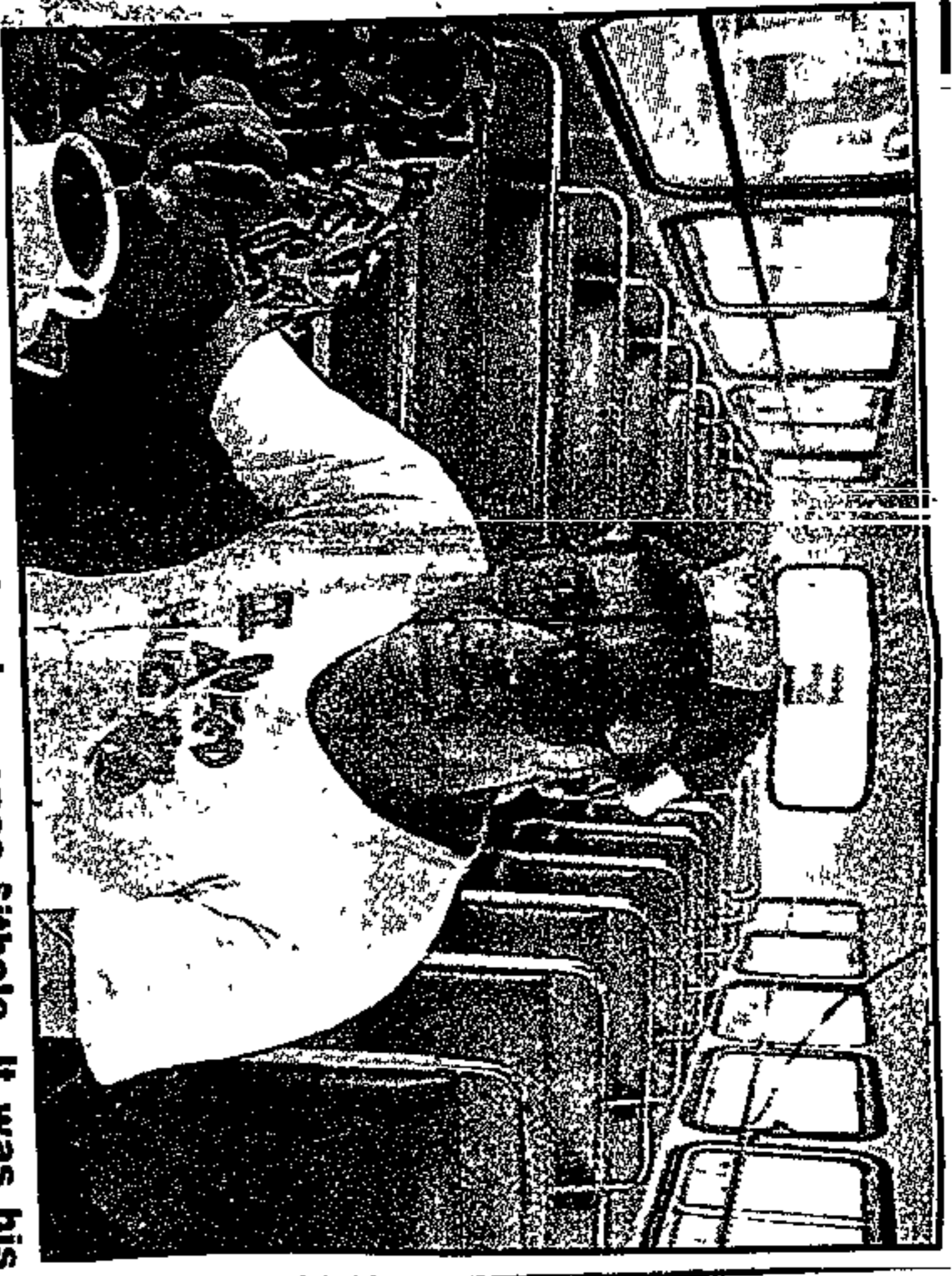
17/11/91
 thought of the trailer-bus.

He started a school under a tree and instead of abandoning lessons during rain, pupils trooped into the bus and kept dry while the class proceeded.

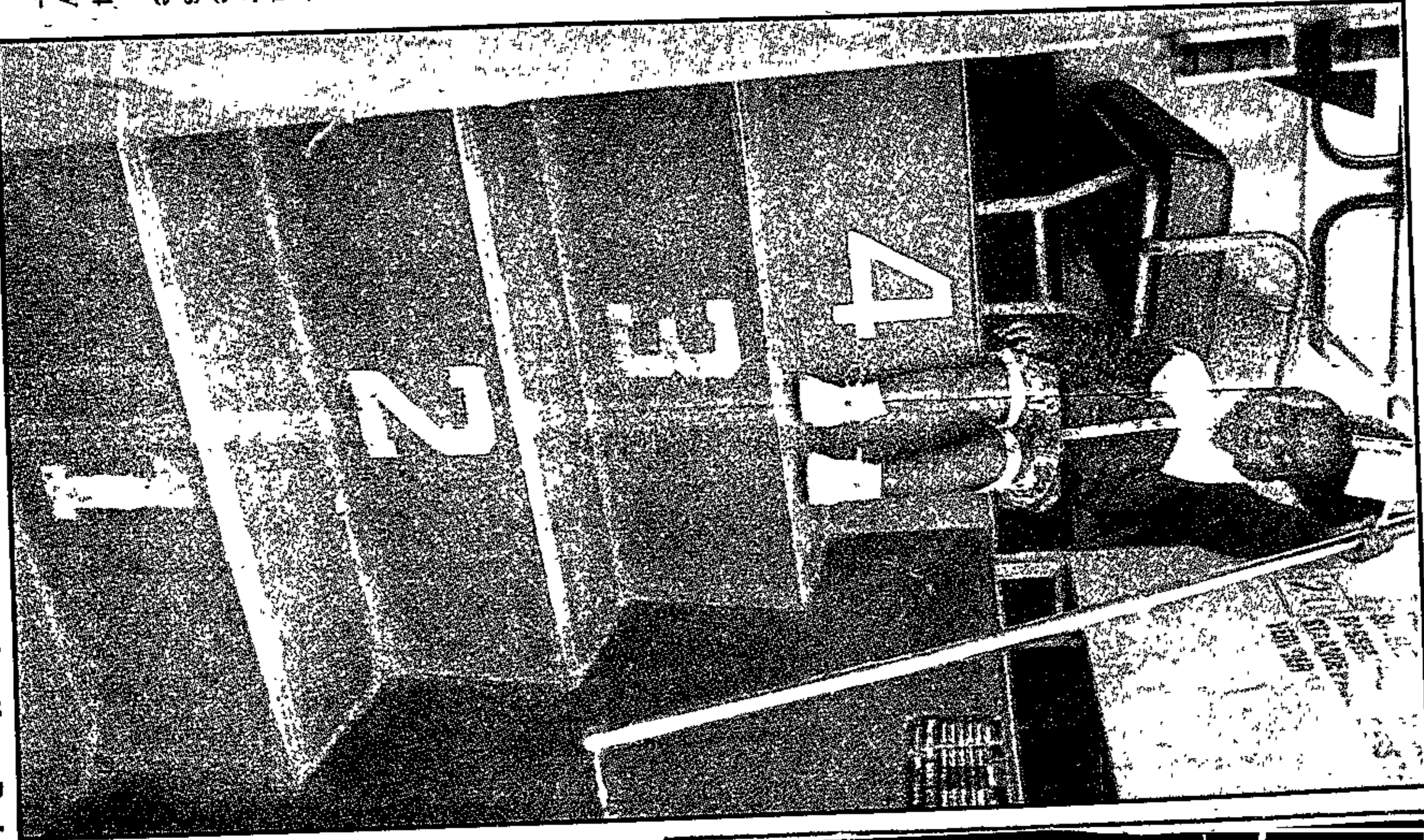
Today the bus boasts an updated maths and science library, a stationery cupboard and a formidable stereo-sound system in the luggage racks for audiovisual lectures. The bottom luggage casing is a strongroom for the "school's" equipment.

The bus school has 54 pupils, and will probably have 70 next year, according to Sithole.

And, as he has employed two more teachers, the timetable will also be extended next year.



DRIVING FORCE ... Teacher Lawrence Sithole. It was his idea to turn the bus into a school.



ALL ABOARD ... This young pupil can learn her three Rs in comfort with the School on Wheels as her ticket. The bus boasts an updated maths and science library, a stationery cupboard and a formidable stereo sound system.

SCHOOL PLAN

Govt's sweeping changes for education

CT 2/1/1991 (50)

Own Correspondent

PRETORIA. — Sweeping changes to South Africa's education system have been proposed in a draft model for school education announced yesterday.

The non-racial model, unveiled by National Education director-general Mr Johan Garbers, stresses the need to move away from an academically oriented system to one directed towards vocational training.

Mr Garbers said the model could form the basis for a curriculum for primary, secondary and technical college education.

Technology

Mr Garbers, chairman of the heads of education departments committee, said the first nine grades would be characterised by general formative education with a limited choice of subjects in grades 8 and 9.

In the last three years of school there would be greater subject choice. Education in the mathematics and natural science directions would be promoted by introducing technology as a subject, as well as vocationally oriented subjects in maths, physical science and biology.

Limiting options would lead to more pupils taking mathematical and natural science subjects, he said. Reaction to the proposals was mixed yesterday.

Main proposals of new system:

- Nine years of general formative education — the first seven to be compulsory;
- The rationalisation of the number of subjects and elimination of overlapping of subject content to make education more affordable;
- A new approach to language instruction;
- A strong emphasis on technology; and
- Only five examination subjects in the final year of the senior secondary phase.

(50) CT 2/1/1991

Democratic Party spokesman Mr Roger Burrows welcomed the proposals, saying they positioned education for a new SA.

"We are pleased there is a definite intention to move towards more vocationally oriented education and greater relevance in subject content," he said. "The limiting of matric to one compulsory language is a further pleasing aspect."

Rhodes University dean of arts Professor Michael Whisson said he would be happy to see greater emphasis on mathematics and science but hoped it would be accompanied by an emphasis on language skills.

Soweto Education Crisis Committee chairman Mr David Maepa said he saw more negative than positive aspects in the proposals. The main positive aspect was the shift from academic to technical education, but he felt the age at which children would be moved into technical education was too young.

"Most standard five pupils are only 11 or 12 years old. They are not yet mature enough to cope with technical

From page 1

education. They are also not ready, mentally or emotionally, to make a career choice." CT 2/1/1991

The Conservative Party criticised the model for proposing the replacement of Christian own affairs education with neutral religious and multicultural education. "By this they play directly into the hands of the enemies of Christianity and (the enemies of) those who regard the values of a people highly," a CP statement said.

Mr Garbers said the new model aimed to make the school curriculum more relevant, particularly in relation to SA's labour needs. He said it was flexible enough to accommodate any future constitutional dispensation.

He said rationalising the number of subjects would result in more cost-effective and efficient education while maintaining standards.

Mr Garbers said vocational school education could also be followed at technical colleges.

Three exit points were proposed — after grades seven, nine and 12 — with

leavers receiving SA Certification Council Certificates. (50)

The model also proposed a new, three-tier (advanced, ordinary and basic) approach to language.

In grade one pupils would have to take one language with a second being optional; in grade two pupils would have to take two languages, one the mother tongue. From grades five to seven three languages would be compulsory, from grades eight to 11 two languages and in grade 12 one language.

Mr Garbers said the discussion document resulted from wide-ranging investigations and consultations which started in 1984.

Comment has been invited until March next year.

Sapa reports Mr Garbers said the target date for introducing a new curriculum was January 1995, or at the latest January 1996.

He emphasised, however, that the government had not yet adopted a position on the proposed model.



ANC rejects new education model

6 (day) 22/11/91 (50)
THE ANC has rejected government proposals for a more vocationally-oriented education system.

Education head John Samuel said it was a mistake to assume education could provide the solution to structural economic problems.

"We are keen to see the development of a general

DAVE LOURENS

education system driven more by the broader principle of human development rather than economic development," he said.

He said a new approach to education should be governed by the need to address existing inequalities. Our Political Staff re-

ports from Durban that the National Education Co-ordinating Committee (NECC) said allowing individual communities curriculum control would mean retained privileges.

NECC general secretary Ihron Rensburg said the proposed "framework committees" could come to control education.

● Comment: Page 12

School clothes pass budget exam

STAR 26/11/91.

UNIFORM PRICES

Parents are a captive market when they go shopping for school uniforms. But some schools are flinging aside tradition and making bold moves to cut costs.

WHILE belts are being tightened during the recession, parental and school pride means the traditional uniform is alive and well. So, each year parents register resigned alarm at the rising cost of clothing their growing offspring.

The cost of uniforms is exacerbated by the fact they are invariably bought after 13th cheques and savings have been dipped into to pay for holidays.

But some schools are taking unusual and practical steps to take the emphasis off stretched pockets, and on to school books.

In the year 2000, says Central Statistical Services, there will be close to 4.5 million children aged between 10 and 14 in the country. Of the estimated 14 million children attending school, 85 percent will be black. That's a lot of uniforms and even more money.

Some schools, including Woodmead in Sandton, have abandoned uniforms in favour of American-

style casual wear. But many educationists believe that casual clothes instead of uniforms mean greater expense for parents as some children indulge in "best-dressed" competitions.

The anti-uniform lobby in South Africa is relatively small, but there are growing calls for standardised uniforms with only badges and ties reflecting school pride.

Housewives League president Lyn Morris says parents should take a more active role in cutting their own costs — by determining what their children should wear to school.

"School uniforms are not mandatory. They are decided on by the committee of parents. Parents should take an active role in the decision. Uniforms should be more realistic and cater for climatic and financial conditions."

One school that has taken practical steps to cut costs and cater for comfort is Eden College in Johannesburg, whose pupils are a

familiar sight in their distinctive school T-shirts and blue jeans.

"Initially we had grey trousers, white shirt and blue jacket," says Eden College headmaster Allan Zulberg. There was a definite cost saving when the school moved to basics.

"One factor was cost, but we also wanted something more comfortable with which the kids could identify," says Mr Zulberg.

The uniform is basic: blue denim jeans, any shoes, an Eden College T-shirt which costs R20 and a college sweater. Next year the school will introduce a baseball-type jacket and a knitted top for the girls.

The new private Bishop Bavon School, St Georges, in Bedfordview, also had cost in mind when deciding on a uniform.

Headmaster Morgan Ellis says the biggest factor increasing the cost of uniforms is colour and stripes: "We went for a plain uniform for the boys, no stripes, grey shorts, a plain grey blazer,

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grey jersey, white shirt, socks and the shoes, all of which can be purchased anywhere," he says. Parents can thus do comparative shopping.

The only distinctive items are a red cap and a badge on the pockets of shirts and blazers.

For the girls, Mr Ellis chose a checked summer frock already used by a number of other schools. Costs are reduced because the frock is already being produced in volume.

He has chosen hard-wearing fabrics, with hems that can be let down to ensure garments have more than one season's life.

The uniform is simple and cost-effective, but at the end of the school's first year has already become an individual and a smart one, in which the children can take pride, Mr Ellis says.

"All indications have been that it is far more expensive when children compete with casual clothes. The best leveler is a uniform, a simple uniform," he says. PAULA FRAY

Cost-reducing ideas include blazers being optional

The Department of Education and Culture has issued guidelines on cutting costs:

- Only a basic uniform should be prescribed. Unnecessary items should be eliminated and expensive ones, such as blazers, should be optional.
- Exclusive garments should

not be prescribed for matric pupils, first teams or prefects. Options are lapel badges.

- The basic uniform should be prescribed all year round.
- Schools in the same feeder areas should co-operate closely in order to prescribe the

same basic school uniform.

- The custom of weaving school colours into garments such as socks or jerseys should be discouraged.
- New school uniforms should be phased in gradually. New pupils should be allowed, where necessary, to wear the

uniform of their previous school for a period.

- Each school should make provision for the exchange of second-hand clothes.
- Contracts for supplying school uniforms should not subject parents to monopolistic business practices.



Smartening up . . . pupils at the new Bishop Bavon School, St Georges, in Bedfordview, show off their simple, but smart and cost-effective uniform. From left are Anthea Isaacs, Natalie Goddess, Raymond Pelo, Marlinus Ndawambi and Barry Briggs. Picture: Stephen Davimes

NP changes its tune on education

By MONDLI MAKHANYA

THE government's latest proposals on a new education curriculum are a significant shift in its thinking on education policy.

Besides policy changes, the greatest significance of the discussion document, released by the Committee of Heads of Education Departments on Wednesday, is that the government has opted not to take any position on it until March when comment from various interest groups has been received.

Proposals in the document are that there should be nine years of formal education of which the first seven should be compulsory; a stronger emphasis on vocational education and technology; a rationalisation of subject numbers and subject content; a recognition of multi-lingualism in academic instruction; a

contribution towards satisfying the need for natural scientists and engineers; and the uniform naming of the different education year levels, from Grade One to Grade 12.

The document is a break from past government thinking on education in that it allows for a single curriculum as well as certification at the end of primary school.

To accommodate those who leave after the first seven years the document also proposes "structured non-formal education". Although the recognition of multi-lingualism is likely to be interpreted in some quarters as covert slipping in of the government's "cultural diversity" bogeyman, it actually signifies a shift in its imposition of a language medium.

Says Democratic Party education spokesman Roger Burrows: "It is going to lead to a regionalisation of

language instruction, something that the African National Congress is also in favour of."

But the real bone of contention is likely to be the provision for certification after high school. Given that secondary education is now internationally regarded as the absolute minimum, there is likely to be resistance to this idea.

Wits University Education Policy Unit academic Linda Chisholm says "for the state to confirm and not try to alter the fact that most people leave school before secondary school is bad".

However, Burrows believes this is realistic in the light of the country's financial constraints.

"It is not the most desirable thing but the reality of the financing situation makes it the only way. But one hopes it is not a permanent feature."

Sowetan 27/11/91

STATEMENT BY THE BOARD OF TRUSTEES OF THE INDEPENDENT DEVELOPMENT TRUST CONCERNING ITS EUROBOND ISSUE

In order to clarify matters arising from the IDT's proposed Eurobond issue, its Board of Trustees has authorised the following statement:

The Independent Development Trust (IDT) will proceed with its Eurobond issue – to help fund a national school and clinic building programme – but at a time it considers appropriate next year.

Prior to seeking a \$100-million loan, the IDT received explicit support from key political leaders including State President de Klerk, Chief Minister Buthelezi and Mr Nelson Mandela to raise an international loan for its development programmes.

The IDT pursued this course of action because it believes that the participation of the communities involved is essential for the success of all its development work.

However, shortly before the first presentation in London was to be made by the IDT in the middle of October in support of this initiative, the ANC claimed that its support was confined to grant funding, not to the raising of loan finance.

It is clear that this statement, which was subsequently ascribed to a misunderstanding, was insupportable. Opposition to the presentations was withdrawn and these proceeded on the basis that such misunderstandings as may have occurred would be resolved after the return of the delegation.

Following further discussions, it appears that despite the support originally given to the venture, the ANC now regards the inflow of loan funds for a national school building programme – to which the IDT is to devote R300-million of its own resources – as being in conflict with its policy on financial sanctions.

The delays occasioned by these events – timing being of the essence – and the confusion created by the contradictory statements have impacted on the IDT's capacity to access the markets at this time.

In these circumstances, the Board of Trustees at its meeting on Friday 22 November, reaffirmed the independence of the IDT, and resolved as follows:

- It would proceed with the establishment of a National School Building Trust and would apply R300-million of its own resources to such a fund.
- Whilst it would not be able to enrich this fund with the \$100-million loan in the current year, the Trustees would in their sole discretion, but with all the support they can muster, aim to do so at an appropriate time in 1992. In particular – as was always intended – it would continue to seek private sector and community involvement in this programme. In this way it will hopefully be able to limit the damage caused by the delay.

Ongoing discussions have been scheduled with all interested parties, including the ANC leadership, early in the new year.

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A R300-MILLION NATIONAL SCHOOL BUILDING PROGRAMME AND THE ADVANTAGES OF AN INTERNATIONAL LOAN

The National School Building programme, which the IDT has evolved through intensive community participation, is designed to confer greater authority on parents and other interested parties with legitimate interests in the education process. It should be noted that this programme can be adapted also to apply to the building of clinics providing primary health care services.

Part of the initiative was the innovative idea of conferring ownership of schools on community trusts in appropriate circumstances. These trusts consisting of local, business and educational leadership would contribute to the cost of the school, take the decisions concerning locality, the multi-purpose capacity of the school, the use of the schools inter alia for adult education/literacy advancement:

The communities would lease the school to the authorities at an agreed, fair and reasonable rental or make such other arrangements with the education authorities to ensure funding for the school. The whole process would be underpinned by a R300-million grant from the IDT.

One of the major advantages of an international loan is that it would focus investors' attention on the development needs of the country. It could also attract new investors in order to direct resources which would probably not be invested in this country, not only into conventional areas of investment in the region, but to support socially beneficial initiatives.

These initiatives, their purpose and structure were explained to a range of key leaders both inside and outside South Africa and received widespread support.

The IDT remains determined to pursue them with internal and external funds generated by both grants and loans.

It is deeply concerned at the deterioration of the social fabric of our society and is distressed that poverty and disadvantage are not being addressed with all the means and resources that can be mustered.

Limited room for blacks at schools

MORE than 1 000 black - including coloured and Indian - children have applied for places at Model B schools in Pretoria, but it appears few would be admitted.

Indications are that few of the schools which opened their classrooms to all races will be able to take more than a handful of black pupils each.

Because of overcrowding, white pupils from outside the schools' feeder areas may find it difficult getting into the schools.

Since the announcement in September last year that schools could vote on their future composition, 23 high and primary schools in the greater Pretoria area have opted - and been approved by the Transvaal Education Department - as Model B schools.

This allows the schools to determine their own admission policy.

A survey of these schools indicated that about 1 000 pupils of other races had applied.

However, because of existing high pupil numbers it is doubtful whether more than 200 would find places in the previously "all-white" schools next year.

The situation is especially bad in primary schools.

In terms of most schools' policies all children outside the feeder

area - regardless of race - have to sit school readiness tests.

Mr J Hopwood, management committee chairman of Sunnyside Primary, said the school had provisionally accepted 32 black children.

Management committee chairman of Hatfield Primary Mr H du Preez said they had received "numerous" applications and were accepting about 30 pupils from outside their zone.

Management committee chairman of Clapham High School Mr DS Shephard said more than 120 children, white and black, had written entrance exams.

So far 180 children from outside the feeder area had been tested at Burger Right Primary School, the school's management committee chairman said.

Mr HGFS Parish, management committee chairman of Lyttelton Manor High School, said about 70 candidates had applied and completed an entrance test.

Principal of Hillview High School, Mr GD Gover, indicated that they had received 404 applications from black pupils to attend the school next year, "but we are still deciding how many pupils to admit".

Willow Ridge High School,

which voted in favour of Model B at the end of 1990, is expecting 30 to 35 pupils in Standards 6 and 7 next year.

Principal of the school Mr J Burkenbach said nine black pupils started at Willow Ridge at the beginning of this year.

Acting principal of Robert Hicks Primary School, Mrs HC Reeves, said they had not decided on how many children from outside their feeder area they would admit next year.

Reeves said more than 100 applications, mostly for pre-primary, had been received from outside the feeder area and all these children "irrespective of colour and religion", were required to complete an entrance exam to test their proficiency in English.

Well over 100 applications were received by Lynnwood Ridge Primary School, the school's management committee chairman Mr D Temple said.

Although they had adopted Model B in principle, management committee chairman of Glenstantia Primary School Professor PN Palmer said lack of space prevented them from taking pupils outside their feeder area. - *Sowetan Correspondent.*

Sowetan 27/11/91

(50)

margins had already been cut throughout the year. However, if retailers were sitting with too much stock, there were few buy-

companies tried to attract sales, so he did not expect any substantial price decreases in the run-up to Christmas.

Education model faces rejection

81023 25/11/91 (36)
THE draft model for school education unveiled by government officials last week is likely to be rejected by the multiparty education delegation when it meets today.

A source close to the delegation — a body with representatives from organisations such as the ANC, Azapo and the National Education Co-ordinating Committee (NECC) — said the model was likely to be discussed at the meeting.

The delegation was expected to reject the changes as they were not intended to "deracialise the education system but to perpetuate cultural differences".

NECC general secretary Ihron Rensburg has slated the schooling plan, saying no effort was made to consult extra-parliamentary organisations on the matter.

"We agree with the NP and the government that the education system should

WILSON ZWANE

change; that the political, economic and social imperatives have changed drastically in the last two years. But the government should bring its draft models to a national education forum where everyone with an interest in education could work out a new system," Rensburg said.

He said his committee would "engage" government on the matter soon.

Until the forum had been established, government should impose a moratorium on all new syllabi and textbook development and implementation, and on implementation of its Education Renewal and National Training Strategies. The moratorium was necessary to ensure that curriculum reconstruction was not turned into a political struggle and so that inequalities were not further entrenched.

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Admitted schools will be 'opened to all races'

8/Day 7/10/91
TAMA LEVY

PUPILS of all races will be admitted to the former white schools transferred to other education departments last week.

This would be in line with existing non-racial policies of the black, coloured and Indian education departments, their spokesmen said at the weekend.

However, other schools still under the House of Assembly remain "whites only", unless they have voted otherwise.

DET director-general Bernhard Louw declined to speculate on how many pupils of other races would apply to attend the 18 empty, former white schools which the DET hopes to open in January 1992.

He said admissions policies would ultimately be up to parents.

The 2,2-million pupils registered at DET schools last year included 48 whites, 36 Asians and 5 277 coloureds.

These figures included pupils at 63 private schools registered with the DET.

A House of Representatives Education and Culture Department spokesman said because its schools had been non-racial since 1985, no racial statistics of pupils

were kept. He said the department planned to open the 10 former white schools, transferred to it last week, as soon as possible.

The CP said in a statement on Friday the transfer of the white schools was nothing more than a provocation of whites.

Government has said an announcement on another 31 unused white schools is likely before the end of the month.

Sapa reports the Azanian Student Movement welcomed the decision to have over unused white schools to black pupils, but believed the delay in opening the schools was unnecessary.

Our Political Staff reports that Education and Culture Minister Piet Marais said at the Natal Teachers' Union congress in Durban on Friday that it was unthinkable that the inequalities in spending on white and black children in schools could continue unchanged.

But SA could not afford to bring the more than 10-million pupils and students in SA to the levels in his department, he said.

Cleric blames education's ills on politics

PORT ELIZABETH — The final blow to an already ailing system of education had been dealt by the liberation movements politicising education, according to the presiding bishop of the Methodist Church the Rev Stanley Mogoba.

He told the church's annual conference on Saturday that the destruction of education had been "a form of national suicide". "The motivation for learning and the culture of hard work and application, as in the days of missionary education, were destroyed. The flame of learning and creativity was extinguished. Our cry for educational reform went unheeded". Mogoba called on teachers, parents and pupils to play responsible roles in resuscitating education. "Unless teachers roll up their sleeves and bring about the desired education revolution, we should import teachers, urgently, from other parts of the world". — Sapa.

Mass killer Strydom has prison privileges extended

8/Day 7/10/91 JONATHON REES

MASS killer Barend Strydom had his prison privileges extended last week and on Friday had the first physical contact with his wife Karin since they married almost two years ago.

The Correctional Services Department said Strydom had become a Group A prisoner on October 1 and was now entitled to 48 one-hour contact visits annually and no restriction on the letters he may write or receive.

Strydom, the self-styled Wit Wolf, was sentenced to death in 1989 for the slaying of eight blacks. In April this year his sentence was commuted to life imprisonment.

His new classification means he is allowed to keep a pet and use a television, cassette player and radio.

Convicted Magoo's bomber Robert McBride remains a Group B prisoner. His wife, Paula, described as false any perceived similarities between the two men.

She said McBride was a political prisoner who had been operating under instructions from Umkhonto we Sizwe when he bombed the Durban bar in 1986, killing three people.

MK and the ANC were now back in SA and negotiating with government. Right-wing prisoners had to bind themselves to peaceful negotiations and work for an end to violence before they could be classified as political prisoners, she said.

Correctional Services said Strydom could hold hands and kiss and hug his wife in greeting, "but we won't allow a smooching session".

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Govt keen to negotiate a single school system

GOVERNMENT wanted to urgently start negotiating a single nonracial education system with the ANC and other parties with a vested interest in education, Education and Training Minister Sam de Beer said in an interview yesterday.

The joint working group on education had proposed an education negotiating forum to formulate a future education policy, and government was anxious that this "begins as soon as possible."

"As far as I am concerned I would like to start tomorrow," he said.

President F W de Klerk was very favourably disposed to an education forum, he said. However, the ANC-led delegation which had promised De Klerk that it would report back to him after it had been mandated to go ahead with the forum had not done so yet.

It would be disastrous to pre-empt a future constitution, "but my preference would be one nonracial, nondiscriminatory education system", he said.

It was vital that the forum began to negotiate education issues now to be fed into multiparty talks at a later date.

He acknowledged that it was impossible

8/0ay 15/10/91.
BILLY PADDOCK
and TANIA LEVY

to change the existing departmental structure meaningfully until the constitution changed.

It would be imprudent to forecast the matric pass rate this year even though political protests had caused less disruptions in schools compared with previous years.

He said normalisation of the political process had provided avenues for teachers and organisations to exercise their political aspirations. This had helped keep the schools relatively stable.

"Previously the pupils were used as cannon fodder by politicians who had no other channels available to them. There is now very little excuse to misuse children." The children should be allowed to apply their minds to getting an education, he said.

He was not sure how the department was going to deal with the Cosatu-led general strike or stayaway planned for November 4 and 5, which would conflict with DET matric examinations.

"I am not sure which subjects they are writing, but if it is English that would be catastrophic," De Beer said.

PEANUTS

By Charles Schulz

Govt launches massive education campaign

Star 2/12/91

Medical Reporter

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Aids could be stopped before it started and everybody had a role to play in this preventive strategy, Minister of National Health Dr Rina Venter said in her World Aids Day message yesterday.

This year's World Aids Day theme was "Sharing the Challenge".

Dr Venter was speaking as the Government yesterday launched a massive multi-million rand information campaign with advertisements which provided explicit information on some of the ways people could — and could not — get Aids.

The advertisement warned that some of the words it contained could shock because the words "until now have not been considered polite or acceptable in everyday conversation".

Dr Venter said in her message that international experience had indicated that broad involvement by parents, teachers, community leaders and role models, peer group educators and people with Aids was essential if effective measures were to be taken against the pandemic.

Dr Venter said: "Aids prevention education is already being integrated into life skills education at school level with the aim of involving children and parents and the other important members of the educational community."

She called on community leaders, social and women's groups, clubs even concerned individuals, to contact the Government's Aids Unit directly or their local Aids Information and Training Centres to find out more about Aids education and counselling.

THERE are too few successful entrepreneurs in South Africa, a problem which may be laid largely at the door of the education system, says SBDC MD Ben Vosloo.

"We are saddled with an educational system which creates too few education products fit for employment or economic activity," he says.

SA's educational curricula do not provide training such as technical skills.

Education needs to be made more relevant to society and the workplace.

It should enhance entrepreneurship by stimulating individualism, independence, optimism, task orientation and competitiveness.

SBDC senior GM Toni Kedzierski says a further problem is that individuals are indoctrinated to follow a career in big business.

Self-employment is the poor relation despite its more lucrative earning potential.

Education needs to be made more relevant to work

"The lack of practical skills and entrepreneurial management skills must change," he says.

It has become apparent over the past 10 years that the problem of training is not being adequately addressed and SBDC clients have been pushing for the corporation to get involved in training and support services.

The cry for help is specific — finance and premises, although important, are not everything — assistance in the form of advice, consultation, counselling and training has been identified as a priority for the SBDC as it looks ahead.

Informal training and assistance through the SBDC's Mentor Advisory Programme (MAP) and re-

bate scheme started as long ago as 1985.

It offers entrepreneurs individual on-site advice and training by some 225 retired business people participating in the MAP and the same number of professional consultants participating in the rebate scheme.

More than 50 000 have benefited from this informal training and assistance, while limited formal training, initiated by the SBDC in 1988 has benefited 5 000 individuals.

Marketed under the name SME Training Institute, the SBDC will utilise funds which are tax deductible in the hands of donors.

Courses such as the Trident one-up business skills (also known as the Town-

ship MBA), labour relations for small businesses, how to manage and improve your own small business and a retail management course are on offer.

These courses are purchased and adapted by the SBDC.

Also under discussion is the SBDC's approach to financial training.

"Most entrepreneurs are not interested in learning bookkeeping or accounting.

"Our practical approach to financial training will be to teach them record keeping and how to use the information from financial results for future planning," he says.

Vosloo says: "While there are elements of society who ache at the prospect of working from nine to five, entrepreneurs are the sort of men and women who hold several tasks at a time and work happily from five to nine."

It is at these people that the SBDC's formal and informal training is aimed.

BOO

An important book for adult literacy tutors

Sowetan
Title: Thandeka's Story
Author: Nancy Murray
Reviewed by: Mokgadl
Pela
Publisher: Buchu Books

3/12/91
THIS book aims to help literacy teachers enrich their pupils' lives by making lessons more interesting and livelier. The author stresses from

the beginning that the book is not about to introduce a new method. There are three stories about learning in this book. The stories are about real people and what we can learn from them - how adults learn and what helps them read. The message in the first story is about helping an adult learner read a book with meaning and understanding.

The story portrays a factory worker, Solomon Madubela, who knew how to construct words and read sentences from his lessons. But he could not read a book or story.

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PUBLISHING

Plan to assist needy students

Soweto 3/12/91
A MULTIMILLION rand "education bank" is being planned to help thousands of disadvantaged students pay for increasingly costly university and technikon education.

Legislation to clear the way for a pay-as-you-earn loan repayment procedure for graduates could go before Parliament within months.

The "bank" - officially called a tertiary education loan fund - is the brainchild of the Independent Development Trust.

The IDT envisages launching the fund with R25-million a year, enough for at least 60 000 university and technikon students annually. Within a few years, the fund could be financing the tertiary education of between 30 000 and 40 000 students throughout the country.

With huge cuts in Government grants and sharp increases in the cost of education, students face steadily rising fees. The IDT scheme is revolutionary in that loan repayments will be recovered from students once they graduate and start earning.

Instead of being directed to the Treasury, the repayments will be channelled back into the fund to be recycled for future generations of students.

Finance Minister Barend du Plessis is studying the proposal. The IDT is also consulting with Government and other parties.

One of the key figures behind the scheme, Professor Merlyn Mehl - a senior professor in education at the University of the Western Cape - said the IDT envisaged a loan repayment period of between 10 and 15 years.

The IDT was still investigating ways to keep loan costs down.

"We will make block grants to universities and technikons since we believe they are in the best position to decide who will be eligible.

POLITICAL STAFF

"There are two criteria: recipients must be educationally and financially disadvantaged (we are aiming at people who cannot get help from banks because they have no collateral), and they must have the potential to succeed. We are not asking for financial collateral, but academic collateral," Mehl said.

He said the IDT was still studying mechanisms to deal with problems associated with students dropping out before completing their studies.

"We are accommodating this in our plan," he said. IDT spokesman Mr Jolyon Nuttall summed up the philosophy behind the fund: "The plan is to establish a pool of money from which students with proven potential may borrow to finance their university or technikon studies."

THE FAV



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ANC looks at language, arts

CT 4/12/91

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Political Correspondent

THE ANC has decided to set up a standing commission to make proposals on a language policy for a new South Africa.

Earlier ANC proposals that South Africa should have 10 official languages have come in for considerable criticism because of the expense and practical difficulties associated with such an arrangement.

Yesterday the ANC announced that a three-day conference by its Department of Arts and Culture decided to establish standing commissions to make proposals on:

- Implementation of a language policy.
- Monuments, museums and national symbols.
- How arts and culture should be financed.

The conference examined policy for a number of disciplines including theatre, dance, literature, film and the fine arts.

Delegates also held discussions on the issues of language, museums, monuments and national symbols but the ANC did not say if any decisions were made relating to the "democratisation" and "redistribution" of resources in these areas.



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TPT
BIDAN 4/12/91

ANC language policy

THE ANC has decided to set up a standing commission to make proposals on a language policy for a new SA. Earlier proposals for 10 official languages were criticised because of the expense and difficulties of such an arrangement.

Yesterday the ANC announced its arts and culture department's three-day conference had decided to establish standing commissions to make proposals on the implementation of a language policy; monuments, museums and national symbols; and how arts and culture should be financed.

No education at all in Gazankulu

NOTHING the reform-minded in our country can conjure up will dispel the distinct impression that Merx is alive and well among us - certainly where political mobilisation towards a take-over of power by the radicals is concerned.

Take just one example - black education in Gazankulu, "a self-governing state". We find that literally next to no education has taken place there over the past few years while vandalism at school hostels alone has resulted in R26-million of damage this year.

Actively involved, though mostly behind the scenes, are organisations of which revolutionary radicals are the members.

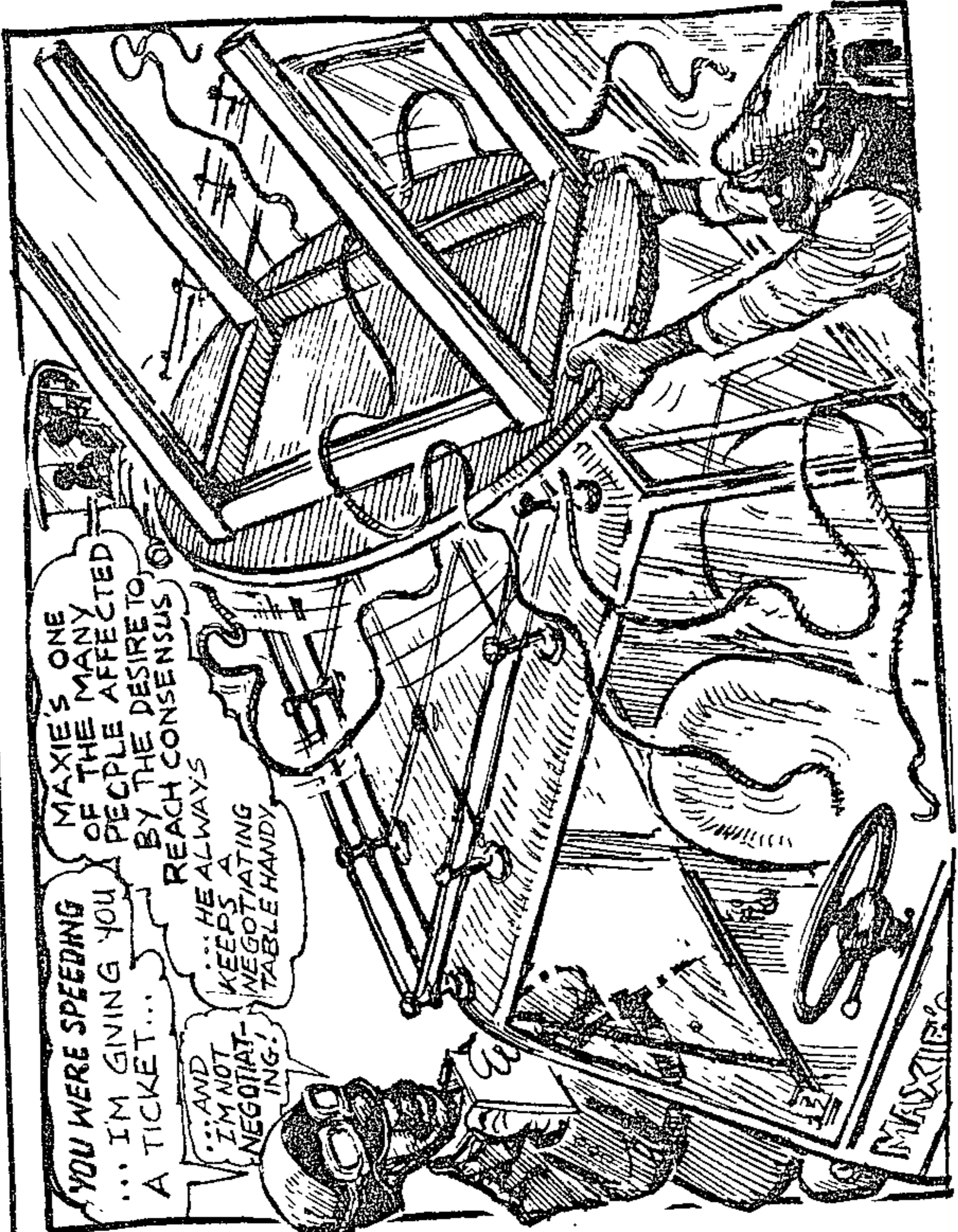
The point here is that the democratisation process in South Africa as at present must force us to the recognition that we simply cannot afford such "democracy" any longer.

In addition to the above mentioned educational losses the figure mounts - arson in Kwangwane, threats by radical organisations to make education "unworkable" (as if it would now) in KwaNdebele, well-nigh total disruption of any educational activity in Lebowa by mostly radical cadres who no doubt get their instructions directly from the communists.

Lack of supervision, corruption, theft, large-scale destruction of the tax-payer's property, political terror and intimidation, ridiculous and artificially inflated expectation of felicity-around-the-corner and a multitude of other factors such as yawning chasm of cultural disparities between those who receive and those who are destroyed and those who bleed and give endlessly - all these make the problem of black education unresolvable.

The sooner our liberals accept that, the sooner will all of us be in a position to think about workable solutions.

REALIST,
Pretoria.



50 ET 5/12/91 IDT denies taking funds of bursaries

Political Staff

THE Independent Development Trust yesterday became embroiled in a controversy about its proposed education bank after the Bursary Council of South Africa accused it of actively seeking funds for its loan scheme from the sources that have been providing bursaries.

"The overseas funders who are falling in with the IDT are allowing themselves to be used in a government move to establish a new bursary policy," said Mr Mongezi Stofile, chairman of the Bursary Council, whose 21 affiliates assisted 16 000 students in 1991.

The IDT rebutted the criticisms and said there was no question of an intended shift in student funding policy by the government.

Professor Pieter Booysen, recently retired principal of the University of Natal and an IDT consultant in developing the education bank scheme, said: "The IDT operates independently of the government. It has entered the area of loan funding for students because there is a void in meeting tertiary education needs."

R6,25 m⁵⁰ donated to education

STAR 5/12/91

By Phil Molefe
Education Reporter

The Anglo American and De Beer's Chairman's Fund attaches "great importance" to the Alexandra Community Education (ACE) centre, chairman of the fund Michael O'Dowd said this week after confirming a grant of R6,25 million to ACE.

The donation will be used to complete the second phase of the R20 million project, comprising a career-directed education centre.

Pupils from Stds 5 to 7 will attend the centre for one day a week to explore career opportunities.

Standard Eight to 10 pupils will receive instructions in subjects directly linked to their chosen career paths.

The pupils will continue their tuition in academic subjects at schools in Alexandra.

Private sector funding of the ACE centre has now risen to more than R12 million.

Metcash back in profit

Restructured Metro Cash and Carry (Metcash) has reversed its loss-making trend, posting pre-tax profits of R7 million for the four months to October 26 (loss of R14,8 million for the same period last year).

The shorter reporting period is a result of a change in the year-end from June to April in the wake of the group's acquisition by Premier.

Attributable earnings were R2,34 million, or 2,2c a share.

Turnover was R1,6 billion, up 16 percent on the same period last year.

Operating income, before interest, was R16,7 million.

No dividend has been declared.

Managing director Carlos dos Santos says the results achieved were ahead of budget.

But despite the turnaround, trading conditions continued to be difficult, with October having been a particularly bad month.

He says the store rationalisation programme is almost complete, with 31 closed down, leaving the group with 190 outlets and five trade centres.

Second half

Mr dos Santos says the second half of the year should be better than the first.

He says the dividend is likely to be restored if second-half results prove to be better than those of the first.

"With the new structures and a new management team in place, results for the full year should justify our early predictions of a return to profitability," Mr dos Santos says.

In the period under review the Trador and Metro Cash and Carry chains were merged, while the Score and Fairways Supermarket chains were listed separately.

The rights offer raised R87,4 million, but has not been accounted for yet as the money was only received on November 15. — Sapa.

How education bank got off the ground

THE education bank envisaged by the Independent Development Trust was a direct result of payments totalling R25 million to various universities and technikons this year for underprivileged students.

A similar amount was budgeted for 1992 for that purpose.

IDT liaison director Mr Jolyon Nuttall said yesterday the purpose of the proposed legislation to create a multimillion rand education bank, which would be funded by the IDT and the possible European Community contribution, would be to

help poor students finance technikon and university education.

The legislation to set up the "bank", designed to relieve the financial crisis bedevilling tertiary education caused by large cuts in government subsidies, would be submitted early next year.

The proposed scheme would recover loan repayments from students when they start earning after graduation. The legislation would provide for monthly payments to be deducted from their salaries to repay the banks similar to Site tax.

This would enable the

fund to be recycled for future generations.

Nuttall said the system, conceived by former University of the Western Cape Professor Merlyn Mehl - now heading the IDT's education portfolio - was better than a bursary system.

He described this system as a bottomless pit into which money disappeared and which required companies to increase their bursary budget every year.

Students repaying their loans would pay "zero real interest" but would pay an inflation rate-linked interest rate.

Sowetan 5/12/91.

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Corruption alleged in DET matric marking

JOHANNESBURG. — Maladministration and corruption in the marking of matriculation exam papers under the auspices of the Department of Education and Training will result in thousands of black matriculants being assessed unfairly, the SA Democratic Teachers' Union said yesterday.

The Sadtu statement called for "speedy movement" towards establishing an interim government to resolve South Africa's education problems.

The teachers' union said that after investigation it had come to the conclusion that "once more there are gross irregularities" in the marking of matric exam papers.

The DET's inability to follow a clear criterion for marking, maladministration at various levels, favouritism in the appointment of markers, nepotism, corruption, victimisation of markers who were Sadtu members and lack of proper planning were among the causes of the high failure rate, Sadtu said. — Sapa (50) CT 6/12/91

Women defy police, march

RICHMOND. — About 300 women defied police orders and staged an illegal protest march from Ndoleni township to Richmond in the Natal Midlands yesterday to demand that riot unit members alleged to be inciting violence be withdrawn from the township.

The Richmond district was declared an unrest area in Wednesday's Government Gazette. More than 200 people have been killed in Richmond's townships this year. (50) CT 6/12/91

Police told the ANC-supporting women who gathered in Ndoleni yesterday morning that they would be dispersed or arrested if they marched.

The singing marchers were, however, adamant about delivering a memorandum to Richmond's police station commander and they ignored police orders. — Sapa

New body for adult education

New Nation (Learning Nation) 6/12 - 12/12/91 (50)

AN adult education body, the Forum for Adult and Continuing Education in Natal (Face Natal), was formed in Durban last week to highlight the need for adult education programmes and ensure that it is not neglected during reconstruction.

The chairperson of Face Natal, Kumi Naidoo, said Face Natal aimed to play a role in "putting adult education on the map and putting forward the demand for a Bill of Rights for Adult Education in the future dispensation."

Other objectives would be to lobby government and business support for their adult

education programmes.

The organisation will work with the Natal-based Education Contact Network in developing a data base for all adult education services, resources and activities in the province.

Accessible

Naidoo said these resources would be made accessible to communities and other popular organisations requiring the use of the facility.

According to Naidoo, Face plans to launch a newsletter aimed at facilitating networking among various adult education activities and endeavours in the region in February next year.

Bursary council says poor pupils will suffer at IDT education bank

6/12/91 (50) 6/12/91
THE Bursary Council of South Africa has warned that poor students would suffer the most from the government's intended shift in student funding.

This was triggered by the Independent Development Trust's proposal for an "education bank".

The council's newly elected chairman, Mr Mungezi Stofile, said at a Press conference in Johannesburg on Wednesday that the organisation vehemently opposed the proposals.

The IDT said on Tuesday it hoped to establish an "education bank" through which R25 million in student loans would be channeled directly to universities and technikons to educate more than 6 000 underprivileged students.

The council - a coordinating body for non-

SA
Press Association

governmental bursary-granting organisations - charged the IDT's loan scheme was "eliminating the influence of the community at a time of transition when the exact opposite should be happening".

The IDT plan would be to recover loan repayments by deducting monthly payments from the salaries of graduated students once they started earning salaries.

However, Dr Stofile warned that in essence, the IDT had put forward a proposal which, while "superficially attractive", held potential dangers for poor students, in other words, the majority of black students.

The scheme, proposed by Professor Merlin Mehl

of the IDT, was partly based on an Australian scheme - where political conditions were entirely different.

He said the National Party government was "applying a savage financial squeeze on all universities".

Moreover, poor students would incur huge debts.

An additional concern was not all universities would qualify to participate in this loan scheme.

"The approach adopted by the IDT will exclude some of the black universities, distance universities (Unisa and Vista) and teacher training colleges.

An immediate problem had already arisen, namely the effect on the students themselves of the massive shift of funds in 1992 from bursaries to loans.

He also attacked the IDT for actively seeking to obtain funds - contrary to its own promises - from the same sources who had in the past supported local non-government organisations such as the Educational Development Trust, the SA Student Educational Trust, and the SA Council of Churches.

'Education bank' critics slammed

Sowetan 6/12/91 (50)

THE Independent Development Trust has rebutted criticism by the Bursary Council of South Africa, whose chairman Mr Mengezi Stofile has warned that poor students would suffer the most from the IDT's proposal for an "education bank".

Professor Pieter Booysen, recently retired principal of the University of Natal, who is acting as an IDT consultant in developing the "education bank" scheme, said in a statement there was no question of an intended shift in student funding policy by the Government, as had been alleged by the BCSEA.

"The IDT operates independently of Government. It has entered the area of loan funding for students because there is a void in meeting tertiary education needs.

Stress

"Large numbers of students from poor backgrounds receive part-funding via bursaries, scholarships and other grants. They are under considerable stress in finding the balance from other sources," Booysen said in reaction to the Bursary Council's criticism.

He said the IDT scheme would provide unsecured loans to disadvantaged students with the potential to succeed and would cover up to 40 percent of the costs.

A maximum of four years would be funded, thus limiting indebtedness to R20 000.- *Sapa*.

New body for adult education

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Keep politics out of school — Morapeli

By LULAMA LUTI

C.P.E.P. 3/12/91

ALTHOUGH politicians have a role in the evolution of a new education system in South Africa, they should not meddle in the classrooms, says newly appointed chief director of the DET, Michael Marake Morapeli.

"Once the direction education must take has been decided, educationists must be allowed to take over," he said.

He warned against using children as political pawns. "It is not

proper to have children deciding their own future."

Morapeli, who holds a Master of Education degree from the University of the Witwatersrand, is the first black to hold the rank of chief director in the department.

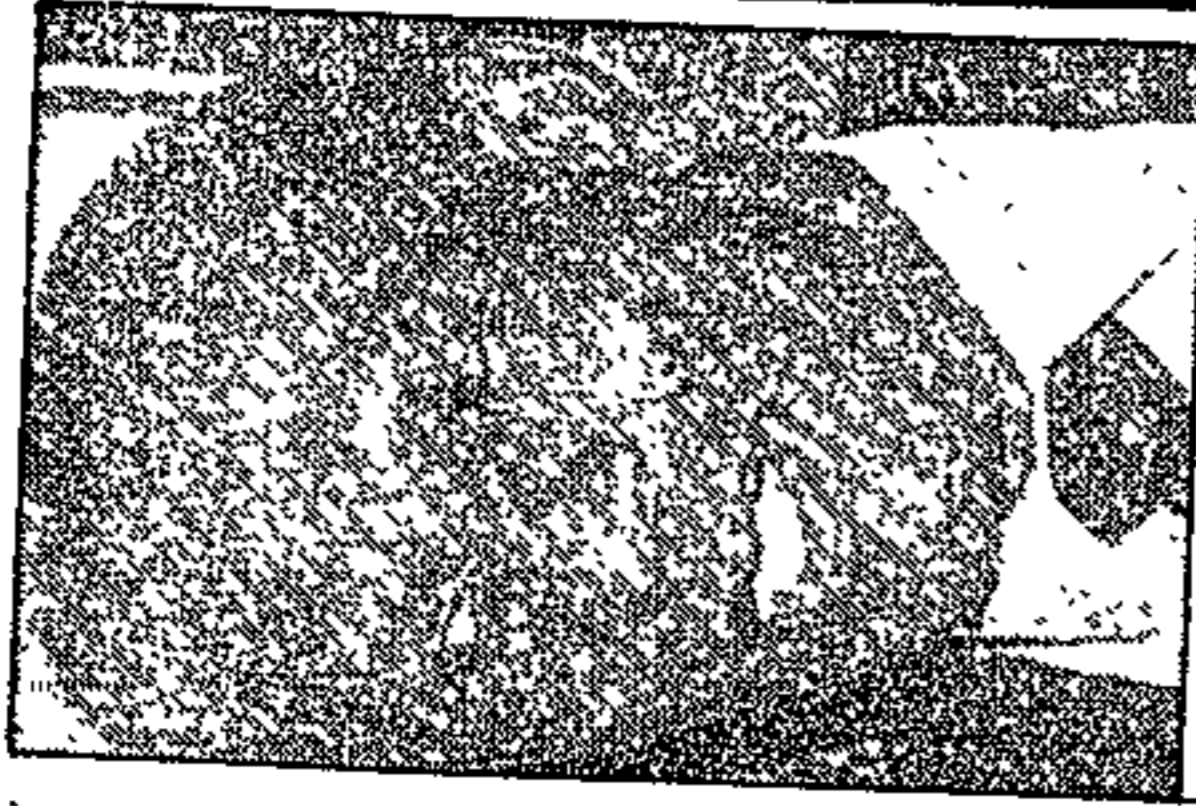
Born in the Free State in 1933, he is married with four sons.

"I would like to see the learning culture restored in schools, and to see our young people prepared thoroughly for the 21st century," he said. "That preparation can

only come through education."

Morapeli, who has been a teacher for 36 years, will relinquish his rectorship of the Soweto College of Education — a position he has held since 1982.

Speaking about the breakdown of learning, especially in schools under the DET, Morapeli lashed out at teachers who took part in chalk-downs, and said such action compounded problems, rather than solved them.



Michael Morapeli

Lack of education to blame for rising crime, squatting

Sowetan 9/12/91.

(50)

LACK of education was responsible for increased drug dealing, hijacking, car theft, mugging, robbing and brutal crimes.

Mr Ebrahim Timol of Future World Educational Institute said lack of education was also a major reason why squatter camps had mushroomed.

"Since the need for survival is a must, these youngsters grow up creating an easy career in other fields - careers that are contrary to normal and honest work."

Timol said the fact that lack of education was costing South Africans billions in monetary terms.

He said although mathematics was an absolute necessity and most widely used in every avenue of employment, it was the most disliked subject.

Not all teachers were inclined to teach maths and when not presented in its proper perspective, the student would definitely lose interest. Beginning with a weak

By GRACE RAPHOLO

foundation in maths meant ending the study career with a lower grade or without maths - both of which were a "death warrant" for the pupil.

Usually the damage was done during the first four vital years of schooling so that subsequent learning occurred on a weak foundation.

He said recent reports that only 10 percent of 400 000 matriculants who wrote their finals this year would find jobs meant that another 360 000 job seekers would be in the same "unemployment boat" which just could not accommodate any more.

"If the present system of education is allowed to continue for yet another year, the effect would be detrimental."