

EDUCATION - General

1-1-81 - 31-7-81

Parents opting in droves for ^{4/1/81} ^{5 exp} 50 private schools

WITH three days before classrooms open for 1981, and the teacher crisis unresolved, a Sunday Express survey has revealed a disturbing new development.

The teacher drain from Government schools has been augmented by the pupil drain.

Parents, concerned at the prospect of having their children sitting for hours each week without supervision in Government schools, are flooding private schools with applications for places.

And they are prepared to pay as much as R1 000 a year.

The drift was confirmed in a survey conducted by the Sunday Express of eight private schools in Johannesburg and Pretoria, and boarding schools in Natal. Seven experienced a significant increase in applications for next year, and some have employed more staff to provide additional classes.

The attraction of private schools includes smaller classes and therefore more individual attention and consequently better results, and extra coaching for the laggards.

The following schools were approached in the survey. It should be emphasized that increased enrolments should not be confused with increased applications. Hundreds were turned away because of limited accommodation.

• Three "cram" colleges in Johannesburg — Darnell, Eden and Studywell. Studywell reported a slight increase in last year, while Darnell and Eden, both with fixed quotas, reported filling their quotas far more rapidly than usual.

• Four other private schools in Johannesburg — St John's, St Davids, Roodan and St Andrews. At St John's the number of pupils enrolled for this year is 420 — 30 more than last year. St Davids has increased from 574 to 600, Roodan from 400 to 475 and St Andrews from 403 to 450.

• St Albans in Pretoria will begin the new year with 200 pupils against 220 last year.

• Three boarding schools in Natal, Hilton, Epworth and Michaelhouse, all indicated increases — Hilton: from 420 to 450; Epworth: 399 to 427; Michaelhouse: 450 to 477.

WHAT IT WILL COST

Darnell and Eden Colleges: Up to Std 8 R1 200; Std 9 R1 350 and Std 10 R1 470. A discount of 10% is allowed on the second child and 20% on the third.

Studywell: Stds 6 and 7 R1 170; Std 8 R1 200 and Stds 9 and 10 R1 200. There is a discount of 10% for the second child.

St Andrews: Stds 6 and 7: boarders R2 910 and day pupils R1 845; Stds 8, 9 and 10: boarders R3 070 and day pupils R1 965. There is 10% discount for the second child and 15% for the third.

St Davids: Principal would not release exact figures, but said fees ranged from R1 000 to R1 500.

St John's: All standards: boarders R2 955 and day pupils R1 053.

Roodan: All standards: boarders R3 000 and day pupils R1 750.

St Albans: All standards: boarders R3 420 and day pupils R1 770.

There is a 10% discount for each child if there are two pupils from the same family and 15% for each if three.

Epworth: All standards: boarders R2 148 and day pupils R1 10. There is a 5% discount for each child if there are two pupils from the same family and 10% for each if three.

Michaelhouse: All standards: boarders only R3 300.

Hilton: All standards: boarders only R3 200.

SUNDAY EXPRESS EXPLAINS

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Michaelhouse, all indicated increases — Hilton: from 420 to 450; Epworth: 399 to 427; Michaelhouse: 450 to 477.

All schools experienced a large increase in the number of applications from Transvaal parents, particularly Michaelhouse where the number rose from 103 to 195.

The movement of pupils to private schools is a "very disturbing pattern indeed" and indicates to a large extent a loss of confidence in the Government schools by parents, said Mr Peter Mundell, chairman of the Transvaal Teachers' Association.

A worrying aspect of the trend to private schools, particularly amongst the more affluent, said Mr Mundell, is that once the pupils have been moved to the private school the parents no longer voice complaints against what is happening in Government schools.

"The influential people,

whose opinions are most respected, will no longer be motivated to express concern."

The PFP spokesman on Education, Mr Peter Nixon, hopes that a general disillusionment with the T.E.D., in particular by the English community, is largely responsible for the move to private schools.

"Children are sitting in vast classes and not getting a full teaching load every day," he said.

He suggested the Government look to the private schools where, despite salaries sometimes being even lower than the Government rate, there is no teacher shortage, as well as review the salary structure.

"Private schools are generally more flexible, they require no over-qualifications on the public schools and the atmosphere is less autocratic — teachers have more freedom," he said.

Going back to school costs more this year

By Charlene Beltramo
Children will go back to school this week amid reports that books have gone up 81 percent and school uniforms will cost about 15 percent more.

The high cost of books is reflected on the latest Consumer Price Index, making it second on the inflationary scale to meat.

But Mr Harry Fagan of Campus Books — suppliers of university textbooks — said the average price increase for educational books was only about 12.5 percent.

British books, which form about 22.5 percent of sales, had gone up 15 percent in price, while books from the United States, which provide another 22.5 percent of sales, had dropped slightly in price.

UNIFORMS

School books, for those parents who have to buy them, will cost in the region of R100. A school uniform will cost the minimum of R100 for a grade 1 child and could cost in excess of R300 for a child in a higher standard or attending a private school.

The cost of school uniforms has gone up by about 12 to 15 percent since last year.

Outfitters recommended that parents establish the minimum items necessary for the uniform and buy only those. A leading outfitter pointed out that one school he caters for has 79 different items in its uniform.

Prices for a uniform for

a child at school for the first time include: short-sleeve shirt about R5; trevira wool shorts R8; socks R1.95; shoes R14.95 to R17.95; blazer minimum R35; safari suit R11.95 to R15.

The prices for a Grade 1 girl include: dress R12.50; hat R5 — R11 and cotton socks R1.20.

An outfitter pointed out, however, that a uniform costing R100 would in the long term mean a layout of about R8 a month.

Mr Fagan suggested students wait until after having attended their first lectures before buying university textbooks.

"In the arts fields, in particular, most students wouldn't have the money to buy all the books listed, or the time to read them. Circumspect buying can mean a student pays only about R100 to R150 for books."

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Chaos loom ing at schools

Bring teachers from overseas

From page 1

are other practical measures which could alleviate the situation.

Among these are:

① An easing of regulations which restrict the entry of overseas qualified teachers into the profession.

② The implementation of proficiency, or specialist pay. This would mean that those teachers in high demand would receive more for their services on a demand-supply basis.

③ Teachers should be relieved of extramural loads and concentrate on teaching instead.

④ Part-time aides to help with administrative work normally done by teachers, should be considered.

"These are of necessity stop-gap measures which would be seen as temporary until the Government takes steps towards solving the teacher crisis," said Mr Starfield. "If implemented now, they could transform the position within the next two months."

According to Mr Peter Mundell, president of the Transvaal Teachers Association,

FCTA will meet to discuss the crisis

Education Reporter

Threats of teacher resignations, shortages in the profession, and possible pay increases will be dis-

ciation, many teachers are pinning their hopes on the Venter Committee Report on the status and salaries of teachers, which should be finished "some time this week."

Dr Gerrit Viljoen has promised teachers the Report's recommendations will be passed on to the Cabinet almost immediately — hopefully in time for incorporation into the Part 1 Appropriation Budget announcement next month.

If the recommendations and budget announcement do not meet with teacher expectations, hundreds more could resign, said Mr Mundell. In 1980, a total of 4 042 teachers resigned, 176 percent more than in 1979.

According to Mr Jack Ballard, secretary of the TTA, headmasters will not know how bad the situation is until after the first couple of school days. "Headmasters then begin phoning to ask us if we know of a maths, science, English teacher available in their area."

The frantic scramble for teachers at the outset of the school year is an annual phenomenon, says Mr Ballard, but he expects 1981 to be the worst yet.

cussed at the first major meeting of the Federal Council of Teachers' Associations in Cape Town on Thursday.

Chairman of the FCTA, Professor H O Maree, said today he hoped the Venter Committee Report on the status and salary scales of teachers would be completed in time to be discussed at the meeting.

All-affiliated associa-

Teacher crisis leaves hundreds of posts vacant

By Carolyn Dempster,
Education Reporter

Transvaal secondary schools are now only a day away from chaos as pupils prepare to resume their studies, with or without teachers.

The Transvaal Education Department confirmed today that not all teacher appointments have been sorted out, and there are still more than 400 vacant posts in secondary schools.

Only hope

The situation could worsen if teachers appointed to posts they did not originally apply for, do not turn up for work tomorrow.

Anxious Transvaal parents are to make strong representations to the Minister of National Education, Dr Gerrit Viljoen, in the face of further possible teacher resignations.

On the eve of the re-opening of Transvaal schools, Mr L Starfield, chairman of the Transvaal Association of Governing Bodies (representative of about 20 000 "high school" parents) said his association now saw it as their only hope to approach the

Minister directly on the teacher crisis.

The Association's executive committee is due to meet early next week and the decision when to approach the Minister will be taken then, said Mr Starfield.

"It is no use waiting for the Human Sciences Research Council investigation into education to submit its recommendations. This will take far too long and their mandate covers a vast area," he said.

"So far nothing really effective has been done to attempt to stop the teacher exodus, or to bring about short-term alleviation."

Last year the Association approached the Administrator of the Transvaal, Mr W Curywagen with suggestions aimed at alleviating the teacher crisis. The Administrator failed to respond to the proposals, said Mr Starfield.

"However unorthodox it may be to go directly to the Minister, if something can be done, it should be done," he added.

Although salary increases are of paramount importance to teachers and have been the focus of the pressures exerted on the authorities, Mr Starfield believes there

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STAR 8/1/81 (50) ~~(25)~~

Record enrolment of pupils at black schools

Own Correspondent
A record enrolment of 1,6-million pupils is expected when black schools reopen on Tuesday.

A Department of Education and Training spokesman, Mr J A Schoeman,

said today his department was experiencing an enrolment increase of six percent which amounted to about 91 000 additional pupils.

The figures did not include pupils attending schools in Transkei, Bo-

phuthatswana, Venda and the other homelands, he said.

Speaking at a meeting in Stellenbosch last year, Dr Hartzenberg, the Minister of Education and Training, said that since the department's inception in

1955 the black school population had increased from 1-million to 4,5-million last year.

Mr Schoeman also said that from this year compulsory education was to be introduced from Sub-A classes. The minimum entrance age for Sub-A pupils was six years.

"These pupils must have turned six before or on December 31, 1980. An important development this year is that compulsory education is being introduced in 38 townships throughout the country and 201 schools will be involved," Mr Schoeman said.

"Pupils who turned six before 1980 also attend but in their case schooling is not compulsory. Three readers and stationery will be supplied to all Sub-A pupils in the 38 townships."

All pupils are expected to report at their various schools on Tuesday and teachers will start working on Monday, Mr Schoeman said.

PE pupils continue boycott

Own Correspondent
PORT ELIZABETH — The seven-month-old schools boycott by black Port Elizabeth and Uitenhage pupils will continue indefinitely until their short-term demands have been met.

The unanimous decision was made yesterday by pupils at a packed mass meeting — against the advice of the executive committees of both the Port Elizabeth Students' Committee and the Congress of South African Students.

The two committees had called for the boycott to be suspended and for new

strategies to be considered after pupils had returned to classes.

But speakers at the mass meeting said they would be "betraying their comrades" if the boycott was suspended.

Meanwhile, Port Elizabeth's acting circuit inspector, Mr Willem van Niekerk, said that certain of the short-term demands were being investigated while others had already been met — such as the upgrading of buildings and the equalisation of education throughout the country.

"Education will be

available to those who want to return to school. A decision will be taken before the weekend about which schools should be re-opened for the new term and a statement will be released on Monday," he said.

A spokesman for the Uitenhage circuit inspectorate said it had been decided unanimously by chairmen of schools committees at a meeting last night that schools should be re-opened.

"Hopefully the pupils will return when the schools open."

David Haddon Prize

Miss C Tredgold

in third year.

For the best woman student

Molly Gohl Memorial Prize

P A Rappoport

1st, 2nd and 3rd major courses.

satisfactorily completed

For a student who has

Helen Gardner Travel Prize

P F Dunckley

Sixth Year

For the best student in :-

of Architects' Prize

Cape Provincial Institute

ARCHITECTURE

FINE ART & ARCHITECTURE

Why school uniforms are so dear

STAR
8/1/81

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By Carolyn Dempster and Tony Duigan
Because parent and teacher associations oppose efforts to standardise uniforms at white schools, uniform bills are 60

percent higher than they need be.
But black and Indian schools are now moving towards standardisation of uniforms.
This week Soweto prin-

cipals received a circular from the Department of Education and Training dealing with a report on school uniforms.
The report proposed one uniform for all Soweto pupils — with only a badge, tie or gymslip girdle to identify each school.

Efforts to introduce similar standardisation to white schools — begun 10 years ago by the SA Bureau of Standards — have failed because of parent apathy.

After years of study, the Bureau of Standards SABS specifications.

If this was acceptable to schools it would result in a far cheaper, yet good quality, uniform being made available, according to the SABS.

For standardisation to be effective in reducing the price of uniforms it would be necessary for a large number of schools, particularly new ones, to opt for simple designs.

The catalyst necessary to enforce a standardised uniform — as has happened with Indian and black schools — will have to be the education departments.

But the Transvaal Education Department has said it has no responsibility because uniforms are not compulsory.

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(Programme ... in from June 28th - July 11th, 1981)

PRELIMINARY BUDGET 1981

PROPERTY DEVELOPMENT PROGRAMME

GRADUATE SCHOOL OF BUSINESS

No to 'white education'

— G. Gerwel

APR 10/1/81
Education Reporter

EAST LONDON. — If a unitary system of education meant absorption and integration into the white system of education, he as a parent, would say an unequivocal 'no', Professor Jakes Gerwel of the University of the Western Cape, said here today.

Professor Gerwel, head of the Department of Afrikaans and Nederlands at UWC, was delivering a paper on a unitary education system at the first conference of the Joint Council of Teachers' Associations of South Africa (Jocata).

He said that even on the seemingly simple point of 'equitable spending on education' he would have certain reservations.

'In a society with a long history of structural

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inequality it would be abstract to think that a more equitable share to the historically disadvantaged constitutes equality,' he said.

He concluded that an educational system was much more than the formal organisation of the system or the distribution of money.

Much more important was the content of the education.

UNJUST

At the end of the conference, one resolution said. 'We are strongly opposed to the divided system of education in South Africa and pledge ourselves anew to continue to work towards an improved quality of education and life for our children.'

'The unjust political, social and economic structures in South Africa have put the black man in a disadvantaged and deprived position.'

'We reaffirm our support for our children through consistent consultations with them, their parents and other community organisations in an honest effort to bring about a true representation of their feelings and aspirations.'

Next few days vital in PE school boycott

STAR 50
12/11/81

By Carolyn Dempster
Education Reporter

As black education moves into 1981 with a record pupil enrolment figure of 1.6-million, a stronghold of student boycotters remains in Port Elizabeth.

At a mass meeting held in the city last week 5 000 students voted to continue the seven-month-old boycott although, according to an observer, "the majority are fed up and would like to return to school."

Cosas (the Congress of South African Students) and Pesco (the Port Elizabeth Students Organisation) are at odds over the issue.

Cosas is calling on students to suspend the boycott. Pesco is demanding the release of 16 student leaders, detained in November, and the institution of an equal educational system. Until

these and other demands are met the students should continue the boycott, says Pesco.

The issue should be decided in the next couple of days as students choose individually whether to register or not.

Throughout the boycott, which involved the closure of 84 schools and the loss of a year's education for 60 000 students, the Department of Education and Training has refused to consult the student organisations.

Instead, parent groups and community councils were chosen as negotiators, and school committees were given the responsibility of asking for the re-opening of the schools.

Pressure on parents eager to see an end to the boycotts and to send their children back to school

has apparently worked everywhere except in Port Elizabeth.

The department is now taking a tough line with boycotters and is guarding against a repeat of 1980 by introducing some stringent regulations.

Published in the Government Gazette on December 19, the regulations provide for:

• The expulsion of pupils without the recommendation of the principal.

• The expulsion of a pupil who has violated any regulations in the Education and Training Act.

• The expulsion of pupils who have participated in "any riotous action."

• The "treatment of pupils under extraordinary circumstances"

Almost all the clauses deal with boycott action.

But, while toughening its attitude towards boycotters on the one hand, the department is forging ahead with expansion and improvement programmes for black education.

60 000 pupils get OK to return

Education Reporter

Blanket permission to re-register for school tomorrow has been granted to the 60 000 black pupils who boycotted schools last year — even if they are too old to qualify.

New age regulations gazetted by the Department of the Education and Training on December 19 last year, stipulate a maximum age for pupils in certain standards.

Primary school pupils will no longer be able to attend school if they are over 16.

The maximum age for Standards 6, 7 and 8 is 18, and Standards 9 and Matric are limited to pupils within the 20-year age bracket.

For the thousands of black pupils who boycotted classes last year, the regulations could have had an ominous note, because some students have missed out on more than two years' schooling.

PERMISSION

Mr G Engelbrecht, chief PRO for the Department of Education and Training, said today the direc-

tor-general had given blanket permission to these pupils to return to school without fear of falling under the new regulations.

The penalty for pupils who are "too old" for their class is to be deleted from the school register.

This means the pupil cannot attend school again without permission from the Secretary of the Department.

The introduction of compulsory schooling to about 201 schools also means a new compulsory starting age for primary school pupils.

FIRST TIME

At compulsory schools, pupils will have to have turned six by December 31 last year before being allowed to register.

This is the first time an age restriction of any sort has been imposed on pupils in black education.

The regulations governing the admittance age also extends to four black teacher training colleges where students must have matric to qualify for entrance this year.

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DEPARTEMENT VAN NASIONALE OPVOEDING
(Vrystelling: Onmiddellik)

Graag maak ek bekend dat dr R H Venter, tans Adjunk-direkteur van Universiteitsaangeleenthede met ingang van 1 Januarie 1981 bevorder is tot Direkteur van Universiteitsaangeleenthede in die Departement van Nasionale Opvoeding:

UITGEREIK DEUR DIE DEPARTEMENT VAN BUITELANDSE SAKE EN INLIGTING
OP VERSOEK VAN DIE DIREKTEUR-GENERAAL: NASIONALE OPVOEDING
KAAPSTAD
12 Januarie 1981

DEPARTMENT OF NATIONAL EDUCATION
(Release: Immediately)

I gladly announce that Dr R H Venter at present Deputy Director of University Affairs has been promoted to Director of University Affairs in the Department of National Education with effect from 1 January 1981.

ISSUED BY THE DEPARTMENT OF FOREIGN AFFAIRS AND INFORMATION
AT THE REQUEST OF THE DIRECTOR-GENERAL: NATIONAL EDUCATION
CAPE TOWN
12 January 1981

'100 000 fewer white pupils by end of decade'

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NM
14/1/81

By Arnold Kirkby
Pretoria Bureau

The Department of National Education has forecast a significant drop in the number of white pupils in southern Africa by 1990, while blacks at schools will increase by 3,6 million.

This was disclosed by the Minister of National Education, Dr Viljoen at the opening of a congress on education in the eighties at the University of South Africa in Pretoria last night.

It was expected there would be 72 000 fewer white pupils in primary schools and about 30 000 fewer undergoing secondary education by 1990, he said.

In the case of coloured pupils, an expected increase of 75 000 primary school pupils and 49 000 secondary school pupils would be educated by the turn of the decade.

RESPONSIBILITY

Earlier this week, the Minister of Education and Training, Dr Hartzenberg, said that the expected enrolment in black schools in South Africa would be 1,6-million — an increase of 91 000 over last year.

Dr Viljoen said last night blacks in South Africa were not only capable of accepting responsibility but were demanding it.



Dr Viljoen . . . blacks demanding responsibility.

"Owing to central historical factors, among them a lack of education, non-whites were restricted to inferior roles," he said.

"We are living in a rapidly changing society in which aspirations have been awakened and will have to be met."

CHALLENGED

It had become clear that whites would no longer be capable of fulfilling all their own skill and manpower needs.

Education had a major role to play in facilitating and speeding up the revolutionary process in South Africa, Dr Viljoen said.

Never had education in South Africa been challenged as it would be in the coming decade.

"Politically the veil has been lifted sufficiently for education to start plotting its course for the next decade.

"The Government has committed itself to equal education for all its pupils, and in the case of non-whites there is a decided backlog which has to be erased urgently."

It had been forecast by the Minister of Manpower Utilisation that an additional 1 400 000 office workers, 180 000 technical and professional personnel and 758 000 skilled and semi-skilled workers would be needed by 1990.

Dr Viljoen said that on the political side education was becoming the object of increasing public attention.

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Sixth Year

Cape Provincial Institute
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For the best student in :-

ARCHITECTURE

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Teachers warn of black flashpoint

STAR
12/11/81

(50) (286)

EAST LONDON — The unsatisfactory state of affairs in black schools may once again be a major source of agitation and disruption this year.

This was one of the issues uppermost in the minds of about 200 delegates from African and coloured teacher organisations throughout the country who gathered in East London last week for the first conference of the Joint Council of Teachers' Associations of South Africa.

Described by most of the speakers and many of the delegates as "historic", the conference was a unique experience.

Teachers who had for so many years been divided educationally, socially and politically by separate development had for the first time come together to forge links

and take united action against what they now see as common problems.

It was, said JCOTASA president, Mr R Peteni, only the start.

The effectiveness of this newly-formed organisation would depend on the contact and work outside the conference hall, at grass-roots level.

Many speeches at the conference, particularly by Professor E Mphahlele of the University of the Witwatersrand and Professor Jakes Gerwel of the University of the Western Cape forced teachers to take a more sophisticated and profound look at the sort of education system they really want.

But debates among teachers during the conference sessions and afterwards, centred mainly on the possibility of a recur-

rences of the boycott situation in schools — which, in the case of the black schools is still unresolved.

No one could provide definite answers but in the resolutions passed at the end of the conference there was an increased determination to take a firm stand

"We are strongly opposed to the divided system of education in South Africa and pledge ourselves anew to continue to work towards an improved quality of education and life for our children," one resolution said

Another said JOCTASA objected to the view that education should be isolated from politics since it said it was the inherent right of every individual in a democracy to question his rights and duties as a citizen

D H Pryce Lewis

For the best student of
Architecture (or Quantity
Surveying) in the subject
of Professional Practice.

Miss C Tredgold

For the best woman student
in third year.

P A Rappoport

For a student who has
satisfactorily completed
1st, 2nd and 3rd major courses.

P F Dunkley

Sixth Year

For the best student in :-
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ARCHITECTURE

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RELEASE : IMMEDIATELY

PRESS ANNOUNCEMENT BY DR THE HONOURABLE G v N VILJOEN, MINISTER OF NATIONAL EDUCATION

The education report which has been handed to the Minister of National Education in Cape Town this week is the first report by the Project Committee on the Status of the Educator in the RSA, dealing with the quality of the Working Life of White Educators in the RSA and concentrating mainly on the salary aspect. This project conducted under the auspices of the Department of National Education deals with White education. It has to be distinguished from the more comprehensive research into education in the RSA with regard to all population groups, which is being undertaken by the Human Sciences Research Council (HSRC) and which in all likelihood would not be producing any reports before the second half of this year.

It is anticipated that the findings of the Project Committee will contribute towards an input into the forthcoming budget in respect of salary adjustments for the whole education sector.

The findings in the report of the Project Committee will now have to be considered by several instances with a view to making recommendations to the Minister of National Education and to the Government. The Report as such will be submitted to the Cabinet in its original form. With regard to the White education sector, the standing Committee on Education Structures (CES) of the Department of National Education will advise the Minister after consulting the three members of the education family, namely the schools through the Committee of Heads of Education, the technicians through the Association of Technicians, and the universities through the Committee of University Principals and the Universities Advisory Council. The Committee of Heads of Education will also consult its expert Interdepartmental Advisory Committee on Educational Services in which nine representatives of the organised teaching profession participate.

'Education crisis only found in limited areas'

By David Breier,
Pretoria Bureau

The education crisis is confined to limited regions, including Johannesburg and the East Rand, the Minister of National Education, Dr Viljoen, said in Pretoria yesterday.

Dr Viljoen told the Pretoria Press Club that Pretoria, in which so many decision-makers lived, had an oversupply of teachers.

This could explain why so many decision-makers were not fully conscious of the teacher shortage in

other areas.

Dr Viljoen said a reason for the oversupply in Pretoria could be "because there are so many bright people with bright wives" in the city.

Dr Viljoen said the teacher shortage was largely

confined to the East and central Rand the growth points of Natal and the Eastern Transvaal.

He said he had received more letters from the Cape complaining that teachers could not obtain posts than from the Transvaal complaining about other matters.

Referring to pressures by teachers to improve pay and service conditions, Dr Viljoen said the Department of National Education had only limited authority.

He said the department controlled only white education and even this was directly administered at school level by the provinces.

But he added that because of his department's influence it was able to bring about far-reaching changes which might occur as a result of the recent report of the project committee on the status of the educators and the forthcoming Human Sciences Research Council report on education.

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Economics of education

Education in SA is in the process of reform. Government is now encouraging rather than inhibiting blacks acquiring industrial skills. The Verwoerd-inspired system of separate education has failed to gain the consent of blacks or to achieve the objectives of reinforcing tribal and traditional allegiance set for it.

A government commission under the auspices of the Human Sciences Research Council is now busy defining, in the way professional educators like to do, the proper objectives and appropriate design of a new and better system of education.

Education, and particularly black education, deserves the most radical reform, but not of the kind likely to be promoted by members of the educational establishment. The last thing SA needs is a new plan for education, however well-meaning.

Government should neither produce educational services nor control education for blacks or whites. The model for SA education, black and white, should be a system of fully private schools, universities and training establishments.

Free to choose

Private educational institutions should be left entirely free to choose the curriculum they wish to follow, the instructors they wish to hire, the salaries they wish to pay them, the students they wish to accept and the examinations they set. They should be responsible only to their own boards of management. These boards would, as a result, be highly responsive to the requirements of the consumers of educational services — that is, parents, students and firms.

Private schools would have to compete for educational custom and be very aware of the actions of their competitors and of the costs of producing educational services.

In short, competitive education would be efficient, in the economist's usual sense of that term. It would also be highly diverse because tastes for education differ greatly.

The fundamental issue is whether or not individuals should be free to choose the education they prefer. Educationalists and ideologues would mostly wish to deny that choice on the grounds that they believe they know what is good for people. Such claims should be rejected, because individuals should have the

freedom to choose an appropriate set of beliefs rather than have them forced upon them.

Furthermore, the demands made by individual blacks and whites on a system of private education and the responses of such a system are likely to be highly consistent with the public good. Education is demanded because it produces private benefits. Sometimes it is sought for its own sake, because it helps individuals understand the world or themselves better. More usually, they demand education for the much more prosaic reason that it helps them earn more and consume more.

Individuals are perfectly capable of recognising good value in education. A central plan for education is, therefore, no more necessary than a government plan for office buildings or machine tools, which like education realise private benefits over a period of time.

There may be a case for subsidising education because some of the benefits of education are thought to accrue to society at large as well as individuals. I am sceptical of such arguments. As indicated, if education helps you produce more, you accordingly consume more. Other people are neither helped nor harmed by your greater production and consumption.

Public benefits of education, if present at all, are important only if we can agree on the non-economic objectives of education. The case for private education is based upon the presumption that we cannot easily agree on such goals and that it is unnecessary to do so.

Income redistribution

The real reason education is subsidised is because it is an important form of income redistribution. It redistributes income from the taxpayers to the beneficiaries of education. In SA to date such redistribution has gone mostly from some white taxpayers to other whites. Blacks naturally would wish that more of the benefits of income distribution through education would flow to them.

While there may be very good political reasons for providing redistribution through education, it is quite unnecessary to direct the subsidies to producers of education rather than consumers. Subsidies do not preclude individuals freely choosing education. If subsidies by way of tax credits for expenditure on education or in the form



of vouchers for spending on education were distributed to the consumers of education, black and white, the market for education would be widened and deepened accordingly.

In this way, the conflict between blacks and educational institutions would be avoided — as would disputes over salaries between teachers and government.

After a decision had been taken to direct subsidies to parents, students or firms, rather than educational institutions, a procedure for transferring the ownerships of existing educational establishments would be a comparatively simple one. Either school or university committees could assume the responsibility or, if they failed to come forward, educational entrepreneurs concerned with profits could tender for school buildings and generally compete for educational business.

The guarantee of good value in education would be competition. SA does not need a single "equal" system of education. While attempting and probably failing to achieve uniformity, such a system would only encourage conflict and inefficiency. The system of education should rather be a richly diverse one, which would become entirely consistent with the demands of employers for particular kinds of skills.

There would thus be no need for manpower planning. A competitive labour market and a competitive education system would be highly responsive to changes in technology and tastes.

Cabinet may cut free ^{RDM} white ^{16/1/81} tuition ^{SO}

By GERALD REILLY
Pretoria Bureau

THE Government may legislate during the coming parliamentary session to end totally free education for whites.

However, the Transvaal Teachers' Association says any decision on compulsory financial payments being imposed on parents for the education of their children should not be taken summarily.

The president of the TTA, Mr Peter Mundell, said the issue, if the Government was serious, should be incorporated in the sweeping investigation into education being conducted by the Human Sciences Research Council.

Parent bodies should also be given the fullest possible opportunity of putting forward their views.

Towards the end of last year the Minister of National Education, Dr Gerrit Viljoen, told the Rand Daily Mail he intended legislation to open the way for provincial authorities to call on parents to contribute financially to their children's education.

He said he had particularly in mind ending the system of free books. This, he felt, was necessary to build up a sense of pride in books and to encourage a "book culture".

Yesterday at the "Education in the Eighties" conference in Pretoria, Dr Viljoen's view was supported by a Free State University educationist, Professor J Vermaak.

He said that the living standards of all would have to drop by 25% to meet the need for educating all groups. The Government, he said, would not be able to afford to finance all education.

Mr Mundell said free education was a strongly entrenched tradition in South Africa and the authorities should hesitate before scrapping it.

The whole question of direct and compulsory contributions by parents should be worked out at national level, and should take into account all race groups.

In any case, Mr Mundell said, parents were already

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NEW FLAME FOR PUPIL FURY

NEW FLAME FOR PUPIL FURY

Tribune
Reporter

DEFENTIONS, threats, arson, boycotts and anger marked black South Africa's first days back at school this week.

The possibility that many thousands of black high and higher primary school pupils in the Cape Peninsula and the Eastern Cape will miss a second full year of schooling grew this week with the continuation of the boycott.

In Natal and the Transvaal, pupils returned to their desks quietly. But some are angry about the introduction of compulsory education and lack of the free education their white counterparts enjoy.

In Kimberley, two Anglican priests, Canon Augustine Maropong and Father Arthur Majiba, were detained two days after they had persuaded schoolchildren in that area to return to school.

Yesterday, representatives of several black organisations in Port Elizabeth, where 70 000 pupils are staying away, blamed security police activity for preventing stu-

dent leaders from attending a Friday night meeting to resolve the schools boycott.

The meeting conveners were told security police had visited the homes of the student leaders earlier and students had then gone into hiding.

"It would be a great pity if security police action should jeopardise our efforts to persuade pupils their high time they call off their boycott," said Mr I. Sogonia, a local attorney and convenor of the meeting.

The 30 representatives of seven organisations — the Council of South African Students, the Motor Assembly and Communist Workers' Union, the Port Elizabeth Civic Organisation, the Gwazale Rugby Union, the Social Workers' Association, the Ministers' Fraternal and the South African Council of Churches — will meet again today in an attempt to have "free debate" with student leaders before Friday — deadline for registration at black schools in the Cape.

The Port Elizabeth Student Committee (Pesco) is also meeting today after two previous meetings earlier this week ended in chaos with the pupils rejecting parents' appeals to lift off their boycott.

Security police have denied Pesco leaders' houses were visited and say Pesco's absence from the meeting was because they wanted the boycott to continue.

The whole issue seems to have become a wait-and-see game between pupils, the Department of Education and Training and the police as Friday's registration deadline draws nearer.

"We are waiting that long to see what will happen," said Mr Philip Engelbrecht, Cape Regional Director of the Department of Education and Training. "There is a steady increase in enrolment, which is encouraging."

If enrolments at some schools remain low pupils would be moved to others. Unlike last year, pupils at boycott-hit schools would still be able to attend classes at other schools.

But there is little sign of a real breakdown of the boycott and most pupils are still extremely angry about their inferior education.

Parents have been intimidated; hundreds of pupils surrounded the Guguletu home of runner Gerry Magobolo, 19, chanting and threatening him and his family with death if he accepted an Ameri-

can athletic scholarship to attend a high school. He has decided not to go.

Peninsula police were alerted this week amid rumours of arson.

Nine high and higher primary school principals received letters threatening them with death if they did not co-operate with the pupils.

The letters were from an "underground movement" calling itself Black Eye. In Port Elizabeth a school was destroyed by fire and two others were damaged; three youths have been arrested and five were briefly detained by police.

Stonings

On Wednesday, youths stoned fire brigades returning from New Brighton Township.

Apart from protesters outside one Soweto school, no incidents were reported in the Transvaal. Some Soweto women gathered in Diepkloof on Thursday, rejecting compulsory education.

Soweto parents will meet today to thrash out the issue. Parents would have to ensure their children attend school each day, until standard five or age 16 and do not boycott schools. Officials of two black

organisations this week rejected compulsory education.

Reavill Nkonda, general secretary of the Azanian Students Association, said: "We do not object to compulsory education per se as long as it is decided by the people what sort of education they want."

George Wauchope, publicity secretary of the Azanian People's Organisation (AZAPO), said Azapo rejected compulsory education in its entirety.

"Some parents have been tricked to sign forms binding their children under compulsory education. As schools reopen, Azapo will embark on a concerted effort to see to it that black children are not going to be forced into this abortive education system," he said.

Unconfirmed reports in Durban indicate that some students, although not boycotting schools, are refusing to pay their fees as a protest against free and compulsory education not being introduced in KwaZulu.

Meanwhile, about 200 000 pupils who sat for the Junior Certificate Examination last year are still waiting to know whether they passed or not. A computer breakdown aggravated the delay.

S. Tribune
18/1/81
50

dissertation in Building Management.

S F Richardson

of darkness.

"Now as long as such writing and utterances are not banished from classrooms and political debates, we will labour in vain to build, through our schools, a South Africa freed from racial prejudice and discrimination."

Dr Maurice said education, like sport, was destined to become one of the more vulnerable areas in the South African range of susceptibilities.

"And so one found, not unexpectedly, that when the Cillie report on the 1976 demonstrations was hardly of the press, literally tens of thousands of coloured high school pupils were boycotting their classes for 11 weeks in disciplined well-organised, and active campaigning against what was crystalised in the expressive phrases "gutter education" and "inferior education".

Tragic

"And African pupils were again renewing their struggle against the iniquitous Bantu education. With results that are so tragically known to us, with some 60 000 pupils losing, at least a full year of schooling, if indeed not in many cases losing all prospects of further schooling."

He said it was small wonder that what had started last year as a local demonstration at one or two schools had developed into an all-embracing, searching examination by pupils of the whole theory and philosophy underlying the education they were receiving.

Boycotters were asking questions like: Who decides what our syllabuses should be?

Are we allowed to have a say in what we are taught?

Does what we learn have any relevance to our real lives?

Can we have nonracial education in a racial society?

He went on: "And their answers? Perhaps best given in their own language and in their own terms: 'They control our minds and thoughts in the classrooms, they decide what we are taught. Our history is written to their ideas.'

"Their grievances are easy to understand, that what they were being taught was far removed from the real world in which they lived their lives.

"And so their slogan for the schools became Education for Liberation not for Subjugation; and their demand was for awareness programmes, and not the orthodox school curriculum and syllabuses," he said.

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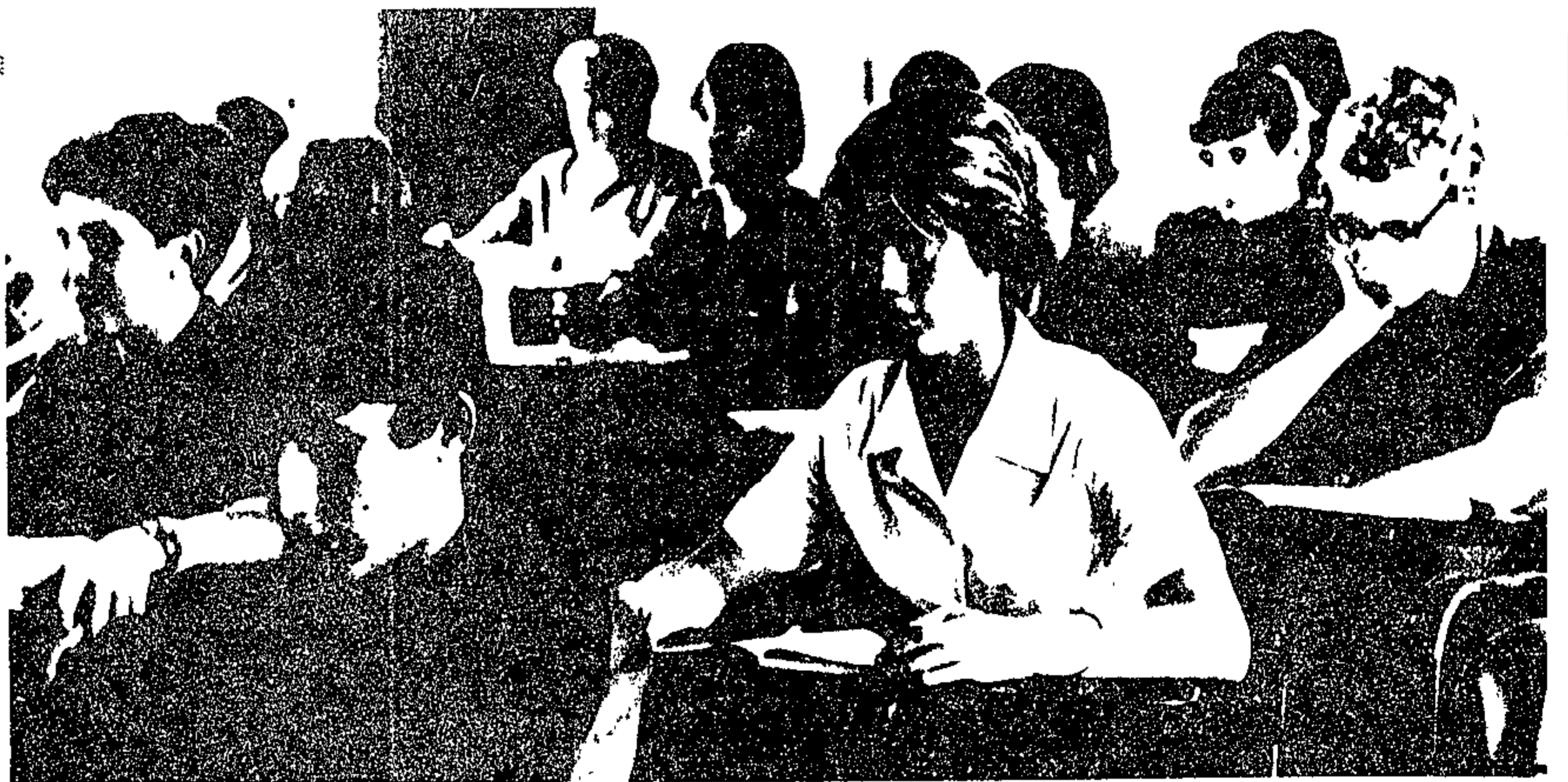
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Schools: State or private?



THE CHOICE between government and private schools is based not so much on academic standards it seems, as a general milieu of mental and cultural stimulations.

Which type of school delivers the best results is hard to judge, as both types have produced prominent public figures and community leaders. But it seems to be individual attention in which parents invest by opting for a private school rather than a government one for their children.

Most private schools are boarding institutions with day-pupil facilities which provide all-day participation for pupils.

There is continual encouragement from the many teachers who are involved in school activities in and out of the classroom.

Class sizes are much smaller — limited to 10/15 pupils at some private schools (as opposed to class sizes sometimes reaching 40 at a government school), with consequent greater individual attention important for personality development and character building.

Although many government schools have excellent teaching standards and can boast outstanding sporting records, parents seem concerned that their children will get lost in the masses.

The limelight

'It always seems to be the same children who catch the limelight over and over again. This can be very discouraging for an average performer, who feels why should they try at all if only the top performers get the praise,' a mother complained.

In large government schools in urban areas, where the number of pupils range between 600 and 1000 and the consequent large class numbers, the emphasis tends to fall on top marks and winning in the classroom, on the

sportsfield and in other cultural activities.

This winning mania can be very harmful, according to Dr J F J Jonker, head of the Durban School Psychological Centre, as it can damage a child's self-concept, with the result of withdrawal and learning problems or of negative behaviour as a form of protest.

'Children's achievement should be judged individually against their own potential. Although government schools cater for this in a system of differentiation where children with the same potential are grouped together, each child's self-concept depends very much on the teacher's handling of the classroom situation.

Private school teachers obviously have a practical advantage because they have fewer pupils to divide their attention between.'

Remedial schools

As far as remedial education is concerned, said Dr Jonker, classes are much smaller.

Special classes at government schools are limited to 15 pupils and in fulltime remedial schools the teacher-pupil ratio is 1-6.

In Natal there are three fulltime remedial schools in urban areas, with visiting remedial teachers catering for pupils in rural areas with two or three classes per week.

Many urban government schools offer training and participation in sports other than the 'traditional' ones, such as squash, waterpolo, synchronized swimming, lifesaving and soft ball, but because of the large numbers, pupils will only become involved out of their own interest.

The same goes for extra mural activities such as bridge and chess clubs: the facilities are there but the onus is on the parents to stimulate their children's interest.

In private schools the stress is more on participation for all and in some private schools participation in sport is compulsory.

Sports facilities

The range of sport facilities at most private schools is wider than at government schools, and can include extras like horse-riding, polo, show-jumping, judo and even sailing. In addition to the sports, there are extra mural activities such as photography, literature discussion groups and play acting, speech and drama training.

Another consideration when looking around at private versus government schools may be the interracial contact at private schools.

Not only are most private schools in Natal now multiracial, they also arrange competitions both on academic and recreational levels with schools from other racial groups.

Private school parents see government schools as too curriculum-bound and not geared enough towards the pupil with unusual characteristics and interests.

At most private schools there is a choice of a third and even a fourth language and sometimes the curriculum will embrace subjects such as computer sciences.

African languages are offered without exception at primary school levels and where it isn't offered at a highschool level, provision is usually made for children who are interested.

Exceptionally gifted children are assured of additional stimulation at a private school, where classes in unusual subjects such as astrology and outings to universities and other institutions are organised.

There are also regular excursions to the theatre, cinema and other entertainment to stimulate cultural development.

Children at government schools are generally dependent for this kind of stimulation on the individual teacher or headmaster who happens to take a special interest in the matter.

Teachers' salaries

Although salaries are on a similar scale, according to the Natal Teachers' Association, the turnover of teachers at government schools seems to be higher than at private schools, probably due to the greater security in private school teaching.

While the rate of resignation of teachers at government schools in Transvaal has reached 6 per cent and in Natal 2 per cent (1980 figures), private schools do not report a high turnover or a critical shortage of teaching staff.

This may be a deciding factor in sending children to a private school.

The shortage of teachers in government schools can largely be attributed to the inadequate salaries, differentiation between male and female remuneration and the fact that female married teachers are seldom appointed in permanent posts at government schools.

Married women in temporary appointments often leave the teaching profession for the security of permanent positions in the private sector. Other teachers, particularly those with degrees, are lured away by better salaries and working conditions in the private sector.

In 1980, 441 female and 177 male teachers resigned from government schools in Natal, an increase of 41 per cent over 1979.

Most of the resignations are from graduate teachers and government schools are forced to appoint

teachers with diplomas and some years of teaching experience in positions previously reserved for graduates.

Although it varies from school to school, the situation seems to be fast developing where private schools have a greater percentage of graduate teachers than government schools.

Another factor that should be taken into consideration when determining into which sector a child should be sent is that the majority of private schools are church run, which will have a definite religious influence, whether negative or positive it is difficult to ascertain — on the pupils attending it.

The policy at government schools is that the children should receive education of a Christian nature and teachers from all religions are appointed. There are religious education classes in all government schools, which is based on a study of the bible and not on a specific religion. Although non-examination, all children have to attend these classes unless parents arrange for exemption.

tion.

The difference between the two types of schools in the opinion of Mr D C Thomson, headmaster of Durban High School (a government school), is not so much in the academic standard and other facilities offered.

Broader contact

A government school, he feels, offers a child contact with a broader cross section of the community — more true to the society the child is going to enter, whereas in a private school the child's experience is limited to a selected group.

Mr P E Metcalf, headmaster of Epworth Private School sees the main advantage of private schools in the smaller class numbers and the greater personal attention.

'I am not playing down the importance of government schools, but the kind of communal life that children lead at private schools has an influence that reaches beyond academic development to personality development.'

Erina Botha.

The Cost

What it's going to cost you (worked out on present costs and excluding the possibility that fees may be charged at government schools). Figures are exclusive of school clothes and are for the entire period of secondary school education — about 5 years.

Government schools:

Schoolfunds R50 - R120.
Insurance R5 - R12.50.
outings to the theatre, including partly sponsored educational tours, R250

Total between R305 and R382.50.

Private schools:

Fees — R10 000 - R20 000; books & stationery (if most handbooks are bought secondhand from the schools) R250, R400 outings and tours hobbies like photography between R100 -- R150 extra

Total between R10 750 and R20 800.

HERS

EDUCATION in South Africa is going through a critical period. An unprecedented number of teacher resignations has led to widespread shortages at government schools in the Transvaal and Natal.

Parents may well ask themselves whether state education is worth supporting — or whether they should send their children to private schools.

Elitist or not, private schools report waiting lists and no difficulty in obtaining the staff they need. HERS looks at the options open for parents.

Plan to stop free school books 'vague'

PORT ELIZABETH. — Tentative government proposals for ending completely free education for whites have been guardedly welcomed by white educationists in the Cape.

They said recent references by the Minister of National Education, Dr Viljoen, about the possibility of parents having to pay for their children's education, were vague and they wanted to know more about what he had in mind.

Two educationists said only the possibility of ending the system of free books had so far been specifically mentioned.

The president of the South African Teacher's Association, (Sata), which represents white English-speaking teachers in the Cape, Mr Trevor Long, said Sata had not discussed the topic at all.

"We need to hear more concrete proposals from the minister," he said.

Mr Long said his personal view was that the present system of free education should be reviewed and that an end to free books would be a good

thing.

"What we pay for we appreciate," he said.

The chairman of the Suid Afrikaanse Onderwysers' Unie (SAOU), the Afrikaans equivalent of Sata, Professor C G de Vries, said from Stellenbosch that Dr Viljoen's comments had been so vague they did not bear commenting on.

"Coupled with government proposals to introduce compulsory education for all and the enormous expense of this, it must surely be inevitable that parents will have to bear some of the financial burden," he said.

An Afrikaans Port Elizabeth high school principal who did not wish to be named said yesterday that the possibility of white parents paying for their children's books had been welcomed by his teachers.

"White children get everything free — they often abuse their text books and undervalue their education."

He said that on average, a child's yearly supply of high school books would cost about R100.

CT
19/1/81
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Uniform education 'vital for SA's good'

Argus 19/1/81

THE educational crises of 1980 will continue to recur until such time as South Africa's educational dispensation does not discriminate on the basis of educationally irrelevant criteria, a senior education lecturer at UCT has warned.

In a statement to The Argus expressing grave concern over the future of education in the country, Mr O C van den Berg said although the findings of the Human Sciences Research Council's investigation could lead to significant changes in the educational dispensation they may as easily be overtaken by the march of events.

'It is meaningless to talk of educational equality or of legitimacy if all the decisions budgetary or otherwise, are ultimately in the hands of the white parliament, accountable only to a white electorate,' he said.

ATTACKS

Attacks on the educational system pointed to the need for massive political, social and economic changes.

The first challenge of the 80s, he said, was to create an educational dispensation acceptable to the broad mass of South Africa's people and the only solution is for education provided by the State to become non-racial.

The next item would be to devise a system that was more effective and less costly as current figures indicated a threefold increase in the number of those classified 'black' in the final school year in 1980.

PROBLEM

Another fundamental problem was that of language.

It is incorrect to speak of educational equality if a great many pupils have to learn three languages and to study other subjects through a medium other than their mother tongue while others have to learn two languages.

It would seem that a feasible solution would be

recognised African language,' Mr van den Berg said.

The school curriculum needed redesigning because at present it represented the views of only one section of the country's population.

The means of assessment of school pupils, too, needed radical revision.

'The real challenge of the 80s is to create an educational system where young people are encouraged to learn not so much about each other, but from and with each other,' Mr van den Berg said.

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Mrs. Thornton White P

BUILDING

(Continued)
ARCHITECTURE

Pupils will pay to use school bus

Provincial Reporter

AS from April 1, the 15 500 children using provincial school buses in country areas will pay a nominal fee each term, although free transport will still be provided to poor families — by way of a means test.

In an interview yesterday the Administrator, Mr Gene Louw, said that administrative and transport costs were 'enormous' in

the province the size of the Cape.

The cost of free transport for the 15 500 children using the service in the country areas had risen by R750 000 in the past two years — from R2-million to R2,75-million.

At the same time pupils accommodated in school hostels were required to pay a hostel fee. The bus fee to come into operation on April 1 would bring transport into line with accommodation by means of the fee.

REVENUE

Mr Louw said the fee was expected to produce annual revenue of R512 000, which was only 18 percent of the cost, so that the provincial administration would still be operating a heavily subsidised service.

The fee a child a term would be R10 where the distance between home and school was less than 15 km.

The fee would be R15 where the distance between home and school was 15 km to 30 km, and the fee would be R20 for distances of more than 30 km.

Mr Louw said existing bus services operated from as short a distance as 4 km and as far as 74,1 km — the last figure being arbitrary, since this merely represented the greatest distance now covered by any bus to bring a child to school in a rural area.

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ARCHITECTURE

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 Argus
 20/1/81

Teaching tolerance — the goal of white education

RDM 20/1/81

THERE is a growing awareness among senior educationists of the urgent need to structure education programmes to meet South Africa's changing socio-economic patterns.

This was apparent at the recent conference of the South African Association for the Advancement of Education, held in Pretoria. Present were leading educationists from all parts of the country — the majority of them Afrikaans-speaking.

Speakers emphasised the huge increase in the number of black pupils and expressed concern about preparing whites for the inevitable political and economic advancement of blacks.

In his opening address, the Minister of National Education, Dr Gerrit Viljoen, stressed that equal opportunities, no discrimination, jobs for all, and the right to share

in decision-making were important goals for the Eighties. He said these goals had to be reached harmoniously, in an evolutionary manner.

Dr Viljoen said social prejudices and rigid attitudes could become stumbling blocks, and ignorance and short-sightedness could present insurmountable barriers.

He stressed that education could not be fully divorced from politics: to be relevant, education needed guidelines from national policy makers.

The Minister said educationists must educate for orderly change and the provision of skilled manpower, as whites were no longer capable on their own of fulfilling the economy's demand for skilled workers.

Dr Viljoen said education should serve as a tool to bring about a smooth adjustment to necessary change. Too many

people were too occupied in planning too many distant ideological goals. The result was the dismal failure in attaining the goals.

Educationists agreed with the Minister that the implementation of compulsory education and the Government's commitment to educational equality had great significance for the future, and that the black education backlog had to be urgently erased.

Other speakers stressed the urgent need to adjust programmes to equip children of today for the kind of South Africa they would have to contend with as adults.

Professor D A Gresse, of the Windhoek Education College, said there was concern

over sporadic adjustments to policies where radical change and new thinking was essential.

Prof Gresse said the scrapping of job reservation and the expected greater upward mobility of blacks would necessitate drastic changes across a broad socio-economic front.

The question which he and other educationists asked was whether South Africa's education system was preparing the youth spiritually to accept a work situation where race and colour would play no part, and where competition for jobs could become fierce.

Economists feared the possibility of friction in such a situation, which could lead to

polarisation, conflict and economic disruption.

To avoid this, education for all races should have as one of its primary aims the development of tolerant attitudes to the difficult and dangerous situations ahead.

The biggest adjustment would have to be made by the whites. With the economic and political upsurge of blacks, traditional privileges and attitudes would have to be abandoned as the country writhed its way painfully towards a common society.

The numbers also added up to a need for an educational programme for a fast-changing society.

Professor A J G Oosthuizen, of the Rand Afrikaans University, said white school populations would shrink dramatically by the end of the century, with a dramatic in-

crease in the black school population.

The white primary school population had reached a peak and could be expected to taper off to 70% of the 1970 figure.

In the year 2000, Prof Oosthuizen said, blacks would constitute 87,4% of the total primary school population.

The white secondary school population would drop sharply from 57,9% in 1970 to 6,7% in the year 2000.

The most dramatic increase in secondary schools would among blacks. In 1970 they represented only 23,4% of the secondary school population. By the end of the century they will dominate with 85,9%.

Whites currently dominate the matriculation scene with 87% of all matriculants in 1970 and 72% in 1978. According to projections, by the year 2000 it will be 20%.

So in a society where today's privileged minority will be so heavily outnumbered educationally, and in which a massive, probably the major, economic contribution is from blacks, drastic changes in socio-political and economic patterns are inevitable.

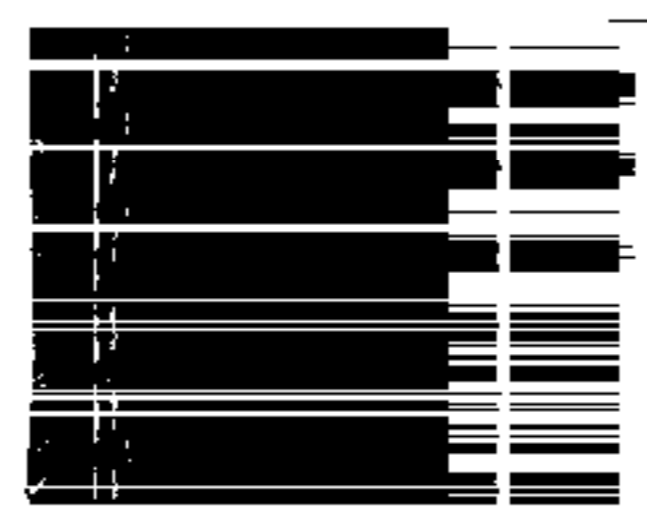
The message from the Pretoria congress, therefore, seems to be that the prime task of the educator is to educate towards the acceptance of swift, evolutionary change.

The Minister's address, in particular, could be seen as an urgent appeal to educationists to accept the reality of the fast-changing political and economic scenario, and to educate towards a greater understanding and acceptance of the big changes which would have to be made by the country's Afrikaner leadership if conflict was to be avoided.

ARCHITECTURE

(Continued)

BUILDING



Peninsula

Augus 20/1/81

pupils still staying out

THE decision by black pupils in the Eastern Cape to end the year-long boycott does not appear to have filtered through to the Peninsula where pupils are still staying away.

According to figures released by the Department of Education and Training, only the lower primary schools were showing an improvement in attendance rates with 9 730 of the expected 11 000 pupils present in their classrooms on Friday.

Attendance rates in high and higher primary schools were still minimal on Friday.

However, according to informed sources, pupils are planning a meeting on

or around Wednesday to reassess the situation.

Wednesday is the deadline given for pupils who have left the Peninsula to study in the Ciskei or Transkei to return home.

The deadline was set by pupils at a meeting in Guguletu earlier this month.

Mr P J Scheepers, chief circuit inspector for the Department of Education and Training, said it was also hoped that the action being arranged by the community council might have some results.

He said the council was trying to arrange meetings with the parents to enlist their help in persuading their children to return to school.

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Cape Provincial Institute

ARCHITECTURE

How our schools boost 'apartheid' in the classroom

When your child starts school he undergoes a novel experience. He is "streamed."

Streaming means determining a child's ability to fit into one of the three kinds of teaching offered by secondary education.

Those are the A, B and C streams corresponding to those doing a University course (A), those not intending post-matriculation learning (B) and those who are practically rather than academically minded (C).

What decides a teacher to put your child into any one of the above streams of learning?

The most important factor is your child's IQ or intelligence quotient.

Standpoint

A pupil's IQ has come to play such a big part in streaming that it has become sacrosanct. Why this is so becomes plain when you examine closely the whole concept of intelligence and how to measure it.

The official standpoint about human ability is this:

One: intelligence is inherited.

Two: because intelligence is inherited nothing the teachers do or say can increase or change a pupil's ability to learn.

Three: because pupils vary in intelligence there

is a natural inequality in learning ability which no amount of teaching, good or bad, can affect.

Four: to treat pupils therefore on a basis of equality in the classroom merely degrades the performance of the naturally gifted.

Five: it follows that the power and wealth in any society is nothing more than the economic system conferring proper reward upon superior genetic combinations.

Tenet

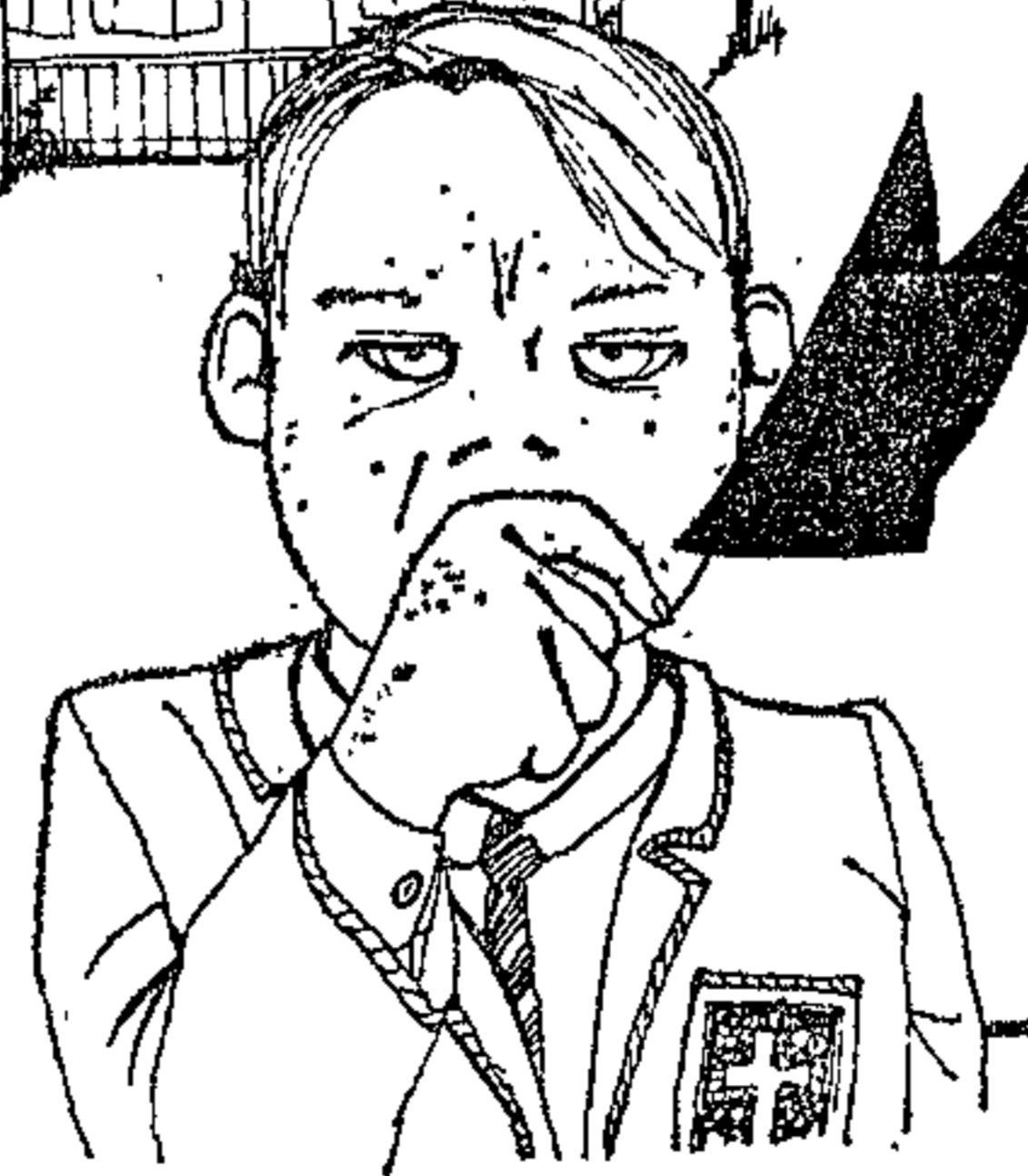
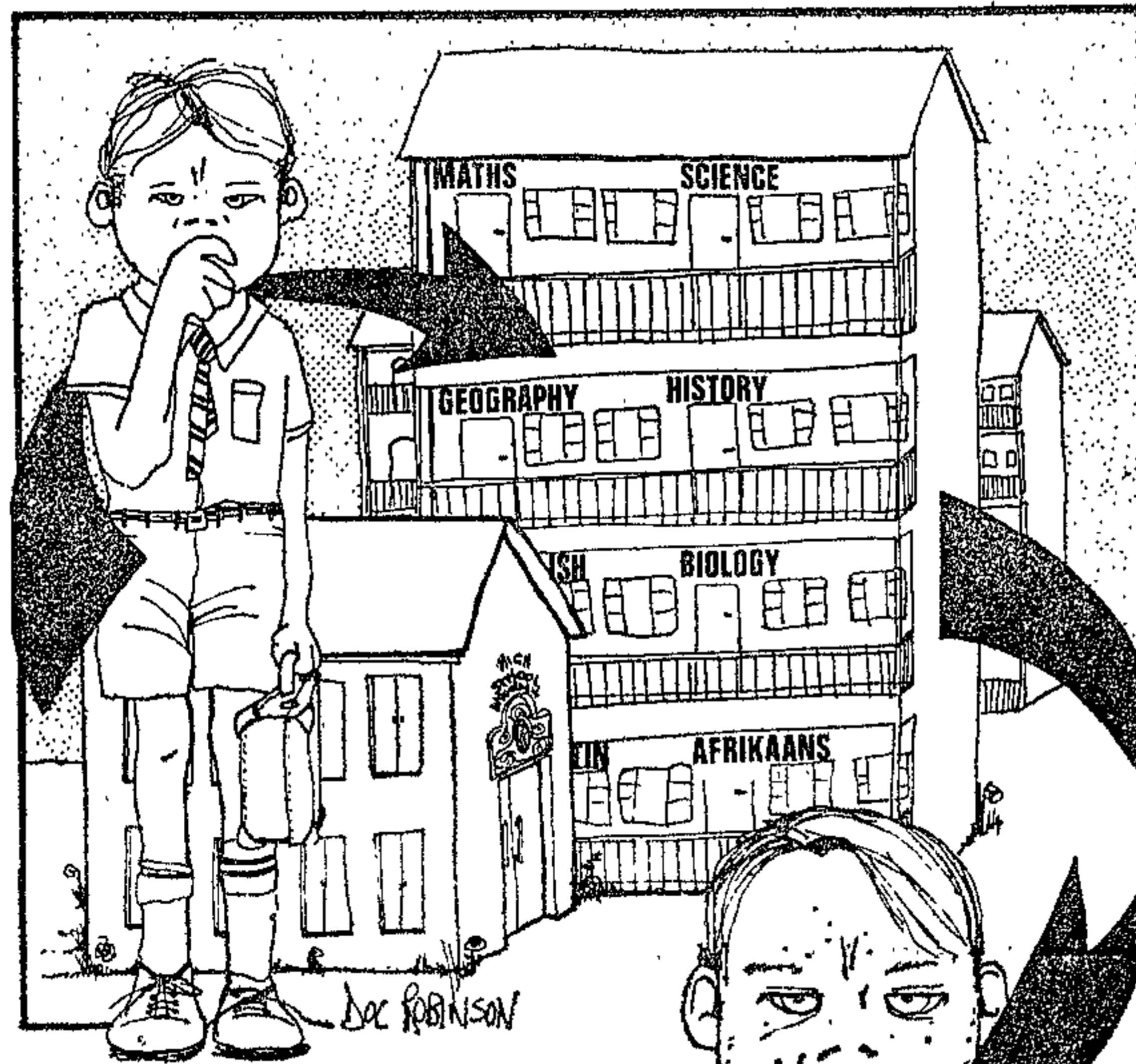
On the basis of the above five arguments secondary education has become thoroughly undemocratic. Once a pupil is streamed he is pegged down to a certain curriculum which fits in with his so-called genetic abilities.

Free intercourse between the streams is made impossible because it is a standing tenet of high school teaching that children of moderate ability can be assisted only at the expense of those more gifted.

On the basis that intelligence is genetically determined and has nothing to do with individual effort, trial and willpower, there has been evolved by the teachers a formidable battery of startling statements:

Since human ability is what you are born with and not what you get through your own individual striving, it follows that brains reflect social standing and mobility — that is the Bantu people are inherently duller and less educable than white Anglo-Saxons. The idea that our grandparents had — that schools were

The author of this article, ROSS BRESLER, BA and BEd of the University of South Africa, was a teacher for 54 years — from 1922 to 1976. He also had overseas experience in teaching — at Glasgow in 1948/49 and at a London comprehensive school in 1954.



there to improve people — no longer holds.

What then are schools for?

The answers given by the IQ adherents are as astonishing as they are unacceptable in a democratic way of life. Schools, argue the geneticists, serve primarily as selection and certification agencies whose job it is to measure and label kids and only secondarily to change them.

It follows from the above that schools serve primarily to legitimise inequality, not to create it.

How has it come about that teaching has come to attach itself to such misleading and injurious practices? For schoolmasters themselves are as much the victims of current school administration as the pupils themselves.

Since your IQ stays with you throughout your school years without change, it follows that no matter how hard a teacher tries to teach well, his efforts must remain barren and without profit.

Schools, we are told, do

little to affect people's intellectual performance or general competence. Still less do they justify the hope that by re-engineering the educational system we may moderate social inequality.

In a phrase, the official view of intelligence is that no amount of hard work on the part of the conscientious teacher produces any measurable change in his pupils.

Schools, runs the argument of Head Office, are impotent, for variations in what children learn at school depend on variations in what they bring to school and not on variations in what schools offer them.

The idea that children's intellectual performance can be improved by the school they go to and that the critical elements involved in this improvement are the quality of the school's performance is not borne out by current classroom practice or tradition. The clever boys and girls are deliberately caged off into separate classes lest contact with less gifted pupils will degrade bright achievement.

Amazing

It is argued by the geneticists that children leave school essentially with what they brought into it and that the influence of school in promoting intelligence is so limited as to be almost non-existent.

All this amazing stuff is the direct outcome of the teachers' belief in the hereditary nature of human ability.

In the current view, hard work on the part of teacher and taught, con-

science, willpower, enthusiasm, application, drive, ambition, resolution, planning — all the qualities that make a civilised society possible — are brushed aside and regarded as outside the timetable and the curriculum.

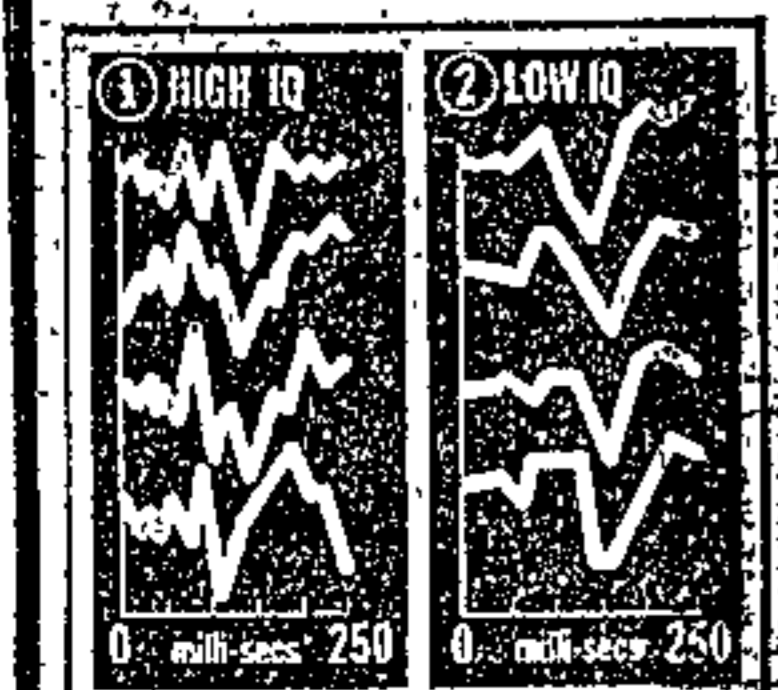
Under the heavy hand of the IQ Establishment schools serve primarily as selection and certification agencies whose job it is to measure and classify pupils according to examination results. Instead of bringing out the best in their pupils, schools serve to legitimise inequality.

Soulless

The hope held by former generations of teachers that schools existed to change pupils — and change them for the better — rested on the argument that intelligence was as much a matter of heredity as it was of environment and that self-help had a large — a preponderant — part to play in the classroom.

That this view has been largely abandoned for a mechanical and soulless approach to education is a profound and melancholy happening.

Taking an IQ test without thinking



• See inside back page.

Mrs. Thornton White Prize

For the best work in

first year.

Miss M F J Sandilands

S A Brick Association Prize

For the student who has made

best use of bricks in his

design work.

J G Kirkman

R Stubbs Award

For the best project in

structure and design.

M R I Ness

National Development Fund

for the Building Industry

Book Prizes

For the best student in each

year of study of the degree

course.

First Year

J A L Chapman

Second Year

C S Jones

Third Year

B de Jong

Fourth Year

R W Kohne

George Strachan Prize

For the best final year

student of the degree course.

R W Kohne

LTA Prize

For the best student obtaining

a first class pass for a

dissertation in Building

Management.

S F Richardson

ARCHITECTURE

(Continued)

Mr Haya said his committee would try to arrange an urgent, smaller meeting before Friday when the time allowed registered pupils to register copies.

Even those in favour of ending the boycott tend to get swept away with emotions, he said.

The chairman of the parents' committee, the Rev James Haya, said mass meetings were not the answer.

The meeting was called by the Port Elizabeth Parents' Committee and the Port Elizabeth Students Committee (Pesco).

SWEPT AWAY

Last night's meeting attended by more than 5 000 people was the third in three weeks. In all three instances, parents and pupils failed to reach a decision.

Police were not present as they did not want to be accused of interfering with the meeting. They arrived at the scene after the violence had ended.

NO POLICE

The police liaison officer for the Eastern Cape, Major Gerrie van Rooyen, said today 15 windows of three buses were shattered by stones and damage amounted to R350. Cars were also said to have been damaged.

PORT ELIZABETH — Buses and cars were stoned last night outside Centenary Hall in New Brighton Township here when a meeting to discuss schools boycott ended in disorder.

Argus Bureau

Pupils in
PE stone
houses
and cars

Argus 21/1/81

50

Argus 21/1/81 (257) (50)

COLOURED children started school today and principals in Cape Town high schools reported 'completely normal' enrolment.

However, at least one principal was guarded about the future: 'We have our fears, as you know. We shall have to see how the black boycott develops,' he said.

A spokesman for the Department of Education and Training said as far as he could see by mid-

Coloured school enrolment 'normal'

morning the number of enrolments at black lower primary level were still increasing, but there was no change in the situation at higher primary and secondary school level.

Yesterday the number of registrations for black higher primary level dropped and secondary school enrolments were nil.

Lower primary registration had increased to 83 percent, based on last year's enrolment figures.

The Argus Port Elizabeth Bureau reports that with two days to go before re-registration closes for black pupils, the steady but slow increase in registrations is continuing in the Eastern Cape.

The regional director of education and training in the Cape Mr Philip Engelbrecht, said the number of secondary pupils actually attending classes was still low.

Most pupils merely registered to make sure they had a place, but at many primary schools classes were in full swing.

John Perry Prize

D H Pryce Lewis

year.

For the best work in fourth
Usbourn Prize

S A Read

For the best final year student.
General J B M Herzog Prize

D H Pryce Lewis

For the best student of
Architecture (or Quantity
Surveying) in the subject
of Professional Practice.
David Haddon Prize

Miss C Redgold

For the best woman student
in third year.
Nolly Gohl Memorial Prize

P A Rappoport

For a student who has
satisfactorily completed
1st, 2nd and 3rd major courses.
Helen Gardner Travel Prize

P F Donckley

Sixth Year

For the best student in :-
of Architects' Prize
Cape Provincial Institute

ARCHITECTURE

FINE ART & ARCHITECTURE

Pupils leave Cape for Ciskei, Transkei

CAPE TOWN — More than 1 000 black pupils have left here to attend schools in the Ciskei and Transkei.

Following the decision taken at a meeting attended by about 400 pupils to continue last year's stayaway, there have been few registrations at higher primary and none at high schools.

Pupils who want to continue their education have had to look for alternatives such as trying to register at a school in the Ciskei or Transkei, at great expense to their parents.

However, in past years

the education authorities in these two areas have decided not to allow large numbers of pupils from boycott-hit areas to register in their schools.

A number of black

pupils interviewed here said they had been told to leave in previous years after authorities in the Ciskei had discovered they were from Cape Town. — D.D.

Figus 22/1/81

PE ~~SO~~ black schools boycott off

Argus Bureau

PORT ELIZABETH — The eight-month-old schools boycott by black pupils in the Eastern Cape has been called off.

A tense six-hour meeting in New Brighton preceded an announcement that the boycott was off.

The Director-General of Education and Training, Mr G J Rossouw, said in Pretoria that the Government's deadline for pupils

registration, set for tomorrow, would be extended to February 11, thus meeting one of the conditions set by the pupils.

As word of the decision filtered through the trickle of pupils registering at schools quivered perceptibly.

Last night's meeting was attended by members of the Port Elizabeth Student Committee, the Congress of South African

Students (Cosas) and at least 11 other black organisations including the Black Lawyers' Association, the Port Elizabeth Black Civil Organisation, several church social bodies, and Kwazakhele Rugby Union representatives.

The meeting was chaired by the head of the Port Elizabeth Parents' Committee, the Rev James Haya.

Conditions called for were

• That all students who were at school last year be readmitted to their former schools unconditionally.

• That the final deadline for registration be deferred.

• That the Government bring about meaningful change in the education system in a reasonable period.

The pupils reserved the right to decide on a further course of action if changes were not made.

Mr Rossouw said the original ten-day period of grace given to students, which was due to expire tomorrow, had been granted with the full sanction of the Eastern Cape authorities.

In the light of the positive reaction of pupils and

parents, and in the full realisation that some pupils are subject to intimidation, it is decided to give all pupils who wish to register every possible aid by extending the period of registration, Mr Rossouw said.

It must be strongly emphasised, however, that it would be in the pupils' best interest to register as soon as possible.

FINE ART & ARCHITECTURE

Cape Provincial Institute of Architects' Prize

For the best student in :-

Sixth Year

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Helen Gardner Travel Prize

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P A Rappoport

Molly Gohl Memorial Prize

For the best woman student in third year.

Miss C Tredgold

David Haddon Prize

For the best student of Architecture (or Quantity Surveying) in the subject of Professional Practice.

D H Pryce Lewis

General J B M Hertzog Prize

For the best final year student.

S A Read

Osbourne Prize

For the best work in fourth year.

D H Pryce Lewis

John Perry Prize

For the best work in third year.

R A van Rossum.

DD 22/1/81 (50)

Reject compulsory schooling says Cosas

JOHANNESBURG — The congress of South African Students (Cosas) yesterday called on black parents and students to reject compulsory education which is scheduled for introduction this year.

education they have designed for us. "The ploy is to give the black people free education and bind their parents to see that the principle of Bantu education is carried out to the word.

Cosas said the government had put the "cart before the horse" by not consulting the people this system was to affect.

"Education cannot be separate and yet equal. We call on the Minister of Education and Training to make a declaration of intent on the scrapping of Bantu Education before the situation in schools can return to normal.

"We condemn this paternalistic attitude. "For many years the government has been doing things for us and not with us. We regard this as an insult to the black man's intelligence.

"Nothing short of uniform education for all races will satisfy us. We want black personnel to be incorporated into the decision-making machinery of our education," the statement said. — SAPA.

"Their catch in the legislation is to commit our parents to getting us to school. All they want is to see us just "swallowing" the kind of

General J B M Hertzog Prize
 the best final year student.
 Read
 in Prize
 he best work in fourth
 year.
 D H Pryce Lewis
 of Professional Practice.
 Surveying) in the subject
 Architecture (or Quantity
 For the best student of
 David Haddon Prize
 Miss C Tredgold
 in third year.
 For the best woman student
 Molly Gohl Memorial Prize
 P A Rappoport
 1st, 2nd and 3rd major courses.
 For a student who has
 satisfactorily completed
 Helen Gardner Travel Prize
 P F Dunckley
 Sixth Year
 For the best student in :-
 of Architects' Prize
 Cape Provincial Institute

Black school boycott in East Cape is over

PORT ELIZABETH — An eight-month-old school boycott by black pupils in the Eastern Cape has been called off. And in a new development, the Government has decided to extend today's deadline for the pupils' return.

After a tense, six-hour meeting in New Brighton yesterday, it was announced the boycott was over, and that pupils would begin to return to classes. They left in June last year.

The director-general of the Department of Education and Training, Mr G. J. Rousseau, said in Pretoria that the Government's deadline for pupil registration, set for today, would now be February 11.

Yesterday's marathon meeting was attended by members of the Port Elizabeth Students Committee (Pesco), of the Congress of South African Students (Cosas), and at least 11 other black organisations.

The meeting was chaired by the head of the Port Elizabeth parent's committee, the Rev James Haya. The boycott was suspended on condition that:

- All students who were at

last year to re-enroll to their former schools unless difficulty arose.

- The final deadline for registration be deferred.

During the period for which the boycott is suspended, the Government is expected to bring about meaningful change in the education system.

Mr Rousseau said the original 10-day period of grace given to students, due to expire today, had been granted with the approval of the Eastern Cape educational authorities.

It must be strongly emphasised, however, that it would be in the pupils' best interest to register as soon as possible, he said.

Mr Haya said the conciliatory decision of the pupils offered the authorities an opportunity for them to show their concern by complying with the conditions set out.

Mr Sibus Mlamuna, of the Black Lawyers' Association, said the onus was now on the Government to prove its sincerity on the issue of black education — Sapa

David Haddon Prize
For the best student of
Architecture (or Quantity
Surveying) in the subject

Miss C Tredgold

Molly Gohl Memorial Prize
For the best woman student
in third year.

P A Rappoport

Helen Gardner Travel Prize
For a student who has
satisfactorily completed
1st, 2nd and 3rd major courses.

P F Dunckley

Sixth Year

Cape Provincial Institute
of Architects' Prize
For the best student in :-

DD 23/1/81
Decision to end boycott lauded

NEW BRIGHTON — The decision to end the eight-month Eastern Cape black schools boycott has been met by favourable comment from all sides.

With it the deadline for registration of students which expired yesterday has been extended to February 11.

The resolution was taken after eight hours of non-stop talks between the students' and parents' committees and 11 other organisations in KwaZakhele.

The boycott has been called off on condition that all students who were at school last year be re-admitted unconditionally; the final deadline for registration be deferred; and that the government bring about meaningful change in the education system. If this is not done pupils reserve the right to decide on a further course of action.

Mr Ian Sogoni, who represented the Black Lawyers Association here said: "I am very pleased the students have acted responsibly."

The former chairman of Newell High School committee, the Rev G. B. Molefe, said: "We are very happy that boycotts have been called off as children in this area have been left behind."

The chairman of the Port Elizabeth Parents' Committee who chaired the meeting, the Rev James Haya, said the boycott was suspended because it was on the verge of becoming a "self-defeating exercise."

He was happy that one of the demands, the deferral of the re-registration deadline, had already been met.

News of the decision was slow in reaching pupils and was met with caution by many teachers.

By yesterday afternoon there was no drastic change in re-registration figures.

Some teachers expressed elation while others felt "seeing is believing."

Mrs Helen Suzman, PFP spokesman on civil rights, welcomed the decision and said she was hopeful the government would meet the pupils' remaining conditions.

The Cape Regional Director for the Department of Education and Training, Mr Philip Engelbrecht, said: "I see no reason why students who were at school last year should not be re-admitted unconditionally to their former classes."

He said the request for "meaningful changes" was also receiving attention. — DDR-DDC.

FINE ART & ARCHITECTURE

Cape Provincial Institute of Architects' Prize
 For the best student in :-

Sixth Year

P F Dunkley

Helen Gardner Travel Prize

For a student who has

satisfactorily completed

1st, 2nd and 3rd major courses.

P A Rappoport

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in third year.

Miss C Tredgold

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of Professional Practice.

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For the best final year student.

S A Read

Osbourn Prize

For the best work in fourth

year.

D H Pryce Lewis

John Perry Prize

For the best work in

third year.

R A van Rosenfeld.

Pupils sent home claim

By SOPHIE TEMA
 PUPILS from Soweto have been banned from attending schools in the Eastern Transvaal from this year, it is claimed.

Several Soweto children attending schools in the Nelspruit area claim they have been turned away after authorities told them they would no longer be allowed to attend schools in the Eastern Transvaal.

Parents whose children have allegedly been turned away plan to send a delegation to meet the principal, Mr N. Ngozo.

A parent whose son was to do his Form V, said yesterday: "When schools closed at the end of last year my son told me he had been told by the principal not to return, because children from Soweto would no longer be allowed to attend schools in the Eastern Transvaal."

"We tried to get him into a school in Soweto, but they were all full. I had no alternative and phoned the school and pleaded with the principal to take my son back only for this year, to allow him to complete his matric."

"The principal confirmed that the officials no longer wanted children from Soweto in the school and said the whole Eastern Transvaal will not accommodate them in time to come."

"But he then told me to send my son back after assuring me that there would be no further problems for him."

"Preparations were made for his return to school and I had to borrow money to buy him uniforms, provisions, a ticket, and give him pocket money."

"I phoned again to tell the principal my son was on his way to school and again I was assured that all would be well."

"Two days later he came home and said he and other pupils had been turned away by the principal, on the grounds that Soweto pupils were not allowed in the school."

In a telephone interview yesterday the principal denied Soweto children had been banned from his school.

The following conversation took place:

- Q: Mr Ngozo, is there trouble in your school?
- A: No, madam.
- Q: What is happening there?
- A: Nothing, madam.
- Q: Why are some of your pupils who come from Soweto not back at school?
- (Silence at the other end.)
- Q: Mr Ngozo, if you say the allegations made by the pupils are not true, what is the truth?
- The receiver was replaced at

LTA Prize
 For the best student obtain a first class pass for a dissertation in Building Management.
 S F Richardson

George Strachan Prize
 For the best final year student of the degree course
 R W Kohne

Fourth Year
 R W Kohne

Third Year
 B de Jong

Second Year
 C S Jones

First Year
 J A L Chapman

National Development Fund for the Building Industry Book Prizes
 For the best student in year of study of the degree course.

R Stubbs Award
 For the best project in structure and design.
 M R I Ness

S A Brick Association Prize
 For the student who has best use of bricks in his design work.
 J G Kirkman

Mrs. Thornton White Prize
 For the best work in first year.
 Miss M F J Sandilands

BUILDING

ARCHITECTURE
 (Continued)

New school principals

CT 24/1/81 (50)

Staff Reporter

A NUMBER of school principals have been appointed this year to schools falling under the Cape Education Department in the Western Cape and the Boland.

A major appointment was that of Mr A G van Rensburg as headmaster of Jan van Riebeeck High School, Tamboers Kloof.

Mr Van Rensburg, formerly deputy-principal of Jan van Riebeeck, has been at the school for 30 years.

Mr S "Solly" Robinson has been appointed principal of Fish Hoek Primary School. He was formerly principal of Milnerton Primary School.

Mr Trevor Johnson, deputy-headmaster at the South African College Junior School, has been nominated to become principal of Milnerton Primary School.

Mr Michael Spicer, former deputy headmaster at Simons-town High School, has been appointed principal of Rhodes

High School, Mowbray. Mr Spicer became acting principal of the school late last year after the headmaster fell ill.

Mr J A Esterhuyse was appointed headmaster at Ysterplaat High School in October last year. He was formerly a head of department at the school.

Mr J P Engelbrecht, a former head of department at Tulbagh High School, became headmaster of the President High School, Goodwood.

He follows Mr G W T Terblanche who has become rector of the Oudtshoorn Teachers' Training College.

Two leading women educationists have been given permanent appointments in reserve posts after marrying.

They are Mrs L J Dempers, who has been principal of the Parow Preparatory School since 1947, and Mrs Fiona Watson of Sans Souci Girls' High School. They both held their posts in permanent capacities before they became married.

it.

David Haddon Prize
For the best student of
Architecture (or Quantity
Surveying) in the subject
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For the best woman student
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1st, 2nd and 3rd major courses.

P F Dunckley

Sixth Year

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of Architects' Prize
For the best student in :-

ARCHITECTURE

FINE ART & ARCHITECTURE

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John Perry Prize
For the best work in
third year.
R A van Rosenfeld.

DD 24/1/87
More PE
pupils (50)
register (28)

NEW BRIGHTON —
Registration rose at black
high and secondary
schools here yesterday
following a resolution by
pupils to end their
boycott.

The Director of Educa-
tion and Training, Mr J. P.
Engelbrecht, said he was
pleased by the reaction of
the pupils to the
resolution.

He added that registra-
tion had increased in most
areas of the Eastern Cape.

He is to tour all Port
Elizabeth schools on
Tuesday.

At Mzontsundu Junior
Secondary School enrol-
ment in the morning ses-
sion was over 300 and was
expected to increase.
DDR.

Editorial opinion, Page 8.

ARCHITECTURE

EDITORIAL OPINION

(50) (256)

Don't break faith now

Our congratulations are extended today to black school pupils and their parents in the Eastern Cape who have decided to end the schools boycott.

It was a decision not easily taken. There were heavy pressures on these people to persist with the boycott as a form of political protest against racial disparities in this country.

The Congress of South African Students (known as Cosas), for example, has been demanding the scrapping of the existing education system for blacks before agreeing to a return to school.

This organisation is even opposed to blacks being committed, as whites are, to compulsory education up to a certain age.

Cosas sees compulsory education for blacks as a device to force the pupils and their parents to accept whatever form of schooling the white authority decides on.

We hope Cosas distrust of white (government) intention is unjustified and that this will be proved during the session of Parliament that has now started.

The government has promised a completely new dispensation in education for blacks of a quality equal to that enjoyed by whites and it is im-

perative now that it gives early evidence of action towards this goal.

If it does not, it will risk being accused of breaking faith with the Eastern Cape pupils and parents who, at last after eight months of educational disruption, have placed their faith in the government's good intentions.

The government must not let them down.

The hated so-called "Bantu education" must be scrapped and must be replaced by a uniform system of teaching for all races.

This should not be difficult. What is going to be very hard to achieve in the short term, however, is to raise the standard of proficiency of the teachers themselves. Few black teachers today match the abilities of their white counterparts.

There is also the physical problem of school premises and facilities. To equip black schoolrooms and playing fields as well as those in white schools is going to cost a lot of money. But that, too, must be done as soon as possible.

Meanwhile a certain amount of integration, according to merit, should be encouraged in existing prestige schools.

ARCHITECTURE

FINE ART & ARCHITECTURE

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of Architects' Prize
For the best student in :-

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P F Dunckley

Helen Gardner Travel Prize

For a student who has

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P A Rappoport

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For the best woman student

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ARCHITECTURE

(Continued)

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For the best work in

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Miss M F J Sandilands

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best use of bricks in his

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J G Kirkman

R Stubbs Award

For the best project in

structure and design.

M R I Ness

National Development Fund

for the Building Industry

Book Prizes

For the best student in each

year of study of the degree

course.

One pupil said he supported the proposal for the suspension of the boycott but feared what would happen after the suspension

A pupil said conditions should be set for the suspension of the boycott. Another said suspension of the boycott should be tried as a last resort.

One speaker said support for the boycott was decreasing and the regrouping at the respective schools would be a chance to mobilize the pupils again

Speakers said they believed the boycott should be suspended so that pupils could reorganize themselves

Yesterday's meeting was attended by about 200 pupils, and although no vote was taken, most of the pupils apparently felt that the boycott should be suspended.

Another meeting will be held at 2pm today to allow pupils who are employed on weekdays to take part in the discussions

GUGULETU pupils yesterday spent about two hours discussing the schools stayaway, but no decision was taken about lifting the boycott

Staff Reporter

Pupils

24/1/81

undecided

256

30

student obtaining a pass for a building in

final year
man Prize
ne degree course.

or

or

or

or

Meeting cancelled
 26/1/81 Staff Reporter
 A MEETING which was to have been held in Guguletu on Saturday to discuss suspension of the schools boycott in black areas, was cancelled because of poor attendance. The meeting was called by boycotting pupils. Another meeting will be called during the week.

- (a) Type of Company
- (b) Product being manufactured
- (c) Size of the Company
- (d) Value of the product
- (e) Value of the activity being performed
- (f) Relative importance of material handling to the enterprise
- (g) Personalities of the individuals involved
- (h) Organisational structure of the enterprise

Factors contributing here include:

There are many contributing factors to the scope of material handling in any one industrial undertaking. It is not possible to define one set of conditions.

8.1 Scope of Material Handling

- "Material Handling is the art and science involving the moving, packaging, and storing of substances in any form".
- "Creation of time and place utility"
- "Movement and storage of material at the lowest possible cost through the use of proper methods and equipment"
- "Lifting, shifting, and placing of material which effect a saving in money, time, and place"
- "Art and science of conveying, elevating, positioning, transporting, packaging and storing of material"

Among these definitions are included the following:

Material handling has been tagged with several definitions, none of which to date have received universal acceptance.

MATERIAL HANDLING

SEVEN

Examination paper

errors to be curbed

Argus 27/1/81 (50)

Education Reporter

MORE stringent measures will be taken in future to ensure no errors appear in provincial examination papers, the director of the Education Department in the Cape, Mr H A Lambrechts, has said.

The assurance follows complaints from parents and a call by Mr Roger Hulley, MPC for Constan-

tia, for an 'urgent investigation into examination papers' because the quality of English is some-

times so poor as to be misleading to candidates.

The call was published in The Argus on January 16.

In a letter to The Argus Mr Lambrechts said: 'No matter how unforgivable errors may be, the highly confidential nature of our examination system is unfortunately partly to blame, in as much as the smallest possible number of people view the question papers before the examination is written.

In the present system the Joint Matriculation Board appoints a moderator. The Education Department appoints the examiner and a moderator, who ensures the content is accurate,

the standard adequate and who is responsible for the correctness of the language.

After the paper has been approved by the JMB a departmental official proof reads the paper.

'Should the examiner be Afrikaans-speaking every effort is made to appoint an English-speaking proof-reader and vice versa,' Mr Lambrechts said.

'The arrangement does not appear to be foolproof and the department will therefore have to review the procedure. Errors have also occurred in the Afrikaans text, but this has not been viewed as an attempt to undermine the Afrikaans language.'

When the examination has been written a departmental committee, which includes representatives of the teaching profession, investigates all complaints and notes the reaction of the departmental examiners and moderators to them, Mr Lambrechts said.

'The committee submits its recommendations to the director and where necessary action is taken.'

Help with problem pupils

Education Reporter

HELP is at hand for pupils who have trouble with certain subjects. This year the Bureau for Educational Services in Stellenbosch is offering a special aid programme for these children

'In most families there is a child with learning difficulties or one who has

trouble with certain subjects. This damages the child's image of himself or herself tremendously,' a statement from the bureau points out.

'At present this child receives little sympathy or aid. With extra assistance, interest and empathy the pupil can achieve better results at school, which in

turn leads to a better career choice, job satisfaction and higher income.'

Depending on public interest the bureau also plans to offer special programmes for talented children this year.

Interested parents may contact the bureau at Stellenbosch 72808 or 72888 for more information.

Cape Provincial Institute of Architects' Prize
 For the best student in :-
 Sixth Year
 P F Dunckley
 Helen Gardner Travel Prize
 For a student who has satisfactorily completed 1st, 2nd and 3rd major courses.
 P A Rappoport
 Molly Gohl Memorial Prize
 For the best woman student in third year.
 Miss C Tredgold
 David Haddon Prize

FINE ART & ARCHITECTURE

ARCHITECTURE

Focus shifting to problems of gifted children

CT 27/1/81 (50)

Staff Reporter

STEPS TOWARDS giving greater attention to gifted children will be the main new activity of the Cape Education Department this year.

This was announced by the CED's director of education, Mr Hugo Lambrechts, in an interview on trends which could be expected in education provided by the department in 1981.

He said that the CED had appointed an educational planner, Dr J S Neethling, a former lecturer at the Paarl Teachers' Training College, whose task would be to investigate all aspects of assisting gifted children.

This term Dr Neethling would visit other parts of the country to establish what was being done for gifted children elsewhere in the Republic. He would probably visit the United Kingdom and the United States in April.

To assist him, the CED had appointed a co-ordinating and advisory committee drawn from central office staff and teacher representatives from the South African Teachers' Association and from the Suid Afrikaanse Onderwysers Unie.

Eventually, Dr Neethling and the committee would draw up "enrichment programmes" for gifted children in primary and

secondary schools, which Mr Lambrechts expected would be finalised later this year.

'Large number'

He expected that they would come into operation towards the end of the year or early next year.

The programmes would consist of activities additional to but relevant to the syllabus.

Meanwhile, "quite a large number" of schools had been visited and ways of assisting gifted children had been discussed. At "very many" schools, activities were already under way.

"It just means co-ordinating all the efforts and advising people," Mr Lambrechts said, "giving them new ideas which they can practise if they wish to do so."

The department regarded it as important not to separate gifted children from their peers, and to give them enrichment programmes in the contexts in which they found themselves.

Mr Lambrechts said also that the CED keenly wanted to have computer science recognized as a higher-grade subject.

While this would not be a major field of activity this year in the Cape, the department had written to the committee

of heads of education and the Joint Matriculation Board to have the change made.

The matter would be raised at the next meeting of the committee, which comprised directors of education departments under the chairmanship of the director-general of national education.

Mr Lambrechts indicated that computer science could be taken by talented pupils, especially those adept in mathematics.

Recognition of computer science as a higher-grade subject would have the immediate effect of more pupils entering for the subject, which would mean having to extend facilities such as more computer terminals at schools. These would have to be linked with the provincial administration's computer for practical work.

The CED has begun taking steps to expand attention to pupils taking music in the Peninsula.

Mr Lambrechts said that from October 1 a head of a music centre based in Newlands would be appointed. A building had already been obtained and the centre would open at the beginning of next year.

The new head would be given three months to prepare for the opening.

This year will also see the expansion of the CED's system of teacher centres in major towns, with the opening of a centre in Oudtshoorn.

The department has advertised a vacancy for a head of the centre, which is scheduled to open on April 1. It will be the province's fifth, the others being in Cape Town, Port Elizabeth, East London and Kimberley.

This year will see a continuation of a recent trend in education in the Cape—the teaching of African languages in the CED's primary schools.

African languages are taught in standards three, four and five. Tswana is taught in the Northern Cape and Xhosa in the rest of the province.

"We haven't made it compulsory, but we have indicated to schools that we would very much like them to offer an African language as part of their teaching programme," Mr Lambrechts said.

In the Cape last year 22 600 primary school pupils studied Xhosa. These included 5 860 pupils in the Cape Town and Parow school region. In the Northern Cape 2 210 pupils

ly Gohl Memorial Prize
A Rappoport
t, 2nd and 3rd major courses.
t satisfactorily completed
r a student who has
Ten Gardner Travel Prize
P F Dunckley
Sixth Year
r the best student in :-
Architects' Prize
de Provincial Institute
ARCHITECTURE

ARCHITECTUR



The future 'upgraders' get into operation.

120 000 have been helped to literacy

DOT Scott is only one of about 6 000 people who have taken a literacy course through Operation Upgrade since it began in Durban 14 years ago. And the adults she has helped to literacy are only some of a total of 120 000.

Operation Upgrade runs itself busily from a group of prefabricated buildings off NMR Avenue. In one, staff of all races work together teaching people how they can teach others to be literate and, should they choose to continue their studies, how to write books for the newly literate.

Each course runs a week and costs about R200, yet this barely offsets the overheads — Upgrade employs not only teachers, but writers, translators to cope with the more than nine languages in which Upgrade works, printers, binders and packers.

One solution would probably be to increase the price of their publications, but as the organisation's Durban administrator, Desmond Whittaker, put it, 'That defeats the object.'

Slipping back

'It's terribly easy to slip back into illiteracy. People have to be encouraged to carry on reading, so we must carry on providing them with the material and as cheaply as possible.'

In fact, if any deserving organisation cannot afford the Upgrade training fee, the organisation still manages to give out bursaries that cover up to 80 percent of the cost.

Most of the people attending classes are sent by missions, schools and, increasingly, industry and homeland governments.

'Once a man or woman can read, they can follow instruction manuals. And this is not only helpful to the employers, but enables the workers to advance themselves and better their lifestyles,' says Mr Whittaker.

Slightly worse

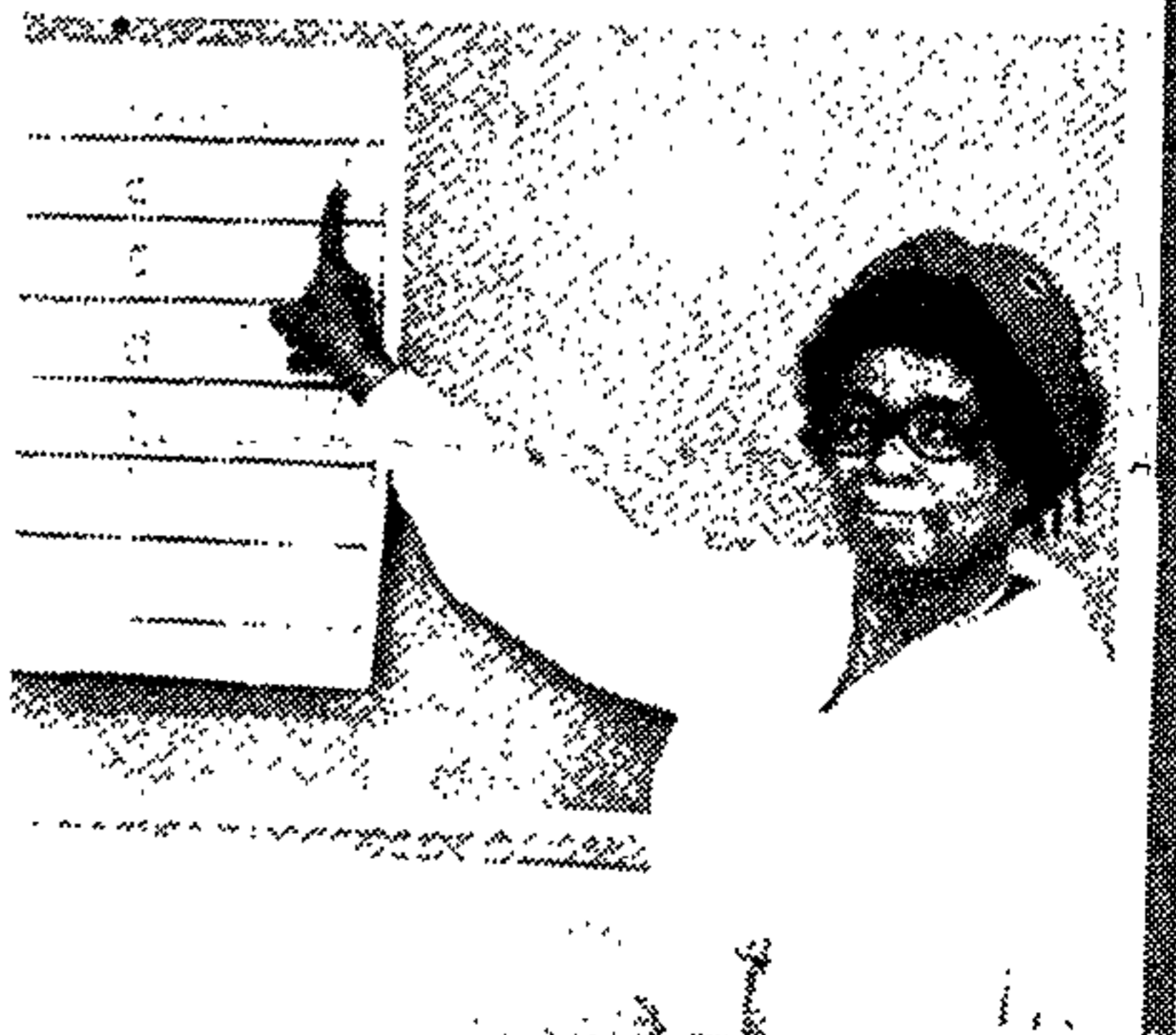
It's being able to watch individuals improve themselves this way that keeps Mr Whittaker and his colleagues going with such enthusiasm. The long-term, overall view might otherwise be somewhat discouraging.

It seems about half the blacks in South Africa are illiterate — by Mr Whittaker's calculations, about 35 percent of those in urban areas, and 65 percent in rural — and that's the same as, or slightly worse than the position 10 years ago.

'The problem is that though we're reaching increasingly more people, the population is growing too rapidly for us to catch up.'

'We're by no means discouraged, though — we know that reading gives people new interests and attitudes, and that in fact it's through literacy that people can best become acquainted with things like family planning.' G.H.

* Operation Upgrade could use voluntary helpers in translating its publications or checking them before distribution. Anyone interested should ring Mr Whittaker at Durban 329591.



DORCAS Mathe, Upgrade stalwart — she's been teaching there for 10 years now.

First Year J A L Chapman
 Second Year C S Jones
 Third Year R de Jong

First Year Mrs. Thornton White Prize
 or the best work in
 first year.
 Miss M F J Sandilands
 A Brick Association Prize
 or the student who has made
 best use of bricks in his
 design work.
 G Kirkman
 Stubbs Award
 or the best project in
 structure and design.
 R I Ness

National Development Fund
 for the Building Industry
 Book Prizes
 for the best student in each
 year of study of the degree
 course.

FINE ART & ARCHITECTURE

Cape Provincial Institute
of Architects' Prize
For the best student in :-

Sixth Year

P F Dunkley

Helen Gardner Travel Prize

For a student who has

satisfactorily completed

1st, 2nd and 3rd major courses.

P A Rappoport

Molly Gohl Memorial Prize

For the best woman student

in third year.

Miss C Tredgold

David Haddon Prize

For the best student of

Architecture (or Quantity

Surveying) in the subject

of Professional Practice.

D H Pryce Lewis

General J B M Hertzog Prize

For the best final year student.

S A Read

Osbourn Prize

For the best work in fourth

year.

D H Pryce Lewis

John Perry Prize

For the best work in

third year.

R A van Rosenfeld.

ARCHITECTURE

Pupils ⁵⁰
stopped:
boys ²² 29/1/81
held ²⁹ ~~25~~

EAST LONDON — Three schoolboys who allegedly stopped pupils from going to school at Ngwenyati Secondary School, St Luke's, near here, have been arrested and are to be charged under the Criminal Procedure Act, the head of the Security Police here, Col. A. P. van der Merwe, confirmed yesterday.

The boys who are believed to be from Mdantsane were handed over to Fort Jackson police after being found in the bush near St Luke's.

The pupils who had been allegedly stopped by several boys defied the order and went to school where they reported the incident.

Parents and other residents of St Luke's were notified by teachers and a search party saw the boys and apprehended three who were handed over to the police — DDR

Sabotage trial - pupil refuses to give evidence

August 29/1/81 (281) (50)

Special Representative

WORCESTER. — Another pupil today refused to give evidence at the trial here of seven pupils charged with sabotage in Guguletu last year.

Mr Mzonke Jacobs said he did not wish to take the oath because he was not going to give evidence.

His counsel, Mr L Bozalek, requested an adjournment so he could consult Mr Jacobs.

Earlier an agenda, allegedly written by a black pupil leader on a flattened cigarette packet, was read out in the Regional Court.

IN POCKET

The agenda, allegedly found in the pocket of Kent Makalipi, 20, one of the accused, read:

Detained people;

Yesterday's job and checking security;

Names people such as those at Langa High; Issues of cops bulldozing meetings;

Students who still don't attend meetings;

Bus issue;

Names of people who were escorted by cops.

This was read as evidence by Detective Sergeant M Motolwana, of the Cape Town Security Police, who also read out a statement taken from Mr Makatipi on September 14 last year.

In the statement he allegedly denied having committed sabotage and said: 'I was watching Dallas at the time the offence was committed.'

The pupils who have pleaded not guilty to three counts of sabotage, alternatively conspiracy and incitement to commit sabotage, malicious damage to property and arson are: Miss Cynthia Nduna, 20, Mr Oupa Lehulere, 20 (president of the SRC at Fezeka High school), Mr Makalipi, 20 (vice-president), Mr Gladstone Buti, 20, Mr Lonwabo Hase, 20

and two youths aged 15 and 17.

Yesterday a pupil who refused to give State evidence against his seven colleagues was sentenced to 12 months' imprisonment.

Before sentencing Zinto Kuse, 19, the magistrate, Mr A P Burger, said: 'According to Section 189

of the Criminal Code, the court can imprison you for up to two years.

Asked what his reasons were for not testifying Kuse said: 'The people against whom I must testify were all involved in the school boycott. It is not fair that I am released and they may have to go to jail.'

(Proceeding)

Cape Provincial Institute of Architects' Prize
For the best student in :-
Sixth Year
P F Dunckley

Helen Gardner Travel Prize
For a student who has satisfactorily completed 1st, 2nd and 3rd major courses.
P A Rappoport

Molly Gohl Memorial Prize
For the best woman student in third year.
Miss C Tredgold

David Haddon Prize

For the best student of

Architecture (or Quantity

Surveying)

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ARCHITECTURE

FINE ART & ARCHITECTURE

Government not keeping word—pupils

Argus 2/3/81
50

PUPILS at Cape Town's townships yesterday accused the Government of not keeping its word by detaining pupils and failing to deliver stationery and library and laboratory equipment to schools.

At a meeting of about 200 pupils, parents and teachers in Guguletu's Apostolic Church, pupils said the Government had ignored the conditions on which the boycott had been suspended.

Pupils told the meeting that in spite of their demand for the release of all detained pupils, two pupils had been detained during school hours last week.

NO AGREEMENT

A member of the Teachers' Action Committee said that when they approached the department about the delivery of stationery, the chief inspector of the Department of Education and Training, Mr. P. J. Scheepers, told them that no such agreement had been reached by his department.

The meeting was also told that no laboratory or library equipment had been provided by the department as was promised.

Teachers also said that Mr. Scheepers had told them he was not prepared to communicate with them as they were not a statutory body. They said he referred them to the Cape Town Community Council.

The Parents' and Teachers' Action Committee dissociated itself from the council.

The meeting decided that because the depart-

ment was not willing to communicate with bodies elected by the community, decisions would be taken by the community without consultation with the department.

Commenting today, Mr. Scheepers said laboratory equipment had been delivered to most schools and equipment was on order for those which were still short.

STATEMENT

Mr. Scheepers referred The Argus to a statement by the Department of Education and Training on the provision of free books.

'As from 1975 the department embarked upon a programme to supply free text books to every pupil in every class.

The department intended to start with the provision of free set books and stationery during the 1980/81 financial year, but loss of text books because of failure to return them, malicious damage and losses resulting from the burning of school buildings has retarded this programme.

'In the 38 areas where compulsory education has been introduced in 201 schools affecting about 43 000 pupils in sub standard A, free stationery is being supplied at a present cost of R4,10 per pupil,' the statement said.

There was no agreement to supply library books, which were part of the school fund project, but the department did help schools on a selective basis, Mr. Scheepers said.

Students to get bursary increase

2/3/81

BURSARIES for 'coloured' students have been increased with effect from January this year, the Minister of Internal Affairs, Mr J C Heunis, has announced.

This follows a meeting of Student Representative Councils (SRCs) held in Kimberley recently, where demands were made that bursaries for black trainee teachers be made equal to those of whites.

However, a spokesman for the Minister said they did not receive a letter from the meeting.

In a statement, the Minister says the increase in bursaries is 'in accordance with the Government's declared undertaking to promote and raise the standard of education for all population groups.'

The bursaries for students at the University of the Western Cape (UWC) and Durban-Westville have been increased from R650 to R1000 a year, while other university students will have their bursaries increased from R1000 to R1800 a year.

Bursaries for trainee teachers at Technikons and colleges will be increased from R420 to R550 for students staying in State hostels, and R800 for non-resident students.

TUITION

Bursaries for students at training schools, like Battswood and Zonnebloem, will be increased from R325 to R450 a year.

Bursary holders will receive letters informing them of the increases.

Anger mounts after 230 expelled

C. Herald
28/2/81

28/50

THE situation at Esselen Park High School in Worcester is worsening in the wake of the expulsion of 230 pupils on Monday. Fifty hostesses who have also been expelled, are roaming the streets of Worcester in search of a place to stay.

The expulsions came after pupils decided that they would boycott classes until the school committee had met with the parents of pupils who were suspended last week.

On Monday morning, the principal, Mr N C Tobias, told more than 230 pupils that they should hand in their textbooks.

One of the pupils said that the principal had told them that they could appeal against the expulsion in writing before the meeting is held.

The expelled boarders are still battling to find temporary accommodation after they had been told to leave the hostel.

BOARDERS

'The expulsion of the boarders is harming relations between parents and the school committee,' said a senior pupil.

It has also been reported that riot police are now watching the school premises from vantage points.

Meanwhile, support from other centres has reached Worcester after several calls were made to other schools in the Worcester region as well as the Peninsula.

Mr Tobias said that he was 'not interested in what the pupils are saying.'

● A petition expressing support for the Esselen Park pupils has won 1 500 signatures from the University of the Western Cape. The petition was circulated on the campus and at hostels last week accompanied by a poster campaign outlining the issues involved.

The statement reads: 'We the students of UWC hereby protest against the fact that pupils were expelled from Esselen Park Senior Secondary School because of their justifiable attempts to establish a democratic SRC.'

'We hereby demand that all the pupils should be reinstated without submitting to any of the conditions laid down by the authorities and that they should be allowed to establish a democratic Students' Representative Council.'

A spokesman for the petition organisers said: 'We will take stronger action if nothing is done soon.'

Aug 27/2/81 (50) (17)

Worcester pupils trickle back

Education Reporter
WORCESTER S. Esselen
Park High School pupils
who were suspended last
week are slowly returning
to school after appeals to
the school committee by
parents.

The 225 pupils had pro-
tested against the school's
refusal to admit pupils in-
volved in last year's boy-
cotts and against having to

sign a document guaran-
teeing their good conduct.

Mr. A. P. V. Kempen,
deputy director-general of
the Internal Affairs De-
partment, said 165 parents
attended an orderly meet-
ing at the school last night.

Also present were the
Director of Education, the
chief inspector, regional
representative, the circuit

inspector and the school
committee.

'Parents have now been
given the opportunity to
appeal to the school com-
mittee to re-admit their
children,' Mr. Kempen said.

If the committee
approved a parent's appeal
the pupil would be re-
admitted on the basis of
his initial enrolment at the
school.

Coloured/Asian students' examination fees
359. Dr. A. L. BORAINÉ, Minister of Internal Affairs:

50

- (1) Whether there has been any recent increase in the examination fees for Coloured and Asian students respectively; if so, (a) what was the increase and (b) (i) when and (ii) for what reason were such fees increased, in each case, if not.
- (2) whether an increase in such fees is planned.
- (3) whether he will make a statement on the matter?

The MINISTER OF INTERNAL AFFAIRS:

- (1) No.
- (a) and (b) Fall away.

② An increase is at present under consideration.
③ NA at this stage.

State 'not keeping'

9 Aug 26/201

boycott bargain

(17)

1969

Education Reporter

THE Parents' Action Committee, which has worked closely with pupils in Cape Town townships to bring about an end to the boycott, today accused the Government of not keeping its side of the bargain following the detention of two pupils this week.

In a statement to The Star, the committee said: 'We wish to register our protest and a feeling of disgust in the manner in which the authorities have been handling the school boycott issue.'

In particular, the committee condemns the detention of two student leaders, Gopa Lelutha and Fort Mkhosi, by the Security Police.

'We see this as a high-handed manner of dealing with student discontent in circumstances where one of the conditions was the release of pupil detainees.'

As far as the committee was concerned, the students had suspended the boycott to give the Government a chance to show its goodwill.

'It is a sad development that the education authorities have not played their part in meeting the short-term demands set by students for going back to school,' the statement said.

It is even worse that the Security Police have intervened in this manner. We challenge them to show the security of the State is threatened and they must prove this through due process of law.

Commenting on the low attendance at township schools, a spokesman for the Department of Education and Training said the situation would be 'a little better' for the department to meet the short-term demands of the pupils.

See Page 21.

FACULTY OF ENGINEERING

Corporation Medals
For the best student in each
of the 2nd, 3rd and final years.

Second Year (Bronze Medal)

Miss G C Littlewort

Third Year (Silver Medal)

Miss N C Davidson

Fourth Year (Gold Medal)

P M Salmon

T J Cumming

D P Weeks

J H Rens

B F McClelland

Professor George Menzies Prize

Based on results of final

examinations to the best male

student in Land Surveying or

Civil Engineering.

Rens

My Sacks Memorial Prize

Based to the student with the

classwork in Engineering

ing.

negaldo

C I Prize

the first year student

winning the highest average

500 CT 26/2/01 pupils walk out

Staff Reporter

ABOUT 500 PUPILS yesterday walked out of class at Worcester's Bree Rivier High School in solidarity with nearly 400 expelled and suspended pupils at the troubled Esselen High School in the town.

At a meeting of parents and pupils at Worcester schools last night, parents stated their unequivocal support for their children's stand.

The Esselen headmaster, Mr N G Tobias, and Worcester circuit inspectors yesterday refused to accept an invitation to a meeting with representatives of parents and pupils. The meeting was scheduled for last night.

A spokesman for the Esselen High School Students' Representative Council said last night that Mr Tobias refused to attend the meeting, but told parents they would have to apply in writing for the readmission to school of expelled and suspended pupils.

Parents last night decided to refuse to apply.

The SRC spokesman said Mr Tobias had called for a meeting with parents tonight, but as he is refusing to allow the SRC to attend, parents decided to boycott the meeting.

He said the Bree Rivier SRC is to meet today to decide whether the 500 pupils who walked out yesterday should return to classes.

Mr Tobias was last night unavailable for comment.

Pupils Used in Unrest, Says Report

7/26/68

Political Control

EDUCATION for blacks was controlled by seven independent education departments, according to the 198 report of the Department of Education and Training, which has been tabled in Parliament.

The report pointed out that these were the SA education departments: those of Transkei, Bophuthatse, Venda and the department of seven black national states.

Each of these departments had its own control structure and its own budget.

Referring to the unrest in black schools, the report said that there were unfortunately again cases of pupils allowing themselves to be used by unscrupulous agents from outside education for their own political ends.

IGNORANCE

In the process, grievances and demands were held up to them which, as a result of ignorance, were exploited to the maximum.

The result was that purposeful education became impossible in some schools and the Minister was compelled to close a number of schools indefinitely in certain residential areas.

The report did not deal with any of the grievances or demands raised by the black pupils.

It said that the boycott had not only done immeasurable damage to the development of black pupils affected but had also retarded the development of education in the country at least a year.

In particular, the urban programmes were adversely affected, and contracts were not prepared to enter the area, or increased teacher salaries could not be paid.

TRIBUTE

The report paid tribute to teachers staff who were prepared to continue the task of education under difficult circumstances in spite of intimidation and even damage to property.

It said that large numbers of schools and pupils continued normally. This group represented more than 96 per cent of the total.

Concerning the report, 100 classrooms would be completed in two financial years.

Continued education for blacks had become a viable proposition in certain residential areas.

The only remaining factor was the preparedness of school committees and parent committees to accept responsibility.

Conditions in certain of the areas had however deteriorated to such an extent that they had to be let out.

CHEMICAL

For the best student in each of the 2nd, 3rd and final years.
 Corporation Medals
 Second Year (Bronze Medal)
 Miss C C Littlewort
 Third Year (Silver Medal)
 Miss N C Davidson

CT 26/2/81
Parents
condemn
detention

Staff Reporter

THE Guguletu Parents' Committee last night condemned the detention of student leaders by the security police.

The president and vice-president of the Fezeka High School's Students' Representative Council, Mr Oupa Letulere, 20, and Mr Kent Mkalipi, 20, were detained on Monday. Both were acquitted on sabotage charges three weeks ago after spending about six months in detention.

The Parents Committee last night registered its protest and a "feeling of disgust at the manner in which the authorities have been handling the school boycott issue."

They emphasized that "one of the conditions of the students for returning to school was the release of student detainees. It is rather a sad development that the education authorities have not played their part in terms of meeting satisfactorily the short-term demands set down by the students for going back to school."

"It is even worse that the security police see fit to intervene in this manner and we challenge them, if there is any 'security of the state' in danger, to prove this through the due process of law by charging those detained or releasing them."

• The detentions were also condemned last night by the chairman of the South African Institute of Race Relations in the Western Cape, Mrs Daphne Wilson. She said that the "month's truce" in the school boycott should be a period of reconciliation between dissatisfied pupils and officials.

Answers to (18) 50 (14) 357

Reinstatement protest pupils, say parents

THE parents of the 230 pupils from Esselen High School, Worcester, who were expelled on Tuesday after a protest walk-out, decided at a meeting last night to refuse to apply for their children to be readmitted to the school. They were demanding

their children be reinstated unconditionally. The principal of Esselen, Mr N G Tobias, the Worcester circuit inspector and the school committee, all of whom had been invited to the meeting were not present. A parent of one of the expelled pupils said today

he had received a letter from the principal telling him to apply in writing if he wished to have his son reinstated. He said there was a fear among the parents and the pupils that if they re-applied some of the pupils might not be readmitted. The chairman of the

school committee said today they were doing everything in their power to get pupils back to classes. The Rev Stoffels Williams would not comment on how many pupils had been expelled or suspended. A source in the Depart-

ment of Internal Affairs' coloured education section said many pupils had been expelled, but he was not certain how many. He said reports that 500 pupils at Bree High School in Worcester had walked out in solidarity with the Esselen High School pupils were false.

A pupil at the school disagreed and said there was a walk-out by most of the 900 pupils. The row started at Essen at the beginning of the term after the principal had refused to allow students to form a students' representative council.

Malan Chemical Engineering Medals

For the best student in each of the following years:-

Second Year (Bronze Medal)

A H Dabrowski

Third Year (Silver Medal)

C L E Swartz

Fourth Year (Gold Medal)

L Flach

Malan Prize for the most improved First Year Chemical Engineering Student

K W Strickland

S A Institution of Chemical Engineer's Silver Medal

For the best performance in project, design and practical courses over the 4-year curriculum.

P M Salmon

L T A Construction Prize

For the final year Civil Engineering student submitting the best thesis.

G P Mitchell

S A Federation of Civil Engineering Contractors' Prize

For the best final year design showing constructional merit.

K N Hvidsten

S A Institution of Civil Engineers Student Chapter Prize

For the best written report submitted in C E 214, design

P C Watt

Parents, pupils request meeting

Staff Reporter

PUPILS and parents at Esselen High School in Worcester yesterday requested a formal meeting with the headmaster, school committee and local circuit inspectors tonight to discuss Monday's alleged expulsion of about 200 pupils.

About 400 pupils walked out of class on Monday in solidarity with another 177 pupils who were suspended recently by the headmaster, Mr. N. G. Tobias.

The 177 were suspended after protesting against Mr. Tobias' refusal to

- Allow a democratically elected students' representative council

- Readmit pupils who failed or were involved in last year's school boycott

- Withdraw a readmission form to be signed by all parents stating that their children would abide by school regulations and refrain from subversive activities

Parents and pupils met on Sunday and reaffirmed an ear-

lier decision not to sign the form.

According to a member of the SRC who declined to be named, Monday's expulsions came after the 177 suspended pupils had gathered outside the school.

About 400 pupils walked out of class to join them.

Mr. Tobias and two Worcester circuit inspectors, Mr. W. Hendricks and Mr. A. Fillis, told the 400 students to return to class or be expelled.

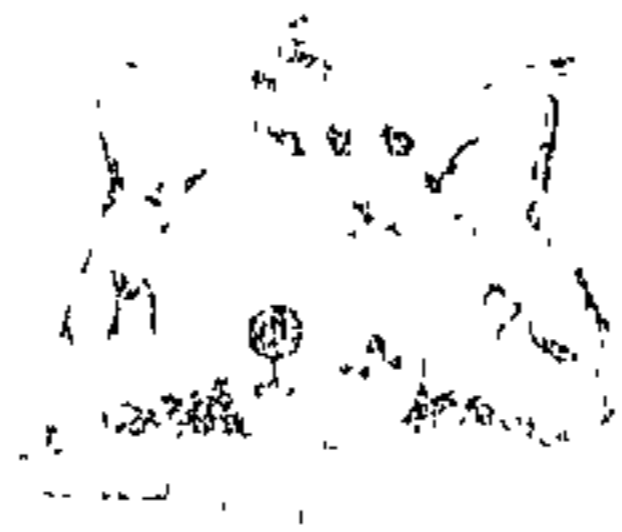
The students refused to respond, the SRC member said.

About 200 pupils found they had been expelled yesterday when they returned to school and were told to hand over their textbooks and leave the premises, the SRC member said.

He said about 300 of the 900 pupils at the school were now either suspended or expelled.

The parent/pupil committee in Worcester yesterday wrote to the circuit inspectors, Mr. Tobias and the school committee formally requesting a meeting tonight to discuss the issue.

- A Worcester circuit inspector, Mr. A. Fillis, last night declined to comment on the matter or confirm the expulsions. Mr. Tobias could not be reached for comment.



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REPUBLIC OF SOUTH AFRICA

GOVERNMENT GAZETTE

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Vol. 188]

KAAPSTAD, 25 FEBRUARIE 1981

[No. 7432

CAPE TOWN, 25 FEBRUARY 1981

KANTOOR VAN DIE EERSTE MINISTER

OFFICE OF THE PRIME MINISTER

No. 347

25 Februarie 1981

No. 347

25 February 1981

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter afovoemede intyding gepubliseer word.

It is hereby notified that the State President has assented to the following Act which is hereby published for general information —

No. 11 van 1981: Wysingswet op Kultuur- en Onderwyswet 1975

No. 11 of 1981: Culture and Education Laws Amendment Act, 1981

'Bloemhof
ROM 25/2/50
veld camp
insanitary'

Staff Reporter

THE Transvaal Education Department yesterday denied allegations that a Bloemhof school veld camp was insanitary, inadequately supervised and excessively strict.

The allegations follow the death of an Edenvale schoolboy and the hospitalisation of six children a week after they returned from the Panfontein veld camp in Bloemhof.

Stephen Gardner, 13, of Eastleigh, died last week from a mystery virus.

A TED spokesman said: "Allegations which are made in connection with this veld school do not accord with information the department has."

1975-76
for Fehlebach

HOUSE OF ASSEMBLY
The Hon. Mr. Fehlebach, Member of the Assembly, said that the Government had spent a great deal of money on education in the last few years and that the Government should be proud of the amount it spent on education.

Govt proud of education budget

CT 20/2/81 (50)

HOUSE OF ASSEMBLY
The Hon. Mr. Fehlebach, Member of the Assembly, said that the Government should be proud of the amount it spent on education.

He was replying to opposition criticism that the education budget was too low and that the percentage of the national

budget spent on education had dropped from 14 percent in 1972 to about 15 percent this year.

Without disputing these figures, Mr. Howard said the portion of the budget spent on education had risen regularly since 1973 when it was 14 percent, to 15 percent last year and to 16 percent this year.

NM

20/2/61

(50)

(269)

Fees at private schools may rise

Mercury Reporter

NOT only teachers at Government schools are in line for a salary increase — those at most private Natal schools can also expect a handout, a survey showed yesterday.

And at the same time, to compensate for the increases, school fees would probably have to be hiked, according to spokesmen for private schools.

A Kearsney College spokesman said teachers there were paid Natal Education Department salaries and at the beginning of this year received a 10 percent increase which pre-empted the expected increase. The school would follow suit with the new increases when they were given.

'We have budgeted for a salary increase, but until

we know exactly what the increases will be we cannot say whether we will have to increase school fees,' he said.

The principal of Durban's Clifton Preparatory School, Mr T A Seymour, said it was policy that teacher salaries at least matched Government salaries.

'One of the most important aspects of a private school is that we offer the customer, namely the paying parent, the best possible tuition. We will certainly match the new salaries of Government schoolteachers,' he said.

He added that it was likely school fees would have to be increased, probably during the second term.

Kings School in Nottingham Road would be in-

creasing teacher salaries as much as possible and would also be obliged to increase school fees, a spokesman there said.

Wykeham School in Pietermaritzburg and Treverton College in Mool River would be holding board meetings to discuss the possibility of paying their teachers more.



STAATSKOERANT
VAN DIE REPUBLIEK VAN SUID-AFRIKA
REPUBLIC OF SOUTH AFRICA
GOVERNMENT GAZETTE

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Vol. 188]

PRETORIA, 20 FEBRUARIE 1981
 FEBRUARY 1981

[No. 7415

PROKLAMASIE

van die Staatspresident van die Republiek van Suid-Afrika

No. R. 29, 1981

WYSIGING VAN PROKLAMASIE R. 214 VAN 1977

Kragtens die bevoegdheid my verleen by artikel 2 (3) van die Grondwet van die Nasionale State, 1971 (Wet 21 van 1971), vervang ek hierby die woorde "Voorsitter" en "Ondervoorsitter" deur die woorde "Speaker" en "Adjunk-Speaker" respektiewelik waar dit ook al voorkom in Proklamasie R. 214 van 1977.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Vierde dag van Februarie Eenduisend Negehonderd Een-en-tagtig
 M. VILJOEN, Staatspresident.

Op las van die Staatspresident-in-rade:
 P. G. J. KOORNHOF.

(Lêer R223/2)

PROCLAMATION

by the State President of the Republic of South Africa

No. R. 29, 1981

AMENDMENT OF PROCLAMATION R. 214 OF 1977

Under and by virtue of the powers vested in me by section 2 (3) of the National States Constitution Act, 1971 (Act 21 of 1971), I hereby substitute the words "Speaker" and "Deputy Speaker" for the words "Chairman" and "Deputy Chairman" respectively wherever they occur in Proclamation R. 214 of 1977.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Fourth day of February, One thousand Nine hundred and Eighty-one.
 M. VILJOEN, State President.

By Order of the State President-in-Council:
 P. G. J. KOORNHOF.

(File R223/2)

GOEWERMENSKENNISGEWINGS

DEPARTEMENT VAN BINNELANDSE AANGELEENTHEDE

No. R. 305 20 Februarie 1981
 WET OP ONDERWYS VIR KLEURLINGE, 1963
 WYSIGING VAN REGULASIES

Ek, Petrus Johannes Badenhorst, Adjunk-minister van Binnelandse Aangeleenthede, handelende uit hoofde van 'n opdrag ingevolge artikel 21 (1) van die Grondwet van die Republiek van Suid Afrika, 1961 (Wet 32 van 1961), wysig hierby met ingang van 1 Januarie 1981 die regulasies uitgevaardig kragtens artikel 34 van die Wet op Onderwys vir Kleurlinge, 1963 (Wet 47 van 1963), en afgekondig by Goewermentskennisgewing R. 1898 van 21 November 1963, soos gewysig, verder soos in die Bylae hiervan uiteengesit.

P. J. BADENHORST, Adjunk-minister van Binnelandse Aangeleenthede
 24 Desember 1980.

485—A

GOVERNMENT NOTICES

DEPARTMENT OF INTERNAL AFFAIRS

No. R. 305 20 February 1981
 COLOURED PERSONS EDUCATION ACT, 1963
 AMENDMENT OF REGULATIONS

I, Petrus Johannes Badenhorst, Deputy Minister of Internal Affairs, acting in pursuance of an assignment under section 21 (1) of the Republic of South Africa Constitution Act, 1961 (Act 32 of 1961), hereby further amend with effect from 1 January 1981, the regulations made under section 34 of the Coloured Persons Education Act, 1963 (Act 47 of 1963), and published under Government Notice R. 1898, dated 21 November 1963, as amended, as set out in the Schedule hereto.

P. J. BADENHORST, Deputy Minister of Internal Affairs.

24 December 1980.

7415—1

BYLAF

Regulasie T6.1 word deur die volgende regulasie vervang:

"T6.1 (a) 'n Toelae deur die Sekretaris bepaal, maar hoogstens R30 per week van sewe dae eindigende op Vrydae, met inbegrip van skoolvakansies en verklaarde openbare vakansiedae, is vir die duur van die opleidingstydperk aan kwekelinge betaalbaar.

Indien die bywoning van opleiding minder is as die tyd bepaal in regulasie S34.2, kan 'n *pro rata*-gedeelte van die toelae betaal word. Met dien verstande dat om redes wat vir die Sekretaris aanvaarbaar is, die volle toelae betaal kan word, ongeag enige versuim om opleiding vir die volle tyd by te woon.

(b) 'n Aansporingstoelae van hoogstens R5 per week vir die duur van die opleiding kan deur die Sekretaris, op die voorwaardes deur hom bepaal, toegeken word aan kwekelinge na verkryging van die Nasionale Tegnieuse Sertifikate, Dele 1 en 2."

SCHEDULE

The following regulation is substituted for Regulation T6.1:

"T6.1 (a) An allowance determined by the Secretary, but not exceeding R30 per week of seven days ending on Fridays, inclusive of school holidays and declared public holidays, shall be payable to trainees for the duration of their period of training.

In the event of the attendance of training being less than the time determined in Regulation S34.2, a *pro rata* portion of the allowance may be paid: Provided that, for reasons acceptable to the Secretary, the full allowance may be paid irrespective of any failure to attend training for the full period.

(b) An incentive allowance not exceeding R5 per week may be granted to trainees for the duration of their period of training by the Secretary, under the conditions determined by him, after they have obtained the National Technical Certificates, Parts 1 and 2."

DEPARTEMENT VAN FINANSIES

No. R. 313

20 Februarie 1981

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE 1 (No. 1/2/129)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 2 van Bylae 1 by genoemde Wet hierby gewysig in die mate in die Bylae hiervan aangetoon.

D. W. STEYN, Adjunk-minister van Finansies.

DEPARTMENT OF FINANCE

No. R. 313

20 February 1981

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE 1 (No. 1/2/129)

Under section 48 of the Customs and Excise Act, 1964, Part 2 of Schedule 1 to the said Act is hereby amended to the extent set out in the Schedule hereto.

D. W. STEYN, Deputy Minister of Finance.

BYLAE

I Tariefitem	II Tariefpos en Beskrywing	III IV Skaal van Reg	
		Aksyns	Doeane
OPMERKING 2	Deur Opmerking 2 (b) by Afdeling A van Deel 2 deur die volgende te vervang: „(b) word hier wat kragtens enige item (uitgesonderd item 606 04 03) in Bylae No. 6 geklaar word, nie in aanmerking geneem nie.”		

Opmerking -Die Opmerking word gewysig om aan te dui dat die hoeveelheid bier wat kragtens item 606 04 03 geklaar word vir gebruik in die vervaardiging van ander bier, 'n faktor sal wees om die skaal van reg by tariefitem 104.10.20 te bepaal.

SCHEDULE

I Tariff Item	II Tariff Heading and Description	III IV Rate of Duty	
		Excise	Customs
NOTE 2	By the substitution for Note 2 (b) to Section A of Part 2 of the following: “(b) beer which has been cleared under any item (excluding item 606 04 03) in Schedule No. 6 shall not be taken into account.”		

Note - The Note is being amended to indicate that the quantity of beer which has been entered under item 606 04 03 for use in the manufacture of other beer, shall be a factor in determining the rate of duty in tariff item 104.10.20.

Please sir, more for teacher?

FM 20/2/81 (50)

The pay increases given to state-employed teachers in this week's mini budget — much more than 20% in some cases — has focused attention on an issue which, because it involves the future well-being of children and entrenchment of white privilege, is charged with more emotion than reason.

There is no doubt that these pay increases are inflationary in more than one respect (see first leader). Yet it is widely held that they are justified and many believe them inadequate, as inflation has caused teachers' real incomes to decline.

That may be a matter of opinion. But what cannot be disputed is that under the present state educational system this issue will always be with us. No matter how much more they are given, teachers will never believe they are not hard done by. And because children are involved, they will have a large following among the anxious parents of the privileged.

The plain facts of the matter are:

□ In this country we do not have the wherewithal to give every child, black and white, the standard of government education currently being provided free to whites.

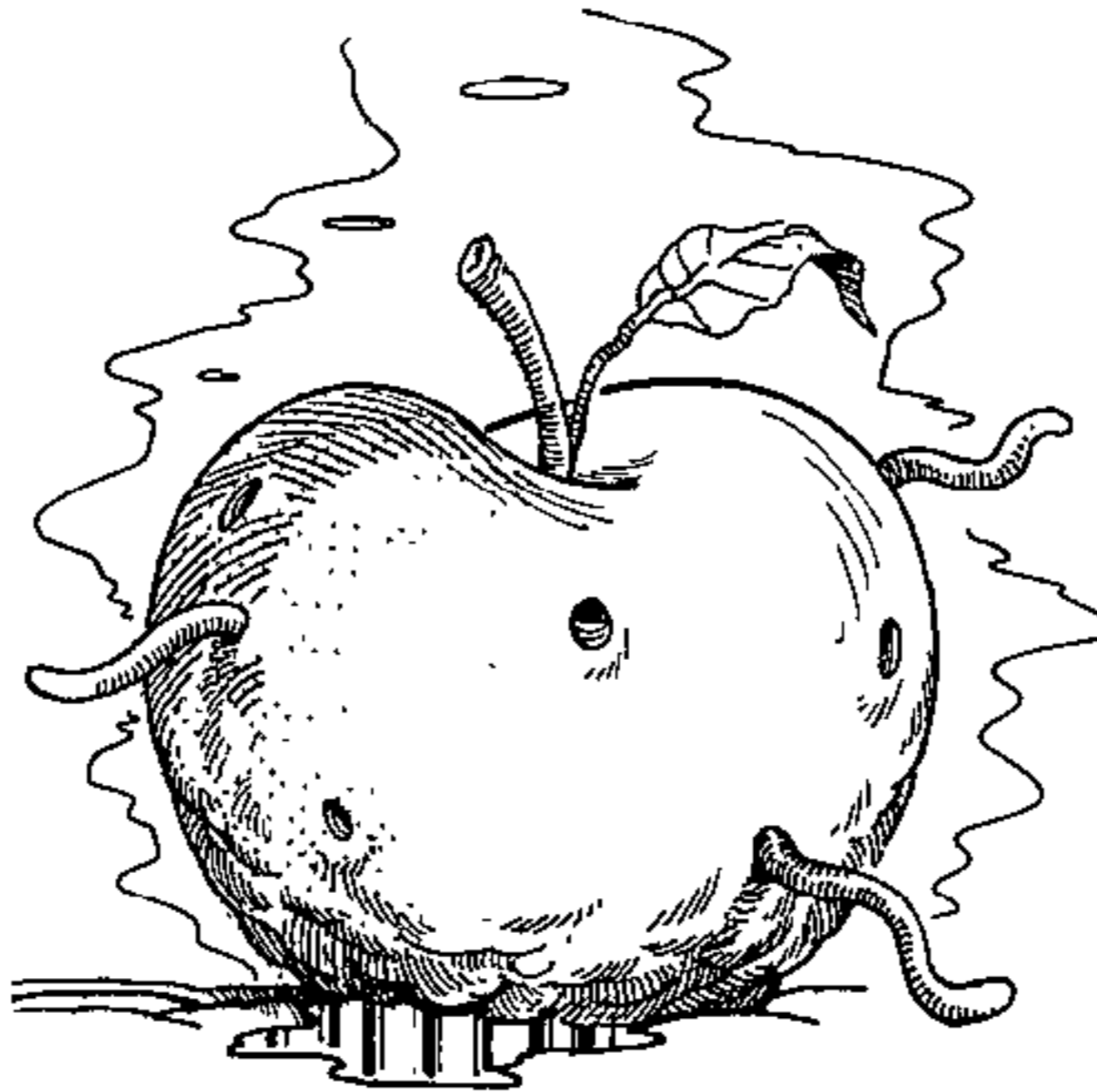
□ Logically in these circumstances, whites should contribute a greater share of their disposable incomes to education.

□ The introduction of Christian national education and moves to centralise its administration have tended to militate against the attraction of teachers to vacant posts through monetary incentive. Teachers themselves tend to be against any pay differentiation for equal standards of qualification.

□ The result is that, in relation to posts available, there is no overall shortage of white teachers. But there are large regional shortages and shortages of teachers in certain subjects, such as maths, science and English. Resources are, consequently, being wasted.

□ As the state's involvement in white education grew, so (until the last few years) the smaller private schools were unable to compete and many were forced to close. Simultaneously, state-employed teachers' pay tended to keep pace with their growing security of tenure.

□ In recent years that process was sharply arrested. As government imposed tight



control on its expenditure to free resources for the private sector, so teachers have felt the nip.

As the private sector has prospered and faced a skills shortage, increasingly teachers have left state schools for better pay in commerce and industry. Those who are left have had to work harder. This might have stimulated the dedicated. It certainly disconcerted those who feared the judgment of the market place.

It is only natural for the residue to see a crisis in every state classroom and a professional slight in any criticism. Inevitably they have become increasingly more vocal. Common cause in these circumstances is easily made with white parents who fear they might lose the privilege of free education for their offspring.

The answer, of course, is not for government to give in and simply pay white teachers higher salaries. It is to offer substantially more tax relief to those willing to set up private schools for white children.

If experience in the US is anything to go by, this process could be very rapid. Instead of white parents having to pay for education through constantly rising taxes, they will pay the schools direct. But, inevitably, their children would enjoy a far higher standard of education and in due course the cost would fall.

Of course, the transition could be difficult. Some form of short-term accommodation by the state may be necessary to soften the process. But it is a situation that at some time or other has to be faced. The alternative is simply to prolong or endure present wasteful inadequacies and perpetuate racial privilege, the cost of which will only rise.

The change would give parents far more influence on the type of education given their children and it would negate whatever indoctrination processes are implicit (or are feared to be so) in Christian national education.

To be sure, those state teachers who have not switched to the private sector already are unlikely to be of a disposition that would easily be convinced of the benefits of trade and competition. The element of special pleading in their pay demands should, therefore, be clearly recognised with dispassion by both government and parents alike.

In the interests of SA's future growth and stability, the emphasis must be on education and training for blacks.

Other mini budget coverage appears in *The Economy* on pages 677, 680 and 681.

PE bus scheme

RDM 18/2/81
'wouldn't
suit us
here'

Staff Reporter

A SCHEME by a Port Elizabeth bus company to ease early morning traffic congestion by providing more buses for schoolchildren of all races was dismissed by Johannesburg's Transport Department yesterday as unsuitable for the city.

A survey by the PE Tramways Co showed about 13 000 motorcars in the morning were committed to transporting children to school. To alleviate this congestion, the company started a project on January 25 whereby every suburb was served by a bus going to every school.

The general manager of the company, Mr Carl Coetzer, said the buses did not travel direct but went via other points — where they linked up with buses from other suburbs and ended up with one bus at every school.

This meant that children changed buses at certain points until they reached their respective schools, he said. On the return route the buses zig-zagged through the suburbs so that children were dropped off as near to their homes as possible.

Mr Coetzer said the project was growing rapidly and was extremely successful. There had been no problems raised by the fact that different race groups caught the same bus.

But Johannesburg's deputy traffic officer, Mr T E Olivier, said only a small percentage of the city's motorists took children to school in the morning.

"Our main congestion is caused by traffic moving in the central business district at peak periods."

The manager of operations for Johannesburg's Traffic Department, Mr F T Maisey, said the Port Elizabeth project was completely unsuitable for Johannesburg.

"Our main responsibility is to cater adequately for commercial people working in town. We do not cater for private schools, nor do we encourage children to go right across Johannesburg to a specific government school — and in any case, because of zonings children have to go to schools within the area where they live."

A scheme started in Roodepoort last year whereby children changed buses proved a total flop, Mr Maisey said.

CHEMICAL

Malan Chemical Engineering

Medals
For the best student in each of the following years:-

Second Year (Bronze Medal)
A H Dabrowski

Third Year (Silver Medal)
C L E Swartz

Fourth Year (Gold Medal)
L Flach

Malan Prize for the most improved First Year Chemical Engineering Student
K W Strickland

S A Institution of Chemical Engineer's Silver Medal
For the best performance in project, design and practical courses over the 4-year curriculum.
P M Salmon

L T A Construction Prize
For the final year Civil Engineering student submitting the best thesis.
G P Mitchell

S A Federation of Civil Engineering Contractors' Prize
For the best final year design showing constructional merit.
K N Hvidsten

S A Institution of Civil Engineers Student Chapter Prize
For the best written report submitted in C E 214, design
P C Watt

that arise in the process of communication. Communication involves three distinct phases, namely the process in which data to be communicated is encoded into a form which is acceptable to the means of transmission, the process of transmission and the process of decoding the transmitted material into a form acceptable to the recipient of the transmission. Communication between individuals involves an encoding process in which ideas, images and concepts are translated into speech, the transmission of the coded data by voice or by written communication and the decoding of the speech into images and concepts in the mind of the recipient.

There are three major problems connected with the process of decision-making through group interaction, that affect the process of intragroup communication: firstly, different people have different levels of risk aversion. This diversity in attitudes toward risk-taking colours the evaluations made by group members, affects the strategies they adopt as actors within the group and the manner in which information is encoded, transmitted and decoded between group members. A person, who has a high aversion to risk, will code data for transmission in a manner that will emphasise the risk element to a greater extent than would be the case if the same data was coded by someone who liked to gamble.

Secondly, the nature of the items that are subject to the process of group decision-making in the public sector, particularly in the health care field, is often extremely complex. This complexity makes it difficult for group members to conceptualise the issues involved adequately. If the issues are not clearly visualised, the data that is coded and transmitted will itself be suspect. This problem is compounded by the fact that the ability of individuals to conceptualise complex issues varies significantly and the range of abilities of the people within the group is also likely to be wide. If the issues on which a decision is being made are seen differently by different people, simply because some are more able to conceptualise than others, the problems involved in communication become very significant. The criteria used by one man to encode the data may differ very substantially from those used by his colleague to decode the received transmission.

Thirdly, quite apart from any unintentional differences in the criteria used for coding and decoding speech, arising from the differences in the mental abilities of people within the group, intentional differences may well be deliberately introduced by group members. These intentional

differences usually follow on from divergences that are present in the ultimate objectives and interests of group members. Being intentional, they will affect not only the communication process, but also the process of evaluation of a situation and the strategies adopted by people within the group situation.

This latter problem is in a different category from the two issues discussed earlier since it opens up the possibility that the interest groups who succeed in successfully dominating a group and in determining the course of action that it follows, may be very different from the dominant interest groups in the wider community. It has even been argued that bureaucracies develop their own dynamic and that consequently decisions taken in the public sector are more likely to reflect the preferences of the bureaucrats, than those of society as a whole or even those of the electorate.¹⁵

In the health field, medical personnel have been singled out as being frequently guilty of pushing through their own preferences by failing to provide the lay members of the bureaucratic decision group with sufficient information. As a result of this process, modern, highly technical hospitals, that satisfy the egos and the research requirements of a particular section of the medical fraternity, may be built when perhaps, from the community's viewpoint, a better strategy would be the provision of large-scale coverage by mobile medical clinics. Research into the consistency of medical decisions has yielded nothing but the undeniable fact that there is no consistency.¹⁶ It has even been argued that an expansion of hospital beds is itself sufficient to increase the number of patient days spent in hospital.¹⁷ Large quantities of resources are often allocated by health planners for the treatment of relatively esoteric diseases as a result of pressure from a group of interested professionals.¹⁸ The influence of the medical profession on the allocation of resources is not a problem that relates to the provision of public sector health alone, the diseases treated in private hospitals may also reflect the doctor's preferences regarding the mix of the cases treated, rather than the incidence of the diseases in the community as a whole.¹⁹

THE PROBLEMS - AN OVERVIEW

In summary, the problems that have been discussed in this paper stem from three sources:

NM 16/2/81

African school results rejected

(167) (286) (50)

African Affairs Reporter
RESULTS in African schools which were rejected by parents, teachers and circuit inspectors will be returned to the Department of Education and Training, on Wednesday for review.

The rejection of the examination results was described yesterday as historical by an African educationist who said it is a reflection on the Department of Education and Training which has for many years failed to correct the irregularities since it took over.

The delegation from Enlazi is headed by Mr. Winington Sabelo, a mem-

ber of the KwaZulu Legislative Assembly and Mr. C. G. Mbonwe and the Rev. I. L. Shembe.

In an interview with the Mercury yesterday Mr. Sabelo said the KwaZulu Education Department had given a mandate to parents to go ahead and protest to the department in Pretoria.

A number of memoranda collected from teachers, pupils, parents, school principals and inspectors will be presented to the officials of the department. A senior official of the department will fly from Cape Town to meet the delegation in Pretoria.

Mr. Sabelo told the Mercury that KwaZulu had done its best to monitor the smooth running of the examinations which could have been interrupted by school boycotts last year.

Not received

Because the examination results had been so poor, the boycotters were telling other pupils to boycott schools because the department was not prepared to educate the black child.

Meanwhile some schools in Natal have not received their matriculation results although schools opened a month ago. The JC results were published by the department long after the schools opened.

Some results had to be telephoned to the schools after headmasters had made several appeals for their return.

and Black communities.

During the period 1929 to 1970 the Whites have shown a changing spectrum of

mortality which is classically associated with an improving health status.

Infectious Diseases have become less important and the major causes of death

are increasingly related to Cardiovascular and Neoplastic Diseases.

The Coloureds and Blacks, however, have a persistently high proportion of

since 1941.

Clearly the broad diagnostic categories used in this analysis conceal a

certain amount of information. However, because of the changes in disease

classification which have taken place since 1929 it is not possible to

examine the temporal changes of mortality rates in greater detail.

Diseases categories with rates greater than 5/1000 appear in italics in

Table II. It will be noted that the mortality experiences of the Coloureds



MR BOMELA . . . only a start

Special tuition at Alice school

FAST LONDON — The Ciskei Education Department has opened a special school in Alice to provide special tuition for pupils who have not had a good grounding in mathematics and physical science.

The Ciskei Secretary for Education, Mr O. S. Bomela, yesterday revealed that the Tyubie Training College in Alice had been converted into a special school for these subjects.

For a start 120 pupils have been provided for but it was hoped 360 pupils would study at the school by 1983.

"The only problem is that there are no boarding facilities and pupils who go to the school will have to provide their own accommodation," Mr Bomela said.

He said 60 pupils were already at the school but there was room for another 60.

"What we take this year are pupils who have passed the junior certificate but have either had no mathematics and physical science or have not been able to get good passes in the subjects."

All such pupils are admitted to Std 8 classes and are to take four subjects this year - mathematics, physical science, English and Afrikaans.

He said they would take the normal six subjects for matric in Standards 9 and 10.

Mr Bomela said the department had been disappointed at the poor turnout for the first year but were hoping this was

because of inadequate publicity for the school. He said the special syllabus followed in Std 8 was aimed at equipping the pupils better for Form IV so that they should have minimum difficulty in making the grade in matric.

Mr Bomela also revealed another scheme involving special training being given to maths and science teachers at the Ilaziya in-service Training College, Mdantsane.

He said 40 teachers were undergoing a one-year special crash course in the two subjects.

Selected were teachers who studied both subjects at matric level.

"We are training with the goal of equipping them to teach maths and physical science in Standards 9 and 10," Mr Bomela said.

He said his department was fighting the problem of qualified teachers on the subjects on all fronts.

"If you check last year's symbols in matric maths and science you will notice they were generally poor and the reason for this is that few schools have teachers qualified to teach these subjects."

"In order to improve the situation and to meet the demand in professions and commerce and industry for people qualifying in these subjects at matric level we are taking this step."

"It's only a start but we cannot sit back and hope we shall get teachers from other countries while we do nothing to improve the available material," Mr Bomela said the teacher shortage was compounded by the fact that Fort Hare University turned out only about 40 graduate teachers for the whole of South Africa each year - DDR.

This of provides a more detailed analysis of the overall mortality of the Whites mortality rates for defined age groups are consistently responsible for a

mortality of the Coloureds, Table 1 indicates that the actual rates for

Cardiovascular diseases have been fairly similar for both Whites and Coloureds

at primary, secondary and tertiary levels of intervention which will

DD
18/2/81
765
50

() 9/2/81

22/3/81

Vir onmiddellike verspreiding

VERKLARING UITGEREIK DEUR SY EDELE DR. F. HARTZENBERG,
MINISTER VAN ONDERWYS EN OPLEIDING

Dit is met groot dankbaarheid dat aangekondig kan word dat die begroting soos aangekondig deur my kollega die Minister van Finansies nie net sekere voordele inhou vir die onderwyser in die algemeen en die Swart onderwyser in besonder nie, maar veral ook dien as bewys dat die Regering sy woord gestand doen om die diensvoorwaardes van swart onderwysers in lyn te bring met die van ander bevolkingsgroepe. Die diensvoorwaardes ten opsigte van verlof, pensioen, behuising en dies meer is reeds gelyk gestel. Dit gaan dus nou om salarisse.

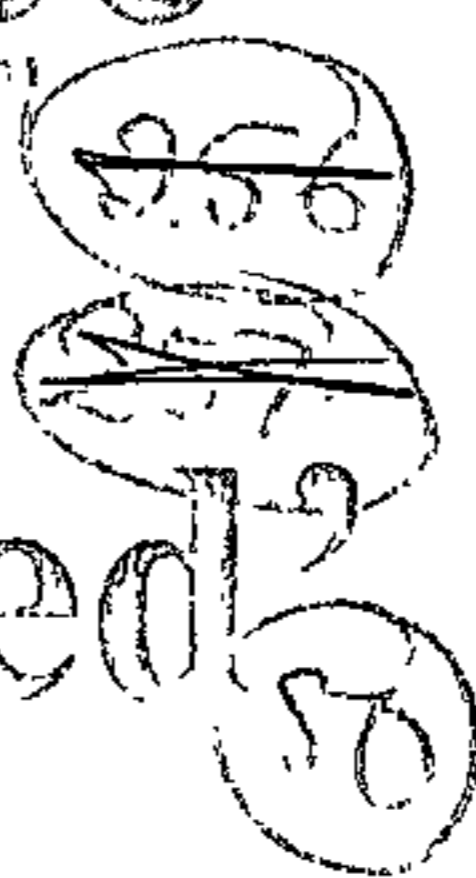
My kollega die Minister van Nasionale Opvoeding het sekere basiese beginsels reeds gestel in sy verklaring wat ek nie gaan herhaal nie. Dis 'n onbegonne taak om volle besonderhede te verstrek. Dit wil ek in elk geval eers met die betrokke Onderwysersverenigings bespreek. Daar is egter 'n paar algemene beginsels rakende die Swart onderwyser wat ek graag wil uitlig:

1. Dieselfde sleutelskaal word gehandhaef ten opsigte van alle onderwysers.
2. Salarispariteit word verder uitgebrei van bo-af deurdat pariteit in alle posvlakke vanaf posvlak 2 tot 5 bewerkstellig word vir kwalifikasies vanaf kategorie C en hoër.
3. Gelyke salarisse vir mans en dames vanaf posvlak 4 en hoër met 'n vernouing in posvlakke 2 en 3 tot slegs een kerf verskil vanaf kategorie C en hoër.
4. 'n Verdere vernouing in die salarisgaping vir alle onderwysers met die klem weer eens op kategorie C en hoër.
5. Geen onderwyser kry 'n laer verhoging as wat van toepassing is op die openbare sektor in die algemeen nie.

Van wesenlike belang is dat die nuwe salarisbedeling vir onderwysers die klem pertinent laat val op kwalifikasies. Hoër kwalifikasies hou groter finansiële voordele in.

All Cape schools 'reopened'

CT 16/2/51



Own Correspondent

PRETORIA. — All the 83 schools which were closed in the Cape and the Free State last year because of continual rioting were reopened this year, according to the deputy chief liaison officer of the Department of Education and Training, Mr J A Schoeman.

Mr Schoeman said at the weekend that attendance at the primary schools was "excellent", but it was not 100 percent in the secondary schools.

He said the attendance at the secondary schools was "not so bad as to warrant the closure of the schools".

Mr Schoeman added that it would depend on how the pupils attended schools in the once riot-torn areas. If the attendance was too bad at some schools his department would consider grouping pupils, open some schools and close others.

Late last year Mr Schoeman said that many school committees had approached his department with the request that schools be reopened this year, as pupils had shown eagerness to return to classes.

Primary and secondary schools were closed towards the end of last year when pupils stayed away from classes because of intermittent rioting.

Mr Schoeman had also said

primary schools were not officially closed because of riots, but pupils had stayed away because of intimidation.

Planned

Eighteen schools were closed in Kimberley, three secondary schools in Bloemfontein, one high school in Soweto and the rest were in the various parts of the Cape.

Morris Isaacson High School was however, not closed because of rioting, but pupils and teachers were transferred to other schools because of renovations there.

There were 1 391 teachers at all the 83 schools, and of these 41 were unqualified and dismissed. The rest were temporarily accommodated at in-service training centres, Mr Schoeman said.

He also said that in September pupils were asked to re-register and several thousand did so, but they had to leave classes again after intimidation.

Most reject racial integration at schools, says Minister

(58)
ARCS
13/2/81

Parliamentary Staff

THE majority of South Africa's people rejected racial integration at schools, the Minister of Education and Training, Dr Ferdie Hartzenberg, told the Assembly yesterday.

Replying to the second reading debate on the Technikons (Education and Training) Bill — which provides for the establishment of technikons for blacks — Dr Hartzenberg said that doing away with separate educational institutions would go against the will of the majority and result in chaos.

During the debate, Dr Alex Boraine (PFP, Pine-lands) said that while his party supported the Bill it rejected the fact that such legislation was based on the National Party's racialist policies.

CULTURAL

All technikons should be open to all races, and the measure should not be limited to blacks.

Dr Boraine said the National Party maintained education should operate on a single cultural base — that cultural differences should not be ignored when it came to education.

'However, there seems to be a contradiction in terms. Why then, can Zulus attend the University of Fort Hare along with Xhosas, and why is 10 percent of the enrolment at the University of Cape Town black. This is done with the consent of the Government,' he said.

The Government failed to appreciate that there was an urban culture — working together united people. There was also the



Dr Alex Boraine



Dr Ferdie Hartzenberg

aspect that part of education was learning about different cultures.

Any top industrialist would affirm that people who would be working together should be trained together. In South Africa, black and white were already working side by side in many areas, even in training programmes.

SOWETO

Dr Hartzenberg said leading educationalists throughout the world had stated the need for every group to receive education in its own language and culture.

An investigation commissioned by the Committee of Ten in Soweto had found that blacks had a need for educational institutions of their own to serve them within the framework of their own cultures.

The Bill was taken through all its stages. The PFP moved several amendments during the committee stage but none were accepted.

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Majority reject mixed schooling, — Hartzenberg

Political Staff
THE ASSEMBLY — The majority of South Africa's people rejected racial integration at schools, the Minister of Education and Training, Dr Hartzenberg, said yesterday.

Parting to the second reading debate on the Technicians (Education and Training) Bill — which provides for the establishment of Technicians for blacks — Dr

Hartzenberg said that doing away with separate educational institutions would go against the will of the majority and result in chaos.

During the debate Dr Alex Boraine (PEP, Pinelands) said that while his party supported the Bill, it rejected the fact that such legislation was based on the National Party's racist policies. Technicians should be open to all

racas, and the measure should not be limited to blacks.

Dr Boraine said the National Party maintained that cultural differences should not be ignored when it came to education.

However, there seems to be a contradiction in terms. Why then, can Zulus attend the University of Fort Hare along with Thosas, and who is 10 percent of the enrolment at the University of Cape Town black? This was done with the consent of the Government, he said.

Natal rail plan draws heavy fire

Political Staff
THE ASSEMBLY — The Minister of Transport Affairs, Mr Schoeman, faced a flood of Opposition criticism yesterday over the controversial Orkney Gorge railway line proposed for the Natal South Coast area.

At one stage the Minister admitted that he had taken a "stupid decision" about the proposed legislation. He moved an amendment to allow an alternative route for the line, to be built to a new cement factory.

The row, which erupted in the Assembly earlier this week, continued during yesterday's committee stage debate on the Railway Construction Bill.

The National Party MP for South Coast, Mr Mias van der Westhuyzen, who entered the debate for the first time, was told by the opposition that the issue could cost him his seat in Parliament.

Mr Brian Page (NRP, Umhlanga) accused Mr van der Westhuyzen of acting like "a cornered

mouse" and of letting his constituency down.

Earlier Mr Rupert Lormer (PEP, Orange Grove) said the Minister had failed to answer such key questions as whether the Natal Regional Planning Commission and the Natal Provincial Administration had agreed to the line and the proposed cement factory.

The attitude of Government members showed that they did not care about South Africa's environment, he said.

Mr van der Westhuyzen rejected Mr Lormer's argument and said consulting engineers had made a written offer to the Umhlangeni Town Council to make an environmental impact study of the proposed project.

Mr Page said such a study should have been made in the first place and the whole matter should have been aired in public.

The Bill passed the committee stage with the two Opposition parties opposing most of the clauses.

URBAN CULTURE

The Government failed to appreciate that there was an urban culture, and that working together united people.

Any top industrialist would affirm that people who would be working together should be trained together. In South Africa black and white were already working side by side in many areas even in training programmes.

Dr Hartzenberg said leading educationists throughout the world had stated the need for every group to receive education in its own language and culture.

An investigation commissioned by the Committee of Ten in Swaziland found that Hlubi had a need for educational institutions of their own to serve them within the framework of their own cultures.

The Bill was taken through all its stages. The PEP moved several amendments during the committee stage but none was accepted.

Unless otherwise stated all political reports in The Star by P. Sulway, D. R. Jeff, A. H. G. Wentzel, G. B. Innes, J. S. Esterhuysen, J. Butler and J. H. Macphail. Cartoons by A. Perry, D. Usher, L. Jackson, J. Foyden and G. Muller. Headlines and posters by Johan de Villiers. Political comment by B. W. Tyeon. All c/o 47 Collyer Street, Johannesburg.

CHEMICAL

ENGINEERING

CT 13/2/81
200 pupils suspended
 MORE THAN 200 pupils of the Esselen Park High School in Worcester were suspended yesterday after boycotting classes in protest against the expulsion of three pupils.
 The principal of the school, Mr A G E Tobias, was not available for comment.

CHEMICAL

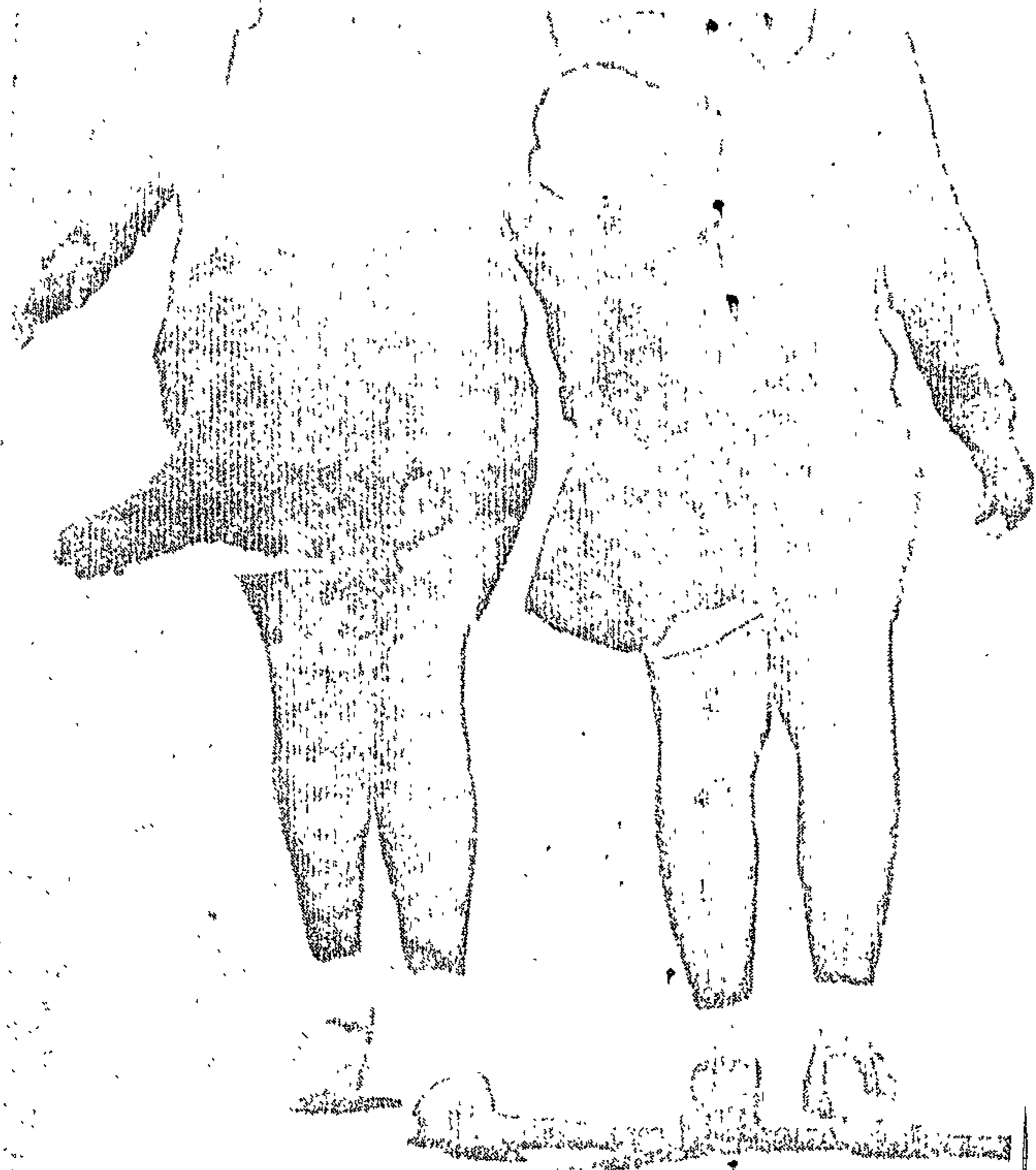
A E & C I Prize
 For the first year student obtaining the highest average mark.
 G L Cragg

Sammy Sacks Memorial Prize
 Awarded to the student with the best classwork in Engineering Drawing.
 L Menegaldo

Professor George Menzies Prize
 Awarded on results of final examinations to the best male student in Land Surveying or Civil Engineering.
 J H Rens

Corporation Medals
 For the best student in each of the 2nd, 3rd and final years.
Second Year (Bronze Medal)
 Miss G C Littlewort
Third Year (Silver Medal)
 Miss N C Davidson
Fourth Year (Gold Medal)
 P M Salmon
 T J Cumming
 D P Weeks
 J H Rens
 B F McClelland

FACULTY OF ENGINEERING



School's fine, but going home at the end of the day's classes also feels pretty good. Two pupils of Sizamile Secondary School in Nyanga East back in uniform yesterday after an eight month lay-off.

Schools: Appeal to meet requests

in each
final years.
(Medal)

Staff Reporter

THE Guguletu Residents' Association (GRA) has appealed to the education authorities to meet the pupils' requests now that the pupils are back at school.

In a statement yesterday, the association commended the pupils for suspending the eight-month school boycott.

The boycott has been conditionally suspended for a month.

The demands were the recognition of the Students' Representatives Council and the Parents' Action Committee, the reinstatement of expelled teachers and pupils, improved educational facilities, a declaration of intent to scrap "bantu education" and the formation of a committee to look into an educational system that would be open to all races.

The statement from the GRA said it was the wish of all the

parents of the three townships - Nyanga, Guguletu and Langa - that the pupils should return to school.

"They should campaign against their grievances while at school," the statement said. "The government should redress the grievances so that a boycott does not occur again. The boycott was detrimental towards the pupils' progress."

It said that since the pupils were back in class, the authorities should play their part and redress their grievances.

Meanwhile pupils said they were happy to be back at school after the long boycott.

A Sizamile Secondary School pupil, Nomandla Mhlanga, said it "felt good" to be back behind her desk after boycotting for about eight months. She said teachers were back to "serious teaching" and the pupils were trying to adjust.

Separate study hurtful to black people—PFP

50
SIBR 12/2/8

Political Staff

THE ASSEMBLY — The Government had often stated it was sincere in moving away from hurtful discrimination, but black people were hurt continually by not being able to study at the institutions of their choice, Professor Nic Olivier (nominated PFP MP), told The Assembly yesterday.

He was speaking during the second reading debate on the Technikons (Education and Training) Bill, which provides for the establishment and control of technikons for blacks.

Prof Olivier said technikons should be open to all races and if the Government wanted peace in South Africa it should move away from an education system operated on a racial basis.

Mr P J Clase (NP, Virginia), said that differences in culture could not be ignored in the field of education.

Professor Olivier said the Bill had placed him in a dilemma. While he



Professor Nic Olivier . . . in a dilemma.

could not oppose it, because it improved the present situation, it was within a political policy framework the PFP could not accept.

He hoped the Minister would explain why there had to be separate technikons for blacks and why they could not be under the control of the Department of National Education.

It was wrong in principle to establish educational institutions on a racial basis.



Dr Hartzenberg . . . cutting red tape.

Education should not be based on national differences — there were not separate technikons for Afrikaans and English speaking people — so the usual "national differences" argument to justify separate amenities did not hold water in such a case.

Replying to Professor Oliver, Mr Clase said it had been proved that education and culture could not be separated.

Although the Government was doing away with

hurtful discrimination, the basic principles of separate residential areas and education facilities had to be preserved.

The facilities of the technikons would also be at the disposal of the black national states and they would be fully autonomous.

The Minister of Education and Training, Dr Hartzenberg, said in his second-reading speech that the development of southern Africa depended on blacks acquiring the skills needed to survive in a Western-orientated society.

Existing legislation governing tertiary education of blacks had several voids which the Technikons Bill aimed at rectifying.

Rapid economic expansion in South Africa had shifted the emphasis from formal university education to advanced technical education.

Professor George Menzies Prize
Awarded on results of final
examinations to the best male

- B F McClelland
- J H Rens
- D P Weeks
- T J Cumming
- P M Salmon

Fourth Year (Gold Medal)

Miss N C Davidson

Third Year (Silver Medal)

Miss G C Littlewort

Second Year (Bronze Medal)

For the best student in each
of the 2nd, 3rd and final years.
Corporation Medals

CT 9/2/81
'Trial'
end to
boycott

SO WA 255
Staff Reporter

BLACK students in local townships have decided to suspend the schools boycott for a month, parents were told in Guguletu at the weekend — but the authorities are expected to meet four conditions.

The pupils would be going back to school tomorrow, a member of a pupils' organization called the "Regional Committee" told a meeting of about 250 parents on Saturday night, but four conditions for the suspension had been drawn up:

- Pupils should not have to register.
- The Special Branch should not be allowed into school grounds.
- Short-term demands should be met within a month.
- Detainees should be released within a month.

The representative said members of his organization did not feel that, by suspending the boycott, they were "selling out" pupils at present under detention. In fact, they were going to campaign for the detainees' release while at school.

Indian school pupils per capita

110. Dr. A. L. BORAINI
Minister of Internal Affairs

What was the per capita expenditure (a) including and (b) excluding a capital nature on Indian school pupils in the Republic in the financial year 1974?

The MINISTER OF INTERNAL AFFAIRS:

- (a) R389,66
- (b) R317,76.

Cape RDM 11/2/81 pupils return to school

Our Correspondent

CAPE TOWN — Senior black pupils began to go back to lessons yesterday for a month's boycott of schools in Louisa, Guguletu and Nyanga.

The chief executive officer of the Department of Education and Training, Mr. J. S. Schoepers, said yesterday that all such pupils have now all returned to school. He said that the department would deal with the pupils.

"The majority of parents and pupils want schooling to resume and if the department negotiates the situation, we return to normal," he said.

The decision to go back to school for a month, the decision for demands to be met by the authorities, was announced on Sunday after a meeting called by the Cape Town Community Council was held in Guguletu.

Representatives of the council and the Teachers' Action Committee still have to report back to the Regional Committee, representing the pupils, and the Parents' Action Committee.

Mr. Schoepers said the department would be doing its best to ensure that every child in each standard had a book on every subject.

The department had also agreed to the demand that pupils would not have to sit in registration forms which contain dates that children must attend school regularly and be subject to school discipline.

However, we still have to get details such as parents' names and addresses, and so on, he said.

Once the pupils were back at school, the election of student representative councils could be reported, he added.

There were no victimisa-

tion of pupils for their involvement in the boycott and pupils did not have any connection with the strike, it would be reported, he said.

The department would make representations to the police to see how the conditions set on the former "detention" pupils but could not give guarantees, he said.

The Cape Town pupils from Cape Town had been attending school in the past but were now returning.

Almost a year has passed since the school boycott first began and thousands of children are now sitting in classrooms waiting for the returning pupils from other schools to go to them, the "Go to it" to use the words.

During the boycott, all the books were locked away in cupboards following threats by boycotting pupils, and the six qualified staff at the Doyoko Primary School in Crossroads, have been more like babysitters than teachers.

"We sometimes received threatening calls because pupils were in classes here during the boycott," said the principal, Mrs. A. Mene.

Doyoko Primary School, in Old Crossroads, has six teachers for the 67 pupils and seven classrooms. The atmosphere is often not conducive to learning as a canopy hung and lack of school furniture leave only the floor to sit on.

Doyoko and Sizamile schools were part of a 1976 project and taken by the Urban Foundation.

According to the Foundation's education projects manager, Mr. Len Smith, the structures are temporary and will be moved to "New Crossroads" as soon as they are needed.

Worcester pupils in school protest

Cape Herald
7/2/81
50

SEVERAL hundred Worcester pupils refused to attend classes on Wednesday morning in protest against their principal's refusal to allow the formation of a students' representative council and his refusal to re-admit several students.

Pupils at the Esselen Park High School refused to return to classes after the morning break and gathered in the school grounds.

A pupil source said that, in addition to the re-admission and SRC issues, the pupils were also protesting against the 'baaskap' of the principal, Mr A Tobias, and the 'hard time' pupils were receiving from certain teachers.

Mr Tobias refused to re-admit Juan Karriem, who had failed his matric examinations and who had been detained for two months during the schools boycott, last year.

Mr Tobias said he knew nothing of the protest, but would investigate. Later he was not available for comment.

A peaceful and orderly gathering of some 500

pupils were addressed by Mr Tobias, who was reported as having said that a SRC could not function because its constitution was not valid.

A pupil source said, however, that the constitution had been accepted last year by the then principal.

'Mr Tobias must know that the constitution was accepted because he was present at meetings where it was accepted,' the source said.

The chief inspector in Worcester, Mr W E Hendricks, was on leave and could not be reached for comment.

The Director of Coloured Education, Mr A J Arendse, said he could not give Cape Herald any information.

The Esselen Park High School committee, which met last week to reconsider the barring of Mr Karriem from the school by Mr Tobias, has also refused to re-admit the pupil.

Mr Tobias, who is secretary of the committee, refused to comment, as did the chairman, the Rev Stoffel Williams.

The decision was contained in a letter received by the Karriem family on Wednesday afternoon.

CHEMICAL

Corporation Medals
For the best student in each
of the 2nd, 3rd and final years.

Mr (Bronze Medal) Littlewort
Mr (Silver Medal) Davidson
Mr (Gold Medal)

Corporation Medals

For the best student in each the 2nd, 3rd and final years.

Second Year (Bronze Medal)

Miss G C Littlewort

Third Year (Silver Medal)

Miss N C Davidson

Fourth Year (Gold Medal)

P M Salmon

T J Cumming

D P Weeks

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B F McClelland

Professor George Menzies Prize

Based on results of final

examinations to the best male

student in Land Surveying or

Civil Engineering.

Rens

My Sacks Memorial Prize

Awarded to the student with the

best classwork in Engineering

Wing.

enealdo

& C I Prize

the first year student

obtaining the highest average

>

Cragg

800 ^{5/2/81} pupils boycott classes

Staff Reporter

MORE than 800 pupils at the Esselen Park High School in Worcester yesterday refused to return to classes after deciding at a mass meeting held during their mid-morning break to boycott classes indefinitely

The Director of Coloured Education, Mr A J Arendse, yesterday said that he was aware of the situation but was not in a position to comment

"We have our chief inspector out there and I have not had a full report from him yet. We will know tomorrow what the situation is," he said

The pupils decided to in protest against their principal's refusal to allow them to form a representative body (SRC) — one of the foremost demands of last year's class boycotters

The principal of the school, Mr M G Tobias, was not available for comment yesterday.

"We are not being allowed to form an SRC and the principal has also refused to readmit some pupils," said a spokesman for the committee representing the pupils

He said those on boycott constituted 90 percent of the school's numbers

"We want to know why the principal has not admitted some of our fellow pupils this year," he added

The committee claims that about 20 standard eight pupils and three standard tens had not been admitted

The spokesman said that should their demands be met, they would be prepared to return to classes

He said they had remained in the school hall yesterday and not ventured out into the grounds till it was time to go home

An awareness programme will be planned today should their demands not be met the spokesman said.

CHEMICAL

GOEWERMENSKENNISGEWINGS**DEPARTEMENT VAN BINNELANDSE
AANGELEENTHEDE**

No. R. 192 6 Februarie 1981
WET OP ONDERWYS VIR KLEURLINGE, 1963
WYSIGING VAN REGULASIES

Kragtens artikel 34 van die Wet op Onderwys vir Kleurlinge, 1963 (Wet 47 van 1963), wysig ek, Petrus Johannes Badenhorst, Adjunk-minister van Binnelandse Aangeleentehede, handelende namens die Minister van Binnelandse Aangeleentehede, hierby die regulasies uitgevaardig ingevolge genoemde artikel 34 en afgekondig by Goewermentskennisgewing R. 1898 van 21 November 1963 in *Staatskoerant* 661 van 4 Desember 1963, soos gewysig, verder deur regulasie S19 deur die volgende regulasie te vervang:

"S19. Wanneer 'n skoolhoof te eniger tyd goeie rede het om te vermoed dat 'n leerling nie vry is van 'n infeksie nie, of dat 'n leerling aan 'n infeksie blootgestel was, moet die skoolhoof die pligte uitvoer wat hom opgelê word ingevolge enige regulasie met betrekking tot die uitsluiting van skool weens aansteeklike siektes, wat kragtens die bepalinge van die Wet op Gesondheid, 1977 (Wet 63 van 1977), soos gewysig, uitgevaardig is."

P. J. BADENHORST, Adjunk-minister van
Binnelandse Aangeleentehede.

Pos-
Goew.
R.

Same-
Goew.
R. 1
R. 1

Statist
Goew.
R. 18

DEPARTEMENT VAN FINANSIES

No. R. 184 6 Februarie 1981
DOEANE- EN AKSYNSWET, 1964
WYSIGING VAN BYLAE I (No. 1/1/731)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel I van Bylae I by genoemde Wet hierby gewysig in die mate in die Bylae hiervan aangetoon.

O. P. F. HORWOOD, Minister van Finansies.

GOVERNMENT NOTICES**DEPARTMENT OF INTERNAL AFFAIRS**

No. R. 192

6 February 1981

COLOURED PERSONS EDUCATION ACT, 1963**AMENDMENT OF REGULATIONS**

In terms of section 34 of the Coloured Persons Education Act, 1963 (Act 47 of 1963), I, Petrus Johannes Badenhorst, Deputy Minister of Internal Affairs, acting on behalf of the Minister of Internal Affairs, hereby further amend the regulations made under the said section 34 and published under Government Notice R. 1898, dated 21 November 1963, in *Government Gazette* 661, dated 4 December 1963, as amended, by the substitution for regulation S19 of the following:

"S19. Where at any time a principal has good reason to believe that a pupil is not free from infection or that a pupil has been exposed to infection, the principal shall carry out the duties imposed upon him in terms of any regulations in regard to exclusion from school due to infectious disease, made under the provisions of the Health Act, 1977 (Act 63 of 1977), as amended."

P. J. BADENHORST, Deputy Minister of Internal Affairs.

DEPARTMENT OF FINANCE

No. R. 184

6 February 1981

CUSTOMS AND EXCISE ACT, 1964**AMENDMENT OF SCHEDULE I (No. 1/1/731)**

Under section 48 of the Customs and Excise Act, 1964, Part I of Schedule I to the said Act is hereby amended to the extent set out in the Schedule hereto.

O. P. F. HORWOOD, Minister of Finance.

BYLAE

I Tariefpos	II Statistiese Eenheid	III IV Skaal van Reg	
		Algemeen	M.B.N.
20.07 Deur subpos No. 20.07.05.30 deur die volgende te vervang: .. 30 Bevroe	liter	20%	

Opmerking.—Die skaal van reg op bevrore sitrusappe word van vry na 20% verhoog.

SCHEDULE

I Tariff Heading	II Statistical Unit	III IV Rate of Duty	
		General	M.F.N.
20.07 By the substitution for subheading No. 20.07.05.30 of the following: .. 30 Frozen	litre	20%	

Note.—The rate of duty on frozen citrus juices is increased from free to 20%.

Ged
B

Culture Bill to extend powers

ALGATS 5/2/81

50-257

THE main purpose of the Culture and Education Laws Amendment Bill was to extend his powers of delegation, the Minister of National Education, Dr. Gerrit Viljoen, said in the Assembly yesterday.

Introducing the second reading debate on the Bill, he said this was part of the rationalisation programme in his department which was aimed at eliminating overlapping and to promoting more effective execution of duties.

In terms of the Bill, the Minister would be empowered to delegate a number of duties including:

- The appointment of councillors of acknowledged cultural institutions, technikons and education centres for mentally retarded children, and
- The approval of council decisions regarding visiting hours and admission fees to acknowledged cultural institutions.

The Bill also made provision for the repeal of a clause in the cultural institutions act which provided for an advisory board for acknowledged institutions, the Minister said.

The Bill was supported by both Opposition parties.
—Sapa.

UJET

86 84 82 80 58 56 54 52 50 48 46 44 42 40 38 36 34 32 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2

Bill meant to extend powers of delegation

HOUSE OF ASSEMBLY. — The main purpose of the Culture and Education Laws Amendment Bill was to extend his powers of delegation, the Minister of National Education, Dr Gerrit Viljoen, said yesterday.

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- The approval of council decisions regarding visiting hours and admission fees to acknowledged cultural institutions.

The bill also made provision for the repeal of a clause in the Cultural Institutions Act which provided for an advisory board for acknowledged institutions, the minister said.

The bill was supported by both opposition parties. — Sapa

CHEMICAL

L Mengaldo

Drawing.

Sammy Sacks Memorial Prize
Awarded to the student with the best classwork in Engineering

J H Rens

Professor George Menzies Prize
Awarded on results of final examinations to the best male student in Land Surveying or Civil Engineering.

B F McClelland

J H Rens

D P Weeks

T J Cumming

P M Salmon

Fourth Year (Gold Medal)

Miss N C Davidson

Third Year (Silver Medal)

Miss G C Littlewort

Second Year (Bronze Medal)

Corporation Medals
For the best student in each of the 2nd, 3rd and final years.

FACULTY OF ENGINEERING

50

4/2/81

Hansard 2 Cols 712

~~Ha~~ Culture + Education
Laws Amendment Bill

Parents 'pay' to keep teachers in the profession

By Carolyn Dempster
Education Reporter

Parents are "dipping into their pockets" to prevent teachers from leaving the profession — some paying as much as R300 a year to ensure their children will get a good education.

In the wake of the recent bureaucratic bungle of salary payments, a number of parent associations have resolved to establish trust funds for the benefit of the teachers.

In terms of the Education Ordinance however, it is illegal to supplement teachers' salaries in any direct way.

"But parents who are willing to contribute monies to a trust or relief fund, as it has come to be known, can use the fund in three different ways," said Mr Peter Mundell president of the Transvaal Teachers' Association.

● "They can pay teachers for any services rendered

outside of school hours, over weekends or for coaching sessions. This is subject to the permission of the headmaster.

● "They can utilise the fund for housing loans for teachers or buy houses and rent them to teachers at a nominal price

● "Incidental assistance would cover financial grants for study trips, book loans, transport subsidies and general school programmes."

VOLUNTARY

Potchefstroom Boys High School is at present establishing a trust fund, and all parents are invited to contribute.

"This is a purely voluntary move on the part of the parents, and nobody is obliged to contribute to any fund," emphasised the headmaster, Mr Hugo Ackerman.

"The idea came from the parents, was discussed at a PTA meeting and is in the process of being finalised," he said.

At Rand Park Primary School, the resignation of

the principal Mr Howard Harrison has caused consternation among parents of the 650 pupils.

Mr Richard Darley, chairman of the School Committee said the parents were determined to establish a trust fund.

"Ours is a unique problem," he said "We live in the golden city where salaries offered by commerce are, and will remain much higher than teachers' salaries.

"Even if the teachers do receive a boost, it will probably not even cover the inflation rate, and that is why we are going to have to do something ourselves," he added.

Most parents regard the fund scheme as a long-term advantage. "Rather we should pay a nominal sum now, than have to send our children to private schools," said a Sandown parent, who did not want to be identified.

The trend towards the "trust fund" began last year and according to Mr Mundell, one school has raised R50 000 in less than seven months.

Black pupils

THE Government was spending a per capita amount of R91,29 a year on black pupils, the Minister of Education and Training, Dr Ferdie Hartzenberg said yesterday in a written reply to Dr Alex Boraine (PFP Pine-lands). It capital expenditure were excluded, the per capita amount was R77,82. —Sapa.

G L Cragg

mark.

obtaining the highest average
For the first year student

A E & C I Prize

CHEMICAL

L Menegaldo

Drawing.

best classwork in Engineering
Awarded to the student with the

Sammy Sacks Memorial Prize

J H Rens

Civil Engineering.

student in Land Surveying or
examinations to the best male

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Fourth Year (Gold Medal)

Miss N C Davidson

Third Year (Silver Medal)

Miss G C Littlewort

Second Year (Bronze Medal)

of the 2nd, 3rd and final years.

For the best student in each

Corporation Medals

FACULTY OF ENGINEERING

50

2/2/81

Hansard 2 Col 260 →

Indian Education amendment Bill

Cape Provincial Institute
of Architects' Prize
For the best student in :-

Sixth Year

P F Dunkley

Helen Gardner Travel Prize

For a student who has

satisfactorily completed

1st, 2nd and 3rd major courses.

P A Rappoport

Molly Gohl Memorial Prize

For the best woman student

in third year.

Miss C Tredgold

David Haddon Prize

For the best student of

Architecture (or Quantity

Surveying) in the subject

of Professional Practice.

D H Pryce Lewis

General J B M Hertzog Prize

For the best final year student.

S A Read

Osborn Prize

For the best work in fourth

year.

D H Pryce Lewis

John Perry Prize

For the best work in

third year.

R A van Rosenfeld.

ARCHITECTURE

Too few for boycott meeting

Staff Reporter

A MEETING which was to be held in Guguletu this week to discuss the proposed suspension of the schools boycott did not take place because too few pupils turned up

It was the second meeting to be called off because of poor attendance

African pupils in Port Elizabeth called off the boycott about two weeks ago but in Cape Town it is continuing.

Local pupils have been discussing the Port Elizabeth decision.

In a meeting held early last week, possible conditions for a suspension were discussed.

At the next meeting pupils could not reach an agreement and decided to postpone the meeting till last Saturday, to give pupils who are working a chance to attend the meeting

Last Saturday few attended and another meeting was set for Wednesday but attendance was again minimal.

The pupils also said the boycott might be suspended when the trial in Worcester is over, possibly in three weeks

However, the registration deadline is February 11.

● Parents have held three meetings with pupils in an attempt to persuade them to return to school. The pupils did not agree, however, and the parents then decided to let the pupils take their own decision

HA
256
CT 30/1/81

Court asked to acquit four pupils of sabotage

Alqws 30/1/81 (231) (50)

From a Staff Reporter
WORCESTER. — An application for the discharge of four of the seven pupils standing trial on charges of sabotage at Guguletu, was made in the Regional Court here today.
 The pupils are Miss Cynthia Nduna, 20, Mr Oupa Lehlere, 20, (president of the SRC at Fezeka High School); Mr Kent Makalipi, 20, (the vice-president), Mr Gladstone Buti, 20, Mr Lomwabo Hase, 20, and two youths aged 15 and 17.
 All seven have pleaded not guilty to three counts

of sabotage, alternatively conspiracy and incitement to commit sabotage, malicious damage to property and arson.

Addressing the court, Mr T L S Skweyiya, asked for the discharge of Miss Nduna on two counts of sabotage and Mr Makalipi on three counts of sabotage.

EVIDENCE

He asked for the outright acquittal of Mr Lehlere and Mr Hase, claiming there was no substantial evidence against them.

Mr Skweyiya said: 'There is no substantial evidence to convict Miss Nduna and Mr Makalipi.'

The only evidence against her is that of Monica Qabazi who said she saw Miss Nduna running away after an attack on her father's home on the night of September 9 last year and that of Mrs Mildred Tukulu, who said the girl stood outside her window and swore and threw stones at her later

that night while their house was being attacked'

The only evidence against Mr Makalipi was the undated agenda written on a flattened cigarette packet found in his pocket

OPPOSED

The prosecutor, Mr J.A Niehaus, opposed the application, arguing there was sufficient evidence for a conviction.

However, he conceded the evidence against Mr Lehlere and Mr Hase was thin.

'It is dangerous to acquit them as the other accused could later in the trial put the blame on them,' he said.

The hearing was adjourned to February 2 when a ruling on the application will be given.

Mr A. P. Burger was on the Bench.

student.
 Prize

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For the best student of
 David Haddon Prize

Miss C Tredgold

in third year.
 For the best woman student
 Molly Gohl Memorial Prize

P A Rappoport

1st, 2nd and 3rd major courses.
 satisfactorily completed
 For a student who has
 Helen Gardner Travel Prize

P F Dunckley

Sixth Year

For the best student in :-
 of Architects' Prize
 Cape Provincial Institute

ARCHITECTURE

**DEPARTEMENT VAN ONDERWYS EN
OPLEIDING**

No. R. 168

30 Januarie 1981

WYSIGING VAN DIE REGULASIES BETREFFENDE DIE TOFLATING VAN LEERLINGE TOT, DIE BEHEER OOR EN BEHANDELING VAN LEERLINGE BY, EN DIE SKORSING EN UITSETTING VAN LEERLINGE UIT STAATSKOEF, GEMEENSKAPSKOLE EN STAATONDERSTEUNDE SKOEF

Die Minister van Onderwys en Opleiding het kragtens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979), die regulasies afgekondig by Goewernementskennisgewing R. 2258 van 4 November 1977 soos volg verder gewysig:

Regulasie 8A word hierby gewysig deur in subregulasie (8) die uitdrukking "2 (7) en (8)" deur die uitdrukking "2 (1) (e) (i) en (ii)" te vervang.

cy 7387
**DEPARTMENT OF EDUCATION AND
TRAINING**

No. R. 168

30 January 1981

AMENDMENT OF THE REGULATIONS REGARDING THE ADMISSION OF PUPILS TO, THE CONTROL AND TREATMENT OF PUPILS AT, AND THE SUSPENSION AND EXPULSION OF PUPILS FROM GOVERNMENT SCHOOLS, COMMUNITY SCHOOLS AND STATE-AIDED SCHOOLS

The Minister of Education and Training has by virtue of section 44 of the Education and Training Act, 1979 (Act 90 of 1979), further amended the regulations published under Government Notice R. 2258 of 4 November 1977 as follows:

Regulation 8A is hereby amended by the substitution in subregulation (8) for the expression "2 (7) and (8)" of the expression "2 (1) (e) (i) and (ii)".

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Veld school boy died of Congo fever

50

RPM

3/3/81

By SUE ROBERTSON

STEPHEN Gardner, the 12-year-old KwaZulu schoolboy who died suddenly after returning from a school veld camp near Tlo nihoi two weeks ago, died of Congo haemorrhagic fever.

It was the first case of the virus in South Africa to be diagnosed.

According to Dr J Gilliland, deputy director general of the Department of Health, Congo fever is transmitted by the "Psalomus" or "Rent leg" tick, of which 26 species are found throughout South Africa.

Stephen's mother, Mrs T W Gardner, said he had pulled a tick out of his head on his return home from the Pampfontein Veld School.

An only child, Stephen was

part of a group of schoolchildren from Hurleyvale Primary School who attended the camp as part of the regular school curriculum.

Dr Gilliland said the virus could be a nuisance particularly in "extremely severe" cases although it was not always fatal.

Although there are four gradations of the illness - from mild to extremely severe -- it is not always contagious, he added.

Symptoms of the illness are high temperature and in very severe cases, haemorrhaging of the mucous membranes.

The Health department said in a statement yesterday that it would follow up, investigate and observe all possible contacts with the virus -- including

the medical and nursing personnel who attended Stephen -- although no further cases had arisen or were expected.

The incubation period had already elapsed and "the other children who attended the field school are therefore in no danger", the department said.

The department added that children who were ill at the veld school had illnesses that bore no relation to Congo fever.

The statement said teams had been sent to Pampfontein to carry out a surveillance and that discussions would be held with the district surgeon and other medical practitioners.

"We don't think there is any reason to panic. The incubation period is over and we are not expecting any further cases," Dr Gilliland said.

Ames 3/3/81

Worcester school is back to normal

Education Reporter
ESSELEN Park High School in Worcester is back to normal after more

than two weeks' disruption. The deputy director general of the Department of Internal Affairs, Mr. A. P. V. Kempen, said today.

102 are back at school. The remainder are hostel pupils and have to

return from further afield. We expect them back this week," Mr. Kempen said.

Pupils had protested against the school's refusal to re-admit three pupils who were involved in last year's boycott and as a result having to sign a document guaranteeing their good conduct.

Mr. Kempen said parents had to appeal to the school committee for re-admission. Once the appeal was approved pupils were re-admitted on the basis of their initial enrolment.

No appeal has so far been turned down. Of the 265 pupils who were suspended on February 17,



The slippery road to mixed education

Some day, for sure, we are going to end up not only with the single national education system which is already a standard demand from blacks, but also with schools which themselves are well and truly mixed. But the route there is not all plain sailing, as PAT SCHWARTZ points out

The parents of a black child at a Johannesburg school are taking him away next year - there are too many black children at the school, they say

The parents of one of the white children at the same school are taking their child away too. The reason: lack of stimulus

Both children are casualties of an experiment bubbling through private schools all over the country

In 1976 in the aftermath of the crisis of reaction against the Bantu Education system, one or two white private schools quietly opened their doors to black schoolchildren. An in 1978 Catholic church leaders took an official decision to desegregate church schools

In the face of opposition, controversy and threats of deregistration from the provincial authorities, they opened their convents to black children and the quiet revolution began in earnest

Since then its effects have filtered through the community with other private, non-catholic schools following suit

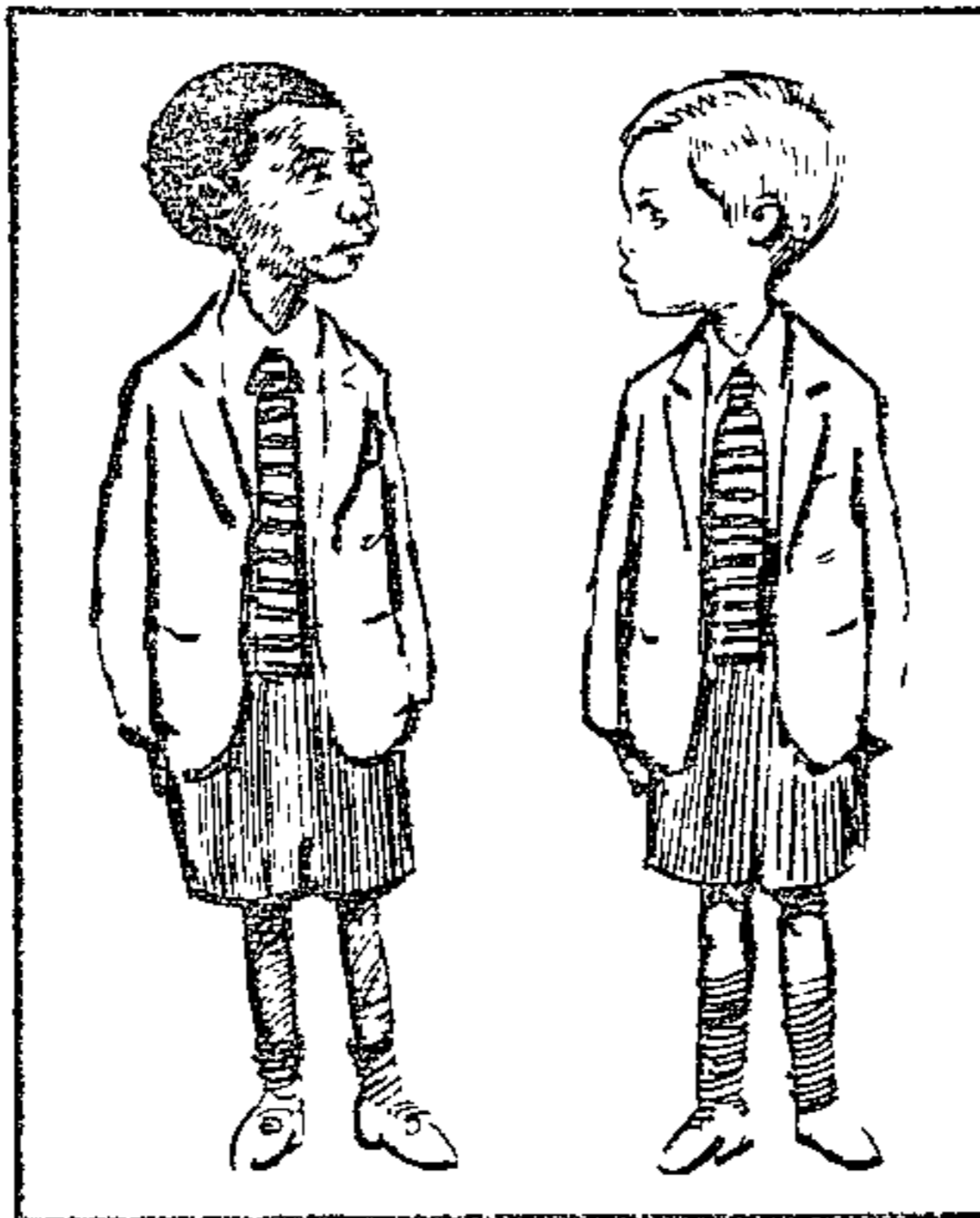
Important though it is, the change affects probably less than 500 black pupils. Just how significant is the move that has allowed a few black children, most of them fairly privileged, to move into predominantly white schools?

Is it the answer to the decades of separation forced upon communities by the apartheid system or is it simply a sop to the consciences of white liberals and a way out of the bleak ethnic education system for a few black children?

While white parents who agonised in the beginning have, in the main, settled down to acceptance of the few black faces that dot their children's classrooms, probably only because there are so few, the questions of elitism, privilege and treachery to black consciousness have caused widespread distress and dissent within the black community.

Opponents of the idea speak of breeding "black skins with white masks". They forecast alienation and a complete loss of identity as children are placed in a perpetual cultural minority and emerge as a "black English-speaking middle class"

How, they ask, will these children be able to identify with the black struggle and where do they stand when their peers in the townships are fighting to upgrade their own schools?



It is no coincidence that most the parents interviewed for this article refused to be named. Fear of intimidation plays a part in the reluctance of black parents to make an issue of their children's presence at open schools. White parents, struggling with the problems of accepting a situation their upbringing has taught them to be impossible, face accusations of racism and discrimination should they voice doubts or criticisms.

"We are all human beings and have to learn to live with one another and, though there may be strains, this is what we have to do. What we believe in is a non-racial society and education is a very important thing in that our children should live together at school so they can learn to live together later on".

The words are those of Canon Michael Carmichael, executive officer of the Church of the Province of South Africa.

Fine words, fine thoughts, but in a society turned cynical by years of effective, divisive legislation, how many would agree would be prepared to feed their children into the experiment at the risk of considerable adjustment to lifestyle and thinking?

adjustment to lifestyle and thinking?

And what of the majority who simply can't? Since the schools which will have them are private and fee-paying, the black children in "white" schools are by and large the children of the middle-class - the elite, the privileged.

They come into the national education system at various levels. For those who start off in the grades the adjustment is easier than for those who feed in at higher levels when abysmal standards of the black education systems have taken their toll of confidence, skills and initiative.

This, in itself, poses problems. One educationist is entirely in favour of remedial teaching, especially in English, and black pupils at his school take six years to complete a five-year course. Another sees the question of remedial tuition as a sensitive area in which inferiority complexes can be reinforced and prejudices strengthened. Far better, he feels, to have careful and stringent selection methods exercised by principals.

Why have some black parents taken the major step of sending their children to open schools?

It would be nice for whites in search of hope to impute to them motives of idealism, but the fact is that most of them do it not in fulfilment of some dream of non-racism, but in a search for an education worth the name.

As a social experiment in creating a non-racial society in microcosm, "integrated" or "open" schools are as fraught with the accumulation of decades of strains and separations as the society without. And it will take years, if it succeeds at all, to overcome them.

The schools are in no way a whole answer to the country's education problems and realistic educationists lose no time in pointing that out.

"At no time have the open schools been thought of as an answer to the tremendous shortage of educational opportunities available to black people, nor have they set out to be anything but a response to what those involved in the schools see as the demands of their religious convictions," says Brother Jude, chairman of the Catholic education council.

The expectations of many black parents who send their children to open schools are

PLEASE TURN OVER

Slotting in a few black faces is no answer

CONTINUED

unrealistic, he feels

"Simply coming to the school isn't going to solve learning difficulties. There's a whole long process of hard work and mere attendance isn't the whole answer."

The opening of schools has led perforce to a whole rethink about the meaning of much that has been taught for decades in traditionally white schools.

"What had to be aimed at was not an educational policy which resulted in a process of assimilation whereby all pupils adhered in the end to exactly the same culture and values. What was and is called for is a multi-cultural approach to the education provided by the schools," says Brother Jude.

Is the system in the Catholic schools working? The answer is not clearcut. Brother Jude sees many of the problems as those of adults rather than the children many of whom have learned to mix and to relate to one another without adult complications.

But he is not looking for utopia overnight.

"The schools make no claim to great answers to huge problems and challenges, but are honestly trying to do what is possible within their sphere of influence and within the limits of their resources."

For one principal the injection of a small minority of black faces into a sea of white is not what open schooling is all about.

"I am very hesitant of the concept of schools accepting such a small minority that that minority cannot establish any identity of its own."

His school has a large proportion of black children and with it, greater problems. He admits sadly that, although very few pupils have actually been taken away, the number of white applicants has dropped and "that's a great shame."

His credo is that a non-violent solution to the country's problems is dependent on human relationships and the best time to start developing those is at school level.

While he admits the private school movement cannot affect the total education picture in South Africa, he feels it has a role as an instrument of change.

FRONTLINE

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"One of the biggest problems is that we are a little island - a non-apartheid society within an apartheid society. And this creates problems when the students go out into the world."

Even within the school social integration is limited and few real friendships have been formed across the cultural divides.

How do parents feel about open schools?

For at least one black mother, there is only one reason for sending her child to a "white" school and that is to get a good education. Beyond that there is no dream.

"I don't know what they are trying to do. I tend to emphasise the education part of it more than anything else. As to the other things, I have never really thought about them. If there were a good school in Soweto she would go there."

Although her daughter had to drop two classes to adjust her bantu education background to the changed system "she is quite happy there. There is something about these places. School in the township tends to be very bleak and routine-like and the children are almost like a flock of sheep. Here she has a lot more initiative and she's much happier."

And after school? "That's another thing. If she comes back home and you want to treat her as a special child, she'll have problems, but if she comes home and it's just home, she will be the same old child. She plays with the same old friends. She doesn't really belong out there where she goes to school, she belongs where she lives."

Another parent, a father whose two children will go to an open school next year, has broader hopes.

"Going to one of these schools, the child is assured of a better education but equally important is to give children exposure to other groups or they will grow up in a vacuum which leads to estrangement and to some degree to an inferiority complex. For me, these schools offer more than just an education."

And what of white parents?

"I think", says one who will take his child out of an open school at the end of the year "it is a very good thing and some very positive things have been gained. Like the realisation that black children are children like everyone else and there are clever ones and mediocre ones and stupid ones. Within a very short time prejudices begin to change."

But, he adds honestly, "we have the ideals of a typical white family. We want a good education for our child and we want a few black children to assimilate our culture, we don't want to assimilate theirs."

He gives as his major reason for removing his child a deterioration in standards and a dearth of stimulation, social and academic. There is, he says, a sacrifice involved and it is not a sacrifice he is prepared to ask his child to make.

But his conclusions have not been glibly arrived at. "What is the answer for South Africa in the future?" he asks. "Can we go on with this kind of white chauvinist attitude?"

Both he and his wife admit to being uncertain as to whether the problems their child has experienced are due as much to

an experimental system of education at that particular school as to the normal racism.

Even allowing for that possibility though, they see the polarisation between the groups as a factor that will take years before it works itself out.

At this particular school the introduction of an almost 50/50 black/white ratio was a sudden one and both these parents felt this to have been a mistake.

Their withdrawal, they see as an elitist rather than a racist response. "I don't mind what colour the other pupils are as long as they are of a certain level."

There is another side to the race mix story. It exists only at one school and on a very small scale.

In one Johannesburg private high school, with a majority of black (largely Coloured and Indian) pupils, there are three white children. Admission of whites was introduced last year.

The parents of one of the children explained their choice of school.

"The realities of the South African situation are that the whites are in the minority and they will have to live with the majority's expectations. We decided she could start the process of preparing for the future and get it tough," says the child's mother.

"We wanted her to have the experience of being at school with a cross-section of this country," says her father.

Academically the child has had to make no sacrifices and has, her parents feel, been able to make a positive contribution to her class in terms of her background of independent study learned at a good northern suburbs government school.

The social context, they say, is more important. Not only is she learning to live with a colour mix but with a socio-economic mix she would not be likely to find in other circumstances.

"Those involved in the open schools movement," says Brother Jude "have certainly no illusions that it is but one aspect of our whole South African education scene, but we believe that it has its contribution to make to our country and its peoples."

It is, perhaps, the smallness of the contribution that is the greatest problem. The question of education is continually and increasingly the focal point of dissatisfaction and fury countrywide and the creation of opportunities for the few while making no concessions to the demands of the many is no solution.

What is the prognosis? The demand for a single national education system continues unabated and must, eventually, be heeded. The days of the Verwoerdian doctrine of education for inferiority are over.

Still, the very real problems of decades of intellectual poverty will have to be overcome.

The real answer is not this sophisticated form of "bussing", affecting a tiny minority and answering few of the real problems.

It is an immediate, concentrated and well-focused upgrading, nationwide of facilities, teacher training, salaries and syllabi so that every school is the best possible school and geographical convenience not racial composition can be the criterion for choice.

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By SOPHIE TEMA

HUNDREDS of pupils on the Reef — and particularly Soweto — are seeking extra tuition from independent organisations in Johannesburg because of an acute shortage of qualified teachers in black schools.

The Tuition Workshop — introduced to alleviate the problem and offer tuition to students on different subjects during weekends — has a similar problem. It needs a further 120 teachers.

The workshop, run by the Institute of Race Relations, the University of the Witwaters-

rand and its students' representative council, has registered 1 600 students so far.

Mrs Ina Perlman, regional secretary for the institute, said yesterday that the Department of Education and Training was responsible for the acute teacher shortage in black schools.

The Tuition Workshop teaches — 80 so far — teach the pupils without pay. Mrs Perlman said: "We are desperately in need of teachers and right

now our classes are overcrowded.

"We have registered 1 600 pupils and have had to turn away more than 1 000 whom we could not accommodate.

"The teacher crisis in black schools is so desperate that children are coming to us from the East Rand, the Vaal and even Brits."

Mrs Perlman said the workshop had 80 teachers and 30

lecture rooms provided by the university, but still needed about 120 teachers for Maths, English, Afrikaans, Biology and Physical Science for Standards 8, 9 and 10.

She appealed for teachers who could help during weekends on a voluntary basis to help.

"Applicants need not necessarily be teachers. They could be in their second or third year

Plea for weekend tutors

of study or graduates. The workshop has qualified teachers who will give them teaching guidelines.

"We are not in a position to pay salaries but we will pay travelling expenses for those who come long distances.

Organisations and groups in different areas on the Reef would be asked to set up workshops in other areas to make it easier for students. The insti-

tute would supply all the teaching material required.

Mr Gerhard Engelbrecht, publicity officer for the Department of Education and Training, told the Rand Daily Mail yesterday: "We are aware of the problem which is prevalent in some black schools.

"Hence, the Department is working towards improving the standard of teachers by introducing an education upgrading programme this year.

"The problem has been aggravated by the fact that most of our teachers are underqualified."

YOU could call it the Treaty of Kimberley: after half a year of riot-peppered school boycotts, the city's 17 000 black pupils have returned to school.

But it is a fragile peace. Black educationists there say the Department of Education and Training (DET) has six months to do something concrete about the grievances that sparked off the first boycotts in July last year — "otherwise it will be back to square one".

The DET has won similar "breathing space" around the country, but the respite until mid-year in Kimberley is significant because, unlike other centres, detainees have not been released as a back-to-school prerequisite.

There are 23 detainees at the moment — most of them pupils — and they are the cause of seething resentment in Galeshewe township, home for Kimberley's officially-estimated 66 000 blacks.

So are the critical shortage of teachers, classrooms and equipment in the three black secondary schools, only one of which has classes for girl matriculants.

The Galeshewe Action Committee (GAC), formed last year to speak for pupils and parents, played a large part in re-opening the schools.

But the committee's chairman, Canon Augustine Maropong, gives their patience six months: "We are seeing a ray of hope like the ones we have been seeing with the Prime Minister's promises, but at the moment it is only words to us."

"Whether these words will turn into desks and classrooms... we'll wait and see. But in six months time it must be seen that the government is doing something real. If there's no difference between now and then we will know we have been fooled. Then it will be back to square one."

The pupils' grievances were put to the area's circuit inspector by Canon Maropong and the president of Kimberley's African Chamber of Commerce, Mr Ntse Matsheka, at a meeting the Canon described as "very constructive... held in a very good spirit... we were received very well".

So Galeshewe was as much surprised as angered at the detention a few days later of the two men.

"We thought we were doing something to help settle the boycott," Canon Maropong said.

From mid-January to February 26, the entire action committee was detained. Three other swoops were made on pupils and ex-pupils: nine were held on January 14 and 15, one on January 20 and 10 on February 5.

"Now everyone in our com-

A FRAGILE PEACE HAS SETTLED ON ITS SIMMERING BLACK SCHOOLS, BUT THE COMMUNITY HAS GIVEN SIX MONTHS BEFORE IT TEARS UP...

The 'Treaty of Kimberley'

RDM 3/3/81
By MARTIN FEINSTEIN

community is worried," says Canon Maropong.

"We were hoping that when our children went back to school that last year's problems would be history. While these people are still being held this cannot be so."

"The release of detainees has been one of the main conditions for ending the boycott in other areas. There is a great feeling of resentment that this has not happened here."

According to another black Kimberley educationist, restlessness over the detainees died down after the circuit inspector told parents that the issue was out of his department's hands.

Mr J G Mmquina, chairman of Galeshewe's Principals Committee and president of the North Western Districts region of the African Teachers' Association of South Africa (Atasa), believes that intimidation, not genuine protest, was behind last year's "political boycotts".

"My worry is that the senior pupils, who are the ones making the demands, should interfere with those who haven't had the chance to get to that stage."

"No children should be kept away from school by intimidators, like last year. In fact, last year was not a boycott, it was a case of intimidation," he said.

Or was it? A look at what happened in the second half of 1980 helps to understand why. In the words of someone who disagrees with Mr Mmquina, "the boycott has created a new, radicalised generation of youths in this isolated city".

The first boycotts began on July 29, last year, at two schools — Tshireleo, one of two State senior secondary schools, and the Roman Catholic, St Boniface senior secondary — in protest at the lack of facilities and in solidarity with boycotters in other areas.

"They were gradually joined by lower secondary and primary pupils until, by mid-August, every black educational institution — a total of 15 000 pupils — was involved. According to a Johannesburg researcher, "the DET tried every method short of negotiating to break the impasse".

"The rounds of meetings all ended in deadlock, with

the pupils soon realising that the object of the meetings was not to listen to their grievances, but to convince them of the wisdom of returning."

"They tried detention and suspension threats, but never considered acceding to the pupils' basic demand: that someone of importance from the department sit down with them, listen to their grievances and start to do something about them."

"Things came to a head when the Minister of Education and Training, Dr Ferdie Harzenberg, visited Kimberley. He was to talk to nearly everyone — except the pupils.

On the morning of September 3, only hours before the Minister was to meet the local community council, pupils gathered outside Galeshewe's Abanto Balho Centre, where they piled up textbooks and began singing.

After police warned them to disperse, they moved to St Boniface.

There, after being given 10 minutes to disperse, police moved in with tearsmoke, batons and dogs.

The terrified pupils fled into the adjacent white suburb of West End, causing some damage to white houses. Several days of sporadic arson and unrest followed.

A few weeks later the Minister closed all schools in Galeshewe and sacked 13 temporary teachers, giving them 24 hours' notice.

These events, according to Canon Maropong, have served as a six-month real-life course in political awareness, with the pupils' initial naive perception of how their main grievance — lack of facilities enjoyed by whites — was linked to an inferior system of education and, in turn, the general plight of their community.

"The students are definitely more radicalised and militant now," says Canon Maropong.

This is why, as the boycott grew, their demands began to include that something be done about Galeshewe's lack of drainage and a hospital.

"And they are saying that all the changes being promised mean nothing unless they are aimed at gradually phasing out Bantu Education," he says.

And Mr Mmquina agrees with a six-month deadline for re-appraisal — "to show that they mean business, that they are answerable to us".

"We understand that these changes cannot be made overnight. But what we abhor is that the authorities should only be prompted to act by a crisis."

"The pupils have now been given a hearing by the DET. But it is a long process. These things can't be done overnight, although the department has done quite a bit on the teacher's side."

That is, for the few teachers there are.

This is Kimberley's most critical education problem: an acute shortage of qualified staff that could cripple the DET's short-term plans to add classrooms or build schools.

What is the use of building, for example, the three classrooms desperately needed by Thabane Secondary School if no teachers can be found to man them?

The headmaster of St Boniface, which has 200 boys and 130 girls this year, said he had been forced to close Forms 4 and 5 in the school's girls section because of insufficient staff, leaving only one

school where girls can matriculate.

"We have managed to keep afloat up to Form 3, but we saw what was coming and didn't even try to find staff for the upper forms."

"It is absolutely impossible, there is no hope of finding enough people. When things are like this, without qualified staff, you have troubled students. And it's not as if we can draw on the church for people. We are as troubled as the State schools," he said.

Despite this shortage, the DET has managed to eliminate the notorious double-shift system, in which one teacher supervises two classes. Instead, several schools

now use the "platoon" system. In one lower primary school, for example, 16 classes are held every day in a school with only eight classrooms: for half the pupils, the school day begins after lunch.

The DET says it cannot reveal all its plans for Kimberley, as many depend on money which has yet to be appropriated by Parliament.

But the department has been "drastically upset" by the boycotts, said the regional director of Education and Training for the Northern Cape, Mr M G Rossouw, in Bloemfontein.

Only yesterday, in fact, as part of the DET's "priority list" for the area, Mr Rossouw signed a contract for the supply of 1 000 panes of

glass to replace those shattered last year.

Included in the list are an extra 38 classrooms, eight administration blocks and nine caretakers' houses for nine of the city's primary schools, four new classrooms each at the two senior secondaries, and kilometres of new fencing.

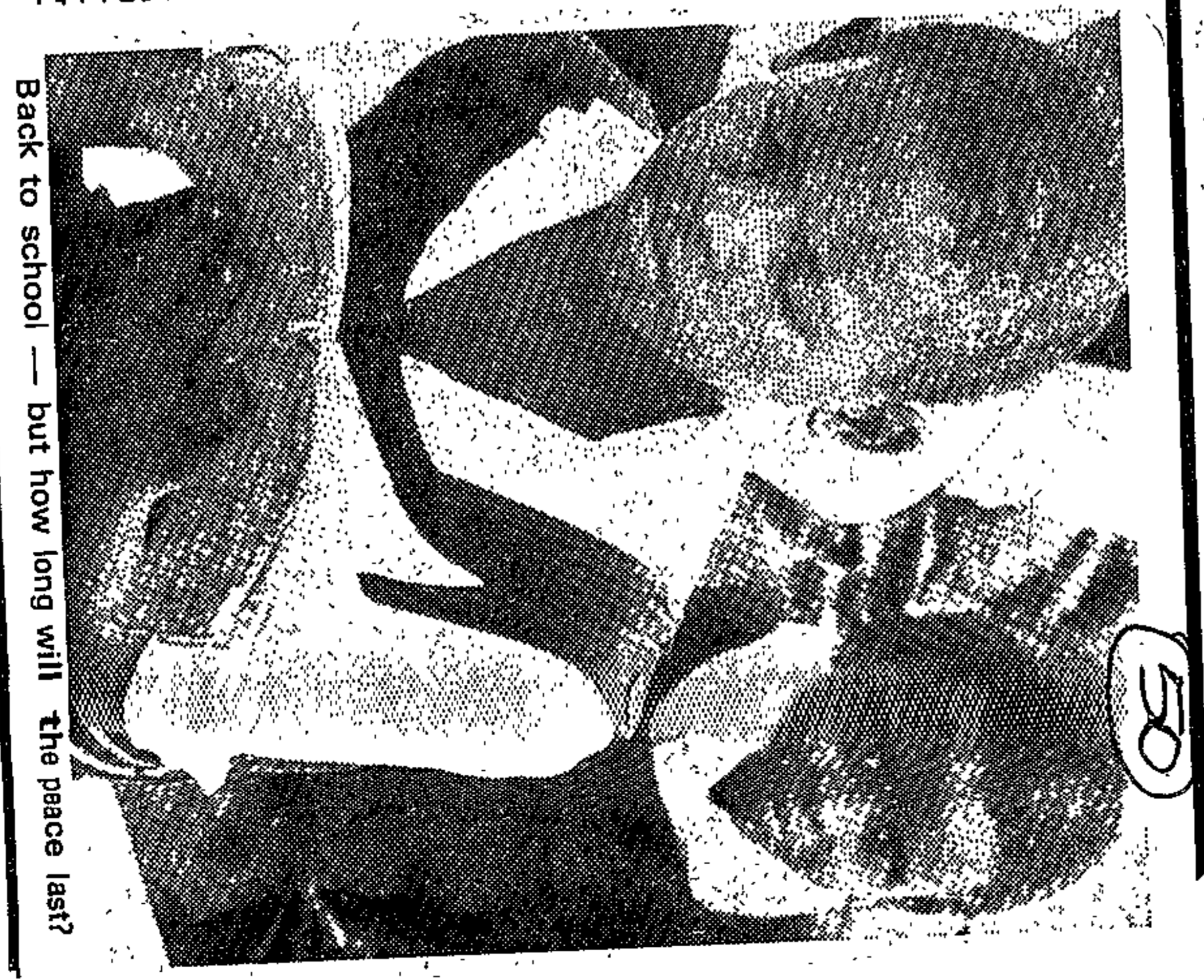
The Kimberley City Council has also granted land for a new senior secondary school and tenders have been invited.

Last week Mr Rossouw visited all Kimberley's black schools.

His report: "Things are normal and the people happy. They are settled down, but you never know what can happen the next day."

© The names of those in detention are: Philip Vile, Connie Motul, Tshiris Mosekwa, Mthembu Mashin, Andries Pienaar, Luthando Chon Maitshwe (all released), November 14 and 15, Neville Seshibane, Peter Thabano, Richard Mkhwanane, David Kimekal, Ben Swartz, Johannes Kere, Nelson Mlatsovo, Donald Sekele, Lucky Mochibung, Ben Fanta, Moses Sanyu, Hope Chab, Fikru Pinda van Wyk (all detainees released after 51 days), Mr Mmquina and Mr Arthur Murray 20 and Mr Arthur Murray 14.

RAND DAILY MAIL, Tuesday, March 3, 1981



Back to school — but how long will the peace last?

Agus
3/13/81

Parents reject no-mandate claim

Education Reporter

CAPE TOWN townships' Parents' Action Committee has hit out at the Government for using community recognised bodies when it is convenient and withdrawing recognition of them when it appears such bodies cannot be manipulated.

They were reacting to a statement by Cape Town's chief circuit inspector of the Department of Education and Training, Mr P. J. Scheepers, that he could not discuss the grievances of black pupils with them and the Teachers' Action Committee because they had no mandate as far as he was concerned.

Mr Scheepers referred them to the Community Council, from which the Action Committees have dissociated themselves.

SQUABBLE

'We don't want to get involved in a squabble about how effective or how representative the Community Council is, we want to sort out the quickest, most practical way of keeping our children at school,' a spokesman for the Parents' Action Committee said.

'Last year Government officials were happy to meet parents in an attempt to resolve the situation, but now that pupils have agreed to go back to school we suddenly 'have no mandate,' he said.

'We as parents want to urge the Government once more to keep their word regarding meeting pupils' short-term demands

'Parents feel the Government has violated the conditions for returning to school by pupils, thereby complicating and exacerbating the situation, for example, by detaining pupils instead of releasing those who were detained.

EXAM FEES

'Both parents and pupils are strongly against the increase of examination fees by up to 100 percent without granting credit to those pupils who paid last year and did not write the exams

'Not all pupils have been supplied with text books and regardless of Government excuse, now we understand pupils were promised free stationery and text books as part of the conditions on which pupils returned to school.

'At a meeting last night parents were told the community Council was planning to provide stationery with money given by some concerned 'businessman,' the spokesman said.

SHORT-SIGHTED

'Pupils and parents are against the move which they see as short-sighted in the sense that it is aimed at deceating pupils and is not really getting to the root of the problem,' he said.

'Pupils get the impression that the Government always intends to make things better but they can't study on intentions,' the spokesman said.

15/10/81

(50)
**Schools in
 veld stay
 closed**

State Reporter

VELD schools in the Bloemhof area will stay closed until the Transvaal Education Department has studied a Department of Health report on an Edenburg schoolboy who died of Congo haemorrhagic fever.

The two Bloemhof schools were closed last month after Stephen Gardner, 13, died from the virus a week after attending the Panfontein veld camp.

The two veld schools will be kept closed until the Department of Health's report has been thoroughly studied by the T.F.D.

	0	1-4	5-24	25-44	45-64	65+	ALL	0	1-4	5-24	25-44	45-64	65+	ALL
	MALE							FEMALE						
1	0.03	0.01	0.00	0.05	0.24	0.66	0.10	0.00	0.00	0.01	0.02	0.05	0.09	0.03
2	0.81	0.26	0.06	0.05	0.16	0.45	0.14	0.43	0.25	0.05	0.03	0.09	0.30	0.10
3	2.95	0.17	0.01	0.01	0.04	0.33	0.12	2.52	0.13	0.01	0.02	0.05	0.44	0.12
4	3.89	0.29	0.03	0.11	0.74	2.40	0.73	3.59	0.33	0.03	0.05	0.41	4.87	0.58
5	0.03	0.00	0.00	0.05	0.98	8.12	40.52	5.17	0.08	0.05	0.51	4.22	30.20	3.24
6	0.14	0.08	0.10	0.39	2.05	0.45	2.33	8.40	1.23	0.05	0.45	2.33	8.40	1.23
7	0.06	0.02	0.03	0.17	0.02	0.08	0.53	2.42	0.32	0.02	0.08	0.53	2.42	0.32
8	0.08	0.09	0.40	0.55	0.12	0.12	0.17	0.26	0.14	0.12	0.17	0.26	0.14	0.14
9	0.58	0.33	0.40	0.87	0.10	0.16	0.20	1.54	0.26	0.10	0.16	0.20	1.54	0.26
10	0.00	0.00	0.00	0.00	0.01	0.10	0.00	0.00	0.03	0.01	0.10	0.00	0.00	0.03
11	20.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.36	0.00	0.00	0.00	0.00	0.36
12	7.11	0.52	0.12	0.39	1.14	0.30	0.84	7.80	0.10	0.14	0.30	0.84	7.80	0.10
ALL	35.88	1.77	1.19	3.57	15.15	1.85	8.90	56.33	7.40	1.85	8.90	56.33	7.40	7.40

WHITES

1960

	0	1-4	5-24	25-44	45-64	65+	ALL	0	1-4	5-24	25-44	45-64	65+	ALL
	MALE							FEMALE						
1	0.06	0.01	0.02	0.22	0.52	0.61	0.20	0.03	0.02	0.07	0.17	0.20	0.17	0.12
2	1.80	0.76	0.13	0.12	0.34	0.62	0.29	1.49	0.63	0.12	0.08	0.15	0.57	0.23
3	5.64	0.28	0.01	0.01	0.05	0.45	0.20	4.73	0.16	0.01	0.01	0.05	0.55	0.18
4	4.35	0.49	0.05	0.20	1.10	7.13	0.85	4.99	0.47	0.04	0.10	0.39	4.71	0.59
5	0.16	0.01	0.15	0.93	7.85	37.20	3.93	0.06	0.00	0.16	0.58	4.92	30.60	3.13
6	0.06	0.15	0.11	0.32	2.99	11.92	1.38	0.19	0.08	0.09	0.46	2.47	8.88	1.20
7	0.16	0.07	0.03	0.23	0.97	3.84	0.49	0.03	0.04	0.04	0.17	0.76	2.95	0.40
8	0.03	0.10	0.23	0.28	0.28	0.46	0.25	0.06	0.03	0.06	0.04	0.09	0.07	0.06
9	0.59	0.36	0.40	0.75	0.91	1.18	0.64	0.42	0.23	0.09	0.14	0.28	1.44	0.25
10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.05	0.13	0.00	0.00	0.06
11	20.77	0.00	0.00	0.00	0.00	0.00	0.50	15.41	0.00	0.00	0.00	0.00	0.00	0.36
12	5.25	0.49	0.18	0.36	1.79	11.46	1.35	4.21	0.50	0.18	0.34	1.06	6.91	0.96
ALL	38.67	2.71	1.31	3.43	16.79	74.87	10.08	31.64	2.16	0.91	2.23	10.36	56.85	7.53

WHITE

1951

Private schools' subsidy raised

Staff Reporter

THE Provincial Administration this week decided to increase its subsidy to private schools by 40 percent, which would bring the total subsidy up to R1.4 million from the present R1 million, the Administrator, Mr. Cloveaux, announced yesterday.

He was speaking at Herzlia High School before being taken on a conducted tour of the school buildings.

Mr. Louw said certain private schools in the Cape Province had since April, 1959, received a subsidy amounting to R100 a child annually. In terms of this year's decision of the Provincial Executive Committee, this would be increased to R140 a child from April 1.

The Administrator said that in giving the subsidy, the province not only recognized the high academic traditions established in most private schools, but also also indicated its acceptance of the principle that parents had the right to send their children to non-State schools of their choice.

Here pupils could be educated in the cultural traditions of the group to which they belonged. Herzlia, Mr. Louw said, was an excellent example of this policy applied in practice.

The third and most important basis for the subsidy was that the province accepted responsibility for the type of education inculcated in each approved private school.

It was policy to encourage the development of all the different cultural groups in South Africa in general and in the Cape in particular, and the province was more than sympathetic to the needs of private schools, which were finding it increasingly difficult to survive financially.

The various provinces did not receive special financial aid from the central government which could be passed on to private schools, so that subsidies had to be met from own resources. In spite of this it had been decided to increase the subsidy, Mr. Louw said.

He added the United Herzlia Schools, with about 2 250 pupils, could benefit by a total increase in aid amounting to R90 000 a year.

Hot reception for education report

C. Herald 7/3/81

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~~236~~

~~325~~

'THE claim that last year's unrest in black schools was caused by "unscrupulous agents for their own political ends", is an admission that blacks are given inferior education for political ends.'

This is how Mr Nick Mogatusi, secretary of Soweto's Teachers' Action Committee (TAC) reacted to the report of the Department of Education and Training, which was tabled in Parliament last week.

According to the report, education for blacks is controlled by independent education departments. It also states that there were 'unfortunate cases' of pupils allowing themselves to be used by people outside education.

'In the process, grievances and demands were held up to them (the

pupils) which, as a result of ignorance, were exploited to the maximum,' the report said.

Mr Mogatusi said the Department was contradicting itself because it had on several occasions admitted there were discrepancies in the country's educational system.

'The salary position and qualifications of black teachers are at a shockingly low state. Black schools are badly equipped and as a result teachers lack motivation.

DISGRUNTLED

'This reflects on the students and they get disgruntled. Student reaction

of this kind leads to boycotts,' he said.

At this stage the community, parents, and teachers got involved and the causes of the boycott were then identified. As soon as the authorities saw that action or parents committees were trying to resolve the issues, they started interfering.

'As a former teacher myself I have gone through this process, and should know. It is rather unfortunate that in Parliament, politicians now turn around to claim that community leaders and parents concerned about their children come on the scene as "agents" out for political gain,' he said.

WASTE

It was a waste of time, money and manpower for the Government to have 11 departments for one country's education system.

'If we are serious about education it's time we sat together, black and white South Africans, and planned for an acceptable education system for all,' Mr Mogatusi said.

Reacting to the same report, the publicity secretary of Azapo, Mr George Wauchope, said last year's school boycott was a political expression by the students and the black community of their rejection of the country's political structure.

'We cannot say that the students lost much because of the boycott. Everyone can see that our education system is racist and must be scrapped.'

'The system can only be acceptable to all South Africans when we all participate in planning it. It must be tried and tested. Nothing copied from elsewhere can suit us,' said Mr Wauchope.

Two Grenada pupils detained 15 days ago under section 22 of the General Law Amendment Act have now been detained under section 10 of the Federal Security Act and allegedly taken out to Spring, Trinidad.

Mr Fern Mikhalou, 20, and Mr Onpa Leblanc, 20, both born in Grenada, were originally detained at the request of Mr Schuler's mother-in-law, Mrs Leblanc, who is a resident in the St. George's Magistrate's Court on charges of child molestation.

The two had spent four months in detention before

their trial and subsequent acquittal.

Mrs Dorothy Leblanc told The Argus that two security policemen arrived at her home yesterday to tell her that her son and Mr Mikhalou had been sent to Spring, where they would be detained under section 10.

The section allows for detention without trial of an individual person.

The detention of the two pupils has come in the face of the deadline for the Government to meet the demand in black circles for the withdrawal of the pupils.

One of the pupils' conditions for withdrawal from Spring was that the Government should accept a 12-month withdrawal of the pupils from the island.

Pupils last week staged a protest against the detention of Mr Schuler and Mr Mikhalou.

After the protest, attendance at the higher primary schools, which had been almost back to normal, dropped significantly, while numbers at high school diminished to less than 10 percent.

Today, black high school in the town, townships were virtually deserted.

Parents, teachers and pupils have accused the Government of not keeping its part of the bargain. It had complicated and exacerbated the situation according to a statement by the Parents' Action Committee.

A member of the Teachers' Action Committee re-

acted the Department of Education and Training, at Spring, that it could not release the detained pupils or donate to the Government police.

The department can ensure that the pupils' education is not interrupted during their stay in the youth centre of the island.

The pupils' stay in the police public relations office is a temporary measure. The two pupils had been released by the Government on 10 but could not return to the island because of the situation.

Argus 10/3/81
New detention orders and pupils 'go to Springs'

Argus 11/3/81

Classrooms destroyed

Argus Bureau
50 256 275

PORT ELIZABETH. — Police are investigating the cause of a blaze which destroyed three classrooms of a black school in Port Elizabeth last night.

Police liaison officer, Major Gerrie van Rooyen, said firemen went to the Arthur Nyabo lower primary school in New Brighton just after midnight, minutes after it had caught alight.

12/13/81 (S) (S) (S)

Students dispersed

CAPE TOWN — About 450 pupils scattered in the grounds of the I. D. Mikize High School in Guguletu yesterday when police advanced on them after earlier warnings that they should disperse.

Pupils said they were discussing possible action because many of their demands had not been met.

They dispersed before a

decision could be taken.

Brigadier D. B. Nothnagel, Divisional Commissioner of Police for the Western Cape, said between 400 and 500 pupils from various schools had attended the meeting. They had been told the police would not tolerate the meeting as people taking part were trespassing and contravening the Riotous Assemblies Act. — DDC.

Farmers were asked to estimate the value of medical bills paid on behalf of all workers and their families, the value of all medicine handed out and the number of special trips to doctors or clinics made during the year. Transport costs were calculated at medium-sized car rates per kilometre and the total was divided by the number of workers on the farm to get an approximate figure for medical costs per year per worker.

(vii) Medical care.

Several farmers considered themselves responsible for the health of the workers and their families and said they paid all medical expenses. Most said the workers could use divisional council clinics at little or no cost and that they would take workers to clinics but did not feel obliged either to take them to private doctors or to pay bills if the workers preferred not to use the clinics. On almost all farms the farmer's wife was in charge of a medicine chest from which she supplied workers with simple medicines, free.

Of the 57 workers in the lowest category, 27 (21 percent of all workers) received no extra payment at Christmas.

CT 12/3/81

Police break up

pupils' gathering

ABOUT 450 pupils scattered in the grounds of the I D Mkize High School in Guguletu yesterday when police advanced on them after earlier warnings that they should disperse.

According to one of the pupils, they were holding a meeting at the school to discuss action to be taken as many of their demands had not been met.

A pupil said the police told them to disperse by 12.15pm. Eleven police vans and a police truck surrounded the grounds and when the deadline was reached members of the riot squad entered the school armed with batons.

As the police advanced, pupils ran towards a lower primary school next to the high school.

Brigadier D B Notlingel, Divisional Commissioner of Police for the Western Cape said between 400 and 500 pupils from various schools had attended the meeting.

They had been told that the police would not tolerate the meeting as people taking part were trespassing and contravening the Riotous Assemblies Act.

Sapa reports that the circuit inspector of the Department of Education and Training in the Western Cape, Mr Piet Scheepers, commenting on yesterday's gathering of pupils outside I D Mkize High School, said pupils were dissatisfied because their demands had not been met. But these demands were continually changing and it was impossible for the department to meet them.



Riot police watch a crowd of about 450 schoolchildren who gathered near the I D Mkize High School in Guguletu yesterday. The children were ordered to disperse.

Cape Times newscour: John Rubython

Boycott off, but fight to go on

Angus
12/3/81
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Education Reporter

PUPILS in Cape Town's townships have suspended their schools boycott indefinitely.

Spokesmen for a regional committee which represents pupils in Guguletu, Nyanga and Langa, said today that at a meeting of about 450 pupils at Fezeka High School yesterday it was decided to suspend the boycott.

The meeting was discussing the suspension when police ordered those in attendance to disperse, the spokesmen said.

DIFFERENT FORM

A statement by the pupils said: 'We have come to realise that the intention of the Government is to keep us — black children — uneducated. We have decided to suspend the boycott indefinitely and resume our studies.'

'Though the boycott is now suspended, the struggle against inferior education is continuing. Our form of struggle will from now on take on a different complexion and tactics.'

'The moment calls for us not to react to the provocation by the authorities in the way they want us to, but calls for us to attempt to normalise a very abnormal situation.'

Pupils said the new tactic would be to react to each problem as it was encountered.

STILL WAITING

They said they were still waiting for the Government to meet their demands, which included the release of detained pupils, free provision of stationery and library books, recognition of their Parents' Action Committee and a review of increased examination fees.

'The community and students recognise the PAC in matters concerning the boycott so any negotiations should include them,' the pupils said.

The chief inspector of the Department of Education and Training, Mr P J Scheepers, and the regional director of the department, Mr Philip Engelbrecht, were unavailable for comment.

Bursary awards fall through

SO WETON
10/13/81
50

THREE of the six students expecting bursary awards received a total R243 yesterday from the local branch of the BophuthaTswana Chamber of Commerce (Bococ) at the Ga-Rankuwa hotel school.

Mr N M Tsuene, chairman of the bursary fund committee for Bococ said that after the last minute screening of applicants the three had to fall off because of their poor symbols.

The three students who received their cheques are: Matlhodi Moerane (14), a Form Three pupil at Tsogo High School, Ga-Rankuwa, and Amos Moshate More (19) and Nthateng Catherine Mogase, matric pupils at Michakgase High School.

Nthateng and Moshate said they both aspired to become medical practitioners while Matlhodi wished to become a lawyer.

Mr Tsuene said the bursaries were part of R500 earmarked by the Odi branch of Bococ for their academic year. Mr Tsuene said the chamber had problems in getting qualifying students to come forward for the awards.

SA 1413/81
City pupil is held at Springs

~~SA 1413/81~~
~~SA 1413/81~~
Staff Reporter

A SPOKESMAN for the Department of Prisons in Pretoria has confirmed that one of the two Guguletu pupils detained late last month, Oupa Pule Lehulere, is being held at Modderbee Prison near Springs under Section 10 of the Internal Security Act.

The spokesman said the department had no record of the other pupil, Kent Mkhali, being held at Modderbee Prison.

Mr Lehulere and Mr Mkhali, the chairman and vice-chairman of the students' representative council at Fezeka High School, were detained on February 25 — two weeks after being acquitted in Worcester magistrate's court on charges of sabotage.

• They were held in Cape Town under Section 22 of the General Law Amendment Act.

CT 17/12/81

Return to township schools

Staff Reporter

MORE pupils went to school at the high and higher primary schools in Guguletu, Nyanga and Langa yesterday than last week, according to a Guguletu teacher.

He thought pupils saw that the situation was normalizing and this was why they were attending school.

He said classes had started in some schools and pupils were "taking lessons seriously".

A pupil at the I D Mkize High School claimed yesterday that text-books issued by the Department of Education and Training had been confiscated at her school.

She said the books were confiscated last week for no apparent reason.

The circuit inspector of the Department of Education and Training, Mr P J Scheepers, could not be reached for comment yesterday.

Farmers were also asked where the extra workers would come from. They said there were usually 'treks' along the road - temporarily unemployed workers who moved with their families in donkey carts from one farm to

fluct and lay at the heart of the boycott and riots in black schools.

"To discriminate on the basis of race in the provision of education is to invite conflict and confrontation."

"The educational policy of this government has been a threat to the security of us all."

"What do you want? Education free of discrimination or riots and confrontation?"

Dr Slabbert said the party's unequivocal stance on schools was the kind of answer it would give on all pressing issues during the election campaign.

It would not hesitate to state its policies clearly.

(News by B. Sreek, 33 Caxton Street, East London.)

18/3/81

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Pupils: equal chance call

GRAHAMSTOWN — Every child of South Africa was entitled to the best education on a non-discriminatory basis, the leader of the Progressive Federal Party, Dr Frederik van Zyl Slabbert, said last night.

Dr Slabbert told 900 Rhodes University students the PFP rejected compulsory segregation in schools.

It believed "each child who lives in a neighbourhood should be allowed to attend the neighbourhood school, irrespective of race or ethnicity."

The PFP totally opposed any form of compulsory educational integration, such as bussing.

towards a deterioration of relationships between the races."

The PFP was also strongly committed to non-discriminatory expenditure by the state for each child in the schools.

In this way the quality of education could be standardised for everyone on a non-racial basis.

The existing situation led to antagonism and con-

The PFP would abolish discriminatory laws such as the Group Areas Act and the Separate Amenities Act.

A number of commissions had showed that the major causes of riots and disturbances had been discriminatory laws such as these.

"Such laws are a threat to the security and safety of us all and contribute

"We believe that, on the basis of voluntary association, which is what we stand for, neighbourhoods will, over time, acquire their own distinctive character because people who live there can and want to live there, and that no legal obstacles should prevent any child from attending the neighbourhood school purely because of race or ethnicity."

living beside the road and apparently living in nearby camps, usually with the help of the state. It would let it be known, through their own efforts, that labour and applicants would come from other parts of the country. One farmer said he would ask the Bantu Education Board to register him as an employer looking for labour. He volunteered the information that the Board was not sending workers onto the farms.

shortage of labour would develop in the future (and how far in the future) unless farm wages were raised in all sectors. They planned to cope with this shortage to a greater extent with town employment (by paying a higher proportion of wages in cash, by improving working conditions on their labour requirements where possible. They also planned to put labour requirements immediately by giving incentives for crops like lucerne or vegetable cultivation,

of workers to change their working conditions. The farmer's position is limited in view of the ability of the farmer to pay. Threats to leave unless changes are made are not a) the alternatives open to workers are limited and the farmer will suffer little loss if the

expressed the opinions of most South African farmers. In a report of the Commission of Enquiry into the implementation of statutory wage-fixing for domestic and farm workers, it was stated that it was "undoubtedly a reasonable and impractical to implement" (ondoentvoerbaar). The 1951 Commission's reasons were quoted as follows: conditions in the country are not only from province to province and from

... but also from district to district and even from farm to farm; that the fixing of wages for these groups is made difficult by their scatteredness, their low level of education, the seasonal nature

Different school

Report and pictures:
By NORMAN NGALE

A SCHOOL with a difference — that's the non-racial Athol Desmond Study Centre in Pretoria.

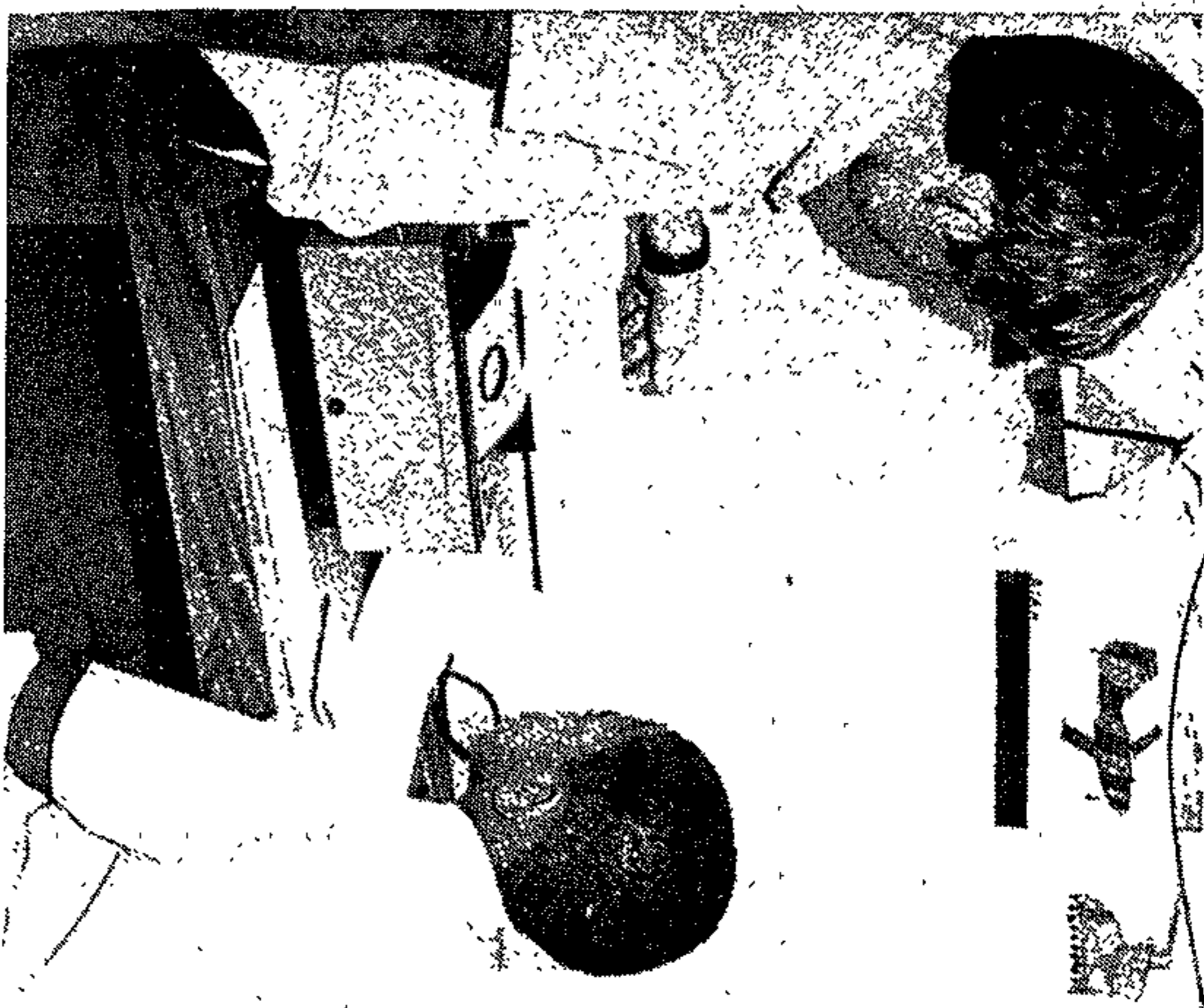
The centre offers extra lessons in English, Afrikaans and mathematics for primary and high school students.

With the capacity for 200 pupils, it currently has an enrolment of 95, nine of whom are black.

One of them is Stanley Netshiluka (13), a student at Pretoria Boys High School and son of the Venda ambassador.

BOMB

Stanley sprang into the limelight a month ago when he became the first black pupil to attend classes at a white high school. The Wit Kommando has threatened to bomb the school in retaliation.



Bradley Flane (10) and Stanley Netshiluka (13) examine a language course at the non-racial Athol Desmond Centre.



Mrs Sylvia Ntoampe, one of the language teachers at the school, with some of her pupils.

The principal of the centre, Mr G J Gropp, said sophisticated equipment worth R50 000 was used, together with "highly qualified" teachers. He said the centre opened to offer the three

subjects which had been proved to cause the most problems in schools.

The two official languages were important, he said because they were the means of communication between teacher and pupil, while both white and black schools did not have the best qualified mathematics teachers.

He said the centre was an asset to those pupils who failed to catch up with the school syllabus because it gave individual attention to each pupil and used the most sophisticated means to teach them.

The centre had problems in persuading both black and white teachers to recommend their slo-

because they feared creating an impression they were not capable, Mr Gropp said.

Some parents tried to send their children to the centre only towards the end of the year in a bid to get them through examinations — a move which the school did not accept.

PRIVATE

"We prefer that pupils should start with us from the beginning of the year so that we will be able to help them function better."

The centre, established 10 years ago in Pretoria, has branches in almost all the main cities of the country, according to Mr Gropp.

He said the centre was entirely private, received no subsidy from the Government and he considered its fees of R10 per hour to be low.

C. Herald 21/3/81

Pupils plan new school tactics

PUPILS in Cape Town's African townships last week decided to go back to school because they believed that by boycotting school they were playing into the hands of the government 'who wanted to keep them uneducated'.

The Regional Committee, representatives of pupils from Langa, Paarl, Nyanga, Worcester and Guguletu, decided on the suspension at a meeting, at Fezeka High School on Wednesday.

In a statement issued after the meeting -- which ended when it was disrupted by police -- the pupils said that although the boycott had been suspended, 'struggle against inferior education will continue'.

TACTICS

'Our form of struggle will now take on a different complexion and tactics.

'It's now time to attempt to normalise a very abnormal situation for a free and democratic Azania,' they said.

Recent demands made by the pupils before the month-long suspension of the boycott and not being met by the Government.

DEMANDS

The demands were: improved educational facilities, the release of all detainees, expelled teachers and pupils to be reinstated.

They also demanded the recognition of SRC's and the Parents' Action Committee.

Pupils also demanded a declaration of intent to scrap 'Bantu Education' and that a committee be formed to look for an open educational system.

Mr Philip Engel, the regional director of the Department of Education and Training was not available for comment. The chief circuit inspector, Mr P. J. Scheppe, refused to comment.

Pamphlet hits at school canings

C. Herald 21/3/81

~~257~~ 50

'REJECT corporal punishment,' says an unsigned pamphlet issued at a meeting of Peninsula schools' student representative councils last week.

The pamphlet was issued at a meeting where pupils met to discuss better interschool relations and the abuse of corporal punishment.

Pupils at the meeting claimed caning was a poor means of correcting someone who gave problems in class.

One asked: 'Why is it that corporal punishment is allowed at all? Another pupil, who claimed to have been beaten repeatedly, said teachers were breaking the rules which govern punishment.

The pamphlet quotes the latest Educational Bulletin in which certain rules are spelt out.

A Cape Teachers' Professional Association spokesman Mr P F Leukes said: 'We are perturbed to know that the abuse of corporal punishment is apparently present at many schools.'

The chairman of the Teachers' Action Committee said, 'We are opposed

to the abuse of corporal punishment. There are other means of disciplining a pupil.'

The Director of Education, Mr A J Arendse, said: 'As soon as a teacher is reported about breaking the rules, we launch an investigation into the case.'

(27) (50) ~~27~~ Aug 24/3/81

Exam fees increased up to 100 pc

Education Reporter
INCREASED costs in the setting and marking of examination papers have led to an increase in exam fees of up to 100 percent, according to the Department of Education and Training.

Pupils in Cape Town's townships have refused to pay the new fees, saying that they paid last year and have not been credited although they did not write the examinations.

The department maintains that the decision to increase the fees was taken by 18 education departments and an exception cannot be made for one area. Both white and black pupils now have to pay R20 for the matric paper and R16 for the junior certificate paper.

Factors affecting the fee increases were increased charges for computer services, the high cost of transporting examination

material and of subsistence and travelling allowance for markers.

The fees for marking papers has doubled, according to the department.

Parents and pupils rejected this reasoning, and said that at a time when they would expect the Government to make efforts to normalise a highly abnormal situation at black schools' Pretoria was actually making things worse.

Mr P J Scheepers, Cape Town's chief circuit inspector for the Department of Education and Training, said today that attendance at high schools was increasing daily.

Some schools had nearly 30 percent attendance last week. Tezeka High School had 275 pupils out of between 800 and 900 before the boycotts, while I D Mkize had 300 out of about 1 000. Sizamile High had 475 and Langa High had 272.

'These are the best figures we have had since the boycotts began last year,' Mr Scheepers said.

He said no extra classes had been arranged during the school holidays, which begin on Friday, because it was too late to organise anything.

'We are planning to run a winter school if pupils show sufficient interest,' he said.

CT 24/3/81
**Parents
vote not
to pay fees**

Staff Reporter

ABOUT 250 parents of pupils in the black townships resolved at a meeting in Guguletu on Sunday night not to pay this year's examination fees unless the government provided free stationery to the pupils.

The parents also decided not to pay the latest increase of examination fees — from R10 to R20 for matriculants and R8 to R16 for Junior Certificate pupils.

The fees paid for last year's examinations should be used as payment for this year's examinations, the parents resolved, because no examinations had been written in 1981 as a result of the schools being closed because of the boycott.

A speaker said the refusal to pay examination fees would show the government that the parents and pupils did not like the way they were treated by the authorities.

A parent proposed that the Parents' Action Committee be dissolved. He said the pupils were back at school and the action committee had finished the task it had been elected for.

However, the proposal was successfully opposed by others at the meeting who felt that no other body could handle the problem as the members of the action committee had done. The dispute was not yet over, they said.

A member of the pupils' body, the Regional Committee, told the meeting that some teachers had not been attending classes, and it was decided to call the teachers to a meeting to discuss the matter.

The meeting was adjourned and another meeting will be held next weekend.

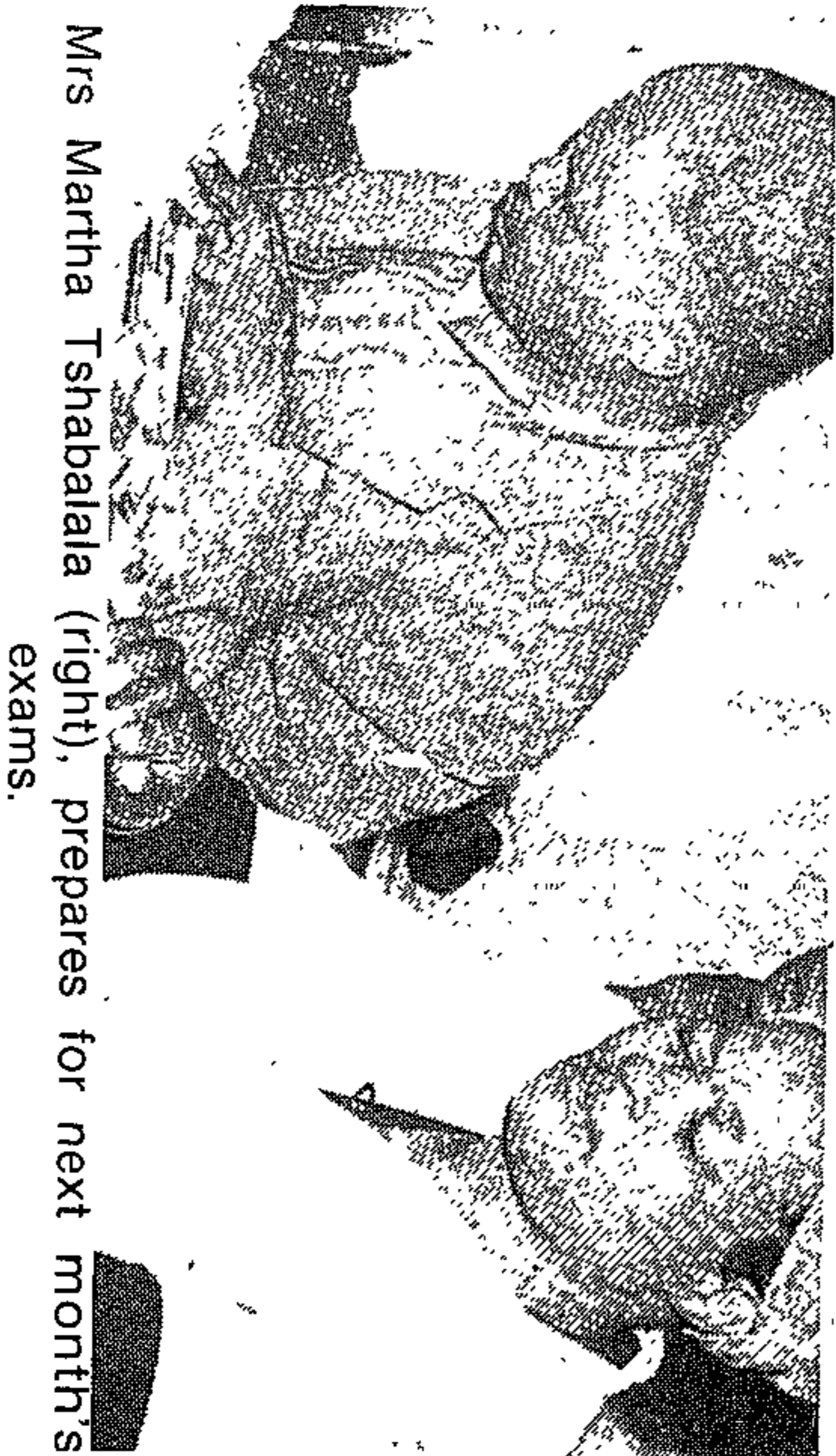
Back to school for thousands of adults

Words by Len Maseko

Pics by Len Kumalo



Mr Philemon Mashegoane (forefront), an ice-cream seller, hopes to pass Junior Certificate exams next month.



Mrs Martha Tshabalala (right), prepares for next month's exams.

TWO years ago, Mrs Martha Tshabalala (44), a domestic worker living in Alexandra, could not speak or write a single word in English. Today she speaks fluent English and is one of the 14 000 students studying at 15 adult education centres in Johannesburg and Alexandra.

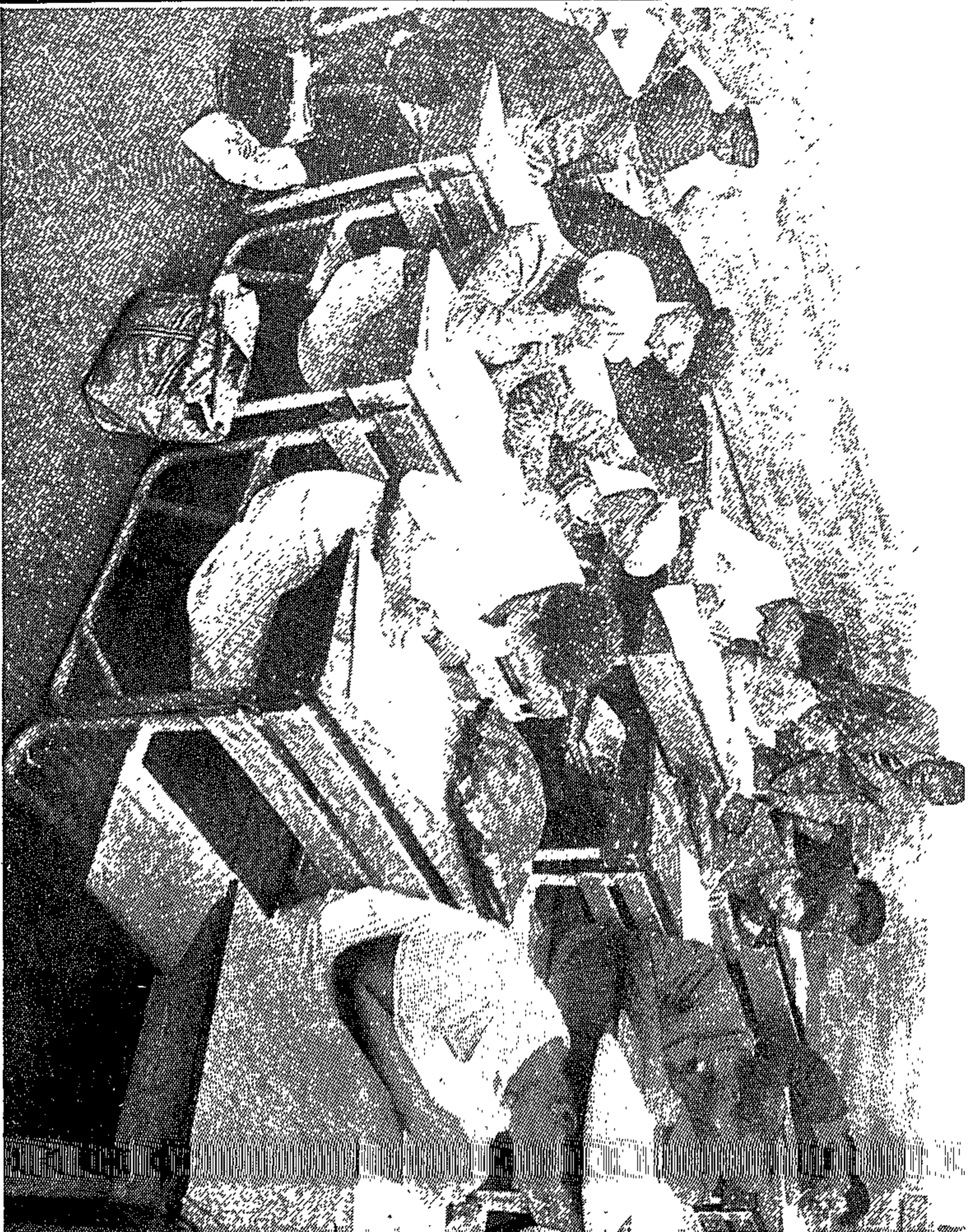
Mrs Tshabalala, who is doing Standard 5, hopes to study and pass matric in four years "because there is nothing that can beat a determined person".

"When I started with the literacy group two years ago, I told myself that nothing would stop me from passing all the courses up to matric," said Mrs Tshabalala. "Now I am able to address my employers and other people with pride."

The Alexandra centre, started in 1979, has an enrolment of about 1 400 students — with almost half of them preparing to write their external exams in a month's time.

The centre's principal, Mr C Ramano, said some of the students were factory workers who wanted to improve their education. The ages of the students range from 17 to 66, he said.

"First-year students are put in the literacy course, which is solely designed for adults because of their ability to learn fast," said Mr Ramano. "The approach



Students at the Alexandra Adult Education Centre writing trial exams.

With the Junior Certificate and Matric exams around the corner SOWETAN found nurses, clerks, domestic workers and other students going through hectic studying and writing trial exams.

The oldest student at the centre, Mr Josiah Sedibe (66), a self-employed painter, said he could not read or write when he first came to the school. Now he is studying course 1 — an equivalent of Standard 4.

"My aim is to hold on until I pass my Matric, though I do not know what I am going to do after completing my studies," said Mr Sedibe. "My being at school at this age should be encouragement to the youngsters who do not like to go to school."

The inspector of Adult Education in the Johannesburg region, Mr M Morapeli, said while Alexandra centre was one of the biggest, Peter Lengene Adult Centre at

Molapo has the highest enrolment.

"The adult education centres are growing at a fast rate. At the moment, we have 67 branches, excluding the 15 centres. And it is encouraging to get so much response from adults," said Mr Morapeli.

Mr Morapeli said 200 invigilators were required for next month's exam nations. People who are interested should

fetch forms at their nearest centre and complete them as soon as possible.

"And students who are writing next month should take note that there have been a number of changes in the timetable this year. Subjects with high enrolment will be written on Saturdays.

"Secondly, there will be no morning sittings. All subjects will be written in the afternoon, except on Saturdays," he said.

50 SOWETAN 25/3/81



Inspector Mr. M. M. Morapeli discusses a problem with a teacher at the centre.

Media have vital role to play in education—Mundell

25/3/74
5/10/74

By Carolyn Dempster
If any pressure was brought to bear on Press reporting of educational matter, it would affect the values and fabric of the community. Mr Peter Mundell, president of the Transvaal Teachers' Association told the Steyn Commission of Inquiry into the Mass Media yesterday

In a submission to the commission by the TTA, Mr Mundell said the media had played a vital role in conveying problems within the teaching profession to the public and authorities.

Often associations had to gauge parent or public reaction through media reports "Unless the media is allowed to present opi-

nions or debate it cannot extract a reaction which will elicit participation by the community," said Mr Mundell.

Newspapers had also made a major contribution in newspaper lessons and tuition. The range of expertise was impressive and fulfilled a real need.

Newspapers should be allowed to exercise a

degree of professional freedom — not hampered by the constraints of an educational philosophy or authority. "We look at these 'focus' articles as one of the most important reference works in a library."

Flaws which "muddled" the relationship between the Press and education included a high turnover of Press staff reporting on sensitive education issues and inexperienced reporters who tended to colour their stories.

Mr Mundell castigated bureaucratic "muddles" as perpetrated by education departments who were unwilling to take the Press into their confidence.

DANGEROUS

Mr Mundell emphasized that if the country did not have Press liaison it was going to create a dangerous situation.

Mr Mundell made a number of recommendations. These included:

- ⊙ That Government refrain from any attempt to restrain from any attempt to restrain the freedom of the
- ⊙ The educational value of critical and democratic debate in the media be understood and accepted by the Government.
- ⊙ The solution of the present dilemma be found (not in censorship) but in a move towards better communication between State authorities and the Press.

For most of the 60 year period under review, white beds

d white black beds have been over-
on of the crisis was similarly borne
Most of the buildings and beds

ack beds at state mental hospitals
720 in 1970 to 6 740 in 1976, the
ose by 600 from 8 543 to 9 133.
if the custodial beds created by the

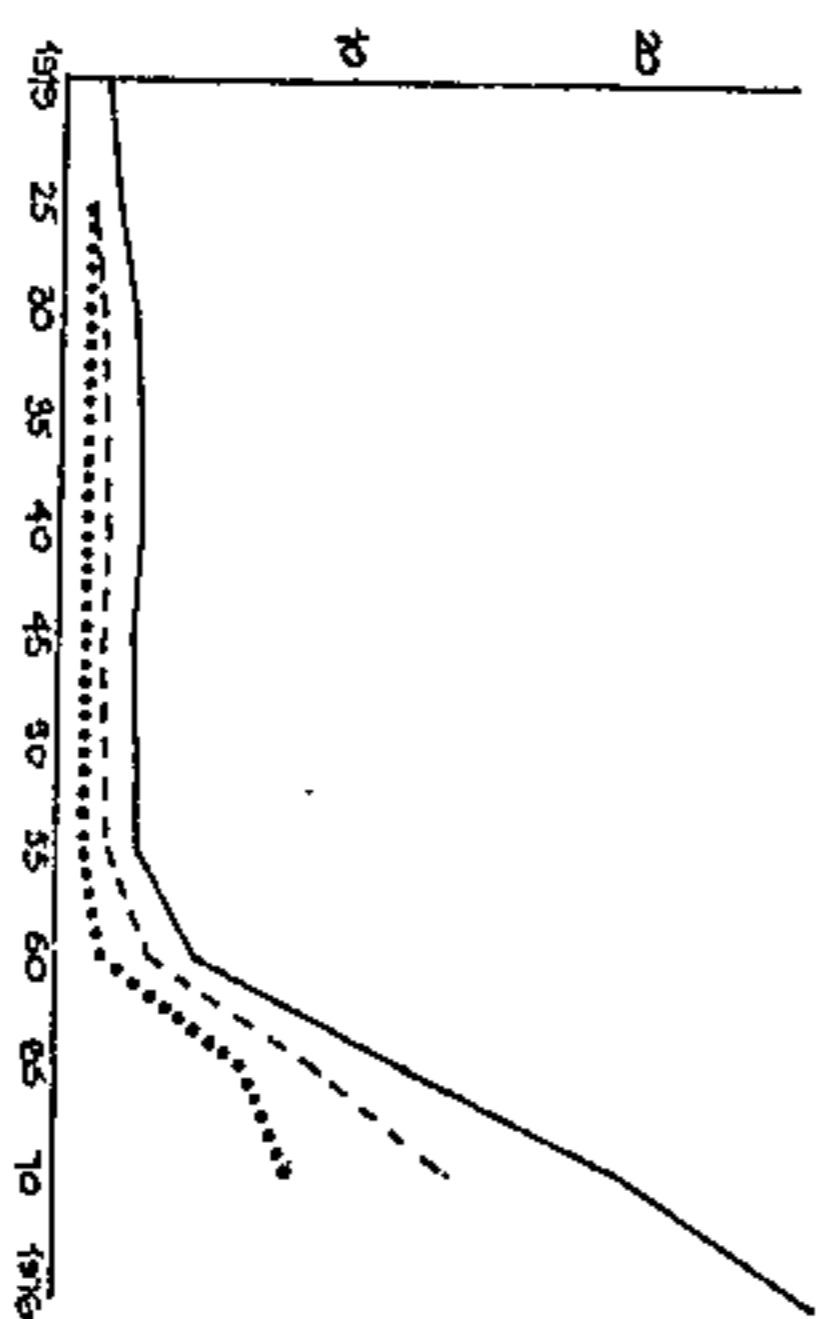
characteristics of the plans will be dealt with below.

Admissions

Black patients were an absolute majority of admissions between 1930 and 1970. However, relative to population size, the whites dominated admission facilities. In 1919 three times as many and, in 1970, twice as many whites were admitted, relative to population size.

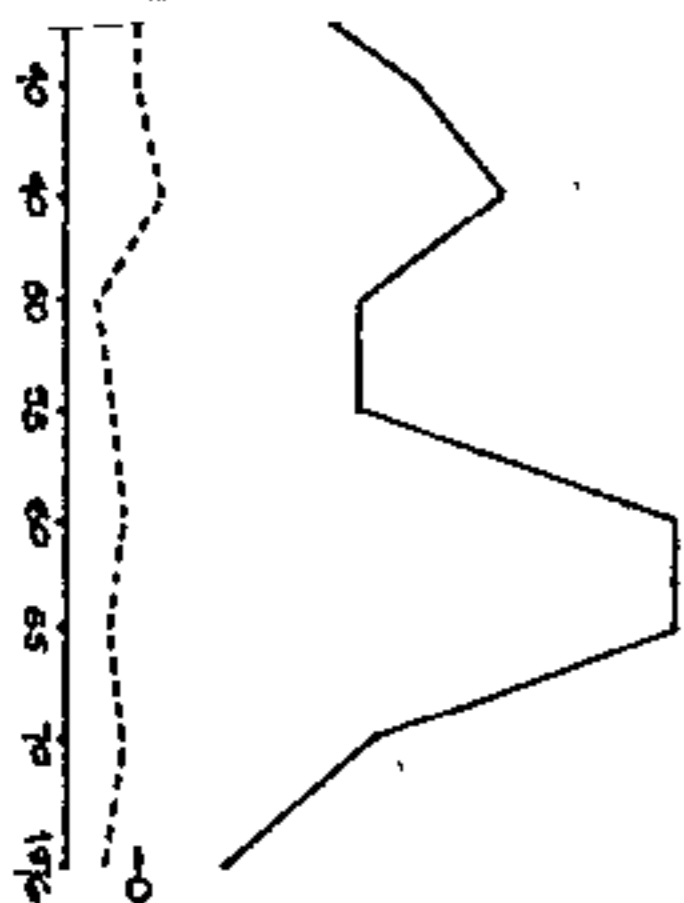
GRAPH 20

ADMISSIONS TO STATE MENTAL HOSPITALS 1919 - 1976 (x1000)



Staff

All psychiatrists in South Africa have been white, except for a Coloured psychiatrist in Cape Town in 1976. There were two non-white registrars in Durban in 1974. The nursing staff have tended to be predominantly white, both in absolute and relative terms. Over the past few years, there has been an absolute majority of black nurses. This does not mean that there were necessarily more qualified



was borne by the
of the crisis be-
72% overcrowded white

Education and a place in the sun

NM 26/3/81

50

SIR — Dr G A Hosking, Director of Education in Natal, is reported in The Natal Mercury of March 16 as having said, *inter alia*, at the opening of the R20m complex at the Edgewood College of Education in Pinetown that 'idealism in the academic world should be tempered by a measure of realism'.

(8)

At present R700 is spent on every white pupil in South Africa and if this amount were to be spent on every pupil, the entire population would have to take a 25 percent drop in their standard of living.

Dr Hosking's statement poses some very pertinent questions for those South Africans who are concerned with the promotion of peace in our country — a peace that flows from the kind of security which only a good sound education can bring and which gives every South African an opportunity to take his or her rightful place in the economy of the country and which is nurtured on concern for the rights and needs of others.

White South Africans enjoy one of the highest standards of living in the world and yet we need to ask: Has this high standard of living been worth the cost? Has it brought South Africa peace, security and happiness?

Is it not true that South African whites have the unenviable record of the highest divorce rate in the world?

Round of parties

Is it not true that for so many white parents a high standard of living means doing the round of parties and social events to such a degree that there is just no time for establishing priorities and a spirit of 'togetherness' in the family.

Is it not true that this high standard of living has distanced many white parents from their children?

Is it not true that flowing from this high standard of living, permissiveness, drug and alcohol abuse are commonplace among young white South Africans.

And what has this high standard of living of South African whites meant for South Africa's blacks (Indians, Africans and coloureds)?

Is it not true that because so much is spent on promoting and maintaining the privilege of a high standard of living for whites very little is left for the blacks who have to be content with second and third best e.g. in the sphere of education.

The irony of all this is that whites, because they

sisted with subsidised housing.

And what of the bitterness, envy, resentment and frustration of blacks who feel cheated and deprived of the opportunity of earning their rightful place in the South African sun — all because they have to be satisfied with an inferior system of education?

Is a 25 percent reduction in the white standard of living too high a price to pay for peace in our country — peace which flows from the kind of security which only an open system of education applicable to all South Africans can bring.

I venture to suggest that the foregoing is relevant to the South African situation and that our problems will only be resolved when all of us shed our laager mentalities and think and act in terms of sharing.

MICHAEL GABRIEL
41 Reynolds Street
Port Shepstone

Truths of the quality of liberty

SIR — Black nationalists in South Africa would suffer embarrassing and dispiriting truths if they were to remove themselves from extremist delusion and look to the quality of liberty and community in Mozambique and Angola in relation to 'people's projects' and the 'joy in community effort being a reward in itself: the worst of white minority rule might mean widespread cheap black labour in many areas, but ANC marxist policy would mean, quite literally, slave labour!

JOCK MILLS
101 Cordoba
Marine Drive
Umhlanga Rocks

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2
5
7
5
2
4
5
1
91
OTAL NO. OF WORKERS

age.

		1		
1	1	1		2
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				SCHOOLING
				WAGE (R)

do not want to share, because they want to maintain their privileged position, do not realise that they cannot have their cake and eat it. Whites are called upon, to pay millions of rands for:

- 1 Treatment of thousands of blacks who suffer from socio-economic diseases such as tuberculosis, gastro enteritis and kwashiorkor;
- 2 The thousands of blacks who qualify for the various social pensions and grants;
- 3 The thousands of blacks who have to be as-

Schooling cost

FILE 38

Finally, cash wages were plotted, schooling completed.

Is affirmative appropriate?



FM 27/3/81

Affirmative action is one of those subjects guaranteed to set the temperature of any debate rising. Rightly so. Forced advancement to redress past discrimination has been a policy hotly propounded, and equally hotly damned, by serious and reasonable people in plural societies such as the US and SA.

In America, of course, the results of various affirmative action programmes set in motion from the Sixties on are now being critically assessed. In SA, some question whether the policy, as it is understood overseas, can ever be applicable to social conditions here. As Ron Marsden, general manager of the National Development and Management Foundation (NDMF), points out: "In the US you have the problem of a smaller group historically deprived by the majority — it's the other way round here."

However, given the burgeoning need for ever more and more skilled manpower in SA, few would argue the need for big employers, at least, to become constructively engaged in black advancement. Stellenbosch University's Professor J L Sadie has estimated that the executive component of SA's economic community numbers only 926 000; unskilled and under-employed people number 15.1m. The man-

agerial burden simply cannot be carried indefinitely by whites. But is affirmative action the answer?

Perhaps the truth is that, to persist with the attitude that supervisors must be white — or to keep legislation on the books perpetuating that situation — would be to reinforce a damaging form of affirmative action which began in the Thirties with the so-called "poor-white problem." The historical results of that became all too apparent in recent years with the belated recognition that various public services were becoming both understaffed (by whites) and incompetent. Enlightened public servants like Louis Rive and Kobus Loubser took appropriate (not affirmative) action.

But, the issue of black advancement based on economic needs aside, affirmative action in the SA context is being increasingly debated. This is partly due to the gradual working through of the various employment codes — local and multinational — and partly because of the tradition of Western liberalism in the English-speaking business sector. Here it is useful to juxtapose radically opposing views and assess their merits.

Dr John Marcum, vice-chancellor of the University of California (Santa Cruz),

says of the American experience: "Affirmative action is predicated on the assumption that the costs of exclusion, costs in social stability, lower economic productivity and political coercion, will ultimately outweigh the short-range costs of compensatory educational and employment initiatives. It sets and measures its success by targeted goals."

Opponents of affirmative action can convincingly use the free market concept of economic freedom to put their case, as does Leon Louw, executive director of the Free Market Foundation: "The most offensive aspect of affirmative action is the way it humiliates blacks. It implies that they are inferior, that they are not good enough to handle legal equality with whites. It is the most devious and arrogant form of white pseudo-liberal paternalism."

"Not only that, but its actual results in the US have been the opposite of what was promised. The income gap between whites and blacks has grown, black unemployment has risen to the highest levels in history and racial hostility is increasing."

In SA, prominent blacks asked for their opinion by the FM saw the issue in terms of the need for black advancement — but certainly did not come down firmly on the

side of affirmative action per se Committee of Ten leader Dr Ntatho Motlana, for example, said: "Affirmative action does not mean that you have to favour a black with less qualification over a white with better credentials. (But) in SA blacks are not qualified simply because they have been kept out. My approach would be that universities and technikons should reflect, in their enrolment, the demographic composition of the country. There is no reason why, for example, Wits should have over 12 000 white students and 900 black when the proportion in the country is one to four."

Here, basic education and later training are related issues. Per capita expenditure on black and white education remains grossly discriminatory in favour of whites, though educationists note that the ratio has narrowed over the past few years in favour of blacks.

Without a sound literacy/numeracy base, lasting skills simply cannot be imparted to the disadvantaged — whatever the economic (or even liberal) arguments. A recent estimate shows that SA spends 4,1% of its gnp on education, compared with 6% and over in Western Europe and the US — and even more in "developing" countries, a category in which SA, realistically speaking, belongs.

This is not to say that educational expenditure, as a percentage of gnp, should suddenly be boosted by 2%. Problems cannot be solved by simply throwing money at them — particularly not in education, where long periods are required for training to take hold and bad planning can lead to bottlenecks. The Urban Foundation's Dr Robin Lee, for example, observes that "in Western Europe and the US, after the post-war baby boom, resources were ploughed into primary education. But after the surge was over, you had the situation of schools standing empty."

A leading educationist, Franz Auerbach, agrees. "The real question is by how

much more educational expenditure can and should rise than in the past, not for it to do so abruptly."

Lee feels the emphasis should fall on adult education. "Any modernising society is going to require occupational change. People changing their jobs in middle life, and so on. So the adult educational system should become one for continuing education."

His personal opinion is that this can be facilitated by companies adopting "organised advancement programmes. And the larger number of them doing so probably subscribe to one or another of the employment codes."

Meaningless quotas

The NDMF's Marsden argues that such programmes should place the emphasis on quality, not quantity — not, that is, on meaningless quotas. "You can victimise people by passing legislation to help them. The climate has to be right and you have to get the right people onto the management courses." There is also a problem of expectations: "Treat people in the programmes like idiots and they will perform like idiots — a self-fulfilling prophecy. You have to have a meaningful measurement of black advancement."

"The danger is that some people, if a programme comes unstuck the first time, have a tendency to become set against all programmes. It takes time. People tend to forget how long it personally took them to train."

In fact, Marsden says, black progress into skilled and managerial ranks has been very evident over the past 18 months — "and this movement upwards has been in relation to actual needs," not the product of affirmative action, as defined in the US. It has been *appropriate* action.

But recalcitrant white attitudes remain an obstacle. So others stress an even more positive approach and perceive a need to channel and measure advancement in a way that implies looking at numbers.

Moses Maubane, GM-designate of the African Bank, is one. "Unless there is an agency to make blacks move up and across to certain positions, there won't be progress. Representatives of employer groups should set targets for black advancement. Meaningful participation of blacks requires that they should be involved and integrated in all facets of the corporate world. Those who say there are not enough qualified blacks are blind to the fact that blacks are not given exposure to acquire the experience."

Here the codes — apart from appealing to managements conscious of foreign pressures — have played their part in consciousness-raising. Though the codes, as the *FM* has noted (March 13), have come in for a fair amount of criticism for their paternalism, they do help clear the way for a freer operation of merit advancement — simply because they challenge ingrained supremacist attitudes. The Urban Foundation, notes Lee, supports codes which "aim at the removal of discrimination based on race — the ideal is an equalisation of opportunities."

A question which is likely to become increasingly important in the near future is the extent to which the state should become more involved in training and advancement programmes for adult blacks — that is, in appropriate action. The Human Sciences Research Council (HSRC) committee currently investigating all aspects of education is expected to report towards the end of June. In the meantime, it has drawn up a set of 11 guiding principles which it has circulated to its participants. Principle seven is of paramount importance: "The private sector and the state shall have a shared responsibility for the provision of non-formal education."

A principle and a Cabinet commitment are, of course, worlds apart. However, given the fact that the HSRC is inherently a conservative body, any of its educational recommendations are likely to carry weight in Pretoria. If appropriate action means the diversion of private and public resources to make up the educational and skills backlog of the past — in practice, bridging and other courses for adult blacks — the HSRC looks set to lay the groundwork for greater government engagement in this field.

What private companies — multinational or otherwise — and the unions will have to say about that is another question altogether.



Louw, Williams, Lee, Motlana . . . assessing the concept

Special ^{Angus} guidance ^{31/3/81} (SD) for child learners

Education Reporter

SCHOOLCHILDREN with learning problems will be able to receive specialised guidance in Cape Town from the Bureau for Educational Services from April 1.

The director of the Stellenbosch bureau, Mr F du Plessis, said: 'People have recognised that there is a tremendous need for this type of service and we have decided to extend our aid programmes to Cape Town.'

Children who appear to have problems in certain subjects are interviewed by clinical psychologists before they are put into a class of not more than three children with similar problems.

'In 99 percent of the cases the problem stems from something at home. Parents had no training in parenthood and unknowingly they make mistakes in the education of their children,' Mr du Plessis said.

The bureau does not depend on conventional IQ tests since test scores may vary considerably over a person's lifetime and studies have shown that IQ accounts for only about 35 to 45 percent of the variations in a pupil's academic performance.

'Intelligence includes personality traits, creative skills and intellectual wizardries that no IQ test shows,' Mr du Plessis said.

He said the bureau tried to correct problems such as over-expectation on the part of parents by informing them just how much a child was capable of.

Parents are also counselled by trained bureau workers.

'We cater for children whose problems have not reached serious proportions and resulted in such anti-social behaviour as stealing. In most families there is a child with a learning problem and this damages his or her self image tremendously. Our aim is to eliminate this.'

The courses usually comprise two hour-long sessions a week at a cost of R10 a session. Two or three weeks are generally sufficient.

Section

Subsidy to private schools increased

Angus 1/4/51 (30)

Provincial Reporter
 THE provincial administration subsidy to private schools in the Cape will increase by 40 percent from today, to about R1.4-million a year.

The subsidy of R100 a child was introduced a year ago on a decision of the Administrator, Mr Gene Louw, and the Cape Provincial Executive Committee.

Last month Mr Louw announced that the executive committee had decided to increase the subsidy by 40 percent from April 1.

FROM SAVINGS

The various provinces do not receive any special financial aid from the Treasury which could be passed to private schools, the Administrator said.

'Any subsidy from the province has to be met from our own resources and general savings.'

Mr Louw said the increased subsidy reaffirmed the principle that parents had the right to send their children to sectarian schools.

These schools were playing a valuable role in education, and the higher subsidy would help them to meet rising costs.

ages of the workers' on ages of dependents gave the impression that s were also not sure of s, sisters or children. kers about whom information of whom 405 were under 18. eaving 40 people over 18. ly the workers about whom e farms information was not whom may have had dependents ar 65, disabled or tempor- lired men and women. About ions.

This survey d dependents accurate were often answer they were guessin the ages of their However, it seems was collected had A further 79 were who did not work information was c collected for all Some arily unemployed 15 of them drew ; In addition, were not related themselves.

The informal arrangements probably work well in practice for most retired workers. Almost all farmers were shocked at the suggestion that workers, for whom they considered themselves 'responsible', might be told to leave the farm when they stopped working. But the fact remains that as long as there is no obligation for the farmer to provide for workers in their old age, and workers have no rights to a place to live or to a steady income (except from State old age pensions), a farmer who needs all his housing for permanent workers is entitled to send retired farm workers off the farm, without pay, after many years of service.

Notes (continued)

- 5. Districts in which adjustments were made are:
Metropolitan: East London, Benoni, Krugersdorp, Westonaria, Odendaalsrus, Sasolburg, Virginia, Welkom.
Other: Barkly West, Kuruman, Mafeking, Dannhauser, Newcastle, Paulpietersburg, Utrecht, Vryheid, Bethal, Ermelo, Groblersdal, Klerksdorp, Letaba, Middelburg, Potchefstroom, Rustenburg, Standerton, Thabazimbi, Witbank.
- 6. I am indebted to the Department of Statistics for making the necessary unpublished information available to me. It is not, of course, to be held accountable for the way in which I have used the material.
- 7. I could not have obtained the results of this section without advice from Professor Ellis, Dr. Ruth Smart and Assoc. Professor Jackson of the Department of Applied Mathematics at the University of Cape Town. They, of course, are not responsible for what follows.

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PRETORIA — The phasing out of the Std 8 examination in black schools from 1982 will be investigated by the Department of Education and Training.

In a statement here, the Minister of Education and Training, Dr Hartzenberg, said the decision was taken after representations, and the department was concerned over the increased examination fees parents would have to pay.

Earlier this year, the department announced the fee was to be raised to R16 and for Std 10 to R20.

School committees and the African Teachers' Associations of South Africa (Atasa) objected.

Dr Hartzenberg said that the increases were unavoidable and pointed out that the same exam fees applied to all Std 10 candidates of all education departments.

In the past candidates who obtained matricula-

tion exemption had to pay an additional R5 to the Joint Matriculation Board.

This amount has not been increased to R7, but the department will pay the additional amount to meet candidates halfway.

The department would still meet the increased costs of the Std 8 examination.

This meant that parents this year would have to pay only R8 as in the past, instead of R16. — DDC.

3/4/81 50

Going up.

3/4/81

46

50

Hospital fees

244

Mercury Reporter

FEEs at private hospitals in Durban will be increased by an overall 15 percent following a Government Gazette announcement by the Minister of Health, Welfare and Pensions, Dr L. A. P. A. Munnik, in Cape Town this week.

Private hospital patients will now be paying R31,50 a day for a surgical bed in a hospital with more than 70 white beds, and the cost of a bed in the intensive care unit will be increased by 26 percent, raising the tariff to R72,50, from R57,50 last year.

Spokesmen for three private hospitals in Durban

yesterday confirmed the increase, saying it was necessary because of the rate of inflation and staff shortages.

The administrator of Durban's St Augustine's Hospital, Mr L. Goldman, said all private hospitals were now faced with having to pay nurses higher salaries which had forced them to raise their fees.

'There was just no way we could increase our nurses' salaries and keep our fees the same,' said Mr Goldman. 'Officials of the medical schemes were approached and an increase in tariffs is the result.'

School fees

Mercury Reporter

MOST parents of private school pupils, who had to contend with substantial increases in fees early this year, are faced with another fees increase of at least 10 percent.

And fees at Hilton College, which last increased its fees in April last year, are to rise by 37 percent to R4400 a year in April when pupils return for the second school term.

The fees increases follow Government school salary increases announced in the mini-budget.

The headmaster of Highbury Primary School in Hillcrest, Mr Sholto,

McMillan, said boarding fees would rise 10 percent in July to R1924 a year, mainly to keep ahead of salary increases in State schools. Fees for day pupils would also rise by 10 percent.

Mr Anthony Cheetham, headmaster of St Anne's Diocesan College, confirmed school fees would be going up but declined to say by how much until parents were notified.

Fees at Michaelhouse, which rose to R3400 a year in January, are also to go up in July. The bursar, Maj Tony Butler, said it had not been decided yet by how much fees would rise.

(27)

planned and implemented by the people themselves.

(28)

(c) PROJECT A PROGRAMME FOR THE PEOPLE

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... ..

Very definite steps need to be taken to counteract the

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QUITE the most constraining factor we are now facing in the development of this country is the lack of skilled and trained people over a very broad spectrum of activities.

We are all aware that the problem starts long before the university stage. Our basic educational system is wrongly structured and as a result its final product is totally inadequate either in numbers or in quality — and I refer to both the white and the black systems.

When knowledgeable people call for a common educational system for all race groups in this country they are not raising a political issue. Nor are they doing so when they contend that at least at advanced level, whether at university or technical institute, there should be free choice as to whether or not entry should be permitted to all who are qualified, irrespective of colour.

They are, in fact, expressing the view that there is no other way that the educational system will be able to provide the level of skilled manpower we shall need in the future — indeed that we require at this very moment. And I number myself amongst them.

In formulating personnel policies and philosophies in our group of companies we had thought that education and quality of life, particularly housing, were of equal importance to our black employees. We were mistaken.

First priority

Education is the very first priority. And so the complete failure of our black educational system — and who would deny that this is a fact of life? — has caused tremendous frustration.

It is common cause that it was the prime reason for the disturbances throughout the country last year. And disturbances will undoubtedly recur unless meaningful plans with a firm time-table to remedy the situation are announced, and initial steps to implement them are seen in the fairly near future.

Key to the whole question will be the adoption of a common educational system for all groups.

Now no one would deny that the white educational system in this country is incomparably better than its black counterpart. But equally very few people would contend that it is in any way completely satisfactory.

One has only to realise that the average standard achieved by entrants into the Defence Force is Standard 8 — or to observe the large proportion of first year failures in all our universities — to know that all is not well.

Irrelevant

I listened recently to a university academic who contended that there were two basic reasons for our inadequate educational performance. The first I have already referred to — the lack of a common educational system for all races, and I shall not elaborate on it any further.

The second is that the system is not geared to produce the specific skills and qualifications required for the development and growth of

The chairman of one of South Africa's largest companies, Barlow Rand warns ...

S. Times

5/4/81

We must have a common education system for all races



By

A M ROSHOLT

our country. In other words that there is far too much general education which produces too many people with qualifications that are often irrelevant to the country's needs, and that there is too little vocational and technical education.

He compared our system with Taiwan where only 30 percent of post-Standard 7 pupils enter academic high schools. The balance go to vocational high schools which prepare them for specific careers, although they are at the same time taught a limited number of academic subjects.

The universities then draw from the academic high schools and from the brighter products of the vocational high schools.

This system would not be very popular with South African parents, many of whom mistakenly believe

every child, particularly their own, has a right to a university education whatever his or her academic ability.

Another Taiwanese procedure might not be popular with the university authorities. Government subsidies to universities are based on the number of graduates produced and not on the number of students enrolled.

In advocating the Taiwanese system in preference to ours, he produced some rather startling comparisons between the number of engineers and technicians produced by the two countries.

Mistaken

Taiwan is a country lacking in the rich natural resources with which we are blessed, its average gross national product per inhabitant being R1 200 compared with our R1 800. And yet it produces 341 graduate engineers a million of population compared with our 37, and 876 technicians a million of population compared with our 78.

And if you were to think there is any comfort in eliminating our blacks from the comparisons and confining them to whites only, you would be mistaken. The comparisons would then be in engineers 341 to 195, and in technicians 876 to 424.

The productivity record in this country is abysmal and yet we have a unique opportunity of improving it by making more effective use of our labour force, both white and black.

Statutory bars to the use of labour in prescribed jobs have now all but disappeared. There are still areas of conflict between management and white unions in regard to upgrading and training blacks but these are diminishing.

There are, in fact, now very few hindrances to effective training programmes which will in the course of time increase productivity and help to reduce inflation. Unfortunately these programmes take time to be effective, but they are vital for our future.

Solution

The link between productivity and inflation cannot of course be confined to labour. It is equally valid at management levels, in both the public and private sectors.

By and large South Africa is over-governed and over-legislated, and to support the system we have to employ about one in four of our economically active white labour force in Government posts. We should surely aim to reduce this ratio and not increase it by further appointments.

The solution to the problem lies even deeper. We must eliminate or modify extensively a great many laws and regulations which no longer have relevance in this country.

Imagine the effect on civil service employment if we were to cut down substantially the procedures called for by influx control and the Group Areas Act, just to mention two of them.

And imagine what could be achieved by eliminating most of the agricultural boards with which this country is plagued.

Another socio-economic issue I should like to deal with is the elimination of discrimination. It is fashionable overseas and in certain quarters in this country to say there has been no significant change over the last few years — that what there has been is cosmetic only.

No reversing

In relation to political change it would be difficult to argue. But there certainly has been significant socio-economic change.

More and more people, whatever their political beliefs, are becoming aware that discriminatory attitudes and practices cannot be tolerated any longer if we are to have social justice and stability in this country. The process is certainly not complete but it continues and cannot be reversed.

And in no area is the elimination of discrimination more important to all of us than in the division of the fruits of the private enterprise system. If the blacks of our population do not obtain their fair share, they will not support the system, and this must surely be avoided at all costs. They must enjoy the benefits.

But even assuming all of us are willing to divide the economic cake, how are the blacks to obtain their fair share?

We come full circle once more to the question of education and training. Without these they will just not be able to qualify for the better jobs and remuneration, or for entering into the ranks of entrepreneurs.

● Condensed from an address given by Mr Rosholt when he received an honorary doctorate of economics at Natal University yesterday.

(4.3.2) Waiting Time

The mean waiting times for patients at Groote Schuur and Selected Day Hospitals are given in Table 4.9. Patients at all hospitals follow the same procedure. They present their hospital cards at reception, wait for their folders, proceed to the waiting room to wait to see a doctor - at the Day Hospitals, a sister is seen first for history taking, urine analysis, then proceed to the pharmacy waiting room after seeing the doctor. The bottleneck in hospitals occurs at the first stage - waiting for a folder, and at the last stage, waiting at the pharmacy. A problem in all hospitals is the cicadian rhythm in patient attendances. Certain days at all hospitals, particularly Mondays and Thursdays, appear to be very busy; few patients come in on Fridays especially in the afternoon.

Table 4.8: COST OF TRAVELLING TO HOSPITAL: REAL COST OF TWO-WAY JOURNEY (1975 value)

Centre	Mode of transport	No. of patients using mode	Total cost (Rands)TCij.	Average cost (Rands) A
A. Groote Schuur (Excl. country patients)	1.Public	316	337.92	1.07
	2.Private	113	87.89	0.77
	3.Hospital	7	8.10	1.16
	4.Walking	5	0.00	0.00
TOTAL	P.I.=441	TC.I.=443,91	AC.I.=0,98	
B. Day Hospital	1.Public	113	24,22	0,21
	2.Private	57	7,70	0,14
	3.Hospital	11	7,28	0,66
	4.Walking	303	0,00	0,00
TOTAL	P.2.=484	TC.2.=39,20	AC.2.=0,08	

Public transport=bus, trains, taxi.

Hospital transport=provided by hospital.

Note: The cost is calculated for a journey from the centre point of each zone to the centre point of the zone in which

the hospital is situated along the most direct route.

Table 4.9 Mean patient waiting times (in mins.)

Hospital	Mean waiting time to see the doctor	Standard deviation	Mean time at hospital	Standard deviation at hospital
	\bar{x}	S	\bar{x}	S
Groote Schuur	128,09	83,79	234,41	124,81
All Day Hospitals	94,79	56,80	122,3	54,67
Heideveld	129,56	56,80	139,01	63,79
Dr Abdurahman	58,81	38,17	94,55	34,98
Retreat	105,4	69,08	147,30	70,04

Erratic start to school term

AFRICAN high schools in Cape Town reported erratic attendances at the start of the new term today.

At Fezeka High School, the largest high school in Guguletu, 354 pupils attended classes today. At J D Mkize 100 pupils were present.

Last year, before the 10-month long class boycott, both schools had more than 800 pupils.

Attendances at Sizamile and Langa were also reported to be low. Though no exact figures could be obtained, it is believed attendances were below 40 percent.

A reliable source at Fezeka said he had gained the impression in talks with pupils that many more would be returning this term.

He said he expected these pupils to be at school by the end of the week.

Attendances at lower and higher primary schools were normal.

for health services in the National Health Service

"Does congestion suggest that total investment is sub-optimal? No such inference is possible. The congestion that is observed indicates only that the supply of medical health services at a standard quality is not sufficient to meet demand at zero (low) user prices. But since zero (low) user prices are not demonstrably optimal in themselves, there is no implication that the supply of standard-quality services sufficient to meet all demands at these prices would produce the optimal level of investment." (4)

(4.4) Indirect subjective costs

While it is particularly difficult to evaluate these costs,

CT 2/4/81 #14 103 23 50

Black Eye doesn't worry police

Own Correspondent

PORT ELIZABETH. — An underground political movement called the Black Eye, which has been involved in recent school boycotts and in protests against Transkei's independence, was yesterday described by police as "nothing to worry about".

The security police began investigating the Black Eye after the movement distributed threatening letters to principals during the school boycott in Cape Town's townships in Janu-

ary this year.

Almost every black high school principal in the area received the letters, which warned them and teachers to resign and "choose between death and money".

One letter accused teachers of being mercenary and said: "What does money mean more than thousands of souls."

The Cape Times correspondent in Umtata at the time of Chief Sabata Dalindyabo's trial for insulting the dignity of the

Transkei State President, said the Black Eye was based in Transkei and drew its support from Chief Sabata's followers.

One of Chief Sabata's sons was detained last year on suspicion of having produced a Black Eye pamphlet which labelled the Matanzimas as stooges, slammed their acceptance of independence, and warned that if Chief Sabata was convicted, there would be bloodshed and revolt in the Transkei.

The chief was convicted and fined. He fled in the face of a

move to strip him of his title of paramount chief of the Tembus and is now under the wing of the African National Congress.

The pamphlet was distributed in Umtata and Mdantsane, near East London, on the eve of the anniversary of Transkei's independence celebrations.

Police began their investigation into the movement after the distribution of the Cape Town letters, and questioned a reporter who wrote about the letters.

Slow start to school term

CT 8/4/81 Staff Reporter

AFRICAN pupils went back to school yesterday at the start of the second term this year.

At the higher and lower primary schools attendances were normal but low at some of the secondary schools. At the largest high school for Africans in the Peninsula, Fezeka High School, the attendance figure was 354, and at I D Mkize it was about 100.

No exact figures could be obtained from Langa High School

and Sizamile Secondary School but attendance was believed to be low.

A teacher at I D Mkize High School said that the figures were not very low if one considered that it was the first day of school this term, as well as the fact that many pupils left the area to attend schools in Transkei and Ciskei when the boycott was still on.

He said he "had hope" that more pupils would come back to school as the week progressed.

41 000 attend controversial veld schools

Own Correspondent

More than 41 000 Transvaal school pupils attended the controversial veld schools last year.

The Transvaal Education Department allocated R503 400 to transport pupils to the 11 veld school sites. This was an increase of R173 260 over the previous year.

The TED Youth Office also presented demonstration courses at schools "identify leaders scientifically."

The department's information document on education affairs in 1980 claims 6 000 leaders were identified in these courses.

A further 3 722 high school pupils were chosen for leadership courses at the holiday veld schools.

50 STAN 9/81

All children together?



Working together in class are pupils at Mmabatho's progressive all-race school

WHITES are taking their children out of all-white schools in Bophuthatswana. They are sending them instead to black-dominated schools. And they are prepared to pay to do it.

When the new Mmabatho High School opened on Tuesday, six former white pupils at Matikeng High School joined the 194 blacks at the new school.

At Mmabatho Primary School, where fees are R120 a year, the racial mix is even greater with 33 whites, 24 Indians, and nine coloured children sharing books, sweets and games with 294 blacks.

Most white children moving into the new schools are foreign-born but this year two from Afrikaner families joined the ranks.

Mrs Carol Kriel, whose son Christo is a pupil, said she believed there would be a reluctance among Afrikaner families to send their children to the school.

"The Afrikaner feels the same about his church as he does about schooling ... he doesn't change either easily," she said.

It's harmony

The Times 12/4/81
all the way

as whites

switch to multi-racial schools



Playing together on the school's playground are children of all races and different language groups

one in their own time so that they are not being held back by the slower learners," Mrs Minchin said.

In the classrooms there is an atmosphere of interest and co-operation seldom seen in the more formal South African schools.

As I watched, two young children argued over the correct word to use in a sentence. After a few moments they resolved the problem by reaching

for the project book which provides the correct answers when a pupil is stuck. Satisfied, they returned to their work.

As we left the school a white parent arrived to take her children home with several black children.

"We decided we really wanted to send the children here so they could discover from an early age that they lived in a multi-racial society," the woman said.

Language

Mrs Kriel, whose husband Jacques is the principal of Bophutha-Tswana University, is a teacher at the multi-racial primary school.

"I don't think it is the multi-racialism here that worries Afrikaner parents so much, after all the country is multi-racial, but it is their concern over language.

"They are worried their children won't do well being taught in English.

"We do not share this concern and Christo is doing very well," Mrs Kriel said.

Also at the school is the daughter of Professor Francois de Villiers, head of the law faculty at the university.

Language appears not to be a concern in the school.

There is an Israeli boy who speaks Russian, several pupils, who talk together in French and German, and a number of whites who are becoming fluent in Tswana.

There are two Israeli children who cannot speak English

By GORETTA ALLEN

Pictures GEORGE ELS

at all and who are given special rooms there is a total lack of racial distinction.

When I asked Christo Kriel to sit next to the daughter of Bophutha-Tswana's President Lucas Mangope, he refused — but not because Remapilwe Mangope is black.

"I don't want to sit next to her... she's a girl," said the year-old Christo. But then he did, and cheerfully.

At break Remapilwe led some of the pupils in an impromptu tribal dance.

She is not singled out for any special treatment. Headmistress Mrs Connie Minchin recommended that Remapilwe be held back from class promotion for a year.

"Certainly, if that is your decision," Pres Mangope told her.

It was Pres Mangope's dream to have a multi-racial

school in the homeland and Mrs Minchin who, at 61, took on the job of opening a new school just when she was about to retire from teaching.

"I never saw myself as a headmistress... anyway I'm not really, I'm the chief organiser," she said.

Her first action was to persuade the President the school should not, as he intended, be open only to the children of senior Government officials and diplomats.

"Nonsense!" I told him. "We'll have anyone who wants to come," Mrs Minchin said.

Her working relationship with Pres Mangope is very close. "We work together on this project... he's very keen on it."

"At first there were going to be 30 children to a class but I told him that it would be better to have 25, and that's the number that was decided on.

"When the high school was to

be opened I said to the President, let's get a young man and so Martin Mulcahy, who was one of my teachers, has been made headmaster," Mrs Minchin said.

It was Mr Mulcahy who led an influx of University of Cape Town teachers and trainee teachers to the Mmabatho schools.

He told me: "I think we began to see that the teaching courses at universities were not related to the requirements of the country.

"They were too academic without taking enough note of the developments on the ground.

"I think here at Mmabatho there is an air of excitement, of enthusiasm, and a feeling of getting to grips with the situation as we actually find it," Mr Mulcahy said.

The high school grew out of Mrs Minchin's primary school when the necessity for a standard six class arose.

It was first established in a disused warehouse while the new building was erected.

Now there are 10 ordinary and four specialised classrooms and it will eventually have 600 pupils.

Mrs Minchin's aspirations for her school know few bounds. Her's is a nothing-is-impossible attitude.

"I do all the scrounging around here. Teachers tell me they need all sorts of equipment and I have to get it.

"I've just got a whole lot of free sand to build a hill behind the school to protect the swimming pool we'll soon build.

"One of the little Israeli boys is laying the hill out for me — he's marvellous," said Mrs Minchin as she briskly took us from classroom to classroom greeting the children as "Mr Kriel" or "Miss Mangope."

Mmabatho Primary School is one of the few primary schools with a language laboratory — "I got that organised some time ago," Mrs Minchin said.

"Next year we are getting a teacher to co-ordinate languages, I'm looking forward to that," Mrs Minchin said.

She also organised two all-weather tennis courts.

"I got the Prisons Depart-

ment people to do them," she says with a sly grin.

"It was quite a good idea... after they learnt how to do it here they are building courts at schools all over the country."

In the classrooms the children are encouraged to think

for themselves.

"We don't stick slavishly to the syllabus.

"The children are encouraged to use reference books to check things up and there is a system where they can go from one project to a more difficult

ment people to do them," she

Alex students get bursaries

50 SUM 13/1/51

By Gabi Said

Most of the schoolchildren in Alexandra township are in need of financial assistance to get through their school lives — and a major removal company is giving aid in that area.

Fraser International has offered bursaries of R1 000 to schools and universities. They will be renewed annually.

The bursaries have been

divided so that R500 is awarded to a university student resident in Alexandra R300 (R100 each for three pupils) to the Alexandra High School and R200 (R100 each for two pupils) to the Minerva Secondary School.

The Alexandra Liaison Committee, which decides which students should receive the bursaries, decided to allocate them to high schools in preference

to primary schools. This was because there are more students dropping out at a higher level due to lack of financial support.

Mr Walter Mophosho, a third-year medical student at Medunsa, the Medical University of Southern Africa, received the R500 bursary.

The sums of R100 for Alexandra High School

were awarded to Elias Moleko (16), Sophie Nthembu (18) and Titus Legodi (17). Further sums of R100 for the Minerva Secondary School went to Noreen Rababalela (15) and Derrick Mntsi (16).

Fraser International has previously assisted in Alexandra by cleaning up the township.

"We approached the M-

aision committee, said we thought it would be a good idea to assist the pupils and asked them how we could best fit in," said Mr Ian Davies, operations manager of Fraser International.

"We hope, in the future, to extend the amount and to supply funds for medical students as R1 000 doesn't go very far these days."

EDUCATION

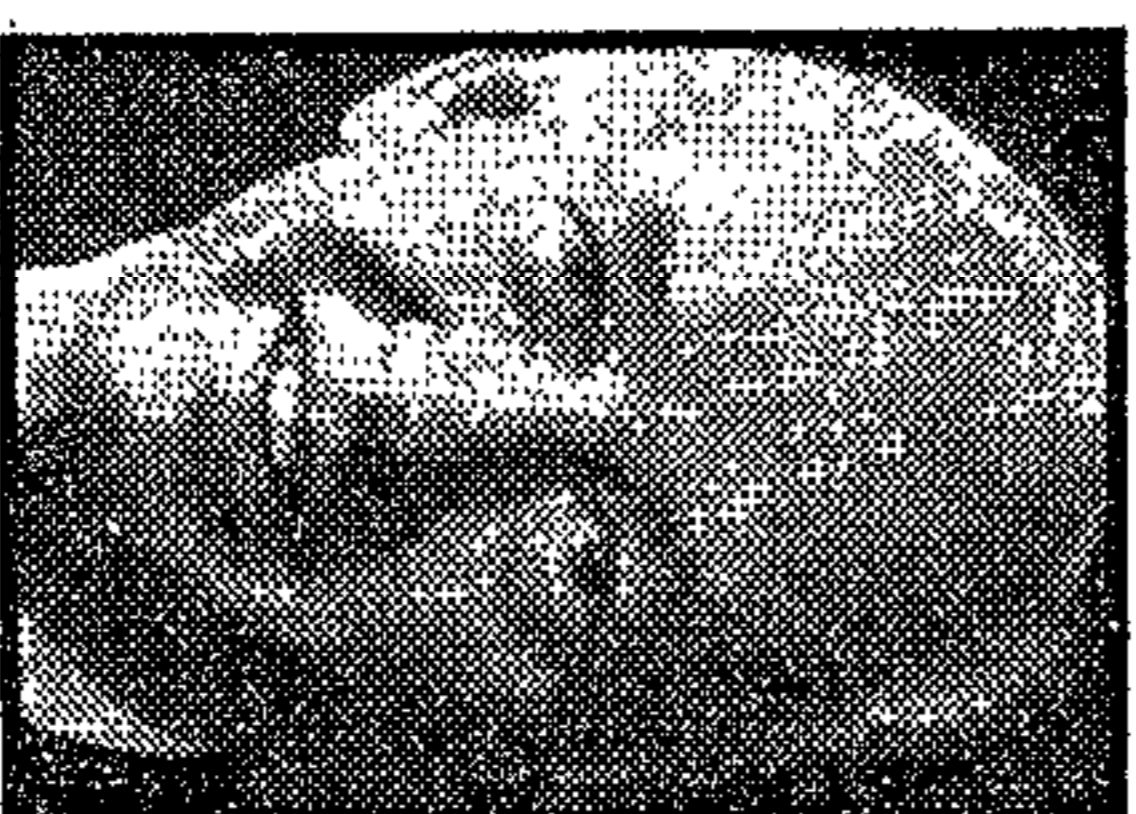
**THE LESSON WE MUST
LEARN IF WE'RE
ALL TO HAVE
OUR CAKE AND EAT IT...**

EDUCATION and training for all is the most important challenge facing South Africa, says Mike Rosholt (right), executive chairman of Barlow Rand Limited.

Yesterday he received an honorary economics degree from Natal University and, in accepting it, expounded his philosophy. These are excerpts from his speech.

(50)

S. Tribune
5/4/81



WE LIVE in a country of great resources, a country which is capable of providing unlimited opportunities for all its people. Whether they are going to be able to take advantage of those opportunities will depend upon many decisions, both political and socio-economic.

Quite the most constraining factor we are now facing in the development of this country is the lack of skilled and trained people over a very broad spectrum of activities.

We are all aware that the problem starts long before the university stage. Our basic educational system is wrongly structured and as a result its final product is totally inadequate both in numbers and in quality—and I refer to both the white and the black systems.

When knowledgeable people call for a common educational system for all race groups in this country they are not raising a political issue. Nor are they doing so when they contend that at least at advanced level, whether at university or technical institute, there should be free choice as to whether or not entry should be permitted to all who are qualified, irrespective of colour. They are in fact expressing the view that there is no other way that the educational system will be able to provide the level of skilled manpower we had thought that we shall need in the future.

In formulating personnel policies and philosophies in our group education and quality of life, particularly housing, were of equal importance to our black employees. We were mistaken. Education is the very first priority. And so the complete failure of our black educational system — and who would deny that this is a fact of life — has

caused tremendous frustration.

It is common cause that it was the prime reason for the disturbances throughout the country last year. And disturbances will undoubtedly recur unless meaningful plans with a firm timetable to remedy the situation are announced, and initial steps to implement them are seen in the fairly near future. Key to the whole question will be the adoption of a common educational system for all groups. We can see the effect of the differentiated system here today. The fact that there are so few black graduates at this ceremony is not only due to the government policy in regard to admission of blacks. It is equally due to the inadequate and discriminatory basic educational system to which the black population has been subjected.

Let me quote the experience of our group as an example. We employ 193 000 people of whom 130 000 are black. A survey carried out two years ago showed that 60 percent of them had had less than six years formal schooling and were either partly or completely illiterate. It was clearly self-illusory to talk of training them in technical skills. And so we were forced to introduce literacy and numeracy classes staffed by professional black teachers, to take them to a stage where they would be able to undergo training.

Over the past five years we have financed the building of a technical trade school and a technical high school, and have contributed substantial sums to three other technical institutions. Incidentally, as these payments were not to tertiary education, under existing tax legislation they have not been treated as allowable deductions. Government thinking on this subject is very difficult to follow and should surely be changed.

Now no-one would deny that the white educational system in this country is

incomparably better than its black counterpart. But equally, very few people would contend that it is in any way complete satisfactory.

I listened recently to the views of a university academic commissioned by the Urban Foundation to assist in making a presentation on our education system.

He contended that there were two basic reasons for our inadequate educational performance. The first I have already referred to — the lack of a common educational system for all races, and I shall not elaborate on it any further. The second is that the system is not geared to produce the specific skills and qualifications required for the development and growth of our country.

He compared our system with Taiwan where only 30 percent of post-standard 7 pupils enter academic high schools. The balance go to vocational high schools which prepare them for specific careers, although they are at the same time taught a limited number of academic subjects. The universities then draw from the academic high schools and from the brighter products of the vocational high schools.

This system would not be very popular with South African parents, many of whom mistakenly believe every child, particularly their own, has a right to a university education whatever his or her academic ability. Another Taiwanese procedure might not be popular with the university authorities. Government subsidies to universities are based on the number of graduates produced and not on the number of students enrolled.

Taiwan is a country lacking in the rich natural resources with which we are blessed, its average gross national product per inhabitant being R1 200 compared with our R1 800.

And yet it produces 341 graduate engineers per million of population compared with our 37, and 876 technicians per million of population compared with our 78. And if you were to think there is any comfort in eliminating our blacks from the comparisons and confining them to whites only, you would be mistaken. The comparisons would then be in engineers 341 to 195, and in technicians 876 to 424.

We have an annual long-range planning exercise in which we try to forecast where we are going and to identify the resources we shall require to achieve the plan. Our most recent exercise shows that the overall possibilities are very encouraging. And as far as the necessary resources are concerned, we certainly have the finances and buildings and equipment. But equally certainly in a number of areas we do not have the human skills to take full advantage of those possibilities.

Take just one area — graduate electronic engineers — where we require 57 over the next three years, and where the annual output from all South African universities is less than 70. There are a great number of organisations both in the public and private sectors which will be competing for those graduates.

The plan also shows that in the next three years our strength in graduate engineers of all disciplines will have to increase by 55 percent and in skilled technicians by 53 percent. And if anyone could assist by telling me where we are going to get them, other than by encouraging immigration, I would be very grateful indeed.

Immigration incidentally is a very temporary and often very unsatisfactory solution.

I should like to refer to two more socio-economic issues, both of which will be easier solved if we find the answer to our educa-

tional and training problems.

First of all inflation, which I would imagine we all agree is another of our most pressing problems. Our current attempts to bring the rate of inflation down to acceptable levels are based primarily on monetary measures. Very many other countries have tried, and indeed are continuing to try these measures and in isolation they have not yet proved to be successful. No route will succeed unless it includes increased productivity. The productivity record in this country is abysmal and yet we have a unique opportunity of improving it by making more effective use of our labour force, both white and black.

I would join issue on most departments of the civil service. By and large South Africa is over governed and over legislated, and to support the system we have to employ about one in four of our economically active white labour force in Government posts. We should surely aim to reduce this ratio and not increase it by further appointments.

Imagine the effect on civil service employment if we were to cut down substantially the procedures called for by influx control and the Group Areas Act, just to mention two of them. And imagine what could be achieved by eliminating most of the agricultural boards with which this country is plagued. I wonder too when last the Government, as any concern should do on a regular basis, examined its paper flow.

The process would also result in financial savings which would enable the Government to pay higher salaries to those senior civil servants who should not under any circumstances be tempted to the private sector.

The second socio-economic issue I should like to deal with is the elimination of discrimination in this country.

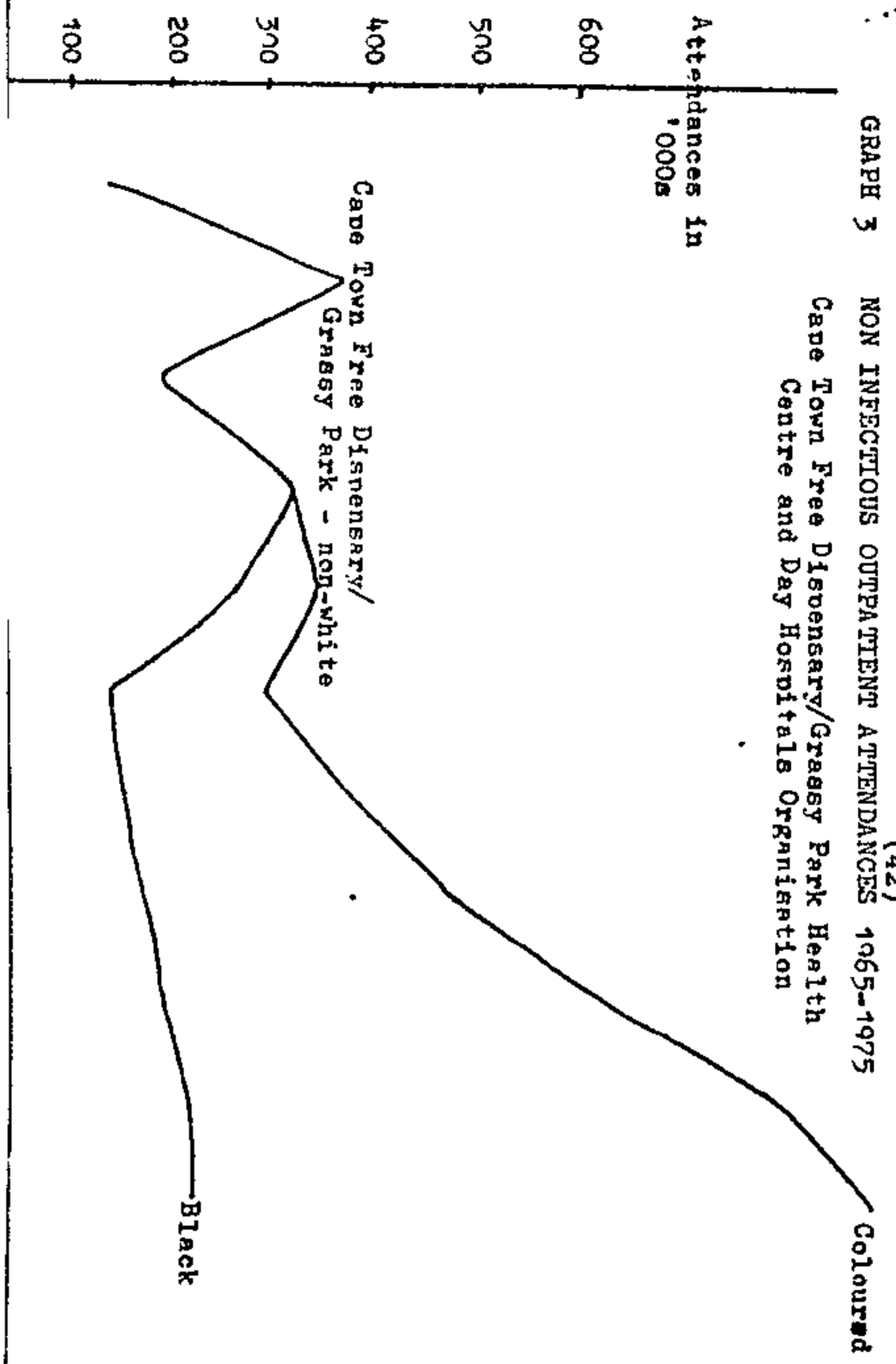
It is fashionable overseas and in certain quarters in this country to say there has been no significant change over the past few years — that what there has been is cosmetic only. In relation to political change it would be difficult to argue. But there certainly has been significant socio-economic change. More and more people, whatever their political beliefs, are becoming aware that discriminatory attitudes and practices cannot be tolerated any longer if we are to have social justice and stability in this country.

And in no area is the elimination of discrimination more important to all of us than in the division of the fruits of the private enterprise system. If the blacks of our population do not obtain their fair share, they will not support the system, and this must surely be avoided at all costs.

Part of the reason for the phenomenally quick growth of the black trade union movement lies here. One hears complaints that the unions are politically motivated. Of course they are. The blacks have discovered that the unions are a medium not only to achieve economic gain, but also to express themselves in political terms, and until there are alternative ways of exercising political rights, the unions will be used increasingly for this purpose.

Even assuming all of us are willing to divide the economic cake, how are the blacks to obtain their fair share? We come full circle once more to the question of education and training. Without these they will just not be able to qualify for the better jobs and remuneration, or for entering into the ranks of entrepreneurs. And incidentally without the additional productivity which would flow from this process the national cake to be shared by us all will be smaller.

GRAPH 3 NON INFECTIOUS OUTPATIENT ATTENDANCES (42) 1965-1975
 Cape Town Free Dispensary/Grassy Park Health Centre and Day Hospitals Organisation



RDM 14/4/75
School boycotts may hit grants

Own Correspondent
 PORT ELIZABETH. — Some families receiving maintenance grants from the Department of Co-operation and Development may lose them if their children have been involved in school boycotts.

Some Eastern Cape principals are being asked to report to their local Commissioner for Child Welfare on the boycott activities of these children.

Grants are usually made to impoverished families, families where a mother or father is getting a disability grant, or to foster parents looking after a child placed in their care by the State.

A department spokesman said the grants could be withdrawn or refused in terms of a regulation in a 1960 Government notice.

The regulation says it is an implied condition of every grant for the maintenance of a child that, if the child is of school-going age, the child shall regularly attend school unless prevented from doing so for a good reason.

A form was sent to a black school in Grahamstown, asking a series of questions including the child's date of admission to school and whether the child attends school regularly.

It also asks what the child's attitude towards "boycott" is; if the pupil is involved in boycott, whether he or she plays an active role in it; and "if yes, what part does he or she play".

A spokesman for the office of the Commissioner of Child Welfare in Port Elizabeth said the school report it used contained no questions about boycotts.

According to the Department of Co-operation and Development, the extra (boycott) questions on the Grahamstown form were added by the magistrate of Grahamstown.

"If it is established children are or were involved in boycott actions it may influence the payment of such grants," said the department.

The present chief magistrate of Grahamstown, Mr A van Zyl, who is also the local Commissioner for Child Welfare, said he did not know who devised the form, or who put in the boycott questions.

The Cape Regional Director of the Department of Education and Training, Mr P Engelbrecht, said: "When this sort of thing happens, I tend to hit the roof. Any emphasis like that only aggravates the situation."

(5.2.) Average length of stay

It would be expected that the Day Hospitals would have two opposing effects on the average length of stay of inpatients. On the one hand, the average length of stay would be reduced by the availability of domiciliary care and the proximity of the Day Hospitals to the patients' homes. Secondly, patients suffering from diseases which respond well to early diagnosis and treatment - pneumonia, gastro-enteritis, might be admitted to hospital at an earlier stage of their illness and do not require such lengthy inpatient stay as they would if they had not attended a Day Hospital before advanced pathology set in. On the other hand, simple procedures are carried out at the Day Hospitals and this would remove the need for patients undergoing such operations as tubal ligations, to enter hospital for the operation. The number of short-stay patients would thus be reduced and this would lead to an increase in the average length of stay of inpa-

psychological effect of the stay in hospital particularly among children, and to keep the cost to the patient as low as possible (although daily tariffs are reduced for long-term patients.) At Red Cross, it appears that the rate of decrease has been more rapid since 1969. The behaviour of the average length of stay at Woodstock Hospital is very erratic. From these figures, therefore, it is not possible to draw firm conclusions on the effect of the Day Hospitals on the length of stay of patients. Other factors may have been more important in reducing this stay, and the average figure may conceal the effects.



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GOVERNMENT NOTICE

GOEWERMENTSKENNISGEWING

DEPARTMENT OF EDUCATION AND TRAINING

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 819 16 April 1981

No. R. 819 16 April 1981

THE EDUCATION AND TRAINING ACT, 1979
(ACT 90 OF 1979)

DIÉ WET OP ONDERWYS EN OPLEIDING, 1979
(WET 90 VAN 1979)

REGULATIONS REGARDING---

REGULASIES BETREFFENDE---

- (A) DUTIES OF PRINCIPALS AND TEACHERS,
- (B) THE CONDITIONS UNDER WHICH A SALARY SUBSIDY WITH REGARD TO A TEACHING POST AT A STATE-AIDED SCHOOL MAY BE GRANTED, AND
- (C) THE CONDITIONS OF SERVICE OF TEACHERS.

- (A) PLEIGTE VAN PRINSIPALE EN ONDERWYSERS,
- (B) DIE VOORWAARDES WAARONDER 'N SALARISSUBSIDIE TEN OPSIGTE VAN 'N ONDERWYSPOS BY 'N STAATSONDERSTEUNDE SKOOL TOEGEKEN KAN WORDEN,
- (C) DIE DIENSVOORWAARDES VAN ONDERWYSERS.

The Minister of Education and Training has, in terms of section 14 of the Education and Training Act, 1979 (Act 90 of 1979), made the regulations contained in the Schedule hereto.

Die Minister van Onderwys en Opleiding het kragtens artikel 14 van die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979), die regulasies wat in die Bylae hiervan vervat is, uitgevaardig.

SCHEDULE

BYLAE

DEFINITIONS

WOORDOMSKRYWING

1. In these regulations any expression to which a meaning has been assigned in the Education and Training Act, 1979 (Act 90 of 1979), shall have the meaning so assigned thereto and, unless the context otherwise indicates--

1. In hierdie regulasies bet enige uitdrukking waaraan daar in die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979), 'n betekenis geheg is, die betekenis wat aldus daaraan geheg is, en tensy uit die samehang anders blyk, beteken--

"circuit inspector" shall mean an officer in the Department who is in control of the education in an inspection circuit determined by the Minister in terms of section 2 (2) of the Act,

"inspekteur" 'n kringinspekteur of 'n ander beampte wat ingevolge artikel 33 (1) van die Wet gemagtig is om 'n inspeksie te hou of 'n ondersoek te doen met betrekking tot 'n aangeleentheid in daardie artikel bedoel en wat vir die doeleindes van hierdie regulasies deur die Direkteur-generaal daartoe gemagtig is om ten opsigte van 'n bepaalde skool uitvoering aan sekere bepalinge van hierdie regulasies te gee.

"cycle" in relation to sick leave shall mean a period of three years, reckoned from 1 January 1980, and each succeeding period of three years,

"kringinspekteur" 'n beampte in die Departement wat in beheer is van die onderwys in 'n inspeksiering wat ingevolge artikel 2 (2) van die Wet deur die Minister bepaal is,

"day of rest" shall mean a Saturday, Sunday or public holiday;

"fixed establishment" shall mean the teaching posts which are necessary for the normal and regular teaching requirements and which are determined in terms of section 11, 12 and 13 of the Act for State schools, community schools and State-aided schools respectively.

for full text

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'Private enterprise should get chance to run education'

EDUCATION in South Africa had reached an impasse which could not be solved by conventional methods, and private enterprise should be given the chance of running the educational system of the country, the executive director of the Free Market Foundation, Mr Leon Louw, said yesterday.

In a statement issued in Johannesburg, he said the officially published expenditure on each white pupil was higher than that of the most advanced industrialised countries such as the United Kingdom, Canada or the United States.

"Given the legitimate debate on equal education for blacks, it should be recognised that it is simply not realistically possible for the government to spend as much on the education of all blacks of school-going age as it presently spends on whites.

"That would require an increase in the education budget of two or even three times the present defence budget, and even then there would not be enough schools or trained teachers if the present education system is used.

"By the use of private enterprise in education there are a variety of realistic possibilities for raising both black and white standards to equal levels in a minimum of time at lower per

pupil costs.

For example, the education voucher option was most compelling.

"Under the voucher system governments give vouchers to parents instead of funding schools. The parents then use the vouchers at government or private schools of their choice.

"It would divest the government of the explosive teachers' salary issue and dispose of the equal education for blacks' debate, since scholars will be free to choose their own preferred education.

"Another possibility is on-the-job or occupation-linked education in or attached to industry, commerce, agriculture or other fields whereby basic general education, along with much needed income generating skills, can be obtained at relatively little or no cost.

"What is clear is that the present education impasse cannot be solved without the employment of non-Government methods.

"The Free Market Foundation is examining these private alternatives at an open education workshop in Cape Town on Friday next week, with a view to the finalisation of its submission to the Education Commission. - Sapa.

subject of marginal cost, Feldstein points out that if the long run marginal cost is less than the average cost per case, then admission rates and intensity of use might be substantially higher (if doctors and administrators appreciated this and they generally look at average cost.) (10) Objective indirect costs can be determined by collecting information through surveys - finding out the time spent waiting at hospital, the time off work due to ill-health and the time and expense involved in travelling to hospital.

There has been much discussion on the correct way to evaluate the economic loss resulting from time taken off work due to ill-health, Muskin distinguishes between death, disability - the loss of working time/.....

(13)

Thus there appears to be no solution to the problem of shadow prices, which themselves are difficult to calculate. McKean has concluded that owing to the problems associated with shadow pricing, the use of market prices where these exist may be no more subjective. However, in the health sector, there are no markets. Use of costs incurred by public hospitals in the treatment of illness for example, may be very poor reflections of the true cost of resources. There appears to be however, no practical alternative.

(12)

health care, the question arises whether willingness to pay represents the value of a health project to society. What are the characteristics of health care which make it different from other economic goods? Demand is unpredictable since one never knows when it will be required or how much, and since demand is infrequent, the consumer cannot learn by experience unless he suffers from a chronic illness. There is product uncertainty particularly on the side of the patient who is unable to understand the production functions; on the side of the doctors and health services there is difficulty in measuring outcome in terms of health, and the doctors may themselves not understand the production functions. (6) Externalities also exist especially where diseases are concerned, but in general, health of one person has a positive place in the value functions of others. Health care has a large proportion of consumer expenditure, particularly for serious illness, and at the time of consumption, demand is elastic. It is in joint supply with nutrition, housing, and finally, can be considered partially as investment since it aids production. (7)

In practice, net benefits are measured by evaluating all benefits at appropriate prices to reflect social values. In the sector, there is no market in which to observe prices, let alone perfectly competitive markets where market price reflects the absence of externalities.

Shadow or accounting prices which reflect the true opportunity cost of resources must be imputed. Shadow prices of resources of as the marginal rate of substitution between 'outputs' in alternative uses, the amount of one output which must be sacrificed in order to obtain another output. In the absence of a market, the appropriate shadow price is the marginal cost and when that cost is present, the marginal social cost. However, to the extent that the marginal conditions for economic efficiency are not present outside the realm of the cost-benefit appraisal, the 'second-best' problem arises. It is unlikely that prices will reflect marginal social cost in the private sector where the aim of the firm is to maximise some private objective function. If marginal cost pricing is adopted in the public sector, but does not exist in the private sector, there is no assurance that the economy as a whole will be any nearer to a Pareto optimum than if neither sector used the marginal cost shadow price. To Krutilla, this problem appears 'to be at least as great in practical importance as is the issue of interpersonal comparisons and income distribution.' (8)

Thus/.....

For publications obtainable from the Centre for Intergroup

tion officer, Debby McWilliams, "the programme involves upgrading of all educational facilities including buildings, equipment, teacher training skills, material resources, teaching aids to a standard which compares favourably with white schools. However, the gap is enormous and miracles can not be achieved overnight. At present we are concerned with basics.

"The company is spending between R130-R150 on schooling per child but the budget is elastic and will increase. Our schools all fall under the aegis of the Department of Education and Training so our spending supplements the R98.00 a child from government."

Even companies with unlimited goodwill and preparedness to spend find themselves up against official obstacles. Curricula are determined by departmental decree.

Last weekend Barlows MD Mike Rosholt, in accepting a doctorate in economics from Natal University, spelt out his company's commitment to a common and equal education system for all racial groups. However, despite this commitment, the actual education offered in the mine schools may yet be inferior and unequal. In addition to government decreed curricula, teacher salaries are laid down by the department although supplemented by *ex gratia* payments from Barlows.

Says McWilliams: "A beginning must be made somewhere. At this stage our intention is simply to upgrade existing teaching facilities including teaching

English and Afrikaans

A REVIEW OF THE FIRST TEN Studies (gratis)

in OORSIG VAN DIE EERSTE Tien groepstudies (gratis)

THIRTEENTH ANNUAL REPORT

REPRINTS/HERDRUKKE (gratis)

- No. 14 Brand, Politics and Rhodesia since Federation
- 17 Groenewald, Sosiale Verdere Toeligting
- 18 Van der Horst, Women in Southern Africa.

EDUCATION

Barlows move

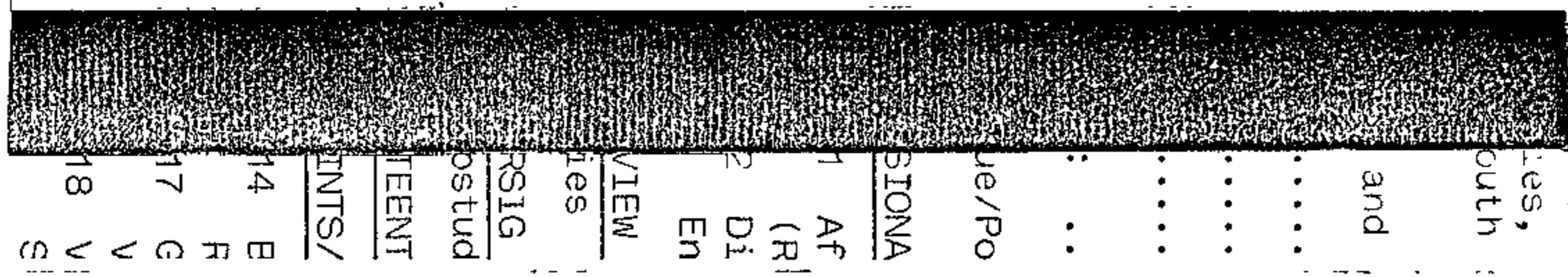
17/4/81 (BIB) 50

Government could do well to take a leaf out of Rand Mines' book on black education policy. The company has embarked on an ambitious project aimed at upgrading educational facilities on its mines and redressing racial imbalances in education expenditure.

The programme, with a budget of R2.6m, is part of a R256m project directed at improving the quality of life of Rand Mines' black employees. At present, 25 schools, catering for 4 000 children, and employing 115 teachers are covered by the programme.

According to Rand Mines chief educa-

PLEASE CIRCLE ITEMS REQUIRED



IGNORE SQUIGGLE

skills, equipment, supplementing textbooks, teaching aids to reach parity with white schools. Not to equalise the curricula immediately but rather to ensure schools are adequately equipped. When facilities are equal then we can think of equalising syllabi."

The scale of the problem is enormous and requires not only an investment in physical infra structure but also the establishment of a viable social-infra structure. McWilliams sees the major problem as "the teachers' inability to teach. The majority have only Std 8 and have suffered

from poor education and training facilities. If we are to reach parity, our prime task is to upgrade teaching skills. As a result, one of our most important projects has been the institution of an in-service training programme. This is an essential and immediate priority."

REQUIRED

Trade Unionism in
by Afrikaans-sprekendes:
eekproef van Studente.
Economic Force in

the Centre for Intergroup
van die Sentrum vir Inter-

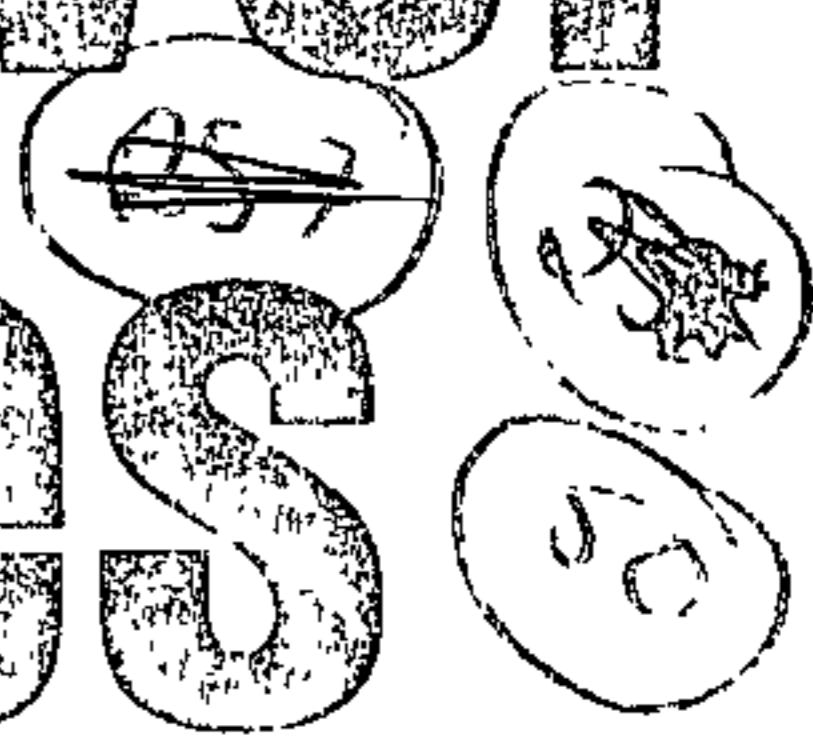
Professor J Degenaar
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the Centre for Intergroup

the Centre for Intergroup
own, Rondebosch, Republic

Walkout over School fees

C. Herald 18/4/81



THE increased examination fees that 'blacks' have to pay this year has angered more than 600 scholars at the Uitenhage High School. They are refusing to go back to their classrooms until the fees have been decreased.

Then, suddenly White residents in the neighbourhood... One Saturday, when many people were out for a walk, a young boy was seen to be carrying a large bundle of papers... The school children are refusing to go back to their classrooms until the fees have been decreased.

An official from the University of the Western Cape... The school principal, Mr S. P. Japha, refused to comment on the matter... Chief Inspector Mr D. J. A. Crafford said that pupils know that they had to pay higher exam fees... The fees had been increased from R10 to R30 in January 1981.

A Council member from the Uitenhage Municipality... The school principal, Mr S. P. Japha, refused to comment on the matter... Chief Inspector Mr D. J. A. Crafford said that pupils know that they had to pay higher exam fees... The fees had been increased from R10 to R30 in January 1981.

While the school principal, Mr S. P. Japha, refused to comment on the matter... Chief Inspector Mr D. J. A. Crafford said that pupils know that they had to pay higher exam fees... The fees had been increased from R10 to R30 in January 1981.

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they will return to their classrooms... On Tuesday morning after an inspection, Mr J. D. A. Smit, spoke to them, they still refused to go back to their classes and remained in the schoolyard... Mr Crafford said they started to boycott classes on Monday. He said his department cannot possibly go back to the old fees of R10 as demanded by the pupils. 'We have reached a stalemate,' Mr Crafford said.

4

The aim was to get the money and make some more. But the trip turned sour... The young boy carried his way... The school principal, Mr S. P. Japha, refused to comment on the matter... Chief Inspector Mr D. J. A. Crafford said that pupils know that they had to pay higher exam fees... The fees had been increased from R10 to R30 in January 1981.

There were a few in the crowd... The school principal, Mr S. P. Japha, refused to comment on the matter... Chief Inspector Mr D. J. A. Crafford said that pupils know that they had to pay higher exam fees... The fees had been increased from R10 to R30 in January 1981.

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one of Johannesburg's comfortably-off northern suburbs... The school principal, Mr S. P. Japha, refused to comment on the matter... Chief Inspector Mr D. J. A. Crafford said that pupils know that they had to pay higher exam fees... The fees had been increased from R10 to R30 in January 1981.

Aug 23 4 1871

SCHOOLS 'STABLE'

Education Reporter

ATTENDANCE at Cape Town's black high schools is stable and all pupils who are back at school have paid their examination entry fees, according to circuit inspector Mr P J Scheepers.

The senior secondary schools have an average attendance of 200 to 300, which represented about 30 percent of the total before the boycotts.

'Some schools are even better,' Mr Scheepers said.

CT 23/4/81
Objection to action on teachers

Staff Reporter ~~50~~ knowledge, these teachers had not been sent letters informing them that they would be charged.

PUPILS at Alexander Sinton High School in Athlone are objecting to action taken against certain teachers after last year's school boycott.

"We are still considering the matter and teachers will be informed of any developments," he said.

In a statement issued yesterday, the school's student representative council said pupils believed that charges of misconduct were being brought against two of their teachers, Mr Pat Esau and Mr Julian Lenders.

The attorney acting for the teachers, Mr A M Omar, said yesterday that he had been told there would be an inquiry into the conduct of the teachers but that he had up till now received no details of the charges.

The Director of Internal Relations, Mr A J Arendse, said yesterday that the matter was still under investigation. To his

Pupils claim that at least nine other teachers have been "victimized" in various ways.

I

INFECTIVE AND PARASITIC DISEASES

NO.	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	1,99	2,2	<u>9,81</u>	<u>6,60</u>	<u>55,55</u>	<u>51,04</u>	<u>29,36</u>	<u>27,05</u>
1-4	0,16	0,13	0,76	0,79	<u>8,27</u>	<u>7,48</u>	3,56	3,42
5-24	0,02	0,02	0,07	0,08	0,21	0,21	0,20	0,22
25-44	0,06	0,03	0,17	0,20	1,14	0,78	0,36	0,45
45-64	0,25	0,13	0,75	0,45	3,30	1,37	2,15	1,27
65+	1,04	0,72	1,61	1,98	<u>5,48</u>	2,78	<u>5,45</u>	2,93
ALL	0,19	0,15	0,56	0,45	3,33	2,69	1,66	1,61
NO.	399	315	198	159	3792	3146	3472	2593

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Ministers fall out over social services

Sign 24/4/61
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significant White interest groups at the turn of the century? What was the significance and what were the interests of the commercial sector? There is always a tension within a capitalist economy between the need for high income consumers and the need for low-income (i.e. low cost) workers.

Schoeman said he was very sorry that he had not been able to reply to Chief Buthelezi in the assembly.

"I want to say here that I disagree with the remarks made by Mr du Plessis. I do not support them."

(Report by A. Konikram 85 Field 453 1 Durban)

by other senior Nationalists showed "the true colours" of the Government.

Chief Buthelezi said the election campaign had given more credibility to those who advocated violence as a solution to the country's problems.

Speaking after the opening of the assembly, Mr

Own Correspondent

ULUNDI — The Minister of Transport Affairs, Mr Schoeman, has publicly dissociated himself from remarks made by another member of the Cabinet about disparate Government spending on social services for black and white South Africans.

The remarks were made by the Minister of Agriculture, Mr du Plessis, at an election meeting in Greytown.

Mr du Plessis boasted that the Government was spending twelve times more on education for whites than for blacks and that pensions for whites were three times higher than those paid to blacks.

The Chief Minister of KwaZulu, Chief Gatsha Buthelezi, described Mr du Plessis's remarks as a "disgrace."

He said this pronouncement and those made

whether or not workers in most developed countries have become embourgeoisé. It is both difficult to establish a benchmark and also to lay down criteria of significance in trying to decide whether and what changes of this kind have taken place.

Once more speaking broadly, and ignoring the distinction between town and country, we can distinguish roughly between five different 'classes' (using the term 'class' in its traditional sense to mean a number of people all having the same relationship to the means of production).

1. Capitalists who have large investments. However, those with investments in different sectors have to be distinguished since their interests as regards Black labour may be differentially structured.
2. Self-employed Whites, whether they are working farmers or owners of small businesses, between which two groups there is probably a considerable amount of mobility.
3. Employed Whites, which is a very wide category, covering both blue- and white-collar workers, but whom we shall nevertheless describe as 'White working class'.
4. Black workers predominantly dependent on wage-labour.
5. Those African rural-dwellers who are still predominantly dependent for their income on their own farming activities. (This group cannot be considered further within the framework of this volume).

The above classification is obviously imprecise in definition and entirely leaves out some groups, such as the Black 'middle-class'. Furthermore, we recognise that the whole question of boundaries between groups poses enormous problems. The groups that have been isolated are those which present themselves, albeit tentatively, as the more significant aggregates of people within the context of our broad topic. Our subdivision, however, will be reassessed in the final chapter. We consider it legitimate to distinguish between a White working class and a Black working class because White and Black workers have different kinds of access to and control over the means of production via franchise rights. In the following discussion we shall attempt to delineate more accurately the patterns within these classes.

1. Capitalists

Early capital investment in South Africa was overwhelmingly in mining. The mining industry had two significant characteristics. Firstly, it was export-oriented, and so had no interest in the development of an internal market. Secondly, it required a very large amount of cheap labour and actively unskilled labour. It had a motive, therefore, for keeping wages low, and, when more sophisticated techniques might have made wages rises possible, it had no positive motive for wanting wage increases. Control of labour was greatly facilitated by the early emergence on the gold mines of a recruiting monopoly and a collective agreement not to pay above a certain maximum average wage. This prevented the competitive determination of African wage rates through a free interplay of supply and demand, and had a pervasive effect through the whole range of African wages.

In analysing the changing capital structure in South Africa and in particular the growing predominance of industrial manufacturing capital, we need to investigate, firstly, its labour needs, and secondly its market needs.

The other most likely source of conflict is to be found in dissatisfaction which may arise among members of the periphery in the area of economic rewards. Such dissatisfaction will be channelled, in the early stages of a plural society, either through traditional societies or through imported institutions within which natives fill subordinate positions. In both cases, conflict will take place within the mode of differential incorporation, and will therefore be political in nature. The emergence of new institutions may, on the other hand, change this situation.

To regulate such conflict, the dominant group uses coercive sanctions

Whites

It says Indian education appeared to be suffering in two directions: There were not enough schools, hence the existence of the 'much-defested' platoon school system, and what it described as a malaise of 'a not-very-benevolent bureaucracy' strangling initiative and creativity on the part of teachers.

Of white education, the commission says: 'We had no direct evidence about the general state of education for the white people so would prefer not to comment on it, except to say that the statistics indicate they have more than the lion's share of funds devoted to education.'

The commission, appointed by the Natal (Indian) School Grantees Association with Dr A D Lazarus, a retired educationist as chairman, recommended a unified education system which would ensure equal education and opportunities for all, irrespective of race, colour or creed.

The commission's other members were Fr C Langlois, vicar-general of the Archdiocese of Durban, Mr Paddy Kearney, co-director of Diakonia, and Mr A Gumede, an attorney.

Its 13-page report was tabled at a meeting of the association which decided to send a copy to the Prime Minister, Mr P W Botha.

Multiracial commission backs equality in schools

By NAGOOR BISSETTY

A MULTIRACIAL commission which investigated education in South Africa says in its first report released in Durban yesterday that conditions in many black schools were so bad that the time has come for a complete rethink about changes in the country's entire educational structure.

Call to 'scrap present racial system'

Mercury Reporter

A CALL for a single central ministry to administer education for all races was made by the commission.

But operations should be decentralised to meet regional differences and to design curricula and syllabuses in keeping with these differences, it says, adding that South Africa should be divided into several regions each headed by a regional director of education.

The regional director should have power to direct education in accord with accepted principles and not act as the vehicle for the dissemination of the political principles of the party in power.

The commission supports evidence before it calling for scrapping the present 'racially structured system' and replacing it with a unified system for all races under one education authority governed by one set of laws and regulations.

groups of a plural society have the most chance of meeting and interacting.

It is important to ascertain, on the one hand, what links exist between these new institutions and traditional cultural centres in the periphery, and, on the other, between these institutions and the dominant group and its culture. In fact, these institutions point to what has been called social power: the control over the means of status attribution, backed by persuasion as a sanction. If these new institutions are linked with traditional cultural centres, then *élites* in these traditional centres may be able to wield such social power for their own ends. On the other hand, if the links between these institutions and the dominant culture (or ideology) are strong, the dominant group may use its positions in the centre to persuade, rather than coerce, members of the periphery to conform to the pursuit of certain goals. This is what Van den Berghe called compliance. Mayer's (1961) distinction between the "Red" and "School" Xhosa indicates two such institutions.

Again, it is worth pointing out that the wielding of social power does not necessarily imply the existence of shared values. Rather it points to

valued status positions (usually in the common economy) and (possibly short-term) common interests which arise from them.

Since the new institutions emerging from the urban *milieu* can be seen as a new culture for some members of the society, they may be seen as re-defining the lines which conflict will probably follow. In cases where these institutions are linked with the dominant group and its culture, potential conflict can be resolved by means of intentional sanctions. In cases where these institutions are linked with the traditional cultures,

Single ● education system NM 27/4/81 50 proposed

it would seem then that system integration is more important than social integration for the maintenance of social order. In fact, the smooth interdependent functioning of the polity and economy seem more important than the creation of consensus amongst all members. Compliance, however, does point to the latter. System and social integration, thus, are linked. What remains of import, however, is that without system integration—and without, therefore, what Gluckman (1971) called widespread cohesion—order is difficult to preserve.

3. Directions of Change

It would seem that plural societies can develop in three directions. First, there may be a break-down of order—a revolution, or war, for example—after which a new and possibly radically different dispensation may be instituted. Since the analysis, here, is on endogenous change, the revolutionary possibility alone will be discussed.

As has been shown, countervailing powers may arise in traditional cultural centres in the periphery. The likelihood is that this will occur when

The centre of these new societies was monopolized by a colonial foreign *élite*. This *élite* exercised coercion and inducement—negative and positive situational sanctions—over the members of the periphery who consisted of a number of (usually indigenous) traditional societies. In this way, this colonial *élite* wielded political and economic power over the natives of the society.

In the centre itself, the political and economic goals of the *élite*—the flag and trade—did not clash. Furthermore, since this *élite* was culturally homogeneous, little more than cultural and social power, and, therefore, intentional sanctions, were needed to ensure the smooth development of the centre.

In the periphery, a simple push-pull model can be constructed. Natives were "pushed" by the coercive machinery of the new colonial State to partake in economic activities. Western law, were also "pulled" by the important private and public application of sanctions related to the number of applied effects of sanctions on the society.

Disparity

A more equitable distribution of the country's wealth in the belief that money spent on equal education for all races — 'even to the extent of it straining the national income' — would be an investment wisely made, it says.

The disparity and inequity in the present system stemmed directly from unequal funding by the Government, it says, adding that according to the latest statistics for June last year, R724 was spent on a white child against R357,15 on an Indian child, R225,54 on a coloured child and R71,28 on a black child.

The commission says that from the evidence, taken together with its research, 'it becomes eloquently incontrovertible that education for the non-whites has suffered iniquitous deprivations all down the line.

'The deprived are now demanding change and the commission supports this claim without reservation. Separate education on the basis of race and colour is inherently unequal and inferior,' it says.

There was a shortage of desks and facilities.

The KwaZulu Government supplied text books, but there were not enough for distribution among all pupils and a terrific strain was placed on parents who had to buy books while white children received theirs free.

There was gross overcrowding in most black schools with the teacher-pupil ratio varying from 1 to 50 to 1 to 100 where the double shift or platoon system was in operation.

The second set of relations are those that refer to the economy. People initially become involved in the common economy to meet demands placed upon them as subjects and to try to improve their (and their families') lot materially. Over time, rural centres (within their geographical limits) and cities of values, norms, and customs rivalling wrote, consequently, social lives. This point, however, of pluralists who argue that in a new urban milieu, rooted in neither the imperial culture, but in this new culture, discussed later.

society was losing the i became indi omy. Lines merge with r It is impos societies, viz sanctions, is the solution apparent. In centre which and which ma

The commission supported the view put to it by Mr M R E Lewis, president emeritus of the Society of Natal (coloured) Teachers that an open, free and compulsory education system for the whole Republic, managed by a single education department and funded by an appropriate portion of the gross national product, was the primary need for South Africa and for continued peaceful co-existence.

Proposals

The (Indian) Teachers Association of South Africa had also expressed itself quite clearly and unambiguously about a single system of education in which ethnic origins of people would be irrelevant.

It said it was not possible to make proposals for a school system without reference to the political system in which that system existed because 'whether we like it or not schooling is one of the devices by which societies everywhere ensure that the values they hold are passed on.'

Last year's unrest by pupils reflected the 'very fundamental disagreement between the view of the future of South Africa imposed by a white minority Government and the view of that future held by the majority of South Africa's young people who were actively resisting Government attempts to school them into their places by means of a second- or third-rate education'.

Evidence showed that school buildings in black areas were built and paid for initially by parents.

sanctions can be effectively used over members of the dominant group. In order that privileged positions, peaceful co-operation between different interest groups in the centre, and effective situational sanctions over the periphery may be maintained, those in the centre will give priority to the protection and strengthening of the political centre, even where this necessitates concessions being made in the economic sphere.

A plural society will be characterized by (w.v. simons) cultural, social and structural pluralism. There will be ethnic differences which coincide with corporate categories. In addition, one dominant corporate group will monopolize positions in the centre and will incorporate other corporate categories differentially into the common polity. Such societies can be viewed as invidious plural societies. Van den Bergh's democratic plural societies will not develop in these early stages.

2. Conditions under which Order is maintained in a Plural Society

The conditions under which order is maintained in a plural society are discovered by analyzing the relations between the centre and the periphery in this society. The first set of relations are those which refer to the polity. In fact, the centre, which is monopolized by the dominant

group in the society, is used to incorporate other groups, differentially, into the polity. These other groups, ethnic or racial in composition, then, are granted partial and unequal access to the sphere of political power. Racial, ethnic and power-political lines of cleavage coincide and, most importantly, form the division between the centre and the periphery. This political dimension is basic and affects, as will be shown, all relations of conflict, compliance, and change in the society. Furthermore, this mode of differential incorporation is fully intended and is constantly promoted by the members of the dominant group in the centre. Members of all groups in the periphery are, in this sense, subjects.

Call to rethink SA's school system

Own Correspondent

DURBAN. — Conditions in many black schools were so bad that the time had come for a complete rethink about changes in the country's entire educational structure, a multiracial commission, which investigated education in South Africa, said in a report released in Durban.

The commission, appointed by the Natal (Indian) School Grantees Association with Dr A D Lazarus, a retired educationist as chairman, has recommended a unified education system which, it says, will ensure equal education and opportunities for all.

The commission's other members are Father C Langlois, Vicar-General of the Archdiocese of Durban, Mr Paddy Kearney, co-director of Diakonia, and Mr A Gu-mede, an attorney.

Its 13-page report was tabled at a meeting of the association. A copy was sent to the Prime Minister, Mr P W Botha.

The report says Indian education appeared to be suffering in two directions: there are not enough schools and there was a malaise of "a not very benevolent bureaucracy" strangling initiative and creativity on the part of teachers.

Regarding Indian education there was clearly a case of "too many cooks spoiling the broth", the report said.

The commission declined to comment on white education, saying "they had no direct evidence about the general state of education for the white people", but added: "Statistics indicate they have more than the lion's share of funds devoted to education."

The report said it believed that white education, being separate, also suffered deprivation because white pupils were denied exposure to the "cross-cultural fertilisation" of ideas which a unitary system offered.

The commission said it supported the view put to it by Mr M R E Lewis, president emeritus of the Society of Natal (Coloured) Teachers, that an open, free and compulsory education system for the whole of South Africa, managed by a single education department and funded by an appropriate portion of the Gross National Product, was the primary need for South Africa and for continued peaceful co-existence.

The (Indian) Teachers Association of South Africa, it said, had expressed itself clearly and unambiguously about a single system of education in which ethnic origins of people would be irrelevant.

It said it was not possible to make proposals for a school system without reference to the political system in which that school system existed.

Last year's unrest by pupils reflected the "very fundamental disagreement between the view of the future of South Africa imposed by a white minority Government and the view of that future held by the majority of South Africa's young people, who were actively resisting Government attempts to school them into their places by means of a second or third rate education."

The commission said that from available evidence, it found black education was the worst off, stemming from what it called a gross and iniquitous system of funding.

The commission said that in summary the evidence heard was to the effect that school buildings in black areas were built and paid for initially by parents.

For schools in the KwaZulu area, the KwaZulu government contributed a subsidy on a rand-for-rand basis "which was payable only on completion of a completely fenced-in building with all amenities such as water tanks and toilets".

Lack of furniture, the commission said, was a recurring problem, with too few desks in most schools and none at all in others.

The commission added that toilet facilities generally left much to be desired and in many cases children were obliged to relieve themselves in bushes.

Other points the report made included gross overcrowding of classrooms and the fact that black parents were forced to buy textbooks and stationary for their children while white children were supplied with these.

15.

TABLE 4


THE COST OF MEDICINES

<p>Initial research and development Raw materials Manufacture Costs of registration with Medicines Control Council</p>	<p>The report says Indian education appeared to be suffering in two directions: there are not enough schools and there was a malaise of "a not very benevolent bureaucracy" strangling initiative and creativity on the part of teachers.</p> <p>Regarding Indian education there was clearly a case of "too many cooks spoiling the broth", the report said.</p> <p>The commission declined to comment on white education, saying "they had no direct evidence about the general state of education for the white people", but added: "Statistics indicate they have more than the lion's share of funds devoted to education."</p>	<p>Patient consumption</p>
<p>Uncontrollable factors:</p>	<p>The report said it believed that white education, being separate, also suffered deprivation because white pupils were denied exposure to the "cross-cultural fertilisation" of ideas which a unitary system offered.</p> <p>The commission said it supported the view put to it by Mr M R E Lewis, president emeritus of the Society of Natal (Coloured) Teachers, that an open, free and compulsory education system for the whole of South Africa, managed by a single education department and funded by an appropriate portion of the Gross National Product, was the primary need for South Africa and for continued peaceful co-existence.</p> <p>The (Indian) Teachers Association of South Africa, it said, had expressed itself clearly and unambiguously about a single system of education in which ethnic origins of people would be irrelevant.</p> <p>It said it was not possible to make proposals for a school system without reference to the political system in which that school system existed.</p> <p>Last year's unrest by pupils reflected the "very fundamental disagreement between the view of the future of South Africa imposed by a white minority Government and the view of that future held by the majority of South Africa's young people, who were actively resisting Government attempts to school them into their places by means of a second or third rate education."</p> <p>The commission said that from available evidence, it found black education was the worst off, stemming from what it called a gross and iniquitous system of funding.</p> <p>The commission said that in summary the evidence heard was to the effect that school buildings in black areas were built and paid for initially by parents.</p> <p>For schools in the KwaZulu area, the KwaZulu government contributed a subsidy on a rand-for-rand basis "which was payable only on completion of a completely fenced-in building with all amenities such as water tanks and toilets".</p> <p>Lack of furniture, the commission said, was a recurring problem, with too few desks in most schools and none at all in others.</p> <p>The commission added that toilet facilities generally left much to be desired and in many cases children were obliged to relieve themselves in bushes.</p> <p>Other points the report made included gross overcrowding of classrooms and the fact that black parents were forced to buy textbooks and stationary for their children while white children were supplied with these.</p>	

Disband Coloured Education Dept says Tvl board

sim

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By Carolyn Dempster
Education Reporter

The Transvaal Coloured Education Board which represents the interests of all coloured pupils and parents in the province, has called for the dissolution of the Department of Coloured Education.

The call was made in response to a Coloured Education Department circular which asked each regional body to examine the powers and function of the boards.

After consultation with parents, pupils and teachers, the Transvaal board decided to call for the establishment of a unified, non-racial, centralised system of education, and the disbanding of the Coloured Education Department.

"We find it a futile exercise to accede to your

request," the reply reads. "The strife in coloured education will continue as long as our children perceive coloured education exactly for what it is — an integral part of the apartheid system."

The Rev Cyril Bethie, a member of the board, said the response was a strong indication of the feeling within the Transvaal coloured community.

"We, as a statutory board, have not been taken seriously. Despite our recommendations, the Coloured Education Department still does exactly as it pleases. No matter how many changes are effected in the system, they will always be superficial and ineffective as long as they occur within the framework of 'separate education'."

The department pres-

surised the board for a reply, said Rev Bethie, but because of the board's extreme concern at the state of affairs in coloured education, it had taken its time to review the situation.

"The statement is indicative of our concern," he said. "Very little change has taken place since the 1980 school boycotts. Representations to the authorities about teacher shortages, complaints about salary levels and student dissatisfaction have gone unheeded."

The regional education boards have been in existence for more than 20 years, but have always been regarded in the same light as the now defunct Coloured Persons' Representative Council, say the members of the Transvaal board.

"We have no idea what the response from the department will be but we have the full support of pupils and teachers," said Rev Bethie.

"Separate education creates an atmosphere of isolation and polarisation and creates a sharpened awareness of the lack of political rights."

2. cont.....

- (1) Plot this demand curve as accurately as possible, preferably using graph paper.
- (2) Now suppose that over a period of ten successive years the annual "crop" amounted to outputs of 80, 60, 70, 40, 50, 80, 60, 50, 40, and 70 million bushels respectively. Calculate and tabulate the gross value of the crop in each of these years, if the demand curve scheduled above was the demand curve of each of the ten years.

(3) Calculate the average annual gross value of the crop over the ten years, and which would yield this value.

(4) Construct a demand schedule for each of the years, and on the same paper as the demand curve. (It is assumed that the demand curve is unit elastic).

(5) From the demand schedule, calculate the total amount which must be offered on the market to purchase the total output. From these calculations, determine the price which would have to be received for each unit of output in order to make the total amount which must be offered equal to the total amount received by the government. Show this on the same paper as the demand curve.

(6) Draw up a schedule of the government's purchases and sales of the crop over the successive years of part (2). Would the government have to buy or sell the crop in order to stabilize the market? Does the answer mean that a crop is impossible?

Call for
RBM 8/5/81
one school
system

Staff Reporter
THE Transvaal Regional Coloured Education Board has called for the disbanding of the Department of Coloured Education and its replacement by a unified, nonracial, centralised system of education.

The members of the board — prominent community leaders — were responding to a circular from the department requesting them to review the board's powers and functions.

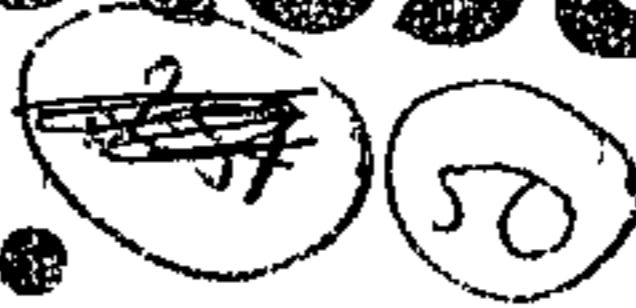
In a statement issued after a meeting this week, the board said it had reached the decision after a series of workshops and consultations with various educational institutions, and in view of the schools boycott last year and the current unrest among both students and teachers.

The statement said no matter how many changes were effected to the system of coloured education they would be superficial and ineffective as long as they occurred within the framework of separate education.

* * *

Pupils in protest against election

C. Herald 2/5/81



PUPILS at a number of black high schools in Cape Town and Johannesburg stayed out of class on Wednesday in protest against the all-white general election.

At the Belhar Senior Secondary School more than 1 000 pupils walked out of their classrooms at about 10 am on Wednesday morning.

A pupil at the school said that normal classes would resume on Thursday.

A number of principals

said their schools were operating normally.

In Johannesburg pupils at many coloured Affairs schools were out of class.

Among the schools are Westbury, Riverton, St

Barnabas, Bosmont and Noordgesicht High Schools.

A spokesman for the pupils said the stayaway was aimed mainly at the election.

ARGUS
5/5/81

700 in school classes boycott

MORE than 700 Manenberg Senior Secondary School pupils boycotted classes yesterday and today in protest against the authorities' refusal to abolish a practical course at the school.

The pupils want the practical course scrapped immediately because, they say, it is not providing them with any technical and trade skills.

They are being backed by the parents of the practical pupils who have formed themselves into a Concerned Parents' Committee.

Although confirmation could not be obtained, the Department of Internal Affairs, formerly the Administration of Coloured Affairs, is said to have agreed to phase out the course at the end of the year.

NO COMMENT

The principal, Mr J Geduld, refused to comment today and the Director of Education, Mr A J Arendse, could not be reached for comment.

When The Argus visited the school today, the pupils were gathered in groups outside the classes or on the playfields.

According to some pupils and parents, the practical course is for those who cannot cope with the academic course.

"The pupils were put in the practical class after being given only one group IQ test which they treated as a joke because they didn't know what it was about.

"The pupils were not provided with the technical and trade skills they were promised. They do a general academic course at a simpler level and have no special textbooks or teachers.

"The certificate they are given is not recognised as a Standard 8 certificate by employers and they are treated as though they passed Standard 6.

Govt appoints all-race arts probe

(50)
sim
6/5/81

The Minister of National Education, Dr Viljoen, last night announced the appointment of a multi-racial Commission of Inquiry into the Creative Arts.

He said the commission would inquire into and report on the promotion among all population groups of the creative arts in the field of the literary, music and plastic arts.

It would also give attention to financial support of creative artists.

Among the terms of

reference is an investigation into the desirability of measures to guarantee a minimum livelihood for deserving creative artists.

The commission is to be chaired by Dr J H T Schutte, a former Director-General of the SABC.

Other members of the commission are Professor F G Butler, Professor D B Ntuli, Professor H V D M Scholtz, Mr A J Hopley, Mr F B H Loubser, Mr S Moodley, Dr A J Werth, Mr G C Bosman and Professor A C Hartman.
— Sapa.

500 ^{LT 6/5/81}
~~257~~ ⁵⁰
pupils
boycott
classes

Staff Reporter

MORE than 500 Manenberg senior secondary pupils boycotted classes for the second day yesterday in protest against the continuation of a practical course at the school.

The boycott was in support of the demand of the Concerned Parents' Committee, made up of the parents of pupils following practical courses, that the course be scrapped immediately.

The committee demanded that the course be abolished when it met the principal, Mr J Geduld, last term.

Early yesterday, the pupils refused to enter their classes and marched around the school building according to an observer. The principal could not be contacted for comment.

A spokesman for the committee said that parents and pupils believed that the course was not providing them with any technical and trade skills.

Parents claimed they had been promised their children would acquire these skills but had discovered after four years that their children were not equipped at all.

"In fact the practical Standard VIII certificate is not being recognized by employers in the industries," the spokesman said.

Many parents also claim not to have been aware that their children had been placed in such a class.

It is believed that the Department of Internal Relations intends to phase the course out by the end of the year but the Director of Internal Relations, Mr A J Arendse, could not be reached to confirm this yesterday.

The Concerned Parents Committee objected to pupils being put into the practical class after being given only one group IQ test in Standard V.

A meeting will be held tonight at Shawco, Manenberg, where the problem will be discussed.

Stayaway over school course

Angus 6/5/81

58

257

MORE than 550 pupils at Manenberg Senior Secondary School decided on a stayaway today — although they have been given the option of a transfer from unpopular practical courses to academic courses.

At a meeting between parents and the school's teaching staff yesterday it was decided that parents could request the transfer of pupils doing the practical course to the academic course in the same standard.

Parents were warned, however, they would bear the responsibility if their children's academic performance suffered as a result of the transfer in mid-year.

The new arrangement must still be approved by the authorities.

A spokesman for pupils said they would continue the protest until the practical course was scrapped entirely.

'Manenberg, which is the only school where this system is in operation, doesn't have either the facilities or the qualified teaching staff to justify such a course,' he said.

'We consider the Standard 8 practical course as worthless because it is not recognised as a valid pass to Standard 9.'

Pupils at the school have boycotted classes since Monday.

Mr A de V Kempen, the Deputy Director-General of the Department of Internal Affairs, was not available for comment.

Locums, teacher's get low pay

Sim 14/15/81

By Yussuf Nazeer

Thousands of coloured and Asian matriculants filing in for the teacher shortage in schools throughout South Africa are being paid "slave wages" for the same work being done by qualified teachers, education spokesmen yesterday disclosed.

A Star probe found there were as many as 3000 school-leavers — some with only a JC — doing the same full-time teaching duties as qualified teachers.

These teachers, tagged "locums" by their qualified colleagues, were trained within weeks to teach classroom study routines.

School heads and spokesmen for the Transvaal Association of Teachers and the National Education Union of South Africa praised the ability and loyalty of the locums.

A spokesman for the Association of Teachers cited cases where these unqualified teachers earned merit awards from the Department of Educa-

tion after good reports about their work from school heads.

But a group of matriculants and graduates told The Star they believed they were being exploited by the coloured and Asian education authorities, who were not paying them the rate for the job.

Unqualified males received R1794 per annum (R14950 a month) and females R1326 (R11050).

There was less than an illiterate school-cleaner was paid, a teacher body spokesman said. The

cleaner received R2168 a year (R18050 a month).

A spokesman for the Department of Indian Education said the "locums" did not have professional training or status and "we do not expect them to perform as well as qualified teachers."

They could therefore not be paid more than what they were earning. He conceded they were loyal and headmasters were satisfied with their performances. But, he added, their appointments were temporary.

Revealed: coloured,

Asian teaching, drain

By Yussuf Nazeer

Hundreds of coloured and Asian teachers, dissatisfied with the salaries paid in the teaching profession, are quitting their posts and going into the artisan field, which is proving to be the highly paid open sesame into overseas countries, for skilled tradesmen.

This was disclosed by the Transvaal Association of Teachers, the National Education Union of South Africa and other teacher bodies in the Cape and Natal.

They said that a few years ago, there was a mass brain-drain of Indian and coloured teachers to Canada, Britain and other

"They will be phased out in three years when the teacher shortage should be resolved," the spokesman predicted.

But school heads and teacher body spokesmen rejected this. They said higher pay in commerce and industry was drawing away existing teachers and matriculated school-leavers.

They called for the education departments to be "fair and just" and pay these "locums" the rate for the job.

It was suggested that they initially be paid in the AA category (similar to the old Junior Certificate plus two years teachers' training) where male teachers received R5190 per annum (R43250 per month).

For more education news, see Page 8.

were former teachers. According to the spokesman for the teacher bodies several hundred teachers have in the past few years abandoned teaching to become tradesmen earning up to R1000 a month. Put the majority of these former teachers were now leaving South Africa as artisans for overseas countries, especially Australia, and they were taking their families with them.

A Star reporter who recently returned from a visit to Australia spoke to former teachers who are now living there, working as tradesmen — earning between R600 and R750 a week.

One former teacher from

Call for non-racial education

JOHANNESBURG. — The Transvaal Regional Coloured Education Board yesterday called for the disbanding of the Department of Coloured Education and its replacement by a unified, non-racial, centralized system of education.

The members of the board were responding to a circular from the department requesting them to review the powers and

functions of the board.

In a statement issued after a meeting of the board, which consists of prominent community leaders, they said the board had reached the decision after a series of workshops and consultations with various educational institutions, and in consideration of the schools boycott last year and current unrest among pupils and teachers.

The statement said that no matter how many changes were effected to the system of coloured education, they would be superficial and ineffective as long as they occurred within the framework of "separate education." — Sapa

Brink warns on interference by State in arts

50
STAR
7/5/81

By David Breier, Chief Reporter

The Commission of Inquiry into the Creative Arts could lead to increased State interference in the arts, author André Brink, warned today.

Professor Brink warned that the commission, which was appointed this week, could lead to a stranglehold on the arts in terms of the Government's "total strategy."

The multiracial commission under the chairmanship of Dr Jan Schutte who retired this year as a director-general of the SABC will investigate all aspects of the literary, musical and plastic arts, including painting and sculpture.

Its terms of reference include subsidies for creative artists and art associations.

The commission will look at ways of guaranteeing a minimum livelihood for "deserving creative artists."

Novelist Nadine Gordimer said the best thing the commission could do for art was to set the country free of censorship.

PUBLISHING

She said the commission could also make a contribution by subsidising non-commercial publishing.

Professor Brink guardedly welcomed the commission in view of precedents set by arts councils in the United Kingdom and France.

But he warned that the South African commission could be used as a vehicle to harness the arts.

Professor Brink said he expected far more hand-outs to be given to "buddies" of the Government.

He said it was "mind-boggling" to expect the commission to investigate promoting the arts while censorship existed.

SHELVED

Professor Brink also warned that any beneficial recommendations of the commission might be shelved.

Mrs Pat Senior, director of the Johannesburg Art Gallery, described the appointment of the commission as "fantastic."

Professor Alan Crump, head of the Department

of Fine Arts at the University of the Witwatersrand, said he hoped the commission would provide for overseas exhibitions and participation with other countries in the art field.

In the past only a token budget had been provided for the visual arts.

MOST of the 780 pupils at Manenberg Senior Secondary School ended their three-day boycott of classes today after the school authorities decided to scrap an unpopular practical course.

The boycott started on Monday in protest against the refusal of the authorities to abolish a course which the pupils and a 'Concerned Parents' Committee described as 'worthless.'

Pupils had complained the course did not provide trade and technical skills and that Manenberg, the only school to offer

Argus 7/5/81
Course scrapped,
pupils back

the practical course, did not have the facilities or teaching staff.

A spokesman for the school said the practical course was to be scrapped from today and that most of the pupils were back at school.

16. Paragraph 26 of the Statute is hereby amended by the addition of the following subparagraph (2), the existing paragraph becoming subparagraph (1)

"(2) The secretary of the convocation shall publish in two Afrikaans-language newspapers on two occasions at least two weeks before the date appointed for a meeting, the time, date and place of the meeting."

17. Paragraph 29 of the Statute is hereby amended by the substitution in the Afrikaans version for the words "in die filosofie", wherever they appear, of the word "Philosophiae".

18. Paragraph 29A of the Statute is hereby amended by the substitution in the Afrikaans version for the words "in die filosofie", wherever they appear, of the word "Philosophiae".

19. Paragraph 29B of the Statute is hereby amended—

(a) by the insertion before the degree "Baccalaureus Educationis . . . B.Ed." of the degree "Baccalaureus in Primary and Pre-primary Education . . . B.Prim.Ed.";

(b) by the substitution in the Afrikaans version for the words "in die filosofie", wherever they appear, of the word "Philosophiae".

20. Paragraph 30 (1) of the Statute is hereby amended by the substitution for the words "registrar (administration)" of the words "registrar (academic)".

No. R. 1000

8 May 1981

NATIONAL EDUCATION POLICY ACT, 1967
EDUCATION IN SCHOOLS.—AMENDMENT

Notice is hereby given in terms of section 2 (3) of the National Education Policy Act, 1967 (Act 39 of 1967), that the Minister of National Education has, in terms of the powers vested in him by section 2 (1) (h) of the said Act, determined the general policy which is to be pursued in schools in respect of the place of the parent community in the education system, as set out in the Schedule hereto.

1. In this Schedule the expression "the Notice" means Government Notice R. 2029 of 12 November 1971, as amended by Government Notices R. 1644 of 15 September 1972, R. 1884 of 20 October 1972, R. 1444 of 1 August 1975, R. 913 of 28 May 1976, R. 1963 of 29 October 1976, R. 270 of 17 February 1978, R. 1881 of 22 September 1978, R. 788 of 20 April 1979, R. 1671 of 3 August 1979 and R. 2040 of 14 September 1979, in which the general policy which is to be pursued in schools, as determined by the Minister, was published.

2. The following paragraph is substituted for paragraph 21 of the Notice:

"21. (a) Every school shall have a school committee, board of control, advisory board or advisory school committee or council, which shall be elected by parents of pupils of the school concerned and of which not less than half the members shall be parents of pupils of the school concerned on the date of election: Provided that the Administrator may, after consultation with the school committee, board of control, advisory board or advisory school committee or council of the schools concerned, grant approval that a joint school committee, board of control, advisory board or advisory school committee or council may be elected for two or more schools.

16. Paragraaf 26 van die Statuut word hierby gewysig deur die volgende subparagraaf (2) daarby te voeg, terwyl die bestaande paragraaf subparagraaf (1) word

"(2) Die sekretaris van die konvokasie maak minstens twee weke voor die vaste teldatum van 'n vergadering twee maal in twee nuusblaaie wat in Afrikaans uitgegee word, die tyd, datum en plek van die vergadering bekend."

17. Paragraaf 29 van die Statuut word hierby gewysig deur die woorde "in die filosofie" waar dit ook al voorkom, te vervang deur "Philosophiae".

18. Paragraaf 29A van die Statuut word hierby gewysig deur die woorde "in die filosofie" waar dit ook al voorkom, te vervang deur "Philosophiae".

19. Paragraaf 29B van die Statuut word hierby gewysig —

(a) deur voor die graad "Baccalureus in die opvoedkunde . . . B.Ed." die graad "Baccalureus in die primêre en pre-primêre onderwys . . . B.Prim.Ed." in te voeg;

(b) deur die woorde "in die filosofie", waar dit ook al voorkom, te vervang deur "Philosophiae".

20. Paragraaf 30 (1) van die Statuut word hierby gewysig deur die woorde "registrateur (administrasie)" deur "registrateur (akademie)" te vervang.

No. R. 1000

8 Mei 1981

WET OP DIE NASIONALE ONDERWYS-
BELEID, 1967
ONDERWYS IN SKOLE.—WYSIGING

Kennis geskied hierby ingevolge artikel 2 (3) van die Wet op die Nasionale Onderwysbeleid, 1967 (Wet 39 van 1967), dat die Minister van Nasionale Opvoeding kragtens die bevoegdheid hem verleen by artikel 2 (1) (h) van gemelde Wet die algemene beleid bepaal het wat in verband met die plek van die ouergemeenskap in die onderwysstelsel in skole gevolg moet word soos in die Bylae hiervan uiteengesit.

BYLAE

1. In hierdie Bylae beteken "die Kennisgewing" Goewermentskennisgewing R. 2029 van 12 November 1971 soos gewysig by Goewermentskennisgewings R. 1644 van 15 September 1972, R. 1884 van 20 Oktober 1972, R. 1444 van 1 Augustus 1975, R. 913 van 28 Mei 1976, R. 1963 van 29 Oktober 1976, R. 270 van 17 Februarie 1978, R. 1881 van 22 September 1978, R. 788 van 20 April 1979, R. 1671 van 3 Augustus 1979 en R. 2040 van 14 September 1979 waarby die algemene beleid wat in skole gevolg moet word, soos deur die Minister bepaal, gepubliseer is.

2. Paragraaf 21 van die Kennisgewing word hierby deur die volgende paragraaf vervang:

"21. (a) Elke skool moet 'n skoolkomitee, beheerraad, adviesraad of adviserende skoolkomitee of -raad hê wat deur die ouers van leerlinge van die betrokke skool verkies word en waarvan minstens die helfte van die lede op die datum van verkiesing ouers van leerlinge van die betrokke skool moet wees. Met dien verstande dat die Administrateur, na oorleg met die skoolkomitee, beheerraad, adviesraad of adviserende skoolkomitee of -raad van die betrokke skole, goedkeuring kan verleen dat 'n gesamentlike skoolkomitee, beheerraad, adviesraad of adviserende skoolkomitee of -raad vir twee of meer skole verkies word.

7573 *Gov Jull* *50*
SCHEDULE

PL Magistrate cites death of Sands

MIDWINTER — The death of IRA guerrilla Bobby Sands, after starving himself for 66 days in an Irish prison, was recalled in the regional court here yesterday.

Mr Sands' death was mentioned by the magistrate, Mr R Addison, when he acquitted a 17-year-old schoolgirl on a charge of public violence. She pleaded not guilty.

Mr Addison said Mr Sands had not achieved anything by starving himself to death.

"He is now dead and violent-minded people who sympathised with him have caused a lot of damage."

Mr Addison said he was mentioning this to show the effects of the type of violence that had occurred in Midwinter last year during the height of the school disturbances.

"By resorting to violence you are only hurting yourself and the people who are trying to give you education. If you have got any com-

plaints in your brain you will pass this message to your school mates," he said.

Earlier Mr Addison said he would have liked to know whether the girl who claimed she had been threatened by others and forced to join a mob when stopped houses in zone 10, had reported the matter to the police.

She said she had not and did not reply when he asked why she had not reported it.

Mr Addison said it was

clear from the case that people who were attending classes were in line of the way of violence.

"Your conscience will tell you whether you told the truth and went there under compulsion."

"If not, such action is depicted by any decent minded person, including your parents. They and all other taxpayers have to pay for the damage, the building of schools and all that is being plundered."

"I know there is dissatisfaction towards Bantu Education but adopting violence is not going to help one bit. In

fact it could have the opposite effect."

Mr Addison said school children had to obey their parents because while at school they were seen in nature and it was parents' people only who were able to judge and suggest with the authorities for necessary improvement.

Evidence was that a group of pupils stoned houses in zones 8 and 10 on October 14, 1962.

A confession arranged to have been made by the girl stated that she had been threatened by some boys and asked to be in a group that visited homes of other pupils and stoned windows. — DDI

CT
8/5/81
Boycott:
Course (50)
scrapped

THE Department of Internal Affairs this week scrapped the practical course at Marenberg Senior Secondary School after pupils had boycotted classes for three days.

This was confirmed yesterday by the Director General of Internal Affairs, Mr A P V Kempen.

In a letter to the Cape Times last night, Mr Kempen said the department had decided to "abolish the practical course as from May 8, 1981" in view of the "recent events at the Marenberg Senior Secondary School".

The pupils concerned have been transferred, on account of the circumstances and on representations by their parents, to the corresponding standards in the ordinary academic classes, Mr Kempen said.

Pupils decided to boycott on Monday in support of the demand of the Concerned Parents' Committee, made up of parents of pupils taking the practical course, that the course be scrapped immediately.

The committee had demanded that the course be abolished when it met with the principal of the school last term.

Parents and pupils were opposed to the course because they believed it did not provide them with any technical and trade skills. Many parents also claim not to have been aware that their children had been placed in the course.

Mr Kempen said last night that the course had always been voluntary. The choice was left entirely to the pupils and their parents, he said.

No pupil was enrolled for the practical course without the written consent of his parents.

The purpose of the introduction of a practical course was to help those pupils who were slow learners and who had already failed in secondary classes, he said.

on the lead. Involvement has meant the construction of the first black technical, the Mangosuthu Technical Institute in KwaZulu, the Soweto Teachers College, and the Lebowa Agricultural College - all by Anglo American. Barlows has been responsible for the Lennox Hebe Technical Institute in the Ciskei, and the major industry for FwaZalale Technical School in Port Elizabeth. The Urban Foundation has played a major role in mobilizing private sector participation.

Several black schools have been adopted by companies undertaking to supply educational aids and unmade infrastructure. Extending the concept, IRM recently launched a 100% black education project in KwaZulu. The scheme consists of video for instruction in the sciences and mathematics to schools. And Shell has set up a project to distribute video systems in KwaZulu.

Direct private sector participation with a fully established education system, especially in primary and secondary levels, is not common in the state. Generally, it is reserved for the generation which has a financial interest in a white child's education. This equal black proficiency and literacy performance in black schools is hampered by a lack of resources, class size and teacher shortage, and it is only on a pilot project that primary and secondary schools in a rural district have been established. There are a few private schools, but they do not go beyond the primary level.

In contrast, foreign companies are setting up SA facilities for their own use and write off their contributions to black basic level education as overheads.

Another parallel private education has to do with the 100% private education centres for black education. The first school was a small private school in the Ciskei. Its creation was necessary in order for the 100% black Chamber of Commerce in St. Michaels, which sponsored a high school in Soweto, to have a centre. Some 100,000 pupils attend private schools and are to be encouraged to be integrated at all levels.

The growing involvement of business in black education should make the government consider the concessions for larger level education at least. Government has, after all, realized the need to push up black education and stands to gain much in human and productive resources and integrate them into the skills pool.

BLACK EDUCATION Solving the puzzle

The puzzle of black education in black education is being stepped up. This goes beyond the in-service training schemes already established in industry. The emphasis is now on providing for the development of formal education, since 'a year's work' is the lack of basic education,' says Barlow David's Peter Pascoe.

Barlows and Anglo American have tak-



Hitching a lift on their way home from school this week were NOLENE PHILANDER, 15, at the rear, her sister, JEAN, 10, and their brother, JAKOB, 12.

By RAYMOND HILL

WHEN 10-year-old Jean Philander leaves for school in the morning, she has to walk eight kilometres or hitch a ride to the bus stop, and then take two buses to school.

If she is not lucky enough to get a lift home in the evening, she has to walk another eight kilometres getting home at 5 or 6pm.

She is one of a group of about 15 children living at a settlement near Schoenmakerskop who experience severe hardship in getting to and from schools in Schauderville and Chatty every day because there are no buses to where they live.

They are the children of labourers who work at a

School pupils hitch lifts or walk 8km for bus

50 (257) (244) F. Post 8/2/86.

Port Elizabeth municipal pump station.

The children walk up to 16km a day in all kinds of weather if they do not get a lift from passing motorists.

This week school principals and a senior official in the House of Representatives' Education Department said they were shocked to learn of the children's plight and would investigate immediately.

The principal of the Dietrich Primary School, Schauderville, Mr Harold Wilson, said he had not

realised the problems they experienced.

Yesterday Mr Salman Jonas said his three children were unable to attend school because they did not have the bus fare.

"It is not the first time that they had to stay at home because I could not afford the fare. They are keen to learn but transport is the problem," he said.

He said they walked or hitched to the railway crossing at Walmer township so that they could catch a bus into the city.

They then had to catch another bus to school.

Mrs Gladys Philander said her daughter, Estelle, six, was enrolled at the Dietrich Primary School but had not been to classes because she was too concerned about a little girl having to hitch-hike.

Nolene Philander, 15, her sister, Jean, 10, and their brother, Jakob, 12, also attend the Dietrich Primary School and have been hitch-hiking daily for the past few months.

Barbara starts her farm school

2/28
skw
29/4/81

Labour Organisation, African Union, and strikes by African workers are illegal (under the Industrial Conciliation Act), and strikes by African workers are illegal

BARBARA REYNOLDS

— with the farm school she helped build. Now she is the school manager as well.



By Jaap Boekkool
What happens if you take a top-notch teacher and put her out in the sticks on a far-away Highveld farm, with only cows and black urchins as companions?

If you are like Barbara Reynolds, educated at the universities of Natal and Bristol, who is a special person and general go-getter, you build a school.

She took several years to finish the four-classroom yellow school building on the Reynolds' farm Zandbaken, between Greylingstad and Stander-ton. But Barbara got there by prodding her husband Paul, labourer, brickworks, education department bureaucrats and anybody else involved with such a project.

The Niven Trust is one. It does for farm schools what TEACH does for black schools, donating R50 000 a year, of which R27 000 went to Barbara Reynolds' pet plan, now named "Bonganiven" (Zulu for: "We are grateful to Niven").

Barbara says: "I got my BA at Maritzburg and then went to Bristol because that university was known to have the best reputation in teachers' training. Then I came back home to Natal to teach, but met Paul."

Paul is the grandson of the first Reynolds who came to fight in the Anglo-Boer War and settled at Val, a little English-speaking community near Standerton.

In farming circles he is well known for owning, with his father, the oldest Hereford stud herd in the coun-

try which started with an import from Britain named Resolute.

Resolute could also be Barbara Reynold's second name for "she was really the moving force behind this Niven Trust farm school," says Desmond Niven, the trust's chairman. And Paul adds: "She kept me going by doing all the prodding."

While building the school Barbara became active in other things as well. "I marketed hybrid seed for an American firm in Kempton Park, because I wanted to know as much as possible about my husband's farming business."

It is a complex business.

The prizewinning Herefords on 800 ha have to be inspected twice a day and there is a constant battle against pests like worms, redwater, gall

sickness and tulip poisoning and to balance animal diets of eragrostis hay, maize meal, roughage and supplements.

I asked Barbara and Paul whether building farm schools would not work against the farmer's own interests because education would eventually lure youth to the cities. "It is true," he said, "but we find that many of them come back to work on farms for even half their previous wages because they believe the farming life is better."

It's a new variation on that theme of "how do you keep them on the farm after they've seen gay Egoli?"

The answer is: as long as they keep repeating the words around Barbara's school — "Izinto ziya lunga" . . . "Things are improving."

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Pupils fined for public violence

Nov 1980 + FEB 1981 EXAMINATIONS, CONTINUED

COURSE DESCRIPTION	EXAMINATION RESULT SUMMARY AS AT 20 02 81										TOTAL	PASS %		
	1	2	3	F	F/S	DPR	ABS	AB/S	PASS	UP			3NX	O/S
202202 BUSINESS SCIENCE II	1	1	46	29	0	0	0	0	0	0	0	0	77	77
202206 PRINCIPLES OF FINANCE-1/2 COURSE	0	0	0	1	0	0	0	0	0	0	0	0	1	1
202202 APPLIED BUS STATISTICS I	0	0	0	0	0	0	0	0	0	0	0	0	68	68
202203 ECONOMIC STATISTICS	0	0	0	0	0	0	0	0	0	0	0	0	17	17
202204 COMP INT & ANNUITY CERTAIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202205 PERSONNEL MANAGEMENT I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202206 MARKETING I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202207 BUSINESS SCIENCE III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202208 BUSINESS FINANCE I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202209 MARKETING II	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202210 ACTUARIAL SCIENCE I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202211 ACTUARIAL SCIENCE II	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202212 PERSONNEL MANAGEMENT II	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202213 BUSINESS FINANCE - P&E 197	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202214 APPLIED BUS STATISTICS II	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202215 BUS 201 INDUSTR MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202216 BUSINESS POLICY I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202217 BUSINESS POLICY II	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202218 BUSINESS SCIENCE MAETPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202219 BUSINESS SCIENCE PH.D.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202220 ADV. DIP BUS ADMIN(FULL T	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202221 ADV. DIP BUS AD(P/T)(1ST Y	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202222 MASTER OF BUS. ADMIN (FULL TIME)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202223 DEPARTMENT OF BUSINESS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202224 DEPARTMENT OF BUSINESS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202225 DEPARTMENT OF BUSINESS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202226 DEPARTMENT OF BUSINESS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
202227 BUSINESS ADMIN. PH.D.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMPERCE	174	229	923	1523	973	0	38	167	0	2	166	0	169	0

MDANTSANE — Public violence was a nasty offence and it was important that people convicted of the offence should receive heavy sentences as a deterrent to offenders and would-be offenders, a regional court magistrate told three students in a special court here.

Mr R. B. Addison was passing sentence on three students — Pule Ralana, 18, Vuyo MacDonald, 19, and a 17-year-old youth — who were appearing on a charge of public violence involving the stoning of windows and demanding books and uniforms from parents of students who did not boycott classes last year.

Mr Addison sentenced all three to a fine of R300 each (or 12 months). He suspended a further three years imprisonment for five years.

The students first pleaded not guilty but later changed their plea to guilty.

In delivering the sentence Mr Addison said it was clear there were other people behind the school disturbances and warned that if the instigators thought the trend to involve more women in the trouble would be helpful, sex would not be a mitigating factor in similar cases.

He said 40 cases were pending involving students from Hewu, Zwelitsha and Mdantsane and all concerned disturbances by students last

year. Mr Addison told the students they had lost a year in their education but added they had themselves to blame for "there are many pupils who dissociated themselves from this violence and suffered as a result of your actions," he said.

Although they had cooperated with the police and pleaded guilty they had to be punished.

Cuts would be inappropriate, he said, because they would not be deterrent enough.

Evidence was that the pupils were part of a group which stoned three homes and demanded books and uniforms from parents in Zones 8 and 10 here on October 20, last year.

In a fourth home they demanded books and uniforms and did not break window panes. In all cases these were given to them and the uniforms were found in tatters the next day while the books were never recovered.

In mitigation, Mr S. Tutani and Mr H. Siwisa emphasised the ages of the students, the fact that they were part of a group, that the actions were not preplanned, that the youths were all victims of circumstances; that there actions, though mis-directed, were based on a rejection of an education policy which had been strongly criticised by many educationists.

Mr Addison gave the students' parents until May 8 to pay the fines. — DDR

(56)

(6.) Discussion

In this section, the incidence of the costs and benefits, and the wider aspects of the efficiency of the system of primary health care in the Cape Peninsula will be discussed briefly.

(6.1.) The Incidence of Costs and Benefits

Who gains and who loses from the existence of the Day Hospitals? Those earning less than R240 per month have a clear gain—the cost of travelling to hospital and the time spent at the hospital is reduced — in their own areas there are clinics providing treatment of a high standard for a nominal fee. Those still attending outpatient departments also gain as the congestion at these centres is reduced. While the cost figures are inadequate, the conclusion may be drawn that it costs less to treat a patient at a Day Hospital than at an outpatient department. If the assumption is made that if the Day Hospitals did not exist, all patients would be treated at an alternative public institution, it cannot be said that the taxpayers suffer by a redistribution of resources to the health care of the indigent. If it is cheaper to treat patients at Day Hospitals than elsewhere, then the burden is reduced.

Without laboriously identifying the incidence of every cost and gain of a complex system, it appears justified to conclude that the benefits outweigh the costs and that the consequences for distribution are such that the existence of the Day Hospitals is not iniquitous. Even if I do have to pay an extra rand in tax per annum to finance the Day Hospitals, or if I receive less subsidy on my education than I would if there were no Day Hospitals, my utility is increased by knowing that people who are less well-off than I am have easy access to medical care.

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(57)

(6.2.) Services at night.

The question of whether Day Hospitals should provide an evening clinic session has been raised, since this would be more convenient for workers and for mothers who have no one to leave children with during the day. However, this would raise the cost of running the Day Hospitals considerably given the labour intensity of the service. Secondly, evening clinic sessions are provided in many areas by the SHAWCO

Turfloop students hoist ANC flag

CT 3/5/81

50 327

Own Correspondent

PIETERSBURG. — Students at the University of the North at Turfloop are protesting against the Republic's 20th anniversary celebrations by flying the banned African National Congress flag on campus.

The green-and-gold and black flag, which was hoisted on Monday morning on top of one of the high buildings comprising the men's hostel, was still flying late yesterday.

It is understood that the flag was placed on top of the building after Lebowa police had driven away about 1 000 demonstrating students who had marched to the local Mankweng police station about 9 am on Monday.

Quiet

Yesterday all was quiet at the university and students attended lectures as usual.

The 1 000 students, who marched from the campus to the police station singing "freedom songs", had apparently planned to replace the South African flag at the police station with that of the ANC.

But on arrival at the police station some students appar-

ently started throwing stones at the building. The march ended when the police took action against the demonstrators and they scattered, fleeing back to the campus.

At least three students are said to have been injured and taken to the Pietersburg Hospital.

Foot amputated

A hospital spokesman said one of the students, Mr Tshimangazo Madula, had had his right foot amputated. Another student, also admitted to the hospital, had a bullet wound in his left hand. The third student had been treated and discharged.

After reassembling at the campus, the students then put up roadblocks in an attempt to stop police from driving into the area. They hoisted the ANC flag on one of the buildings in the campus.

The Commissioner of Police in Lebowa, Brigadier J Van Zyl, said on Monday that the storming of the police station was part of protests against the Republic Day festival. No police were injured when the students "attacked the police station", he said.

mental question is what is the optimal degree of specialisation between and within centres.

Work on the effects of scale on hospital costs has been confined to the inpatient section of hospitals. (I) No study has been made on the optimal size of health centres although the optimal degree of specialisation has received much attention, particularly in the stress placed on the

. / ...

RDM 8/5/81 (50)
HSRC to spend R2-million

THE Human Sciences Research Council would be spending R2-million this year on the promotion of Human Sciences research at universities and other research organisations.

In a statement in Pretoria yesterday the HSRC said it had made available an amount of R1 805 000 for the 1981/82 financial year for research bursaries and grants.

In addition, funds for research related directly to the research programmes of specific national problem areas have been provided.

A amount of R200 000 has been set aside for this purpose for the 1981/82 financial year, the statement says - Sapa

C. Herald 9/5/81

More pupil power? (50)

PUPILS will use their new-found 'power' repeatedly until a democratic political system exists in South Africa, now that they have found to what extent they can embarrass the government by their challenging and daring protests, said Mr Randall van den Heever, editor of the Cape Teachers' Professional Association's journal, *Educator*, and presently acting principal of Spes Bona Senior Secondary School in Athlone.

He was addressing the Calvinia regional conference of CTPA on Saturday, on the topic of the

Discipline Crisis in SA Schools.

He referred to the stay-away situation in the schools last year and suggested ways and means of preventing a repetition.

'Very important,' he said: 'Is the relationship between teacher and parents of the pupils.'

'It is important for the teacher to make regular contact with the parents, not to complain about the pupils, but rather to gain the trust and co-operation of the family.'

'It happens far too often that teachers find themselves in conflict with the parent community merely because of a breakdown of communication.'

'The establishment of a teacher-parent-pupil asso-

ciation is an important step towards a spirit of unity at the school.

'As educators, we must go far beyond the point where we call in the parents' help only for disciplinary reasons.'

We must co-operate with the parents in finding the best method to reinforce the developing youth and to encourage them in the important preparation for their futures.

Other suggested solutions to avoid a recurrence of 'stayaway 1980' were:

- Subject content and presentation must be such as to satisfy pupils that what they are learning is both necessary and relevant, and is not part of an inferior education system.
- Pupils must be involved in school activities.
- An appreciation that discipline must be maintained, but that this be achieved by co-operation rather than the handing down of orders.

Mr van den Heever said that it was evident that the traditional methods of discipline were disappearing, but this does not mean that our schools have come to the end of the road.

'To the contrary, our education is on the threshold of new ideas and programmes.'

Our pupils are perhaps more complicated than before, but at no time in the past has their development been as high a level. They are more challenging, but also show more initiative. Our pupils are not only reaching the adult world younger than they ever have, but have also taken on to themselves some of the duties of their parents and teachers. Our pupils are more difficult to handle, but they are undoubtedly more adult than before.

Boycott pupils told to wait

PUPILS of Manchester Senior Secondary School and their parents have been told to wait until Friday for a reply to their demand that a 'worthless' practical course be scrapped.

They followed a meeting on Tuesday attended by parents and representatives of the Department of External Affairs (formerly Overseas Affairs).

However, pupils on Wednesday continued their class boycott, started on Monday in protest against the exercise.

The Wednesday morning, set out of a total of 750 pupils on the register.

The staff followed earlier unsuccessful attempts to persuade the Parents' Committee for the scrapping of the course.

He added that the staff away would continue until the course was scrapped. The principal, staff, school committee and parents have also called for an end to the controversial course, which they said was inferior, did not provide pupils with skills and was not accepted by employers.

They also complained that pupils were chosen for the course on the strength of one group IQ test conducted when they were in Standard 5. The test was treated as a joke, one parent said.

On Tuesday, the second day of the boycott, a meeting was called of the parents of pupils doing the course, the school committee and representatives of the department.

At the meeting, parents signed a formal request for the scrapping of the course, said Mr P S Juel, chairman of the school committee.

Mr Abel Jordan, acting chief inspector, told the meeting that his department would reply to the request by Friday.

A meeting is scheduled for Wednesday evening at the Shawco Centre in Manchester, to be attended by pupils, parents and concerned members of the community.

Boycott of sweet CT 9/5/81 company urged

Staff Reporter

WESTERN Cape pupil representatives, yesterday called on their parents and all traders to support the boycott of Wilson Rowntree products.

At a meeting of the Inter-Regional Students' Representatives Council, representing 60 Western Cape schools and other educational institutions, they decided to boycott all products in support of the struggle of the workers in East London.

In a statement issued after the meeting, they said they supported the struggle of the workers.

'We call on all SRC's to discuss the strike and the boycott and to spread the word in the community,' the statement read.

'Our fight for a democratic South Africa can only come about through the unity of workers, communities and

students

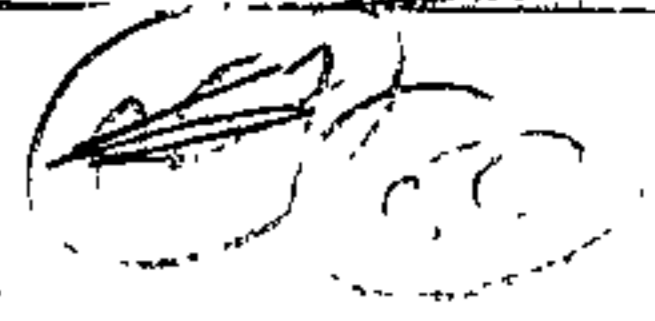
Support for the boycott has already come from Cape Town's strongest trade unions, the Food and Canning Workers' Union and the General Workers' Union, as well as the representatives of Western Cape and Cape Town.

The executive of the Western Cape Traders' Association (WCTA) has in principle decided to boycott all Wilson-Rowntree products, but the final decision will be taken at its general meeting.

The traders have called on the management of Wilson-Rowntree to reinstate the nearly 500 dismissed workers or force the traders to take their business elsewhere.

The workers, who all belong to the South African Allied Workers' Union (SAAWU) lost their jobs in February after demanding the reinstatement of three dismissed workers.

Scrap Department of Coloured Education - TEB



By FRED MASTIKO

The Transvaal Education Board has called on the Department of Coloured Education to disband itself and hand over its powers and functions to a single non-racial, controlling authority of education.

The board which represents coloured education in the region, was responding to a circular from the Department calling on it to remove the powers and functions of the regional education boards. The circulars were also sent to the three boards in other provinces.

In a statement yesterday, the board said: "Our coloured education is totally inadequate no matter how many changes or improvements are effected, these will always be superficial and ineffective, as long as these changes occur within the framework of separate education.

"The strife we have experienced will continue as long as our children perceive coloured education exactly for

what it is— an integral part of the apartheid system which creates inequalities in its own path."

The board also attacked separate education as "creating an atmosphere of isolation and polarisation" and called on the department to con-

sider the issue of last year's school boycotts, and current continuing protests among both students and teachers, the statement said. In a series of statements, we find a call to merge to make one central platform to void the existence of the

powers and functions of the regional education boards. We therefore strongly recommend that the Department of Coloured Education disband itself, and that it be replaced by a united, non-racial, controlled system of education.

Big change in black schools —research

Aug 12/5/81
80

Education Reporter

BLACK school boycotters had not achieved their main objective of changing the education system by direct Government action. But research showed that massive change was indirectly taking place in the education process at their schools.

Miss Trish Flederman, studying adult education at the University of Cape Town, interviewed 15 teachers from nine coloured schools and presented a paper at the Conference on Curriculum Innovation at the university earlier this year.

In the paper, published in the South African Teachers' Association Education Journal, she said that pupils saw the school as a direct means for gaining societal right.

RELATIONSHIPS

She found a major change in the relationship between pupils and teachers.

'Before the boycott, prevailing values in the classroom were competition, individualism, obedience and hierarchical relationships.

'The boycott taught pupils that confrontation was more effective than working through the system and that only as a group did they have power.

'Values of unity, democracy and confrontation emerged as vital. The fact that the Labour Party tried in vain for 10 years to increase its budget, while through the boycott the pupils achieved huge increases in educational expenditure, illustrates the point.'

In this process, the pupils' relationship to the authority of the teacher 'altered drastically.'

In 1976, and more so in the last boycott, pupils saw that the selection of the curriculum was a political act based on a political ideology.

Pupils' objection to the curriculum resulted in the material being handled differently from pre-boycott teaching.

'For example, teachers introduce material such as the development of the coloured people by stating their attitude towards the material and towards the necessity for memorising model answers in order to pass the exam,' Miss Flederman said.

NEWSPAPER

The content could then be re-examined and re-interpreted.

'Pupils are learning that valuable knowledge can be defined, selected and interpreted by them, and is generally found outside the curriculum.'

Pupils had begun to read more newspapers and were raising issues in the classroom. A pupil magazine stated:

'Let our education be gained primarily through this involvement (in the struggle).'

Pupils were more determined to pass exams to avoid contributing to the system by being available as cheap labour.

STRESS

In this process, teachers had suffered extreme personal stress, Miss Flederman found.

They experienced mistrust from both sides.

Pupils felt that only communication and understanding between student and teacher could resolve the situation.

Changes would have to be institutionalised in teacher training courses and other supporting systems. Eventually, fundamental change would have to come through in the national education system.

'In Cape Town, we have a unique situation. Innovation has come from within, the hidden curriculum and the social relationships have been altered, the consciousness of a large proportion of school members has altered. The school is ready for fundamental reform, said Miss Flederman.'

Spending

on black

Argus 13/5/81

pupils 'a disgrace'

Argus Correspondent

ULUNDI. — The fact that the Government spent 12 times more on the education of a white child than on a black child was 'a disgrace to South Africa,' Dr Oscar Dhlomo, Kwazulu's Minister of Education and Culture, said in the Assembly.

Dr Dhlomo said in his policy speech that it would never be possible to improve the quality of black education significantly unless this imbalance was corrected.

We hope that the Human Sciences Research Council commission on education will take steps to correct this imbalance.

He said that just over 885 000 pupils attended 2291 schools in Kwazulu.

There were 501 000 pupils in primary schools, 271 000 in higher primary schools, 131 000 in junior secondary schools and just under 156 000 in senior secondary schools.

Pupils averaged 29 a class in the primary schools, 37 a class in higher primary schools and about 51 in secondary schools.

DESKLESS

There was less than one desk for every five pupils in primary schools, he said. Many had to work without desks.

Dr Dhlomo said the department would have to continue to rely on communities, builders, their own schools in its efforts to reduce the pupil-teacher ratio to manageable proportions.

Even an ill-qualified teacher can do comparatively better with a class of 35 pupils than with a class twice that figure.

CAMPAIGN

A campaign had been started to ensure every teacher obtained at least a Standard 10 qualification.

The 1980 statistics show that only seven percent of the teachers in the primary schools had an academic background of standard 10 or higher.

Kwazulu had been comparatively free of troubles in its schools.

It is a general feeling that the introduction of the Inkatha movement in the schools has had a salutary effect on discipline, he said.

School boycotts gave 'solidarity'

Argus 13/5/81

50

Education Reporter

THE 1980 boycotts resulted in few material gains for school pupils in Guguletu, Nyanga and Langa, but a growing community solidarity is the direct outcome of pupil dissatisfaction, according to parents, pupils and social workers interviewed by The Argus.

Pupils say that their demands have remained largely unsatisfied. Requests for free stationery, library and textbook books and the lowering of the matric examination fee, which was doubled to R20 this year, have not been met.

A declaration of intent to scrap Bantu Education has not been forthcoming although the Government maintains that the Human Sciences Research Council investigation into education meets this demand.

DETENTION

Some pupils arrested at the beginning of the year are still in detention. The release of Mr Kent Mkh-

lipi and Mr Ouba Lebulere was one of the main conditions for the suspension of the boycott.

Demands for free text books, repaired buildings, lower school fees and the abolition of compulsory uniforms and prep time have been met.

The arrest of Mr Mkhlipi and Mr Lebulere drew a furious reaction from pupils.

'PROVED'

'That proved what we had begun to suspect. The Government realised in 1976 what happened when they educated blacks. They become much more aware of the flaws in the system and they demand better education.'

'The Government is quite happy for us to stay away from school. They don't want us to be educated,' one pupil said.

The boycott was called off 'for the sake of a free and democratic Azania of the future.'

A Guguletu mother said that in 1976 parents had been at 'looseheads' with

their children over the school issue. 'Last year they saw and understood students' grievances and they supported them. That is a great gain,' she said.

The communities present a solid front to what they regard as Government intrusion and intransigence. The regional committee, with six representatives from each of the high schools and two from each of the higher primaries, act as spokesman for the pupil body.

The elected Teachers' Action Committee and Parents' Action Committee represent other aspects of the community.

ATTENDANCE

High school attendance has dropped by about 70 percent, but those attending have paid their exam entrances and have discussed forming study groups to prepare themselves for the exams.

'The struggle continues,' a pupil said.

Equal
Argus 13/5/81
education
call to
Lions

3. Mr Tubeless has to value his stock on advantages and disadvantages of stock valuation. The change will have

be much better for him to do this on a LIFO basis. Discuss the advantages of changing to the LIFO basis. Refer to the effect on financial statements.

(5 marks)

4. Assuming that on 1.1.1982, Mr Tubeless stated in his financial statements that the value of his stock was 1000 units.

Argus Bureau
PORT ELIZABETH. — A system which limited wealth and opportunity to a few in a 'sea of poverty' was objectionable, Mr Jan Steyn, chairman of the Urban Foundation, said today.

He was speaking at the Lions multiple district convention today in a Port Elizabeth hotel.

He said people could not survive without doing justice to others.

'We should all deal mercifully with all people.'

'A system which limits wealth to a few in a sea of poverty is objectionable. Negativism is dangerous and destructive to South Africa,' he said.

DENIED

South Africa could not continue to have a controlled economy for blacks and a free one for whites, as it denied everybody a chance to develop his own talent.

He said controlled housing in black areas left little access to the private sector for the financing of black housing, which caused a gap in subsidised and free market rentals.

'I believe a free market system is worth fighting for.'

'Socialism and fascism lead to a totalitarian state and the destruction of an economy.'

Mr Steyn said he had reason to be optimistic about equal education for all races in the future.

He said at present qualifying black students could not compete with their white counterparts in the present economy.

does change to the LIFO basis at which his opening stock will be the year ended 28 February

(2 marks)

(Conversion Course

ks - 20 minutes)

TABLE 1

STEPS TAKEN BY A SAMPLE OF AFRICAN HOUSEHOLDS IN CONNECTION WITH 237 REPORTED ILLNESSES WITHIN THE HOUSEHOLDS DURING THE PREVIOUS TWELVE MONTHS, DURBAN 1972

(Only illnesses where definite steps were taken are cited)

STEP TAKEN/PERSON CONSULTED	NO. OF TIMES A STEP WAS REPORTED	
	No.	%
Visited a Hospital	145	25,6
Visited a Clinic	100	17,7
Consulted an African Doctor	73	12,9
Consulted a White Doctor	66	11,7
Consulted an <i>Inyangama</i> ² (medicine man)	51	9,0
Appealed to a Prayer Group for Intercessory Prayer	31	5,5
Consulted an Indian Doctor	28	4,9
Visited a <i>Muthi</i> Shop ³	18	3,2
Visited a Pharmacy ("Chemist Shop")	13	2,3
Sacrificed a Goat	10	1,8
Consulted an <i>Isangama</i> (i.e. Diviner) ⁴	8	1,4
Used <i>Izinyamazane</i> ⁵	7	1,2
Visited a Faith Healer	5	0,9
Visited Patent Medicine Counter of a Shop	5	0,9
Used <i>Ishizlambazo</i> ⁶	1	0,2
Sacrifice (other than a goat)	1	0,2
Other	4	0,7
TOTAL NO. STEPS TAKEN	566	100,1

TABLE 2

STEPS TAKEN BY A SAMPLE OF INDIAN HOUSEHOLDS IN CONNECTION WITH 125 REPORTED ILLNESSES WITHIN THE HOUSEHOLDS DURING THE PREVIOUS TWELVE MONTHS, DURBAN 1972

(Only illnesses where definite steps were taken are listed)

STEP TAKEN/PERSON CONSULTED	NO. OF TIMES A STEP WAS REPORTED	
	No.	%

Police chase students away

CT 13/5/81 50 257

Own Correspondent
JOHANNESBURG. — Hundreds of boycotting students at the University of Durban-Westville were chased by police and ordered off the campus yesterday after they had attempted to defy a ban on student meetings.

Elsewhere, except for a stoning incident reported in Eldorado Park near Johannesburg, things were quiet.

The ban was imposed by the rector of the University of Durban-Westville, Professor S P Olivier, earlier this week following a decision by about 500 students to boycott all academic activities, including exams.

The students assembled in the quadrangle yesterday as they had been locked out of the cafeteria — their usual meeting place — and attempted to hold a meeting to decide whether to continue the boycott.

Then the police moved in. The students were given 10 minutes to disperse or the riot police would be called. While some of the students moved away, others remained in the quadrangle.

The tense situation on the campus was only briefly interrupted at short intervals by the singing of "freedom songs" by students, who stood considerable distance away from the police.

The uniformed policemen,

some with quirks, chased the students after isolated stone-throwing incidents. The chanting students later left the campus by bus.

The university's chief security officer, Mr Alec Burger, has laid a charge of assault, saying he had been hit by a stone.

Professor Olivier said that in no circumstance would the examinations be postponed.

In other incidents yesterday:

- Cars passing by the Eldorado Park Senior Secondary School Number 1, in southwest Johannesburg, were stoned by pupils.
- A police spokesman confirmed that a car driven by a social work student from the University of the Witwatersrand had been stoned in the incident.
- The young woman was said to have been badly shocked but was able to drive off afterwards.
- The Director of Indian Education, Mr Gabriel Krog, told a delegation of parents and students that he would stand by his decision not to reinstate expelled high schools pupils until the situation at all schools had returned to normal.
- About 3 000 parents have signed a petition, which will be sent to Mr Krog, demanding the immediate reinstatement of all affected pupils.

Both amongst Africans and Indians the findings suggest an overwhelming use of western-type medical agencies.

My own feeling is that amongst Africans traditional African 'medical practitioners' such as an *inyanga* and an *isangama* were probably consulted more frequently than was reported. I believe that likewise traditional practices such as sacrificing a goat, or using traditional 'strengthening' medicines probably occurred more frequently than was

Enough: kids at school in a cellar..

13/5/8
STB
(50)

In the constricted heart of Hillbrow, 450 primary school children scuffle in the tiny dirt patch which is their playground.

After a five-year fight for more room, the parents of Joubert Park Primary have had enough.

The pupil explosion at the Afrikaans-medium school started about three years ago with a flood of new applicants each successive year, says Mrs L van Niekerk, a member of the Parents' Committee.

"The department added a classroom in 1978 and after repeated requests another one last year — but the school grounds are still as small as ever," she added.

"The principal has applied to the Transvaal Education Department for more space, but nothing has been done. Now the parents have decided to take the matter into their own hands."

The claustrophobic confines of the small, 16-classroomed school are reminiscent of the towering blocks of flatland surrounding it. "Almost all of the children live in flats — and their school life isn't much different," said Mrs van Niekerk.

The Standard Fives attend class in the school basement, a dimly lit two-roomed "cellar." The floors are concrete — cold and the passage lined with workbenches for the Standard 5 boys to practise woodwork.

Facilities for the Grade Ones and Twos are equally cramped. One class has 35 to 40 pupils. "How can the teacher give these little ones the attention they deserve in these circumstances?" asked Mrs van Niekerk.

At break the children stream out, down the narrow staircases and into their segregated playgrounds. The Grade Ones have a play area on the second floor of the three-storey school. Barely 2 m wide and

10 m long, the "playpen" is crammed with jungle gym, swing and climbing bars — and at any one time a minimum of 70 children.

DUSTBOWL

The rest of the children are ushered out into an open dustbowl where Standard 5 boys chase Grade 2 boys, shirts are torn and shoes and trousers marked by the orange-red earth.

The girls stand as aloof as possible, eating their sandwiches in huddled groups. A few trees dot the perimeter of the wire-bound high-walled enclosure and teachers cars are parked in the only shady points.

An open gash in the wall looks out on to busy Twist Street, cars flashing past as the children laugh. There is no gate to prevent a child from running out on to the street, or slipping into the city when no one is looking.

Facilities for functions, sports occasions or games are non-

existent. For rugby and athletic practice the pupils have to be transported by teachers to the fields below the Johannesburg Fort. All matches against other schools are played "away." Joubert Park Primary can never be the host.

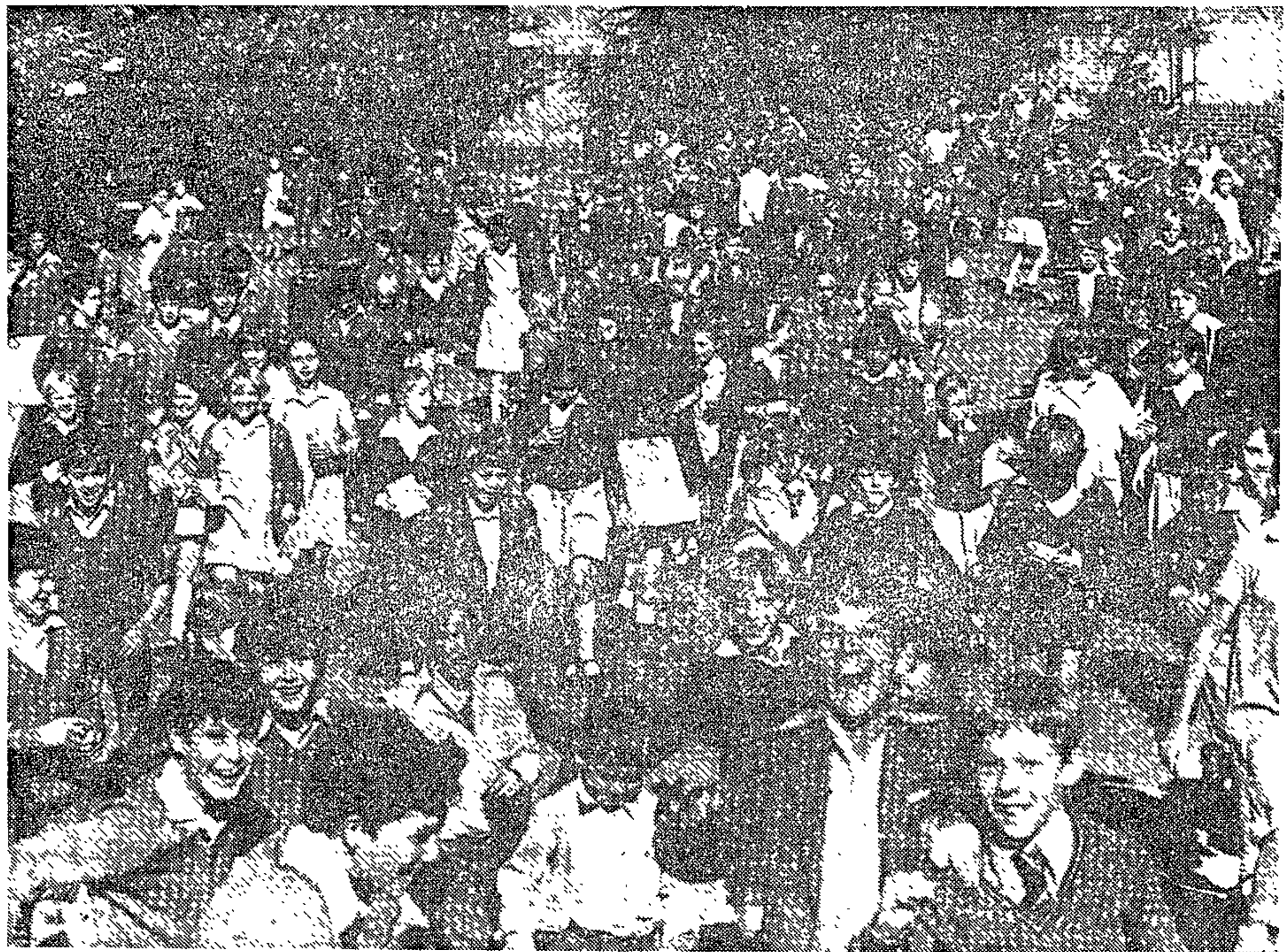
"This is a poor school. The children's parents are not wealthy and have not got the funds to improve the school. In any case, that is the responsibility of the department," said Mrs van Niekerk.

According to the principal, Mr N. Gouws, the TED has said that the matter has been placed on a priority list, but no indication has been given of how long it will take before anything is done.

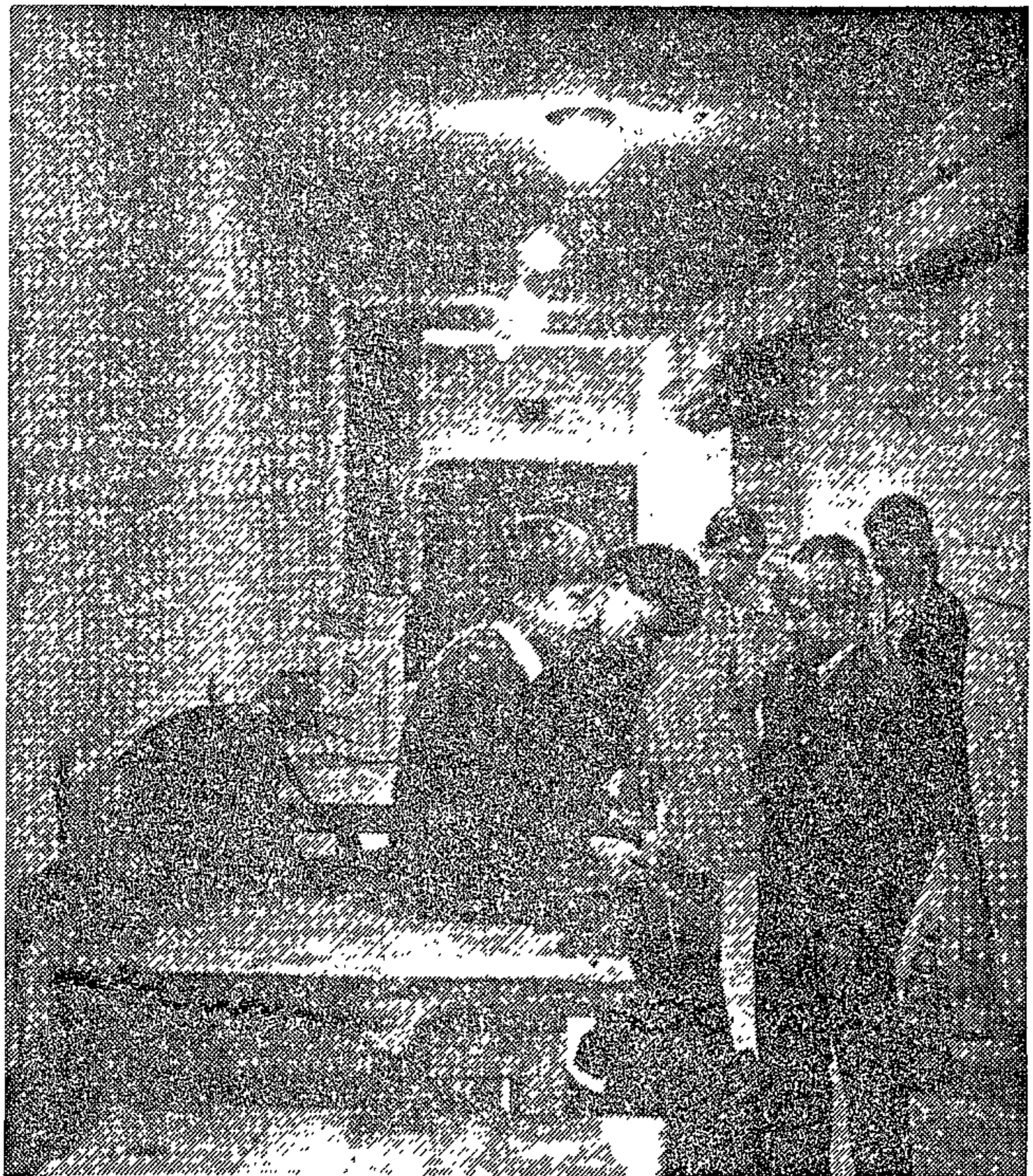
"Yesterday the school enrolled seven more new pupils. If they live in the area they cannot be turned away," said one of the teachers.

"We just cannot cope."

The Transvaal Education Department director was not available for comment.



Their nearby flatland homes may be crowded but the congestion in the Joubert Park Primary School playground at break can make problems.



Standard 5 pupils wait for class to start in the dimly-lit lower basement of Joubert Park Primary.

ST 14/5/81 (2/3) (57)

Education for all in 38 townships

Staff Reporter

COMPULSORY education for blacks now applied in 38 townships and involved 201 schools and 43 000 pupils, according to the Department of Education and Training.

In an article in the new Civil Service magazine, *Publico*, published by the Commission for Administration, the department said compulsory education was the "single most effective way of bringing about equal education".

In the face of allegations that compulsory education was being introduced to perpetuate an inferior education, the following had to be borne in mind:

- There were backlogs which the department was trying to eliminate as speedily as possible.

- The same subject matter was contained in the syllabi of all education departments throughout the country.

- The same standards applied and the same requirements had to be met by all candidates who entered for the Senior Certificate Examination.

- Blacks were "fully involved" in decisions regarding their education through the Council for Education and Training. Members of subject committees were mainly black, the vast majority of inspectors were black and school committees were democratically elected by parents.

- "Compulsory education automatically implies that the department accepts the

responsibility to provide a sufficient number of teachers, schools and facilities, free books and stationery, and undertakes to upgrade the general quality of classroom teaching.

On the other hand the responsibility of ensuring that pupils enroll and attend school regularly, and for assisting the department to implement and carry through this programme rests with the parents, according to the article.

The pupil teacher ratio had been lowered over the "last number of years" from 58:1 to 45:1 and a further reduction was continuing.

Five thousand classrooms had been built since 1979, compared with 25 000 for the whole period till 1979.

If the learning disabled are not helped correctly the question is:

The fact that Winston Churchill consistently came bottom of his class, Tony Factor suffered from dyslexia and Albert Einstein never featured at school, is no guarantee that every child who has a learning disability will "catch up" later on in life.

In most cases parents do not even know what a learning disability or minimal brain dysfunction is.

And until recently no answer or clear definition was readily available. The Murray Commission of 1969 formulated an all-embracing definition which, in essence, points to the learning disabled child as a child of average or above average potential who has an inability to read, write, spell, talk, remember, understand what he sees or hears or do mathematical sums properly. He may also have problems with motor co-ordination and physical movements.

The definition excludes all children with a substantially lowered IQ, mental retardation, visual, hearing or motor handicaps, emotional disturbance or environmental deprivation.

A typical "learning problem" child is one who, up until a school-going age exhibits a normal eager interest in most subjects, energy and

enthusiasm. Once he starts experiencing difficulties at school and cannot cope, or understand why, there are symptoms of listlessness, confusion and a reluctance to go to school combined with a loss of self-confidence.

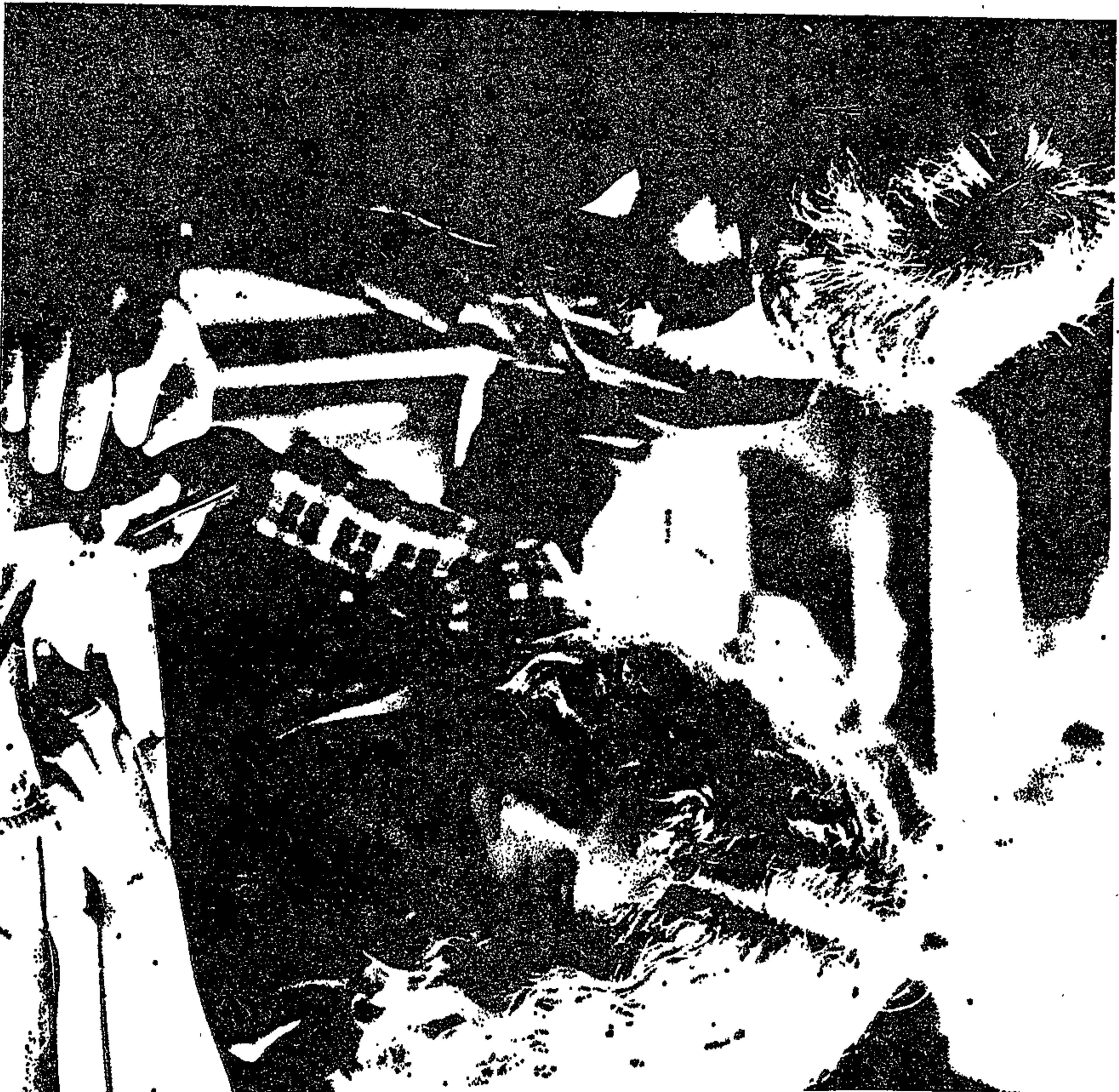
Parents are probably in the best position to recognise the signs and should become involved as much as possible, say therapists.

Because causes vary, so do the treatments — and the confusion — adding to the mental anguish of the parent and often resulting in the break-up of a family.

A desperate mother wrote to the Parents Action Group for Learning and Educational Disabilities for support. "I have two children with MBD, and dear Lord I have battled," she writes.

"The children have been through all hell and torment from teachers and school principals alike. One individual even went as far as to say my daughter was a misfit in society."

"At the age of 12 my daughter is finally being given the right teaching and understanding . . . I am divorced, on my own for four years now. The children's father left us for that reason, he couldn't understand or get on with the children and the final crunch came when I was pregnant with our third child. He said he could not take another child who was abnormal and left me when I was five months pregnant."



When will they

"Your child is incredible" . . . "a misfit in society" . . . "just lazy" . . . "will soon outgrow this stage."

These are just some of the insensitive, ignorant and unprofessional comments parents of learning disabled children have to contend with in their search for help.

Because of the lack of material available on the subject, concerned parents are as ignorant as some of the "experts" they consult, and are thus prepared to accept any advice.

If a child has a learning problem, the symptoms are usually detected between age three and five — by parents or primary school teachers, say doctors and clinical psychologists.

The detection is often the first barrier. A teacher who has not been trained to spot a problem and has her hands full coping with the remaining 30 Grade 1s tends to describe the child as "slow" or "lazy" to the principal and parents, says Mrs Pat Raphael, co-ordinator of Pagoid (Parents Action Group of Learning Disabilities).

"Even if the parents are convinced the child is experiencing difficulties, the teacher can be the first stumbling block," she said.

Second, is the principal. In the Transvaal Education Department system he is in a position to accept or reject the teacher's diagnosis on an autocratic basis. If sympathetic to the child's needs he can

The "brain drain" created by inadequate remedial education services in South Africa has led to a rapidly growing demand for knowledge, facilities and positive action by the authorities. **CAROLYN DEMPSTER** reports.

recommend the pupil for testing at one of the Transvaal's 42 school psychological and guidance clinics.

Considering that each clinic with a staff of five: (orthodontician, orthopedagogue, speech therapist, psychologist, occupational therapist and sometimes a medical neurologist) has to handle in excess of 5 000 potentially learning disabled pupils, a parent can wait up to eight months for the child to be evaluated.

In 1980 it was estimated that 33 percent of all white children registered with the TED had learning problems — a total of 170 583 pupils out of 511 751. In 1977 155 000 children were referred to the psychological services division — evidence of a need for an enlarged school service even then.

In addition to this initial problem the parents: (a) may be excluded from the report-back to the school; (b) have their child "categorised."

"If a child is incorrectly graded it is almost impossible for

him to break back into the normal stream," said Mrs Raphael.

"And one of the most appalling things of all is that many children are sent to institutions for the mentally retarded"

Dr Mervyn Skuyl, clinical psychologist, head of the Division of Specialised Education at Wit's and a member of the Human Sciences Research Council sub-committee investigating remedial education, said:

"There is a tendency to place the emphasis on the defects and deficiencies of the child, and not the environment."

"In addition, most tests are used without regard for their validity as a measure of actual academic performance," he said.

He has high praise for the efforts made by the TED in the field, but feels there should be more co-ordination and State involvement.

50 SWK 14/5/81

Ever Learn?

"The future lies in changing the school system at every level and changing teacher training to incorporate a concern for the child with learning disabilities," he added.

In fact, those children who are aided by the TED — either with additional therapy sessions, in the 142 AID classes attached to primary schools, or a referral to external special classes should feel privileged. They are the lucky ones.

Hundreds of distraught parents resort to the private sector for help, and blunder into a maze of "differing opinions, unfilled promises and contradictory advice" (Dr Skry).

A recent survey carried out by Felicity Wright, a Wits social work honours student preparing her dissertation, showed the majority of parents who opted for the "open market" went to as many as six or eight sources before they were guided in the right direction.

"Parents are pushed from pillar to post, at exorbitant cost and considerable heart-break," says Mrs Raphael. The reason for the confusion arises from a number of factors:

- Each child has an individual problem which might require diagnosis by a psychologist, educationalist, speech therapist, doctor, paediatrician, or remedial teacher.
- There is no easy point of reference: a directory of services, a register of qualified remedial therapists, or a list of specialist general practitioners.
- There is little or no contact between the education authorities and the private sector.
- Avenues whereby a parent can educate himself about his child's problem are almost non-existent.

to a mother was that because her five-year-old daughter had minimal brain "damage," "the sooner you have the child sterilised the better so that she cannot reproduce in the future."

"Most parents regard medical practitioners as gods in this field," said Mrs Raphael. "It's about time they realised that very few GPs even realise the condition exists" she added.

If the parent — and child, survive the evaluation process, it is usually because the disciplines have worked well together to produce a balanced, accurate picture.

On the other hand, after the fourth or fifth IQ, the child, no matter what age is saying to his father and mother: "I know what they are going to ask me, the tests are easy." In the words of a clinical psychologist who specialises in diagnosing MBD children in Johannesburg:

"Children also become very aware of a problem. Their self-image may have been considerably lowered by a teacher who labels them stupid or lazy — and they develop a learning problem — even if they never had a serious one to start with," she said.

Medication is also a tricky issue within the present remedial education system.

"The medical model cannot be discounted altogether," writes Professor Behr. The "model" he is referring to means those children whose learning problems are medically

related and who need medication to calm/control nervous actions.

Regular doses are prescribed and controlled by the child's paediatrician but often, because the teacher or principal "does not believe in medication" will refuse to administer the drug — "even if it has been proven to be beneficial," says Mrs Raphael.

Remedial therapists/teachers are in great demand but there are only a few to go around. As a result, parents who know what their child's problem is find it even more difficult to arrange remediation.

There is no room and there are long waiting lists. Cost is another item rarely discussed. The average price charged for an evaluation will be anything from R50 upwards. Therapists usually ask in the region of R20 for a one-hour session but have been known to charge R40. Medication can amount to R30 a month.

Testing and treatment by the TED in their AID classes is rendered free of charge.

BUT, what happens to the children whose parents cannot afford the expense of tests, therapy or a remedial private school.

"The children who do not get relegated to the AID classes because they are the "wilted cases".

"The children whose learning disabilities are never detected but may have an above average IQ and tremendous potential.

- Misleading and confusing definitions: minimal brain dysfunction, dyslexia, developmental phasia, hyperkinesia and word blindness, abound, confusing and dismaying parents.

"In the field of special education there is an abundance of imprecise and misleading definitions and a mish-mash of terminology," said Professor A L Behr of the University of Durban Westville, outgoing president of the South African Association of Learning and Educational Disabilities (SAALED) in a recent address.

Professor Behr also points to the inadequacies of a great number of tests and testers. "It remains an enigma to me that clinical psychologists (with little and sometimes no knowledge of education) are regarded as best able to pronounce on learning and related problems. Their findings may bear little relevance to classroom practice."

Not only that, but according to Mrs Luce Rubin, national secretary of SAALED, some teachers who recognise the need for remediation set themselves up as therapists in private practice.

"In some cases they might be performing a valuable role — but how is the parent to know," said Mrs Rubin.

As co-ordinator of Pagold Mrs Raphael has had experience of the tragedies precipitated by these unqualified, expensive "therapists."

The favourite line taken by a woman teacher posing as a medical doctor is to hand parents the bitter pill of "poor parentage" after she has tested the child at an approximate cost of R140.

One mother reacted suicidally to this "report back" and phoned Mrs Raphael to say the only way she could resolve the problem was to take her child and drive up the motorway the wrong way.

"I hope I managed to reassure her and stop her" said Mrs Raphael.

Another piece of "expert advice" given

"There is a tremendous brain-drain in South Africa because of a lack of awareness," says Mrs Luce Rubin.

Hope for the future lies in what is being done now:

● The Human Sciences Research Council investigation into education has a sub-committee reporting on the field of remedial education (special education). Final report in July.

● SAALED are in the process of compiling a list of all qualified remedial teachers in the Transvaal. Anybody who is interested in joining the association and the "list" please contact the chairman, SAALED Discussion Group, PO Box 69378, Bryanston 2021.

● The University of the Witwatersrand has planned a Division for Specialised Education in 1982 — the first in the country for the training of specialist and remedial teachers exclusively (39-4011).

● Within the next six months (Wits) multi-disciplinary team will be operating as a part of the new "Institute of Child Health" at the old Children's Hospital in Johannesburg.

● Pagold, the parent group, distributes information about learning problem areas and discussions. Contact arranges lectures and Mrs Pat Raphael at PO Box 13040, Geduld, Springs 1560. Tel 849-3913.

● "Directory of Services on the Witwatersrand for children with learning difficulties — 1980" by Felicity Wright Tel 726-9529.



Another piece of "expert advice" given

Apartheid burden for black teachers

Argus 14/5/87

(50)

Education Reporter

BLACK academics teaching at black institutions are constantly accused of lending credibility to the apartheid system, Professor Jakes Gerwel, head of the Department of Nederlands and Afrikaans at the University of the Western Cape, said today.

He was talking on the problems in teaching at an apartheid university at a two-day education conference at UWC.

He said it was a constant temptation to join 'the haven of white, traditionally liberal English-language universities.'

SUSPECT

It was sometimes painfully self-defeating to work in an institution where the intellectual was suspect.

'Political factors are so urgent that conflict is not confined to one subsection of our lives as white teachers sometimes think,' Professor Gerwel said.

'One works at an institution which the vital component, the student sees as working against him. This is not confined to the articulate minority of students.'

'The rejections run deep and wide.'

The problems for an anti-apartheid person working at an apartheid university were an eternal burden.

DANGEROUS

Mr Hassan Howa, speaking on ethnic universities in South Africa, said that apartheid universities were dangerous because a black child grew up seeing whites as always being in a position of authority.

They were not able to change their negative views by contact with whites at university and this led to suspicion and eventually an urge for confrontation.

Need for remedial teaching is pressing

SMK
50
14/5/81

By Carolyn Dempster

More than 126 000 white children in South Africa have learning disabilities, yet only a third are properly catered for by the country's education departments.

In 1969 the Government appointed Murray Commission highlighted the plight of thousands of pupils who were not receiving the attention needed to resolve their learning problems. As a direct result South Africa was experiencing a severe "brain drain" of wasted potential.

INADEQUATE

Since then the Department of National Education and the four provincial education departments have attempted to meet the fast-growing need for remedial education, but existing services are still "hopelessly inadequate" say professionals, teachers and parents.

Dr Mervyn Skuy, psychologist and head of the University of the Witwatersrand's Division for Specialised Education, says: "Primary responsibility for remedial education lies with the State and it should become more involved."

Parents who resort to private remedial practitioners are confronted with an expensive muddle, says Mrs. Pat Raphael, coordinator of the Parents' Action Group on Learning Disabilities.

STUDY

"Therapists" can charge anything from R15 to R35 an hour — without a guarantee that the child will benefit."

The crucial Human Sciences Research Council investigation into education has appointed a sub-committee to study special and remedial education.

If its proposals are accepted by the Government the entire face of remedial education in South Africa could change. At present, no provision is made for black, coloured or Indian learning disabled children.

• • See Pages 14 and 15.

SA ethnic education put under spotlight

CT 15/5/87
JD

Staff Reporter

ACADEMICS at the University of the Western Cape were divided yesterday on whether further boycotts, or constructive actions within the present educational system, were the way to bring about change.

At yesterday's sessions of a two-day "Spotlight on Education" conference, the issue of whether or not to work within the system of "ethnic universities" was discussed by most speakers.

Mr Randall Erentzen, a lecturer in the Department of History, said: "The UWC was designed to 'make better Coloured' people', and Dr Verwoerd himself said as much.

"Students here are not concerned with English as English or Science as Science — the current discussion is simply, when will this place be dissolved? The system be damned".

On the other hand, Professor Jakes Gerwel, head of UWC's Department of Afrikaans-Nederlands said: "It is at times painfully self-defeating to work and operate as an intellectual within such a climate.

"The one potential solution, apart from leaving the university, has been to change the university through one's scholarly,

as well as para-academic activities.

"The black academic is constantly subject to the charge and suspicion that by his mere presence here, no matter the quality of work being done by him, he is 'lending credibility to an apartheid institution'".

Mr Gerwel said these charges were not lightly to be dismissed. It was in the nature of present-day society to take "total" positions. This was reflected in government rhetoric, which talked about "total onslaught" and a monolithic "pro-South Africanism" as against an "anti-South Africanism".

"For the moment, most of us are staying on, bearing the suspicions of our communities, engaged in the dialectics of translating a negative into its opposite," Mr Gerwel said.

Professor A Sinclair, director of the Teaching Centre at the UWC, gave a lengthy address on the subject "Challenges facing Lecturers at the UWC", but did not refer to the issue of ethnic universities, or teaching within an apartheid system.

During the discussion which followed, a member of the conference speaking from the floor was applauded when she said Professor Sinclair had not addressed himself to the real issues.



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PRETORIA, 15 MAY 1981

[No. 7583

PROCLAMATIONS

by the State President of the Republic of South Africa

No. R. 103, 1981

COMMISSION OF INQUIRY INTO THE PROMOTION OF THE CREATIVE ARTS

By virtue of the powers vested in me by section 1 of the Commissions Act, 1947 (Act 8 of 1947), I do hereby declare that the provisions of the said Act shall apply to the Commission of Inquiry into the Promotion of the Creative Arts.

Given under my Hand and the Seal of the Republic of South Africa at Pretoria this Thirtieth day of March, One thousand Nine hundred and Eighty-one.

M. VILJOEN, State President.

By Order of the State President-in-Council:

G. VAN N. VILJOEN.

GOVERNMENT NOTICE

It is hereby notified for general information that the State President has been pleased to appoint a Commission of Inquiry as follows:

COMMISSION

by the State President of the Republic of South Africa

To:

JAN HARM THOMAS SCHUTTE,
 FREDERICK GUY BUTLER,
 ANTON CARLISLE HARIMAN,
 ALBERT JOHANNES WERTH,
 GERALD CHARLES BOSMAN,
 SUNDESEKRAN MOODLEY,
 HENDRIK VAN DER MERWE SCHOLTZ,
 AUGUST JACOBUS HOPIFY,
 FREDERICK BESTER HOWARD LAUBSCHER,
 DEUTERONOMY BHEKINKOSI NTULI.

612—A

PROKLAMASIES

van die Staatspresident van die Republiek van Suid-Afrika

No. R. 103, 1981

KOMMISSIE VAN ONDERSOEK NA DIE BEVORDERING VAN DIE SKEPPENDE KUNSTE

Kragtens die bevoegdheid my verleen by artikel 1 van die Kommissiewet, 1947 (Wet 8 van 1947), verklaar ek hierby dat die bepalinge van genoemde Wet van toepassing is op die Kommissie van Onderzoek na die Bevordering van die Skeppende Kunste.

Gegee onder my Hand en die Seel van die Republiek van Suid-Afrika te Pretoria, op hede die Twintigste dag van Maart Eenduisend Negehonderd Een-en-tig.

M. VILJOEN, Staatspresident.

Op las van die Staatspresident-in-rade:

G. VAN N. VILJOEN.

GOEWERNMENTSKENNISGEWING

Hierby word vir algemene inligting bekendgemaak dat die Staatspresident behaag het om 'n Kommissie van Onderzoek soos volg te benoem.

OPDRAG

van die Staatspresident van die Republiek van Suid-Afrika

aan:

JAN HARM THOMAS SCHUTTE,
 FREDERICK GUY BUTLER,
 ANTON CARLISLE HARIMAN,
 ALBERT JOHANNES WERTH,
 GERALD CHARLES BOSMAN,
 SUNDESEKRAN MOODLEY,
 HENDRIK VAN DER MERWE SCHOLTZ,
 AUGUST JACOBUS HOPIFY,
 FREDERICK BESTER HOWARD LAUBSCHER,
 DEUTERONOMY BHEKINKOSI NTULI.

7583—1

Greetings'

Whereas I deem it expedient to appoint a commission to inquire into and report on the matters mentioned below.

Now, therefore, by reason of the great trust I repose in your knowledge and ability, I hereby authorise and appoint you to be members, and you, Jan Harm Thomas Schutte, to be Chairman of a commission to inquire into and report on the promotion among all population groups of the creative arts in the field of literary arts, music and plastic arts, and financial aid to creative artists, with special reference to—

- (1) the fostering of an appreciation of art in the community by means of formal and informal education;
- (2) the introduction of creative artists and their works to the public, and the contribution that museums, libraries, performing arts councils, the radio and television and other organisations or media can make in this regard;
- (3) existing organisations concerned with the promotion of the creative arts or organisations that should be established in future, and the desirability of financial assistance to such organisations;
- (4) the role of art criticism;
- (5) the training of and training facilities for creative artists;
- (6) commissions to creative artists, prizes for creative work, and other measures that should be introduced to promote the interests of creative artists;
- (7) the desirability of measures to guarantee a minimum livelihood for deserving creative artists, due regard being had to the limited market for the literary arts in Afrikaans and other indigenous languages of South Africa;
- (8) the nature of such measures and the manner in which deserving artists are to be identified;
- (9) the desirability of statutory measures to promote the creative arts and to ensure financial aid to creative artists;
- (10) any other related matters and steps deemed necessary with a view to the promotion of the creative arts and financial aid to creative artists.

Given under my Hand and the Seal of the Republic of South Africa at Pretoria this Thirty-first day of March, One thousand Nine hundred and Eighty-one.

M. VILJOEN, State President.

By Order of the State President-in-Council:

G. VAN N. VILJOEN.

Salutt'

Nademaal ek dit dienstig ag om 'n kommissie aan te stel om ondersoek in te stel na en verslag te doen oor die sake hieronder vermeld.

So is dit dat ek, omdat ek groot vertroue in u kennis en bekwaamheid stel, u hierby magtig en aanstel as lede van 'n kommissie en u, Jan Harm Thomas Schutte, as Vooritter daarvan om ondersoek in te stel na en verslag te doen oor die bevordering by alle bevolkings-groepe van die skeppende kunste op die gebied van woords-, toon- en beeldende kunste, en finansiële ondersteuning aan skeppende kunstenaars, met spesiale verwysing na die volgende:

- (1) Die aankweek van kunswaardering by die gemeenskap deur middel van formele en informele opvoeding;
- (2) die bekendstelling van skeppende kunstenaars, en hulle werke, en die bydraes wat museums, biblioteke, uitvoerende kunsterrade, en die radio en televisie en ander organisasies of media in die verband kan lewer;
- (3) organisasies wat hulle vir die bevordering van die skeppende kunste beweer, wat reeds bestaan of in die toekoms ingestel behoort te word, en die wenslikheid van geldelike steun aan sodanige organisasies;
- (4) die rol van kunskritiek;
- (5) die opleiding van en opleidingsgeriewe vir skeppende kunstenaars;
- (6) opdragte aan skeppende kunstenaars, pryse vir skeppende werk, en ander maatreels wat ter bevordering van die belange van skeppende kunstenaars ingestel behoort te word;
- (7) die wenslikheid van maatreels om verdienstelike skeppende kunstenaars minimum bestaansverdiensies te waarborg, met besondere magtelling van die beperkte afsetgebied vir die woordkuns in Afrikaans en ander inheemse tale van Suid-Afrika;
- (8) die aard van sodanige maatreels en die wyse waarop verdienstelike kunstenaars uitgeken moet word;
- (9) die wenslikheid van statutêre maatreels om die skeppende kunste te bevorder en finansiële ondersteuning aan skeppende kunstenaars te verseker;
- (10) enige ander verwante sake en stappe wat nodig geag word met die oog op die bevordering van die skeppende kunste en finansiële ondersteuning aan skeppende kunstenaars.

Gegee onder my Hand en die Seel van die Republiek van Suid-Afrika te Pretoria, op hede die Een-en-der-tig-te dag van Maart Eenduisend Negehonderd Een-en-tig.

M. VILJOEN, Staatspresident.

Op las van die Staatspresident-in-rade:

G. VAN N. VILJOEN.

Rioters 'aiding' govt

15/5/72 Staff Reporter

RIOTERS who took part in the conflict between Indian and coloured people in the recent Reiger Park unrest were "aiding and abetting" government policy. Mr Hassan Howa told a "Spotlight on Education" conference at the University of the Western Cape yesterday.

"Yet the rioters would deny this vehemently. Why then are they acting in this manner?" Mr Howa asked.

He believed they were vic-

tims of an educational system which brainwashed them into such actions. Ethnic universities were the 'highest instruments' of this conditioning.

Mr Howa said the legislation which provided for separate educational facilities was designed to condition young people to exploit ethnic differences.

"I wish to place on record for serious consideration the harm which separation into ethnic groups can do to the future of our country," he said.

RDM 15/5/81

Education 'is too academic'

Deputy Financial Editor

SOUTH African education is too academic and not practical or job-orientated enough, the Afrikaanse Handelsinstituut says.

"South Africans, and Afrikaners in particular, should, as an urgent national priority, get rid of their cultivated academic snobbishness," says Mr H P Klerck, the AHI's chief spokesman on education.

Addressing the AHI's annual congress in Bloemfontein, Mr Klerck said too many South African parents suffered from a "syndrome" in terms of which their children had to have "at least a bachelors degree", regardless of whether it was useful or not.

Because of this tendency to push people into university purely to broaden their knowledge and without regard to a job, a country that needed to generate 1,000 new jobs a day had an over-supply of certain graduates and a critical shortage of others.

Blacks snub commission

By KAIZER NGWENYA

20/11/81
50

The commission is trying to find ways of promoting the arts among all population groups and to subsidise creative artists and art associations.

Mothobi Mutloatse, chairman of African Writers Association said the "commission is a none event created by whites for whites.

"The African Writers Association has nothing to do with the commission whether it has a member of the broederbond or a liberal at the top. We are not going to participate in the commission, not when it has a former director-general of the SABC as its chairman.

"We are involved in the recreation of our history and destiny. We don't need any subsidy to spell out the truth. If this was a democratic country, they wouldn't be holding inquiry after inquiry," Mothobi said.

He added that the commission will only scrape the surface in its investigations.

"I would like to make the commission aware that black artists are suffering not because they don't get subsidies but because of the political set-up in this country. We are not going to be fooled by the commission. They are trying to sugar-coat the bitter pill and to impress the world that they are doing something for us," said Mothobi.

Argus 15/5/51
Indian school suspends pupils

Argus Correspondent

DURBAN — About 315 Indian pupils at Merebank High School have been indefinitely suspended from classes by their principal following a boycott of classes by hundreds of pupils yesterday, apparently in protest against the Republic Festival.

The Director of Indian Education, Mr. Gabriel Krog, will now decide whether to expel the pupils or set aside their suspension.

The announcement of the suspensions was made yesterday by the principal, Mr. R. R. Maharaj, after the pupils boycotted classes and gathered around the school premises, south of Durban.

Some returned to the entrance of the school early today bearing placards, but dispersed when a police vehicle arrived.

Confirming the suspensions, Mr. Krog said the pupils first boycotted classes at the school on April 27.

Their parents were then sent letters by the principal informing them of the effects such action could have on their education. The parents were also invited to talk to the principal and staff of the school about any problems.

'Official pressure' stops talk by school principal

50 Argus 15/5/81

Education Reporter

A SCHOOL principal was today alleged to have been subjected to 'official pressure' not to take part in a conference on ethnic education.

Mr G J Thomas, principal of Elsie's River High School, was due to speak at the conference at the University of the Western Cape.

But the chairman, Dr C Leonard, announced that Mr Thomas had been pressured not to take part.

Appearing in his stead was Mr R van der Heever, acting head of Spes Bona High School.

THE SEEDS'

He said that the present system at black schools contained the seeds of 'dissatisfaction, unrest and eventual chaos.'

Mr van der Heever said so-called knowledgeable experts had said they did not understand the disruption at black schools

and pointed out that white pupils were not politically active.

'White pupils come from financially strong and politically stable backgrounds,' Mr van der Heever said.

He highlighted four problems which inhibited education:

- At segregated schools black pupils laboured under serious disadvantages which did not prepare students for open universities where all students were subjected to the same challenges and pressures.

- There was a shortage of well-qualified teachers.

- Disruption of the academic programme which took place regularly affected the quality of education and resulted in a high dropout and failure rate.

- The 'tremendous subjection' of pupils to irrelevant and inferior syllabus

was another major obstacle.

Mr van der Heever said teachers were in an invidious position because if they tried to get pupils back at their desks during times of unrest they were seen to be supporting the Government.

'If they supported their pupils they were seen to be fanning the flames of unrest.'

'I support our pupils' struggle against injustice,' Mr van der Heever said.

40 28 14
'Literacy skills vital to labour development'

Labour Reporter

Wildcat strikes will continue to be a major threat to South Africa until workers are given proper literacy training, says Mr John Butler, training manager for the Barlow Rand group.

In a recent article Mr Butler states that an "alarmingly high" percentage of the country's black work force is either illiterate or semi-literate.

Because of this lack of literacy many workers cannot understand negotiating skills nor represent other workers on committees or works councils, Mr Butler says.

UPGRADE

Skills must be upgraded but this can only be done for employees who have a basic education and command of the language.

Mr Butler complains that many semi-literate people are already in supervisory positions and because they lack basic skills they in turn have to be supervised by other workers. This results in a waste of manpower.

"Under-educated or uneducated workers can also contribute to high costs through wastage, because of an inability to understand instructions or utilise machinery effectively," Mr Butler says.

With proper literacy skills this wastage could be eliminated, he concludes.

Call for UWC role in politics

Staff Reporter

THE University of the Western Cape should get involved in politics "in one way or another" Professor Jakes Gerwel, the head of the university's department of Afrikaans/Nederlands, said yesterday.

Professor Gerwel was speaking from the floor during yesterday's sessions of the UWC's "Spotlight on Education" conference.

Referring to his address in which he had sketched the challenges a black academic faced at an "ethnic university", Mr Gerwel said he was not calling for sympathy for black academics in such a situation.

"My talk was rather a challenge to the university," he said.

"This university has an obligation to be politically active in one way or another. If my white colleagues agree with this, they should challenge the university into action," he said.

A UCT academic, speaking soon after Mr Gerwel, said some academics involved with the so-called "natural" sciences were under the mistaken impression that their sciences were protected from the effects of ethnic education.

She recalled Niels Bohr and Einstein, both of whom had left nazi Germany because they did not believe in "German physics".

'No protection'

"There is no protection for any of us from the effects of ethnicity. No matter who we are or what we teach, we are affected by it," she said to applause.

A UWC academic appealed to South Africans "in all wisdom" to open their eyes and ears and start to do what was necessary to bring about peaceful change in education.

Delivering a paper to the conference, Mr J Ellis, a lecturer in sociology at the UWC, said that educational systems, introduced by colonial powers, had been universally rejected in Third World countries.

Third World governments had introduced educational systems which were more in line with the needs of the people.

Turning to South Africa, Mr Ellis said blacks required an education system which would train and educate them to be active in the white "first world" in South Africa, while not being out of touch with the reality of their everyday lives.

● During the session, the chairman, Dr C Leonard of the UWC's department of zoology, announced that a scheduled address by Mr G J Thomas, headmaster of the Elsies River High School, had been cancelled because of "official pressure" on Mr Thomas not to speak.

Boycott: C7 Pupils suspended

DURBAN — About 315 Indian pupils at the Merebank High School have been indefinitely suspended from classes by their principal following a boycott of classes by hundreds of pupils on Thursday, apparently in protest against the Republic Festival.

The director of Indian Education, Mr Gabriel Krog, will now decide whether to expel the pupils or set aside their suspension.

The announcement of the suspensions was made on Thursday by the principal, Mr R R Maharaj, after the pupils had boycotted classes and gathered around the school premises.

Some returned to the school early yesterday bearing placards, but dispersed when a police vehicle arrived.

Confirming the suspensions, Mr Krog said the pupils first boycotted classes at the school on April 27.

"Their parents were then sent letters by the principal informing them of the effects such action could have on their education.

"When they boycotted classes again, the principal had no option but to suspend them indefinitely.

The Merebank Parents' Support Committee, formed during the school boycotts in Natal last year, is to call an urgent meeting over the weekend to discuss the issue.

Meanwhile, more than 300 pupils at the Chatsworth High School also boycotted classes on Thursday but were back at school yesterday — Sapa

School CT 19/5/81 suspends boycott pupils

DURBAN. -- The Apollo State Indian High School in Chatsworth closed an hour early yesterday after most of its pupils, said to number about 700, were suspended for boycotting classes in protest against the Republic Festival.

Earlier, police were called to the school after boycotters stoned a passing car near the school. A spokesman for the pupils said pupils had attacked the car after the driver and three other occupants had assaulted girl pupils and ordered them to return to school.

"We were staging a peaceful boycott in the street fronting the school when a car stopped near us. Four men armed with sticks jumped out and lashed out at some of the girls for staying away from classes.

"This angered the other pupils who retaliated by confronting the men with stones," he said.

Smashed

The car's windscreen was smashed and some of the men were slightly injured. A pupil was also injured.

The boycotters, who originally numbered about 200, were informed of their suspensions by the principal, Mr V S Pillay, yesterday. They were told to leave the school premises. Another 300 pupils went to join the boycott in protest against the suspensions.

They too were then suspended after ignoring pleas to return to classrooms. The school was closed as the remaining number of pupils dwindled rapidly as groups from classrooms walked out to join the boycotters.

The headmaster declined to comment yesterday. Mt Gabriel Krog, director of Indian Education, said he was waiting for a report from the principal.

TECHNICAL Human Resources Research Council (HSRC) investigation into education is likely to propose teaching changes to technical and career education in South Africa — including a radical shift away from the academic level toward vocational training.

Some of the changes received an enthusiastic response when they were outlined to delegates at the first conference of the Technical and Vocational Education Foundation of South Africa (Tevefa), held recently at the University of the Witwatersrand by the foundation's executive director, Professor Willie Rautenbach.

On loan to Tevefa from Stellenbosch University's physics department is also chairman of the HSRC sub-committee investigating this aspect of education.

The conference was called to re-examine the role of career education in supplying the skilled manpower needed for development.

He warned that unless we urgently re-examine and re-vamp the way skills and careers are taught, South Africa will never be able to cope with a manpower shortage that has already reached critical proportions.

There is no doubt that demand for skills far outstrips supply.

The annual rate of training of artisans and foremen needed to maintain a 4.5% growth rate, for example, is 23,000 and 9,500 respectively.

But only about 10,000 qualified artisans and 2,000 technicians enter the job market each year.

"This leaves a large shortfall which has a direct bearing on job creation at lower levels," said Prof Rautenbach.

In many fields the availability of one artisan may make it possible to supply work to up to seven semi-skilled degrees of which a super abundance exists.

Of the white sub-occupational

NEW LOOK

career

Schools

In Transvaal matric classes only about 14% follow technical, and 7% commercial, courses.

An alarmingly low 0.2% of blacks at the same level take technical courses.

At tertiary level, about 50% of first-year engineering students never complete their course, while those who do take an average 5.3 years instead of the normal four.

"These rates of training are too low to meet the present and future developmental needs of South Africa," Prof Rautenbach said.

The crisis is not confined to industrial wards are being closed due to lack of nurses — not doctors — and there is also a severe shortage of well-qualified teachers.

The Ruckert and Wiehahn laboratories had shown that

RDW
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(50)

education and training was the main factor governing the rate at which skilled people could enter the economy — but as it stood, South Africa's education system was deficient in quality and quantity.

"The present academically-oriented systems of education, despite their very rapid growth, are not designed for the needs of a developing country," he said.

Many industries had already realised this, and their 50-100% response to the increasing sophistication and specialisation of modern technology had left the traditional artisan-apprentice system almost obsolete.

Instead, they were relying more on their own training schemes in conjunction with technical colleges — but the high cost (between R13,500 and R18,000 per student) is likely to militate against the training of large numbers of workers in this way.

"Although industry is greatly interested in vocational education, it takes place in a rather ineffective, ad-hoc way, and at present the situation has reached a very critical stage," said Prof Rautenbach.

What are his proposed changes?

One is to start career education at a much earlier age — puberty, to be precise, "after the pupil has mastered fundamental skills such as communication, numeracy and the necessary co-ordination".

"This approach, used in Israel and Taiwan, holds much promise for all developing countries... although it is not of current fashion in developed countries and appears to have been badly neglected by researchers."

Another is to restructure the entire education system by re-arranging the "building blocks" of existing institutions.

Primary schools would take pupils from grade one to Std 4 (6 to 12 years), losing a year to junior secondary schools, which would go from Stds 5 to 7 (12 to 15 years) and where career carefully selected pupils after

MARTIN FEINSTEIN

reports on one

of the

far-reaching

proposals likely

to come from

the mammoth

HSRC probe

into education.

education would be introduced. "If resources are very restricted, it may be necessary to introduce more vocational subjects into the curriculum to enable children to be more productive if they leave school after Std 7."

A major deficiency in the present system is that a pupil must choose in Std 6 whether he wants to attend a technical school.

Prof Rautenbach's plan would add two more years in which to make a decision.

The next step would be separate secondary schools. Clearly divided into academic and career institutions and taking the pupil from Std 8 to 10 (15 to 18 years).

The prime object of the academic schools would be to prepare university entrants at the career schools it would be to get down to the business of learning a job.

At least two-thirds of the training of an artisan should take place in the career school, and it should be possible to pass a trade test within a year after leaving," said Prof Rautenbach.

"This is a new type of school, introduced with the specific purpose of promoting vocational education to meet the needs of skilled workers and to expedite the modernisation of culture."

It would also considerably reduce the cost of training artisans.

"The curriculum should be designed so that about 60-70% of the time will be spent on developing fundamental manual and theoretical skills in the field of choice, with the rest devoted to general formative education."

"It is essential that (they) should meet the needs of the employers, and this can be achieved by enabling employers to have considerable influence on the curricula, methods of training, teachers' skills and evaluation of students."

After secondary school would come the "five-year college" (ages 15 to 20), which takes in

Std 7 and trains them as middle level technicians in manufacturing, agriculture, medical work, commerce and teaching.

A five-year course for teachers of junior secondary and primary schools should also ensure that the right kind of teachers, who can guide children through the process of cultural modernisation, becomes available in large numbers.

This idea has proved its value in Taiwan, where it was introduced in 1965 and now provides over half that country's technicians.

In South Africa the Education Act has provisions for such colleges, but they have never been implemented, according to Prof Rautenbach.

The existing universities, technical colleges and teaching colleges enter the plan here, now provided with suitable "feeder schools."

Essential to the plan is a radical shift in emphasis away from the academic value system endemic in education today.

"Most developing countries have tended to copy the schools of the industrialised, technological countries... (based on) the argument that the best way to master over-technical is the formal teaching of science."

But this ignores an important educational principle: that concrete experience is a prerequisite to learning useful abstract concepts.

This is where career education is important, enabling pupils to gain practical experience of the laws behind technology through the tools in their field.

In other words, an education to ensure that it is not only a small number of gifted children from non-technocratic cultures manage to master science taught in an academic, abstract way.

The most developed part of the education system that for whites, is still dominated by an academic value system, and is more or less indirectly under

the control of the Joint Matriculation Board," said Prof Rautenbach.

"The tendency to concentrate on general academic education is even more pronounced in black schools."

An academic approach to education during cultural modernisation tends to encourage rote learning... since teaching fails to attract the brightest students, it results in rote learners becoming teachers who perpetuate this.

An effective way of breaking this vicious circle in teacher training is to use the five-year college, since it prevents prospective teachers from picking up bad and inappropriate learning habits in poorly-manned academic high schools.

"There exists considerable doubt about the efficacy of the curriculum of the present technical high schools, since it appears to be an academic-vocational compromise.

If vocational education does not become the most rapidly growing part of education very soon, the growth of low-quality general academic education is in future going to turn out very large numbers of students whose expectations and skills will be completely out of line with development requirements."

This will lead to very severe socio-economic problems which may make further development nearly impossible.

"Changing the present system of academically oriented education into a balanced system in which eventually about 50% to 80% of the children in Stds 8 to 10 will receive career education is a long and arduous task... further complicated by divided control of education between the Department of National Education and the provinces."

A national strategy and priorities will have to be established and all available resources should be used to achieve this objective in as short a time as possible," Prof Rautenbach said.

Now it's Europe on \$50 a day

ARTHUR Frommer made a fortune telling people how to do "Europe on \$5 a Day".

The average tourist spends 10 times that now.

Frommer's own organization is offering a London vacation at \$108 a day.

Cheap European travel has gone the way of the 5c cigar and the 20c hamburger, and European travel authorities say the average tourist spends about \$42 a day.

Tickets to a Madrid bullfight cost \$14. Admission to the Tower of London costs \$4.50. London hotels average \$75 per night for a double room. A meal at a Geneva restaurant is cheap at \$42 per person.

Not surprisingly, American travelers these days are finding new ways to save money.

"There has been a marked tendency for Americans to go downmarket," said James Dunbar of the British Tourist Authority in London.

"We have been planning this trip for a long time," said Jim Kimmins of Long Island outside the Tower of London, "but we were still amazed at some of the prices. We bought some of our tickets in advance, though, and we plan to do a lot of walking to save money."

"The prices are just outrageous," said William McDowell of Washington DC. "I had no idea they would be so high."

"I think Americans are becoming more Europeanized in their travel habits," said Dunbar.

"Sixty percent of the tourists coming to Britain are repeat visitors, so they are generally more knowledgeable and able to get more for their money."

As prices rise, numbers fall. An estimated 1,800,000 Americans will visit Britain this year, 39,000 fewer than in the peak year of 1977.

European prices can certainly shock the unwary. In London restaurant meals are about \$21 per person without wine. Two tickets for a London stage play can set you back \$29. Even a visit to Madame Tussaud's wax museum is \$4.50 for adults and \$2.40 for kids.

The prices for some other European tourist attractions: Tower of London \$4.50, Bullfight in Spain \$14, Beethoven House in Bonn \$30, La Scala opera, Milan \$16.60, Day-long boat trip on Lake Geneva \$15, Second class Eiffel Tower, Paris \$3.

A hamburger, chips and a soft drink cost:
● \$4.60 in Paris
● \$2 in Geneva
● \$2.45 in London
● \$4.60 in Rome
● \$1.80 in Brussels.

Hotel room for two costs:
● \$39.30 in Paris
● \$29 in Geneva (with breakfast)
● \$75 in London (with breakfast)
● \$37.50 in Madrid
● \$33 in Rome — UPI.

Argus 20/5/81

500 pupils expelled over Festival boycott

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Argus Correspondent
DURBAN. — More than 500 Indian high school pupils in the Durban area have been expelled by the Director of Indian Education, Mr Gabriel Krog, following sporadic Classroom boycotts at many schools in protest against the Republic Festival.

It is learnt that letters of expulsion are being sent to parents of pupils who had been suspended from classes, after they

had stayed away during the past week.

The number of expulsions may be even higher as the director awaits reports from principals of other schools affected by the boycotts.

Schools affected so far are Merebank Secondary, Apollo High in Chatsworth, Orient, Avoca and Reservoir Hills.

The expulsions follow a walkout by hundreds of pupils at several Durban

schools, and protests outside the entrances at certain schools against the Republic Festival.

At Merebank 315 pupils were placed under suspension by the principal, Mr R R Maharaj, and were told they could not return to school until the director had decided on their future.

Pupils from other schools who joined the boycott were also placed under suspension.

In an interview yesterday, Mr Krog said he had acted with 'compassion' since the start of the boycotts, but now had no option but to take action against the pupils.

The President of the Teachers' Association of South Africa (TASA) Mr Pat Samuels, said his organisation would seek an urgent interview with Mr Krog to discuss the expulsions.

ET 20/5/81 (25) (30) (37)

Police question suspended pupils

Own Correspondent

DURBAN -- Three suspended pupils of the Apollo High School in Chatsworth were questioned by security police yesterday for more than four hours following a boycott of classes by most of the school's pupils.

The two matric and a Standard 8 pupil, who preferred to remain anonymous, said they were picked up by police at 7.30 am and questioned for 4 hours about the boycott of classes in protest against the Republic Festival.

"We were also questioned about the distribution of pamphlets among school children urging them to stay away from school in protest against the Republic Festival," said a spokesman.

In the balance

Meanwhile the fate of several hundred Merobank and Apollo High School pupils who were suspended for boycotting classes still hangs in the balance. Mr Gabriel Krog, director of Indian Education, said yesterday that he was still deciding whether to expel the pupils or to set aside their suspensions.

Scores of Hindi-speaking children who have been selected by various religious schools to take part in the annual Hindi Eksteddod in Durban on May 30 and 31 yesterday threatened to boycott the two-day Eksteddod unless the organizers changed the date, because it coincided with the Republic Festival.

Hindi Patshala (religious schools) said they were boycotting the Republic Festival and wished not to be associated with any function or event during the festival.

Mr S Bal Ganesha, chairman of the Hindi Eksteddod in South Africa, said it was a sheer coincidence that the Eksteddod would take place during the Republic Festival.



21/1/77
**Nusas
call on
detainees**

Education Reporter

NUSAS president Mr Andrew Boraine called for the improvement of prison conditions and the release of all detainees in an Anti-Republic Day address at the University of Cape Town yesterday.

Mr Boraine said that every time the question of political prisoners was raised the South African authorities said that people of Robben Island and in other prisons were common convicted criminals.

'But if they were ordinary criminals they would be given certain privileges, such as remission of their sentences after serving half or two-thirds of their time.

'When this is raised the Government says that these are a different kind of criminal. They are political prisoners.' Mr Boraine said.

Wits told: No reason to feast

Argus Correspondent

JOHANNESBURG. — Until the demands of the majority of South Africans had been realised and a true democracy established, there would be no reason to celebrate, the chairman of the Black Students Society, Mr David Johnstone, told a gathering of Wits students.

The meeting was the first in a series of anti-Republic Day functions leading up to May 31, which have been organised by the University of the Witwatersrand Students' Republic Day Ad Hoc Committee.

Sharing the platform with the BSS chairman was Mr Sisa Njikelana, vice-president of the South African Allied Workers Union.



Black prospects remain dim

The Human Sciences Research Council (HSRC) investigation into all aspects of SA education, initiated by Prime Minister P W Botha, is expected to report to the Cabinet in June. That could lead to a major overhaul of the present system; an overhaul based on government acceptance of the principle of equal education for all population groups. In a series of articles, of which this is the first, the *FM* examines all facets of the "crisis" in education.

After 30 years of continual neglect, black education is in a mess. Firstly, the quality of education has been so low that blacks who have completed all or part of their schooling suffer from a general in-

adequacy: large weaknesses in their background of knowledge, a lack of confidence and independence — and an inability to cope with the demands of modern society.

Secondly, a crisis of trust and credibility has followed the rejection by black children, parents and teachers of the apartheid system, with its built-in inferiority and discrimination.

The result is that, while government appears finally to have realised its responsibility to provide resources for black education and has been concentrating on improving conditions, much time — perhaps too much — has been needlessly squandered.

The era of neglect was shattered by the riots of 1976. Pretoria now faces increasing expression of political grievances through education. The riots and recent school boycotts are symptomatic of this, and indicate that the confidence expressed by Dr Ferdie Hartzenberg, Minister of Education and Training, could be misplaced. His claim that "black education is not in a crisis or in a bad state" is based on historical comparisons — and indeed much has improved since 1953 when the State took over "Bantu Education." But there are still serious basic problems.

The major cause of failure has been the consistent and deliberate lack of financial

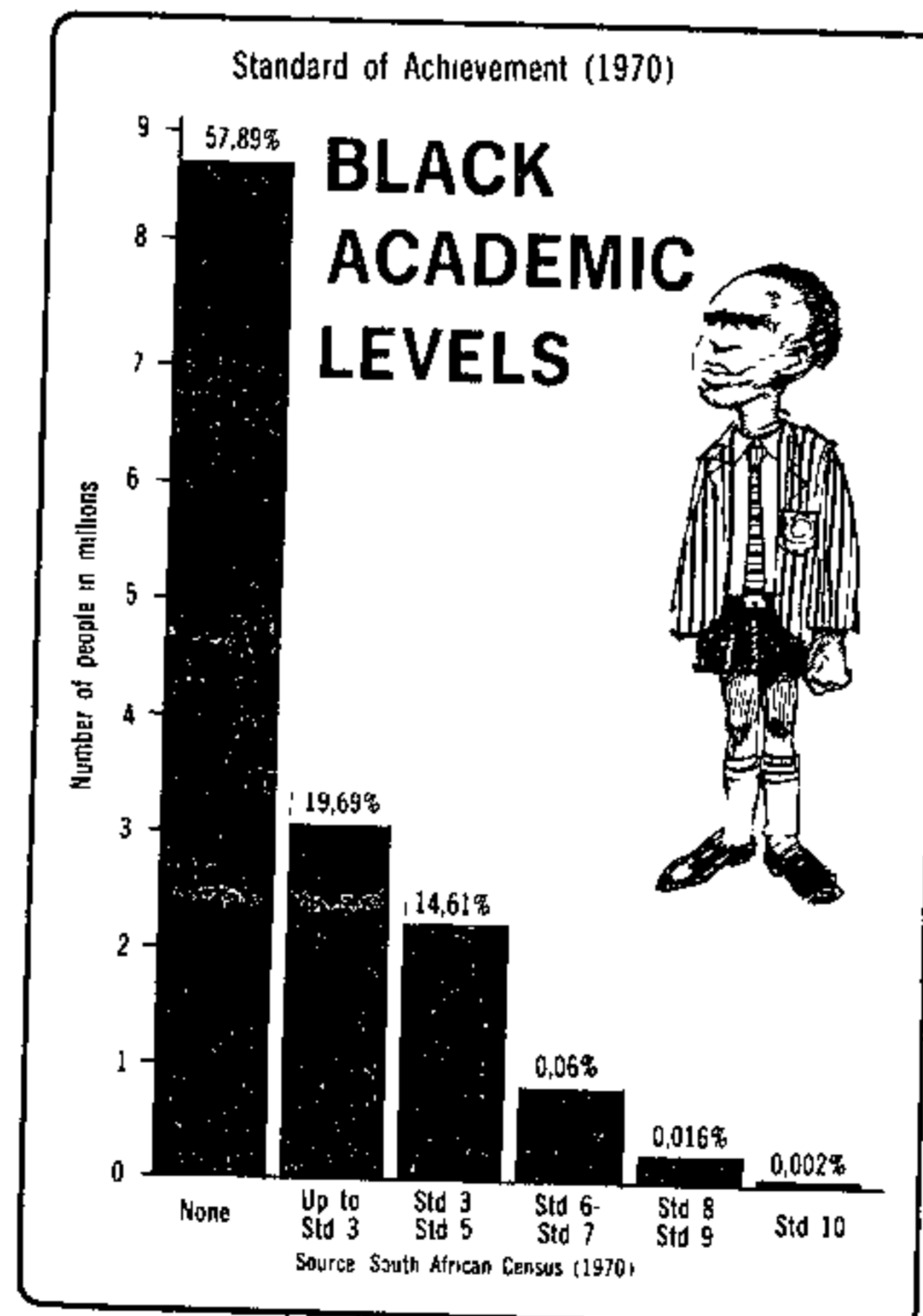
longer in school. According to Professor A J G Oosthuizen, of the Rand Afrikaans University, by the year 2000 there will be 3.5 black matriculants for every white, and blacks will represent 85.9% of the total secondary school population.

But, in fact, this just makes solutions to the overall problem harder to find. For a start, there is a chronic shortage of classrooms, libraries, laboratories, administration blocks, school halls, sports fields and teachers — properly trained or otherwise.

The Department of Education and Training was given responsibility for building new black schools on April 1 1979 and is making a concerted effort to upgrade facilities. Its massive building programme aims to eliminate the backlog of 7 000 classrooms and other facilities by 1986. The target for 1984-85 is to reduce the number of pupils in a primary school classroom to 40 and pupils in a secondary school classroom to 35.

By March 1982, 7 595 new classrooms will have been built, comprising 232 new schools and 3 632 new classrooms at existing schools. But, if, as is generally accepted, black education is growing by 250 000 pupils a year, this would necessitate 6 000 classrooms a year to keep pace, let alone reduce the number of pupils per room.

The teacher-pupil ratio has not had an



impressive history. In 1949 it was 1:43.8; in 1970 1:59.4, and it is now 1:47.6. The average white ratio is 1:25. And teacher quality, obviously, is different.

There remains government's stated policy of equality in black education — and here the vast historical backlog must

be overcome before any claims of success will be credible.

For example, conditions in some resettlement areas, such as KwaNdebele, are horrifying. One school caters for 2 000 pupils and is built out of corrugated iron, with holes punched into the sides for doors and windows. Thus, while Pretoria can claim successes in urban areas — particularly in the political hotbed of Soweto — the homelands are still almost completely neglected.

Dr Kenneth Hartshorne, consultant at Wits University's Centre for Continuing Education, points out that the issue is not primarily one of racial discrimination in syllabuses or the matric examination. The problems are under-achievement, poor preparation, an excess of formal textbook learning, limited background knowledge and an inadequate command of English, the prime medium of instruction.

Add to these teacher inadequacies, limited finance, limited facilities and social and political tensions, and the black high school is in a very vulnerable position and stands at great risk. So, while the lessons of 1976 may have been learned, the potential for further tension, and even more upheavals, is as real as ever. (Next week the *FM* looks at the crisis in the black teaching profession.)

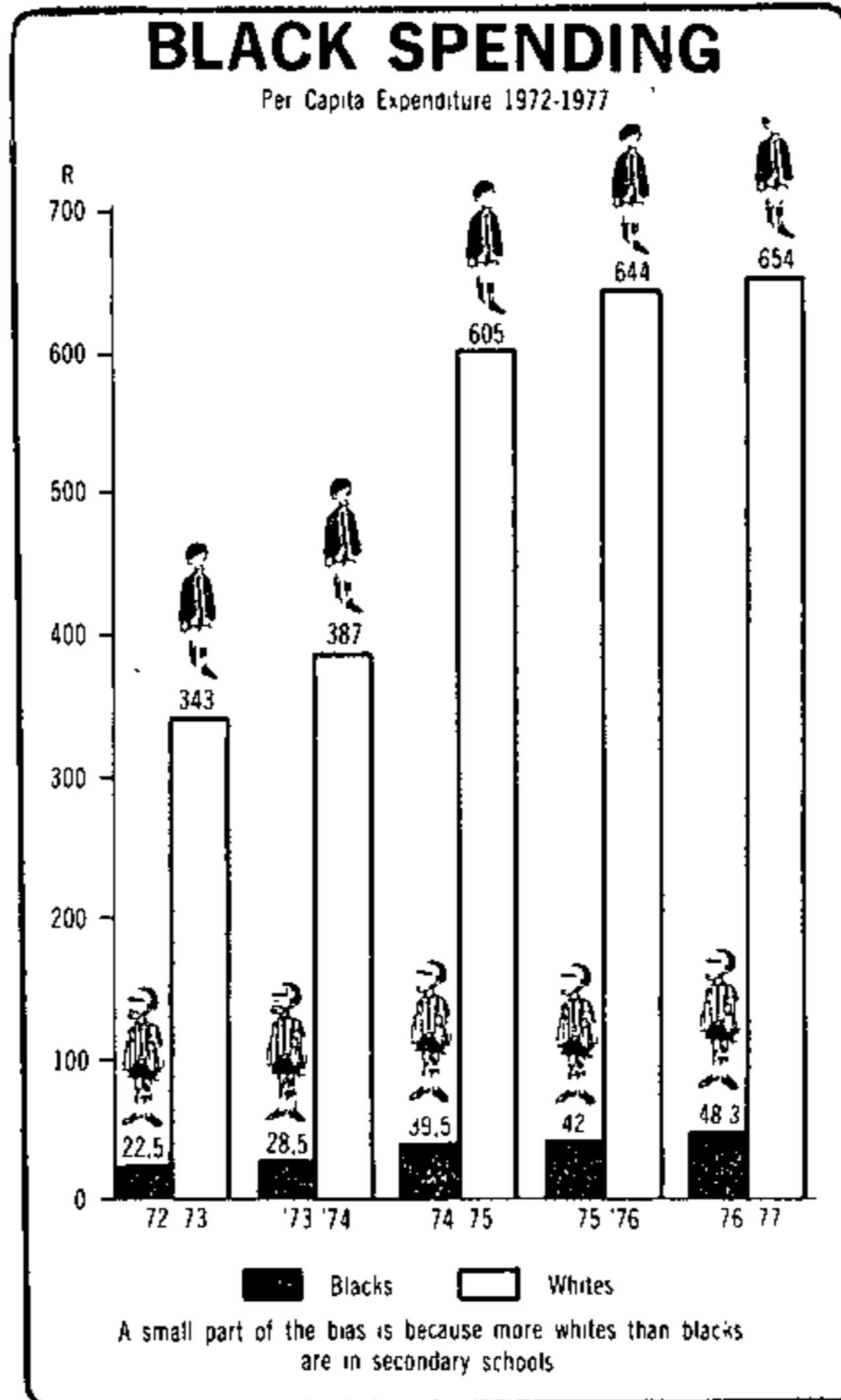
commitment to black education — confirmed by Hartzenberg's complaint that his department was pinned to the Bantu Education concept of R13m a year until 1972, when for the first time the department was permitted to budget for increased expenditure. Prior to that, there was no deviation from Verwoerd's policy that black education "would keep a Bantu child, a Bantu child."

However, educationist Dr Franz Auerbach stresses the importance of analysing black per capita figures as a percentage of white per capita expenditure. In 1954, expenditure on blacks was 14% of that spent on whites; 1960, 11.1%; 1968, 6.4%; 1975, 6.5%; and only by 1980 had it returned to 11.1%.

The unit cost for each black pupil in 1949 of R14.78 while the comparative white cost was R114.07 or nearly eight times as much. By 1969 expenditure on whites was 20 times that of blacks. And although efforts have been made to close this gap with an average per capita expenditure on blacks of R90.29 in 1979-80, and the percentage ratio has altered significantly to between six and seven times that spent on whites, the gap is still too large.

According to Peter Nixon, PFP spokesman on education in the Transvaal Provincial Council, real expenditure on education as a percentage of the national budget has decreased from 19% to 15% over the period 1970 to 1980. And blacks have been the losers. The amount spent on white education in 1978-79 was R1 009m, while only R253m (including non-independent homelands) was spent on blacks. At the same time, the black pupil intake shot up 51% in that year, he says.

In practical terms, what have these gross financial discrepancies meant in the



schools themselves? The worst deficiency has been the so-called "double session" system.

This system was introduced as an emergency measure by Verwoerd in 1955. The way it works is that two groups of 90-100 children are taught consecutively by one teacher, each group receiving just over three hours of schooling a day. Whether the system helped increase enrolment, so exacerbating the crowded conditions, is a side issue. The direct result was to turn the schools into factories in which

standards dropped radically.

Only now are double sessions being phased out; in 1971, 932 000 (31%) pupils in SA (including homelands) were taught in this way. By 1979 the figure dropped to 456 188 and by 1980 the percentage figure was 17%, with the method applied at 2 961 schools.

Statistics published in the annual report of the Department of Bantu Education in 1971 reflect what had happened. Of the 1970 12-16 age group, 37% of those at school were in standard two, 58.2% in standards three to six, and only 4.8% beyond standard six. Of those out of school, 78.4% would not have gone beyond standard two.

The wastage of human potential caused by the drop-out rate can be measured by following the progress of a sub-standard A (grade one) entry group through to standard 10.

Only 60.9% of a sub-standard A group of 1972 had reached standard two by 1975. Two out of five pupils (approximately 250 000 people) had not reached the fourth year of education and in practice would regress to almost complete illiteracy.

In the same year, the standard five group was 35.4% of the sub-standard A group of 1969. Nearly two-thirds (400 000 pupils) had not reached the seventh year of education, now generally regarded as the minimum base for further training.

The 1975 standard 10 group represented only 1.96% of the sub-standard A group of 1963. Which means only two out of every 100 pupils who started school in 1963 reached standard 10 in 1975.

By contrast, white pupils in standard eight in 1975 represented 90% of those in standard six three years previously. And the standard 10 pupils were 58.4% of those in standard six five years previously.

By 1980, 34 out of 100 sub-standard A black pupils reached secondary school, and nine out of 100 made it to matric — under the circumstances, a vast improvement, but nevertheless a wholly unsatisfactory situation.

Hartzenberg admits the drop-out rate is alarming. But his yardstick of progress is that 80% of the potential school-going population (4.7m) were at school in 1980, as opposed to 30% in 1954; and the fact that 43 000 pupils wrote matric last year while candidates for 1981 number about 60 000.

But, while the numbers are looking better, blacks in commerce, industry and the universities soon find that their school-leaving certificates have not prepared them adequately for their jobs, or for tertiary education.

Problems are probably compounded by the exploding number of blacks entering a school system desperately short of facilities and teachers.

Pretoria's confidence that the system is improving appears to rely on the statistical evidence that more blacks are staying



Black schools . . . improving, but still far too crowded

Church—State clash on education looms

STAR 22/5/81

50 28

By Carolyn Dempster
Education Reporter

The Church-State tussle over the integrated school issue has subsided into an uneasy truce. But, with the Catholic Church's renewed commitment to meet the needs of more than a million black Catholic pupils, the question is how long will the truce last?

The importance of the Catholic Church and the related religious orders in the development of South Africa's education system has been evident since the 17th century.

For almost three centuries, until the Bantu Education Act of 1953, the churches in South Africa have shouldered the financial and manpower burden of black, coloured and Indian education.

Simultaneously, the Catholic Church was providing a private school education for the children of white settlers in the country.

"The idea of integrating the schools did not arise at that stage because the needs of the two population groups were completely different," says Brother Neil, principal of the Convent of the Sacred Heart, Johannesburg.

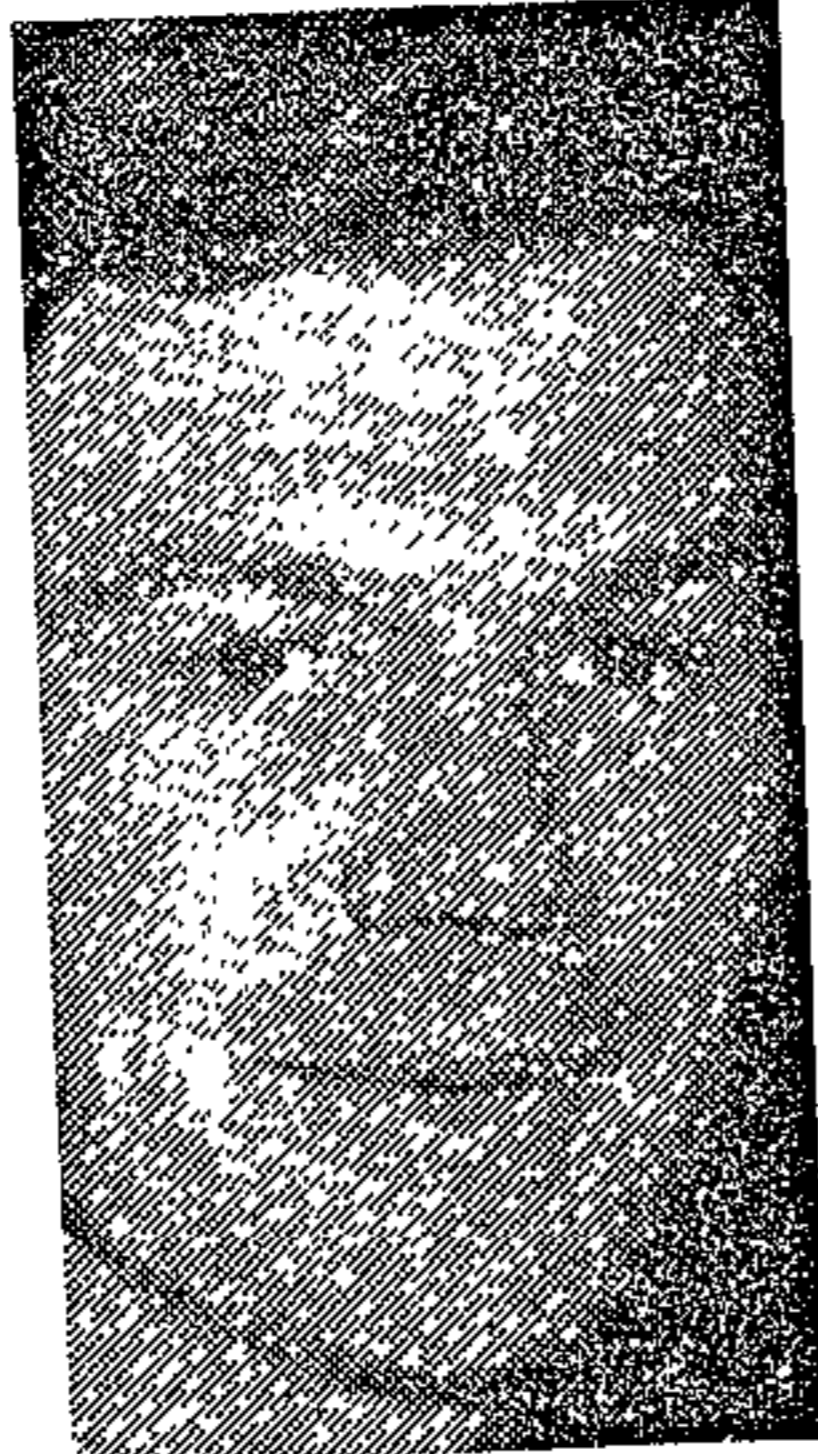
When Bantu Education came into effect the Government withdrew all subsidies to private church schools and hundreds "just collapsed."

The Johannesburg diocese had 30 Catholic black schools before 1950. Now only 11 remain and these are run on a "shoe-string" according to Brother Neil.

The change in the system also precipitated a new evaluation of the purpose served by the Catholic Church.

In 1972 a report by Sister Augusta Neal showed that 70 percent of Catholic schools were distributed among 30 percent of the privileged members of the Church. Only 300 of the 2 400 teaching sis-

As black schoolchildren demand a higher standard of education the "integrated schools" row between Church and State has subsided into an uneasy truce. This is threatened by the Catholic Church's renewed commitment to meet the educational needs of a million black children.



Peter Nixon . . . sees hope in council report.



Sybrand van Niekerk . . . threatened to close schools.

ters — and none of the brothers — were teaching in black schools.

"We are hypocrites if we condemn apartheid in society and condone it in our own institutions," was one of the guiding statements that came out of the Catholic Bishops Conference in 1972. In 1976 the Bishops Conference encouraged a policy of "open schools" and, a year later, the policy was implemented in several schools.

The Church did not act in total defiance of the State but continued intense negotiations which were successful in every province except the Transvaal.

Administrator Sybrand van Niekerk threatened the closure of schools admitting blacks "illegally" but would approve only four of the 219 applica-

tions submitted in 1979.

The Cabinet neatly sidestepped the issue at the time by leaving it up to provincial authorities to decide which applications should be considered "exceptional cases" and which should not.

The row continued to simmer but the Church held steadfast. The clerics based their motivation on purely evangelical grounds, saying that the educational facilities in the black urban areas were fully exploited and "since the church is one, we cannot discriminate against 'non-whites' seeking an education in our 'white' schools."

The concern for social justice has also led to the re-distribution of religious staff and the consolidation of existing facilities.

This was the main

reason for the amalgamation of Yeoville Convent and Marist Brothers College in Observatory — now the Convent of the Sacred Heart.

According to Brother Neil, head of the 900-pupil convent, the Church has as its immediate objectives the redistribution of resources, the consolidation of present stretched facilities and a move towards a unified school system.

Of 90 000 pupils at Catholic schools only 30 000 are black — but 80 percent of the Catholic Church's membership is black.

Since 1972 the schools distribution has evened out to the extent that there are now 107 "black" schools, 120 "open" schools and 100 "coloured" schools. But, under the present system, the Church cannot extend itself to meet the ever-growing need for more facilities, more schools, and the better education demanded by black schoolchildren unless the schools are "opened" completely and State subsidies are re-introduced.

According to Mr Peter Nixon, Transvaal Provincial Council Opposition spokesman on education, hope lies in one of the Human Sciences Research Council's 12 educational principles — "The system of educational provision should provide for the establishment and State subsidisation of private education."

But, before the recommendations of the HSRC investigation are made public in July, there is nothing to back up the Church except the Church itself.

In addition, there is no legislation governing the admission of blacks to "white" schools and vice-versa. So the area of subdued conflict will continue to be nebulous until it is finally resolved by either State or Church — or both.

Indians in
DOM. 22/5/81
festival
~~22~~ ~~44~~ 50
protest

Own Correspondent

DURBAN. — More than 2 000 students of the University of Durban-Westville yesterday voted to boycott lectures until next Wednesday in protest against the Republic Festival, which has already been widely rejected by Indian school children.

The decision was taken at a meeting convened by the university's Students' Representative Council on campus yesterday. The students are also protesting against the expulsion of more than 500 high school pupils this week.

Mr Althaff Karrim, president of the SRC, said after a three-hour long meeting in the main hall, that the students had decided to return to lectures on June 1, although it had been declared a Republic Day holiday.

"As a demonstration of our total rejection of the apartheid celebrations, we are not prepared to accept the holiday."

One student called on students to be "pragmatic and realistic before committing political suicide". His suggestion was out-voted.

Mr Karrim said the SRC had requested lecturers to be present on June 1

Students
Argus 25/5/81
urged to
boycott
festival

Argus Correspondent

JOHANNESBURG. — At a anti-Republic Day rally held at the University of the Witwatersrand today thousands of posters and pamphlets were issued urging students to boycott celebrations.

In other moves, the Congress of South African Students called for a three-day boycott, Catholic and Anglican churchmen condemned the festivities as a farce, and thousands of the banned African National Congress pamphlets were distributed in the Eastern Cape, Transvaal and Lebowa.

MOURNING

Instead of seeing Republic Day as a time of celebration, education, religious and student organisations asked people to look at it rather in terms of mourning.

In response to the boycott calls, police have been put on the alert and according to reports are prepared 'for any situation.'

The posters, printed on campus, showed a republic of suppression rather than democracy, with the outline of a black man's head muzzled with a Republic-coloured gag.

DEMOCRACY

The Wits Student Representative Council produced thousands of pamphlets calling on students to work towards a true democracy when everyone could celebrate.

The rally was organised as the climax to a week of anti-Republic Day activity when off-campus speakers spoke to students in a series of lectures on the Republic and its implications.

Call to boycott businesses and schools fails

Ev. Post 25/5/81

Post Reporters

THE African National Congress call for a boycott of businesses and schools failed today.

At some black schools in Port Elizabeth there was a partial stayaway, but at coloured schools the situation was normal.

Most employers reported normal attendances.

The call for a nationwide three-day boycott was made last week in thousands of pamphlets issued in the name of the ANC and which were distributed in black areas.

Senior police officials said there had been no incidents of intimidation and that all was quiet today. Police, however, would remain on full alert until the 'situation returns to normal'.

A police spokesman said: "The police will remain fully mobilised. Patrols have been stepped up and we will provide protection for all those who wish to have it."

Bus companies and the Railways said there was no loss of passengers resulting from the call to boycott public transport.

The Assistant System Manager of the Railways for the Cape Midlands, Mr W A Strauss, said trains were running normally with no drop in the number of passengers.

The call for a nationwide school boycott in the Cape also seems to have failed with only black schools reporting a drop in attendance.

The worst affected seemed to be the Cowan High School in New Brighton where the principal, Mr F M Tonjenti, said only 140 of the school's total complement of 840 pupils had turned up at 8.30am.

But the situation was improving. A trickle continued to arrive all morning.

The headmaster of the Kwazaklele High School, Mr T N Gantchane, said that pupils had assembled in the school grounds and calls for a five-

day school boycott had been made.

At the Nathaniel Nyaluza High School in Grahamstown the situation was reported to be normal as it was at the Mary Waters High school the only other institution for secondary education in the city.

A spokesman for the New Brighton Industrial Centre, which draws pupils from 31 schools, said the attendance level was about 75%.

The Chief Inspector of Education for the Department of Coloured Affairs, Mr J J A Crafford, said that there were "no problems whatsoever" with schools under his control.

Sapa reports that thousands of anonymous pamphlets calling on Transkeians to boycott work and buses for three days in protest against the "white Republic of South Africa" were found scattered in the Ngangelizwe township of Umtata and other public places early today.

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For publications obtainable from the Centre for Intergroup Studies, c/o University of Cape Town, Rondebosch, Republic of South Africa, 7700

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Date: Signature:

Gifted student centre 'a mess'

By MARTIN FEINSTEIN
THE Transvaal Education Department (TED) has been criticised for the "haphazard and shoddy organisation" of a new centre for gifted children at the Johannesburg College of Education.

Parents say they fully support the school's concept but describe its implementation as "a mess".

More than 500 Johannesburg pupils in Standards 2, 5 and 8 will enrol at the centre this year.

One child's parents said they had been told not to tell their child of his acceptance at the centre, and had to choose two subjects without consulting him.

They claim there was no information on syllabi or course contents.

The parents also claimed that when they and about 400 other parents arrived for the centre's opening on May 6, they were told their presence was not required - even though pupils as young as nine years old were then asked to choose what subjects to take and on which days to attend.

"A letter from the centre's director, Mr J A Jabusch, was of a very strange and authoritarian tone - more like military orders than a letter from an educationist, and certainly not conducive to enthusiasm."

The letter told pupils that they "should be motivated and realise that it is a privilege to attend classes at the centre for the full year and will abide by the rules of the centre".

Responding to the parents' complaints, a TED spokesman said syllabus information was available at the centre.

"Curricula or programmes for the subjects . . . were drafted by committees consisting of highly qualified and experienced subject specialists," he said.

Professor J Degenaar
t. Available in
the Centre for Intergroup
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PLEASE CIRCLE ITEMS REQUIRED

500 Wits students in boycott considered' Holiday protest

Argus Correspondent

JOHANNESBURG.— About 500 students at the University of the Witwatersrand today staged a boycott of lectures.

The action comes in response to a call made at the anti-Republic Day rally by Students' Representative Council president, Sammy Adelman, and Black Student Society chairman, David Johnstone. The majority of the boycotting students are members of the Black Student Society.

The students gathered on the library lawns at 9 am to sing freedom songs, chant 'Amandla' and recite poetry.

Several students who were not boycotting lectures said they felt the call to boycott was unreasonable and had come at a very bad time — just before exams.

As a result of the rally at least 25 000 pamphlets were distributed throughout schools, stores and supermarkets in Johannesburg yesterday.

Education Reporter

PUPILS in Nyanga, Langa and Guguletu have not yet decided on what action they will take on Republic Day, but a boycott of classes before then is unlikely, according to teachers.

A meeting was held between the South West Africa Teachers' Association, which represents black teachers in South Africa, and a committee of pupils.

The pupils said they were still considering their response.

High school teachers said pupils were attending classes.

Pupils at at least 12 coloured schools have decided to attend school on Monday — Republic Day holiday — in protest against the celebration. They have received the backing of teachers.

Students at the University of the Western Cape yesterday demanded that classes continue as normal on Monday.

See Page 25.

Staff Reporter

SEVERAL hundred students staged a march to the administration block at the University of the Western Cape yesterday afternoon to present the rector, Professor R E van der Ross, with a list of resolutions relating to the Republic Festival.

The resolutions were passed by students at an earlier meeting at the university's cafeteria. After the march, the students met in a hall on the campus and waited for the rector's reply.

In terms of the resolutions, the students decided to reject all Republic Day celebrations, organize alternative programmes, boycott classes, demand tuition on June 1 and the suspension of all classes from yesterday till May 31.

UWC students in protest march

31/5/81 CT 26/5/81

support like-minded forces and to "continue the struggle until final victory".

In a reply later handed to students, whose numbers had swollen with the arrival of extra-mural students, Professor Van der Ross said the opinions expressed "in regard to oppression" had been noted.

He said UWC had on many occasions voiced its concern

through its official channels and its spokesmen that a democratic system should prevail in South Africa in respect of educational, economic, social and political matters.

The university believed it could best make its contribution to this cause by preparing the youth of the country to the best of its ability.

He said he was prepared in

due course to meet those lecturers holding classes or tests between May 25 to 31 and to discuss the effect of student action (if non-violent) in such a manner that no student would be adversely affected.

He said that in his view the behaviour of the students and the proposed forms of behaviour were having the opposite effect of what was intended, "viz to draw massive attention

to the Republic Festival". In such a situation, it might be more effective, and spiritually more strengthening, to go on quietly with one's normal work, he said.

Anti-Republic Day rallies will be held in the Jameson Hall at the University of Cape Town today and tomorrow.

Today's rally, which is open to all opponents of Republic Day, will include speeches by Nusas president, Mr Andrew Boraine, and Cosas president, Mr Wantu Zenile, representatives from the Black Sash and church leaders

Tomorrow's programme will include a lecture by UCT lecturer, Mr F Hirsh, titled "Freedom Charter and Democracy Today". Both programs will start at 1pm.

CT 26/5/81
Protest
Students
reported
detained

Own Correspondent

DURBAN. — Two students of the University of Natal's Medical School in Durban are reported to have been detained by security police following the boycott of all activities on campus in protest against the Republic Festival celebrations.

They are Zweli Mkize, a fifth-year student and vice-president of the Medical Students' Representative Council, and J Paahla, a fourth-year student who is president of the university's Students' House Committee.

Brigadier J R van der Hoven, Divisional Commander of Security Police in Durban, could not be contacted yesterday.

According to a spokesman for the MSRC, the two students were picked up from the hostel on Sunday night by security police and had not returned by yesterday.

"We are becoming concerned about them and have asked the university administration to help trace the students," he said.

Meanwhile, students of the University of Durban-Westville yesterday decided to continue their boycott of lectures in spite of an ultimatum by the rector, Professor S P Oliver, to the SRC to call on students to return to lectures by noon yesterday or the SRC would face disciplinary action.

Professor Oliver decided to cancel all lectures today and tomorrow because of the poor attendances.

Meanwhile, the Director of Indian Education, Mr Gabriel Krog, whose action in expelling more than 500 high school pupils for staying away in protest against the Republic Festival triggered off widespread condemnation, was still not available for comment yesterday.

The deputy director, Mr S P van den Heever, said Mr Krog was "out of town".

English in SA 'at crossroads' teachers to meet

Education Reporter

ENGLISH in South Africa is at the crossroads — the choice is to continue with traditional teaching or to overhaul the system completely, according to the English in Education unit at the University of Cape Town.

In an effort to review the teaching of English the unit director, Professor Doug Young, and lecturer Mr Nigel Bakker have organised a meeting of teachers teaching English as a first language, mother-tongue or the higher grade on June 3.

Mr Bakker has marked matric papers for the past few years, and his com-

ments in the Education Gazette on the poor standard of English caused a public outcry this year.

He said: "The English-speaker in this country is insecure, and we are losing the pride and enjoyment of a cultural heritage. The English-speaker has copped out and is sitting on the sidelines."

Professor Young said

there were constant complaints from teachers that first-year teachers were not sufficiently trained in the correct methodology. There was an emphasis on grammar which the unit found questionable.

"I know from personal experience that children straight out of school are communicatively incompetent. The response of the public is to say they should be taught better grammar."

"We feel the teaching of English must emphasise the language as a communication medium, rather than as an isolated academic task."

In the Transvaal about 80 percent of English teaching was done by Afrikaans-speaking teachers, while the figure for the whole country was about 65 to 70 percent.

'CHAIN'

A 'chain of blame' had been set up, with university lecturers blaming high school teachers, who blamed primary school teachers, who blamed parents for the low standard.

"It is a whole social problem. We in the unit must look at teaching because that is the area we are most qualified to help make changes in," Professor Young said.

The meeting will be in Lecture Room AA in the Education faculty building from 4 pm to 5.30 pm.

Another meeting has been planned for those who teach English as a second language.

50

Apr 16
26/5/81

UWC bid
High 26/5/81
to ignore
festival (50)

~~327~~
Education Reporter

MORE than a thousand chanting students yesterday marched from the University of the Western Cape administration block to demand normal lectures on the Republic Day holiday on Monday.

The march followed a meeting to decide what action should be taken in protest against the Republic Day celebrations.

The students drew up a petition demanding that lectures and to be suspended until Monday.

They also decided to draw up an alternative programme of activities to coincide with the Republic Festival.

Coloured schools 'lock-out' ordered

Augus 27/5/81 (50)
(22)

Education Reporter

AN INSTRUCTION from the Department of Internal Affairs will force coloured pupils to stay away from school during the Republic Day holidays in spite of their decision to protest against the festival by going to school as normal.

In a statement directed to all principals the department instructed them to keep the keys of all school buildings in their possession from this evening until Tuesday morning.

And cleaners living on school property should try to obtain other accommodation until Tuesday.

The deputy director-general of the department in Cape Town, Mr A P V Kempen, has refused to confirm this directive.

One principal said: 'We read the statement from the department out to the pupils, and both teachers and pupils will abide by the ruling,' a principal said.

Repercussions

'It is quite clear that teachers feel the way the pupils do — Republic Day is nothing to celebrate. If it had not been for the directive they would have given classes as normal. However, they do not want to confront the authorities because there will obviously be repercussions if they do.

'But although the pupils accepted the statement they decided to demonstrate this morning,' the principal said. 'Their adherence to the statement is under protest.'

By SHELAGH BLACKMAN

THERE was no doubt that the very future of South Africa rested on how the question of black education was tackled in the 1980s, the past president of the Midland Chamber of Industries, Mr Stan Anderson, said in Port Elizabeth last night.

He was speaking at St John's Gate at the launching of the joint annual appeal of the Evening Post and African Books Committee to relieve the severe shortage of prescribed literature books in black high schools.

Mr Anderson referred to the comprehensive survey of black education and its needs in the Port Elizabeth-Uitenhage area undertaken five years ago by the Midland Chamber of Industries with the assistance of the Department of Education and Training and the East Cape Administration Board.

A disturbing fact that emerged from the survey was that the quality of teaching was "quite unable to meet the changed requirements of the educational system".

In the 53 schools in the townships of Port Elizabeth and Uitenhage which were offering mathematics as a subject, only seven teachers were qualified to teach this subject. "And by qualified I mean that they had taken maths as a subject, had passed their junior certificate, and had one year at a teachers' training college," Mr Anderson said.

Even Std 10 students were being taught by teachers who had not even passed the junior certificate examination.

With the importance attached by black parents to education, the number of pupils writing the Std 10 examination had "escalated enormously".

While only 700 black students wrote the matric exam in 1955, of whom a mere 19% passed, 56 000 students with a pass rate in excess of 70% were expected to do so in 1981, he said.

An investigation into teachers' training showed that virtually no-one was prepared to undertake the difficult subjects

'Future of SA rests on black education'

E.P. 50

of maths and science because they themselves had been so poorly taught in these subjects.

A survey at Fort Hare University revealed that while more than 100 social science students graduated each year, during a nine-year period, only one student had majored in maths and had taken a teachers' diploma, and he had gone to work on the mines.

The results of these surveys were a cause for concern. Although industry could not do much to provide additional schools and facilities, it did have an opportunity to encourage a swing to a more balanced education.

In collaboration with the Department of Education and Training, the Midland Chamber had initiated three schemes.

An annual bursary programme was started for 16 matriculants from the schools in the Port Elizabeth-Uitenhage area who would be subsidised if they took maths or science as a subject and agreed to return to teach in schools in this area.

A winter school was established at which teachers and selected pupils could take a two-week upgrading course during the June holidays.

Finally, an on-going scheme was started in which white university lecturers and local teachers conducted a fortnightly explanatory review of the following two weeks' curriculum with black maths teachers.

All these schemes were financed in collaboration with the Urban Foundation.

The chamber felt it was urgent that people should understand that the neglect of vocational education and training in the past was resulting in an imbalance in the education system.

"The crucial point is that black education is presently an academically orientated system of education which tends to train for the highest qualifications and does not produce a well-balanced team to do the work of a normal community," he said.

Comparative statistics for 1978 and 1979 showed that the number of black pupils in Std 10 increased by 49,3% but those attending vocational or technical schools increased by only 1,3%.

Industry was concerned at the abandonment of the junior certificate examination.

"Without that certificate available, pupils tend automatically to go on to matric.

"Unless there is an immediate change in direction we shall be producing more black academically trained matriculants than white, coloured and Indian, almost doubling overnight the numbers of people seeking white-collar work."

If South Africa were to maintain a growth rate of 4,5%, about 122 000 skilled persons would be required to fill new positions this year.

In 1978 barely 11 000 apprentices of all races were undergoing training — less than 10% of the estimated annual requirement.

"For this reason alone the quality of maths and science teaching must be accelerated as part of the process of re-directing the training of our work force."

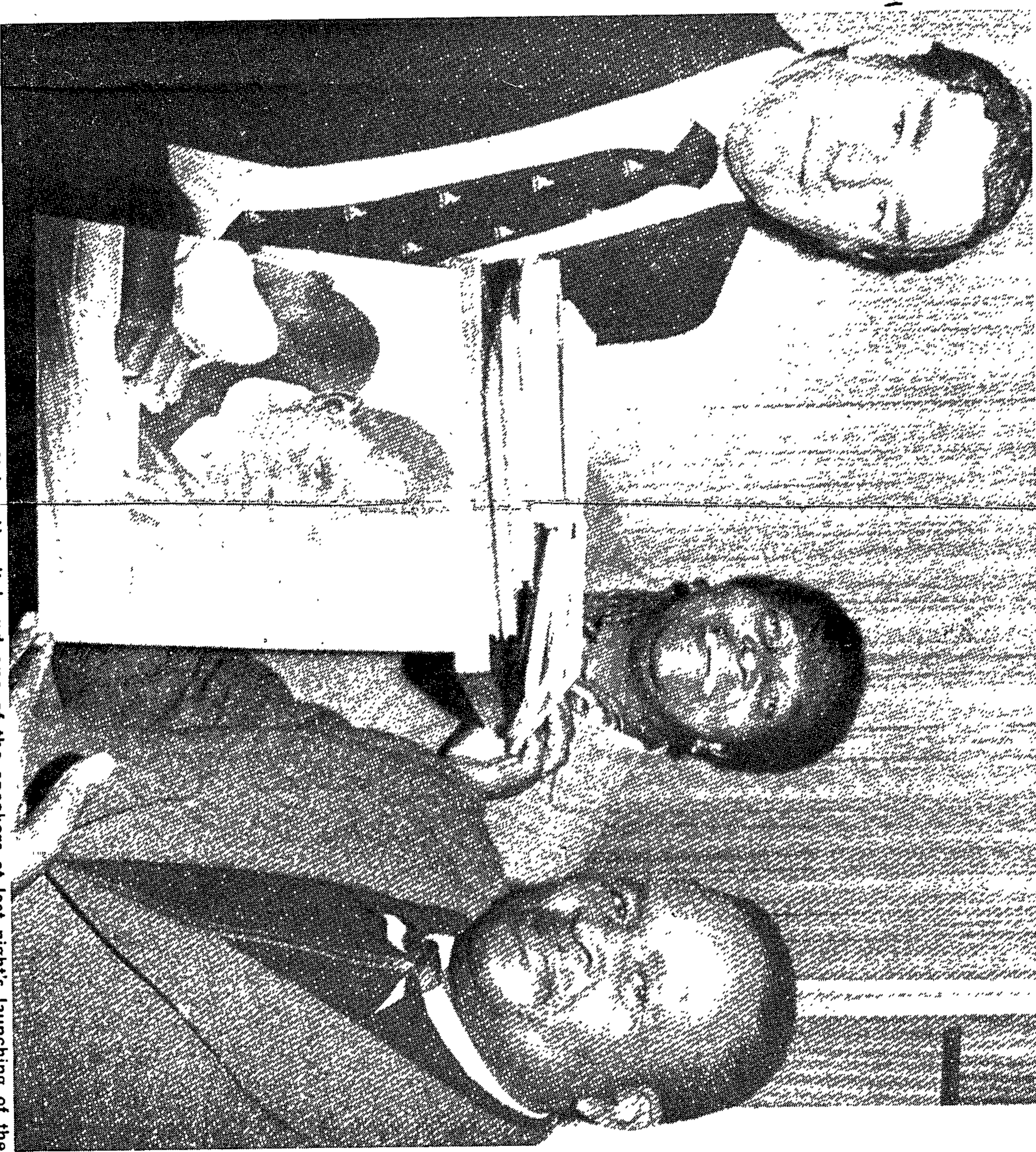
In 1979 statistics revealed that 80,8% of the black teachers in Port Elizabeth had a qualification of Std 8 or less.

Limiting factors were a shortage of teachers who could be diverted or upgraded to teach the sciences, and the traditional attitudes of black parents who believed that their children should be prepared for only three careers — medicine, law or education.

Mr Anderson said that he was afraid that the increasing number of students would make it difficult for the Department of Education and Training to provide free textbook and stationery for several years to come.

"For this reason, it is vitally important that the private sector helps to supplement this most important service so that students can at least be provided with the necessary books," he said.

Those who wish to contribute to the African Books Committee fund can send their donations to Box 5071, Walmer, 6008. The Evening Post will publish lists of contributors at regular intervals.



Mrs FLORENCE PETER, matron of the Dora Nginzi Hospital and one of the speakers at last night's launching of the Evening Post-African Books Committee funding drive examines setwork books that have been donated to the committee. MR STAN ANDERSON (left), past president of the Midland Chamber of Industry, was the main speaker. MR FRANK TONJENI, principal of the Cowan High School and a trustee of the committee, is on the right.

Republic Day flags burn at UCT protest rally

Education Reporter

THE acrid smell of burning Republic Day flags filled the University of Cape Town's Jameson Hall yesterday as eight speakers stood up to denounce the Government for celebrating a decision taken 20 years ago by a white minority to establish a republic.

Flag

Burning strongly criticised

Argus Correspondent

JOHANNESBURG. — The burning of the South African flag at a mass meeting at the University of the Witwatersrand was strongly criticised by the vice-chancellor of the university, Professor D J du Plessis, in a statement posted around the campus yesterday.

'The university is a place where people of all persuasions can associate. Students are free to express their views and beliefs, subject to the laws of the country, but they must do so with full regard for the feelings and freedoms of others.

Ill-mannered or inconsiderate actions are unacceptable and interference with the normal work of the university will not be tolerated,' the statement read.

The vice-chancellor warned disciplinary action would be taken against students found guilty of transgressing university standards of behaviour.

See Page 23.

More than a thousand students filed into the hall to the sound of Nkosi Sikelele iAfrika to be faced with a row of representatives of 12 organisations opposing the celebrations. In the middle of the

row a vacant chair bore the name Nelson Mandela. No one appeared to show any interest in the celebration supporters until a speaker opened the rally.

Then there was a flutter on the balcony as several students charged among those holding the flags and flung the flags into the main hall below.

The president of the Congress of South African Students, Mr Wantu Zante, called on all students, black and white, to continue the struggle against 'this criminal Government.'

Festival:

Lectures

boycott

Argus Correspondent

DURBAN. — Students at Fort Hare University yesterday decided to boycott lectures for the rest of this week because of the Republic Festival.

Some students told Pressmen that pamphlets thought to be from the African National Congress were distributed on the Fort Hare campus last night. They urged students to boycott lectures.

Similar pamphlets have been distributed in Transkei and last night armed guards were mounted round Umata's public buildings.

The supporters resolutely clung to their flags and posters and punches began to fly. As the first flag was set alight in the hall a white student stood up and shouted: 'Black students up here! Amandla!'

The representatives on the platform looked on impassively. They included the Roman Catholic Church, the Black Sash, the General Workers Union, the Congress of South African Students, the UCT anti-Republic Day committee, SRC and sociology department, the Food and Canning Workers' Union, the South African Council of Churches, the Civil Rights League and the Methodist Church.

SRC president Sarah Cullinan angrily claimed that the Government itself knew there was no cause to celebrate. It was a frightened Government that was honing the military to protect the Republic.

The length of basic military training is continuing to increase and more and more men are being called up. The Minister of National Education, Mr Gerrit Viljoen, has threatened to withhold funds from universities who boycott the Republic festival. The Republic is indeed feeling threatened,' she said.

At the end of the rally Kate Philip of the UCT projects committee proposed that 'in view of the political suppression and human suffering imposed by the Republic, it is insensitive and dangerous to continue with the Republic Day Festival.

'We urge the Government to call the whole thing off.'

The vice-chancellor, Dr Stuart Saunders, condemned the students' actions.

'A university is a place for discussion and debate and violence of any kind, including the burning of banners, is inappropriate and wrong.

'This incident has been blown up out of proportion because only a very few students were involved in the scuffles when the banners were damaged.'

Own Correspondent

JOHANNESBURG. — The violence which marked the anti-Republic Day demonstrations at the University of the Witwatersrand on Monday, simmered again yesterday as students staged a sit-down student strike on the campus.

Right and left wing student factions were kept strictly apart by university guards, dons and university officials. For the first time, called by student leaders yesterday to oppose the Republic Day festivities, this year.

Minor scuffles did break out when 200 student strikers were confronted by 150 police, waving concert batons. The strikers were marching around campus singing freedom songs and carrying anti-Republic Day placards.

During the match, the

Anti-Republic Day demos continue at Wits

chanting students were once routed on to campus by the FRC president, Mr Sammy Adelman, when it appeared that the procession would lead through the Senate House building towards the campus. One student, Mr Lance Chastal, was taken away by campus security guards, but reappeared again later, undauntedly waving his South African flag. No police

charges were laid against any students yesterday.

Racial slurs were flung by both opposing factions, and both scuffles also broke out when the Black Students' Society and the Students' Representative Council called a surprise meeting at the Great Hall during lunch time.

Guest speakers Mr Fanson Ndau, of the General Automotive Workers Union, and Mr Beavell Banda, national

organizer of Azanian Peoples' Students Organization, both delivered impassioned pleas to the 3 000 students in the audience to boycott all Republic Day festivities.

On the flag burning incident has brought a sharp reprimand from the Minister of National Education, Dr Horritt Mphahlele, who warned yesterday that the government would not tolerate such behaviour from students and

said further action would depend on steps taken by the university authorities.

A police spokesman has announced that the rioting during which the South African flag was destroyed was being investigated.

The Senate Council of the University of Cape Town yesterday passed a resolution to student leaders to prevent student "unacceptable" actions.

unacceptable actions, which are interference of the normal work of the University will not be tolerated.

"Disciplinary action will be taken against any student or group of students found guilty of transgressing these standards of behaviour".

A legal expert said last night it was not a statutory offence to burn a South African flag. If it is limited to someone else, it is a crime without the participation of another person.

On the anti-Republic Day procession, he said that the police had a duty to prevent any breach of the peace. He said that the police had a duty to prevent any breach of the peace.

"If anyone has ever been arrested of this in 1981," he said.

Festival: Pamphlets distributed

Staff Reporter

PAMPHLETS calling for a boycott of the Republic Day festivities were distributed to schools and supermarkets in the southern suburbs by students following yesterday's anti-Republic Festival rally in Jameson Hall.

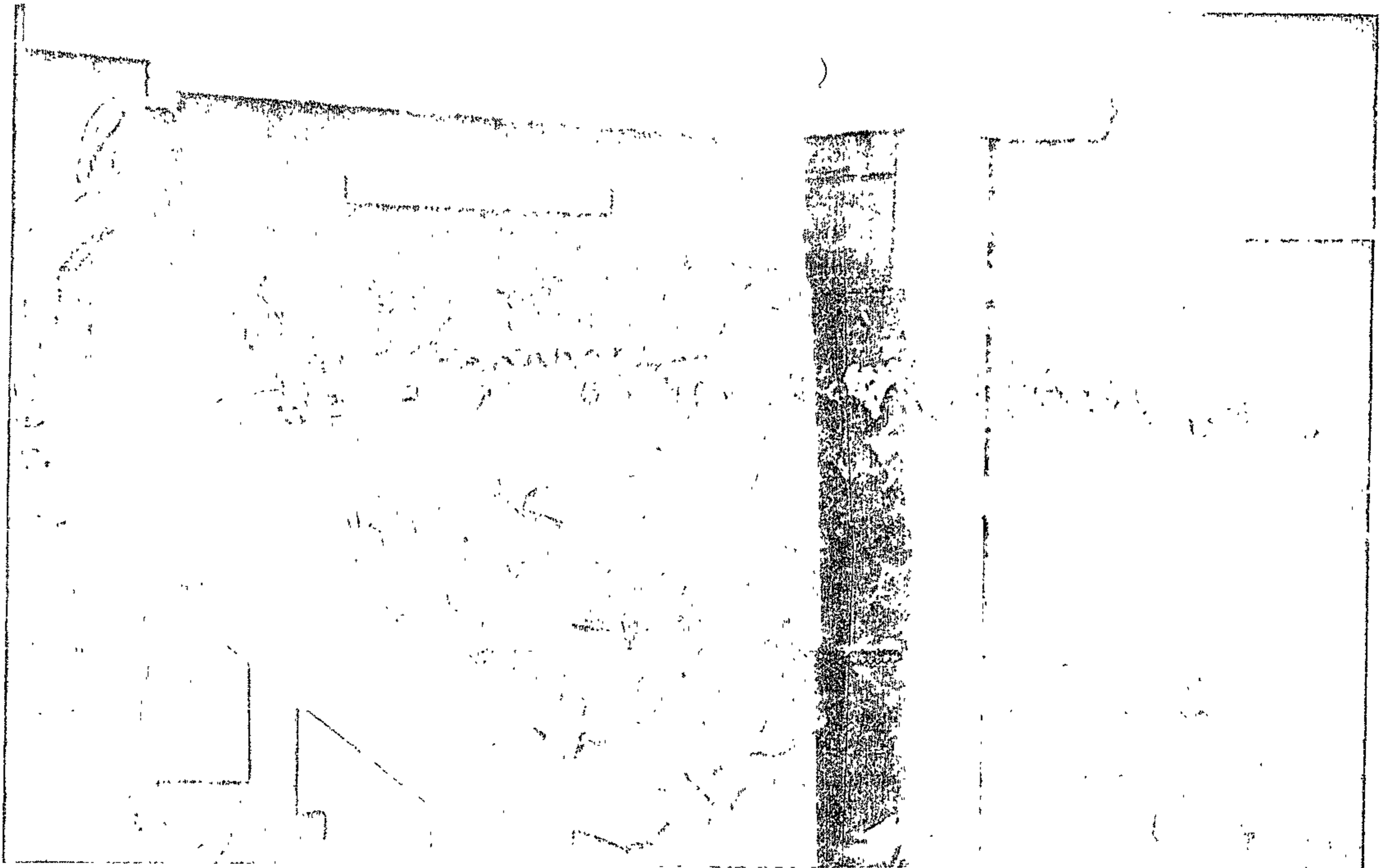
The pamphlet, entitled "Republic Day - Where Do You Stand", was prepared by the National Union of South African Students (Nusas) and called on whites to "stop our celebrating for the day when there is a real democratic republic in South Africa".

"There is a deep conflict in our society and to pretend otherwise with a great show of national unity, will not make it go away," it said.

Refusing to participate was not "negativism", but a "positive statement of support for a new, more democratic South Africa".

"The Republic means very different things to different South Africans. Most of the whites know South Africa as a land of wealth and security. They have no idea of the living conditions of the vast majority of South Africans.

A UCT Project Commission speaker said it was "aimed at people who have been indoctrinated by Christian National Education and SATV".



The president of the National Union of South African Students, Mr Andrew Boraine, addressing yesterday's anti-Republic Festival meeting in Jameson Hall at the University of Cape Town.

CT 27/5/81

HA 37/50

Struggle in SA 'has reached climax'

By ENRICO KEMP

IN THE past 48 hours, South Africa had witnessed "widespread guerilla attacks in pursuit of a non-racial and democratic society", the president of the Congress of South African Students (Cosas), Mr Welle Zenille, said yesterday.

He was addressing an anti-Republic Festival rally at the University of Cape Town. Representatives of churches, trade unions and student and community organizations addressed the meeting and expressed opposition to this week's Republic Festival celebrations.

Mr Zenille said the struggle against oppression in South Africa had "reached a climax".

"We realize that since this so-called Republic came into being, the majority of the people of South Africa have never stopped showing their bitterness and anger against oppression. We will continue to resist minority rule and the police State and pursue our course until the people govern."

About 1500 students, university staff and members of the public attended the rally. Speeches were greeted with frequent applause and shouts

of "Amandla" (power) and the audience rose at the end of the meeting for the singing of "Nkosi Sikelele i-Afrika".

Scuffles broke out in the gallery when two Republic Festival flags held by supporters of the festival were taken away from them and burnt on the steps of Jameson Hall after the rally.

The hall was decked out in banners and posters with messages such as "Twenty years of Republic - Another twenty years of oppression". "When all people share in the Republic, they will all share in the festival" and "86.5 percent of the land is reserved for 16

percent of the people". The words of the Freedom Charter and "Nkosi Sikelele i-Afrika" were displayed on stage and a symbolic empty chair was reserved among the speakers for the imprisoned leader of the African National Congress, Nelson Mandela.

The president of the National Union of South African Students, Mr Andrew Boraine, said South Africa was "fundamentally undemocratic" and the present conflict would continue "until the demands of the people are included in a democratic society, a society where the people govern".

"Saying no to the Republic Festival implies opposition to years of oppression. It means being part of the broad front of mass resistance. The apartheid celebrations are being opposed countrywide by democratic organizations. It is these organizations which contain in them the seed of a democratic South Africa. The task of democrats is to build a new and just South Africa on the lessons and events of the past," he said.

A statement read on behalf of the Roman Catholic Auxiliary Bishop of Cape Town, Bishop Stephen Naidoo, said the Catholic Church saw "no

cause" for celebrating Republic Day.

"The vast majority of South Africans see no cause for celebration. They have no meaningful citizenship. In fact, the majority are deprived of South African citizenship. Decisions are made for them, often to their disadvantage," Bishop Naidoo said.

Other representatives at the rally were from the Western Province General Workers' Union, the Black Sash, the Methodist Church and UCT's Projects Commission.

Picture, more reports, page 2

Argus 27/5/81

50 (387)

Hundreds arrested at Wits

Argus Correspondent
JOHANNESBURG.—
More than 200 riot police today swooped on the campus of the University of the Witwatersrand to break up demonstration gatherings and arrested hundreds of students who

were protesting against the Republic Festival. All were later released. Brigadier Theuns (Rooi Rus) Swanepoel, head of the crime prevention unit on the Witwatersrand and in charge of the Riot Squad, led several pla-

toons of men on to the campus. The police were armed with batons and quirts and were aided by scores of security policemen. Appeals by students and university security officials to the police to leave the campus and not break

up the left-wing and right-wing gatherings were dismissed by Brigadier Swanepoel. He told everyone assembled that they were all under arrest in terms of the Riotous Assemblies Act and that their gather-

ings were illegal because they had not applied for permission to hold the meetings. The two groups had gathered for the past two days in separate groups. On one side they were demonstrating against Re-

public Day and on the other, right-wing students opposed the demonstrations, singing Die Stem and hurling abuse at the left-wing. ● UCT protest rally — Page 10.

Algo 27 5 21

48 students arrested at city demo

POLICE today arrested 48 students who were demonstrating outside the Good Hope Centre where the World Meat Congress is being held. The 18 men and 30 women were standing with placards on the steps of the centre at 9 am when uniformed police moved in.

The Divisional Commissioner of Police for the Western Cape, Brigadier D. B. Notlmagel said the demonstrators were arrested on charges of holding an illegal gathering in terms of the Riotous Assemblies Act.

He could not say whether they would appear in court today but it is believed they will do so.

The students — thought to be from the University of Cape Town — were taken away by policemen at about 9 am, minutes after the demonstration had begun.

About 50 policemen in 11 vans arrived at the Good Hope Centre almost simultaneously with the students.

One of the placards confiscated from the students read 'Democracy before you meet.'

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- 18 Van der Horst, Women as an Economic Force in Southern Africa.

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Teargas used in classroom siege

Staff Reporter
POLICE last night used teargas and sjamboks to disperse a group of about 150 pupils from the Christiaan Botha High School, in Bosmont, Johannesburg, who had locked themselves in a classroom.

According to witnesses the pupils were "staging a peaceful protest against the Republic Festival".

A police spokesman said about 70 pupils - all about 14 years old - threw stones, bottles, books, briefcases and debris at police officers when they arrived at the school at 6.45pm.

The pupils had barricaded themselves in the classroom when school ended yesterday afternoon.

Some 31 of the pupils were being held at the Newlands police station last night.

The spokesman said it was not yet certain whether the pupils would be charged.

If they are charged, they face counts of trespassing.

RDM 28/5/81

(50) (37) (27)

WILTS ROWLS

REVISED

Riot POLICE

ENTER SCENE

By MARTIN FEINSTEIN and MARTIN...

MORE than 650 chanting students at an anti-Republic Day rally yesterday refused to leave the Solborne Hall in central Johannesburg after a bomb threat led riot police to cordon off the building.

And on the third consecutive day of campus turmoil, riot police arrived at the University of the Witwatersrand only minutes after a gathering of protesting students had dispersed.

The university's principal, Professor G. J. du Preez, said afterwards that the police raid came without prior warning and "when the matter was under control" and the Students Representative Council president said it was "breached for".

Left and right in pictures gathered in separate groups in front of the university building that of about 100.

While fighting in student-chanted slogans - including "Go back to the bachelors' state" - and waved banners about one protester looked at police and freedom songs and listen to speeches.

Four brigades of riot police and two student card confiscated by Wit security force when they moved towards the other group.

And university officers said Mr. Lewis, Council a conservative member of the student representative Council had been removed from the list by the security staff for allegedly having a "black" card.

A few minutes later about 100 riot police arrived led by Brigadier Thabo Mokoena, head of the Police Services.

Brigadier Mokoena warned students to move off the lawn or face arrest.

The students were herded towards the Student Union and canteen and Brigadier Mokoena warned "This gathering is illegal because of the Riotous Assemblies Act".

A student demanded an explanation from the brigadier. He and a girl were held briefly and released.

The principal told staff members to tell students their meeting was illegal and should be closed. The university, however, was not prepared to do this without prior warning or approval and it is a time when the matter was under control.

He said the SAC had been in contact with the Student Alliance Area for several days. It was known that the Government would be invited to speak at the university and after June 1 to avoid confrontation.

At the meeting, however, the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

As a result of the meeting, the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

However, both the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

The lunchtime rally at Solborne Hall called by the university and the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

Then riot police with dogs and batons aided by the police entered the Solborne Hall and the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

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Mr. Adelaar said last night that the police were very violent and that the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

A storm started after a remark made at the time of the meeting by the SAC and the Student Alliance Area had agreed that the Government should be invited to speak at the university and after June 1 to avoid confrontation.

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Protestors arrested at meat congress

CAPE TOWN. — About 40 demonstrators were arrested yesterday morning outside the Good Hope Centre where the World Meat Congress is taking place.

At least 50 policemen were on the scene and the placard-carrying demonstrators were forcibly removed from the area and huddled into police vans.

It is understood the protest was against the Republic Festival celebrations, as well as the World Meat Congress taking place in Cape Town.

The Divisional Commissioner of Police, Brigadier D D Nock, confirmed that the protesters were arrested and taken to charge offices.

"At this stage I can only say that these young people were arrested for carrying placards and congregating outside the Good Hope Centre," he said.

Mr Jose Paramo, secretary-general of the International Meat Office, organisers of the congress, said his organisation was not aware that anybody was arrested.

"We are prepared to talk to anyone who approached us, but we have not been approached by any organisation or person yet."

Meanwhile, discussion at the congress yesterday concerned the agricultural sector's contribution towards a higher economic growth.

The Deputy Governor of the Reserve Bank, Dr A J Jacobs, said the agricultural sector had to find measures and methods to increase its productivity.

He said this was the contribution agriculture could make "to fight the disease of inflation that had been inflicted on the economies of the world".

"I agree, however with the view of farmers that governments should not deliberately maintain agricultural prices at unrealistically low levels as a means of fighting inflation. The effects of such a policy on the agricultural industry are more lasting and severe than the burdens that have to be shared as a result of the anti-inflationary measure."

Dr Jacobs said that the well-being of farming in general was greatly affected by developments in the international business cycle, and the attendant fluctuations in foreign exchange rates.

However, despite the restrictive monetary and fiscal policies being pursued by governments at present, it was expected that unacceptably high rates of inflation would continue to prevail during 1981, he said.

Nation-wide protest at celebrations

CT 28/5/81

14 322 50 144



Above: SADF officers survey damage after the Durban blast. Below: Policemen cordon off the Johannesburg City Hall



Own Correspondent

JOHANNESBURG. — A wave of anti-Republic Day protest hit the country yesterday.

A bomb blast, arrests and detentions, school and university boycotts, bomb threats, mass protest meetings and Security Police raids were reported as the Republic Day celebrations neared their weekend climax.

The banned African National Congress, yesterday claimed responsibility for a recent series of acts of sabotage, which it said were intended to disrupt the Republic Day celebrations.

Yesterday's blast wrecked the SADF office near the Durban city centre at 5.52 am.

No one was injured, but the damage to the ground floor of the multi-storey bank building which houses the office has been estimated at hundreds of thousands of rands.

Barbed wire

Police and fire engines were on the spot within minutes and used rolls of barbed wire to cordon off the area in which thousands of people work during the day.

On the opposite side of the road, plate-glass windows were blown out for the length of the block.

Shortly after 7 am police reduced the cordon of barbed wire to cover the area directly in front of the Trust Bank Building, and street sweepers cleared up the shattered glass.

Hundreds of people gathered at the scene of the explosion but were kept back by the police, who appealed to them to keep away.

Thousands of school pupils and university students in the Cape and Natal are boycotting lectures until the end of the week in protest against the celebrations.

The stayaway started at the University of Durban-Westville and the Medical College of Durban (Wentworth) and spread to Fort Hare University in the Eastern Cape, where the students joined the boycott on Tuesday.

Also involved in the boycott are students at the University of the Western Cape and Durban's M. I. Sultan Technikon.

At the University of Durban-Westville, where the boycott started last Thursday, a source said the university's rector had threatened

to expel or suspend the 15-member SRC after the students had defied an instruction to end the boycott last Monday.

Students at Wentworth marched around the campus singing freedom songs.

A member of the Medical Students Representative Council said their offices had been ransacked by police, who removed pamphlets and a printing machine.

In Johannesburg, police last night used teargas and sjamboks to disperse a group of about 150 pupils from the Christiaan Botha High School, Bosmont, who had locked themselves up in a classroom.

According to witnesses the pupils were "staging a peaceful protest against the Republic Festival", but a police spokesman said that about 70 pupils — whose average age is 14 — had thrown stones, bottles, books, debris and briefcases at police officers when they arrived at the school at 6.45 pm.

Thirty one of the pupils were being held at the Newlands Police Station last night.

Yesterday pupils at several black schools in the Cape Peninsula joined the boycott.

The University of Cape Town Athletic Club has called on 14 of its members to boycott next week's Comrades Marathon to protest against Republic Day. Alternatively those runners who take part have been asked to wear black armbands as a protest against the marathon's incorporation into the Republic Day festivities.

In Springs, Security Police confiscated thousands of pamphlets urging black factory workers to stay away from work on Republic Day. A police spokesman said two black youths had been detained after being found in possession of the pamphlets, which had been deposited at bus stops in Boksburg, Benoni, Brakpan and Springs.

The president of the SRC of the University of the Witwatersrand, Mr Sammy Adelman, attacked the detention of the president of Nusas, Mr Andrew Borame, as a "senseless act of intimidation and oppression".

BORAINNE refused permission TO SEE SON

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Political Staff

DR ALEX BORAINNE, MP for Phenlands and chairman of the Progressive Federal Party's federal executive, has been refused permission to see his son, student leader Mr Andrew Boraine, who was detained by Security Police yesterday.

Dr Boraine said today he had been given no reason by the authorities why his son was being detained and had not been told where in Cape Town he was being held.

Informed

Mr Andrew Boraine, 22, president of the National Union of South African Students, was arrested by two members of the Security Police at the Observatory Master offices about 4 pm yesterday.

Dr Boraine said today he was informed by a security branch captain from Caledon Square late yesterday afternoon that his son had been detained under Section 22 of the



DR ALEX BORAINNE will continue to work against detention without trial.

General Law Amendment Act

Under the legislation he can be held for 14 days without access to the courts.

Dr Boraine said he asked the Security Police officer where Andrew was being held and was told it was 'somewhere in Cape Town'.

The officer would not elaborate on that. Dr Boraine said he then asked whether he could see his son and the officer said 'no'.

Last year in June Mr Andrew Boraine was also detained and was then held in solitary confinement for about two months.

No charges were then brought against him and no reasons were given for his detention.

At the time Dr Boraine was held for 14 days under Section 22 of the General Law Amendment Act and then under Section 6 of the Terrorism Act.

Abhorrent

Mr Andrew Boraine addressed an anti-Republic Festival meeting in the Jameson Hall of the University of Cape Town on Tuesday.

His father, Dr Boraine, said today: 'I have consistently stated that any laws which contradicted the rule of law were abhorrent and should not be on the statute books.'

'I have no reason to change my views and will continue to work against detention without trial.'

In a joint statement issued last night by the Nuss executive and head office, the actions of the Security Police were deplored.

The statement said Mr Boraine had consistently called for a national democratic convention through-out his speeches on the Republic Day issue.

Conferences

The conference was in defiance of the State's inability to allow leaders who opposed apartheid to be heard, the statement said.

It added that Mr Boraine's conference was a challenge to the State's policy of apartheid and against the Republic Day issue.

It was time for the State to realise that opposition to the festival was due to widespread resentment and not due to individual leaders.

The statement called for Mr Boraine's immediate and unconditional release.

Flags torn;

Three from

UCT held

A POLICE patrol last night arrested three University of Cape Town students who were allegedly tearing down Republic Festival flags in Hertzig Boulevard.

The flags were part of the bunting for the Republic's 20th anniversary celebration.

The students, ranging in age from 19 to 21, are in police detention and have been charged with theft and malicious damage to property, according to Brigadier D B Nohhage, Police Divisional Commissioner for the Western Cape.

The arrests took place shortly before midnight after the students had allegedly damaged and ripped down festival flags. Brigadier Nohhage said the case was still under investigation and further charges could be made before the students appeared in court soon.

Teargas, batons used on pupils

JOHANNESBURG. — Police used teargas and batons to disperse an anti-Republic Day protest at the Christiaan Botha secondary school in Bosmont last night.

The school is used by the coloured community. Witnesses said the pupils did not go home yesterday. About 6.45 pm police arrived and told them to leave.

A parent who asked not to be identified said that shortly afterwards the street was filled with police in camouflage uniforms, and the children were told to stay in a classroom.

CANISTERS

Five parents arrived and went to the classroom, on the first floor, police fired teargas canisters into the room and locked the door, the parent said.

Two parents who were inside said 'about 30' policemen then opened the door, and baton-charged the occupants.

They said the children were made to lie on the floor.

Two children are reported to have been hurt in an escape attempt when they fell from the first floor.

A Coronation Hospital spokesman said a girl was treated for a broken ankle and a head wound and a boy was treated for head injuries.

Some pupils are reported to have escaped into the grounds of nearby houses. Teargas was allegedly fired at them.

A police spokesman said about 70 pupils, aged about 14, threw stones.

bottles, books, briefcases and debris at the police shortly after they arrived.

The pupils had barricaded themselves in a classroom, he said.

About 30 children and three parents were taken to Newlands police station.

Aziz Jardine, 18, the head boy and chairman of the school's Students' Representative Council, was detained under Section 22 of the General Law Amendment Act.

The others were released after paying R10 admission of guilt fines for trespassing. — Sapa.

© Wits police raid 'Unfortunate' — Page 3.

Wits raid unfortunate, says rector

Argus Correspondent
Aug 28 5/81

50

JOHANNESBURG. — The Rector of the University of the Witwatersrand, Professor D J du Plessis, last night expressed his regret at the police raid on the campus yesterday where students were demonstrating against the Republic Day celebrations.

In a statement, Professor du Plessis said agreement had been reached with representatives of the senior university administration, the SRC, the Black Students' Society and the Students' Moderate Alliance that there would be no disruption of gatherings on the campus.

It was agreed that no national leaders would be invited to speak on the campus until after June 1 1981.

'As a result of this agreement, the tension on the campus was considerably reduced and there was every indication that no further undesirable incidents would occur.

'The unexpected police raid, therefore, came at a most unfortunate time,' Professor du Plessis said.

UNDER CONTROL

He said police explained that they were dispersing a group of students on the library lawn in terms of the Riotous Assemblies Act. The students responded, and the police withdrew.

'The university very much regrets the fact that the police raided the campus without prior warning or consultation at a time when the matter was under control,' Professor du Plessis added.



POLICE yesterday surrounded hundreds of demonstrating students on the campus of the University of the Witwatersrand and warned them to disperse or face arrest. The Great Hall of the University can be seen in the background.

Meat men ^{Agus 28/5/81} 'show little concern'

DELEGATES to the fourth World Meat Congress have made heart-rending statements about world hunger but seem 'blissfully unconcerned' about the plight of local meat workers, the University of Cape Town's SRC president, Miss Sarah Cullinan, said today.

She said the student picket outside the Good Hope Centre yesterday morning was aimed primarily at the delegates to the congress.

'By attending this conference they are lending tacit support to the Cape Town meat industry's intransigence in the face of workers' demands for basic rights.

DISMISSED

'Last year in Cape Town 800 meat workers came out on strike, demanding democratically elected representatives. They were dismissed and some "deported" to the Bantustans.

'Today conditions are no better and the meat workers are still prevented from organising democratically.

'Representatives from the meat industries in countries that have come out strongly against the

South African regime have ignored international pressure to hold the conference elsewhere,' Miss Cullinan said.

A spokesman for the Western Province General Workers' Union, representing the meat workers, said the union had also tried to draw the attention of delegates to dispute in the meat industry.

The apparent disappearance of the union's letter to the delegates and the reaction to the picket showed the embarrassment of the meat bosses and the State in making their labour practices known to the international community, the spokesman said.

The failure of delegates to comment on the dispute gave the impression that they supported 'the flagrant disregard for workers' rights exhibited by the meat bosses.'

48 UCT Students granted R30 bail

THE 48 UCT students who were arrested during a demonstration outside the Good Hope Centre early yesterday, were each granted R30 bail when they appeared briefly in the Cape Town Regional Court.

Before they appeared, the student, 30 women and 18 men, chanted and sang as they were being led into the cells adjoining the courtroom.

They were not asked to plead to a main charge of holding an illegal gathering, alternatively attending an illegal gathering.

Those who appeared are: Mandy Jacobson, 19, of Rondebosch; Mignon Relief, 18, of Rondebosch; Andrew Turner, 20, of Pinlands; Alain Barker, 22, of Observatory; Ann Thesen, 23, of Observatory; Terence Moll, 20, of Observatory; Gavin Evans, 21, of Observatory.

Gary Minter, 20, of Observatory; Bridgit McKay, 20, of Constantia; Ian Kevin Grey Skinner, 19, of Observatory; Catherine Mathews, 24, of Gardens; Paula Scott, 18, Newbray; Tessa Eotha, 23, Observatory; Patricia van Heerden, 21, Observatory.

Richard Good, 20, Claremont; Christopher Giffard, 20, Rondebosch; Julia Lambirth, 19, Rosebank; Susan Longridge, 22, of Newlands; Anton Richmond, 19, Camps Bay; Mark Ertment, 20, of Rondebosch; Jill Thorne, 19, of Claremont; Nicholas Chethwin, 22, of Observatory; Lora Greenfield, 21, of Rosebank; Ciara Verbeek, 21, of Observatory; Louis Slesman, 22, of Observatory; Theodor Kato Phillips, 21, of Observatory.

Jana Dederich, 22, of Observatory; Jeanne Bloch, 20, Observatory; Andrea Olivier, 19, of Rondebosch; Anthony Kason, 20, of Observatory; Jane Cathie Coombe, 19,

of Observatory; Max Ozinsky, 18, of Newlands; Maure Aronson, 23, of Cape Town; Kevin Gold, 19, of Kenilworth; Guy Bloch, 21, of Rosebank; Michael Evans, 22, of Observatory; Janet Green, 20, of Sea Point; Cindy Postlethwayt, 19, of Observatory.

Annette Greessel, 22, of Observatory; Ilana Korten, 19, of Camps Bay; Catherine Kell, 22, of Observatory; John Lyden, 18, Gardens; Diane Sandler, 21, Claremont; Margot Lynn, 21, of Rosebank; Charles Kent, 18, Rosebank; Jane Cherry, 19, Newlands; Odette Gelderhuys, 21, Newbray; Elizabeth Green, 18, of Newlands.

Their appearance follows a demonstration against the fourth World Congress of OPIC — the international Permanent Meet Office.

The case was postponed to August 19 for trial.

48 students in court after congress picket

Staff Reporter
FORTY EIGHT University of Cape Town students yesterday appeared before the Magistrate's Court after a demonstration in the city.

The students were not asked to plead to a charge of contempt or alternatively attending an illegal gathering outside the Good Hope Centre where the Cape Fourth World Meeting is being held.

The students were: Mandy Jacobson 19 of Rondebosch, Myron Retief 18 of Rondebosch, Andrew Turner 20 of Pinelands, Alan Barber 21 of Observatory, Ann Thoen 23 of Observatory, Terence Moll 20 of Observatory, Gavin Evans 21 of Observatory, Gary Muller 20 of Observatory, Bill Walker 20 of Constantia, Ian Slinger 19 of Observatory, Catherine Mathew 21 of Gardens, Paula Scott 18 of Moubray, Teresa Botha 21 of Observatory, Patricia van Heerden 21 of Observatory.

Richard Good 20 of Claremont, Christopher Gillard 20 of Rosebank, Julia Lambirth 19 of Rosebank, Susau Longring 22 of Newlands, Anton Richmond 19 of Camps Bay, Mark Eimer 20 of Rondebosch, Jill Thorne 19 of Claremont, Nicholas Chethwin 22 of Observatory, Laura Greenblo 21 of Rosebank, Clare Verbeek 21 of Observatory, Louise Sloman 22 of Observatory, Theresa Philip 21 of Observatory, Jane Dederick 23 of Observatory.

Jeanne Bloch 20 of Observatory, Andrea Olivier 19 of Rondebosch, Anthony Karon 20 of Observatory, Jane Combe 19 of Observatory.

Max Green 18 of Newland, Marie Manton 14 of Cape Town, Peter van der Merwe 19 of Rondebosch, Chris van der Merwe 19 of Rondebosch, Michael van der Merwe 22 of Rondebosch, David van der Merwe 20 of Rondebosch, Paul Pretorius 20 of Rondebosch, Annette van der Merwe 18 of Camps Bay, Catherine Kell 22 of Observatory.

Julia Lyden 13 of Gardens, Diane Sandler 21 of Claremont, Marjolaine 21 of Rosebank, Charles Kent 18 of Rosebank, Jane Chery 19 of Newland, Lidette Golding 21 of Moubray and Elizabeth Green 13 of Newland.

Bail of R20 each was paid by the students. Representatives from the students filed out of the court in some cases. The case was postponed to August 19.

The appearance of the students was a protest to a demonstration to draw the attention of delegates to the congress to a strike of meat workers on the Cape last year.

About 11 vans with about 30 policemen arrived soon after the demonstration began. Police arrested 20 women and 13 men and bundled them into the vans. Some students were searched.

The Divisional Commissioner of Police for the Western Province, Brigadier D.B. Botha, said the demonstrators had been arrested for holding an illegal public gathering in terms of the Riotous Assemblies Act.

Mr. van der Merwe, the Police Minister, announced that Sandler appeared for the students.



Sir Richard Luyt

Luyt: Open schools to ease tension

Apply 28/5/67

JD

ALLOWING access to schools over the present holiday period, including Monday, would contribute to better race relations and help to ease tension, Sir Richard Luyt said today.

In his capacity as chairman of the Western Cape branch of the SA Institute of Race Relations, Sir Richard was reacting to reports that principals at coloured schools had been instructed to keep students and staff off school premises until Tuesday.

He said the theme of 'unity in diversity' would best be observed if the desires and wishes of different communities were respected and accommodated.

The wish to have access to schools should be met in some way, preferably through consultation with community leaders.

FLEXIBLE

'It may be unusual but surely not impossible to adopt a flexible policy for the days ahead, with the aim of accommodating different views and thereby contributing to better race relations.

'This is likely to make more people able to accept and share in future Republic Festivals,' Sir Richard said.

DEPARTMENT OF EDUCATION AND TRAINING

No. R. 1143

29 May 1981

THE EDUCATION AND TRAINING ACT, 1979
(ACT 90 OF 1979)

REGULATIONS REGARDING THE ADMISSION OF PUPILS TO, THE CONTROL, AND TREATMENT OF PUPILS AT, AND THE SUSPENSION AND EXPULSION OF PUPILS FROM, OR THE IMPOSITION, OR INFLECTION OF OTHER PUNISHMENTS UPON, PUPILS AT STATE SCHOOLS, COMMUNITY SCHOOLS AND STATE-AIDED SCHOOLS AND ANY HOSTEL ATTACHED TO SUCH SCHOOLS

The Minister of Education and Training has, by virtue of the powers vested in him by section 44 of the Education and Training Act, 1979 (Act 90 of 1979), made the regulations contained in the Schedule hereto.

SCHEDULE

DEFINITIONS

1. In these regulations, unless the context otherwise indicates, any expression to which a meaning has been assigned in the Education and Training Act, 1979 (Act 90 of 1979), except the expression "school", shall have the meaning so assigned thereto, and —

"circuit inspector" shall mean any officer of the Department in control of education in any inspection circuit determined by the Minister in terms of section 2 (2) of the Act;

"controlling body" shall, in the case of a State school or a community school, mean the governing council of such a school established by the Minister in terms of section 7 of the Act and in the case of a State-aided school or a private school, the governing body;

"expulsion" shall mean the permanent expulsion of a pupil from school;

"school" shall mean any school as defined in section 1 of the Act, excluding colleges for teacher training, night schools and centres for the education of adults;

"suspension" shall mean the temporary expulsion of a pupil from school.

REQUIREMENTS FOR ADMISSION

2. (1) No person shall be admitted as a pupil to any school by the principal unless—

(a) application for his admission has been made to the principal of the school by or on behalf of his parent or legal guardian;

(b) he is a Black: Provided that where circumstances render this necessary, persons who are not Blacks may be admitted with the approval of the Minister on such conditions as he may deem fit: Provided further that where any such person is already enrolled at a school on the date of commencement of these regulations, it shall be deemed that the Minister's approval thereto has been obtained in terms of these regulations;

(c) the necessary classroom accommodation is available;

(d) the principle is satisfied—

(i) that such a person does not suffer from any contagious disease and that his state of health is such that it will not be detrimental to the instruction of other pupils, and

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 1143

29 Mei 1981

DIE WET OP ONDERWYS EN OPLEIDING,
(WET 90 VAN 1979)

REGULASIES BETREFFENDE DIE TOELATING VAN LEERLINGE TOT DIE BEHEER OOR EN BEHANDELING VAN LEERLINGE VAN LEERLINGSKORJING EN UITSETTING VAN LEERLINGE UIT OF DIE OPLEGGING OF TOELATING VAN ANDER STRAWWE VAN LEERLINGE VAN STAATSKOOL, GEMEENSKAPSKOOL EN STAATSONDERSTEUNDE SKOLE, EN ENIGE KOSHUISE VERBONDE VAN SODANIGE SKOLE

Die Minister van Onderwys en Opleiding het kragtens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979) die regulasies wat in die Bylae hiervan vervat is, uitgevaardig.

BYLAE

WOORDOMSKRYWING

1. In hierdie regulasies het enige uitdrukking waarvan daar in die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979), 'n betekenis gegee is, uitgesonderd die uitdrukking "skool", die betekenis wat aldus daaraan gegee is en tensy uit die samevatting anders blyk, beteken—

"beheerliggaam", in die geval van 'n Staatskool of 'n gemeenskapskool, die beheerraad deur die Minister kragtens artikel 7 van die Wet vir so 'n skool ingestel, en in die geval van 'n Staatsondersteunde skool of 'n private skool, die bestuur liggaam;

"koringinspekteur" 'n beampte in die Departement wat in beheer is van die onderwys in 'n inspeksiering met ingevolge artikel 2 (2) van die Wet deur die Minister bepaal is;

"skool" 'n skool soos omskryf in artikel 1 van die Wet, uitgesonderd kolleges vir die opleiding van onderwysers, aandskole en sentrums vir die onderwys van volwassenes;

"skorjing" die tydelike uitsetting van 'n leerling uit 'n skool;

"uitsetting" die permanente uitsetting van 'n leerling uit 'n skool.

TOELATINGSVEREISTES

2. (1) Niemand word deur die prinsipaal as leerling tot 'n skool toegelaat nie, tensy—

(a) aansoek om sy toelating by die prinsipaal van die skool deur of namens sy ouer of wetlike voog gedoen is;

(b) hy 'n Swarte is. Met dien verstande dat waar omstandighede dit noodsaak, persone wat nie Swartes is nie, met die goedkeuring van die Minister toegelaat kan word op sodanige voorwaardes as wat hy goed ag. Met dien verstande voorts dat waar sodanige persoon reeds by 'n skool ingeskryf is op die datum waarop hierdie regulasies van krag word, daar geag word dat die Minister se goedkeuring ingevolge hierdie regulasies daarvoor verkry is.

(c) die nodige klaskamerakkommodasie beskikbaar is;

(d) die prinsipaal oortuig is—

(i) dat sodanige persoon nie aan 'n aansteeklike siekte ly nie en dat sy gesondheidstoestand sodanig is dat dit nie aan die onderrig van ander leerlinge afbreuk sal doen nie, en

Jan Joubert *SA* *SA* *SA*

Luyt calls for access to schools

By Staff Reporter

PROPOSAL that coloured school children be granted access to the schools over the present holiday period has been made by Sir Richard Luyt, chairman of the Western Education Board of the South African Institute of Race Relations.

Sir Richard, who followed his return from a holiday in London, said he would like to see a holiday school for a holiday period and that the children would be invited to attend the school on that day.

There have been reports that many of the coloured schools had been instructed to keep shut and that all school programmes until Tuesday.

Granting access to schools over the holiday period would contribute to better race relations and help to ease tensions, Sir Richard said.

The desire for access to schools should preferably be met through consultation between community leaders and the authorities.

To accommodate the wishes of the coloured community would be consistent with the unity in diversity theme of the Double Day festival and would contribute to ward better race relations.

Boraine

again

refused

access

to son

29/8/81
18

Political Staff

DR ALEX BORAINIE, the Progressive Federal Party MP for Pinelands, was again refused permission today to see his son Andrew, or to communicate with him where he is being held by Security Police.

Dr Boraine and his wife, Mrs Jenny Boraine, made the new attempt to see their son when they visited the Security Police offices at Caledon Square today.

They handed in warm clothes, a Bible and other items to be delivered to Andrew, and were assured that these would be given to him.

SECTION 22

Mr Andrew Boraine, president of the National Union of South African Students (Nusas) was arrested at the Nusas Observatory office on Wednesday, and is being held under Section 22 of the General Laws Amendment Act.

Dr Boraine said after his visit to Caledon Square that he and his wife were not allowed to see Andrew, and officials again declined to tell them where he was being held.

Dr Boraine said no written notes or messages could be sent to their son.

'BARBARIC'

'The laws are barbaric,' he said. 'One cannot blame the police because they have to carry out these laws. The ultimate responsibility rests with the Minister.'

He said he was very concerned about the welfare of his son and would not be reassured until he saw him.

'I am perfectly willing to see him in the presence of the Minister if they do not trust me. If any harm comes to my son I will hold the Minister responsible,' Dr Boraine said.

Boraine: ^{Angus} 29/5/81

Call to

(S.A.)

'charge

(50)

or release'

Education Reporter

THE Vice-Chancellor of the University of Cape Town, Dr Stuart Saunders, today called on the Government either to charge or release Mr Andrew Boraine, the president of Nusas, who was detained on Wednesday.

'Detention without trial is unacceptable in any society which believes in the rule of law,' Dr Saunders said.

'I urge that Andrew Boraine be charged speedily or be released from detention.'

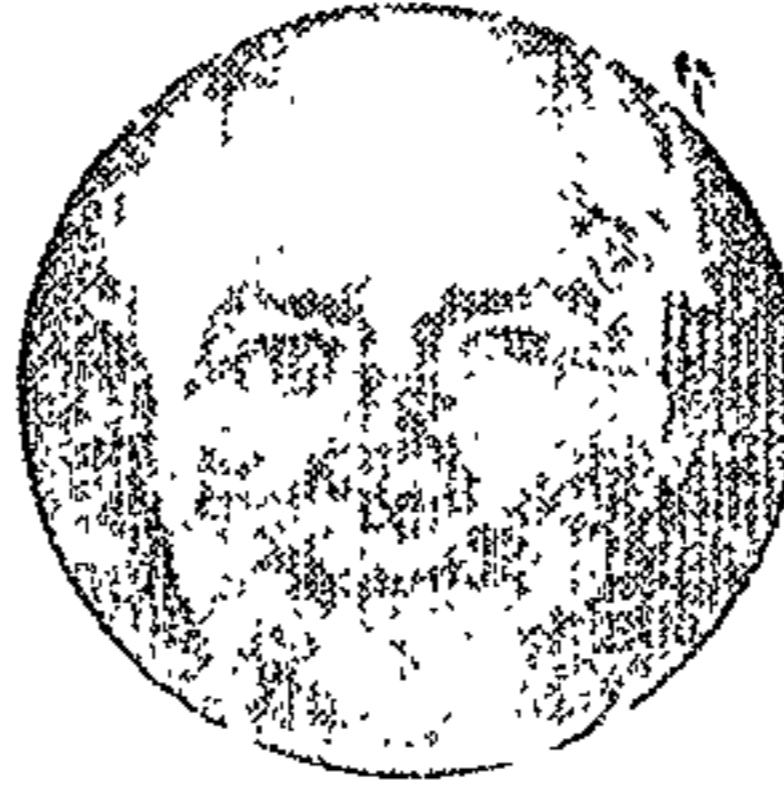
Nusas has also called for the immediate release of Mr Boraine.

CELEBRATIONS

In a statement issued in Cape Town today the Nusas executive said Mr Boraine's detention was evidently connected with his opposition to the Republic Day celebrations.

His detention is indicative of the State's inability to allow those leaders who genuinely oppose apartheid to be heard. It is clear it is his courageous stand in opposition to injustice and oppression and their celebration, the Republic Day festivities, that has led to his detention.

In the very month when the Republic claims to be celebrating its unity in diversity we have seen other prominent leaders banned and detained. They include Alf Karriem, president of the Durban Westville SRC, and Mr A S Chetty, chairman of the Natal Anti-Republic Day



Dr Stuart Saunders

Committee,' the statement said.

Mr Boraine's father, Dr Alex Boraine, has vowed to continue fighting against the 'abhorrent law' under which his son is being detained — Section 22 of the General Law Amendment Act, which provides for the detention of 'terrorists and certain other persons' for interrogation for 14 days.'

Ⓞ Boraine again refused access to son. — Page 3.

Students burn banning order

Avgus 29/5/81

Argus Bureau
PORT ELIZABETH. — A crowd of Rhodes University students applauded yesterday as members of their group burned a court order pinned to the door of the Rhodes University Great Hall, banning a mass anti-Republic Day meeting.

Earlier, some of the organisers of the meeting, including the SRC president, Mr John Campbell, had reportedly been questioned by security police.

Mr Griffith Mwangi, a member of the Natal Anti-Republic Day Committee, who was to have addressed the meeting, was met at Port Elizabeth Airport by security police and returned to Durban.

Students who tried yesterday to put up anti-Republic Day stickers in the town, were reportedly detained briefly by police.

About 500 students gathered at the Great Hall for the meeting and were told by Mr Campbell that the meeting had been banned.

The banning order signed by Albany District Magistrate, Mr A W van Zyl, banned any anti-Republic Day rally in the district until midnight tomorrow under Section 2 of the Riotous Assemblies Act.

The order was burnt soon after Mr Campbell's announcement. Participants condemning the celebration of Republic Day were distributed.

Black and white liberal students stayed away from the University of the Witwatersrand today as part of the anti-Republic Day protest and the campus was quiet compared to the words spoken earlier this week.

© 200 mcr on Festival trouble standby—Page 3; Festival dates condemned — Page 5.

The teacher crisis

50 321

FM 29/5/81



Last week, in the first of a series of articles detailing the crisis in education, the *FM* analysed the dismally low standards of black education. In this second article the critical shortage of properly educated teachers, and the need for remedial attention is assessed.

A great majority of black teachers have the Higher Primary Teachers Certificate — a standard eight plus two years teacher training. On any criteria this is not sufficient, even for primary school.

Failure of the formal system to produce teachers capable of doing the job effectively has created an alarming cycle in which poorly educated people enter teaching and produce poorly educated pupils. The most damaging result is the perpetuation of mediocrity in a group whose standards have to be upgraded if SA's development needs are to be met.

Importing skilled immigrants can ease some of the short-term bottlenecks — but in the longer term blacks not only have to be trained at adequate levels, but will demand such training as rightfully theirs.

According to Dr Kenneth Hartshorne, a leading educationist, approximately one third of the black teachers in secondary schools have suitable qualifications, which are a standard 10 plus one, two or three years' teacher training. The balance consists of fairly experienced primary school teachers moved up to fill gaps created by shortages, and teachers completely under-qualified for the work they are expected to do. Only a small percentage are graduates.

The 1980 Annual Report of the Department of Education and Training — which includes the homelands, excluding Transkei, Bophuthatswana and Venda — measures the extent of under-qualification in secondary schools. Of the 15 054 high school teachers, 2 842 (18.8%) had qualifications of standard eight or lower; 4 270 (28.3%) had matric with a Primary Teacher Certificate, 2 854 (18.9%) had matric with a Secondary Teacher Certificate; 982 (6.5%) had incomplete university degrees, and 1 023 (6.7%) were graduates. This means about one graduate per school providing secondary education, and

in practice, would leave the majority of schools without graduates as they tend to gravitate to the city centres.

Black teachers are, accordingly, compelled to engage in what Hartshorne calls "survival teaching". This amounts to rigid and defensive teaching because they have lost self-respect, feel vulnerable and insecure, and cannot cope with the new generation of socially and politically aware pupils who question established values. Security is found in traditional teaching methods with an emphasis on textbook learning, thereby discouraging questions and discussion.

Teaching as a profession, according to senior educationists, has low status in the eyes of pupils and the community. This automatically leads to their low morale, which in turn affects the entire school, and feeds back into the community. All share the anger and resentment caused by discrimination.

Pretoria is well aware of the problems, but it expresses confidence in its planned solutions. In 1980, 1 038 qualified secondary school teachers were produced, and

tion for the temporary drop in teacher production at the end of 1983.

Even if Pretoria intends the new colleges for more advanced training, the requirement is really for institutions which provide a *whole* academic background — essential for higher education, including inter-relationships with other race groups. Only white colleges of education and the universities presently approach these standards.

The most glaring focus of black teachers' discontent is that their salaries are not on a parity with whites who have equal qualifications. Pretoria has agreed in principle to parity, but no urgency is evident in the practical application.

According to Dr Franz Auerbach, well-known educationist, the parity decision was taken in 1971 with the following appli-

cation: In 1978, at comparable levels of qualification, teachers in the black system were being paid five notches below whites, and teachers in the coloured and Indian systems two notches below. By 1981, coloureds and Indians reached parity — but blacks remained four notches below equivalently qualified whites.

As from April 1981, parity extended to black principals, deputy principals and heads of departments, provided their qualifications fell into category C (matric plus three years' training) or higher. Ordinary teachers will only receive parity in 1982 or 1983.

Parity, however, will not extend to any categories below C. This effectively eliminates the majority of black teachers from parity unless they improve their qualifications — necessarily a long haul over a

number of years. This prospect must be daunting to older teachers and those with minimum qualifications.

The reason given for not applying parity in the lower categories is to provide an incentive for badly qualified teachers to upgrade to level C where it exists. The massive expenditure required would also make it impossible.

No doubt the desire for higher incomes will motivate some teachers to improve their qualifications, and this will benefit the system. But, with only 350 teachers upgrading qualifications this year in anticipation of parity, the future looks bleak, especially with commerce and industry continuing to draw the more highly qualified teachers from already depleted ranks. (Next week the *FM* takes a look at the crises in white education in SA.)

it aims to improve the qualifications of a further 800 a year through adult education programmes. It estimates that by 1984 it will be in a better position than now to meet the demands for secondary school teachers.

But, out of the 75 640 teachers in all black schools, including the homelands, only 15 054 (19,9%) are secondary school teachers, of whom approximately two thirds are not properly qualified.

And what of the mounting number of pupils? The rapid expansion of secondary school intake makes it difficult to maintain, let alone reduce, the unsatisfactory teacher-pupil ratio. In addition, the ratio of 1:47 cannot be reduced without creating a physical shortage of teachers, qualified or otherwise.

There is the further problem that the teacher upgrade programmes can only deal with the historical backlog of under-qualification. All it means is that a small number of teachers are raised to the level they should have been teaching at from the beginning.

Given this, Pretoria must be relying on the fact that ever more blacks are reaching matric — but there is no evidence that a significant proportion of those who pass will turn to teaching.

Of the 43 000 blacks who wrote matric in 1980, approximately 25% obtained university exemption and 40% senior certificate. This pass-rate has been the pattern for some time. Past experience shows that about 20% of the near 100 000 pupils writing correspondence examinations in June 1981 will pass senior certificate, and few will get university exemption, according to Hartshorne.

Although certain teacher training courses can be taken with matric, the



Teacher problem . . . underpaid, overworked and under-qualified

COMPARATIVE TEACHER QUALIFICATIONS

Republic Excluding Transkei:	— 1977 — Black		1977 Coloured		1976 Indian		1974 White	
	No.	%	No.	%	No.	%	No.	%
Professionally qualified and with								
University degree	1 456	2.1	909	3.7	1 258	18.2	12 951	29.6
Matriculation or equivalent	8 737	12.4	6 124	24.0	4 426	63.9	28 387	64.9
Junior Certificate or equivalent	134 361	49.0	16 089	63.2	948	13.7	—	—
Std 6	11 332	16.1	—	—	—	—	—	—
Other qualifications (e.g. Technical)	243	0.3	33	0.1	—	—	—	—
No professional qualifications but								
University degree	168	0.2	74	0.3	18	0.3	1 080	2.5
Incomplete degree	158	0.2	—	—	—	—	—	—
Matriculation or equivalent	1 455	2.1	475	1.9	153	2.2	1 332	3.0
Technical certificate	189	0.3	209	0.8	116	1.7	—	—
Junior Certificate	12 096	17.2	—	—	—	—	—	—
Not matriculated and no technical or special qualification	—	—	1 556	6.1	5	0.1	—	—
TOTAL	70 195	100.0	25 467	100.0	6 924	100.0	43 750	100.0

system desperately needs graduates. An added problem is the low salaries compared with commerce and industry.

So there is little incentive to become a teacher. And even though conditions of service — excluding pay — are technically equal to those for whites, there are many insidious differences.

In the view of black, coloured and Indian teachers approached by the FM these are: The education system is not designed for the benefit of those who receive it, but to implement government policy; teachers are pressured by inspectors to complete the syllabus whether the child understands it or not, and there is a crippling emphasis on written work; the principals, appointed by the department, are so-called "stooges" who allegedly monitor political behaviour with assistance from inspectors — only "watchdog" principals, who support government policy, are appointed and principals control salaries with the "merit notch" system which serves as an inducement for subordinates to toe the line. Some teachers

have lost their jobs or been transferred to outlying schools because they questioned the system.

The result, quite simply, is that teaching attracts those who are not good enough to be in commerce or industry.

Pretoria glosses over the problems by bandying numbers around. Thus, Dr Ferdie Hartzenberg, Minister of Education and Training, says: "If 15 000 trainee teachers are not forthcoming from the expected 70% pass rate of the 63 000 writing matric in December 1981, the black community will be responsible for not motivating its people to help solve its own problems."

This is tantamount to saying the black community must accept financial penalties, in the form of low salaries, because of a situation created by the government in the first place. And, on the contrary: blacks feel very strongly that the responsibility is the Minister's, since they have been subject to a clearly inferior education system for as long as they can remember. In this context, appealing to "loyalty" is futile and patronising.

Building programmes are underway to meet demands for teacher training colleges. By 1984, 10 colleges (two partially complete) in the common area will take in 7 000 students, and produce about 3 000 qualified teachers a year, assuming very high pass rates. This will supplement the 28 colleges for 15 000 students in the homelands.

According to Hartshorne, most of the existing colleges service the needs of primary schools, which have the biggest demand for teachers, and most of them are not equipped to deal with secondary school training.

Pretoria says facilities in the new colleges will compare favourably with their white counterparts, and that only three-year post-matric courses will be offered from 1982 — most teachers up till now have completed shorter courses.

But, if matriculants do not fill the courses, blacks who have passed standard eight or nine will have to be accepted to ensure a flow of teachers into the system. And the additional year of training will necessitate some form of compensatory

3-day PE

Argus 29/5/81

schools

(29)

(17)

stayaway

Argus Correspondent

PORT ELIZABETH — The stayaway at African schools here is expected to end next week when schools reopen after having closed today for the long weekend.

The Cape's regional director for the Department of Education, Mr Philip Inzelebrecht, said today, there was a decrease in pupils' attendance but the schools were still functioning.

'Attendance figures vary from school to school but we expect classes will be back to normal when resumed on Tuesday,' he said.

In an interview today, a Coas spokesman said the stay-away was a three-day protest against the Republic celebrations and everyone would return to school next week.

Imbalanced training hinders blacks

WJR 29581

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STAN ANDERSON is a nifty man with the build of a rugby player, the sort of person you'd expect to be chucking nails at a match if he wasn't actually in the scrum.

But the bee in his bonnet does not concern rugby. It has to do with black education. Maybe that isn't so strange. After all, a concern for black education is, these days, almost a social asset. The best people are showing it and, some believe, the worst as well.

Mr Anderson, as he said recently, believes the country's future rests on how the question of black education is tackled in the 1980s.

His interest, concern and action come from ancestry, enlightened self-interest and experience. He is a descendant of the bogeyman in white of South African history, the Rev John Phillips of the London Missionary Society, who, in conservative versions, ranks midway between the serpent in the Garden of Eden and Carl Marx.

Second, as an industrialist who reached his position with a matriculation certificate and no tertiary education, improving black education reflects his business experience. He established the first training scheme for the furniture industry and was head of the Midland Chamber of Industries' labour committee.

Free enterprise influences us thinking about education, at one level, therefore, the very problem affecting black education is simply stated in

terms of supply and demand. The Government figures are eloquent on the subject.

● Fort Hare University produces 100 social science graduates a year; in a period of nine years, only one mathematics major was produced who went on to a teacher's diploma. He is now working on the mines.

● Between 1978 and 1979, black Standard 8 pupils increased by 26.6% and those in matriculation by 49.3%. But those attending vocational or technical schools increased by only 1.3%.

● Soon, Mr Anderson predicts, "we will be producing more black academically trained matriculants than white, coloured and Indian, almost doubling overnight the white-collar workseekers' numbers".

● He adds: "If we are to maintain a patterned 4.5% growth, something like 132 000 skilled persons will be required to fill new positions in 1981."

In 1978, barely 11 000 apprentices and technicians of all race groups were undergoing training.

What the figures point to for Mr Anderson are "an imbalance" in present tertiary education; a grave lack of teachers in maths and science and a lack of qualification among black teachers generally.

On the progress of black education depends the future of South Africa, many believe, but reform of the system poses enormous problems. Not least among them is the heritage of the past and, in particular, pressures on school-leavers to enter university to study community-oriented careers. But the dangerous shortage, Mr Stan Anderson of the Midland Chamber of Industries believes, is in technical and scientific education — the education that could alleviate the skilled and semi-skilled manpower shortage. ROBERT GREIG reports:

the imbalances caused by the educational system.

He says that, partly because of the church's early influence on black education, we produce too many matriculants who, because of narrow community expectations unsuited to an industrialising society, value community-oriented professions like law, medicine and teaching, rather than semi-skilled or skilled jobs.

How, then, to unite the needs of the economy with the apparent availability of labour and with the aspirations of the black community?

The immense problem, Mr Anderson believes, should be tackled by a commitment to a unified education system — part of using resources properly.

"If education is to be done properly, then we need to unify the system, to allow proper cross-fertilisation, including the movement of teachers in an over-supplied area to one that is under-supplied, and using white teachers

for black pupils."

Secondly, the black community itself has to be persuaded of the benefits of technical education — to be weaned, as it were, from the traditional, automatic aspiration to academically worthy but technically useless fields.

"Industry and commerce can only take a limited number of white-collar workers and banks and building societies, for example, are rapidly automating, so their vacancies are not increasing rapidly enough to take up numbers that are on offer."

Thirdly, an alternative to the present system of pupils going all the way through to matric and then to the university could be changed or, if not, incentives could be provided for pupils to adopt technical and scientific subjects.

"In my opinion, pupils are forced to go all the way through to matric," he said. "Black education is at present an academically oriented system of education which tends



Mr STAN ANDERSON concerned over black education

with a 20% premium for those who do a BSc, and not for BAs," Mr Anderson said. "It seems incredible to me that a university has no means of directing students to areas of needs in the economy, to have a responsiveness to the forces of supply and demand."

A further means would be improved communication between industry and schools in the form of careers guidance. Mr Anderson says industry has slipped up here.

But the crux of the matter is teachers, not just the shortage but also the quality of those in service, and the imbalance of their skills.

"We can either import teachers or use modern techniques — the new black television service could be useful — to temporarily help overcoming the shortages," he said.

Again, Mr Anderson argues, the shortage of teachers is exacerbated by the academic bias in secondary schooling.

Even those with matric are at a disadvantage if they choose to take up a scientific or technical discipline later, because their basis is faulty. "They may go to university but they're not up to university standards."

Mr Anderson grants many psychological and cultural blocks have to be overcome, chief among them the block against work that is not considered to be for the community.

And yes, other social — Mr Anderson calls them "political", with a slight air of dis-

taste — forces have an influence.

Among them are the problem of persuading someone to enter an area of need in the economy when that person's housing and ability to move around and to sell his experience in the market place are limited by discriminatory legislation.

Small business entrepreneurs should be encouraged, he believes. One method is black-white partnership.

In Soweto, the suggestion was greeted with limited glee by black business who said, in effect, you can trade with us in Soweto if we can trade with you in the CBD of Johannesburg.

Mr Anderson brushes the objection aside: "Ninety-nine year tenure is good enough... they can learn from partnership... proper representation in their committees — they could use the councils instead of boycotting the elections."

During the school boycotts, the Midland Chamber of Industries drew pupils' attention to the dangers of boycotting, saying that it would eventually lead to a lack of prosperity in the region as a whole and disadvantage pupils entering the labour market.

The plea by business was treated by pupils as a plea for business. How justified was the reaction?

"You can earn more today with a technical education and technical skills. We're in a technological world," Mr Anderson said.

'DON'T MAKE UP ISSUES'

Apr 30/5/81
Detained student leader talks

By Ciel Reymierse

HALF-NIGHT before his detention on Wednesday, Nusas president Andrew Boraine told Weekend Argus of the student organisation's aims in boycotting the Republic Festival.

The unrest on university campuses, said Mr Boraine, would continue until universities were 'desegregated and fully multiracial — we didn't ask for them to be segregated in 1959.'

He was responding to a statement made earlier in the week by the Minister of National Education, Dr Gerrit Viljoen, in which he warned that the Government would not tolerate reprehensible behaviour (like the flag-burning incident at the University of the Witwatersrand) from students.

It is the duty of the Government to subsidise universities, not a privilege.

A MEDIUM

'The anti-Republic Day rallies are necessary because we have to counter the fact that everything is always heard through the official channels. We have to find a medium to show we are against it.'

The violence at the rally at UCT on Tuesday was understandable, if unfortunate.

It was an act of provocation for them (the Republic Day supporters) to come along with their flags.

There were a lot of blacks there. You and I might dislike the Republic, but they feel very

strongly about it — they have had to live with it.'

Mr Boraine did not believe Nusas had lost credibility with the public. Among certain whites, possibly, especially the more conservative, but then we've never had a good name there anyway. That is not where our support lies though; it lies with the majority of the people.'

SUFFERING

Nusas should not be seen on its own. On no account are students going to be the ones to spearhead change. You could say we play a complementary role by supporting the majority who do suffer and who have a history of suffering for the past 300 years.'

The resistance operated on a number of different levels. We're not just opposing the Republic Day festivities — it goes far further than that. The campaign was only part of it.'

It had taken the form of a series of mass rallies, the issuing of hundreds of stickers and posters, and meetings at universities and white schools.

Schools have our future potential. They are not exposed to anything which is not official — through Christian National education, propaganda, television and news bulletins.'

Mr Boraine said he had spoken throughout the country on three main

issues — 'and I didn't try to make them up.'

These were security legislation, especially detention without trial; labour — 'the whole area of Bantustans, migratory labour, pass laws, and the cost-of-living campaign which began during the general election.'

'Because it was a white election, I think the black pensioners tended to be forgotten. The fact is that most of the working people live on 67c a day — that's normal. We look at what kind of profits companies are making and what wages they pay.'

ENCOURAGE

Possible change could come through labour. You can go further than Parliament, and it need not necessarily involve armed conflict.'

Nusas did not lay down the law for students to follow, but rather encouraged them. 'We don't pass down a plan from the head office here. At a mass meeting at Wits the students decided to boycott the Festival. UCT decided to pamphleteer.

That way they come into contact with people who wouldn't hear them on campus, and possibly with the police.'

Nusas was not just all talk, said Mr Boraine. 'We launch support campaigns, and raise money, as we did for the meat strikers last year.'

Weekend Argus is prevented by law from publishing a picture of Mr Boraine before he is either charged or released without charge from police custody.



Mr Jean-Marie van der Elst

Schools' as usual' as usual' on Republic Day

C. Herald 30/5/81

~~SC~~ 50

Pupils' call gets teachers' backing

STUDENTS and pupils in the Western Cape and all over South Africa are demanding classes on June 1 in protest against this year's 20th Republic Day celebrations.

Because Republic Day, May 31, is on a Sunday, June 1 has been declared a public holiday.

Several schools have already taken the decision not to take a holiday on June 1 while other schools are expected to express their support for this demand later this week.

Some of the schools where students are expected to turn up for classes — are Kensington, Mountview, Bishop Lavis, Crystal, Manenberg, Win-

This demand is also expected to be high on the agenda later this week at a meeting of the Student Interregional SRC Council, representing about 60 schools throughout the Peninsula.

At a recent meeting, Student Representative Councils (SRCs) of colleges from all over South Africa resolved to demand classes on June 1.

The SRC of the University of Durban-Westville (UDW) has called on lecturers to be at the university on Monday and have classes as usual.

Support for the anti-Republic day activities has come from teachers' associations and church organisations.

NOT RECOGNISED

Bishop Desmond Tutu, general secretary of the South African Council of Churches said a resolution was passed by the SACC to attend work on Monday June 1 to show it was not recognised as a public holiday.

Mr Pat Samuels, chairman of the Teachers' Association of South Africa (TASA) said they supported all those opposed to Republic Day.

Mr Vincent Farrel, chairman of the Teachers' Action Committee (TAC), said that TAC had always supported the students and appreciated the stand taken by the pupils with regard to the Republic Festival.

We are not telling teachers what to do. It is up to their own consciences to decide whether or not they will attend school on June 1. Without the teachers the pupils will not be able to go to school," he said.

Mr Franklin Sonn, the chairman of the Cape Teachers' Professional Association, is out of town and could not be contacted for comment.

WORLD OUTCRY OVER BORAINNE DETENTION

Political Staff

STUDENTS' unions in various parts of the world have reacted strongly to the detention of Nusus president Mr Andrew Boraine by security police this week and have called for his immediate release.

The secretary-general of Nusus, Mr Franz Kruger, said today world student reaction had been expressed in telegrams received at the Nusus office.

Messages had come from Britain, Ireland, Australia and Asia.

A telegram from the National Union of Students in Britain said that the union condemned the detention of Mr Boraine by the 'racist South African Police' and demanded his immediate release.

The Australian Union of Students said in a message from its president that it had demanded the immediate release of Mr Boraine through the South African Embassy and had asked the Australian Government to intervene.

The Irish Union of Students said it viewed with 'grave concern' the deten-

tion of Mr Boraine and demanded his immediate release.

The Asian Students Association, representing about 14 students' unions in Asia, said in a message from Hong Kong: 'Strongly protest against the racist repression of the detention of Nusus president Boraine.'

Four days after their son's arrest, Dr Alex Boraine, MP for Pine lands, and his wife Mrs Jennie Boraine, have still not been told where he is.

Mrs Boraine said today that she went to Calden Square every day to find out how he was, where he is being held and to take him things.

'They tell me he is in good spirits but when I ask details, such as when he will be released, they tell me they don't know.'

In Johannesburg yesterday, police detained the president of the Black Municipality Workers' Union, Mr Joseph Mavi, and the vice-president of the South African Allied Workers' Union, Mr Sisa Njikelana.

Both men spoke at the anti-Republic Day rally at Johannesburg's Selborne Hall on Wednesday.

⊗ Boraine speaks —
Page 5.

'We have rights, too'

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MR Jean-Marie van der Elst, chairman of the Conservative Students' Alliance at UCT, told Weekend Argus that the violence directed against him and his supporters on the campus this week was 'despicable.'

Mr van der Elst said that at the anti-Republic Day rally, students burnt

their festival flags and tackled them physically.

'I have laid charges against them. At no time did we retaliate.'

In his six years at university, nothing like this had happened, he said. 'We know the other side have different opinions, but there's always been respect and mutual understanding.'

Mr van der Elst said their presence was not an act of provocation. 'The fact that we sat upstairs proves that. There was no singing, no heckling.'

EXPRESSION

A university was a place for critical expression. 'We have just as much right to make our standpoint. If students come to university to be demonstrators or to be violent, then they are not entitled to academic freedom.'

Mr van der Elst thought these students should not be subsidised by the taxpayer but that it would be hard to do that without hurting all students.

'The university should protect the individual against this kind of thing. It shouldn't be necessary for me to have to lay charges just because some element on campus doesn't want my presence.'

BROCHURE

Mr van der Elst and his supporters explain their attitude to the festival in a brochure.

They claim: 'The record of achievement of South African citizens is without precedent in the Third World.'

The Republic Festival is not a celebration of any political regime but of the totality of this nation's achievement. In all fields they are monumental. We join the celebration of this with all patriots.'

Union leader detained

Own Correspondent

JOHANNESBURG. — Mr Joseph Mavi, president of the Black Municipal Workers' Union, was detained by security police yesterday.

A member of the union's executive said Mr Mavi was detained by security policemen at the union's office shortly after 4 pm yesterday.

He was confined later by a spokesman for the Police Directorate of Public Relations, who said he was being held under section 22 of the General Laws Amendment Act.

This provides for the detention of terrorists and certain other persons for 14 days for the purposes of interrogation.

The police spokesman would not comment further.

Last night a union executive member expressed concern about Mr Mavi's detention and said the executive had no idea as to why he was being held.

Mr Mavi was also detained last year during the widespread stoppage by black municipal workers in Johannesburg, in which his union was involved.

Boraine

○ All attempts by Dr Alex Boraine, Progressive Federal Party MP for Pinelands to see his son Andrew, president of the National Union of South African Students, who was detained under section 22 of the General Laws Amendment Act on Wednesday, have failed.

Yesterday the head of the Cape Town Security police, Colonel Hennie Kotze, declined to comment.

Mr Andrew Boraine is also being held under section 22 of the General Laws Amendment Act.

Yesterday Dr Boraine and his wife Jenny, visited the offices of the security police in Calton Square and handed in warm clothes, a Bible and some other items to be delivered to their son.

Mr Boraine said he had not been told where the police detained his son nor was he allowed to leave any written messages for him.

He said he was prepared to see his son in the presence of

the Minister of Police and would not feel released until he saw him.

Messages

The secretary general of Bunas, Mr Brian Turner, said yesterday several messages concerning Mr Boraine's detention had been received from overseas student organisations.

A message from the National Union of Students in Britain read: "NUS UK condemns the detention of South African student Andrew Boraine by racist South African police and demands his immediate release."

A message from the Australian Union of Students said: "AUS has demanded immediate release of Andrew Boraine through South African Embassy and has requested the Australian Government to intervene. The union called for Mr Boraine's immediate release and requested further details of his arrest."

From Ireland the Union of Students in Ireland said they viewed his detention with grave concern and requested his immediate release.

They stated their full support for their fellow students who attempted to bring about a non-racial democratic society in South Africa.

'Racist act'

The secretary of the Asian Students Association, which represents about 14 national student societies, strongly protested against the "racist and oppressive act" of detaining Mr Boraine.

Mr Boraine said.

He told the chairman of the Western Cape Leaders' Association, Mr Dawood Kigwa, that Mr Boraine was seized by those opposed to the Republic's colonization and the policies of oppression against the denials of white and black people's participation in the course of progress.

He said that in order to save South Africa from any onslaught by an occasion called on the government to convene a national conference of black and white leaders.

The WCTA also called for Mr Boraine's immediate release.

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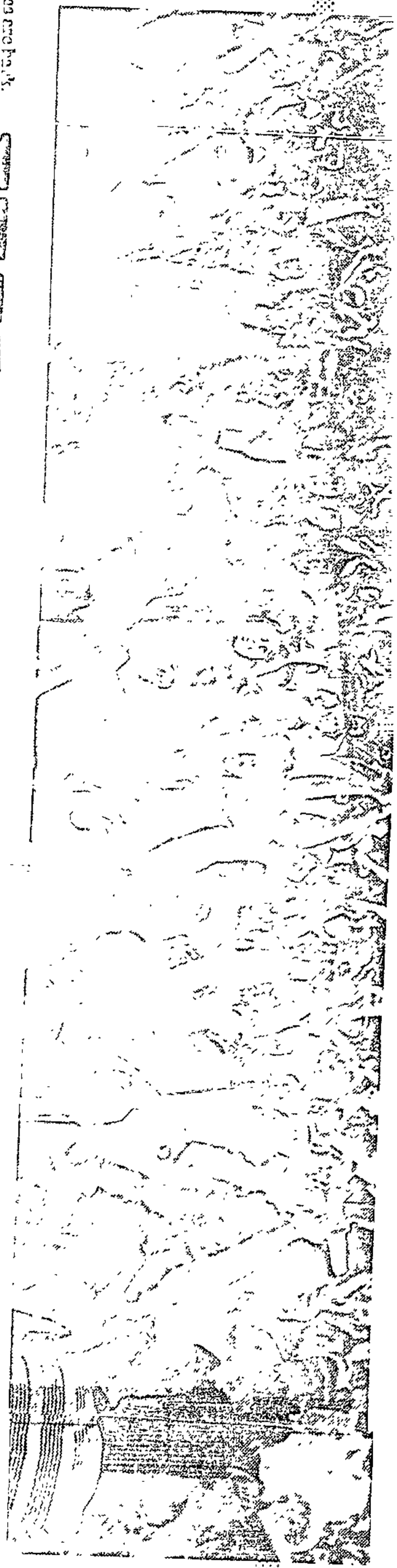
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**Bombing theft:
4 in court**

FOUR University of Cape Town students appeared briefly in the Cape Town Magistrate's Court yesterday on charges of theft following their arrest earlier this week after they allegedly torched a Republic of South Africa flag on Herold Road in Rooseboom.

The students all live at Oudlangen Residence, 101. They are Richard John Hollington, 21, Trevor Dally Ward, 21, Peter Rawson, 21, and David Richard Van der Sterg, 19.

No evidence was led and they were not asked to plead. Bail was set at R20 each and the case was postponed to June 26.

Mr. E. de Koker was on the bench. Mr. J. M. McLean presided. Mr. G. T. T. is counsel for the students.



THE Wits demo erupts

Police were on the campus for the first time in four years this week when they broke up a peaceful Republic Festival protest.

On the same day police cordoned off the street outside Johannesburg's Selborne Hall, where another peaceful protest was organised by Wits students. Led by Le Grange, the protesters agitated a Republic Festival banner in the week South African flags were burnt in a not so peaceful anti-Festival meeting on campus during the use of Police Minister Louis Le Grange, who said the students involved should be expelled immediately and criticised the university authorities for being too mild with them.

□ □ □

THE protest is by no means confined to Wits, there have been anti-Republic Festival demonstrations and sit-ins at Rhodes, Cape Town and Natal as well, and all lectures were cancelled for the week at the University of Natal, Westville.

The National Union of South African Students (NUSAS) has consistently engaged in protest recently to call on the support of the Republic. But it was not until anti-Festival leader Andrew Boraine was arrested during a

After five years of comparative quiet the English-speaking universities and in particular the Wits campus are once again burning with political demonstration.

THE Wits students no longer picket the Jan Smuts Avenue approaches or picket the pavements with posters. Justice Minister Jimmy Fourie stayed to find when he kept a crowd of picketers after the South's first.

From then on longer marches in process in the South African streets. Minister Fourie's visit to the Wits campus was a political reminder of the year when the university was in the vanguard of political protest against the Senate Act and the closing of open universities. What has re-politicised Wits? Political observers I spoke to this week attributed the new

Wits' going soft? Or are Wits?

31/5/81

surge of political activity on campus to four factors:

○ The growing number of Black, Coloured, Chinese and Indian students — who now number 1,400 or just over 10% of the total.

○ The presence of an active Right-wing movement on the campus, which has played a part in the political scene.

○ The number of national students who are now on campus.

○ The general climate of political awareness, particularly among Blacks.

The consensus among academics is that the political situation is not as bleak as it once was. It is not that the political climate has changed, but that the political climate is now more open and more active. It is not that the political climate has changed, but that the political climate is now more open and more active.

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BLACK pickets has an entire to different from Wits — in the way they picket. It is not that the political climate has changed, but that the political climate is now more open and more active.

Another academic said: "This is something new on campus. Until very recently, Black students kept a low profile and kept right away from politics — they felt they were here on sufferance. But you must remember that some of the Black students now active on campus were children at the time of the Soweto riots and Black children were politicised in 1976 the way no White South African child has ever been." However, one man commented:



Another academic said: "This is something new on campus. Until very recently, Black students kept a low profile and kept right away from politics — they felt they were here on sufferance. But you must remember that some of the Black students now active on campus were children at the time of the Soweto riots and Black children were politicised in 1976 the way no White South African child has ever been." However, one man commented:

ed on the co-operation between the Wits SRE and the Black Students' Society in organising this week's protest meetings.

"I found it highly refreshing that it was reiterated at the Selborne Hall meeting that Black and White were in this together. I found that an advantage on the exclusivity of some Black groups — I name no names."

As for the Students' Moderate Alliance, one man commented: "This has helped to polarise Left and Right, where before there was a little wish-washy 'liberalism' and a lot of 'don't care'."

□ □ □

"I find it refreshing that the true in-cards — there has always been a hard core of thoughtful liberalism among a certain group mainly Afrikaans students."

During the 1970s there was a great deal of activity among Wits liberals — in fact some of them became involved with the African Resistance Movement and ended up spending years in jail.

"But the presence of a well-organised Right-wing movement has given some students a political home."

Many of the Right-wing supporters were ex-servicemen, he said.

"I have often observed that a young man will go in to the army for his national service as a mild liberal and come out reactionary or at least conservative."

All the academics I spoke to

agreed that the present climate of political expectation had rubbed off on to the campus as well, cutting the spate of labour disputes, the General Election, SWA Namibia and the new constitutional dispensation as catalysts.

□ □ □

BUT some find it ominous that this week's flag-burning has drawn threats of retribution from Mr Kruger's successor, Minister Le Grange.

He was not the first Cabinet Minister to criticise the university recently. Dr Koorhof reacted bitterly when he was shouted down at Wits before the General Election, and was reported as commenting pointedly on the number of Black students who had taken part in the demonstration.

Dr Gerrit Withen added his bit when he remarked on the inalienability of institutions "such as universities", which drew a large proportion of their funds from the Government, taking part in anti-Republic Festival boycotts — a sentiment repeated with some acerbity by Mr Le Grange this week.

Is the University worried that its funds, 75% of which come from the Government, may be cut?

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THE vice-chancellor, Prof D J du Plessis, refused to comment, although he admitted in a TV interview recently that certain businesses had threatened to withhold donations to the Wits development fund after the flag-burning.

A senior member of the academic staff commented: "I think it very unlikely the Government will cut subsidies."

"Wits makes a tremendous contribution to the country in the field of the applied sciences and no other university or organisation is equipped to replace it."

"Moreover Wits, of all South African universities, has the most respected international reputation."

"Any action against it would have a backlash of serious academic boycotts which up to now have been avoided only because we and other English universities in this country, have fought consistently for the maintenance of academic

standards."

ANTI-REPUBLIC CLASHES AT WITS BRING APPEAL
FROM MINISTER VILJOEN AND THEN PRIME MINISTER

BOTHA TRIES TO COOL DEMOS

S. Tribune 2/11/81 (M) (M)

By David Kidd

THE Prime Minister and the Minister of National Education both personally intervened in an apparent attempt to cool the Wits student demos against the celebrations marking the 20th anniversary of the Republic.

As protests reached their peak on Wednesday, Dr Gerrit Viljoen, Minister of National Education, who, along with all other national leaders, was barred from speaking on the University of the Witwatersrand campus, telephoned the university's vice-chancellor, Professor D. J. du Plessis.

The call was made as riot police moved on to the campus to break up an anti-Republic Day protest and a rightwing counter demonstration.

Professor du Plessis had just told Brigadier Theuns "Rooi Rus" Swanepoel, who led the 200-strong raid, that the police presence was unwelcome, unnecessary and unexpected when he was called to speak to the Minister.

Details of the talk were not available.

But, sources said, Dr Viljoen suggested that Professor du Plessis should speak to the Prime Minister himself.

The professor telephoned Mr Botha and their conversation was apparently on the same lines as Professor du Plessis held with Dr Viljoen.

The conversations, which Wits sources saw as demonstrating Government concern for growing opposition to the celebrations, took place during a left-right confrontation at Wits and other protests across the nation.

Incidents at Wits and at the University of the Western Cape proved most provoking to many members of the public when the South African flag was burned in public.

At Wits, focal point of the protests, a meeting between Professor du Plessis, the Students' Representative Council and other student representatives ended with an agreement to bar all national leaders from the campus.

By Wednesday, with about 2 000 students boycotting classes, a truce between anti-Republic and right-wing students had



GERRIT VILJOEN
telephone call

been negotiated by Professor du Plessis.

Wits security staff kept the two groups apart throughout the morning. Shortly before noon about 200 riot squad police moved on to the campus and ordered students to withdraw. Only anti-Republic demonstrators but later also rightwing groups to disperse.

A number of people were arrested but released soon afterwards.

In Johannesburg's Black townships, a three-day school boycott called for with little support. Black activists put this down to lack of groundwork. There was stronger support at coloured and Indian schools for anti-Republic Day activities.

Protest meetings were being planned in Soweto today and coloured and Indian pupils at Cape and Reef schools were planning to attend schools as normal tomorrow, the Republic Day public holiday.

In Durban, the anti-festival activities took the form of boycotts and peaceful protests.

The Diakonia ecclesiastical organisation has arranged church services in and around Durban tomorrow to coincide with a military parade through the city. The organisation also put an advertisement in the Sunday Tribune paid for with cash raised by people opposed to the celebrations.

The adversaries

THE Right usually accuses the Left of being rich enough to afford a radical stance — especially on Wits campus.

Wits SRC President Sammy Adelman, who made the front page every day this week, makes a mockery of that old chestnut. And so does his Right-wing opposite, Russel Crystal.

Adelman's parents live in Orange Grove in an ordinary house. His father is an artisan, his mother a secretary.

Another often heard cliché from the "mature" about the extremities of youth and idealism comes short because Adelman is 25 and a post graduate student. Physically, Adelman looks as though he's never tasted the cream. He's not a fat cat. He's lean and tense. And dedicated to his political beliefs.

In contrast, Russel Crystal, chairman of the growing Right-wing campus movement, the Student Moderate Alliance, lives in an A income group environment in Bryanston with his affluent parents. His father runs his own company; his mother doesn't work.

Crystal believes student politics shouldn't be taken too seriously and agrees he doesn't have the dedication of his Left-wing counterpart. He dismisses Adelman's commitment as being "because of his radicalism. We could be as committed but we see the practicalities of the situation."

It is a physical and mental contrast looking at the two young men who, through their beliefs, have pushed Wits into the headlines.

Crystal seems relaxed, confident of his security within the system. He appears al-



SRC President Sammy Adelman... dedicated to his political beliefs

most bored with the events around him — but that may be an affectation.

The two despise each other.

It's difficult to give Crystal a fair hearing because he lacks the charisma and coherence of his Left-wing counterpart. Adelman has appeal, whether one agrees with him or not. He is simply a brighter, better informed person on the current political situation.

Crystal, a member of the NP, sees Republic Day as a non-political event. Adelman sees it as a "despicable" political event.

Both accuse the other of provocative behaviour. Adelman sees the Right-wing waving of the South African flag as offensive.

For Crystal and his supporters, the sounds of "citizens of Azania," "Comrades

These 2 young men have learnt to despise each other

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SMA Chairman Russel Crystal... confident and secure in the system

Adelman would have been unable to still his conscience without voicing his objections to the lavish celebrations. He believes it is incumbent of an institution like Wits to make its opposition known.

Adelman has an answer for all the issues of confrontation. And the solution, as he sees it, is the establishment of a democratically elected government.

Crystal, on the other hand, while conceding that reform of some of South Africa's obnoxious laws — such as the Group Areas Act — are necessary, minimises the problems. "I agree something must be done. But reform must come from within the system," he says. "Look, every country has its problems. One man one vote will come but it must happen along ethnically divided lines."

"You can never understand a Black man. We are culturally different. Racial problems happen all over the world.

"If on campus, which is a melting pot, we can't get on with each other, how can one expect anything else on broader lines?"

Adelman just laughed when he heard that.

With all the strains of an anxious week, he was prepared to spend a whole evening talking. Crystal was anxious to get the interview over with quickly.

He came with his younger brother Lance, the SMA's representative on the SRC. Lance is not a conservative force on campus. It is Russel, the man behind him, who counts.

As the Left and the Right met in emotionally charged clashes this week, Wits emerged from its public political doldrums. Both sides believe the other was responsible for the violence

"This whole thing was organised. I wonder who is behind it," says Crystal

"Nonsense," says Adelman, "people don't realise the extent of the anger at this Republic Day issue."

"Amandla," shouted Adelman from the stage of the City Hall, fist clenched above his head. And the capacity, multi-racial crowd raised their arms in reply and stormed "Awethu" — power to the people.

And about that they will never agree.



... "death to White rule, death to White dictatorship" (I never heard this, Crystal reported it to me) are insupportable. It stirs conservative students into a froth.

Crystal says: "That's when reaction starts and in reply our people get mad enough to shout "Death to the Coons" in return.

Crystal believes newspapers, the Sunday Express in particular, do not always offer their readers a "balanced

and responsible view," of what is happening in South Africa.

In simplistic terms, and he's far from simple, Adelman says this newspaper makes a more concerted effort to reflect the news than any other. But he believes it doesn't go far enough in getting to grips with the many simmering issues which reached boiling point this week.

Adelman and Crystal have some things in common. Both are studying towards an LLB. Russel is in his final year while Adelman is doing it over a longer period in order to give full attention to his post as SRC president.

Crystal claims to be a patriot, so does Adelman. And both of them are critical of the PFP.

Crystal says he "can't stand their wishy-washy liberalism", and Adelman says the official White opposition "cops out of burning issues like Republic Day for vote-catching purposes".

But for one ironic moment this week, all factions on the smouldering campus reached

agreement. When the police moved in to disperse a meeting and issued orders in Afrikaans, the Left, the Right, the confused, and the apathetic shouted with one unanimous voice: "English, please".

Crystal's political soul came about because of "the Left" on campus. "Their views got me going," he says. He was irritated into action.

Adelman moved towards his political commitment over a period of years — initially stimulated by reading newspapers, then because he became a campus journalist and was confronted with apartheid.

Both of them have been recent recipients of death threats. Crystal ignores them as "juvenile", whereas Adelman has taken some of them seriously and recently installed a guard at his home after his mother was threatened.

The blond conservative believes anyone who publicly associates himself with demonstrations is "unpatriotic" and committing "irreparable harm to the image of the university".

Boraine:
'How
does one
celebrate'.

Flag issue: RAU will not play Wits

Staff Reporter

WITH his son Andrew still in solitary confinement, Dr Alex Boraine and his family had no cause to celebrate Republic Day.

Mr Andrew Boraine, president of the National Union of South African Students, was detained last week under Section 22 of the General Law Amendment Act.

"This is perhaps a reminder for my wife, for myself and for my family that his incarceration is a symbol of the unhappiness and disunity which is part of South Africa," said Dr Boraine, Progressive Federal Party MP for Pinelands.

"I think this is what he himself was trying to emphasize — that the Republic Festival was really a bitter-sweet celebration. On one hand the feeling 'this is my country', but on the other this is a country in which the majority is denied a real part and citizenship. How does one celebrate that?"

Detainees

For the many detainees and their families, he said for those banned, exiled, deprived or oppressed by the system, it must have been difficult to celebrate Republic Day.

Dr Boraine said there had been no response from the Ministers of Justice and Police to a call by the PFP spokesman on justice, Mr Dave Dalling for their resignation if they failed to either release or charge the Nusas president.

Own Correspondent

THE flag-burning at the University of the Witwatersrand last week has so angered students at the Rand Afrikaans University that they have pulled out of all future inter-university sports events with Wits.

At the same time, the RAU Students' Representative Council has decided to set up formal contact with the Student Moderate Alliance, the right-wing group which led anti SRC and pro Republic Day demonstrations at Wits last week.

In a statement adopted

unanimously at last week's meeting, the RAU Students' Representative Council decided it was "no longer in favour of holding an inter-university sports event against the University of the Witwatersrand".

Referring specifically to the burning of the South African flag and attempts to disrupt the Republic Festival, the statement says: "The SRC expresses its rejection of these events, and its appreciation to the Student Moderate Alliance, and favours formal contact with this organization."

Festival: Buthelezi call to Koornhof

Own Correspondent

DURBAN — The Chief Minister of Kwazulu and president of Inkatha, Chief Gatsha Buthelezi, yesterday challenged the Minister of Co-Operation and Development, Dr Piet Koornhof.

The chief called on the minister to say which one of his (Buthelezi's) reasons for a boycott of the Republic Festival activities, conflicted with the facts.

Addressing a cheering crowd of about 25,000 supporters at the King Zwelithini stadium at Umlazi, Chief Buthelezi said Dr Koornhof should state clearly what was wrong with a press advertisement placed in several newspapers last week in order to focus atten-

tion on Inlath's boycott of Republic Festival celebrations.

The chief minister referred to Dr Koornhof's statement last week which said that Chief Buthelezi's reason for the boycott were in conflict with the facts and were untrue.

Chief Buthelezi said that, before the General Election and before the President's Council was set up, he might have taken the statement seriously.

How can we take seriously what the minister says when Inlath gave evidence to the Schlebusch Commission suggesting a conference to resolve these problems, and when the Prime Minister ignored this and set up a President's Council without blacks in it?

"How can the minister expect us to take him seriously about trying to find a solution when he and the Prime Minister during the elections depicted their policies which we here reject as non-negotiable," he asked.

Chief Buthelezi said Dr Koornhof would have to repudiate the foundations for the Republic as set out by its architect, Dr Hendrik Verwoerd, before he would consider apologizing for his actions.

Does the minister deny that this Republic was established as a whites-only Republic?

In fighting among black groups and the game of 'political one-upmanship' in which they were engaged was the most serious threat to black liberation, Chief Buthelezi said.

He queried whether those groups responsible for the placing of bombs on the Umlazi and Soweto railway lines last week were really serious.

"If they mean it, why don't they do it in white areas?" he asked.

The president of RAU's SRC, Mr Johan Dames, said yesterday that scheduled non-inter-university and league sporting contacts between the two universities would be allowed to continue.

The president of the Wits SRC, Mr Sammy Adelman, said yesterday that it was "ironical that the RAU SRC were linking politics and sport — two areas of activity which the State continually says must be kept separate".

Commenting on the RAU SRC's decision to set up ties with the SMA, he said it was their right to have contact with any group they chose.

"However I find it strange to find a liberal group like Polstu being banned from Afrikaans campuses while the RAU SRC expresses a desire to base with an openly racist group like the SMA."

500 say why they are not celebrating

THE NAMES of more than 500 people from all over South Africa yesterday appeared in a full-length half-page advertisement in a Natal Sunday newspaper, headed by a list of reasons why they could not celebrate Republic Day.

The advertisement in the Sunday Tribune, which was headlined "We Cannot Celebrate Republic Day" in heavy black type, contained the names of a number of prominent Cape Town people including Archbishop Bill Burnett and his successor, Archbishop elect Philip Russell.

The following reasons why they could not support the celebrations were given:

- Separation of families through migrant labour
- Mass population removals
- A vast non-criminal prison population
- Poverty, hunger, ill-health and illiteracy on a massive scale in the midst of a 'boom'
- Escalating violence in the form of crime, sabotage and border warfare
- And many other evils

"We pledge ourselves anew to solidarity in the struggle for full human rights for all inhabitants of a united South Africa," the advertisement said.

The advertisement, which was paid for by the people whose names appeared, was over-subscribed by R800, which is to be given to the Red Cross Drought Relief fund.

The leader of the Reform Party, Mr Y S Chinsamy was given an ovation when he said a small minority of South Africa's population had turned the country into a Republic without the consent or approval of blacks.

As long as whites kept the black community oppressed and suppressed there would be no peace in South Africa, he said.

Among those whose names appeared were Andrew Boraine, president of Nusas and currently in detention, G R Bozzone, retired vice-chancellor of Wits University, Sarah Cullinan, president of the University of Cape Town SRC, Sir Richard Lyle, Bishop Steven Naidoo of Cape Town, Dr Alan Paton, Adam Small, Bishop Desmond Tutu.

UCT pro-Republic Day body criticizes boycotts

Staff Reporter

CALLS BY left wing students for boycotts of the Republic Festival were ill timed and an unjustifiable insult to the people of South Africa, the University of Cape Town's Pro Republic Day Committee said in a statement yesterday.

"Their call for a boycott is based on the premise that the Republic is not shared by the majority of South Africans because they have no representation in Parliament, and because they were not consulted on the formation of the republic in 1961."

Rejecting this stance, the committee said the festival was not the celebration of any particular political regime, but "to commemorate the establishment of an independent State free from its

former colonial status."

It was also the celebration of "all the achievements of the people of South Africa." The country could proudly and justifiably claim to have one of the best records in human endeavours in the Third World, it said.

"We enjoy continued economic growth while the rest of the world faces its worst recession in living history."

Among the causes for celebration, the committee said, were that living conditions for the less privileged sector in the areas of housing, education, health, and transport "have improved in a fashion unparalleled in Africa."

"Since the founding of the republic, the South African gross national product has soared."

If the student left wing wanted to argue that political structures in South Africa were undemocratic and oppressive, then the time and place for this was surely at general elections.

"We have just had a General Election and at no stage did we hear or see any of the sort of protests now taking place on South African campuses," the committee said, calling for an immediate stop to left-wing calls for boycotts.

All quiet at Flats schools

1/6/97
ALL was quiet at coloured schools on the Cape Flats today but hundreds of students arrived for lectures at the University of the Western Cape and the Hewat Training College in Athlone.

Many of the students at the UWC arrived to find lecture rooms closed but in certain faculties classes were under way as normal.

Making the most of the winter sun, the students milled around the university's cafeteria where a meeting was scheduled to take place.

At Hewat Training College the gates to the college were closed and a number of students, wearing anti-Republic Day stickers, stood outside.

229 327 50 Angus 7/6/81
Boraines not yet told where son is

THE parents of detained Nusas president Andrew Boraine have still not been told where their son is being held.

Mrs Jennifer Boraine said they had been to Caledon Square on Saturday and police had told them to 'keep in touch'.

'Obviously at the moment with the Republic Day holidays, we can't get any information or take him anything. And there is no law which says the police have to let us know where he is,' she said.

'All we can do is hope that Andrew will be released.'

'The detention of Andrew Boraine brings to four the number of Cape Town people known to be in detention.'

He is being held under Section 23 of the General Law Amendment Act.

Two pupils, Mr Oupa Tshabane, 19, and Mr Leat Mshapi, 20, were detained at their homes in Guguletu on February 23 this year. They are now

being held under Section 10 of the Internal Security Act in Springs, Transvaal.

They were detained two weeks after they were acquitted in the Worcester Magistrate's Court on charges of sabotage. Mr Tshabane and Mr Mshapi are Wesley High School SRC committee members.

Mr Clive Tshabangu, 19, was detained on January 20. He was transferred from Cape Town to Grahamstown in February. He

is also being held under Section 10 of the Internal Security Act which allows for indefinite detention.

Four University of Cape Town students were arrested last week in connection with the alleged burning of the Republic Day flag on the grounds. They are charged with the charge of participating in a riot on 17 and 18/2.

Churches packed to pray for SA

CT 2/6/81 (50) 227

Own Correspondent

DURBAN. — While Durban was being treated to an awesome display of South Africa's military might yesterday, hundreds of people packed into churches throughout the city to pray for a peaceful and more just South Africa.

In protest against the Republic Festival celebrations many churches held services to coincide with the military parade through the centre of the city.

Ignoring the mass military marches, the tanks rolling through the streets and the booming guns, hundreds prayed for South Africa.

Mr Paddy Kearney, the secretary of Diakonia, said Diakonia had called upon all churches affiliated to the organization to hold services to show that a peaceful and united country could only be achieved through justice and not tanks and weapons.

"The purpose of the frightening display of military might is to inspire fear in

black people and confidence in white people," he said.

Speaking at the Anglican Christ Church, Bishop Phillip Russell, said that the world seemed to have "gone crazy" and to have placed its trust in the military rather than in God.

"Every year almost 500 billion dollars is spent worldwide on armaments and this is equal to the total gross product of those nations which constitute half of mankind. In South Africa the South African Institute of Race Relations has estimated that we spend 14,3 percent of the total budget on defence," he said.

He then went on to pray for individuals who had defied the system, like Charles Yeats, and for those protesting all over the country.

"Those who live by the sword will die by the sword," he said.

At the Catholic Assumption Church, the Rev B K Dhudla, of the Durban and District

Council of Churches, prayed for the thousands of South Africans who had nothing to celebrate during the Republic Festival.

"People have been separated from their families, they have been banned or detained, they have been exploited and oppressed, they face hunger, poverty and ill-health — and none of this has changed in the 20 years that South Africa has been a Republic," he said.

Students filled Shepstone 1 Theatre at the University of Natal in Durban, where an all-day symposium on the history of the Republic and conditions in South Africa was held to oppose the celebrations.

Speakers were Mr M J Naidoo, of the Anti-Republic Festival Committee, Mr R de Kadt, of the Political Science Department, and Mr Charles Meth, of the Economics Department at the university. Films and slide-tape programmes were shown and discussions held.

Eight SA flags burnt at rally

SOWETO. — Eight South African flags were burned while about 50 flags bearing the colours of the banned African National Congress were raised by militant youths at an anti-Republic Day meeting at Regina Mundi, in Soweto on Sunday.

The incident ended when police dispersed about 500 chanting people who demonstrated outside the church while they continued to burn the flags.

Police seized several half-burned posters that bore South African colours drawn in the form of flags.

The incident was a sequel to political speeches by various leaders who denounced the 20th anniversary of the Republic and

called for a "democratic people's republic."

Among them was Bishop Desmond Tutu, general secretary of the South African Council of Churches, who criticized the government for calling on all people to celebrate "the evils of apartheid."

He said there was no cause for celebration when 13 percent of the population occupied 87 percent of the land.

Another speaker, Mr Mike Peace, said no oppressive government would admit that it was fighting a losing battle.

"The South African Government is losing its battle against the progressive forces who represent more than 20 million people in this country." — Sapa

Boycott blues for 500 Indian pupils expelled by Krog

No Home, Parents worried as new bid to return to school fails

MM 9/16/45 (50)

Mercury Reporter

WHILE thousands of Indian children went back to school yesterday after the Republic Festival holidays, the fate of more than 500 high school pupils, expelled for boycotting classes, still hung in the balance.

Some of the expelled pupils made another unsuccessful attempt yesterday to return to their classrooms at Merebank High School, Orient High and Apollo High in Chatsworth. They were told to go back home as they had been expelled by the director of Indian Education, Mr Gabriel Krog, and only on his instructions could they be readmitted.

Worried parents of some of the expelled pupils told the Mercury last night they were concerned that their children would miss the mid-year examinations if they were not immediately reinstated.

'We sincerely hope that Mr Krog will change his mind and allow all pupils back into their classrooms. They have already missed a lot of work and it's going to be difficult for them to catch up with their missed lessons in order to be fully prepared for the June examinations,' a parent said.

Mr Krog could not be contacted for comment yesterday, but according to a source in the South African Indian Council, which met the director last week in a bid to have the pupils reinstated, he had been placed in 'an extremely difficult situation'.

'If he bows to requests to withdraw the expulsions there would be no guarantee that other pupils would not resort to boycotting of classes to demonstrate their grievances.

'A case in point is June 16, which has been declared by schoolchildren and university students, as the anniversary of the Soweto disturbances. There is no guarantee that Indian schoolchildren would not boycott classes again later this month to mark the Soweto anniversary.

'This appears to be one of Mr Krog's primary concerns,' said the source, who added that it had been felt that as long as the expulsions were in force they would act as a deterrent to others.

Education
centre for
Tygerberg

Provincial Reporter

THE Cape Provincial Administration is to build an education centre in the old Tygerberg High School building in McGuinness Street, to house the Parow School Board offices and other educational facilities.

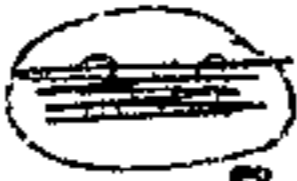
In a statement last night, Mr W Boucher, MEC in charge of education, said there was a particular need in the northern suburbs and surrounding Boland towns for a centrally situated education centre, because of the large concentration of teachers in the area.

MC

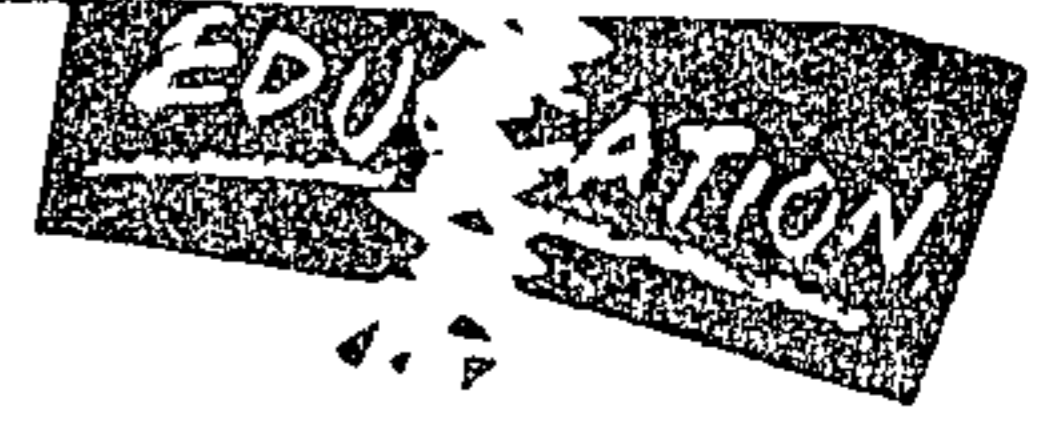
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EDUCATION

50



FM 5/6/81



Inside the white system

In the third of a series of articles on the crisis in education, the *FM* details the critical shortage of teachers in the white system.

Pretoria's reluctance to make education a priority — precisely the attitude that led to chaos in the black system — has resulted in a situation which will take decades to correct, notwithstanding the latest round of salary increases.

The exodus of teachers from the profession in 1980, and the falling enrolments at training colleges in 1981, stem directly from low salaries. After a commitment in November 1976 to increase salaries, Pretoria did so only in April 1981 — meaning a three-year hiatus during which its attitude can be described as nothing less than grossly negligent.

The Transvaal is hardest hit now, but with salaries failing to compete with commerce and industry even after the increases, shortages will become acute in all other parts of the country.

The average increase of 26%, which cost Pretoria R189m last year, has only served to compensate for the accumulated historical loss of earnings — teachers' real income has been falling for years despite an escalating cost of living. The increases will not attract recruits, retain or motivate teachers already in service.

Furthermore, while in the short term the new scales will probably arrest the accelerating rate of resignations, they will not attract teachers back into the profes-

sion. In the medium term they are insufficient and will have to be constantly revised and increased — preferably, according to a leading educationist, on an annual or two yearly basis.

The new salary scale for ordinary teachers in category D — the average white teacher — is R7 890 a year on the lowest level and R12 345 a year on the maximum level. Merit awards, the first

applying after two years, can push the maximum up to R15 180 a year. In the Witwatersrand area these salaries are below average for highly qualified people and Pretoria cannot rely on professional dedication to overcome this deficiency.

In 1980, the Johannesburg College of Education (JCE) was forced to take almost all applicants regardless of their academic achievements, with the result that one in three drop out before completion of their first year and the magnificent JCE building stands half empty.

The lowering of standards caused by teacher shortages is worsened by the fact that much of SA's best manpower does not go into teaching. The tendency towards a general, mediocre standard of education has become evident. In addition, too much emphasis is placed on academic, rather than technical and vocational study — resulting in a desperate shortage of skilled manpower. Too many students go to university, where only 55% manage to graduate.

According to Professor Jan de Lange, vice-chancellor of Rand Afrikaans University, there is little hope in the next 20 years of having sufficient science and mathematics teachers.

In some schools there is a physical shortage of teachers, especially on the East Rand. In addition, large percentages of teachers are not qualified to teach the subjects to which they are allocated (see table). According to Peter Nixon, PEP spokesman on white education, there are



Women . . . the backbone of the system

currently 350 vacancies in the science subjects in the Transvaal.

Science teachers have effectively disappeared, while shortages in technical and commercial subjects, biology, mathematics and English have increased annually. Worse, hardly any science teachers are being trained at universities to fill the new posts being created, let alone the vast backlog that has developed.

According to Peter Mundell, president of the Transvaal Teachers Association (TTA), all teacher training colleges in the province experienced a fall in enrolment in 1981, a situation compounded by the resignation of 3 500 (17%) teachers in the Transvaal Education Department (TED) alone. The effects of this wastage of manpower and finance - it costs R2 000 to train one teacher for one year - are compounded when the time it takes to replace teachers is considered. A student science teacher starting in 1981 has four years' training before him, and another two years' military service.

The TED planners have managed to make matters considerably worse through the quota system, which determines the allocation of teachers' posts by sex. In primary schools, one-third have to be men, one-third women and one-third optional, in high schools two-fifths men, two-fifths women and one-fifth optional (in practice women).

This is an absurd ruling. There are not enough men to fill the posts reserved for them as it is - as is illustrated in the example of a woman science graduate who could not get an appointment at a school where a vacancy in science existed.

Women, the backbone of the system, are mostly appointed on a temporary basis in "male" posts, thus depriving them of essential privileges.

This is one of the grievances about conditions of service which have eroded the image of teaching. According to Professor Napier Boyce, rector of JCE, teachers have no autonomy, are subject to bureaucratic constraints and have the status of employees only in what should be a profession. They serve authoritarian departments and demands which require that they, as civil servants, not only carry out all instructions, but become apostles of government doctrines or ideology.

Pretoria takes the view that male teachers are important as instructors of

Percentage of educators in secondary schools who have less than the minimum tertiary training required in the subject they teach -- 1980

Subject	Men Women	
	%	%
Accounting		
Standards 5-7	46	38
Standards 8-10	72	67
Business Economics		
Standards 5-7		
Standards 8-10	67	79
Afrikaans		
Standards 5-7	51	41
Standards 8-10	51	52
English		
Standards 5-7	48	44
Standards 8-10	37	44
Science		
Standards 5-7	53	63
Standards 8-10	48	59
Biology		
Standards 5-7	63	64
Standards 8-10	57	41
Mathematics		
Standards 5-7	66	53
Standards 8-10	51	47

the young. Yet a critical shortage of English-speaking teachers, especially men, exists in the Transvaal. Out of 511 751 pupils, 163 675 (32%) - excluding private schools - are English-speaking. With a reasonable teacher/pupil ratio (1:25) there should be at least 3 500 English-speaking teachers. The TED presently employs 4 000, which gives a staggering overall shortage of over 4 500 English teachers - of whom 15% - 18% are men, or less than 1 000.

Inevitably, Afrikaners have filled gaps. But this does not justify allegations of indoctrination. Says De Lange: "A critical problem arises when one population group does not take up the responsibility of teaching its young. The Afrikaners cannot be blamed for moving into vacancies. The moment you give over your education to another cultural group you are looking for trouble. The responsibility rests with the English-speaking community."

Importing teachers from the UK, Canada, Australia or New Zealand - all have surpluses - could provide some short-term relief. The complicated and restrictive procedures involved, however, make it difficult to tap this source. This is hard to understand in the light of the crisis, but Pretoria's reluctance to open the way must diminish in the face of increasing pressure.

Any ambitious young person, particularly from a highly urbanised community, is

unlikely to settle for the low salaries or conditions of service which exist in teaching. There are many incentives away from teaching and the Afrikaners community still relies on a big manpower reserve in the platteland. This, however, is drying up as the young Afrikaner becomes increasingly aware of the available opportunities outside teaching. So he is only one step behind his English counterpart.

The English-speaking community has been described as an amorphous and vaguely defined minority group which lacks identity. Boyce is therefore concerned about a further dilution of traditions by an absence of English-speaking teachers. He refers to the "hidden curriculum" inherent in subjects such as guidance (veld schools), history and religious instruction, where subtle and insidious influences can be exerted for the purposes of indoctrination. Values of teachers are expressed in attitudes and methods of discipline.

Says Boyce: "It is necessary to have English-speaking teachers who are committed to safeguarding the values of English education, to encouraging intellectual independence, freedom of thought and the pursuit of truth. All forms of indoctrination are to be abhorred and a teacher should not use influence to manipulate pupils in a manner likely to distort the pupil's ability to assess evidence on his own."

Evidence shown to the FM reveals that in at least one veld school teenage girls were presented with a bizarre and lurid theory of world communism and its link to sexual permissiveness.

The prevailing crisis has strengthened the position of the 250 private schools catering for 60 000 pupils in SA. Parents, in their desperation and concern, are prepared to pay high private school fees for the sake of their children's education.

Private schools are not short of teachers and Pretoria has no alternative but to support them with increased subsidies, as their expansion will provide one way of alleviating the crisis. A move towards additional schools such as Marist Brothers - offering a viable, working, racially-integrated education - must emerge. And there is also likely to be a growth in Afrikaners and black private schools.

(Next week the FM looks at non-journal education.)

UWC vote
CT 5/6/81 (50)
against
boycott

Staff Reporter-

STUDENTS at the University of the Western Cape yesterday affirmed their decision not to boycott classes.

At a meeting on the campus, more than 2 000 students rejected proposals for a boycott.

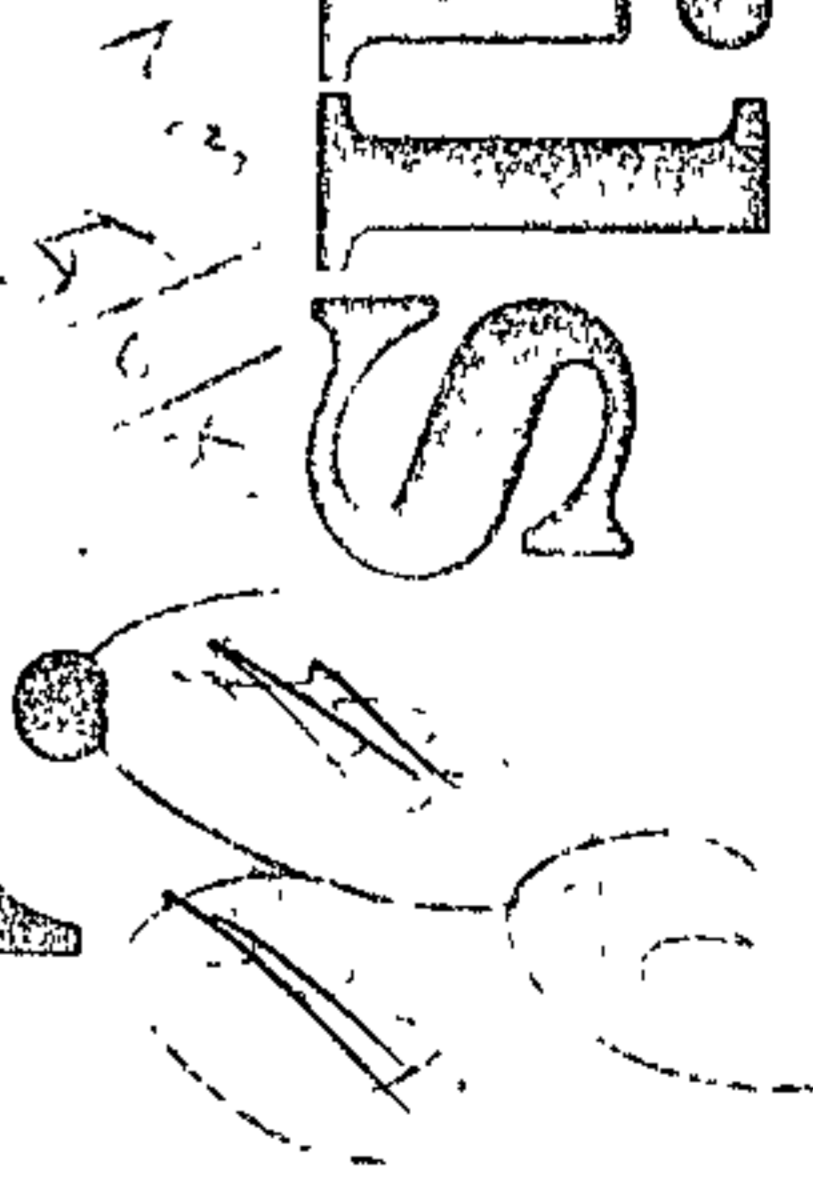
The reasons for rejecting the proposals were that they had no representative organization to organize and sustain a boycott and that the likelihood of community support was doubtful.

Students said a boycott would disrupt the work of community organizations and throw them into disarray.

Those who proposed the boycott said it would be in protest against the closure of schools by the authorities, suspension of pupils at some schools and support for industrial strikes in Port Elizabeth and Cape Town.

KROG TO RECONSIDER WHEN THINGS HAVE RETURNED TO NORMAL

BOY SCOTT PUPILS WILL HAVE TO WAIT



Mercury Reporter

MR Gabriel Krog, director of Indian Education, said yesterday that he would reconsider the position of more than 500 expelled high school pupils only when he was satisfied that things had returned to normal at Indian schools.

He was replying to a question by parents of high school pupils who were expelled from school following a boycott of buses in protest against the Republic Festival celebrations.

When asked by the Mercury whether or not the pupils could apply for re-admission, he said that they would do so while the expulsions were in force.

Asked to comment on parents' fear that their children might miss the mid-year examinations if they were not reinstated in time, Mr Krog said that they should be at the examinations when their children objected to the decision to expel the pupils was taken.

Before the decision to expel the pupils was taken, parents were informed by the principals of the schools concerned of their children's behavior.

They were asked to ensure that they return to school. But the plea was ignored.

Mr Krog said he had prepared to meet representatives of parents' committees from the affected schools to discuss the position of the expelled pupils.

He denied that one of his primary concerns about reinstating the pupils was that there was no guarantee that they would not return to day school.

A source said that he had been told that there had been a meeting of the school board yesterday afternoon at which the board decided that the expulsions were necessary in order to prevent a recurrence of the disturbances in Soweto.

MR Gabriel Krog



Expelled pupils await word

Own Correspondent

DURBAN. — Hundreds of expelled pupils are anxiously waiting at home for Mr Gabriel Krog, Director of Indian Education, to lift their expulsions so that they may return to schools in time for the June examinations.

More than 500 pupils of the Merebank High, Apollo High and Orient High Schools in Durban were expelled by Mr Krog recently for boycotting classes in protest against the

Republic
celebrations

Worried parents of some of the pupils said yesterday that although their children were spending their time at home and at local libraries reading, it was difficult to catch up with missed classroom lessons.

"The sooner they are allowed to return to school the better their chances of passing the half-yearly examinations which are due to be held soon," said a mother of

Festival

one of the expelled pupils.

Mr Krog said this week that he would reconsider the position of the expelled pupils only when he was satisfied that "things had returned to normal" at Indian schools.

But teachers said yesterday that parents need not fear about their children missing the June examinations. They should, however, continue their studies at home and not look on the period as a holiday.

PUPILS STAY

Elswood pupils
told to re-apply

FROM CLASSES

C. Herald

6/6/81

~~27~~

50

PUPILS of some high schools in the Western Cape refused to attend classes on Wednesday and, particularly in the Elsies River area, there was much disruption of normal school activity.

The Elswood Senior Secondary School in Elsies River was closed on Tuesday and pupils were told to re-apply for admission on June 9 when the school was scheduled to re-open.

This school was closed down after pupils had demanded that inspectors leave the school. When the inspectors refused to leave, the pupils held a meeting at which they decided to stay away from class until the inspectors left.

The school was then shut and the pupils dispersed.

SYMPATHY

At the Utzig Senior Secondary, pupils stayed away from classes on Tuesday and Wednesday in support of the Elswood pupils, and also in response to a crackdown on pupils throughout the country.

Meanwhile, students from the Peninsula Technikon and Bellville Teachers' Training College decided on Tuesday to boycott classes until Friday.

On the other side of the Peninsula 200 Oaklands



● CAUGHT in a cross-fire of teargas canisters, a Westbury High School pupil collapsed in her classroom, tears streaming down her face. She had to be carried out into the open to recuperate from the overpowering fumes.

HERALD REPORTERS

Senior Secondary School pupils were refusing to write examinations and had alternative programmes instead.

Pupils at Mountview Senior Secondary School attended classes until about 10.30 on Wednesday

morning — to discuss whether or not to boycott.

● Representatives from schools all over the Peninsula were due to attend a meeting at the University of the Western Cape on Wednesday afternoon.

● A meeting of school principals in the Elsies River area was due to be held on Wednesday afternoon at the regional office of the Department of Internal Relations (Coloured Affairs).

CT 8/6/81

Pupils (50) 'from (MA) all over City' to boycott

Staff Reporter

PUPILS at Peninsula schools yesterday decided to boycott classes from tomorrow till certain demands were met.

The decision — taken yesterday afternoon at a meeting attended by pupils from "all over Cape Town", according to a spokesman — comes in the face of teachers' attempts to cool the situation, and with an anti-boycott mood among University of the Western Cape students.

The spokesman said last night that the boycott was intended as a protest against the expulsion of pupils throughout the country, the closure of schools and alleged police brutality.

He said pupils would refuse to write examinations from today. The authorities should reinstate all expelled pupils and reopen all schools that had been closed.

Last week an estimated 2 000 UWC students met on campus to reject proposals to boycott classes.

Supporters of a UWC boycott said it would be to protest against the closure of schools elsewhere and the suspension of pupils at some schools, and to demonstrate support for industrial strikes in Port Elizabeth and Cape Town.

Reasons given for the rejection were that there was no representative organization to organize and sustain a boycott, and that the likelihood of community support was doubtful.

Earlier, the 20 000-member Union of Teachers' Associations of South Africa (Utasa) had appealed to pupils to remain at their desks during June.

Members of the association were reportedly worried that pupils would miss their examinations and that the situation might escalate into a stayaway to coincide with the 1976 unrest.

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Pupils¹⁸¹ prepare for boycott

Staff Reporter

EXAMINATIONS were postponed at a number of senior secondary schools on the Cape Flats yesterday as pupils prepared for a boycott of classes today.

Mass meetings were called at most schools and at two teacher training colleges for students' representatives to discuss a weekend decision to boycott classes from today.

Classes were disrupted at two schools in Mitchell's Plain yesterday and pupils marched around the schoolgrounds at the Westridge Senior Secondary School. Examinations were postponed till Monday at both schools.

Stormy meeting

According to source, students tore up examination papers at the Roggebaai Training College and copies of examination timetables were buried at Zonnebloem College following a stormy meeting on the boycott decision.

Pupils at Belhar Senior Secondary School were sent home soon after 9.30am yesterday and examinations were also postponed. At Tratalgar High School in Walmer Estate, classes started normally, but students left school at about 2pm after the examinations were postponed.

The situation was normal at most other schools on the Cape Flats and examinations went ahead as scheduled, principals said.

Approached for comment yesterday, the Director of Coloured Education, Mr A. J. Arendse, said, "I have nothing to say."

Decision

The decision to boycott classes which was taken at a meeting of students' representatives from "24 over Cape Town" at the weekend, follows the recent closure of three schools in the Western Cape and the suspensions of several pupils. Noorder-Paarl High School, Elwood High in Elsie's River and Uitsig High in Ravensmead were closed down following student protests against visits by inspectors. Suspended pupils have been told by the Department of Coloured Affairs that they will be re-admitted if they sign agreements to abide by certain conditions, but most of them have refused. Student leaders have agreed to terminate the boycott as soon as all suspended pupils have been unconditionally reinstated.

● Rand pupils boycott classes, page 2

CT 9/6/8

50

Rand pupils boycott classes

Own Correspondent

JOHANNESBURG. — Pupils at the Eldorado Park Senior Secondary School Number 1 boycotted classes yesterday morning before staging a walk-out from the school at noon.

Mr M A Jacobs, principal of the school, which has 750 pupils, said the pupils had attended classes until first break and then refused to return.

They had not told him the reason for the boycott although he had "tried to get something out of them".

When news teams arrived at the school at 11am, pupils were milling around in the grounds. School buildings were daubed with graffiti saying: "We are black and oppressed"; "Amandla"; "ANC power"; "Liberation struggle" and "Lenin lives".

Human chain

The pupils sang protest songs and shouted "Amandla Ngawethu" (Power is ours) and at one stage formed a human chain and marched around the school buildings singing freedom songs.

Teachers and school staff were present but they appeared to be unable to exercise any influence over the pupils.

At 11.35am a student leader addressed the pupils and just before noon they started leaving the school grounds.

The Department of Internal Affairs circuit inspector for Eldorado Park confirmed the boycott.

The principal, Mr Jacobs, said he was not optimistic that the pupils would return

to their classrooms today.

All was quiet at other high schools in the area as well as in Newclare, Bosmont, Coronationville and Riverlea, although not all schools reported full attendance, according to a spokesman for the Department of Internal Affairs.

Lowest attendance

The lowest attendance was recorded at Riverlea Senior Secondary School — scene of unrest last Thursday — where only half of the pupils were reported to be present about 10am. Attendance at Coronationville Senior Secondary School was only 65 percent and some pupils left their books at home. No violence was reported.

All 1 086 pupils at the Willow Crescent Senior Secondary School in Eldorado Park wrote exams until 1pm.

The Eldorado Park Senior Secondary School Number 3 was also reported to be quiet.

● Five hundred University of Durban Westville students yesterday met on the campus and decided to go on an indefinite boycott of lectures from today — a week before the mid-year examinations — until three of their demands are met.

Students decided not to attend lectures till:

● Examinations on June 16, anniversary day of the 1976 Soweto disturbances, are put off;

● 500 expelled high school pupils are reinstated;

● A lecturer the physiology students claim is incompetent is replaced.

venerable diseases to name but a few. The poor lack nothing in so far as disease processes are concerned. Health problems of the poor in general are severe but those with the most grave problems are coloured and the aged. Particularly debilitating is the tendency for several illnesses to occur simultaneously — the so called cluster principle. Multiple physical disorders — neglected or poorly cared for — create a complex of degenerative diseases which strike at about the

All-race plan will end free white schools

10/6/8
50
cor

By GERALD REILLY
Pretoria Bureau

THE EDUCATION Act may be amended next year to end the system of totally free education for whites.

Educationists say the enormous cost of launching and implementing the Government's policy of equal, compulsory education for all races would impose a crippling financial burden on the State.

Although many parents are already making voluntary contributions to individual school funds, the aim now is to make contributions compulsory.

The Minister of National Education, Dr Gerrit Viljoen, said last night the financial implications of the Government's policy of equal education opportunities for all races was part of the urgent Human Sciences Research Council investigation into the whole structure of education in South Africa.

The Stellenbosch Economic Research Bureau indicated it would be about equal to double the country's annual budget.

From other sources it was learnt that if the Act was amended it was likely to provide that provincial education departments be given authority to call on parents to contribute financially.

Earlier this year Dr Viljoen told the Mail that what he had in mind particularly was ending

the system of free books. The head of the research unit for education at the University of the Orange Free State, Professor Dudley Vermaak, said with the policy of compulsory education for all races there would be an explosion of school numbers during the next decade.

To relieve the financial strain of compulsory education "non formal" education should be extended and incorporated in the system.

This would entail private sector involvement in extended education where pupils had left school after a basic education.

The Secretary of the Transvaal Teachers' Association, Mr Jack Ballard, said if free education for all was the aim, bigger contributions would have to be made by parents.

The chairman of the Transvaal Association of Primary School Committees, Dr M F Sole, said parents would have to make an increasing contribution to their children's schooling because black education would have to be subsidised to a far greater extent. However, he said, parents' compulsory payments should be tax deductible.

Dr Sole said it was important and reasonable if parents were made to subsidise their children's schooling that they should have a bigger say in formulating education policy and in the running of schools.

been likened to a pyramid with the general hospitals form the middle while the gun building at the top they would the past and up to very recent times played priority in budgeting.

the knowledge, skills and attitudes of nation of large disease palaces. & blocks of knowledge, skills and pyramid must receive the highest and phenomenally expensive teaching in the future will not be those or develop emergency coronary units, ages of training in health care for all especially those at the base of the pyramid. The palace workers must understand the limitations of resources at the lowest level as well as appreciate their advantages and opportunities.

- (a) Supplies new and correct knowledge so as to make preventative measures required seem reasonable;
- (b) Makes a person feel sufficiently keen about the importance of his own health to make him alter his behaviour and adopt preventative measures;
- (c) Makes a person concerned for health of others in family and community;

(a)/...

In the educational field there has been a marked shift of interest to pre-primary education or nursery schools. More and more emphasis is being put on it and the advantages to the child are well known. In the health sphere interest should be shifted to the pre-primary care/...

care/...



UNIVERSITY OF CAPE TOWN EXAMINATION ANSWER BOOK

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has

EDUCATION

50 FM 12/4/81



A basis for growth

In the fourth of a series of articles on the crisis in education, the *FM* investigates the vital role of non-formal education.

The virtual collapse of the black system, and the stress on academic education in the white system, has resulted in a critical shortage of the specific skills and qualifications required for the peaceful growth and development of SA.

In the short term, the task of educating the thousands of unskilled blacks, who have left the formal system, falls willy-nilly into the lap of private enterprise, which must accept a burden of education and training far beyond that historically required of it.

However, such remedial training can alleviate the problem — not solve it. Non-formal education is no alternative to the formal system in the long term — which means that the private sector's role should be an interim one only. After all, the private sector cannot be expected to take over the State's function of producing the necessary level of skilled manpower for all SA's commercial and industrial

needs. Hopefully, Pretoria will even at this late stage understand the urgency, and not neglect its obligations. As it is, action taken now will require over a decade to bear fruit — after an entire school generation has passed through the system.

The situation is serious. Dr Kenneth Hartshorne, educationist, puts the situation in perspective: Skills are being sought right now from the black community; training is a national imperative; and yet unemployment is one of the major obstacles facing SA. That so large a number of people should have so little education places a serious brake on economic progress — and there are obvious dangers for social and political stability.

This view is not limited to educationists.

In a recent address to the University of Natal, Mike Rosholt, executive chairman of Barlow Rand, said: "In a survey conducted two years ago, we discovered that no fewer than 60% of the 130 000 blacks we employ had less than six years' formal schooling, and were either partly or com-

pletely illiterate.

"It was clearly self-illusory to talk of training them in technical skills, and we were forced to introduce literacy and numeracy classes, staffed by professional black teachers, to take them to a stage where they would be able to undergo training."

In other words, Barlows had to go right back to the grades for many of its employees.

The basic problem is that of creating an adequate base for further training. Hartshorne says more than half of all black children leave school by the time they are 14. Hundreds of thousands of blacks cannot obtain skills simply because they do not have the basic foundation for them.

Therefore, a second chance has to be given to blacks who never went to school; who dropped out before achieving functional literacy; who seek secondary school qualifications in order to enter training courses.

At this stage, the major thrust in providing this second chance comes from the business community — who do not par-

(to be copied from the heading on the Examination Paper)

Examiners' Initials		
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Paper No.....
(to be copied from the heading on the Examination Paper)

NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.
2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
4. Do not write in the left hand margin.

WARNING

1. No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.
2. Candidates are not to communicate with other candidates or with any person except the invigilator.
3. No part of an answer book is to be torn out.
4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Question 1

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7

arly like this cumbersome and costly even though many are committed to local and foreign codes which require black job advancement. Partly for these reasons, perhaps, it appears that only the larger companies are sufficiently concerned to expand their training programmes.

Public in-service training centres, such as Chandor, were specifically established for the benefit of small and medium sized companies. Yet these very companies — quite naturally, given the mechanics of the market — seem to prefer paying high salaries for expensive specialists who have been trained elsewhere in the UK, for example, or by their competitors, despite generous tax concessions for training.

In 1979, only 8 570 trainees attended approved courses at the centres. And, of these, the majority were employees of large companies. Again, only 349 in-house

per se do not qualify.

Apart from workers with little or no basic education, vast communication problems exist. For this reason alone schemes which have basic education — including language and communication courses — as a prerequisite for training, should qualify for tax concessions. At the moment they don't.

Pretoria should also resist the bureaucratic temptation to control those non-formal activities at present outside its ambit. Co-operation with the private sector and non-government agencies is vital. Facilities such as school buildings must be made readily available, industrial training centres and technical institutions must be opened to widen adult education activity, and full use must be made of the private sector in all its projects.

How can Pretoria set about this? Non-formal learning opportunities must be delivered to adults at different hours and in

and cumbersome impracticality of providing separate facilities and accommodation, create unnecessary obstacles. With the Nats looking warily over their shoulder at the gains of the Right, there is scant chance that they will significantly amend the Act — which P W Botha has said is "non-negotiable". In the longer term, however, Pretoria may be forced to pass legislation which bypasses the GAA or turn a blind eye to it.

The importance of private sector involvement is accentuated by the fact that State-funded adult education centres cater for little over one fifth of blacks seeking this type of education.

In 1980, 127 centres — with 94 satellite centres — were attended by 52 305 adults, of whom 9 283 were in basic literacy classes, 16 484 at primary education level, and 26 533 studying for standards eight and 10. They employed 3 813 white and black part-time teachers.

An integral weakness of the formal system is the stress on academic rather than vocational education, and this has contributed largely to the manpower crisis. Rosholt points out that in Taiwan, only 30% of post-standard seven pupils enter academic high schools. The balance go to vocational schools which prepare them for specific careers.

The effect of this "streaming" can be seen in a comparison between the number of engineers and technicians produced by Taiwan and SA. With an average Gross National Product (GNP) per inhabitant of R1 200 Taiwan produces 341 graduate engineers and 876 technicians per million of population. SA has a per capita GNP of R1 800 but only produces 37 graduate engineers and 78 technicians per million of population.

Even if blacks are left out statistically, the figures do not improve substantially. Taiwan — 341 and 876, SA — 195 and 424.

Barlow Rand requires 57 graduate electronic engineers over the next three years, and they must come from an annual output of less than 70 from all universities.

Rosholt adds that forecasts indicate SA's strength in graduate engineers of all disciplines will have to increase by 55%, and in skilled technicians by 53% over the next three years.

The slim chance of meeting these forecasts will force companies to consider importing specialists, as some are already doing. But immigration is a temporary and often unsatisfactory solution.

Education of the workers is becoming a strong demand of the black trade unions. If blacks are to be persuaded that free enterprise is not merely an extension of a discriminatory system, commerce, industry and government must give to education the same urgent attention financially and in all other ways, as is given to defence. Otherwise free enterprise itself will not survive.



Adult education . . . a multi-agency approach is imperative

training schemes, involving less than 80 000 trainees, qualified for tax concessions.

All this has taken place in boom conditions, with some companies having the leeway to send staff for training. What happens when the recession comes next year? The implications are grave.

The present difficulty of registering courses, which comply with Pretoria's criteria for tax concessions, is not assisting in the motivation of smaller companies. There is also the "hassle factor" paperwork, dealing with inefficient bureaucrats, etc.

Pretoria cannot afford to trifle over which training schemes are tax deductible, and which not — yet it takes a restricted view of what in fact constitutes training. Literacy and numeracy courses

different ways, in a flexible form which they can take advantage of as near to their jobs as possible.

It cannot be structured in the same way as formal education, and must capitalise on the willingness to deliver of a variety of agencies — for example private colleges. Pretoria must therefore be responsive to the identified needs of adults and should work with as many consultative structures as necessary.

The management of non-formal education should be at the local level where the activities of industry, commerce and private educational agencies form an integral part of the system.

However, the smooth functioning of non-formal institutions is severely hampered by the almost insurmountable restraints of the Group Areas Act. The large expense

Call for a just SA education

By DON MARSHALL

ROOM 28/1/82

EQUAL educational opportunities mean a dispensation in which no-one can complain of unjust treatment on the basis of race, colour, creed or sex, the Human Sciences Research Council says in a special newsletter to explain the implications of the De Lange Report on Education.

The HSRC newsletter — 30 000 copies are to be distributed to the public — deals with the controversial issues

which arose in the De Lange report, such as one department of education for all races, equal educational opportunities for all and future financing of education.

They are essentially the same issues which will be raised at a "Volkskongres" on education in Bloemfontein in March which is expected to be attended by 2 500 people.

The congress is being organised by the Federasie van Afrikaanse Kultuurvereniginge.

Slammed

The De Lange report was released by Dr Gerrit Viljoen, the Minister of National Education, last October.

It recommended a single education department for all

HSRC backs its report

racés and conditional admission of children of all races to State schools.

Last year the Government was slammed for postponing major political decisions on the report while reaffirming its policy of separate schools and education departments for each population group — in conflict with the HSRC's recommendations.

Nor are any far-reaching legislative steps planned this year, Dr Viljoen is reported to have said in Cape Town yesterday.

However, certain non-controversial aspects of the report did not require legislation to implement, he said.

The HSRC newsletter re-

leased yesterday contains 14 questions and answers on the issues of equal education.

On whether the principle of Christian-national education has been abandoned, the HSRC says: "Christian national education will remain possible for those who value it."

Quality

The HSRC says it recommended only one Minister of Education and one department of education to create an open, just educational dispensation.

The central department would not control any skills but would be responsible only

for formulating and implementing what the HSRC calls "macro-policy".

The HSRC says equal educational opportunities, as recommended by the De Lange report, mean that education of an equal quality is provided for every learner.

It also means there should be parity for all in educational standards, the norms for buildings and facilities and per capita educational spending.

On the cost of education, the HSRC newsletter says it appears that education for whites has developed to the point where it has become unnecessarily costly, while the educational expenditure for other population groups can be described as inadequate.

"In the case of education for whites it is possible, particularly through certain rationalisations and provision of supporting services on a co-ordinated basis, to decrease the per capita expenditure without adversely affecting the standard of education and the provision of high-level manpower."

Bridge year

The question of the high dropout rate among blacks is also tackled and educational statistics are quoted in the newsletter which show that only 40% of all black school beginners reach Standard Two in four years.

The authorities hope to circumvent this problem by introducing a pre-school "bridge year" to help the environmentally disadvantaged child in his learning activities at school.

The De Lange report recommendations would have medium and long-term advantages for the child, parent and teacher if implemented, the HSRC newsletter says.

Does SA education really — no, say experts

50 E. Post 12/1/82

By Edwina Collier

MANY South African university students are aware of how exasperating they appear to guest lecturers from abroad, who are more used to exchanging ideas with their students than lecturing at passive rows of blank, upturned faces.

The sight of unquestioning students mutely writing down their every word has proved too much for a number of visiting academics. Screamed one British lecturer at third-year BA students in Natal: "South African students are the worst I've come across anywhere!"

Yet, if the future cerebral elite of the country are often lymphatic and idealless, the question must be asked whether the deficiencies are entirely their fault. Does South African education really educate?

Three Johannesburg psychologists believe emphatically that it does not.

Pupils, they say, leave school unable to cope with the demands of adult life, with little imagination or initiative, and unaware of the serious socio-political problems in the country.

This is because South African education is wedded to the principle of what has been termed "the mug and jug" theory of education — a listen-memorise-regurgitate model of learning.

The authoritarian stamp of our society, they believe, shows itself in our over-regimented schools, which place disproportionate emphasis on conforming to petty regulations.

In addition, too much time is spent processing facts which sometimes have some, but more often have no relevance in the lives of the students, other than fulfilling the demands of the curriculum.

Says Professor Len Holdstock of the department of psychology at the University of the Witwatersrand:

"At all levels education emphasises the acquisition of content, which usually derives from a curriculum which is narrow and pedantic."

Prof Holdstock quotes an American report that shows that this content-orientated approach does not promote learning. "Material may be memorised for a test, but disappears quickly from consciousness."

He points out that "all kinds of hard-nosed scientific facts show that success at school has no relationship with later success in life.

"Life skills and success are more closely related to psychological maturity than to scholastic achievement. Success in living very clearly has little relationship to mastery of academic content.

"We're so accustomed to belittling children if they can't process facts, but it may be just those children who are best able to cope with life."

The education system, he says, completely fails to further those principles that determine one's success and happiness as a human being.

"Educating for interpersonal relationships or for self-development, for instance, is completely neglected. This is the most important aspect of life, yet schools pay it no attention."

The teacher, says Prof Holdstock, is often a classroom despot.

Instead of focusing on fostering and facilitating the growth of the individual, the system placed enormous importance on petty school regulations. "It accentuates such irrelevant

as hair length... because people in education don't have the knowhow to deal with more important issues they keep themselves busy with inconsequentials and true education goes by the board."

The authoritarian climate of our educational system shows an ignorance of the potential of children, he says. "The teachers should change their attitude to one of trust, based on respect for the dignity and the potential of the children and adolescents in their care."

Mrs Alma Hannon, another senior lecturer in psychology at Wits, said she believed adolescents found the education system frustrating.

"A friend of my daughter's has taken a job as a waitress to earn enough money to have a holiday... she has assumed a certain responsibility. Most high school pupils take holiday jobs and get paid reasonably well — sometimes R10 or R15 a day.

"Yet on their return to school they are once more treated as irresponsible children. There is nothing democratic in the school setup, they can make no decisions for themselves, everything is imposed.

"I know that some schools have class representatives who supposedly meet with teachers to discuss problems, but these meetings usually revolve round petty rules like dress length or wearing hair clips or other such nonsense."

Most high schoolers she knew were thoroughly frustrated and disenchanted with school, she said.

"Most of my daughter's friends can't wait to get out of school. They are too regimented, their individuality isn't emphasised. Rather than learning environments, our schools are institutions that enforce rules."

Education for life is entirely neglected in our schools, says Mrs Hannon.

"Adolescents need coun-

selling and discussion on all sorts of subjects."

A Johannesburg clinical psychologist blames the "Christian National Education" policy for increasingly distorting the process of school education.

Despotism in the classroom, he says, derives from the authoritarian structure of South African society.

"Explicit discipline is considered a value to be upheld. But this has to be seen in a socio-political context — it is dictated by Christian Nationalism, which has an essentially authoritarian backbone."

For this reason, he maintains, a lot of high schoolers don't take the business of learning too seriously.

"Unlike their British or American counterparts, South African adolescents tend to be preoccupied with the structure and issues of conformity or rebellion rather than with the real issues of learning."

He has no doubt that South African education limits the pupils' perspective on life, "since they are not able to question and challenge and invent to the extent they would be in a different kind of society.

"Kids are exclusively taught content, much of which is dated the moment it's published.

"Like their counterparts abroad, they should rather be taught research methods, to learn how to investigate, how to explore, how to juxtapose different points of view and, how to criticise."

educate?

TARGET

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A	G	F
F	I	R

HOW many words of four letters or more can you make from the letters shown here? In making a word, each letter may be used once only. Each word must contain the large letter, and there must be at least one nine-letter word in the list. No plurals; no foreign words; no proper names. TODAY'S TARGET: 29 words, good; 34 words, very good; 39 words, excellent. Solution tomorrow

YESTERDAY'S SOLUTION: Ably ahull alea atgal allay ally ball blah buhl bulry bull bully gala gall ghyll gull gully hall haul hull laugh LAUGHABLY ugly.

London Express Service

Caught between pupils and the State...

Star 12/6/81 257355

As pre-June 16 tension mounts in Johannesburg's coloured high schools and police-pupil clashes increase, the plight of teachers and principals caught between the demands of the boycotters and the State, has been highlighted. CAROLYN DEMPSTER reports.

"I thought it would be Sharpeville all over again. The kids were standing there in ranks, armed with stones — ready to throw them in the event of police action. The riot police stood outside the school grounds, armed with sjamboks and sneeze machines. Some were carrying machine guns. I rushed out to prevent a slaughter."

These were the words of a high school principal, hours after he had managed to avert a clash between his demonstrating pupils and the riot police, who rushed to the scene to "quell the demonstration."

They illustrate the position in which most principals of coloured high schools on the Reef have been placed during the past two weeks of student unrest.

Because the majority of the principals come from the same communities as their protesting pupils, they are sympathetic to their grievances. But they can never express their feelings openly for fear of being castigated by their employer, the State.

According to the regulations laid down by the Department of Internal Affairs and Coloured Education, principals are not supposed to communicate with the Press, they are not allowed to divulge information about the school and, in addition, they are supposed to do everything in their power to keep the children in check.

When violence erupted in the Western Cape, Townships last Wednesday, Mr R A Feldman principal of C J Botha High, where the students started their march, was only able to issue a terse: "The children were at school this morning. They are no longer here," in response to questioning.

He had to reply to anxious parents' queries about the safety of their children and give reasons for the pupils leaving the school in the first place. He also had to satisfy Coloured Education Department officials with an explanation of student activities.

At Riverlea High School the next day, principal Mr August Shell was reported as having implored his pupils to return to classes and to continue their boycott inside, in an effort to prevent police intervention. The pupils did not listen and the police swooped.

In the ensuing melee teachers watched helplessly, tears streaming down their faces from the tear-gas fumes, as their pupils were chased and beaten by camouflage-uniformed riot police.

The teachers work for the State which is resented by the police. But more often than not they support the students wholeheartedly, and speak angrily of pupils being "provoked" and of "police brutality" and "over-reaction."

In the Cape, where coloured pupils decided to hold a boycott until certain of their demands were met, the Director of the Department of Coloured Education, Mr A J Aarndse, handed down a tough ultimatum in which the victims would be the teachers.

If the closure of schools because of student unrest, the teachers would be sent home without their pay, he was reported as saying. Pupils who incited others to boycott would be either expelled or suspended.

Both principals and teachers reacted angrily to the hard line, saying that it was often not within their power to control the activities of the pupils. Why should they be punished for the unrest when they were doing their best to defuse the situation?

The director has refused to comment or say whether any teachers have been deprived of their salaries. The 1981 boycotts have come at an exceptionally bad time — in educational terms — as most schools were due to start exams last week.

As a result of the boycotts, most high school principals have postponed exams indefinitely. "Just when we think that things are starting to get back to normal, something blows up some-where and it all starts off again," said one desperate principal.

Yet despite the pressure from both sides — the students and the Education Department — the teachers say they would not change their jobs for anything. "We are obviously not going to order the children back into class when they are boycotting," explained a teacher, not much older than his pupils.

"That would be inviting disaster. Instead there is mutual respect. We do not have discipline problems because of this respect. When we are in charge, the children listen to us. When they are boycotting all we can offer them is tacit support and non-interference," he said.

(5) From the demand curve find the total amount which must be offered on the market in order to fetch the prices discovered in part (4). From these amounts make a schedule showing how much the government would have to buy or sell for each total output.

(6) Draw up a schedule showing how much the government would have to buy or sell in each of the ten successive years of part (2). Would the government have to sell a total greater than the amount it would have to buy over the ten years? Does the answer mean that stabilization of the gross value of a crop is impossible?

* * * * *



Angry Yorke vows to organise rates boycott to force sludge referendum

Municipal Reporter
AN ANGRY Mr Julien Yorke vowed yesterday to 'go all out' to organise a rates boycott with the aim of forcing a referendum on Durban's sludge-in-the-sea research programme.

Mr Yorke, chairman of the Anti-Rates Committee, accused Natal's Administrator, Mr Stoffel Botha, of passing the buck by referring a 10 000-strong petition to the Government.

Mr Yorke hinted at the

possibility of a rates boycott in April when he petitioned Mr Botha to instruct the Durban City Council to hold a referendum on its decision to carry out the sludge project, which began on Wednesday.

Yesterday Mr Botha was reported to have referred the petition to the Minister of Water Affairs, Dr C V van der Merwe.

'The Administration has not the powers to intervene. The issue falls com-

pletely within the terms of the Water Act and the minister,' he said.

But Mr Yorke was 'fed up'. He said the Administration controlled local government and was empowered to tell the council to hold a referendum.

'What's he passing the buck for? The Department of Water Affairs is the one that wanted this experiment in the first place.

'I will go all out now to

endeavour to get the ratepayers to pay their rates into a special bank account. Once the thing starts it's going to go like wildfire.'

Asked if he would not be doing something illegal, he said: 'Illegal? What's illegal? Isn't it illegal for the City Council to ignore the wishes of the ratepayers? They can't push the public around any longer. Who the hell do they think they are?'

Govt to look at education equality plan

(50)
KODM
11/2/57

By GERALD REILLY
Pretoria Bureau

SOUTH Africa's costly and racially fragmented education control system is expected to come under urgent Government review when the report of the Human Sciences Research Council investigation into all aspects of SA education is submitted next month.

The establishment of one unified education Ministry is being looked at by one of the 18 committees engaged in the investigation.

The concept has wide support among educationists, who deplore the duplication of work involved in the present apartheid-based system of separate administrations for coloured, Indian, black and white education.

The chairman of the central committee of the HSRC investi-

gation, Professor J P de Lange, yesterday said one of the committees was studying the management and structure of education.

"A unified control is one of the aspects we are looking at on the instructions of the Cabinet," he said.

The PFP's spokesman on education, Dr Alex Boraine, said he had pleaded for one national education department for a number of years.

Not only would it be an economically sensible move, it would be highly desirable and long overdue in education terms.

"Certainly blacks will not rest until there is one education dispensation for all and a single national education department would be a symbol of this," Dr Boraine said. He added that the Minister of National Education,

Dr Gerrit Viljoen, claimed the Government was committed to a policy of equal and compulsory education for all.

A unified education system would indicate to black parents that there was an end to discriminatory education for their children.

Dr Boraine said the approach should be "what is best for education." The only logical answer to this question was one department to administer education for all races.

The Secretary of the Transvaal Teachers Association Mr Jack Ballard, said there was strong support among TTA members for a single education Ministry.

He said unified control would make good economic sense and would also provide a sound basis for the expansion in education over the next decade.

Least 50 000 deaths among Blacks were not registered. These occur mainly in

the rural areas. It is estimated that about 10% of the deaths in the main

urban districts are not registered for Blacks.

Methods.

The following indices were calculated:

1. Crude Mortality Rates.
2. Standardized Mortality Rates. Two standard populations were used: England and Wales representing a developed population and Mexico 1960 for a developing one.
3. Age and Cause Specific Death Rates. Calculated mainly in five year age groups for the seventeen major divisions of the eighth revision of the International Classification of Diseases (ICD).
4. Proportions of Causes of Death.
5. Infant Mortality Rates.
6. Expectation of Life. Calculated for 1970, the last census year.
7. Competing Mortality Risks⁸ This the mortality experience of a population under the hypothetical conditions which would exist if a particular cause of death were eliminated. It gives an indication of the relative effect of that cause on the expectation of life. Competing risks will be fully covered in Part 3 of this series of papers.

The calculation of rates involves a knowledge of the base population age

specific population. No official estimates of this are available for inter-

censal years. For Whites, Asiatics and Coloureds the 1970 population as

Protesters will not write June exams

Pupils plan stayaway

C. Herald 13/6/81

(50) ~~13/6~~

Representatives from some Peninsula schools and colleges decided at the weekend to boycott classes and refuse to write the June examinations, in protest at the expulsion of pupils, the closure of schools and alleged police brutality.

Meanwhile, a boycott started last week continued at some schools on Monday as the decision of the weekend's meeting was reported back to the schools.

The University of the Western Cape (UWC) was represented at the weekend meeting, but they had decided at a mass meeting attended by about 2000 students last week not to boycott classes.

However, a report-back meeting at UWC on Monday afternoon decided to adhere to the majority decision.

WERE WILLING

Students who started writing examinations at Roggebaai Training College on Monday had their papers burnt by a group of pro-boycotters.

According to a student, the majority of the 400 students were prepared to write after they boycotted classes from Wednesday to Friday last week.

The Elswood Senior Secondary School — where pupils were told to reapply on Tuesday June 9 after the school was closed down last week when the students protested against the presence of inspectors on the schoolground — was quiet on Monday, according to the principal, Mr J A Spangenberg.

NOT IN FAVOUR

Meanwhile, other schools in the Peninsula, among them schools which were represented at the weekend meeting, reported normal activity on Monday.

Some pupils were not in favour of the decision to stayaway, or to refrain from writing the examinations.

A well-known medical educator once jokingly made projections to show a point in time where one half of the people in the United States of America would be physicians treating the other half; but health statistics would not reflect much improvement, since 90% of the residents of cities would be physicians treating one

their first task to be the provision of curative services. Department intended to be from hospital to out-patient department attached out-lying clinics, but always remained and doctor-centred 6.

Already drawn up

The school boycotts had been mentioned and the minister had informed the Labour Party that he had already drawn up a statement which would be issued later. The president of the Cape Teachers' Professional Association, Mr F A Sonn, said he could not yet comment because the executive had decided to hold a meeting at the weekend to discuss the new discipline.

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Boraine slams new education measures

CT # 13/6/81

50 257

Staff Reporter

THE OPPOSITION spokesman on education, Dr Alex Boraine, last night attacked the government's new stand on coloured education boycotts.

He was reacting to a statement yesterday by the Minister of Internal Affairs, Mr Chris Heunis, who said there would be a toughening of discipline at coloured educational institutions.

Mr Heunis indicated that funds might be withheld from schools or institutions which were destroyed or damaged during unrest.

Dr Boraine said that factors surrounding the school boycotts did not have their roots in education as such.

He said Mr Heunis did not seem to realize that the circumstances surrounding the disruptions in coloured schools did not have their roots in education as such.

"For this reason it is most unfair to penalize the teachers or students for demonstrations against factors both political and social. Teachers have a tough enough time already, trying to encourage students not to boycott but to focus on their studies."

He said the threatened action could encourage even more teachers to leave the



Dr Alex Boraine

Heunis's statement on page 2

Professor Van der Ross said it was difficult for anyone to take blanket action because when "you penalize a school there are sure to be many innocent students who will suffer".

The only approach which would work in the long term was, to get to grips with the causes of discontent and try to alleviate those, he said.

"In the short term one cannot deny that something must be done to convince all concerned that there must be other ways of resolving our differences rather than action which will harm the students themselves."

The Labour Party's national chairman, Mr David Curry, said the issues involved in Mr Heunis's statement did not merely concern party political views, but the interests of the community.

In depth

Mr Curry said that because of this the Labour Party was meeting community leaders, especially those in the field of education, over the weekend to discuss the matter.

"As the matter deals not only with the education of our children, but also with their future livelihood, we want to delve into it in depth with all involved so that a suitable settlement and arrangement can be found."

Mr Curry said he wanted to correct an impression that the recent talks with the minister were linked to the statement yesterday.

He said the talks were primarily concerned with establishing means of communication with the government with regard to the needs of the community.

in the Phillipines, where, at a cost per capita of 15 U.S. cents, simple toilets were built. This action cut the incidence of cholera by 60% 14. I will not discuss the role of non-physician health personnel in the provision of health care in developing countries as this subject is too vast to review here. However, despite the realisation that health care does not require expensive personnel,

the past decade increased its spending on health man-power programmes from 65 million to 536 million annually, totalling 3.5 billion dollars for this period. Much of this money was spent on medical education and physician training. Despite this, they have failed to achieve their objective of providing doctors for people living in rural areas. 12

2. cont

Heunis threat

Star 13/6/81

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CAPE TOWN — Any study aid of grants would be withdrawn at once if pupils were suspended because of disturbances, the Minister of Internal Affairs, Mr Heunis, said in Cape Town yesterday.

(4)

The statement came after talks in Cape Town on Wednesday to review unrest at coloured and Indian schools and colleges of education and to reach a decision on further action.

(5)

Professor John Dugard, director of the Centre for Applied Legal Studies at the University of the Witwatersrand, told a student meeting yesterday that the detention of four student leaders, "not for interrogation but to place them in solitary confinement as punishment for being cheeky students," was an abuse of the security laws.

(6)

The meeting was held to protest against the continued detention of student leaders Andrew Boraine, Aziz Jardine, Azhar and Firoz Cachalia and of more than 30 trade union leaders and 50 Wilson-Rowntree workers.

The Wits Student Representative Council, the Black Student Society, Nusas and the Muslim Student Society called for the immediate and unconditional release of those detained.

The meeting also called unanimously for an end to "State harassment of students and workers engaged in peaceful protest and strikes."

Professor Dugard said it was horrific that few

people were able to grasp the severity of the security laws. He predicted that, as in the case of Andrew Boraine and Aziz Jardine, the Government would extend the 14-day detention in solitary confinement without trial of the Cachalia brothers to indefinite detention without trial in terms of Section 10 of the Internal Security Act.

He called on judges and senior attorneys to examine their consciences about keeping silent in the face of "these drastic laws". But he conceded that judges and lawyers

tended to feel "punch drunk with the extent and usage of these laws."

Professor Dugard said: "A detained person may be interrogated at any time by members of the security police and his family, doctor or lawyer may not visit him. It is a form of mental cruelty or mental torture."

"The only protection detainees have is that people outside show concern for their welfare and demand their protection."

Professor Dugard expressed his concern and opposition to the detentions.

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THE Foreign-born students of the University of California at Berkeley have taken issue with the school's policy of detaining people in their dormitories. The students' action was taken in response to a report in the Berkeley Daily

The rally was scheduled to take place in the student center in Berkeley. It soon broke up because security police arrived and arrested the speaker and confiscated literature and several articles.

The 1200 people detained were taken to the Berkeley Police Station. Among them were Victor M. ... and the ...

In a statement issued last week, PACA expressed its strong disapproval of the ... that ... was ... By ... the ...

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some departments demand more time from their students than do others.

A third of the doctors — which is a high proportion in view of the frequent lack of consensus amongst them on many aspects of training — felt that there had been important omissions in the training they received as students. The most frequently mentioned omissions were aspects relating to the work of a general practitioner. In all, over one in four of the

...the mainwitu of patients were African. There in hospital ... Study of ... would ...

...entirely, a reflection of the very heavy case loads carried by the Black hospitals, and the often severe overcrowding and shortage of staff in such hospitals. The only other typical problem mentioned in connection with internship was difficulty with elementary surgery and the lack of senior tutors to supervise interns doing operations.

2.5. Problems During Medical Practice:

The most frequently mentioned problem pertaining both to hospital work and also to private practice is something that

the medical schools can do nothing about directly as far as training is concerned, and this is the problem of overwork. The mean estimate of doctors in private practice as to the number of patients a day they saw worked out at 40 patients daily. The estimates by African doctors were somewhat higher at a mean of 53 patients, as against a mean of 34 patients for the Indian doctors. In both cases

the mainwitu of patients were African. There in hospital ...

...entirely, a reflection of the very heavy case loads carried by the Black hospitals, and the often severe overcrowding and shortage of staff in such hospitals. The only other typical problem mentioned in connection with internship was difficulty with elementary surgery and the lack of senior tutors to supervise interns doing operations.

Govt acts on school interest

The most frequently mentioned serious problem concerning medical practitioners in private practice was the poverty and ignorance of patients. Medical officers in hospitals also reported the problem of the ignorance and poverty of patients. Not infrequently patients could not afford the full facilities that really should be available to them, and they sometimes could not pay the doctor's bill. Another problem was the lack of access of Black G.P.'s to a private

Heunis threatens anger Coloured leaders

BY JOHN BATTERSBY
Political Correspondent

A MAJOR row is brewing over the the hard line ultimatum of the Minister of Internal Affairs, Mr Chris Heunis, threatening pupils who took part in school boycotts -- or other disturbances' -- with expulsion.

A four-man Labour Party delegation, which met Mr Heunis this week has declined to react officially to the statement pending talks with community leaders and educationists.

But the Sunday Express can reveal that there is deep concern and anger about the statement and the way it was issued.

Senior Labour Party men are clearly embarrassed by the fact that the statement was issued the day after they had held talks with the Government delegation.

They are also disturbed that there was no prior consultation with them over the drawing up or issuing of the statement and are likely to take this matter up with the Government at the next available opportunity.

Mr Heunis' statement must be seen against the background of deep dissatisfaction within the Coloured community concerning the quality of 'Coloured' education and the deep feelings of resentment caused by police action and alleged police brutality at the Chris Jaa Botha High School in Bosment.

It is known that the Labour delegation and the community at large is deeply concerned about the implications of Mr Heunis' big-stick approach. It is felt that it could result in a reduction in the number of teachers and the permanent closing of schools.

The Minister said in his statement that he would instruct school principals to apply the prescribed statutory

suspension procedures' to pupils who were 'guilty of fomenting unrest.'

Mr Heunis also said that study aid and grants would be withdrawn immediately in the case of pupils who were 'in any way associated with disturbances,' and the terms of existing bursary contracts would be more strictly adhered to.

The national chairman of the

Both Mr Curry and a spokesman for the Department of Internal Affairs have pointed out that it is incorrect to link Mr Heunis' statement on the schools' unrest with the Labour Party delegation's meeting with the Government.

Although Mr Heunis's statement was released the day after the meeting it did not arise out of the meeting but had been prepared earlier following a meeting held in Cape Town on Wednesday with

Labour Party, Mr David Curry, told the Sunday Express that because Mr Heunis' statement affected the interests of the whole community and not just those of a political party, the party did not want to react until it had consulted community leaders and educationists in

the matter. The official opposition's chief spokesman on education, Dr Alex Rind, has slammed the steps taken by the Heunis warning that could have even more teachers to leave the profession and fan the flames of an already tense situation.

At the same time he called on students not to boycott or

directors of Coloured and Indian education.

Rep executives of Coloured schools and educational institutions in the Cape Peninsula are expected to meet tomorrow to discuss the boycott. A week to protest against the closure of schools and suspension of pupils and alleged police brutality during the past week at the Chris Jaa Botha High School in Johannesburg.

announcements for a demonstration is such a priority.

Dr Berman said that Mr Heunis did not understand that the community was rounding the corner and that Coloured schools and teachers in education.

unfair to punish the teachers instead of the demonstrators.

The Heunis' talks between the Heunis and the Government delegation.

Heunis' statement was issued the day after the meeting with the Government delegation.

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Heunis' statement was issued the day after the meeting with the Government delegation.

Minister and academics differ on mixed varsities

By BENNIE VAN DELFT

TOP Afrikaner academics and the Minister of National Education, Dr Gerrit Viljoen, this week gave conflicting views on the possibility of racially mixed universities.

Dr Viljoen said "open" universities were against Nationalist policy — but Afrikaans professors gave cautious support to the principle of multiracial universities.

Dr Viljoen said that, while the Government was prepared to admit blacks to white institutions "subject to certain conditions", this should not be seen as a departure from the policy of separate institutions.

Earlier this week the rector of Stellenbosch University, Prof Mike de Vries, said universities should be open to all races on the basis of academic qualification.

His stand was backed "in principle" by Prof Wynand Mouton, rector of the University of the Free State and head of the SABC.

The debate on "open" universities was widely reported without comment this week by the Cape's Nationalist Party newspaper, the Burger.

One Stellenbosch professor

5 Times 14/6/79 (50)

on mixed varsities



Dr Gerrit Viljoen . . . 'Against Nationalist policy'

said critically: "Government policy will have to change before any university can think of accommodating blacks on a white campus. It's a very sensitive issue, and there are those who feel that Professor de Vries has spoken out too soon."

In an interview with the Sunday Times, Prof Mouton said universities should be aware of changing circumstances, but for practical reasons the time

was "not ripe" for racially integrated campuses.

"As I see it, the opening of universities to all races is the ultimate aim. But at the moment, we have not got the facilities to accommodate black students. Also, I'm not prepared to give up the character of my university," he said.

Prof Mouton envisaged a future in which traditional racial separation would remain, even if black students were accepted at white universities, just as Afrikaans and English-speaking students preferred their "own" universities.

Prof Dick van der Ross, rector of the University of the Western Cape, said he would welcome initiatives for open universities.

"Open universities will be a

wonderful opportunity for young people to get to know each other," he said. "Any problems arising from integration would be handled by the various university councils, not the Government."

Under the present system, a few blacks are granted special permits to attend white universities.

Prof de Vries declined yesterday to comment on Dr Viljoen's statement, saying he did not want the issue to develop into a "political football".

Sources at Stellenbosch said it was "merely a coincidence" that a recent National Manpower Commission report gave the impression that the Government was prepared to consider the possibility of admitting more black students to white universities.

The Human Sciences Research Council is expected to complete a report soon on the question of open universities.

A Stellenbosch academic said: "It seems Prof de Vries is saying that the Government is ready to make concessions but not prepared to throw open the doors."

Meanwhile, statistics show that racial integration at universities is increasing.

From replies to questions in Parliament earlier this year, it emerged that 4 034 black students had been registered at white residential universities for 1981 — an increase of 20 percent over 1979.

By Carolyn Dempster

The mother sits quietly contemplating an empty house — her youngest son in detention.

"Aziz has always been a quiet boy, very conscientious, very involved in school," she says smiling, thinking of the young man whose name has been blazoned in every newspaper across the country. Aziz Jardine (18), student leader, detainee.

South Africa heard student of the fall of the youth, headboy of the C J Botha High School in Eosmont, Johannesburg, and chairman of the Student Representative Council.

Thrust into the glare of the public eye on Wednesday, May 27, Aziz has remained in focus — his cause supported by thousands of fellow coloured students in Reef schools, who over the past two weeks have actively demonstrated their anger at his detention, the "unwar-ranted" police action, and the education system as a whole.

Because he was held incommunicado for the first 14 days at John Vorster Square under the provisions of Section 22 of the General Laws Amendment Act, it was impossible to communicate with him. Since Friday, Aziz has been held under Section 103 of the Internal Security Act.

However, through the sympathetic eyes of his friends, his principal, and

Student leader held for 19 days without charge

his mother, the outline of a deeply committed and sensitive person emerges — someone who has a lot of friends on his side.

The principal of C J Botha, Mr Reg Feldman was only too willing to discuss Aziz, to quell rumours that the headboy is a "nobody" recognised by no-one in his community."

Arguing dispelling this view with a wave of the hand, Mr Feldman described Aziz as an exemplary student — "one of my best."

"And as for being a leader, he is a real leader, a chosen leader respected by staff and pupils alike," he added.

To prove his point, Mr Feldman describes the SRC election which took place early this year.

"We had a secret poll. Aziz got by far the majority of votes, and at the first meeting of the executive was elected chairman." If Aziz earned the re-

spect of his fellow pupils, he also earned it in the eyes of the staff members who chose him as headboy.

"You cannot fault him on any score of behaviour," said Mr Feldman. "In this way he is intrinsically a leader."

Has Aziz been given undue prominence because of his detention? Is his popularity unwarranted?

"Cometh the hour, cometh the man," quoted Mr Feldman. "That is what leaders are all about — they are thrown up by a crisis, aren't they?"

Fellow SRC members Patricia and Verena said Aziz was the type of person who would always back up his words with action; would compel people to listen to him through his own example.

"He doesn't want people's sympathy for his actions. He wants their support," they said. On May 27 Aziz and

balhed fists through windows, shoving themselves on the glass, the pupil said.

Aziz was one of the 37 arrested, and four of his 10 brothers went to the Newland Police Station that night to try to see him.

"They said he looked terrible, dirty and bruised with injured eyes," recalled Mrs Jardine.

It was only after the other pupils had paid admission-of-guilt fines and been released that Mrs Jardine realised something was wrong.

"A captain phoned me — it must have been about midnight — and said my son was being held at John Vorster. All he would say was that it was under a section of the General Laws Amendment Act."

"On the Friday, they brought Aziz home in handcuffs — to wash."

When Aziz was ordered to be detained under the Internal Security Act, his mother saw him again — for the first time in two weeks.

"The first thing he asked me was for his 'keys'," she said.

He is terribly short-sighted and his glasses were broken when he was arrested.

"It's the second time he has been detained, but I told him always to be polite — never to be rude. He said everything was fine."

Pre-school needs Outstrip finances

16/1/68

CAPE TOWN, the Mother City, cannot see to the needs of all her children for pre-school education and care.

Although some of her more fortunate offspring have benefited by a good start in pre-school, it is estimated that 85 percent of the children of the Cape Flats still have no access to early learning facilities.

That is why a small group of community workers of Grassroots Education Trust have set as their goal for 1981 the

establishment of at least eight pre-schools in the area.

ENVIRONMENT

'We know that the first six years are the most important in a child's life. His intelligence grows in those years — it's not something he's stuck with at birth.'

'And that growth depends a lot on his environment. Thousands and thousands of our children are, through no fault of their own, not getting enough chance to grow,' Grassroots' annual report said.

'Mommy has to work. Home is a concrete jungle on the sandy Flats. There aren't enough nursery schools, play centres or day care centres.'

Between 1974 and 1979, Grassroots established 13 pre-schools and this year they have helped to establish another four.

They run workshops for teachers from schools as far afield as Worcester,

Ceres, Atlantis and Ocean View in their efforts to upgrade pre-school education.

And in the nine years they have run the Adventure Bus, with the help of City Tramways and its employees who donate their time, they have taken 41189 children on learning trips.

Donations from members of framways, garment and furniture workers' unions and grants from companies and trusts have financed them so far, but they have appealed for greater contributions to help them extend facilities to more children.

'Besides our running costs, R10 000 will establish another school. The number of well-motivated requests to establish schools far outstrips our present financial resources.'

Grassroots' telephone number is 47-5516 (mornings only).



MESSING around with finger paints may seem like sheer fun. But it is part of an important learning experience for these pre-schoolers. It is children on the Cape Flats share the benefits of this good, early start.

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Coloured High School -59 appear in Newlands County

By Carolyn Dempster
 Fifty-nine coloured school
 children who were arri-
 ved during a protest
 march in Weathers two
 weeks ago appeared in the
 Newlands' high school
 curriculum today being
 charged under the anti-
 discrimination act.

And for the first time
 George Gay, chairman of
 the coloured high school club

girls started every day
 school at 11:30 and
 returned at 3:30.

About 60 parents of
 children in Weathers are
 complaining that children
 should attend school in
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 children are attending
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DURBAN—The Director of Indian Education, Mr G Krog, has indicated he would be prepared to reconsider his decision on the expulsion of 637 Indian high school pupils, provided parents and pupils made representations to him through the various school committees for readmission

A statement issued

in Durban yesterday by Mr J B Patel, chairman of the executive committee of the SA Indian Council, said Mr Krog's decision came after discussions with the committee.

The pupils were expelled from several schools after boycotts of classes to protest Republic Festival celebrations. — Sapa.

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 the ten years.

- (3) Calculate the average annual gross value of the crop over the ten years, and the output and price which would yield this value.
- (4) Construct a schedule showing what price would have to be received for each of the outputs in the demand schedule in order to make the gross value of the crop in each year equal to the average annual gross value. Plot this schedule on the same paper as the demand curve. (It will be a curve of unit elasticity).
- (5) From the demand curve find the total amount which must be offered on the market in order to fetch the prices discovered in part (4). From these amounts make a schedule showing how much the government would have to buy or sell for each total output.
- (6) Draw up a schedule showing how much the government would have to buy or sell in each of the ten successive years of part (2). Would the government have to sell a total greater than the amount it would have to buy over the ten years? Does the answer mean that stabilization of the gross value of a crop is impossible?

* * * * *

Appendix 1: The Number of Competitors in the Therapeutic Sub-markets in South Africa, 1975.

Sub-market	No. Competitors	Proportion of Total Drug Market
Analgesics	44	7.8%
Anaesthetics	15	-
Antacids	33	-

IN SPITE OF a warning from the rector of the University of Durban-Westville, Professor S P Olivier that mid-year exams would not be repeated and that students could lose bursaries, the number of candidates sitting for mid-year exams dropped drastically yesterday.

Other centres also reported a low attendance at schools and universities.

Organized commerce and industry in the Cape were not seriously affected by a small-scale stayaway to mark the anniversary of the 1976 riots.

"As far as we can see there

doesn't seem to have been much an increase in absenteeism," said the director of the Cape Chamber of Industries, Mr Jack Roos.

"Some firms did report a slight increase, but it couldn't be described as serious."

The director of the Cape Town Chamber of Commerce, Mr Brian MacLeod, said the commercial sector had been very quiet with what appeared to be normal attendance at work.

There was a partial stayaway of workers in Johannesburg yesterday.

According to a spokesman

for Students' Representative Council at the University of Durban-Westville only 83 out of 1 430 students sat for their exams yesterday.

In a statement yesterday Professor Olivier said that the Senate had decided that mid-year and semester exams would not be stopped, in spite of the boycott.

Many of the students who sat for yesterday's exam papers were escorted into the examination rooms by their parents while armed police with sjamboks, teargas, batons and shields stood by.

About 500 boycotting students, who assembled in the quadrangle and sang freedom songs, were given 10 minutes to disperse. At one stage riot police were called.

(Sources: The Press, the Steenkamp Industry. Pre

Students boycott despite warning

Students run from Regina Mundi Church in Soweto after police threw teargas into the church.



Section 5:

- (11) The Sainsbury Report.
- (12) Survey by MARPLAN, quoted in Financial Mail 3/2/78.
- (13) Solomon, W.J. and Mannheim, J.T.: MBA Thesis.
- (14) Hemminki, E.: Content analysis of drug detailing by Pharmaceutical Representatives.
- (15) Steenkamp Commission.
- (16) Insurance Survey: Supplement to Financial Mail 2/12/77.
- (17) Survey of Doctors reported in Steenkamp Commission.

Lively exchange

There was a lively exchange of words on the Durban campus of the University of Natal yesterday when supporters of the ultra right-wing South Africa First campaign distributed pamphlets after a meeting held to commemorate the riots.

The appeal by the SRC at the university to students to wear black armbands to show their solidarity with the events in Soweto produced a lukewarm result.

Few students wore the black bands while a handful displayed white armbands.

Strike, a partial stayaway at coloured schools and a three-hour closure of shops in black townships marked a low-key observance in Port Elizabeth yesterday of the Soweto uprising of June 1976.

Shops closed

Shops in the black townships heeded a call by the cultural movement, Roots, and closed for three hours from noon to 3pm in memory of riot victims. Throughout the day buses ran and the flow of workers was normal.

Meetings and commemorative services in Port Elizabeth were cut short because of a 48-hour banning order signed by the Chief Magistrate, Mr J A. Coetzee.

About 500 workers at Federated Timbers in Deal Party stopped work yesterday morning, apparently in sympathy with 1976 riot victims in an action that was later criticized by the General Workers' Union of South Africa which is seeking recognition by management.

Sources in the coloured areas said school attendance was about 50 percent.

Schools deserted

Six coloured senior secondary schools in the Johannesburg area were deserted yesterday as pupils staged a boycott to commemorate June 16. The situation was reported to be quiet.

This was the second day of boycotts at some schools. On Monday five schools reported zero attendance.

A spokesman for the Department of Coloured Affairs refused to name the schools but said attendance at other schools ranged from five to 100 percent.

● In George examinations were cancelled for the day at one of the two coloured high schools yesterday. — Staff Reporter, Own Correspondents and Sapa

Incidents associated with a decade.

(3) Kane, G.J.: Pill, potions and Persuasion.

(4) W.H.O. Chronicle, 1973.

(5) Chamberlin, E.H.: The Theory of Monopolistic Competition.

Section 7:

(1) Steenkamp Commission.

(2) Molitor, B.: Patent Protection Considered as an Economic Problem.

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Section 8:

(1) Summers, R.: A Pharmaceutical Study Tour of the U.S.A.

(2) Steenkamp Commission.

(3) Bam, W.: Are Pharmaceutical Preparations much too expensive?

(4) Heller, T.: Rich Profits and Poor Health.

Section 8:

(5) Chain, E., Nobel Prize Winner for work on penicillin. Quoted in Financial Mail, 20/6/69.

(6) Summers, R. Op Cit.

(7) Quoted from Management Magazine, 1973.

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Section 9:

(1) Culyer, A.J.: Is Medical Care Different?

(2) The Sainsbury Report considered this proposal.

Sainsbury

regulation.

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Crowd erupts as police fire teargas at youth meeting — claim

Star 17/6/81
273
127

A Soweto meeting to commemorate the fifth anniversary of the June 16 riots erupted in violence yesterday as police opened fire on several thousand people with rubber bullets, teargas and smoke bombs.

People trapped in a church hall were unable to leave as canister after canister of teargas was fired at them. Others were overcome by teargas and people were seen clawing their way up a fence, desperate to escape.

The action followed a meeting at the Regina Mundi Church hall which began shortly after midday and lasted for several hours as people were led in singing and chanting. During speeches police kept a low profile outside the church hall.

A crowd of more than

3 000 people gathered outside the hall as the meeting continued. They stood around peacefully and were watched and photographed by Riot Squad policemen and Security Branch officials.

Shortly before 4 pm police opened fire with smoke canisters and teargas. Rubber bullets were used on the crowd causing people to panic as the gas overcame several.

Police stated later that the order to open fire was given after youths had set up barricades behind the church hall and begun stoning buses and cars.

Amid the smoke, a group left the church, and pleaded with the police to stop the firing. But they took no notice and again fired teargas. Star reporter Jon Qwelane was overcome.

Many others were cut and bruised in their attempts to flee from the gas. No official warning was given to the crowd in the yard of the church and the police said the order to open fire was given when it was decided that lives were in danger.

After the church crowd had scattered, buses and cars were stoned by angry crowds of youths who joined the streets throughout many sections of the township. Police said no reports of injuries resulting from police action had been received.

An elderly Soweto woman and her two children narrowly escaped death when a speeding bus smashed into their house and literally sliced it in half. Mrs Gladys Makganye, a sub-tenant who stays in a room on the property, said youths were stoning the bus.

She said the driver, in a bid to escape, accelerated and the bus hit a post, crashed into the yard and went straight for the house. It then caught fire.

The family will use the remaining two rooms as kitchen, dining room and bedrooms until the house is repaired.

In Sebokeng, near Vereeniging, police reported that one car was stoned and another set alight. A bottle store was stoned and burnt.

© Eyewitness account Page 27.

Police in camouflage uniforms last night sprayed teargas into a hall in which a routine Tuesday night youth meeting was being held, say those who were in the building.

Youth group leader Mr Leslie Metherell said today that he intended to lodge a complaint at Newlands police station.

Mr Metherell said he had led the usual Tuesday night youth group meeting of the Coronationville Methodist Church in the coloured township.

"We had finished the meeting and were having coffee when one of the women went to the door.

"When she opened it we saw a man in camouflage uniform peering through the fanlight at the top of the door.

"We took it as a joke and started to laugh."

Mr Metherell said that another man, also in camouflage uniform then came from behind and sprayed teargas into the building from a "pump-type" device.

Major Fred Bull, police liaison officer at John Vooster Square, said today that the police would have to investigate the allegation before an official statement could be made.

UN marks anniversary

The Star Bureau

NEW YORK — Statements expressing solidarity with South Africans "struggling for freedom" poured into the United Nations yesterday.

The United Nations Special Committee against Apartheid held a solemn meeting to mark the anniversary of the 1976 riots. Statements from the Secretary General and other world leaders were read.

The General Assembly President, Count Rudiger

von Wechmar of West Germany, said in a message the whole international community recognised apartheid was evil and recognised the struggle of South Africans to establish a democratic society based on equal rights for all its people.

The disturbances yesterday on the anniversary were briefly reported by Britain's more serious national newspapers today but prompted no editorial comment.

Police arrest 27 in school unrest

By SHELAGH BLACKMAN

POLICE arrested 27 pupils after they were called to Spandau High School in Graaff Reinet on Tuesday to disperse children who would not leave the school grounds. The day before 172 pupils were suspended.

The principal of the school, Mr K. Wolman, confirmed today that the police had been called and that pupils were arrested, but declined to comment further.

Yesterday 13 pupils at the Mary Watson High School in Grahamstown were suspended when they refused to attend classes.

Both episodes were confirmed today by the acting Chief Inspector of Education in the Eastern Cape, Mr J. Grant, who said pupils had been suspended by the principals.

The police Press Liaison officer for the South Western Districts, Captain Eddie Snyman, said several pupils "expelled" from the school by the principal on Monday returned to the school premises the next day. Other pupils were attending classes at the time.

Confirming the arrest of 27 pupils on the school premises, he said that 11 were rounded up in one incident and charged under the Riotous Assemblies Act for attending an illegal gathering.

They were later brought to trial before a magistrate.

Seven of the 11 were convicted and sentenced to four cuts each with a light cane. The trial of the remainder has been postponed until tomorrow.

Capt Snyman said that 15 others were arrested in a separate incident on Monday and they too had been charged under the Riotous Assemblies Act.

Sapa reports that schools in the Cape Peninsula returned to normal today with many principals reporting a 100% turnout of pupils.

The Johannesburg coloured high schools' boycott also ended.

However, the University of Durban-Westville may close for the rest of the year if the unrest causing disruptions to examinations continues indefinitely.

Pupils back at Peninsula schools

Aiqw 18/6/81



Education Reporter

SCHOOLS in the Peninsula returned to normal today with many principals reporting 100 percent turnout of pupils.

At several schools, pupils were writing examinations, according to teachers and principals. Neither the Cape direc-

tor, Mr A Arendse, nor the deputy director-general, Mr A P de V Kempen, could confirm this. Their secretaries said they would not be available all day. The director-general in Pretoria, Mr Jimmy van der Merwe, was also not available.

The University of the Western Cape closes for the July holidays tomorrow.

Ministers Warn Students Over Protests

C.T. 18/6/81

(50) (WV) (322)

Own Correspondent - Three cabinet ministers yesterday issued strongly-worded statements concerning student participation in symbolic protests against the state, such as the recent flag-burning incident.

The Minister of Finance, Mr Owen Horwood and the Minister of National Education, Dr Gerrit Viljoen, slammed South Africa's three largest English language universities about the events surrounding the Republic Day Festival protests.

And, in a separate statement, the Minister of Internal Affairs, Mr Chris Heunis warned all aliens and foreign students that he would get tough with them if they did not keep out of South African politics.

According to a statement issued last night by Dr Viljoen, the chairmen of councils and principals of the universities of the Witwatersrand, Cape Town and Natal were told the government viewed the attitudes of certain English language universities to the Republic Festival with "extreme disapproval".

The statement was issued after a recent meeting attended by the university representatives and by both Mr Horwood and Dr Viljoen. The ministers told the university leaders of the widespread disapproval of the events surrounding the festival and the resultant strong pressure on the government to take "appropriate action".

"The government noted with extreme disapproval that some universities either explicitly disassociated themselves from or took a neutral and indifferent attitude to such an important and potentially unifying national event as the Republic Festival."

The universities of Cape Town and the Witwatersrand Dr Viljoen said, were requested to undertake urgent disciplinary action against those students who were guilty of burning South African and Republic Festival flags on the campuses.

"It is assumed that the majority of the members of the universities in fact disassociate themselves from the act objected to and that they would therefore welcome the approach by the government."

Mr Heunis announced recently that he intends introducing legislation in Parliament next session making it a crime to burn the national flag and that provision would be made for a fine of R10 000 or five years imprisonment.

In a statement issued in Cape Town yesterday Mr Heunis said "I wish to direct a serious warning to all aliens sojourning in South Africa, including those studying at universities or other educational institutions, that their residential rights may be affected should they make themselves guilty of unlawfully removing, destroying or mutilating the national flag or other symbols of the Republic or of any other deliberate action calculated to bring contempt to the flag or such symbols."

Neither the principal of the University of Cape Town, Dr Stuart Saunders, nor the principal of the University of Natal, Professor Desmond Clarence, could be contacted for comment last night.

The Vice Chancellor of the University of the Witwatersrand, Professor D J du Plessis, said last night he had no comment to make on the statement as "I have not yet read it".

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Krog has still not decided on expelled pupils

NM - 18/6/81
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Mercury Reporter

MR GABRIEL Krog, Director of Indian Education, had yesterday still not decided whether to allow the 600 expelled high school pupils to return to their classrooms.

In yet another bid to persuade the director to reconsider his decision yesterday a petition signed by more than 7 000 people was presented to him by a deputation headed by Dr Jerry Coovadia.

Mr Krog yesterday con-

firmed that he had received the petition but said he had not yet taken a decision on the future of the pupils who had been expelled from various high schools in Durban following a boycott of classes in protest against the recent Republic Festival celebrations.

Dr Coovadia warned that failure to re-admit the pupils was contributing to an 'abnormal situation at schools and could lead to an escalation of the crisis'.

Mr R Ramasar, secretary of the Interim Parents-Students Committee, who also accompanied the deputation, urged Mr Krog not to 'ignore the legitimate and reasonable expectations of the community'.

Other members of the deputation included Mr Pat Samuels, president of the 7 000-strong Teachers Association of South Africa and Mr Dhama Nair, the association's secretary.

Meanwhile letters re-

questing assurances are to be sent to the parents of the 112 pupils suspended from the coloured high school at Harding.

This was disclosed yesterday by a spokesman for the high school.

The spokesman said that the parents would be given 15 days to reply to the letters. He said the school wanted an undertaking from parents that they would support the authorities.

New language boost for Soweto school teachers

An English Language Teaching Information Centre (Eltic) has been established to improve the quality of the language in black education.

Based in Johannesburg, this non-profit making, non-racial organisation hopes to operate country-wide. Eltic, functioning within the English Academy of Southern Africa, is committed to improving the quality and use of English as a second language in education in Southern Africa.

An Eltic spokesman, Mr Vic Rodseth, said, "Our basic aim is to give the teacher ammunition to strengthen his position in class."

Mr Rodseth said his organisation was calling on all English teachers to make use of the material Eltic was offering. This include notes, guides for students and teachers, including teaching methods in English. Eltic has also prepared notes in prescribed set-works and poetry for Standard seven, eight and ten.

But Eltic has a problem — it can't reach the teachers and students in the townships. The organisation now wants teachers to come over to their Braamfontein office in Johannesburg and make use of the facilities.

"Students as well would be most certainly welcomed," said Mr Rodseth.

The information centre can be located on the fifth floor, De Korte House, 46 De Korte Street, Braamfontein. Telephone 724-9321/2.

Founded in 1973, after an international conference on "The Teaching of English in African Schools" held at the University of Lesotho, Roma, the centre is an important part of the English Academy of Southern Africa and focusses on the problems of English Second Language (ESL) Learning and Teaching, in primary, secondary and tertiary education.

Mr Rodseth said, "We would like to assist black teachers. We hope to give extra lessons to teachers and students who

any form of collaboration. There is nothing better,

want advice help. Private tuition is all for free."

But Eltic will charge a nominal fee for notes that they have prepared simply to cover printing costs.

Mr Rodseth explained, "We've been to the East Rand as well as Soweto. We have a problem getting into the township. We want people to come to us. We have the facilities, even a library. We would like to see many faces as possible."

He said Eltic wished to help schools over the teaching of English in Standards seven, eight and ten. Help could be provided in some of the set-works this year including in Shakespeare's Macbeth, Standard ten poetry, and novels.

Eltic's long term goal is the creation, co-ordination and rapid, widespread dissemination of resources and teaching materials for the improvement in teaching and use of English as a second language and medium of instruction in education in Southern Africa, particularly in black schools. The organisation points out that there is little money for supplementary in-service training of teachers in black schools.

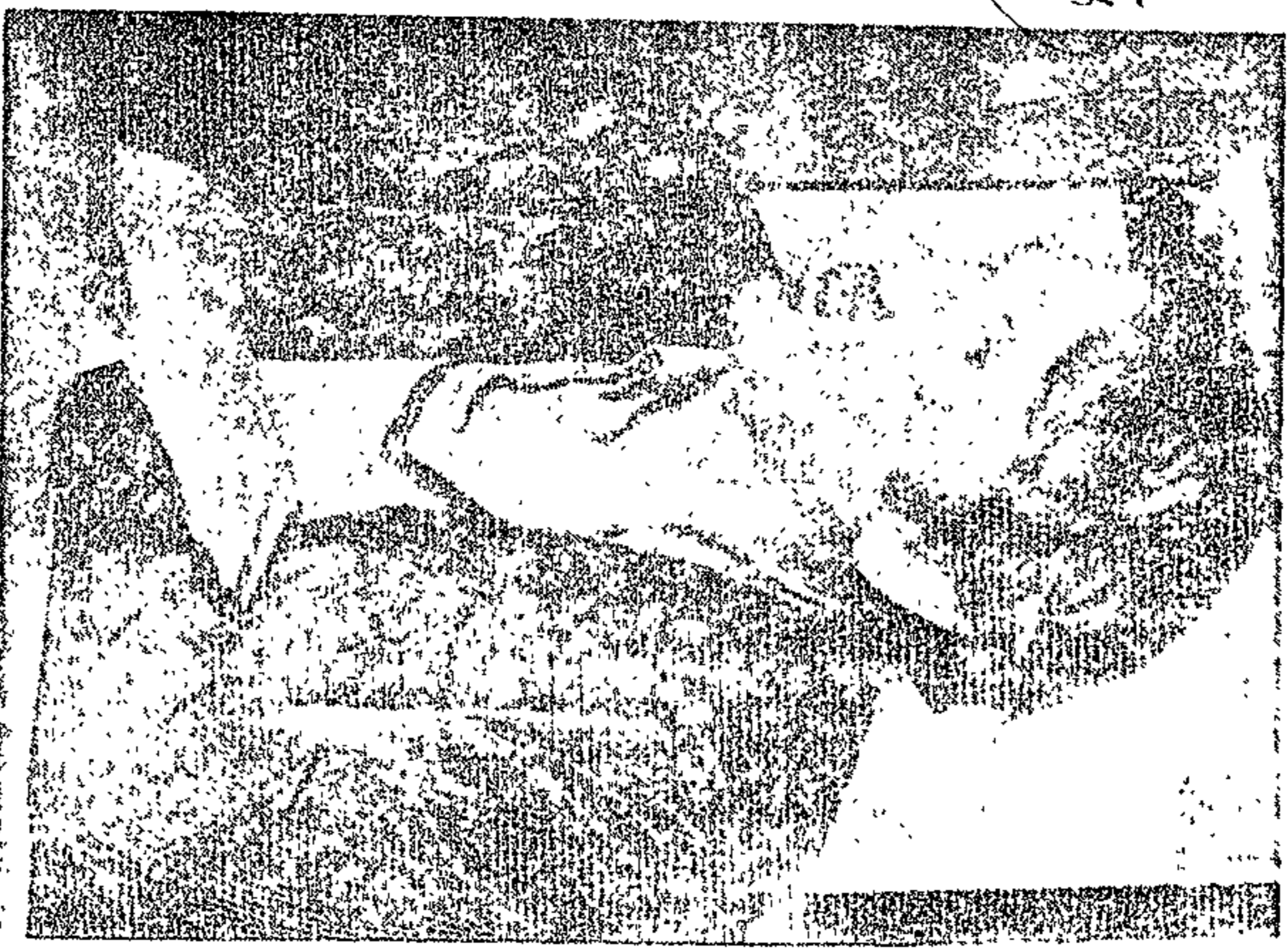
What does Eltic really do?

- Operates an English Language Teaching Resources Library for reference, lending and information.
- Produce ESL teaching and learning materials.
- Publishes a quarterly educational journal, the Eltic Reporter.

- Evaluates ESL learners' needs on regular basis.
- Provides liaison, consultation, and information Service on ESL to individuals, educational institutions and publishing houses.

The centre has established a library room containing about 2 000 books, magazines and audio-tapes. Eltic is directly responsible, through its voluntary honorary management committee, to the Council of the English Academy of Southern Africa.

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Mr Vic Rodseth, Eltic's director.

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Top men to tour Hillbrow schools

Star
18/6/81
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By Carolyn Dempster

The three top education authorities in the Transvaal will investigate overcrowding and lack of facilities at primary and senior schools in Hillbrow today during personal inspections.

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They are the Administrator of the Transvaal, Mr Willem Cruywagen, the MEC for Education, Mr Fanie Schoeman, and the Director of the Transvaal Education Department, Professor J H Jooste.

They will be accompanied by the MPC for Hillbrow, Mr Simon Chilchik, who has long agitated for more space for the schools.

At the Joubert Park Laerskool — as highlighted by a report in The Star more than a month ago — the overcrowding has reached chronic proportions, with children studying in badly lit, cold basement classrooms, and working in draughty corridors.

DUSTBOWL

The playground — where teachers park their cars because of the lack of proper facilities — has been churned into a dust-bowl and is open on to a busy street.

Because the play area is so small, Grade 1s have been allocated a small area filled with jungle gyms on the second floor of the cramped school.

After three years of pleading with the TED for more space, parents have now had enough, said Mrs Lyan Niekerk when she approached The Star for help.

FACILITIES

In desperation, Mr Chilchik appealed to the Administrator to visit the school, and others in the confined Hillbrow area, to see for himself how inadequate the facilities are.

"I think this decision by the Administrator to visit the schools personally is unprecedented," said Mr Chilchik. "I only hope we see some results."

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Coloured pupils ^{Star} 18/6/81 back at school

By Carol Dempster

The coloured high school boycott ended today as pupils streamed back to classes at seven Reef high schools.

The situation was described as "almost back to normal" today by principals who have been sitting with empty schools for the past three days.

C J Botha High in Bosmont, where pupils and police clashed more than three weeks ago, had an 87 percent attendance figure and principal Mr R Feldman said classes had been resumed while examination plans were being worked out.

Coronationville High reported an attendance of over 80 percent, Eldorado Park Senior Secondary an attendance of 91 percent.

At Riverlea High, more than 95 percent of the pupils returned to write exams and at Kiptown High classes began with more than 85 percent of the students present.

Westbury High has had above average attendance for the past week, and conditions are back to normal now, a spokesman said.

● Page 7: Foreign TV crews deny stirring up blacks.

Outcry over crackdown on students

CT 17/6/81

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Own Correspondent

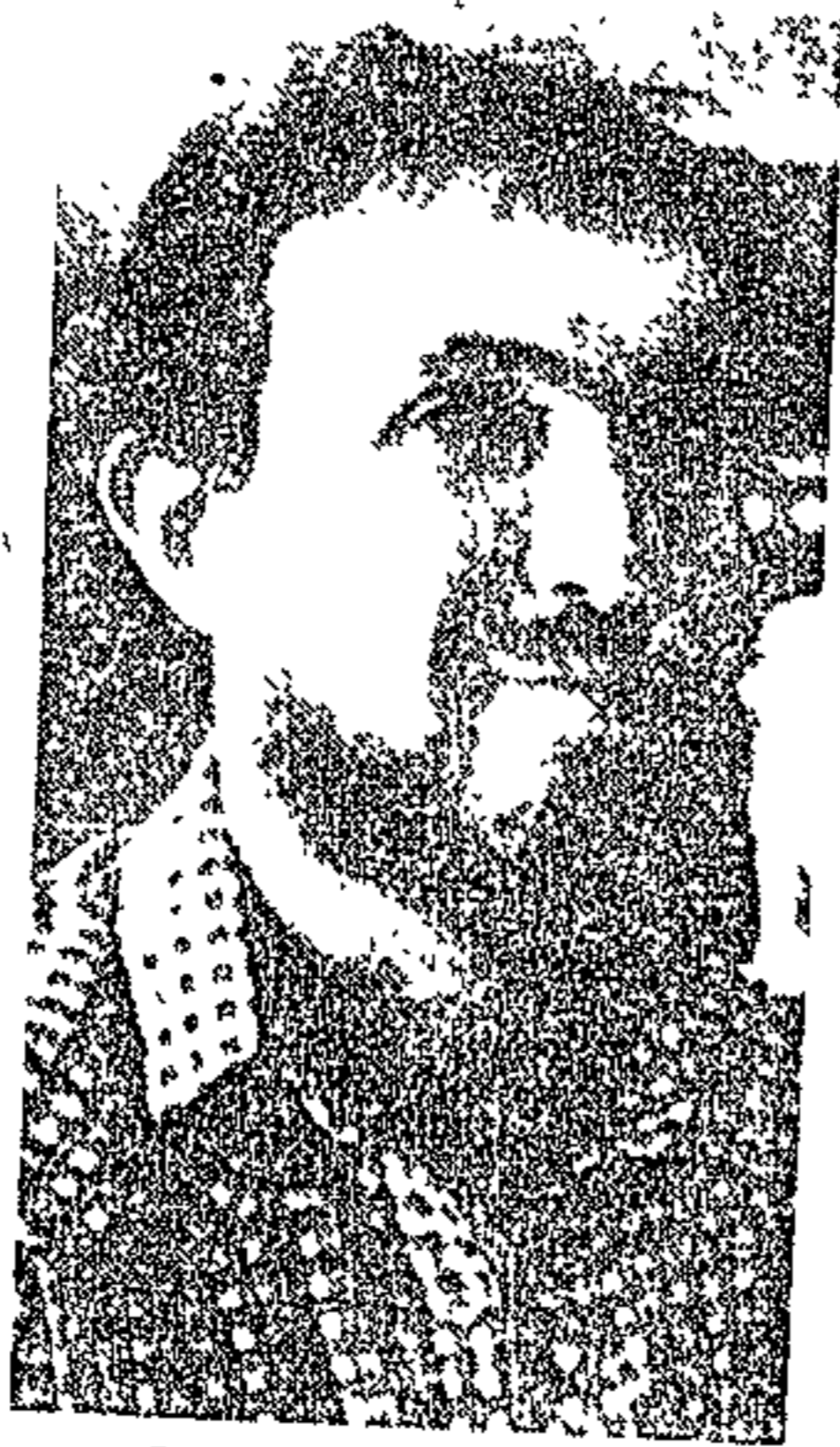
JOHANNESBURG. — Widespread anger has followed the banning of student leader Mr Sammy Adelman and the arrest of a trade unionist, Mr Thami Mazwai, as the government's crackdown on student and trade union leaders continued yesterday.

Mr Adelman, president of the University of the Witwatersrand Students' Representative Council, was yesterday banned for five years and Mr Mazwai, the national secretary of the Media Workers' Association of South Africa (Mwasa) was arrested on Wednesday night under security legislation.

Yesterday afternoon nearly 100 torch and placard bearing students held a demonstration along Jan Smuts Avenue and Empire Road but scattered when riot police arrived.

The Police Directorate of Public Relations said yesterday that Mr Mazwai, who is news editor of the Sowetan, had been arrested in terms of the Criminal Procedures Act.

But later last night, the directorate said he was being held under security legislation.



Sammy Adelman

Emotional scenes

After the nine-page banning order had been served on Mr Adelman at his home yesterday morning, there were emotional scenes at the SRC offices when colleagues were told of the terms of the order.

Several members of the SRC then held an emergency meeting with the university's vice-chancellor, Professor D J du Plessis.

Professor Du Plessis barred the press from the meeting and refused to allow pictures to be taken.

Widespread condemnation has greeted the banning and arrests.

• Mrs Helen Suzman, the Progressive Federal Party spokesman on civil liberties, said yesterday on her return from an overseas trip: "It is very depressing to come back to the old strong-arm, bullying tactics of the government against young people who are understandably incensed at the lack of any movement towards meaningful reform in South Africa."

'Neurotic'

• The PFP's spokesman on education, Dr Alex Boraine, said "The state, in its neurotic reaction to any persistent and effective dissent, has once again demonstrated its readiness to gag its opponents."

"Countless young people of all races have been plunged into a twilight existence by brutal state methods which would be more at home behind the Iron Curtain than in a country which professes to be strongly anti-communist."

"One thing is clear though — no amount of bannings or restrictions or detention without trial will dampen the dedication and spirit of those who work for a just society."

• Independent black and non-racial trade unions yesterday united to condemn the detention of union officials.

A statement noted "with anger" the detentions and called for the detainees to be released "with the least possible delay".

Sixty-four union officials and members are currently in detention — 57 are being held in the Ciskei and seven

are being detained by the South African Police.

• The National Union of South African Students, whose president, Mr Andrew Boraine, is still in detention, said "We are angered by the news of yet another banning."

"History has shown that the removal of leadership has not silenced protest or removed grievances — the same will be shown to be true about students."

• The University of Cape Town SRC passed a motion last night condemning the banning of Mr Adelman and the detention of Mr Boraine and of the chairman of the University of the Witwatersrand Black Students Society, Mr Dave Johnson, and BSS members Mr Firoz Katchalia and Mr Azur Katchalia "in the strongest possible terms" and expressing its solidarity with them.

• In a joint statement the Wits SRC and BSS said "We reject this attempt to stifle us — our democratic aspirations will not be curbed by the illegal and heavy-handed action of a repressive government."

• Professor John Dugard, director of the Centre for Applied Legal Studies, described Mr Adelman as "a responsible student leader and a good law student" and said "I find the banning order imposed on him an arbitrary display of State authority which can only be described as despicable and deplorable."

• The chairman of the Senate Academic Freedom Committee at Wits, Professor Jonathan Suzman, described the banning as a "scandalous action and an act of administrative tyranny."

• Dr D J Thomson, chairman of the university's Academic Staff Association, said the association "deplores the arbitrary banning of Mr Adelman and the detention without trial of senior members of the Black Students' Society."

Meanwhile police have confirmed the detention under security legislation of Mr Johnson, who was detained on Wednesday afternoon.



The political dimension

"So it did not die down in Soweto. Because the children were fighting for more than not learning Afrikaans or not having this special Bantu education thing. They were fighting because of their parents' unrest which came over them like a fever too," — Elsa Joubert, *The Long Journey of Poppie Nongena*.

Education is seen by blacks as expressive of a political and economic system which has had little regard for the basic human needs of large sectors of the population. So not only education is on trial — apartheid itself is on trial, and those who toil under its weight are black.

However dignified, the crux of the education crisis is simply "separateness," and the inequality that it incorporates. Therefore, any solution which, while recognising the needs of education does not relate directly to the essential need for much wider change in SA's society, will be a solution tainted by false reformism.

If wider change necessitates political and constitutional change, then it must be made. This is the only real hope of effective long-term solutions to the dilemma facing education. But, because the likelihood of radical movement away from present government policy is negligible, educationists and blacks have to discuss solutions within the present political constraints.

Traditionally, Pretoria has had difficulty in deciding between what is education-

ally necessary for the development of the economy, and what is politically possible. Separate development is not compatible with the type of education economic growth demands.

Involvement in education is also a risky business for Pretoria. The very process of education sets free forces which conflict with its complex ideology. In seeking to control these forces it creates further tensions — some of a particularly violent nature.

The danger contained in shrill warnings of five years of pupil unrest — and the horrifying number of children killed — has stirred Pretoria, and we can therefore expect to see the application of increased financial resources, compulsory education, the reduction of black class sizes, and the provision of adequate physical facilities.

But, however important these steps may be, they cannot compensate for the gross historical neglect — demonstrated in the staggering manpower shortage in SA now — or the political and socio-economic dissatisfaction felt by the majority of blacks.

The cry now is for one education system. Given the "non-negotiability" of the Group Areas Act, for example, this means finding a way of alleviating the problems without substantial political change. Demands for equal per capita expenditure on all children, equal school facilities, and equal teacher salaries, have been made

repeatedly by educationists and blacks alike, and have often been presented by leaders of the black community as major political issues in their own right. Thus far, Pretoria has been slow to respond to these demands — and only small gains have been registered.

Yet, alongside this cry, the voice of black consciousness emphatically rejects education reform of any sort that does not include serious political change.

Tamasanqa Kambule, mathematics lecturer at the University of the Witwatersrand and ex-headmaster of Orlando High says: "By the time Pretoria thinks of one education system for all people, with equal opportunities, blacks will want equal legislature — one man, one vote. So many things are wrong, that when one change is granted, blacks will ask for more. School children are fast developing a political consciousness."

Kambule is supported by members of black consciousness movements, and spokesmen from the Azanian Peoples Organisation (Azapo) who say "Compulsory education is a trick, a bone we are given to suck. If the bone is removed we will ask for meat, so it will not be removed. You cannot talk of higher education when people are struggling to find work. There is no possibility of this type of system being reformed as long as the political situation has not changed. A unified system will bring uniformity of indoctrination. Apartheid is the real problem. Black people are not happy with gestures when oppression and exploitation exist. Black education is gutter education."

Pretoria discards black consciousness aspirations as being representative of a minority group. This is not so. The movement cannot be statistically measured but there is no doubt it voices common black sentiments (FM February 6). Feelings lie skin deep, waiting for the opportunity of expression, in whatever form.

If equal opportunity in education depends to some extent on the ability of blacks to make use of it, then the question of the average black child's social and economic background must be raised. A young black child goes to a school with poor facilities and poor teachers, he comes from a poor home, and is probably the only one in the family with any length of school experience, his home is overcrowded; he shares a room with brothers who are labourers, there is little encouragement from his parents for education, his homework is done by candlelight because there is no electricity, there are no books in the house, and no one is able to



Riots . . . the children are fighting for more than not learning



UNIVERSITY OF CAPE TOWN EXAMINATION ANSWER BOOK

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

	Internal	External
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help with homework problems. For him to be able to take full advantage of equal opportunities is dubious, although his chance of matriculating will obviously be improved. Nothing could be worse than the present system.

Although there is need for a serious initiative to break the legacy of Bantu Education, Indian Education and coloured Education, as yet, no clear structural plans have been made by Pretoria. P. W. Botha's statement that it is government policy to provide equal education for all is not sufficient to convince blacks that it is not more political rhetoric to subdue an inflammable situation.

Within the last 18 months two opportunities for dealing constructively with the issue have been lost. Firstly, although the 1979 Education and Training Act, which replaced the notorious Bantu Education Act of 1953 as the instrument of control and administration of black education, will facilitate many practical and material improvements, it did not really come to grips with the separateness of black education. In fact it merely perpetuated the tradition of whites making the decisions for blacks.

Secondly, when Botha decided to reduce the number of State departments to achieve greater co-ordination and efficiency in the civil service, the Department of Education and Training was retained as a distinct separate organisation, responsible for black education. The decision was made on essentially political and ideological grounds, and the emphasis placed on *continued black separation*, rather than on education and the co-ordination of the national effort in the development of human resources. This may well have been a disastrous choice, as the continuing unrest in coloured and black schools suggests.

Blacks now want action. The importance of clearly defined short- medium- and long-term strategies for change cannot be more strongly emphasised. Those blacks who are willing to take part in changes must be able to see clearly that they are taking place. Time is important, not only because of the extreme pressures

that exist, but because the effects of compulsory education, for example, will only be felt by the end of the century.

Pretoria is content to wait for the outcome of the HSRC investigation into education. Many educationists — although agreeing that only political change will truly solve education problems — are also patiently waiting. The hope is that the investigation will at least produce the basic principles on which reform can begin. And, because hope springs eternal, the point that its findings can only guide Pretoria's thinking — not determine its policy — is quietly dismissed. It is a scientific investigation, and as such its proposals may, or may not, be applied. The measure of acceptability will inevitably depend on how closely political issues are confronted. And Pretoria has the final say.

Yet, it is difficult to find reason for hope. In an interview with the *F.M.*, Dr Ferdie Hartzburg, Minister of Education and Training, said it is a dream to think of one department of education in SA — yet educationists feel that if there is to be any prospect for hope, it must come out of a unitary system. The absolute minimum changes that will meet with the approval of blacks are: parity of investment in education, official representation for all race groups at the highest planning level where policy decisions are made; and equal opportunity for all in the education process.

Although implying the disappearance of existing separate education departments, it would be naive to think that this alone will necessarily bring about fundamental change, or fully satisfy blacks in the long term. Again it is a question of politics, and the fear that one system will revert to racial segregation where decentralisation occurs.

Reform can only be effective if the officials, whose job it is to carry out its practical application, fully understand it, and are *willing* to implement it. If not, reform decisions taken at higher levels will automatically be executed in the pre-established forms — as, for example, in

the Department of Co-operation and Development. There is a very real possibility that this will happen — so substantiating the maxim that "the more things change, the more they remain the same."

Economic conditions, and what percentage of gross national product (GNP) Pretoria spends on education, will largely determine the tempo of change. This, of course, depends on other spending priorities, such as Defence. If Pretoria ignores the importance of education as a critical factor in making this type of decision, the charge of hypocrisy will be made over and over again.

And, if there is any integrity in education planning, Pretoria must spend at least 6% of GNP on education immediately, with clear indications of moving up to 8% in the future. The contribution of 4.07% of GNP in 1978, 1979 is inadequate, and well below world averages. The US, which is contracting its education system, spends between 6% and 7% of GNP, and developing countries, such as Zambia, may spend as much as 13% of GNP on education.

Solutions can be found which will reduce the financial burden, but they require one education system and the disappearance of constitutional hinderances, such as the Group Areas Act. Better use could then be made of existing school buildings, by sharing facilities instead of erecting new ones wherever overcrowding occurs, and critical problem areas could be attended to by drawing from a national pool. This applies particularly in the case of teacher shortages.

Many solutions put forward by educationists would be unacceptable for white parents now, but may equally become the only alternatives if bloodshed and violence are to be prevented. Not only is apartheid synonymous with oppression, it is expensive.

Although the final question is one of politics, Pretoria will have the chance to make amends after the HSRC investigation submits its report. However, should Pretoria choose to waste this chance, it will guarantee no peaceful future for SA.

which pencil may also be used.

- Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
- Do not write in the left hand margin.
- All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Cope warning on school boycotts

CT 19/6/81

24, 50

Staff Reporter

BY constantly interrupting their own education, some coloured children are "merely extending the period in which they will remain the servants of the whites".

This is the theme of a pamphlet issued by the newly-formed Congress of the People (Cope) and distributed this week.

A 10-man delegation from Cope, led by Mr Lofly Ad-

ams, met the Prime Minister, Mr P W Botha, this week. Mr Adams came away from the meeting saying he was confident that they had "found" Mr Botha, who had encouraged the movement to continue its work.

Cope's pamphlet, entitled "Hewers of Wood and Drawers of Water" reads:

"Ask our young people why they boycott school, and one gets replies like this: 'We want to show the boere they can no longer push us

around. We are masters of our own destiny'.

"Sincere and courageous attitudes. Yes. But don't the young braves realize that they are also cutting off their noses to spite their faces? By constantly interrupting their own education, they merely extend the period in which they will remain the servants of the whites.

"They are playing right into the hands of those who would like to see the coloured people remain the white man's hewers of wood and drawers of water.

"Without knowledge, the boycotters may work a revolution. Good. But when it's all over, they will find that they are not the winners. Those with the certificates, the diplomas and the degrees will be the top dogs.

Twenty pupils from the Vredenburg Secondary High School have been expelled after embarking on a 'go slow' strike on Monday last week, according to a spokesman for the school's student representative council.

The spokesman said pupils at the school had resumed their normal routine the following day after being advised to do so by the school committee.

Yesterday the parents of 20 pupils received letters from the school informing them of their children's expulsion. While the letters gave no reasons for the action, the spokesman said, the school's headmaster, Mr I Jonker, had informed the SRC that the school had been instructed by the Department of the Interior to expel pupils who embarked on boycotts.

Neither Mr Jonker nor the Department of Internal Affairs would comment on the expulsions yesterday.

The Director of Coloured Education, Mr A J Arendse, yesterday refused to comment on the situation at coloured schools in the Western Cape.

Confusion

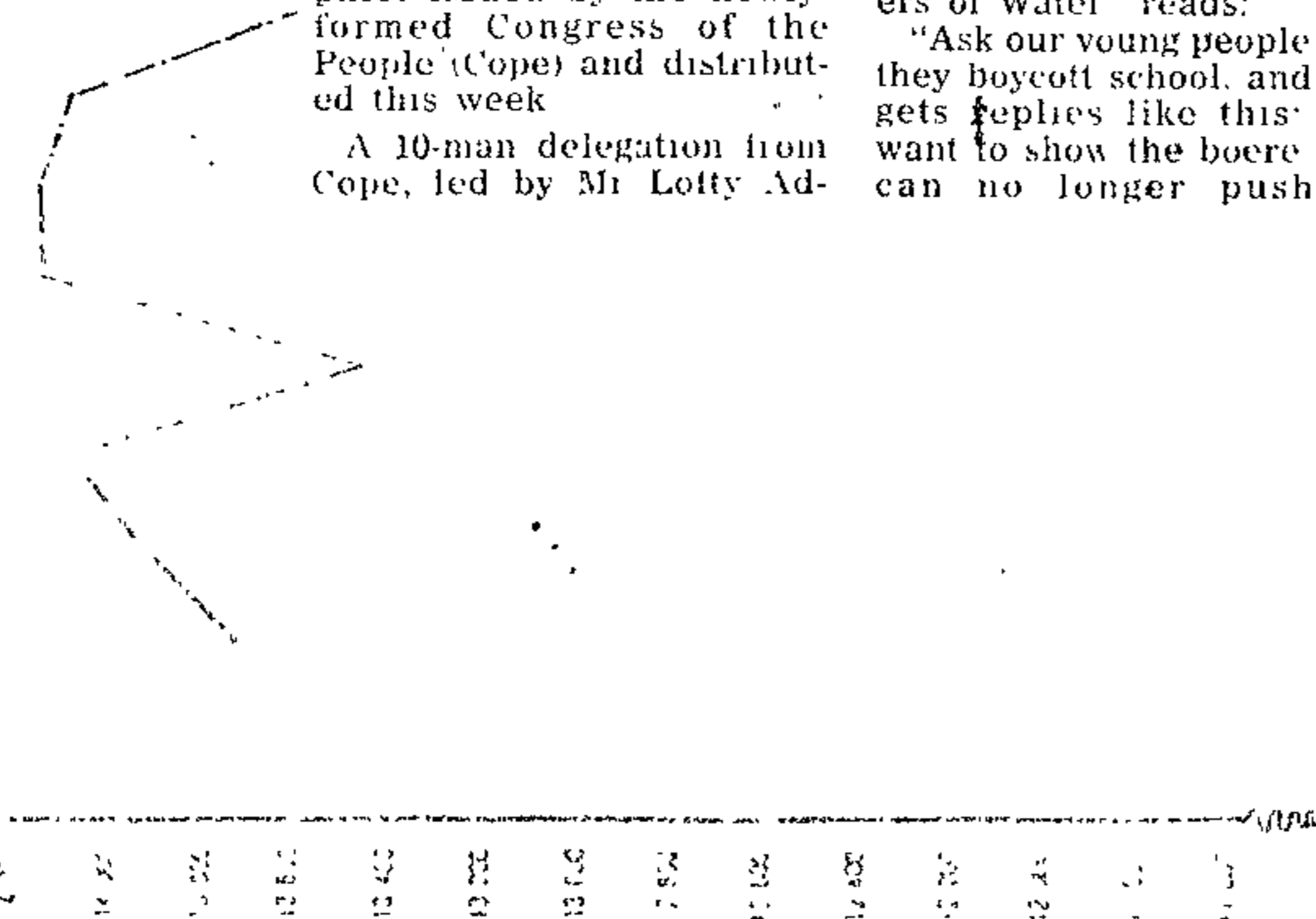
When asked what the extent of the stayaway had been, Mr Arendse said he had "nothing to say".

The Cape Times has received numerous contradictory reports regarding attendance at different schools, and approached Mr Arendse for the official statistics.

After three days of boycotts, the situation at Johannesburg's coloured senior secondary schools returned to normal yesterday with pupils reported to be attending school, participating in classes and writing exams.

The situation in Indian high schools was said to be perfectly normal, by a spokesman from the Department of Indian Affairs.

2. ...



Date	1972	1973	1974	1975	1976	1977
1972	1000	1000	1000	1000	1000	1000
1973	1000	1000	1000	1000	1000	1000
1974	1000	1000	1000	1000	1000	1000
1975	1000	1000	1000	1000	1000	1000
1976	1000	1000	1000	1000	1000	1000
1977	1000	1000	1000	1000	1000	1000

This new ...

...

1981

Education Top of the class at ICI meetings

EDUCATION is to receive priority at this week's meeting of the executive committee of the Federated Chamber of Industries of Bloemfontein, says Dr J. van Zyl, its executive director.

Not only will the ICI try to discuss an education policy but it will also try to bring

on Government officials who will be attending the meeting the urgency of swinging away from the present academic oriented system of education to a vocational oriented system.

"We have already made suggestions in writing to the De Lange Commission on Education," said Dr van Zyl.

France Correspondence

That commission is examining all tiers of education, primary, secondary and tertiary.

"At our Bloemfontein meeting we will discuss the desirability of and try to formulate ways of moving away from the present system with its

emphasis on academic education.

"The demand in the market place is not for people with academic education, but for those with vocational education.

"We must rectify the position much earlier, at school level in fact, and we must get the structure of our education system right as well.

"It is often said that it isn't so much what you know that matters, but what you can do. We want people who can do.

"We will have the necessary Government officials there. It will be a resolution put down for discussion and we will be looking for the necessary support."

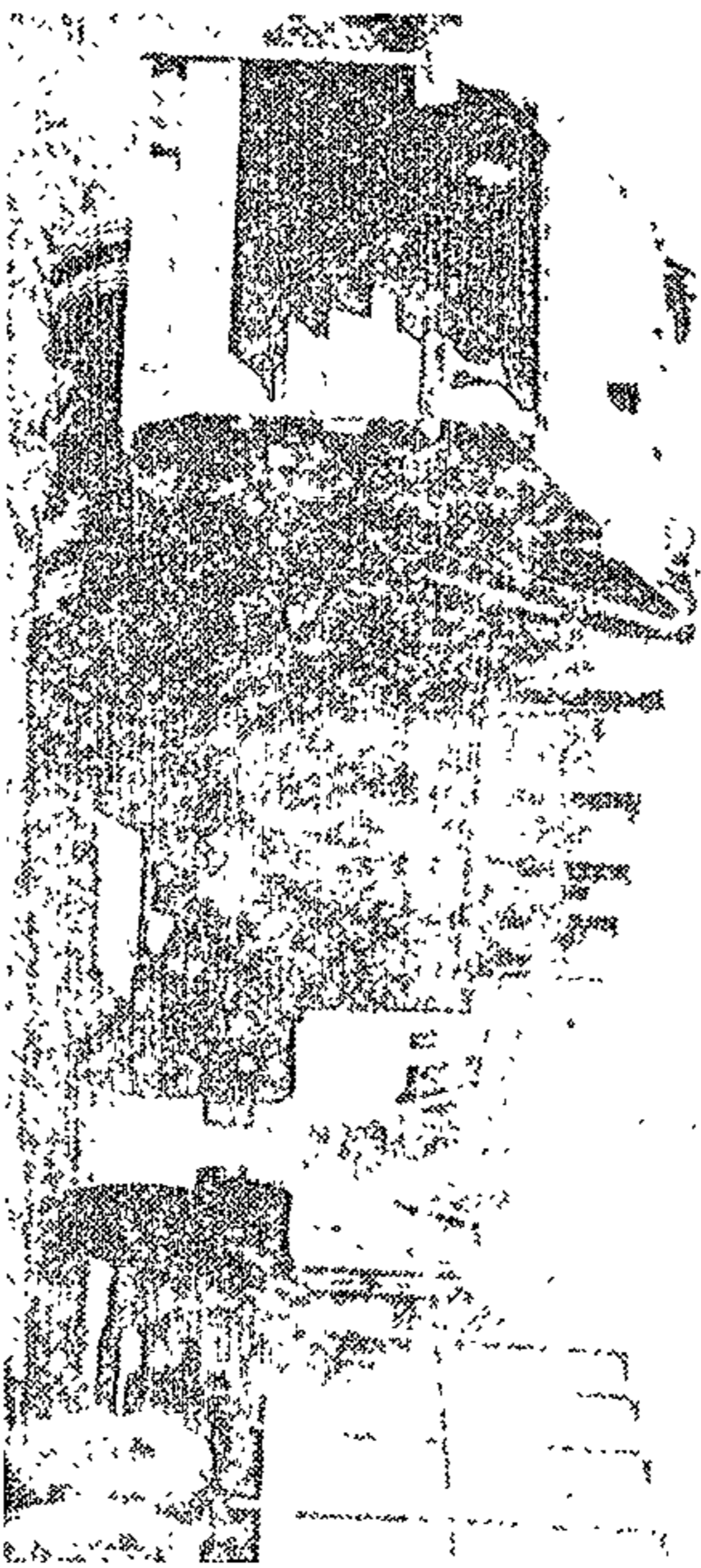
Heckman, president of the Transvaal Chamber of Industries, will support the idea.

He was one of the first to speak for just such a change and made it known that he would "agitate until the system is changed to one that turns people out who are of immediate benefit to commerce and industry".

There can be little doubt that Dr Rudolph

Industry considers change in SA education systems

Getting rid of Johannesburg's trash



● FA Poole of Pretoria West has received a record R232 000 order for 13 E-Z refuse bodies, similar to those in the picture, from Wadeville Demolishers.

Wadeville Demolishers has signed a three-year contract with Johannesburg municipality to clean the city and service it on a cost per hour basis — the first time a private company has received such a contract. The E-Z packs are American-made. They will have an 80% local content.

DISCUSSION at this week's executive committee meeting of the Federated Chamber of Industries in Bloemfontein will centre on the need to change the educational system and for the FCI to establish a workable education policy.

It has become abundantly clear to us at the FCI that the need is now for career-oriented education rather than the academic education pupils are receiving in schools right now," Dr Johan van Zyl, executive director of the FCI, said.

"One can regard this as a resolution. We will ask the executive committee to support us in trying to get this change made."

"It is completely unrealistic to expect industrialists and other employers to supply the education and all the training needed to convert people who have received a purely academic education into people who can be used by commerce and industry."

The FCI meeting will be attended by Government officials who will be able to gather the

'NEW TRAINING NEEDED FOR TECHNICIANS'

BY ARNOLD DAVID

Feelings of industry at first hand

Dr Van Zyl said too that the FCI recently submitted a written report to the De Lange Commission on education. This commission due to complete its report soon, gathered evidence and submissions on all levels of education.

Dr Rudolph Fockema, president of the Transvaal Chamber of Industries — who was one of the first to start campaigning for a change in the direction of education from the current academically-orientated system to a more practical system to equip pupils for careers in commerce and industry — will be at the meeting.

When I spoke to him this week, Dr Fockema said he felt very strongly about education.

"While I feel White education in this country is far from right, I feel education for Blacks and Coloureds is infinitely worse and something must be done as a matter of urgency to remedy it all."

"Our education system is simply not producing what we need in the market place — operators, technicians and people who can easily acquire the higher skills."

"Ours is an extremely wasteful system — and to train people who have received purely academic educations to become operators and technicians must surely be one of the most expensive ways there is of producing them."

He said it was vitally important that meaningful changes be made now, particularly as far as Black and Coloured pupils were concerned.

But there was however, another problem — the low standard of teaching.

"We must face facts, and one is that by the year 2000 there won't be enough Whites to fill the positions they hold down now — and we'll be needing more and more people in those positions."

"By the year 2000 at least half the posts filled by Whites today will have to be filled by Blacks and Coloureds."

cohol an effective and easily obtainable anaesthetic to facilitate the "escape-syndrome". In order to make this escape drinking effective, the drinking must inevitably be excessive and very regular. This, according to Merton may lead to the development of a socio-psychological dependence on alcohol to cope with the reality.

To summarize: The scope of this paper does not allow a comprehensive review of all relevant and noteworthy theoretical approaches to problem drinking. From a discussion of these few theoretical explanations it is evident that any potential theory must in some way or another, incorporate an awareness of some number of relevant variables, whether it is because of a lack of crucial knowledge or the complexity of the phenomena, is debatable.

An honest and realistic assessment of the present situation leads one to the conclusion that it is highly improbable that a single aetiological factor can be identified as the cause of problem drinking. What is called for is an intra- and not multi-disciplinary approach to problem drinking, which will adequately accommodate constitutional, psychological and sociological insights and causation hypotheses.

5. PROBLEM DRINKING IN THE WESTERN CAPE

The Coloured population of which the majority resides in the Western Cape, can be divided into three major social classes according to the Theoron Report (1974):

- (i) The upper 20% have already reached middle-class status.

- (ii) The bottom 40% are however in a situation of chronic poverty, which is sometimes referred to as the "culture of poverty".
- (iii) Between the bottom and top classes, the remaining 40% are found. The lower part of this class is to a large extent subjected to the poverty syndrome.

The dynamic interaction between different economic, social psychological and political variables that results in a destructive community poverty pattern with an apparent tendency to ex

27/6/78, Sunday
Vac school kicks off (SO) (ZAFB)
THE Pretoria News/Urban Foundation two-weeks vacation school at the Flavius Mareka High School, Atteridgeville, kicks off today.
Dr. E. T. M. Mogoba, spokesman for the vacation school, said that there had been a good response from matric students around Pretoria who enrolled in large numbers.
Students can enrol at the centre until shortly before classes start this morning. The vacation school offers matric students lectures by selected experts on seven subjects. The subjects are English, mathematics, Afrikaans, biology, physical science, accountancy and history.
Dr Mogoba said that students who wanted to participate should register at the centre between 8 and 9 am. The fees are R10 for the first subject and R5 for every additional subject.

One the ty o form job tential attached to it. This results in a chronic short-term shortage of disposable income and on the long term an incapableness to accumulate any financial means.
This inevitably leads to a high level of tension, and anxiety on an existential level, which in turn may lead to undesirable behavioral patterns.

The unique socio-political situation of the Coloured community may be an additional contributory factor in the creation of poverty and unhealthy levels of anxiety. Apart from frustrations arising from the denial to participate in the

provincial hospitals for whom no figures were available.

16 851 patients were resident in state institutions; 2 538 in 'homeland' hospitals; 11 037 in institutions run by private companies, and 1 436 in other categories of licensed institutions. In addition, 4 370 patients were 'absent on leave', i.e. were neither discharged from nor resident at state hospitals.

There were 1 712 patients in single care (1) during 1976. Altogether 38 044 known patients were being provided for by the state as inpatients. This figure excludes the unknown number of patients resident in provincial hospitals.

Outpatients

362 374 recorded or conducted by the 517 by 'homeland' the outpatient hospitals, 64 372 hospitals. (2)

Admissions and Discharges

At least 36 696 admissions and 37 365 (3) discharges were recorded during 1976. These figures include 27 746 admissions and 25 265 discharges from state mental hospital (S) 2 774 admissions and 2 624 discharges from 'homeland' hospitals (H) 9 476 admissions and 9 476 discharges from provincial hospitals (P)



Optimum education 'a must for all'

Pretoria Bureau

IT is essential for all South Africans — black or white, gifted or mentally retarded — to be taught to achieve their maximum ability, Mr S P Botha, the Minister of Manpower Utilisation, said in Pretoria at the weekend.

He said such a policy would help overcome the skilled worker shortage that was the biggest obstacle to extending the South African economy.

Addressing the opening ceremony of the Transvaal Teachers' Association's study group for special education, Mr Botha said special attention had been given to retarded people's education.

Representations had been made to the Government to introduce legislation to compel employers to employ retarded people — such representations had also been made to the Wiehahn Commission, he said.

The voluntary co-operation of employers concerning this matter had become absolutely necessary.

Mr Botha added that several welfare organisations had declined to recommend legislation to be introduced for the employment of retarded workers.

"Whereas retarded people who could previously only do certain work, training in skills such as welding, bricklaying and panelbeating has led to a large number of them enrolling for apprenticeships," he said.

"A retarded worker should not be prevented from competing with other workers on an equal footing."

Mr Botha described the trend of many young whites leaving school early so they could start earning money as "shortsighted materialism".

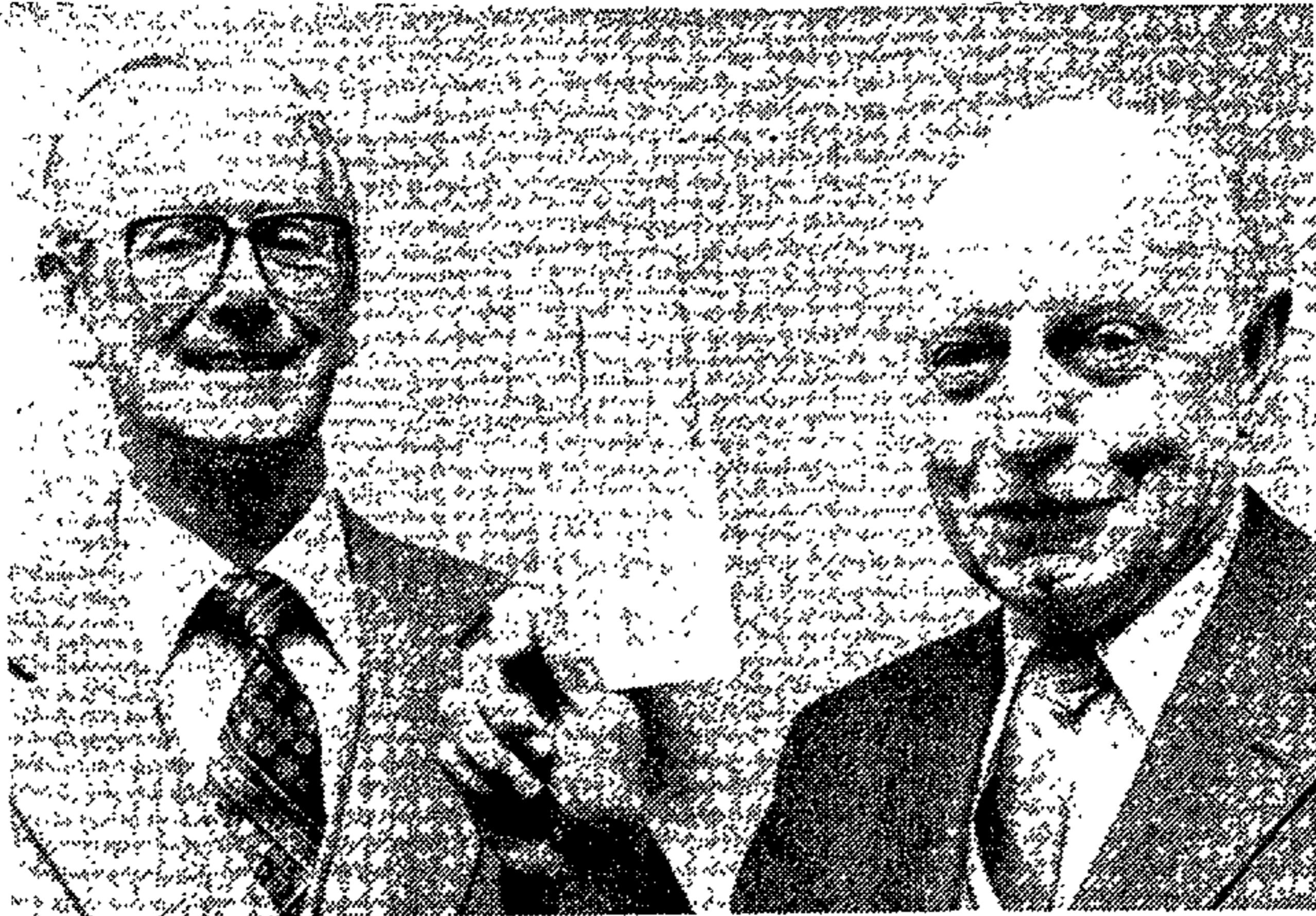
"To attain higher skills should be our youth's goal — not short-term financial gains."

Licensed Institution	Home land' 4	xx	I	0	7	I 064
a) Private Co.4'xx	I	6	?	0	II	820
b) Other 4 xxx	?	?	?	3	?	?

(1) Single care patients are patients who are cared for in their home situation by parents or guardians. The guardians receive a government grant. Most single care patients are children.

(2) The overall figures exclude the number of visits paid by the community services of provincial hospitals and the number of attendances at the Fort Napier outpatients department. The figure of 362 374 therefore underestimates the true position. Its prime value is therefore comparative. The figures quoted refer to the number of visits, not patients. The number of patients attending the O.P.D. is lower than the number of visits recorded. No figures detailing the number of outpatients were available.

(3) The figures are incomplete. No accurate figures from licensed institutions were available. The figures from provincial hospitals are presumptive. They are computed from figures specifying the number of persons who received inpatient treatment. The provincial hospitals deal with acute psychiatric states. Patients are therefore not treated for extended periods in provincial hospitals. Patients who require longer-term management are discharged from the provincial hospitals once their acute episode has been controlled, and referred to other services for management. Therefore the 9 476 patients known to have been treated as inpatients in provincial hospitals are presumed to have been both admitted to and discharged from the provincial hospitals. Figures for all patients treated at some provincial hospitals were not available. Figures from 'homeland' hospitals were incomplete. No complete records of patients who were admitted more than once during the year were available. Neither was it possible to gauge the number of patients discharged from one institution and readmitted to another. All these factors tend to make the figures presented above incomplete. Their prime value is therefore comparative.



MR ALFRED Rowley, managing director of The Natal Mercury, presents a cheque for R1 000 to Mr Sandy D'Oliveira (right), the director of Operation Upgrade.

Literacy programme launched

Mercury Reporter

OPERATION Upgrade, an organisation intent on eradicating adult illiteracy, has launched a new literacy programme in the Valley of a Thousand Hills.

The organisation has to raise R5 000 for the programme and yesterday the Mercury gave the first R1 000 towards the project.

Mr Sandy D'Oliveira, the director of Operation Upgrade, said yesterday about 100 people would be trained on the Valley project in six different areas.

'Once these 100 literate people have been trained they will branch out and train illiterates. We would like to offer this service free but it would be impossible,' he said.

W/m
21/6/81
(5)

Dispute

over *Angus*

use of *23/6/81*

school

funds *(50)*

Education Reporter

CAPE TOWN school principals are dissatisfied with a tightening up of Government control over funds collected by school committees.

According to Mr Michael Reeler, principal of Rondebosch Boys' High School, a provincial ordinance states that school funds must be used for the benefit of the school or pupils.

'I am in favour of that but the problem we are running into is how one interprets what is of benefit to the school,' he said.

'Obviously things like buying furniture and care of the gardens is beneficial, but someone in the department is niggling about matters which are not expressly permitted.

'Questions are being raised about whether tea for staff should be subsidised!'

SUBSIDIES

On a more serious level, however, the department has stated that subsidies for salaries of staff such as cleaners, caretakers and secretaries are not permissible.

'Funds collected by the school committee in voluntary contributions by parents should be used at the discretion of the committee,' Mr Reeler said.

'Some of the staff receive very low wages and salaries. In the case of cleaners they struggle to live.

'But the authorities can say that subsidising their salaries does not count as "being of benefit to the school or pupils."'

Teachers are protesting against another incident of 'money-grubbing' by the authorities. A high school principal has been instructed to collect money from certain teachers to pay for equipment which disappeared from the science laboratory.

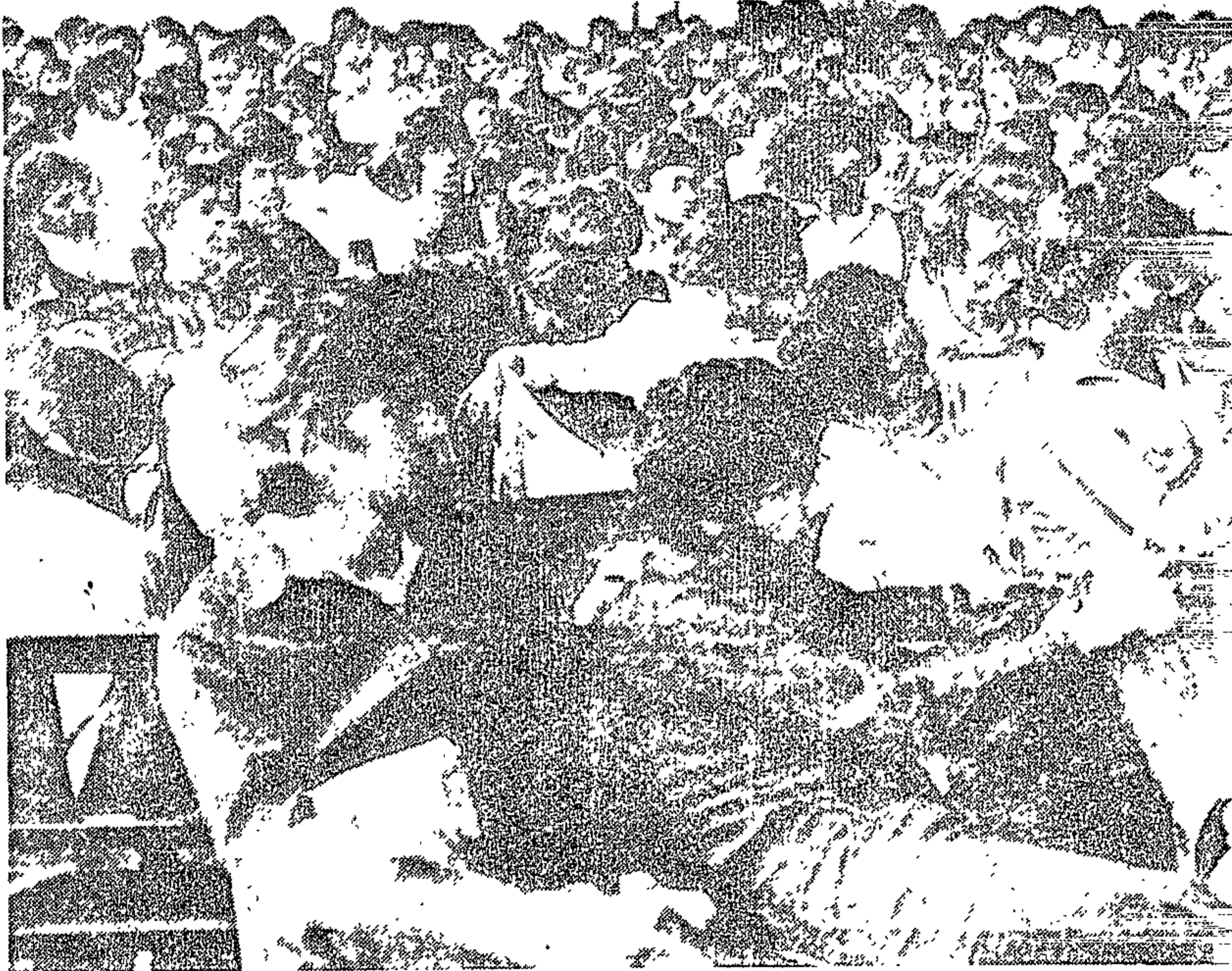
Mr Roger Cope, secretary general of the South African Teachers' Association, said: 'I am sure the department won't persevere on this point. Someone is forcing the issue.'

The incident is the subject of correspondence between the school and the department and I am sure it will be sorted out satisfactorily. However, although there are regulations which allow the department to claim, when the inventory system was introduced an assurance was given that except in the case of gross negligence or theft such claims would not be made. Mr Reeler also warned against 'making statements before knowing all the facts.'

Students want police squad removed from campus

Boycott
 NY 23/68
 to go on

'unless
 demands
 are met'



UNIVERSITY of Durban-Westville students at yesterday's mee

Mercury Reporter
BOYCOTTING University of Durban-Westville students decided at a meeting yesterday they would not negotiate with university authorities until the police squad on the campus was removed, the three banned students were reinstated unconditionally, and campus security guards were disarmed.

Yesterday's meeting, attended by about 500 students at the Vedic Hall, Carlisle Street, follows a ban by the rector, Prof S P Olivier, of all student meetings on the campus.

After student leaders reported on the outcome of a meeting between the Students' Representative Council and the rector, it was decided to continue the boycott of the mid-year exams and academic activity on campus until the university authorities accepted certain conditions as a prerequisite for any negotiation on student demands.

It was decided that in the event of the conditions not being acceptable to the authorities the boycott be continued indefinitely.

Mr Yacoob Abba Omar, secretary of the SRC, told students that he was satisfied with an acknowledgement from the rector that academic activity on the campus on June 16 —

Soweto day — would be cancelled in the future. He said the rector had told him that he would have looked at June 16 in a 'different light' this year if he had been approached early.

Meanwhile, Mr Nico Nel, university public relations officer, said the number of students who sat the exams yesterday had improved. He said about 25 percent of students sat the exams in the absence of intimidators and the police.

Abbreviations used in footnotes and text

- BFA Bartlow Land Archives
 - CHA Common House Archives
 - COM (Transvaal) Chamber of Mines
 - H.E. Hermann Eckstein
 - ILOSC 1938 International Labour Organisation Silicosis Conference
 - J.A.M. John X. Merriman
 - MED 1977 Medical Commission
 - MIN Mineral Enquiries Act
 - PAR Parliamentary
 - Q. 109 Question 109
 - EMXKD Report of the Medical Bureau for Occupational Diseases ...
 - SAMI South African Mining Association
 - TVA Transvaal
 - WLE White Labour File
 - WMLA White Labour Native Labour Association
 - WVCA White Waterfront Native Labour Association
 - REPORT 1967 Report of the Mines' Proliferation Commission
- When information was collected from the Common House Archives before it was taken over by Janitor Band. As much of the former material is not yet available for research, I have distinguished between the two by using Common House Archives for the former and Bartlow Land for the latter.

- (1) International Labour Organisation, (ed.), International Silicosis Conference: Johannesburg 15-27 August 1976, Reports (Geneva, 1977) henceforth this is abbreviated to ILSC 1976.
- (2) Kurper, op. cit., p. 1; Beecher, R., and E., The Rays: A History of Radiology in the United States and Canada (Baltimore, 1969), p. 5.
- (3) Glasser, L., William Conrad Röntgen and the Early History of the Roentgen Rays (London, 1949), p. 25.
- (4) Information supplied by Mr J. Klase.

95-399, evidence of Dr Ralston.

Experiences of Miners' Proliferation on the Rand
 ILOSC 1938, op. cit., No. 11, p. 5,
 ar. 17.

L.J. 'Statistical Account of the Incidence
 of Silicosis amongst the Gold Miners on the
 Rand, 1930, op. cit., No. 17, p. 15.

Memoirs of Mary M. Tyler Gray (Johannesburg, 1911).

and Roberts, F.A.A., Historical Review of
 the Witwatersrand which have taken place since
 1852, in ILSC 1938, op. cit., No. 1, p. 43
 (also A. J. and P. H., A Review of the
 Witwatersrand Goldfields, in ILSC
 p. 6. Historians who have made this error.
 The Department of the Geol. Mining

Natal pupils call for new boycott

Miss 24/6/81

57 23

Argus Correspondent
DURBAN. — Another classroom boycott is being considered to pressure the Director of Indian Education, Mr. Gabriel Krog, into readmitting 636 expelled school children.

Meanwhile students at the University of Durban Westville yesterday reaffirmed their decision to

continue their boycott of academic activity until their demands have been met.

A meeting last night decided to continue to make representations to the director to have the pupils reinstated.

In a report back after a meeting Mr. Krog, the chairman of the in-

tern parents-students committee, Dr. Jerry Comaba said the only assurance they had received was that he would take the pupil back when things return to normal.

Pupils who shouted that they wanted to launch another boycott to demonstrate their solidarity with the expelled pupils, had to be restrained by one of

the speakers, Mr. Zac Yacoob.

Mr. Yacoob urged them to reconsider such a call until the 'area committee' had reported on the response of other pupils from the various areas.

Mr. Yacoob said they were also examining the implications of the expulsions.

The following are some of the factors that need to be considered when a microplan is made.

Administrative Arrangements. Since diseases and the technologies for dealing with them are similar all over the developing world and are comparatively unchanging, they can be planned for on a very wide scale. The core of a microplan is therefore its system of technologies. Routine administrative arrangements, on the other hand, vary greatly from place to place and may change rapidly. They therefore have little place in a microplan. Nevertheless, one of the most important components of a microplan is the special administration necessary for running the programs needed to implement it. In practice, however, it is almost impossible to remove routine administration entirely. The mere mention in a manual of the word clinic, for example, implies that a certain activity takes place there, and not in a patient's home.

Service Level. The comparatively simple technology of the basic health services and district hospitals is much better suited to microplanning than the complex technology of the regional or national hospitals. There are fewer of these, which makes microplanning less worthwhile, and they are staffed by specialists who can do it informally themselves.

Optimum Subsystem Size. The entire technology of the peripheral health services is too large for a single microplan, as various countries have found out when they have tried to "manualize" the complete health center process in one huge loose-leaf volume. Even maternal and child health (MCH) is too large a subsystem for a single microplan, since it is not possible to include in a conveniently sized manual all that a primary care worker could reasonably do for a mother and her child. The best size of subsystem for microplanning appears to be something of the size of primary child care, for example, since this can be covered comprehensively in a worker's manual of convenient size, say 250 pages. To break up technology further and to plan for a multitude of fragments such as oral rehydration or the weight chart causes great difficulties. It is also a lost opportunity. Both a child's weight chart and oral rehydration can be linked to so much of child care that to describe them without exploiting these links is to miss a chance of integrating primary child care into a coherent system. Both these examples are comparatively large fragments of primary child care. When we consider the hundreds of smaller ones, e.g. feeling for a swollen fontanelle, looking for Bitot's spots, dapsone, or the care of a septic umbilicus, the impossibility of dealing with these technologies satisfactorily except as a system will be immediately apparent. It will also become obvious that we must accept most of them as they are.

The size of the subsystem covered by a microplan bears no direct relation to the degree of competence of the worker implementing it. Because a worker can use a single microplan or several, they can be used by monovalent or multivalent workers.

Boundaries and Interfaces. The boundaries of a microplan must be carefully defined and everything within them covered thoroughly. For example, should the disorders of

breast-feeding be part of a microplan on child care or maternal care? Provided the overlap between one microplan and another is minimal and there are no serious gaps between them, the exact interfaces between microplans are to some extent arbitrary. The relationships between one microplan and another can be supported by cross-reference between their manuals. For example, when microplanning for child care, it is useful to be able to cross-reference the health center laboratory for, say,

Choice of Technologies. When the next task is to select the technologies, the question "What could a worker do with the disease pattern of the country, the conditions and the present state of standing of the technology available reasonably be done under the circumstances that is impossible is likely a whole. Almost all the technologies of a microplanner's main task is to choose a particular subsystem being planned, items of current practice. How to demonstrate some serious gaps as to the best way of managing centers. Although the microplanning research, he should try to see if there are easy opportunities for technical microplan we have, for example, questions, a measuring scoop for a test. Even minor improvements in technology to be useful. Despite the usefulness of technology for personal health care, multiple existing technologies. It is primarily in terms of new inventions

Level of Worker. Many of the levels of workers. It is thus economic can be used by as many levels as possible. For this reason, the worker's manual microplan is written for all workers delivering primary care and is addressed to "the health worker." Although it is mainly intended for auxiliary and paramedical staff, it is also popular with doctors. It contains one or two comparatively sophisticated procedures such as lumbar puncture which are usually but not necessarily done only by doctors, but even so, other workers should know about them. Some community health workers may be able to read our worker's manual. So much care has been taken with its language that, if they can read, they can understand and use it. Even so, the potential importance of community health workers and their numbers make it desirable to microplan specifically for them.

Although it might be possible to include all the activities of a specific category

The Urban Foundation would welcome the proposed United States scheme of educational assistance to black South Africans, according to Dr R H Lee, the foundation's general manager.

The scheme, outlined in The Star yesterday, would involve US assistance in equalising educational opportunities for blacks as a first step in implementing President Reagan's policy of "constructive engagement" with South Africa.

US aid for black education is hailed

"Our attitude would be positive interest in such possibilities," said Dr Lee

Asked what the most useful form of aid might be, he said: "Educational problems have many facets ... there is a place for scholarships for people to study abroad."

The priorities would be the upgrading and further qualific-

ation of the teacher corps; investigation and implementation of ways of decreasing the black drop-out rate; career education; and the whole area of non-formal education, adult education."

Asked what he thought Government's response to the scheme might be, Dr Lee said: "It's difficult for us to speculate."

School caning led to R200 000 blaze

Own Correspondent
DURBAN — Three Indian scholars have pleaded guilty in the Durban Regional Court to setting fire to the administrative block of a boys' high school and causing damage of R200 000 because they were angry that a fellow-pupil had been given corporal punishment which they considered unjust.

The youths, two aged 16 and one 15, pleaded guilty to arson.

They admitted that on May 2 this year they broke a window of the administration block of

the Buffelsdale High School at Tongaat. They spread petrol and lit it.

The scholars said they set fire to an unoccupied canteen and did not expect the rest of the building to be destroyed.

They said they had committed the deed because they were angry that the school principal had given corporal punishment to a fellow-pupil and they considered this to be unjust.

The three youths were remanded to July 21 in the custody of their parents.

fit for work or as unfit. He can certify that you are dead and suitable as an organ donor, or that you are alive but critically ill and suitable as an organ recipient. He can swear that you are sane and fit to hang for murder or he can certify you as insane and in need of medical treatment for the same action. He can pass you as fit to fight and kill others or as unfit and not worth having in the army. He can certify that all your emotional, marital, financial or school problems are due to "nerves", or to your "hormones", or to your traumatic childhood, or at the least to "minimal brain dysfunction". All misfortunes have a medical explanation and we are getting to the stage where almost everyone is labeled as being "sick" in one way or another. Increasingly the doctor who has to make the moral as to whether you are sick and blameless or health blame.

Another related problem is that as diagnostic possibilities proliferate so the self-confidence of the health worker tends to diminish. Rather than trusting his clinical examination and judgement the doctor finds it safer and easier to send off more and more investigations, blood tests, x-rays and the like. He also finds it safer and easier to diagnose illness rather than health. If a patient comes with 'flu which will get better by itself and be relieved to some extent by aspirin, it is still safer and easier to diagnose pneumonia and to prescribe an expensive antibiotic as well as aspirin. The antibiotic will probably not harm the patient directly and anyway it will be

impossible to prove that it was unnecessary. The third aspect of the increasing medicalization of life can be termed the preventive bandwagon. A bandwagon that is rolling out of control is dangerous. The danger here is that healthy people are turned into potential patients. One of the chief tools in preventive medicine is to place people into risk categories. Different categories of people are prone to different diseases and so one can concentrate on

Winter school packs them in (60)

Staff Reporter

THREE weeks of winter school has been organised at Milner Park for 1-100 black matric pupils by the Education Information Centre.

The winter school began on June 15 and will go on until July 3. The organiser Mrs. Palessa Tyobeka said. The school is extremely popular. We had to turn away many applicants. Mrs. Tyobeka estimated there were 1 400 to 1 500 students even though only 1 100 were registered.

Each student has to pay R5 and is taught curriculum subjects with choices between mathematics, science, history or geography.

A member of the Education Information Centre, Miss Marion McNair, said special books were printed for the course which would help pupils for their matric exams.

Posters and application forms were sent to all high schools in the country. Many of the pupils came from the Cape. About 40% came from Soweto. Miss McNair said: "Many of the pupils apply independently and I feel the winter school serves a useful purpose and shows the present education system is not adequate."

...or ultimately everyone is in one or more risk categories because everyone is either young or old or black or white or urban or rural or female or male. Publicly categorizing people into risk groups and advocating screening programs and self examination and early detection may serve merely to increase the unhealthy preoccupation of individuals and of society with disease. In the same way annual medical check-ups may increase the morbid curiosity of people by turning them into patients with little or no demonstrable advantage. In short a preventive disease hunt may produce an epidemic of diagnoses and an explosion of anxiety with no tangible beneficial effect on health.

A plea for vigorous search of mental health and vital statistics.

P. M. S. ... B. I. C. ...

This year has been a disastrous one for the mental health of the people. It has been a year of ...

This paper, published over forty years ago, has been reprinted in full in this collection of conference papers.

The comments made then are still applicable - possibly even more so as he anticipated the issues relevant to the health needs of today.

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Mercury Reporter
AN APPLICATION for readmission to schools by seven expelled pupils had been rejected yesterday by Mr Gabriel Krog, Natal's Director of Indian Education, at a meeting of the South African Indian Council was told.

In a special announcement during the meeting, Mr J B Patel, executive chairman, said that the application had been turned down because there was 'no mitigating circumstances' to warrant readmission of the pupils who are among 601 expelled recently following the boycott of classes.

Mr Patel said the seven pupils applied for readmission through the school education committees after an announcement by the director that he would consider applications for readmission provided they were made via the education committees.

In response to the announcement only seven applications were received out of the total number of pupils who have been expelled, he said.

Expelled pupils 'won't be admitted'

50
2/2/58

N.Y. 26/6/81

Chairman Amichand Rajbansi warned that a 'mockery' should not be made of the Indian Council.

'We should take this matter up with the Director-General of the Department of Internal Affairs, Mr Jimmy van der Merwe, if we failed with Mr Krog,' he said.

Executive member Yunus Moolla said that emotion in the community over the plight of the expelled pupils was building up and, unless the expulsion was lifted soon, there could be grave repercussions.

A three-man deputation, comprising Mr Rajbansi, Mr Patel and Mr R G Pillay, was elected to meet the deputy director of Indian Education today.

The Minister of Internal Affairs, Mr Chris Heunis, and Mr van der Merwe are expected in Durban today and there were indications last night that the matter would probably be raised with them if the deputation failed with the deputy director.

system is haphazard.

They desperately want to learn but have nowhere to go! The 120 pupils of the small farm school near the Vaal River with their teachers — Sisters Clare and Thaddeus of the Sancta Maria Convent and Mrs Calixtina Ratomo.

Picture: JUAN KUBS.

with the system of farm-14-on-the-half". 21
 "Terlinson reports (1. 14. 1953) that for the last three years of 1953, has planers and cultivators by black farmers who introduced land considerable use was made of it was discontinued in 1947. Among those objected to such schemes was former Prime Minister Strijdom who complained in Parliament that Government went on in this way, blacks would be labourers and become farmers, with dire effects on white farming, where the problem was already serious". 22

Colin Bundy has shown that between the 1830 end of the century a class of black peasants emerged and then declined, who, in their heyday, were generally at least as good as white farmers (Bundy, 1977, p. 22). In the 1930s, as black areas only designated to its presence as restrictions were placed on blacks, and provided with more services. Bundy cites 24 factors against black farmers as:

1) Lack of land

'School' is being chased away

By MARJA TUIT

TWO Vanderbijlpark nuns and a black teacher might have to shift or close their Vaal River school because neighbours have objected to its presence

The school began in November, when two black children came to Sister Clare, a school teacher at the Sancta Maria Convent in Vanderbijlpark, and asked her if she would teach them to read and write

Because there was no place for the children in the other farm schools Sister Clare started teaching them and within a week the school had increased to 30 pupils, and the nuns had to look for an alternative place to teach them

Local butcher Mr Andries Jacobs offered them a store room but when the number of pupils increased they had to find larger premises.

Mr Kurt Honsinger, who has two daughters at the convent, heard about the children's plight and offered the use of a plot at Northdene, where he lives with his girlfriend, Miss Gillian Chase.

The plot borders the Vaal River and is in the so-called "Millionaire's" or "Green Belt" area. All the plots are registered as agricultural small holdings and many are used as weekend cottages.

Mr Honsinger said he had already ordered a prefab school and was collecting money to buy school books and equipment when he was told a court interdict may force the school to move.

"The neighbour, Mr Victor Borchers has accused the school children of burning his grass and hurting the cattle," Mr Honsinger said.

Mrs Borcherd said yesterday the plot owners were not against the school but the place where it is situated.

When the "Mail" visited the plot at the Vaal River yesterday the children were sitting on the open piece of land which acts as the school. The coloured and Sotho children are taught by Sisters Clare and Thaddeus and Mrs Calixtina Ratomo.

compatible with, but it is a predictable feature of, a large stratum of peasants to be

Spotlight on education at talks

h May, 1946, Vol II, Ages
ve Population, UG 60/1950,

8th May, 1951, Vol. V, Ages -
Pretoria, 1958.

th September, 1960, Vol. 7,
n each Magisterial District and
Home Language, Government

Population Census, 6th May,
ation, Industry, School Standard
ia, 1973.

at Printer, Pretoria.

istics, Government Printer,

of Statistics, Government

partment of Information,

r, 1975, Department of

47. Union of South Africa
48. MORE THAN 600 teachers
49. meet at the Cape
50. Teachers' Professional
Association conference in
Athlone next week to dis-
cuss solutions for a new
educational system in
South Africa — and to air
their grievances.

51. The statement con-
52. tains:
53. U.T.A.S.A. is deeply dis-
54. turbed by the signs of
55. insensitivity displayed by
the department in respect
of the very difficult posi-
tion in which principals
and teachers are placed.
On the one hand to be
seen to identify with the

legitimate political aspira-
tions of their community,
while on the other to
maintain order and discip-
line at their schools.
The department will be
well advised to remember
that in times of crisis and
rebellion against authority
the principals and
teachers are the last vital
influences left to exercise
influence over an enraged
younger generation.
It must also be under-
stood that tough action
may have the desired
effect in the short term,
but may fail in the long

run, especially if it is not
accompanied by a genu-
ine expression of under-
standing and compassion.
If the confidence and
self-respect of teachers are
destroyed, little will re-
main to hold a sorely tried
education system together.
Teachers need understand-
ing and support, not
threats against their posi-
tions.
The entire matter will
also be discussed by about
600 delegates to the con-
ference of the CTPA to be
held at the Athlone Civic

Centre from June 29 to
July 3 1981.
The theme of the con-
ference is 'A new educa-
tional system for South
Africa — now'.
Under the spotlight will
be:
Sex discrimination and
salaries of female
teachers.
The crisis of authority
in the school.
Special guests include
the president of the Afri-
can Teachers' Association
of South Africa, Mr Ran-
dall Peteni; Professor Bob
Leshoi, head of the

department of literature
at the University of
Bophuthatwana; Dr Cecil
Leonard, a senior lecturer
in education at the Uni-
versity of the Western
Cape; leading educationist
Mr K. B. Hartshorne; and
the principal of Fezeka
High School, Gugulethu, Mr
M. C. Qsaji.
Mr Qsaji will speak on
Education as a vehicle to
equal opportunity and full
citizenship, and Mr Hart-
shorne will discuss the
Human Science Research
Council's investigation
into education.

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C. Howard

Why did SA's 'Black Pimpernel' come back?

S. Express 28/6/81

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WA

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SOUTH AFRICA is likely to see the most sensational political trial for years if security police reports are correct and they have caught the "Black Pimpernel" -- exiled student leader Khotso Seatlholo.

He and seven other prominent exiled students were arrested trying to "infiltrate" Soweto, the police say. Three of them were arrested at a house in Orlando West, together with Mr Thami Mazwai, news editor of The Sowetan who is being held under security legislation.

Mr. Seatlholo was made chairman of the exiled student body, the SA Youth Revolutionary Council in 1979, and has a reputation as a quiet, astute leader, not given to flamboyant gestures.

This poses a mystery why did he return?

It seems out of character for a man, on whom the police so dearly wanted to get their hands, to return at such risk -- a riddle which may be solved within the next few months.

It has been suggested the return of the exiles might have something to do with SAYRC pamphlets distributed in Botswana recently.

These said the council would soon organise an annual congress in Soweto.

And "intelligence sources" have been quoted as saying members of the SAYRC had been given military training in Nigeria.

This could mean the "Black Pimpernel" trial will grab the headlines from start to finish.

It might well last as long as the sensational Saso (South Af-

SECURITY POLICE DETAIN ELUSIVE STUDENT LEADER IN SOWETO HOME

PETER WELLMAN looks at the implications of Khotso Seatlholo's arrest

rican Student Organisation) trial of several years ago, which ran for 18 months.

At least one other big trial might be recalled, because two of the exiled students are alleged to be Absalom Mofokeng and Peter Lengene, both mentioned in the marathon Edelstein murder trial of 1977, arising from the Soweto riots of June '76.

The other names are believed to be Selbe Seimela and Barney Mokhebe, who fled in 1976 with Tsietse Mashimani.

chairman of the Soweto Students' Representative Council, Marks Moleko, Trofomo Sono, also a former SSRC president; and another student identified only so far as Dan.

Mr Seatlholo went underground in South Africa for several months after taking over as SSRC chairman from Mr Mashimani and then fled the country in 1977 after men he alleged were police shot him in the arm on the Soweto highway.

A few days after he fled, he

said in Botswana. "I left because the security police were after me."

"I feared for my personal safety. I had been on the run and I hid myself in various places in South Africa."

Clean faced, projecting innocence, looking for all the world like a political unsophisticate, Seatlholo, the junior school pupil, showed no sign of burgeoning leadership qualities.

But at Naledi High School, Seatlholo was described as the most intelligent of the debaters

at schools in the area, though never obtrusive.

Nevertheless, what happened in '76 turned the quiet back-room boy into a frontliner as SSRC chairman.

But front-liner didn't mean hard-liner even in the angry days of mid-'76.

In August that year, just two months after the riots, he was saying "We have not reached the end of the road in race relations."

A month later it was: "I cannot ever emphasise the im-

portance of school children going back to their lessons in earnest."

Seatlholo was committed to consensus as SSRC chairman, always willing to listen to a dissenting point of view and to allow full debate before taking decisions, and the difference in personality and style between him and Mashimani was striking.

Even their names reflected it. Tsietse translates as "trouble" and Khotso as "peace".

The necessity of diversifying ones activities applies not only to project members, but to all poor would-be entrepreneurs.

I came across many migrants and people from white farms who aimed to make their living locally. These people generally had very little or no capital. Those from white farms wanted to give their families places to stay, while they got better-paying jobs on the mines, but then found they could not change their endorsed job category. Common activities they are engaged in are brickmaking, building houses on order, tin-trunk making, tailoring and farming (where they have land and stock).

In the situation where lack of transport and marketing channels inhibits people from being able to sell outside their villages, and the villagers' buying power is limited by extreme poverty³⁴, entrepreneurs struggle to get enough work.

Thus they try to combine various of the activities I mention above, so as to have a wider marketing scope.

Even so, many have a very precarious if another entrepreneur sets up in the delicate balance is disturbed and they are forced to migrancy.

6.2.1.1.3 Non-viable co-operatives

I discussed the pattern in the dairies members' stock of capital (here cows to generate a profit which will cover

share towards the costs of the communal services provided by the co-operative. This leads to members dropping out and thus the costs are divided amongst fewer people and so the situation gets worse.

The majority of people in Third World rural areas are too poor to support co-operatives. C.B. Lamb's work on Kenyan coffee growers shows that 75% of farmers in the

Suzman calls Wits arrests a scandal

By ANTONI AKHALAWA
Political Reporter

AN ANGERY Mrs Helen Suzman yesterday accused the Government of 'terror' following Friday's pro-law police sweep on the Black students of the University of the Witwatersrand.

Mrs Suzman, Progressive Federal Party spokesman on civil rights, described the action as a scandal, and said she would raise the matter in Parliament.

Earlier yesterday, the acting leader of the Wits Black Students' Society, Mr Ghaleb Cachalia, said he was taken from his home by police at 4.30am on Friday and questioned about the recent flag burning incident on the Wits campus.

The incident occurred during anti Apartheid Day protests on Friday, the university's vice-chancellor and principal, Prof D.J. du Plessis, said none of the Wits students was involved in

the burning of the South African flag.

Mr Cachalia said he made a statement to police, clearing knowledge of who burnt the South African flag. He was released the same afternoon.

He believed all 10 students held on Friday were questioned about the flag incident, and have since been released, but no confirmation could be obtained from the police yesterday.

Some of the students held on Friday were taken from the Mafela Hostel in Soweto. A hostel spokesman said police woke a warden at 4.50am and arrested the students shortly thereafter.

Mrs Suzman said of the detentions: "This is a prime example of overkill over an incident which simply could have been disappeared of and forgotten."

"It is quite absurd for the Government to go to these extraordinary lengths over an incident which in any country in

the world - outside the Iron Curtain countries - would simply have been dismissed as a piece of student foolishness.

"To go to the length of picking people up under security legislation - which was voted in Parliament was designed for use against dangerous terrorists and violent subversive elements - is a scandal on its own merits. It is certainly a case of overkill."

A spokesman of Security Director Lourens van Rensburg said yesterday he could not comment on what Mr Cachalia was questioned about, whether he was in fact questioned or whether he had been detained.

Scores of people - mainly students and trade union leaders - have been detained in terms of security legislation.

Mrs Suzman said: "The pattern of detentions and hearings is a clear manifestation of the Government's refusal to accept the widespread and growing hostility towards its policies from young people of all races."

"The strong-arm action, which is all the Government does, will accomplish nothing except to consolidate and exacerbate that hostility. It will certainly not deter, nor intimidate."

Such action was counter-productive because it resulted in a further alienation of the public mind from the Government. It is a clear indication of the Government's refusal to accept the widespread and growing hostility towards its policies from young people of all races.

The secretary of the co-operative says that people are not joining because they are too poor.

Syllabuses 'due for revision in high schools'

29/6/81 Argus
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Argus Correspondent

EAST LONDON. — All high school syllabuses were due for revision within the next few years, the Director of Education for the Cape, Mr H A Lambrecht, said in East London at the weekend.

Addressing the annual conference of the South African Teachers' Association, Mr Lambrecht said this revision had to ensure the selection of syllabus content was relevant to the demands of education.

It also had to ensure significant differentiation between high grade and standard grade syllabuses.

This revision for high schools would also mean an adaptation of syllabuses at the primary level.

'We should not allow too long a time to elapse before the syllabuses for the junior secondary school and senior primary school dovetail properly,' he said.

FALLEN

Mr Lambrecht said the practical course, as offered at present, seemed to have fallen from grace.

'Young people who have passed this course find it increasingly difficult to obtain employment,' he said.

'Or if they do find employment, they are paid such low salaries that the practical course is brought into disrepute. It has become a matter of urgency that the course be restructured,' he said.

STRIKE WAY

A resolution to keep the way open for teachers to go on strike was passed at the conference.

The motion, carried by a large majority, recognised the moral right of teachers to withdraw their work. It instructed the representatives of Sata not to negotiate any agreement by which teachers would voluntarily surrender their moral right to withdraw their work, should circumstances arise in which serious consideration was given to the possibility of strike action.

The conference noted it was the right of every employee to obtain the fairest award for his work.

Every employee had the moral right to withdraw his work should he believe his reward was unfair or inadequate or if he believed the conditions under which he worked, were such that it could not be carried out properly.

The conference noted there existed many areas in South African education in which the rewards and conditions under which teachers worked were inadequate or militated against educational effectiveness.

The president of Sata, Mr Trevor Long, said the teaching profession in South Africa was in a state of siege.

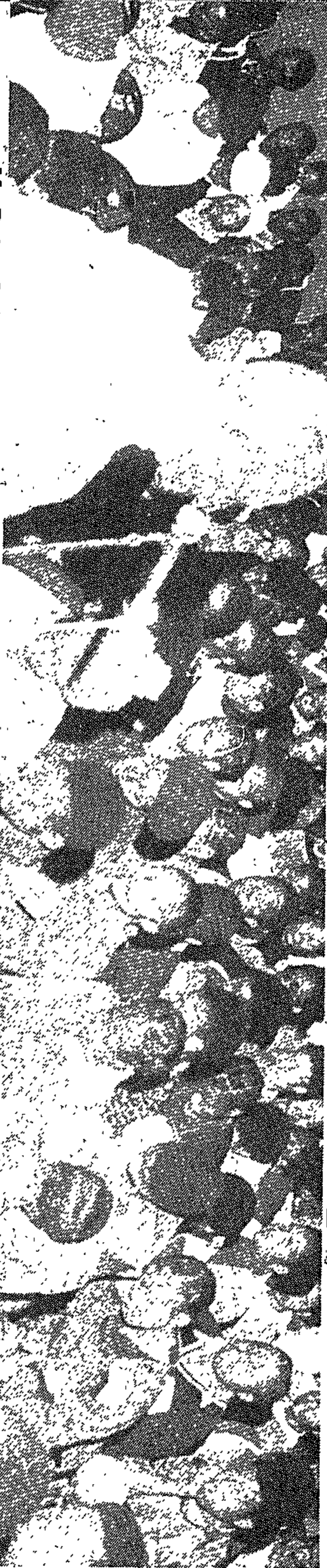
He said the siege had different causes for different people. For some it might be a question of salary, while for others it might be one of relevance.

HELP CHANGE

He believed teachers could help to relieve the siege and to change South Africa for the better if they worked together as an association of colleagues.

He said the association looked forward to the day when education would be truly universal in this country.

Winter School wages war on ignorance



Mr Peter Seboni (back to camera), a volunteer teacher at the Winter School in Johannesburg, takes a number of students through their subject.

Sowetan 29/6/81

By Z.B. MOLEFE

which will help them beyond matriculation".

The school, started about 12 years ago, has been such a success that this year 1100 students had to be turned away. Reluctantly Mrs Tyobeka said: "We could not handle more than the number we now have."

The school, which in the past has been sponsored by corporations such as the Anglo American Corporation Chairman's Fund, has this year been sponsored by a well-known petroleum company to the tune of R20 000.

STUDENTS

Teaching staff is drawn from black and white volunteers drawn from the University of the Witwatersrand, the Johannesburg College of Education and other educational institutions in and around Johannesburg including Soweto. Each student pays R5 for three weeks at the school.

Mrs Tyobeka also told SOWETAN that the school caters for a teachers' enrichment programme. She added: "We get experts in their various fields to help the teachers with their syllabi".

She also pointed out: "The winter school is not a cram course. We strive to teach study skills. Hence our emphasis on the syllabi".

As she took reporters around the school it became clear, while watching the hundreds of eager students, that the school has really declared war on that problem facing most countries in Africa and other Third World countries — ignorance.

A QUIET war is taking place at Johannesburg's Milner Park Showgrounds in which more than 1000 black students and the Institute of Race Relation's Education Information Centre are taking part.

This is the Winter School, catering for black Standard Ten pupils from nearly all over the country. For three weeks these students and their black and white teachers, will be tackling their subjects in preparation for their final examinations at the end of the year.

SUCCESS

But, warns Mrs. Palesa Tyobeka, the education programme organiser: "We are teaching them study skills

Lack of cash 'hills' in education

education

The Carolina Reporter
Education Reporter

At the heart of the problems in black and colored education is the government's failure to provide adequate financing for the colored. The head of the National Association of the Deaf, Dr. Fred Jacoby, said at the annual conference in Johannesburg last week.

In 1973 4.03 percent of the GNP was allocated to education and of that only 1.41 percent was allotted to four-fifths of the population - black, colored and Indian populations.

"I believe that all the public education problems we have in the field are the result of financial dysfunction - a system of monetary deprivation which has been going on for generations upon generations," he added.

It would be impossible to cope with the demands of the 80's unless a massive injection of money was made a priority, Dr. Jacoby said.

Discrimination was the cancer, primarily the neglect of both education and research, and until this was reversed there was no point in looking towards a time when the black sector would be able to cope with the demands made for trained human resources, he said.

Dr. Jacoby pointed to the recent pupil demonstrations and protests as signs that, as individuals, the pupils had responded to a hostile discrimination system - but in fact reacted hostilely to it.

"We are of course aware that children from poor areas are being invited to a source outside the student body. This may well be so. But without without fiscal, political and cautious and reaching on the part of certain elements of law-enforcement agencies, are certainly not rational solutions," he said.

Detained

A 15-YEAR-OLD (Emiliani) boy was detained at the weekend. (37) (50)

The mother of the boy, said Security Police arrived at their home in the early hours of the morning, searched the house and asked for her son's books.

"They looked at the books but did not take them away. They then left with my son. They did not say where he was being taken to," she said.

The police told the family that they could see the boy at Protea. She said they later took some clothing and food to the police station, but this was refused.

10 Witwatersrand students freed

JOHANNESBURG - All 10 of the University of the Witwatersrand students detained on Friday have been released.

Colonel Henric Miller, Chief of security police in the Witwatersrand, said yesterday that all the students detained on Friday had been released and added that there had been no more student demonstrations over the weekend.

Among those released is Mr Ghatsho Chabha, the acting leader of the Witwatersrand Students Society. The other students released are: Cecil Egan, Mr. Mokoena, Mr. Nkomo, Mr. Mokoena and Mr. Jacob Mokoena, all of Mafaka; Mr. and Mrs. Chabha, of Johannesburg; Mr. Cassim Mokoena

and Mr. Yvonne Bellin of Lenaxa; and Mr. Tembani, a Witwatersrand student, and Mr. Mokoena.

Mr. Ghatsho Chabha, leader of the students, said he was glad to hear that the students had been released and added that the students would continue to work for the freedom of South Africa.

The students, and by their actions, had made a statement to the world that they were determined to continue to work for the freedom of South Africa.

The students, and by their actions, had made a statement to the world that they were determined to continue to work for the freedom of South Africa.

TEACHERS' Leader →

seeks uniform education system

30/1/21

Education Reporter

A HIGH price of suffering would be paid if the Government did not accept the necessity for a single, uniform education system in South Africa, Mr Franklin Sonn, president of the Cape Teachers' Professional Association, said last night.

Teachers chief hits at 'inferior education'

Education Reporter

THE Joint Council of Teachers' Associations dared not accept an education system that smelt of inferiority, Mr Randal Peteni, president of the council, said in Athlone last night.

Mr Peteni was guest speaker at the official opening of the Cape Teachers' Professional Association conference.

'It does not matter how many commissions of inquiry are appointed to investigate and make recommendations or how sympathetic the administration and Ministers may be: if there is no move from discrimination, no free and open society, the quality of education will always be inferior,' he said.

COMPARISONS

The young had expressed their dissatisfaction with the present education for blacks and were unlikely to accept another inferior system.

'It is futile to compare blacks in South Africa with states north of us. We do not belong to them. Our comparisons emerge only from what exists in this country,' he said.

If there were not enough teachers to provide compulsory education for blacks and not enough teachers could be trained fast enough, the world could provide South Africa with the personnel it needed.

'That is what industrialists do when faced with a shortage of skilled workers,' Mr Peteni said.

Mr Sonn was speaking at the opening of the 14th annual conference of the association in the Athlone Civic Centre.

'The children of South Africa must get to know each other at their desks or they will surely meet each other as strangers and enemies in the trenches of our borders and the streets of our cities,' Mr Sonn said.

Referring to the Human Sciences Research Council investigation into education, he said he was concerned that the report would find its way to dusty bookshelves.

CREDIBILITY

'The authorities must be aware that the credibility of the process of scientific investigation hangs on the Government's reaction to the recommendations of the report in question.'

The CTPA had taken part in the investigation 'in the face of great opposition and strong criticism.' The ball was now in the Government's court.

'The Government must now show us if it will follow the path of justice or if it will bow to pressure from verkrampes who, in the name of Christianity, always put personal gain for their group first.'

He protested that the coloured community could no longer take their basic rights and civil liberties being 'dished out' to newcomers.

'In some cases these



Mr Franklin Sonn

newcomers come from the back streets of Europe, while we are relegated to the role of bystanders and helpless onlookers.'

Mr Sonn said teachers today had to regard themselves as the teachers of a community in deep distress.

FLOUTED

'We are grieved that our authority is often questioned and openly challenged and flouted and we may turn to each other in despair, hoping to find the answer.'

He was concerned that pupils were harming themselves in their effort to give vent to their frustration and rage.

'We must believe with passion that apartheid will die without taking our country and its people along with it,' said Mr Sonn.

Black education 'inferior by design'

Argus 1/7/81 (50)
Education Reporter

BOYCOTTS and rebellion in black schools flow from the conviction that inequalities are not a by-product of apartheid but that black education is inferior by design to prepare disfranchised people for a subservient role in a stratified society, Dr Cecil Leonard said today.

The senior lecturer at the University of the Western Cape was speaking on A New Educational System for South Africa at the Cape Teachers' Professional Association conference at Athlone.

SERIOUS DEFECT

The most serious defect of the current system was that apartheid conditions were ideal for the development of simplistic stereotypes and insensitivity of those who did not belong to one's own group, Dr Leonard said.

Inequalities in South Africa could be clearly defined, quantified and objectively expressed.

These inequalities included the allocation of money, the period of compulsory education, educational facilities, the teacher-to-pupil ratio and the qualifications of teachers.

AUTHORITIES

The education system's authoritarian philosophy with its exaggerated respect for tradition and dogma was another defect.

'A society in transition requires creative, daring and adventurous minds prepared to experiment and to search for new solutions to old problems,' Dr Leonard said.

Apart from the functions of imparting knowledge, skills, values, beliefs and the transmission of culture, a new

system for South Africa should help to create — 'a more equal, a more cohesive and more tolerant society.'

Education centre is for all

Sowetan 1/7/81

By LEN KALANE

EXTENSIONS to the St Anthony's Adult Education and Training Centre, the largest adult centre in the country for blacks and coloureds were opened at Reiger Park, Boksburg, this week.

The vast extensions, housed in a four-storey building, were built at a cost of R605 000. The new complex is a joint undertaking between the C S Barlow Foundation, Control Data (Pty) Ltd, International Telephone and Telegraph and the trustees of St Anthony's.

More than 2 500 students use the facilities at the centre, mainly at night, but local companies also use the centre for training their employees in technical skills. The centre also provides educational training on many levels, literacy training was given to the employees of the South African Railways in the area and to many mine workers who live nearby. Companies such as GEC South Africa also use the facilities.

Students of all ages attend classes to complete their Junior and Matriculation Certificates, to put them in line for a university career. The new wing provides laboratory facilities and can also be used by students doing Practical Chemistry 1, 2 and 3 at Unisa in Pretoria.

The education is under the control of three Catholic sisters, assisted by 30 part-time teachers. St Anthony's provides a cultural and social centre for the benefit of the Reiger Park community and the facilities are totally non-denominational.

The executive chairman of Barlow Rand, Mr A M Rosholt, said in his address when opening the new complex: "The project, and indeed the whole development of St Anthony's has emerged as a classic example of the co-operation between educationists and the private sector which is now so important for the future of South Africa.

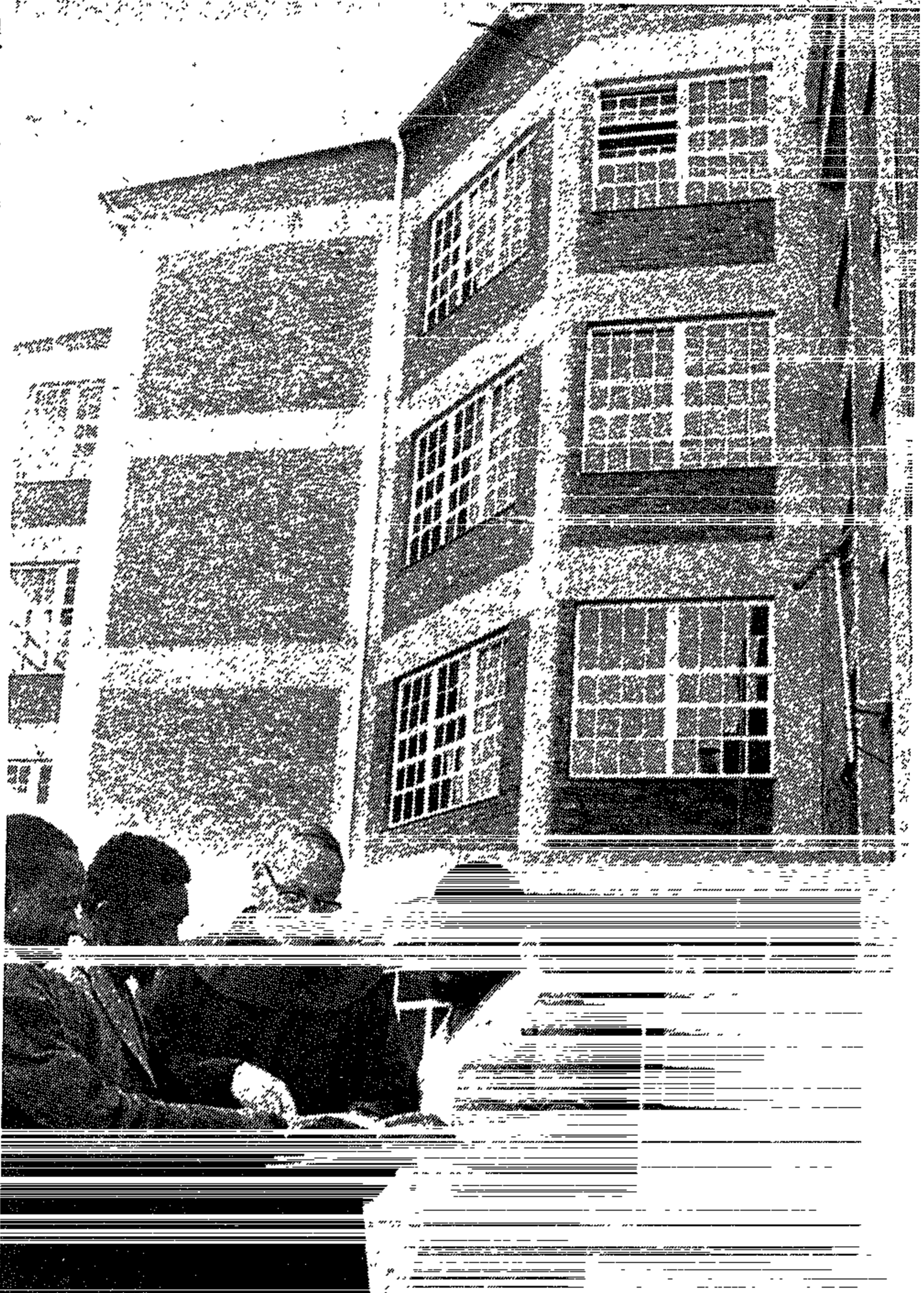
"We live in a country of great resources, a country which is capable of providing unlimited opportunities for all its people. Whether they are going to be able to take advantage of these opportunities will depend above all on the provision of adequate education and training for all sections of our community at all stages of their development.

Mr Rosholt added: "The shortage of skilled and trained people over a broad spectrum of activities is quite the most constraining factor facing us in the growth of the economy of our country.

"Our basic educational system is wrongly structured and as a result its final products are totally inadequate both in numbers and in quality. When concerned people, among whom I number myself, call for a common educational system for all race groups in the country they are not raising a political issue," he said.

Father Stan Brennan was appointed Parish Priest of Reiger Park in 1965 and identified the thirst for education as the most important need of his community. He built a small library with the help of the East Rand Property Mines (ERPM) and the first trustee, Anglo American established a small adult education centre.

Since that modest beginning, St Anthony's Adult Education Centre was assisted by the Miserior fundraising body in West Germany, and has been helped by a board of trustees, consisting of ten top South African and international companies to grow to its present size.



Father Stan Brennan, OFM, and three prospective students in front of the new science block of St Anthony's Adult Education centre.



Two students at work at a computer-based terminal in the new science block.



Students at work in one of the two new science laboratories at St Anthony's.

Education reform urged to stem pupil rebellion

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\$AB

Angus 3/7/81

Education Reporter

AN urgent appeal for immediate educational reform to stem the tide of pupil rebellion against the State and all authority associated with it marked the Cape Teachers' Professional Association annual conference this week.

In a panel discussion dealing specifically with the crisis in authority at schools, teachers were unanimous that pupils were reacting to the inequalities in everything they saw, from financial allocations, buildings and equipment at schools to Group Areas Act removals.

Since the 1976 unrest in Soweto, which spread throughout the country, education institutions had been flashpoints and would continue to be so as long as the status quo remained.

ONE DEPARTMENT

Speakers suggested various ways in which a new education system could be run. Dr L B Hartshorne, consultant to the Centre for Continuing Education at the University of the Witwatersrand and a member of the Human Sciences Research Council investigation into education, said there was widespread support for a single department controlling general policy and financial allocations.

Lower levels would control the actual running of schools.

Attention was drawn to the need for curriculum innovation.

Teachers agreed that the present curriculum was irrelevant to pupils and that a new education system should increase their awareness of and help them to cope with the tremendous social, economical and political problems facing the country.

Dr Cecil Leonard, a senior lecturer at the University of the Western Cape, said; 'If students perceive discrimination, inequalities and injustices around them it is understandable that they may feel education should assist them to cope with these concrete problems instead of merely filling their heads with abstract facts.'

TEXT BOOKS

Professor B L Leshoai of the University of Bophuthatswana gained support for his demand for the re-writing of outdated European-based text books, for more African history and for geography and social studies grounded in the African society.

In discussions teachers raised the possibility of giving syllabuses more relevance in spite of the narrow academic limits.

'Teachers must be on the alert. There are all sorts of things they can do to play out their responsi-

bility to pupils,' Mr J Lochner, the principal of Steenberg High School

There was serious concern at disparity in teachers' salaries, which, apart from anything else, lowered the status of teachers in the community, according to Mr C Jaftha, principal of Portavue Primary School.

Nearly 80 percent of the coloured teaching body was paid on a lower level than their white counterparts.

The urgent need for change was seen against a background of verkrampte white resistance to change.

RESISTANCE

Dr Hartshorne warned that there were powerful centres of resistance and change could only be initiated by political decision-making. The Government would have to be prepared to stand firm by an 'acceptable to most' educational dispensation.

'The crucial issue, therefore, will be the response of the Government to the proposals emanating from the Human Sciences Research Council investigation.'

There was a certain amount of scepticism about this at the conference, in the light of statements made at the 1981 white elections. They included: 'Our schools and group areas are not negotiable.'

Cops will keep calm says Le Grange

Sowetan 3/7/81

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THE MINISTER of Police, Mr Louis Le Grange, promised a two-man delegation which met with him this week that there will be no over-reaction by police against black students staging peaceful demonstrations in future.

Mr Le Grange met the delegation which included the national chairman of the National Association for the Advancement of Coloured People in South Africa (NAACP), Bishop Joe Joshua, in Pretoria on Monday.

In a statement released to SOWETAN after the meeting, Bishop Joshua said: "We discussed the question of upheavals in black schools with the Minister of Police. He gave us assurances that a situation will not arise again where there will be an over-reaction by members of the police. He also assured us that the detained students will be released soon if they respond to discipline and conduct themselves with responsibility.

"The Minister also said that the matter of discipline in schools is primarily the re-

By LEN MASEKO



Bishop Joe Joshua

sponsibility of the school authorities and the Department of Education, and that is exactly how it will remain in future. But, he said, if there is a situation where children act in an irresponsible manner by breaking the law and order involving the public, then the law must necessarily take its course with a proviso that it must be conducted in a humanitarian manner.

Bishop Joshua said alleged student provocation was discussed in the meeting but the delegation disputed this by saying that it was bystanders who provoked police during

peaceful demonstrations.

The Minister also promised to take a "deep" look at the circumstances surrounding the arrests of students during last month's demonstration in coloured schools, he added.

The meeting between the Minister of Police and the delegation is a sequel to the outcry from black leaders over the alleged brutality by police who handled the demonstrations in coloured schools on the Reef last month.

NAACP also sent telegrams to Cabinet ministers including the Minister of Police urging them to look into the manner in which the police handled the student demonstrations.

Mr Le Grange also had a meeting last month with an eight-man delegation which included the president of the South African Council of Churches, the Rev Peter Storey, over the alleged "police brutality". The Minister declined to appoint a judicial or general inquiry to look into the allegations against the police after the delegation had asked him to do so.

Apologise or stay out warning to expelled pupils



By GEORGE MAHABEER

THE Department of Indian Education has told 601 expelled high-school pupils to write letters of apology if they want to be considered for re-admission to classes.

The pupils were expelled by the Director of Education Mr Gabriel Krog, after they staged a boycott during May and June to protest against the Republic festival and to commemorate Soweto day.

Informed sources said this week that the department had asked pupils to comply with three conditions before their applications for re-admission would be considered.

Conditions

These were to:

- Apologise for "embarrassing" the department
- Promise not to boycott school again
- Have their letters countersigned by parents and the chairman of their respective education committees.

However, Mr Krog will have the final say as to which students will be re-admitted. School principals, meanwhile, have confirmed that most pupils have applied for reinstatement.

After the expulsion, several appeals were made to Mr Krog by parents, church leaders, educationists and the South African Indian Council, in the hope that he would reconsider his decision.

He indicated that while he was prepared to consider re-admitting the pupils, he could not do so immediately.

Last week the SAIC drew the matter to the attention of the Minister of Internal Affairs, Mr Chris Heunis, at a meeting in Durban.

Private schools: justifying the status quo, or source of pride?

PDF 6/7/81

FROM one perspective, Mr Randall's research into the private school system was a personal odyssey: he himself is a product of Kearsney College and, as he freely admits, he had ambivalent feelings about private schools when he left his alma mater.

Judging from the concluding chapter of his thesis, Mr Randall is no closer to a definitive conclusion on the merits of private schools. He is still aware of both their strengths and limitations.

Mr Randall's dual view of these schools is encapsulated in two sentences in his concluding paragraphs:

• In South Africa private schools are inevitably part of a system of institutionalised inequality... and...

• Many of the South African private schools indeed achieve standards of excellence and their very existence may be a source of justifiable pride in the enterprise and initiative of the English community in this country...

But, as Mr Randall is quick to point out, South Africa's private schools cannot be viewed as an undifferentiated whole.

His thesis focuses on the some 60 member schools of the Association of Private Schools (ASP) and the related Headmasters' Conference (HMC) — as distinct from Roman Catholic and Jewish private schools and the often despised but profitable "exam colleges".

HMC schools include some of

After publisher and educationist Mr Peter Randall was banned in October 1977, he spent much of his spare time researching South Africa's private school system — or, more accurately, an important sector of it — for an M Ed thesis with the University of the Witwatersrand.

The lifting of Mr Randall's ban last week made it legal for newspapers to quote him. **PATRICK LAURENCE** spoke to him about his thesis, scheduled to be published under the title "Little England on the Veld" by Ravan Press.

South Africa's best known private schools: Bishops, Michaelhouse, St Andrew's, St John's, St Anne's, Roedean and so on.

Wherever middle and upper-middle class English people have established themselves in substantial numbers, they have carried with them the loosely defined "public school" code, which... became in Victorian times the most important influence in English school education... Mr Randall writes.

It was the philosophical foundation on which English settlers in South Africa built their private schools.

Mr Randall quotes an American scholar on the White Anglo-Saxon Protestant or WASP ideal which these schools originally tried to inculcate — whether they were founded in South Africa, the United States, New Zealand or Australia.

"The traditional model that young people in independent

schools were expected to emulate was the WASP gentleman: the versatile, clean-cut, well-mannered, prudent man of affairs, who, favoured by the circumstances of his birth, plans his life and invests his time and money carefully with the goal of becoming rich, respected and influential — and a pillar of society."

Mr Randall then adds his own description. "Along with this model went a somewhat vague conception of an 'English tradition' in education, and a vision of Englishness compounded of playing the game, midnight feasts in dormitories, Greyfriars, Billy Hunter and the sporting life of the English landed gentry."

"It is not surprising that many private schools in the English-speaking world are set in rolling acres, in country-house type buildings... They may be regarded on

the one hand as memorials to the initiative and vision of their founders or, on the other, as embodiments of class privilege."

The first private schools of the HMC-type in South Africa were essentially Anglican or "quasi-Anglican," but later Methodist and even non-church schools joined the inner circle.

Mr Randall says: "Today, as Mr Randall notes, St Suthans College, a Methodist school near Johannesburg, is one of the biggest HMC schools for boys, while Epworth, a Methodist school in Natal, is one of the biggest for girls."

One of the themes which interests Mr Randall is the partnership which the HMC schools developed with, those German, Italian, Portuguese and Jewish immigrants to South Africa who rose to become industrial and financial giants.

The association was reciprocally beneficial:

• The schools accepted the sons and daughters of the Randlords, as these powerful men came to be known, and helped to make them more English than the English, and thus eminently acceptable socially.

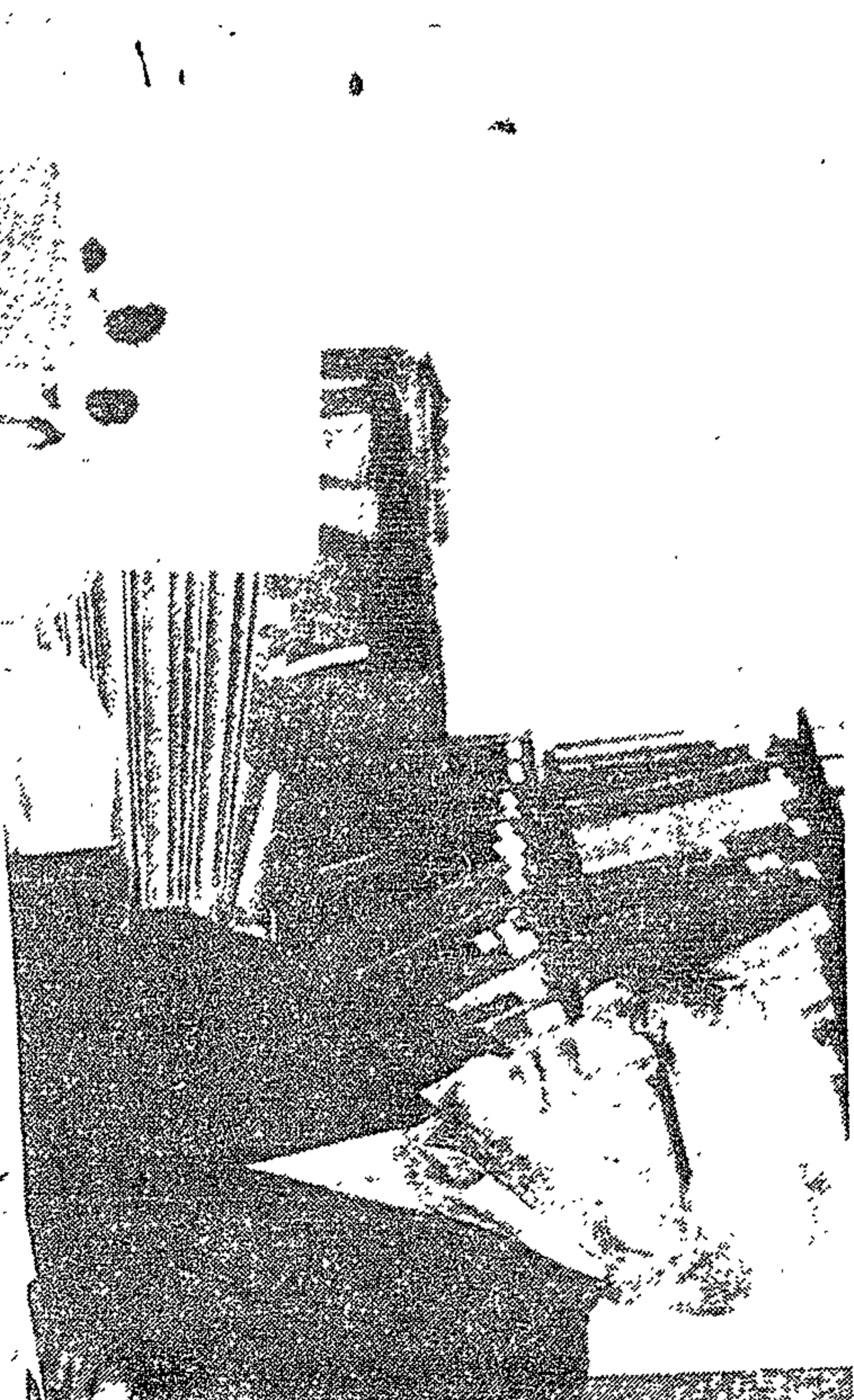
• In return the Randlords and their sons and daughters were accepted into the English-speaking upper class, thus helping to broaden and strengthen it.

A by-product of the symbiosis between the mining and industrial magnates and the HMC schools was the increasing financial dependency of the schools on them, Mr Randall says.

In his view, the control by the churches of "their" schools has become largely nominal. "Real" power rests increasingly with those who hold the purse strings. He notes that in the 1970s more than R10-million was raised from private sources for HMC private schools.

The role of the private schools in transforming European immigrants and their descendants into the "apologetics of English gentlemen" leads logically to a more recent development: the acceptance in recent years of blacks by the HMC schools.

Mr Randall does not purport to know all the answers on the implications of the rise of a



Mr Peter Randall... can't decide whether private schools are a good or bad thing

new class of private school-educated blacks.

He says it may be viewed as "either a mechanism for co-opting new recruits to strengthening the ruling elites or as an attempt to diffuse their privileges to a progressively widening social spectrum."

Mr Randall's contention that the admission of blacks may be part of a plan by the dominant whites to win over the black bourgeoisie (or part of it) should be seen in the wider context of his thesis.

Although the HMC private schools once felt threatened by the aggressive thrust of Afrikaner nationalism in the 1950s and early 1960s, that is no longer the case.

He writes: "The private schools have persisted and have reached a state of relatively comfortable co-existence with Afrikaner political domination."

He speculates whether "Pre-toria's willingness to first turn a blind eye to, and then to officially condone, acceptance of blacks by private schools is not part of Prime Minister P. W. Botha's 'total strategy' with its emphasis on widening the Anglo-Afrikaner power-base

by judicious inclusion of 'responsible' blacks.

Mr Randall goes on to say that if "total strategy" fails, the outcome may be a "unitary, socialist state under black rule" — in which there would be little or no room for HMC-type private schools.

He disagrees with those who see HMC schools as strongly innovating agents for change, recalling that it was not HMC schools but Roman Catholic schools which really pioneered the path toward multiracialism in private schools.

Before the Roman Catholic schools had shown that the anti-theories could be defied and/or that multi-racialism would be made socially respectable, two prominent HMC schools in Cape Town — Bishops and St George's Grammar School — refused to accept the children of coloured clergyman, Mr Randall says.

"It is necessary... to dispel a common view that private schools can act as change agents in a society in which inequality and repression are so deeply-rooted in its most fundamental structures."

"The general conclusion is that schools mirror society and

do not themselves innovate change.

"The admission of black pupils to many South African English private schools from the late 1970s... merely reflected changing economic needs and changing nuances in the Government's total strategy, which needed to preserve the fundamental features of the society even where this involved some departure from its former adherence to rigid racial segregation in all areas of life."

But if private schools are not agents of change as such, they often generate a greater awareness of, and concern for, social justice at the "micro-level" in the minds of some pupils.

Degrading this as a paradox, Mr Randall says: "The children come from conservative backgrounds, but they are exposed to experiences deemed to children at state schools and often emerge with a greater sense of social justice."

These experiences include discussion of issues, debates on subjects and visits to places excluded from the curriculum of most state schools.

At another, but not unrelated, level, the evolution of private schools over the years has been marked by a steadily increasing input of South Africanism.

They started as near replicas of the English public school (Bishops send Baden-Powell a telegram on the relief of "wasting which read: 'Bravo to British pluck').

But that has changed. They are trying to come to terms with South African realities," Mr Randall says.

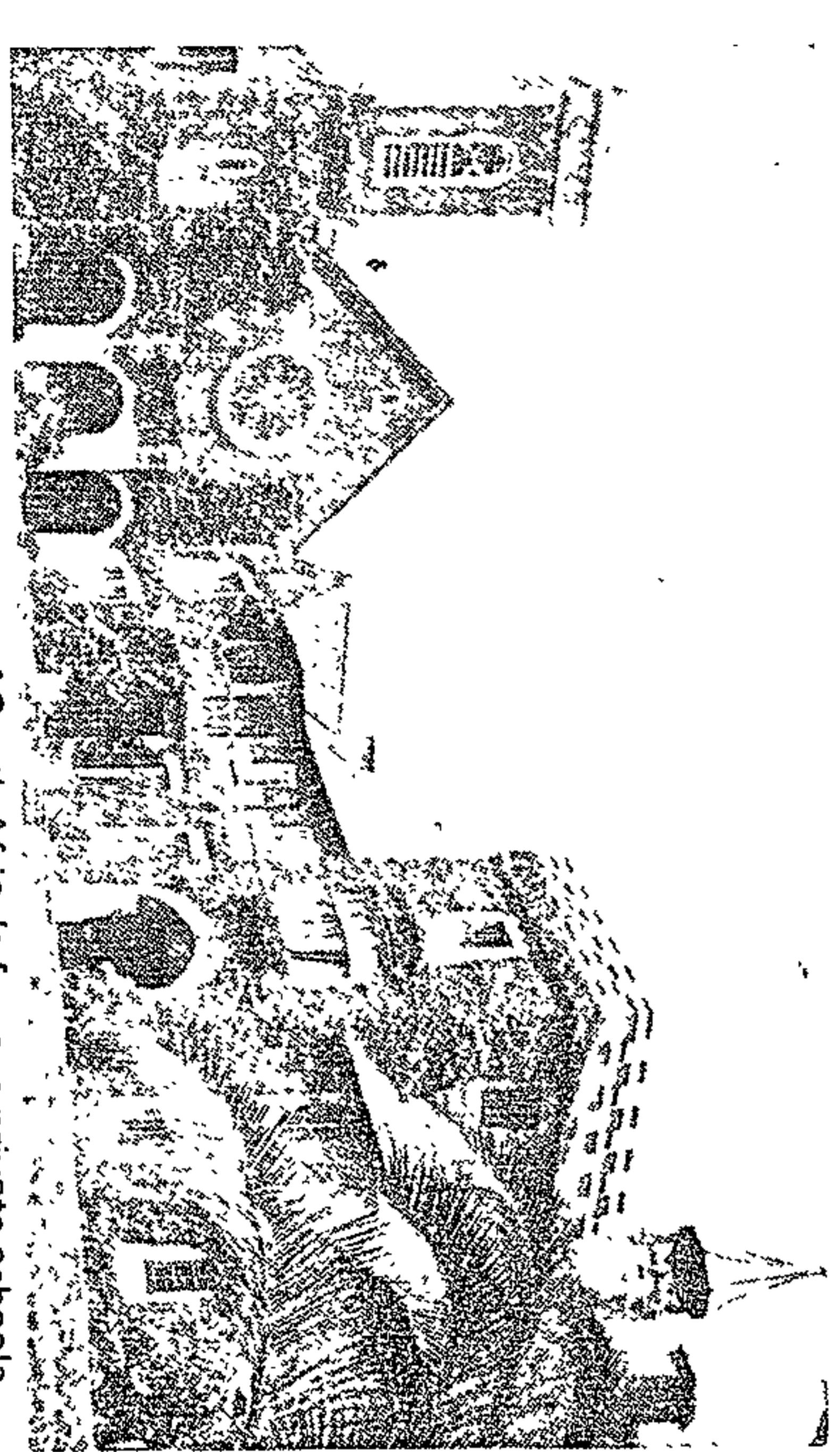
He cites as examples the introduction of African languages, the admission of blacks, the recruitment of locally-trained teachers and, now, plans to set up fully multiracial schools.

Although a modus vivendi has been reached between Afrikaner nationalism and HMC private schools, Afrikaners have remained strangers in large measure to the private school system.

Apart from two short periods where they established their own schools to resist the Anglicisation ambitions of Lord Alfred Milner, they have largely shunned "English" private schools and refrained from launching their own.



Publisher and educationist Mr Peter Randall, banned for five years in 1977, can now voice his feelings about South Africa's private schools.



Natal's Michaelhouse — one of South Africa's famous private schools.

CT 6/7/81
**Ex-teacher
is detained**

Staff Reporter

A FORMER high school teacher, Mr Matthew Cloete, was being held under Section Six of the Terrorism Act, the chief of the security police in Cape Town, Colonel H W Kotze, confirmed yesterday.

Mr Cloete was arrested on his way to Bishop Lavis on June 15 and detained under Section 22 of the General Laws Amendment Act. His attorney, Mr A M Omar, said Mr Cloete was detained under Section 22 for 14 days and then transferred to Section Six, which allows for indefinite detention.

Mr Cloete, a former teacher at the Grassy Park High School and later at Mountview High School in Hanover Park, was detained during the school boycotts last year and held for six months under Section 10 of the Internal Security Act at Victor Verster Prison near Paarl.

Star 7/2/81

Whatever is set aside for blacks is 'grossly inferior'

Own Correspondent

CAPE TOWN — Since March 1980 an estimated 200 000 students have been involved in non-violent protests, according to a publication by the University of Cape Town's centre for extra-mural studies.

In an attempt to record reasons and effects of the boycotts, five papers were read at a conference on curriculum innovation in South Africa at the university this year.

Mrs Sindi Magona, speaking as "a mother and a teacher," said: "Experience has taught blacks that which is set aside for their exclusive use is usually grossly inferior."

"Bantu Education was part of a political and economic system that was not meant for black success."

She suggested imagining all white children of Cape Town out of school.

"It can't be imagined for it would not happen — white parents have power to control the education of their children and prevent irreparable harm being inflicted on themselves and their families."

Social worker Mr George Gibbs said: "Unless we are to grapple with the problems and issues of the Cape Flats, the changes the educationists want to introduce will be stillborn."

"Cape Flats residents form a community which has suffered much, torn apart by mass removals, regimented in rows of block houses and so conditioned by authority that it finds itself without initiative and creativity," he said.

For the best student of Architecture (or Quantity Surveying) in the subject

David Haddon Prize

Miss C Tredgold

in third year.

For the best woman student

Molly Gohl Memorial Prize

P A Rappoport

1st, 2nd and 3rd major courses.

satisfactorily completed

For a student who has

Helen Gardner Travel Prize

P F Dunckley

Sixth Year

For the best student in :-

of Architects' Prize

Cape Provincial Institute

Education crisis not over yet, warns rector

Star 7/7/81

56

By Carolyn Dempster
Education Reporter

The education crisis is not over, says Professor Napier Boyce, rector of the Johannesburg College of Education.

Writing in the latest issue of College News, Professor Boyce says: "The recent announcement of an increase in teachers' salaries may have led many to assume that the crisis in South African education is over. Such a conclusion would be extremely short-sighted."

Education will be under the public spotlight again when the De Lange report is presented to the Cabinet — probably within the next ten days. The report is the result of a 13-month investigation by

the Human Sciences Research Council.

The chronic shortage of teachers — particularly in the central Transvaal region and especially in English-medium schools — is sure to be dealt with at length.

In February, the Transvaal Education Department was short of over 500 teachers. Were it not for Afrikaans-speaking teachers, the shortage in English-medium schools would come close to 4 000 teachers.

Professor Boyce has emphasised the urgent need for a "co-ordinated policy in teacher education" and an end to the separatist and divided system of teacher training.

The 1981 teacher training enrolment figures at

universities and colleges stands at 10 576 — barely enough to cover the requirements of the schools.

The needs of black education are even more acute, with the demand for an additional 300 000 teachers over the next couple of years. Frenzied teacher training programmes by the Department of Education and Training still cannot accommodate the number of potential student teachers.

But controversy continues to rage over the sharing of resources and the Afrikaans Transvaalse Onderrysersvereniging this week strongly rejected the concept of joint training for teachers of all races.

A second important aspect of the crisis is

teacher relationship with the Department of Education. This is the biggest problem now experienced by teachers, says Mr Jack Ballard, secretary of the Transvaal Teachers' Society.

"A cumbersome bureaucracy is the biggest stumbling block in communication. Teachers who have grievances get little or no response from the department," he said.

The view that grievances had not been solved was echoed by the leader of the Opposition in the Provincial Council, Mr Dougie Gibson. "The authorities must not think that because the protest has abated, the crisis has passed. It is still with us and will flare up unless a permanent solution is found."

S A Brick Association Prizes
For the best student in the
subject of Building Construction.

III: No award

II: A R Low Keen

I: N D G Sessions

LTA Prizes
For the best student in each of
the courses of Building Economics I,
II and III in the third, fourth &
fifth years respectively.

P R Swift

For the student obtaining
the highest marks in
Professional Practice.

The Committee of the Western
Cape Chapter of Quantity
Surveyors' Prize

P C Key

Bell-John Prize
For the best all-round student
in any year of study.

(Continued)

QUANTITY
SURVEYING

50 enrol for Raso winter school

Apus 8/7/87



Education Reporter

THE winter school of this Ravensmead Students' Organisation (Raso) started this week in spite of the presence of Security Police at the opening of the school on Monday.

The school in Ravensmead library will end on Friday. Standard 9 and 10 pupils have a choice of studying English, mathematics, biology, physics, business economics and Afrikaans for 50c a subject.

Mr Trevor Wentzel, a member of Raso's education committee, said: 'On Monday we had 35 registrations. By Tuesday the word had got around and we had 50 pupils. And we expect the numbers to increase.'

BREAKTHROUGH

'We feel it is a big breakthrough. Parents have telephoned to congratulate us and pupils have requested us to run Saturday morning classes right through the year. We're still considering that.'

The idea of the school is to cover problem areas. The organisers and teachers do not envisage covering whole syllabuses or solving long-term problem areas.

Bell-John Prize
For the best all-round student
in any year of study.

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Own Correspondent

DURBAN — Equality of educational opportunities, requiring the placing of all education under one Ministry, is the highest priority for education in the eighties, says the principal of the University of Natal, Professor N Clarence.

Addressing the annual conference of the Teachers' Association of South Africa in Durban yesterday, Professor Clarence said a fundamental re-organisation would ensure a uniform philosophy of education.

Drawing from a background of recent unrest in certain schools, he said the most efficient planning of educational methods and policies required an atmosphere of tranquillity and orderliness should prevail.

He spoke of the "present unhappy situation in South African education."

"It is with great sadness that I have watched the development of a series of classroom boycotts followed by expulsions, suspensions and even the removal of alleged leaders

by police action," Professor Clarence said.

"I am convinced that neither the boycotts nor the expulsions lead to the solution of grievances.

"Discussion of problems through consultation would be more effective than boycotts, whose side effects are bound to be a degree of bitterness."

Equally critical of the authorities, Professor Clarence said advocates of "prolonged exclusion as punishment" for boycotts were "oftenally misreading the effects of their actions."

Referring to the Government-appointed commission of inquiry into education, he said he hoped the commission's recommendations would help produce:

● A unified system of education.

● A broadly-based education "to provide people with that flexibility of outlook that we will certainly need in the future."

● People able to cope with and enjoy leisure time.

● People able to communicate efficiently with all around them.

He warned of the dangers of training pupils for specific jobs unable to think for themselves or be flexible.

Pupils should have a greater social awareness of what was happening to the world around them. Unless steps were taken to gear the educational system to produce large numbers of "flexible problem-solvers we may, not reach the 21st century either as individuals or as a society."

This was an enormous challenge to teachers — their ability to show flexibility as well.

BUILDING
(Continued)

FINE ART

QUANTITY
SURVEYING

Chas. McCarthy & Co. Printing

'Education system must be questioned'

NM 8/7/81 (58)

By Nagoor Bissetty
SOUTH Africa's education system — in which successive generations of whites had produced, without fail, governments that had discriminated unfairly against black communities and succeeded in keeping them at the lower end of the social scale — must be questioned, Mr Pat. Samuels, president of the Teachers' Association of South Africa, said yesterday.

Addressing more than 1000 Indian teachers and many whites at the association's annual conference in the Durban City Hall, he said any educational system that could succeed to the extent it had in producing a base for social inequity had to be questioned.

Mr Samuels asked if human endeavour were enhanced when its main concerns were centred on the power to hold power for itself alone and when the system caused the dominant group to subject powerless communities to its will indefinitely.

'There is not one black or brown man, except he who echoes his master's voice, who will say that the

total output from white education in this country has been satisfactory.'

The endeavour which came out of white education and which had made South Africa an economic giant on the African continent could not be denied, but however important that endeavour was, it was not the only one — 'the black effort was also important'.

Mr Samuels said there was an urgent need for curriculum revision in white education 'so much so, that basic human rights in terms of universally accepted principles become a part of it'.

'Too ghastly'

While this option remained open for whites, there were options for black communities as well, he said, adding that the road of open confrontation in the near future which at its worst — 'as others and ourselves have observed before' — might be 'too ghastly to contemplate'.

He said the possibility of such a choice being exercised was real, if only because the levels of frustration were high.

Mrs M van Niekerk

Association's Quantities Book Prizes

For the best student obtaining honours standard in Quantities.

Quantities III

P C Key

Quantities V

Mrs J R Einhorn

Student marks & IV.

Student graduate

Results

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Sash warns against tough controls

RDM 9/7/81

(50)

Own Correspondent

CAPE TOWN.— The Black Sash has warned that tough controls on black schools gazetted by the Government in May could turn thousands of young adults on to the streets and arouse bitter resentment in the black community.

The new regulations give education officials sweeping powers to expel pupils, close schools and bar enrolment by pupils above certain age limits.

The Black Sash condemned the measures as "the response of authority to the events of 1980 -- a heavy-handed response to a situation which we were assured involved only 1% of black schools and 3% of black pupils."

The regulations, gazetted by the Minister of Education and Training, Dr Ferdie Hartzenberg, restrict the admission of Standard 9 or 10 pupils over the age of 20, Standard 6, 7 or 8 pupils over the age of 18 and primary school pupils over the age of 16.

They will no longer be enrolled at schools or be permitted to continue classes without the permission of the Director-General of Education and Training.

The Black Sash said 16 000 black pupils over the age of 17 were still in Standard 5 last year — according to figures released by the department itself.

The consequences of the new legislation would be "disastrous" unless it was coupled with a massive programme of technical and adult education, the Black Sash said.

It appeared that the government was contemplating an "immediate and drastic reduction" in the number of black secondary school pupils, or the introduction of another permit system "which can only arouse bitter resentment".

"It is well known that, owing to financial stringency and lack of facilities, black children often start school very late and/or suffer interruptions in their education, so that many pupils in the senior secondary standards are in fact young adults," the Black Sash said.

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Few aspects of the local scene had been more encouraging in recent months than the increasing support in "influential quarters" for educational reforms, it said.

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(Continued)

SURVEYING
QUANTITY

First scrap Group Areas Act, says lecturer

Unified education system 'may not work'

NM
9/7/81
50

Mercury Reporter
A UNIFIED system of education in South Africa might not be a workable proposition unless the Group Areas Act was scrapped, Mr S A Naicker, a University of Durban-Westville lecturer, told Indian teachers at their conference in Durban yesterday.

Discussing the topic, bureaucracy and education, he said that it would be meaningless to expect Indian children living in

Phoenix, for example, to be admitted to white schools in Durban North.

A prerequisite, therefore, would be that the Group Areas Act should be scrapped.

Earlier, Dr Andre le Roux, Rector of the Edgewood College of Education, called for the creation of a professional council to control education.

He said that in order to do away with the bureaucratic education system,

control of the profession should be by the profession.

The South African Teachers' Council for whites had serious deficiencies because it was a racially exclusive body.

There are those of us on the council who are working towards a unitary, multi-racial council. It is our ardent hope that the present Human Sciences Research Council investigation will recommend radical changes in its com-

position and functions,' he said.

Dr le Roux said a professional council should have the power to register a member of the profession or to deny registration. The South African Teachers' Council has control over admission to the profession, but with a serious limitation.

The council did not have direct access to the Minister of Education, but only one representative on the National Education Council. The council was empowered only to advise the committee of heads of education on teacher training.

He said the larger the administrative unit, the more bureaucratic it was likely to be. Therefore, to reduce the degree of bureaucracy, education should be decentralised to form small administrative units.

fifth years respectively.

I : N D G Sessions

II : A R Low Keen

III: No award

S A Brick Association Prizes

For the best student in the subject of Building Construction.

C W von During

For the second best student in the subject of Building Construction.

K Strong

Student Planners Award

For the student who has shown greatest promise at the end of the first year.

M P Morkel

URBAN &
REGIONAL
PLANNING

CT 9/7/81 (25) (16) (30)
Normal attendance at schools

Staff Reporter

ABOUT 60 percent to 70 percent of the estimated 23 000 black pupils in the Peninsula have reported to schools for the new term, according to Mr P J Scheepers, circuit inspector for the Department of Education and Training.

Attendance on Monday, the first day of the new term, was 50 percent to 60 percent. Attendance at the four black

high schools and 31 primary schools in the Peninsula normally averages 80 percent

Mr Scheepers said that more pupils were expected to report to schools in due course. There were no signs of a boycott and he was "completely satisfied" with the attendance.

"The situation is completely normal," he said

School controls will cause more trouble — Sash

CT 9/7/81 (56)

Staff Reporter

THE Black Sash has warned that tough controls on black schools gazetted by the government recently could turn thousands of young adults on to the streets and arouse bitter resentment in the black community.

The new regulations give education officials sweeping powers to expel pupils, close schools and bar enrolment by pupils above certain age limits.

The Western Cape Region of the Black Sash condemned the measures as "the response of authority to the events of 1980 -- a heavy-handed response to a situation which we were assured involved only 1 percent of black schools and 3 percent of black pupils".

The regulations, gazetted by the Minister of Education and Training, Dr Ferdie Hartzenberg, restrict the admission of Std 9 or 10 pupils over the age of 20, Std 6, 7 or 8 pupils over the age of 18 and primary school pupils over the age of 16.

In terms of the regulations these pupils will no longer be enrolled at schools or be permitted to continue classes without the permission of the Director-General of Education and Training.

'Mind boggles'

The Black Sash said that 16 000 black pupils over the age of 17 were still in Std 5 last year — according to figures released by the department.

"The mind boggles at the social consequences countrywide of turning thousands of young people on to the streets in a period of severe unemployment."

The consequences of the new legislation would be "disastrous" unless coupled with a massive adult-education programme.

It appeared that the government was contemplating an "immediate and drastic reduction" in the number of black secondary school pupils, or the introduction of another permit system "which can only arouse bitter resentment".

"It is well known that,

owing to financial stringency and lack of facilities, black children often start school very late and/or suffer interruptions in their education, so that many pupils in the senior secondary standards are in fact young adults.

"But this undesirable state of affairs would be phased out naturally by the policy of compulsory education to which the government is now committed."

The new regulations also provide for the summary expulsion of any pupil who "incites or instigates or procures a fellow student to violate any regulation or instruction made in terms of the Act".

Expulsion also awaits any pupil who instigates or takes part in a boycott of classes, protest march, sit-in or "any riotous action".

The regulations also provide for the banning from school premises of absent pupils who fail to return to classes by a specified date.

Schools now face closure if "in the opinion of the circuit inspector" the majority of pupils boycott classes and do not return by a prescribed date. These powers may be delegated by a circuit inspector, with the approval of the Director-General, to any of his officials.

"Marches, sit-ins and the 'boycott of functions' are classified with riotous behaviour."

The Black Sash said few aspects of the local scene had been more encouraging in recent months than the increasing support in "influential quarters" for educational reforms.

Industrial leaders had said more skilled workers were needed to maintain economic growth, pointing out that lack of basic education made many people untrainable and therefore unemployable. The Human Sciences Research Council had been commissioned to investigate educational policy and administration. Afrikaner academics had called for "open" universities colleges and technikons and the government had pledged itself to the goal of equal educational opportunities.

Sash Warning on Schools ^{CT 10/7/81} Misleading?

Staff Reporter

THE Department of Education and Training has dismissed as "unfounded and misleading" a warning by the Black Sash that new regulations for black schools could turn thousands of young ~~adults~~ on to the streets.

"It is obvious that the Black Sash has joined the ranks of the unenlightened few who grasp at every straw in attempts to denigrate steps taken by the department to improve education for blacks," the department said in a statement released yesterday.

The criticism was "utterly irresponsible or politically motivated," the statement said.

"These regulations are merely a consolidation and improvement of

previous regulations and amendments with the addition of further age restrictions."

On Wednesday the Cape Western Region of the Black Sash condemned the new controls as "the response of authority to the events of 1980—a heavy-handed response to a situation which we were assured involved only one percent of black schools and three percent of black pupils."

The regulations restrict the admission of Standard 9 or 10 scholars over the age of 20, Standard 6, 7 or 8 scholars over the age of 18 and primary school pupils over 16.

The department's statement said the regulations had been reviewed "because of the department's con-

cern for the future of such pupils and because the department sees it as its responsibility to protect the interest of every child who is desirous to receive education."

Other education departments had similar regulations, the statement issued by Mr G J Rousseau, director-general of the department, said.

"It is an irrefutable fact that the quality of classroom teaching is seriously and adversely influenced by a wide age distribution in a particular class.

"The department is doing everything in its power to establish homogeneous class groups, as is the case in other education departments, in an effort to improve the quality of education."

The Black Sash was "apparently

"blissfully unaware" of progress made in the fields of technical and adult education. There were 29 technical colleges for blacks and a further 14 would be erected by 1987. In addition the department had 16 technical orientation centres and was planning the erection of another 26 over the next five years. Almost 500 adult education centres throughout the country gave tuition to about 65 000 "adults" in courses ranging from literacy to matric.

"The allegation that the government was contemplating an immediate and drastic reduction in the number of black secondary school pupils is absurd in the extreme. Already in 1967 the emphasis in the department's planning shifted to secondary education."

Call to schools on black identity

Staff Reporter

A SENIOR academic at the University of the North in Kwazulu has called for the Africanization of subjects taught at black schools.

Writing in the Cape Teachers' Professional Association magazine, *Educatio*, Professor Pali Mahanoe said there was an "irresistible demand" for the Africanization of curricula in the "interests of relevance"

Literature and history were the subjects receiving most attention in this regard at present

Instead of grappling with "remote foreign authors" such as Shakespeare and Cronin, students should be given more opportunity to study the works of black writers like Mphahlele, La Guma, Abrahams and Achebe.

"This would have the effect of making blacks understand themselves better in the larger African context and promote the development of a positive self-concept and identity.

Common world

"The authors would be appealing and meaningful to the reader because they have a common experiential world. They would have a common take-off point — black experience."

Turning to history, Professor Mahanoe says that for generations blacks have been "bombarded" with a white historical perspective.

"What is required now is a black perspective. For too long blacks were done an injustice, especially in the history of contact. History should not always be presented as the story of the heroic deeds of whites.

"Subconsciously, blacks come to be regarded as only incidental. Whites become subjects while blacks are considered as objects."

DE VRIES CALLS FOR 'TOTAL PLAN'

Argus 11/7/81

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By MIKE HEWITT

THE rector of Stellenbosch University, Professor Mike de Vries, seems to be qualifying his reported call for open universities, technikons and teachers training colleges — a statement which was widely reported as politically significant.

When Professor de Vries returned from an overseas study tour last month, he was reported to have said at a Press conference that South Africa would benefit if tertiary institutions were opened to all suitably qualified students.

But, almost a month later, an Afrikaans Press report quoted Professor de Vries as saying his words had been interpreted incorrectly.

CLARITY

The report said he meant that other races should be admitted to certain courses at white universities, technikons and colleges where these courses were not available at black, Coloured and Indian institutions.

In an interview in his office this week, the leading Afrikaner academic was asked for clarity on his views in light of the conflicting Press reports.

He said that the original widely-publicised reports were not strictly wrong and that what he had said was open to interpretation.

Professor de Vries said he was reluctant to speak further on the issue as the Human Sciences Research Council report on education was due to be released later this month.

PLANNING

Professor de Vries explained that total planning was needed at post-secondary education levels to cater for South Africa's future manpower requirements.

Asked whether he fully supported opening all universities and other tertiary institutions to all races, Professor de Vries said existing facilities in all our universities must be used to their full extent.

More students could be absorbed into certain fields of tertiary education and it was these fields — such as engineering, agriculture and the sciences — which produced the high-level manpower the country needed for the future.

DECISION

For this reason, the planning of post-secondary education should be under one Government department, but it was for the Government to decide whether these institutions would eventually be fully open to all races.

After the initial reports, a number of university rectors came out in full support of his reported views, including Professor Wynand Mouton, rector of the University of the Orange Free State, Professor R. E. van der Ross, rector of the University of the Western Cape, and the acting rector of the University of Pretoria, Professor J. Pohlman.

... and look how the Government's education policy affects your child

BY CAROLINE
DEMPSTER

WHY THE ENGLISH SPEAKERS SUFFER

S. Thabane
21/7/81
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THE sudden boom of the private school in 1980 — precipitated by the crisis in education and the high teacher resignation rate in State schools has focused attention on an area in education usually reserved for the elite.

P. u. b. l. i. s. h. e. r. . . . and educationist Peter Randall, who was banned in October 1977, spent the four years of his other writing an MEd thesis on the topic of the private school — The Products and the Pressures. Last week his banning order was lifted so the work can be aired in public.

The differing attitudes of English and Afrikaans-speaking student teachers towards the profession, the thrust of Afrikanerisation and the private schools' involvement in integration are a few of the crucial developments highlighted

by Mr Randall in his thesis.

The severe lack of qualified English-speaking teachers, particularly in the Transvaal, has often been blamed on the English community as a whole, and its apathy toward the teaching profession.

Mr Randall has indicated that from the start English-speakers have viewed teaching from a radically different standpoint to their Afrikaans colleagues.

Whereas English-speaking student teachers in the early 1900's were drawn from families of high occupational status, Afrikaans-speaking

teachers tended to come from more rural areas, were imbued with higher ideals and saw teaching as "an avenue of service to God and country."

"It is thus possible for Afrikaners to view teaching as an avenue of upward mobility to an extent not shared by English-speakers," says Mr Randall.

The effect on the private schools was immediate.

The highest proportion of white children attending private schools was between 1936-56, the "halcyon period" — a similar trend is developing today — but not because of Afrikanerisation.

In 1940, the English and Afrikaans schools had inherent in them divergent value systems — each of which possessed an element of threat to the other.

The Afrikaners, feared the English culture and its "modern liberalistic stamp", and the English in turn worried about the assimilation of English-speakers into the Afrikaner mode of thought — and the future supply of English teachers for the continuity of the English traditions and culture.

The Transvaal Teachers' Association frequently emphasises this theme, writes Mr Randall, "Young English-speaking men, and

women need to be made more aware of the need to preserve the great cultural heritage of which they are heirs.

"Without teachers of the necessary calibre in our English medium schools, the traditions and values which have been cherished through the centuries will not survive in South Africa."

The Broederbond, says Mr Randall, had by 1921 already realised the importance of education in the Afrikanerisation of English speakers and was pushing for Afrikaans-medium schools.

The association between Broederbond and education boded ill for the private school. The concept of the private school was denigrated by National Party spokesmen because of the continued threat of the "insular communities", and the difficulties the Broederbond experienced in attempting to influence education in this sector.

Ironically, events of the past two years have shown that the private schools have safely weathered any danger of "Afrikanerisation", writes Mr Randall.

alcohol and strategies for prevention thereof.

Initially a marked reluctance was evident in academic circles to become publicly involved in research programmes on alcoholism. This was primarily due to the fear of being stigmatized — here it must be borne in mind that alcoholism was at that stage conceptualized as a weakness inherent in man, and not as a legitimate disease that warranted any

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Peter Randall . . . Broederbond and Afrikaners are struggling but private schools are flourishing.

12/7/81
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ONE Education Department for all South Africans, a system which trains its students to be perceptive and flexible, which teaches them how to cope with their leisure, which trains them to communicate their skills to others: these were some of the challenges presented to the annual conference of the Teachers' Association of South Africa in Durban this week by Prof Des Clarence, left, Principal of Natal University. These are excerpts from Prof Clarence's vitally important address.

It's time to change

One education system, under one ministry, is the highest priority

S. Tubane 12/7/81

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TO BE a good educationist I regard the adoption of an attitude of broadness of vision as paramount because, for the very large majority of us, those pupils who are our particular concern have educationally come from somewhere and are on their way to somewhere further along the path.

Over the centuries, educationalists have defined the aims of education and I would suggest that in broad terms the main aims do not change.

What, however, does change, is the environment around us — economic, technical, social — and so the manner of achieving those constant aims will vary, and a modern-day approach might be quite unrecognisable to a teacher of 50 years ago concerned with the same goal.

The child who leaves school must be able to cope on his own with the life that lies ahead of him. He must therefore, be prepared for employment; he must be prepared for his leisure time and he must be able to communicate effectively in order that he may play a full part in his community life.

Of course, for the most efficient planning of educational methods and policies, an atmosphere of tranquility and orderliness should prevail. I would, indeed, be insensitive if I appeared not to be aware of the present unhappy situation in South African education.

It is with great sadness that I have watched the development of a series of classroom boycotts followed by expulsions, suspensions and even the removal of alleged leaders by police action.

Having been personally involved with actions of this sort, I am convinced that neither the boycotts nor the expulsions lead to the solution of grievances.

I accept that a boycott may bring to the attention of the community a grievance or some expression of strong feelings.

However, at this time of South Africa's development, there are sufficient indications of a groundswell of desire from responsible men and women of all groups to establish a better society in the country, to satisfy me that discussion of problems through consultation would be more effective than boycotts, whose side effects are bound to be a degree of bitterness.

To those who advocate strong measures such as prolonged exclusion as punish-

ment for boycott, I can only say they must be totally misreading the effects of their actions. For the bitterness caused within the groups directly concerned and the tensions generated amongst associated groups is quite extreme, resulting in yet more irresponsible action born out of frustration.

As a first step in moving towards that tranquil and orderly background I referred to, I would advocate the placing of all education in this country under a single ministry.

This is not to say that special needs, if justified for special groups, would disappear, but it would remove those dreadful accusations of different standards between the various educational systems that now exist.

I would put this as the highest priority for education in South Africa in the eighties — a fundamental re-organisation which would ensure a uniform philosophy of education; a uniform policy and as quickly as possible equality of educational opportunities.

Consider now the other three fundamental requirements referred to already:

EDUCATION FOR EMPLOYMENT

Time and time again we hear from Government Ministers, industry leaders and economists of the present severe shortage of well-trained and skilled personnel.

The needs cover a very wide spectrum ranging from professionally qualified doctors, teachers and engineers through highly skilled technicians of all sorts to a source of reliable and intelligent manpower, not necessarily so highly trained.

With such demands it may at first sight appear a comparatively simple matter to categorise pupils — test

their likes and dislikes, their abilities and weaknesses — and then train them for their future careers.

Through the ages such an approach has been found to be lacking and, at best, could only be expected to produce a product with a certain knowledge of facts, but with no real ability to adapt to the changing demands of adult life.

The explosion of knowledge resulting in so many changes to modern life is likely to continue and even if the rate of increase of knowledge is not as great in the next two decades as it was in the past two, our school pupil when he leaves school must be equipped with a training and outlook which will give him a flexibility, not demanded of his great-grandfather, to cope with changes ahead.

With such increases in knowledge, predictions of manpower needs are made all the more difficult. Even predictions of what sorts of jobs will exist in ten years' time cannot be made with certainty for, undoubtedly, some jobs will become redundant whilst new avenues open up.

Training for specific jobs may appear to be a solution for manpower shortages in the short-term but in the medium to long-term it can be counter-productive.

Quite clearly, our philosophy must be to train pupils with as broad a base as possible; with the ability to face the problems likely to arise from a changing life style; with the ability to think for themselves and to be flexible.

This means that those parts of the curriculum which aim at a certain level of competence in techniques should be played down, for such techniques can be quickly mastered afterwards, and the resulting time released should be devoted to teaching the pupil to have a greater social awareness of what is happening to the

world around him. There is an enormous challenge to our teachers.

Do they themselves have the ability to show flexibility in their continual search for the best methods of teaching?

Will our education departments, often described as being too autocratic and unprepared for change, show the necessary flexibility to encourage teachers to utilise their initiative to the full?

For South Africa, particular educational frontiers are probably more complex than in many other countries.

Realising now the basic impact on our teachers, consider the following points that relate directly to them.

Taking the country as a whole, there is a severe inadequacy of the teaching force.

The average level of academic education of the teachers is somewhere between Std 8 and Std 10.

There is also a large proportion of professionally untrained teachers although this number is decreasing continually.

Finally, as is the case in many other societies, there is a direct shortage of adequately trained teachers in the key areas of mathematics, science and technical subjects — you will note that these men and women are in those very subjects where the explosion of knowledge has been and is likely still to be greatest in the future.

I would in no way intend being critical of the teaching profession if I were to suggest that as much help and guidance as possible should be given to teachers in their adjustment to coping with the new approach.

I believe there should be more in-service refresher courses designed especially to deal with the very problems we have been discussing.

The situation in the Third World, which includes most

of the learners in South Africa, is serious.

Consider these statistics. There are as many children to be educated in KwaZulu alone as there are in the whole of the white system of education.

Sub A enrolment in the black schools as large as total enrolments in the white system.

Such figures suggest to me that extreme perception will have to be shown in future planning if the unfortunate experiences of the Third World in Africa are to be avoided.

I refer here to the expectation of increased education provision; heightened aspirations resulting from these expectations; and frustration when aspirations and expectations are not realised.

EDUCATION FOR LEISURE: As we watch developed societies overseas, it is clear that as the years have passed by so the working week has become shorter. This has resulted mainly through technological advances which have speeded up manufacturing processes that less manpower is required for the same output.

Be that as it may, another important contribution to the shortening of the working week has been a changing attitude by society.

"Why?" (It is asked.) "Should we work 45 hours a week when 40 hours will do?"

In spite of obvious financial implications, for no one will be prepared to earn less, the trend is surely towards more leisure time and it is here that we as educators must shoulder our responsibilities.

I see two ways for this to happen: the first being at school and the second after the pupil has left.

So far as the school is concerned, it will mean more encouragement for the teaching of music, art, handwork, craft and the fostering of societies such as

the photographic society, the philatelic society, the radio society.

But, of course, this is not the end of the story for education, being as it should be, a process which continues throughout the life of each one of us, we have a golden opportunity for the training for leisure to be expanded through departments of continuing or extra mural studies.

Most universities have such units and I believe they would be serving their communities well if they were able to so modify their programmes to include activities along the lines outlined above.

TRAINING THE PUPIL AS A SKILLFUL COMMUNICATOR: Finally, let us consider our obligations in preparing pupils to play their full part as adults in community life. I put this as a frontier for education in the next decade.

It is a sad fact that reports coming from widely spaced points in South Africa all indicate that very many university students, in spite of quite acceptable matriculation passes, have the greatest difficulty in communication — their public speaking is hesitant and their written reports sometimes unintelligible.

That urgent study of educational problems is needed is evidenced by the Government appointed commission, through the Human Sciences Research Council, into all aspects of education at all levels.

My only fear is that the enormity of the task given to Professor de Lange and his 20 or so committees and the short time in which they have to report, will not make it possible to produce a meaningful blue print for our future.

I look with hopeful anticipation to finding in the Commission's report recommendations covering the salient features I have dealt with.

PUPILS FACE A PERMANENT BAN

Tribune Reporter

NONE of the 600 Indian schoolchildren who were expelled for boycotting classes in protest against the Republic Day celebrations after also taking part in last year's national education boycott appears to stand any chance of being re-admitted.

Late this week about 500 of the 600 senior pupils expelled from four high schools in Natal applied for re-admission.

According to a report, the acting Director of Indian Education, Mr J. S. M. Zwiggelaar, says the situation will only be assessed after the July vacation, and no immediate decision has been made.

However, he mentioned that there would be a problem with the pupils who

boycotted classes last year. Educationists believe this referred to those pupils who boycotted classes last year and were among the 10 000 pupils reinstated by the Director of Indian Education, Mr Gabriel Krog.

Many parents fear that the applications by their children will be rejected because they had participated in the 1980 boycott.

The rush to seek re-admission follows a top-level meeting in Durban between the Minister of Internal Affairs, Mr Chris Heunis, his Director General, Mr J. W. A. van der Merwe, Mr Zwiggelaar and a South African Indian Council delegation.

The Teachers Association of South Africa

(Tasa) was not party to the talks held early this week.

A Press release issued after the meeting indicated that there was no guarantee that all or any of the pupils would be accepted.

One of the stipulated conditions for re-admission is that all applications must be channelled through the respective parent education committees.

Scores of pupils have not re-applied yet.

The Merbank Secondary School is the hardest hit — a total of 350 senior pupils were expelled.

Already Mr Krog has rejected seven applications sanctioned by the

education committees because there were "no mitigating circumstances to warrant re-admission."

Mr Pat Samuels, president of Tasa said yesterday: "We have not received any official report but we are watching the situation closely."

S. Tribune 12/7/81
Out in the cold

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SOME REACTIONS TO ILLNESS OF URBAN AFRICAN AND INDIAN FAMILIES IN DURBAN

A Brief Summary of an Exploratory Study of Some of Their Health Practices and Beliefs

H.L. Watts

*Department of Sociology
University of Natal
Durban*

In 1972, as part of a study relating to medical education for the Medical School of the University of Natal, the Centre for Applied Social Sciences at the University studied a simple random sample of households from Unit H in the African township of KwaMashu in Durban. A response of 101 out of 122 cases was obtained. Similarly a sample of Indian households from Unit 2 of Chatsworth — a low income area within the largest Indian township in Durban — was drawn. Fifty-three interviews were obtained from a sample of 58 households. In both the African and Indian studies a standardized interview schedule was used, and interviews were conducted by trained African and Indian interviewers respectively, using the vernacular. Some indication was obtained of the patterns of thought and behaviour of African and Indian households in regard to illness. A summary of some of the main findings are presented here. The report on the over-all study has yet to be published.

Our informant in each case was the housewife, (taken to be the wife of the head of the household or the senior female within the household.) She was asked to report on all cases of illness within the household during the past 12 months which she could remember, and which had been regarded as important enough to take some kind of remedial action whether it was as simple as going to a 'chemist shop', or consulting

A school struggling to survive



Philena Farm School is just one of the many bush schools that strive amid the dust and straggling vegetation for an existence. MAGGI MC ALLISTER reports on a school that battles to provide an education for children who otherwise might never learn to read and write. Pictures by

S. Express
12/7/81
HORACE POTTER (50) (47)

IT'S CALLED Philena Farm School and when we visited it near Pelindaba this week, we saw pupils hoeing a vegetable garden, marvelling at the water miraculously flowing from a newly installed borehole.

Others clutched on to books that threatened to blow away in the wind whipping through the out-of-doors "classroom".

Not the typical idea of school with sunny classrooms, green playing fields and store-rooms filled with stationery, soccer balls and rugby shirts.

School to these children means getting a place on the grass next to your mate and straining to hear the teacher.

It means trying to keep your books from taking off with the next gust of wind and shivering from cold and hunger without even the prospect of a glass of milk.

For that came to an end when the State school-

feeding scheme was dropped a few years ago and never re-instated.

School principal Mr N P Mphiwe watching the Grade 2s valiantly writing in books under the trees on a chilly winter day, says ruefully:

"We are anticipating a new classroom. We may not get it but we anticipate it."

He proudly shows us a newly-graded football field but regrets that they have no sports equipment.

The Rotary Club of Kyalami, which has taken Philena under its wing, has managed to get enough uniforms for two soccer teams donated by a local firm.

Mr Mphiwe's normally very serious face (he takes all the school's worries squarely on his shoulders), breaks into a huge smile — the new red and white uniforms are beautiful, he says.

It's obvious he is antici-

pating the reaction of the children to the prospect of playing "real soccer".

The school, established seven years ago on the privately owned farm of Mr P Koekemoer, has over 300 pupils.

Many of them walk miles, sometimes leaving home at 4.00am to get to school on time.

Children are only educated up to Standard 6 and thereafter have to struggle to get into secondary school.

□ □ □

"Many don't have the money to even contemplate furthering their education," says Mr Mphiwe. "The odds are weighed against them due to poverty."

The school has seven teachers but only six classrooms, hence the group of youngsters squatting on the grass, taught and kept in order by Miss E Khabo.

These pupils are not easily distracted from their work. There's a palpable dedication and seriousness about these six and seven year olds — a hunger for learning and knowledge.

Our photographer raises a few heads, but a camera is not sufficiently interesting to distract them for long from their slates.

"These kids walk great distances to come here, often on empty stomachs. We don't have a school bus to transport them, and I see my pupils on their way to school, huddled on the side of the road trying to keep warm over a fire. The situation is especially bad during winter," says Mr Mphiwe.

The school consists of two long barn-like buildings, divided up into classrooms and a separate, newer-looking classroom built a couple of years ago by the Sandton Rotary Club.

□ □ □

● Youngsters in an outdoor classroom — there's no room inside the school.



● A broken slate — part of a normal day at Philena Farm School.

as books, benches and teachers' salaries are concerned.

Mrs Dorianne Levitt, a member of the Kyalami Rotary Annes, explains how she gets free stationery for the pupils from flooded shops, and bits of discarded tinsel and ribbon from toyshops.

"People give so generously, but this school and the many others like it need so much in the way of donations."

It is heartening to see that people do care about others and are prepared to give themselves selflessly to a good cause.

But it is sad that Philena Farm School is only one of many bush schools that are in dire straits.

Education is surely a prerequisite for a prosperous future for any country, and yet so many children are left to scrounge a meagre education for themselves where and when they can.

Students stone school

STUDENTS at Vosloorus Junior Secondary yesterday stoned and smashed windows of the school after protesting against what they called excessive corporal punishment.

And in a separate incident in Soweto, police rushed to Emadwaleni High School in Mzimhlope when about 1600 students boycotted classes protesting the arrest of a colleague.

Students at Vosloorus refused to go into classes in the morning demanding a repeal of the "excessive corporal punishment" and an end to poor class attendance by teachers during school periods.

Violence erupted later when the angry students attacked the school building, stoning all the windows on one side of the school block before leaving the school grounds for home. They claim they had been complaining about corporal punishment and the absence of teachers during lessons and nothing had been done.

In Soweto the entire school refused to go into classrooms in the morning demanding the release of their chief prefect. Patrick Mtenyane, after putting up placards on the fence at the gate of the school.

Police were on the scene minutes later, but left after the school's authorities had asked them to stay away. But two policemen who did not completely go away were seen seated inside their car, parked across the rail line some kilometres away.

Although students said the boycott would continue until their colleague is released, an official refuted this and said the students' representatives had agreed that the boycott be ended today and all would go back to class.

Mtenyane was arrested on June 21 in Soweto during a bus stoning incident.



EMADWALENI HIGH: Students leaving the school premises

Black education explosion

Nov 20/7/81 58

The rapid expansion of black education will in the future not only place a strain on over-extended and limited teaching resources but on sufficient lecturers to train future teachers.

This has been pointed out by Professor David Freer of the University of the Witwatersrand and confirmed by the Department of Education and Training.

In a recent speech to academics, Professor Freer pointed out that in the next 20 years conservative projections calculated a need for 250 000 new teachers.

Existing institutions have little chance of expanding to meet such enormous production demands, but the neglected question is: where are the teacher educators going to come from?

"Who will be capable of producing professionally oriented teachers?"

A spokesman for the DET said there were currently expansion programmes to allow four teacher training colleges in Fort Beaufort, Pietermaritzburg, Soweto and Mabopane — to accommodate an extra 1 000 teachers a year each. He said it was possible

Where will the teachers come from?

they would experience a shortage of lecturers in the future, but said the biggest problems at present were for technical training instructors who were "very scarce."

"At present there are 29 technical colleges of which 13 are under the control of our department and the rest are in the homelands. Another 14 are planned up to April 1987.

"There is a new awareness of the importance of technical education — which the skilled manpower crisis has highlighted — and BA degrees are being churned out by the thousands.

"We have started orientation at primary school level, from Standard 5 upwards, to technical skills."

doubling the facilities at his existing 16 training centres and are planning an additional 26 such centres to be complete by April, 1984.

Professor Freer suggests that a way of preventing and combating the looming shortage of teacher educators, would be to invite prospective tutors to join existing colleges as supernumeraries on the staff.

"Instead of formal lecturing commitments they would lead student seminars and discussions.

A pattern might emerge in which these interns would spend four days in the college environment and the fifth day at an adjacent university

so that their professional understanding would develop both practically and theoretically.

"To staff the new colleges it seems necessary that existing institutions might have to allow for large groups of supernumerary and teacher-interns during the next four or five years, but after that provision should be on a reduced basis," Professor Freer said.

"The tentative solutions are inter-related because there does not seem to be much point in improving the professional abilities of teachers, if new entrants are provided with inadequate initial teacher education."

The spokesman said the orientation was in at least four subjects and although not compulsory had elicited an overwhelming response from scholars. The DET is therefore

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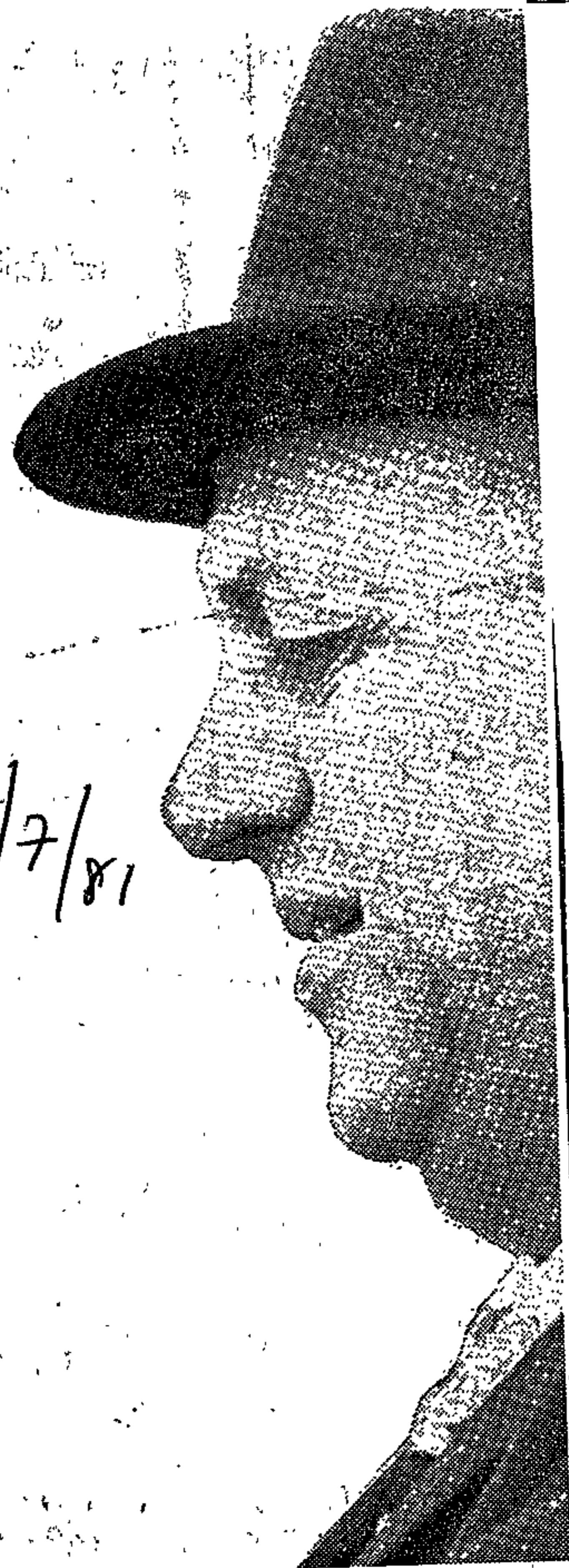
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There is a new awareness of the importance of technical education.

Time to wipe the black-board, Mr Botha!

Agus
25/7/81
58



Mr P W Botha

A SPECIALLY selected group of educationists is about to hand the Government the toughest homework assignment it has ever faced.

By the end of next week, Afrikaner Nationalists' ideology of racial separation could be facing its most daring challenge yet: Throw apartheid doctrine out the classroom window and reform education in South Africa on a non-racial basis of equal access and opportunity.

The Cabinet's answers in the next few months will show how well the lessons of recent history have been learned, how attentive the Government has been to the growing clamour in the classrooms and the playground revolution that burned itself into the pages of prescribed apartheid five years ago.

The Government's response to the crucial and historic mid-year test could see internecine National Party conflict spilling into schoolyards.

The Cabinet can accept what seem likely recommendations for a single, overall education ministry and a decentralised authority for non-discriminatory education in South Africa, which may drive conservative and radical whites into a party rebellion.

Or Pretoria's policymakers can discard possible proposals for a new education structure and inevitably — perhaps irredeemably — antagonise and isolate hundreds of black, coloured and Indian educators and political leaders, and probably stir thousands of embittered, politicised students to more furious class boycotts and confrontations.

Rejected

Setting the fundamental test is the Human Sciences Research Council (HSRC) investigation into education. Set up by Mr P W Botha, who rejected persistent calls for a commission of inquiry and turned rather to the HSRC and headed by Professor J P de Lange, principal of the Rand Afrikaans University, the group's brief was to probe all aspects of education in South Africa and report to the Cabinet.

It was confirmed this week that the head committee's final report, incorporating historic and crucial recommendations

Education challenge

By KEVIN JACOBS

that might project a new education structure in the country would be in the hands of Mr Botha and Cabinet Ministers late next week.

Proposals for radical restructuring of South Africa's racially-divided education system have been floated in chorus by authoritative voices in education, politics and commerce and industry in recent months.

And it's probable that some of them spoke out intentionally to signal expectations to the Government and the likelihood of change to a sceptical white public.

It will be up to Mr Botha and his colleagues to decide whether or not to table the De Lange recommendations in Parliament — and, ultimately, how far to accept and apply them.

A consideration they will probably not ignore is the message from conservative teachers in the Transvaal, whose umbrella body has rejected the concept of racial integration in South Africa's education system.

But the lectures in favour have been persistent.

Promises

Leading educationist, Dr K B Hartshorne, a member of the De Lange team, has looked ahead hopefully at a Government response which would accept publicly stated time-scales for restructuring the education system, something very different from promises or statements of intent of a general nature.

"The time for these has passed," he told the Cape Teachers' Professional Association.

Dr Hartshorne, a consultant at Wits University's Centre for Continuing Education, said that whatever the degree of governmental response, the investigation had aroused expectations that could not be ignored.

"It has started a process which, like education itself, once started cannot be halted," he said. "It is important, therefore, to see the investigation as part of the process of change, not only in education, but also in the wider context which at present constrains educational change."

address to the organisation: "The children of South Africa must come to know and love each other as brothers and sisters in our schools," he said, "otherwise they will almost certainly meet as strangers and enemies in the trenches on our borders and on the streets of our cities."

Dr T C Shippey, director of the Cape Technikon, recently told students in Stellenbosch: "This country will have to decide whether it wants to continue with an expensive dual system of education based on ideological grounds which can never be cost-effective, or whether it wants really to solve its manpower problems by using every facility to its fullest extent."

In a significant move last week, the Federasie van Afrikaanse Kultuurverenigings, (FAK) stepped out of the way of

possible Government educational reform, claiming it was not the responsibility of the State to protect the identity of the Afrikaner inside education.

And in that sentiment it gave a backhander to the conservative Transvaalse Onderwysvereniging — voice of most Transvaal school teachers — which stands by retaining apartheid in education.

Less than two weeks ago Professor Des Clarence, principal of Natal University, told the Teachers' Association of South Africa: "I would advocate the placing of all education in this country under a single ministry."

"I would put this as the highest priority for education in South Africa in the '80s — a fundamental reorganisation which would ensure a uniform philo-

sophy of education, a uniform policy and, as quickly as possible, equality of educational opportunities."

The broad expectation — and, in some quarters, the fear — is that the De Lange recommendations could incorporate at least that fundamental requirement, regardless of the qualifications and cautions attendant to the recognition of different cultural needs.

Already some minds are turning to the damaging deflation by an earlier Cabinet of hopes and expectations raised by the Theron Commission's study of the coloured people.

But educationists see the next few months as the crucial opportunity for Mr Botha to erase the ideological syllabus of the past, and to start soon with new chalk on a clean blackboard.

Mr Franklin Sonn, president of the CTPA, was equally blunt in a recent

Vast shortage of teachers predicted

Education Reporter

BY the year 2009 more than 300 000 black and about 59 000 white pupils in South Africa, Bophuthatswana, Transkei and South West Africa are expected to pass Standard 10 or its equivalent.

These were figures projected by the Department of National Education and quoted by the president of the Council for Scientific and Industrial Research, Dr C F Garbers, this week.

The projections allowed for about 50 000 white and 23 000 black matriculants last year.

In the year 2009 just under 99 000 black and 29 000 white matriculants will gain a university entrance, if the projec-

tions prove accurate. Last year the allowance was 10 000 black and 24 000 white matric exemptions.

IN JEOPARDY

In an interview Dr Garbers said the figures had been arrived at by the use of other information such as the tendency to go through to matric and the increasing population.

'The problem of finding enough teachers for such a vast number is enor-

mous and the whole question of science education, which is essential for industry, is in jeopardy,' he said.

'The problem will be addressed very strongly by the Human Sciences Research Council investigation into education. That is not my field so I am unable to comment on how they plan to cope.'

Added to the figures there will be 30 000 coloured and 17 474 Asian matriculants by 2009.

Methods of economic and social research which are used in which may at present be considered; the techniques may be applied to the study of health. From the collection of health statistics which illustrates the collection of

INDICATORS OF HEALTH STATUS

Different measures of health are appropriate for different purposes. Some of the factors which indicators can serve are:

- a) to measure changes in public health status over time or difference between regions;
- b) following from the above, to estimate the impact of health services over time and in different areas;
- c) to provide an overall measure of health for public discussion and debate;
- d) to provide a measure for the evaluation of specific expenditures according to the results each is expected to produce.

A single indicator obviously has advantages of convenience for all of these but more than one indicator could be used. Only for the last function, evaluation of health expenditure, is there a fundamental need for a single indicator.

The use of a health measure to indicate relative need for health programmes in different areas is an important related issue, but measures of 'need' normally depend on other factors - population, density of settlement, existing services, etc. - beyond simply health status. These are discussed in Appendix II.

1. Simple Indicators

Ideally it is desirable to have indicators relating to at least two dimensions of health: length of life and quality of life, the latter including a measure of the impact of health impairment on individuals.

- a) Length of life: this can be measured by:
 - Crude mortality: but this reflects the age structure of the population as well as the mortality experience of each age group.
 - Adjusted mortality: a standard age and sex distribution is used to weight a set of age-specific mortality

When the school was closed, the regional office visited the school and found that the school was closed for 10 days. The school was closed for 10 days because of the strike. The school was closed for 10 days because of the strike.

In the past few days, the regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school.

5. CONTACT WITH THE COMMUNITY

In the past few days, the regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school.

No end to school boycott

THE class boycott at the Emadwaleni High School in Soweto continued yesterday with the regional office of the Department of Education and Training desperately trying to convince the students to end the strike.

Although police are not intervening after being asked by the school authorities to stay out of the picture, they were observing the situation yesterday from their cars parked nearby.

The students went out on strike on Tuesday this week demanding that a colleague, Patrick Mfenyane, who was arrested by police last month be released.

Mfenyane is a chief prefect at the school and the authorities say police told them he was arrested after a bus stoning incident on June 21.

Students are refusing to go to classes, saying the boycott will continue until their colleague is freed.

Mr Gerald Engelbrecht, liaison officer of the Department of Education and Training, said yesterday the regional office was trying to solve the matter with the students

See Page 5

6.1 Health Possessions, Villages Outside

	Contact	No Contact
soap	92	34
washcloth	47	32
pit latrine	26	14

*Pit latrines significantly different at 10% level, X² test.

In the table we show the effect of contact upon the acquisition of soap, washcloths and pit latrines in the two villages. In all of these, contact had a positive effect upon the proportion of people possessing these items, there being a non-significant increase in the proportion of people possessing washcloths and soap, while a

The regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school.

6.2 Health Possessions, Villages Inside

	Contact	No Contact
soap	23	19
washcloth	17	41

*Significant at 1% level, X² test.

The regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school.

The regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school. The regional office has been visiting the school.

Excessive corporal punishment**Staff to meet
riot students****By MZIKAYISE EDM**

THE PRINCIPAL and staff at the Vosloorus Junior Secondary school will hold a meeting before tomorrow to discuss students' grievances leading to the stoning and smashing of windows at the school on Tuesday, headmaster, Mr Solly Chivoli said yesterday.

Students stoned and smashed the windows after protesting against what they call "excessive corporal punishment".

When SOWETAN reporters went to the school yesterday, every thing was back to normal.

The students refused to go into classes on Tuesday morning demanding a repeal of the excessive corporal punishment and an end to poor class attendance by teachers during school periods.

Mr Chivoli said: "The students should not have gone to the extent of breaking windows if they

had anything they were not happy about.

"The first thing they should have done was to consult me and inform. They have put the school to a lot of expense because now we have to repair all the windows with money we could have used to do something better for them."

Mr Chivoli said he promised the students at assembly yesterday morning that he was going to look into their grievances and would call a staff meeting to discuss and iron out complaints.

Students interviewed by

SOWETAN said they decided to go back to class after the principal had assured them he was going to look into their grievances. They warned that if their grievances were not resolved by next week, they would "take further steps".

Violence erupted at the school when the angry students attacked the school building, stoned all the windows on one side of the block, including the principal's office, before leaving for home.

The students claimed they had been complaining about corporal punishment and the absence of teachers during lessons and nothing had been done.

Sowetan

16/7/81

50

GENERAL NEWS

SA education on the move?

801 13/7/81

(52)

Born out of anger, inequality and a crisis within the teaching profession, the Human Sciences Research Council's investigation into education has been hailed as the single most important event in South Africa's education history.

Why?

"Because after years of discounting what was being said by the organised profession, Government had in the end to appreciate that there was indeed a crisis, a crisis which could be damaging to the whole of South Africa and not just to one particular sector," says Dr Ken Hartshorne, educationist and chairman of one of the HSRC's 19 work committees.

In addition to this, the Government reacted in an unprecedented way — calling for an investigation which would cross all educational barriers in an attempt to find a solution to the multiple problems.

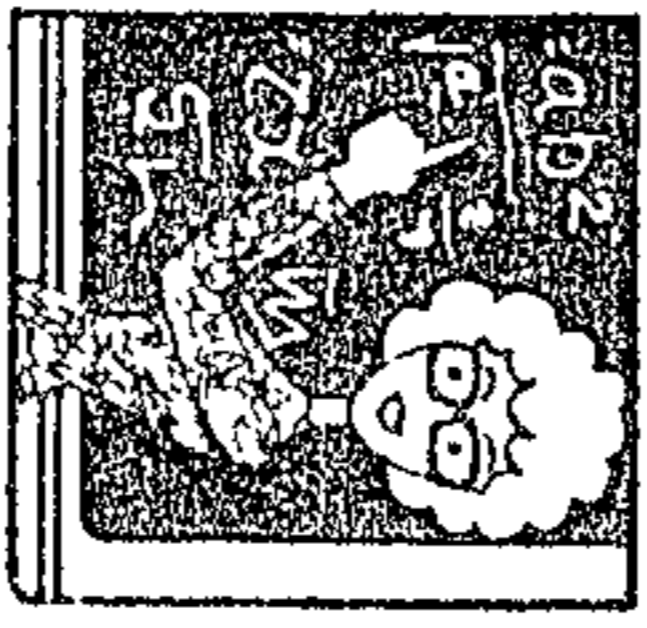
At the inception of the investigation, headed by Professor J P de Lange, the Prime Minister, Mr P W Botha, was quoted as saying: "My Government and I are prepared to accept a programme

whereby the goal of equality in education for all population groups can be attained as soon as possible within South Africa's economic means."

The fundations were laid for enlightened debate.

However, educationists warn that the Government should not look to a change in education infrastructure as only a means to fulfil the manpower needs of South Africa.

"Only one of the things education has to do is to



prepare men and women to earn a living," says Dr Hartshorne.

Professor N Clarence, principal of Natal University, holds a similar opinion.

"Unless steps are taken to gear the educational system to produce large numbers of flexible problem-solvers, we may

The future of education in South Africa comes under scrutiny this week when the long-awaited De Lange Commission report is handed to the Cabinet. CAROLYN DEMPSTER examines the hopes and fears surrounding the historic report, as well as some of the major radical trends which have emerged.

not reach the 21st century — either as individuals or as a society," he said recently.

Even more complex is the concept of radical change within the constraints of South African society as it exists at the moment.

"Nowhere does education exist in a vacuum. A new dispensation cannot be achieved in isolation, it cannot come about independently of marked social, political and constitutional change," pointed out Dr Hartshorne.

However, he added: "A new dispensation can both facilitate and anticipate change in society."

The prevailing mood among academics, educationists and the teaching corps is one of considerable optimism — if the Government implements the hinted-at recommendations.

Major trends which have emerged and are almost certain to be contained in the proposals,

say a number of sources, are:

● The introduction of a single Ministry of Education.

● Decentralisation of education control which would be divided into the first level (central), the second level (regional) and the third (local) level.

● Equality of opportunity: equal expenditure on such things as financial allocations, buildings, equipment, and teacher qualifications, and equality of standards.

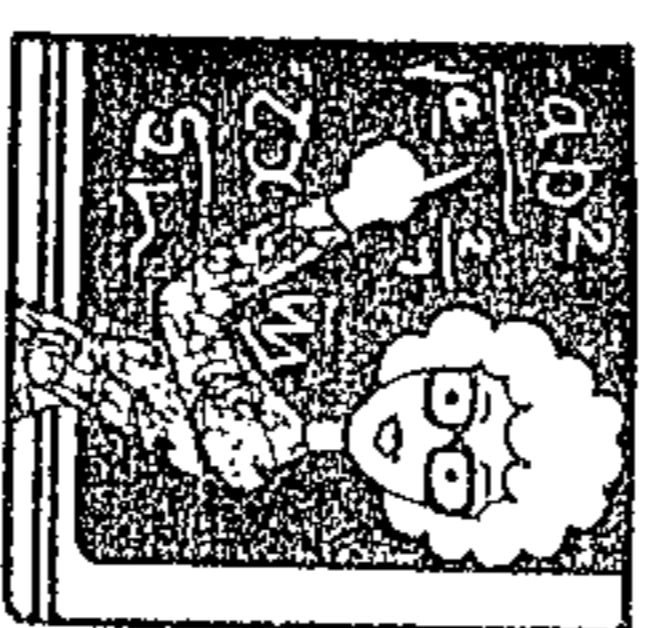
● The introduction of consultation at all levels — parents, teachers, the private sector — on a non-racial basis.

● Increased involvement of teachers, parents and the local community with greater authority vested in school governing bodies as regards curricula.

● The formation of a South African Council for Education which would be a statutory, non-racial and

broadly representative body and would continue the work of the HSRC — but be empowered to effect change.

● The development of a structured, non-formal system of education — to compensate for the inherited inequalities of the present system and to en-



courage a strong social and economic growth.

Certain of the more radical proposals have resulted in sharp divisions within the HSRC itself.

Because of this it is difficult to predict whether the HSRC will recommend a common regional education authority or separate ethnic regional authorities for each

"population group." Teaching bodies, educationists and politicians have reacted positively to the "leaked" recommendations — their main worry being the Government's response.

The multiracial National Educational Union of South Africa (NEUSA) has already discounted the investigation.

The Cape Teachers Professional Association appealed to the Government during the course of the CTPA congress last week, not to subordinate the educational merits of the HSRC investigation to "petty political aims." The rector of the Johannesburg College of Education, Professor N Boyce — also a member of the HSRC — emphasised that "much will depend on the politicians."

But, said Dr Hartshorne, however the Government responds, "it is nevertheless the first time in the history of South Africa that a group of this nature has looked at education as a whole. "It has aroused expectations that Government will have to take into account; it has started a process which, like education itself, once started, cannot be halted."

By Marion Duncan

A full-colour, full-page advertisement inserted by the Dairy Board in a national Sunday newspaper last weekend has been stopped by the Advertising Standards Authority.

Milk ad told to take a powder...

the caption: "Here's to your health" Non-dairy powders are completely

company complained immediately to the ASA. The Dairy Board's public relations officer, "They are not dairy products at all."

— the latest development in a spat by the Dairy Board and Dairy Foundation against milk powders which has been going on since the beginning of the year — because they are waiting for "a ruling on

Call for one

THE child who leaves school must be able to cope on his own with the life that lies ahead of him. He must, therefore, be prepared for employment; he must be prepared for his leisure time and he must be able to communicate effectively in order that he may play a full part in his community life.

These are the words of Professor Des Clarence, principal of Natal University in an address to the annual conference of the Teachers' Association of South Africa in Durban last week, and they were used in his argument for one education system, under one ministry.

This was, he said, of the highest priority.

'Of course, for the most efficient planning of educational methods and policies, an atmosphere of tranquillity and orderliness should prevail. I would, indeed, be insensitive if I appeared not to be aware of the present unhappy situation in South African education.

'It is with great sadness that I have watched the development of a series of classroom boycotts followed by expulsions, suspensions and even the removal of alleged leaders by police action.

STRONG FEELINGS

'I accept that a boycott may bring to the attention of the community a grievance or some expression of strong feelings.

'However, I am satisfied that there is sufficient desire on the part of responsible men and women to solve problems through discussion, rather than through boycotts.

'As a first step in moving towards that tranquil and orderly background I referred to, I would advocate the placing of all education in this country under a single ministry.

'This is not to say that special needs, if justified for special groups, would disappear, but it would remove those dreadful accusations of different standards between the various educational systems that now exist.

'I would put this as the highest priority for education in South Africa in the

School system

C. Head 18/7/81 (50)

eighties — a fundamental re-organisation which would ensure a uniform philosophy of education; a uniform policy and as quickly as possible equality of educational opportunities.'

Other points from his address were:

● Taking the country as a whole, there is a severe inadequacy of the teaching force.

The 'average level' of academic education of the teachers is somewhere between Std 8 and Std 10.

There is also a large proportion of professionally untrained teachers although this number is decreasing continually.

Finally, as is the case in many other societies, there is a direct shortage of adequately trained teachers in the key areas of mathematics, science and technical subjects — you will note that these men and women are in those very subjects where the explosion of knowledge has been and is likely still to be greatest in the future.

REFRESHER

● I believe there should be more in-service refresher courses for teachers designed especially to deal with the very problems we have been discussing.

● There are as many children to be educated in Kwazulu alone as there are in the whole of the white system of education;

● Sub A enrolment in the blacks schools is as large as total enrolments in the white system.

● It is a sad fact that reports coming from widely spaced points in South

Africa all indicate that very many university students, in spite of quite acceptable matriculation passes, have the greatest difficulty in communication — their public speaking is hesitant and their written reports sometimes

unintelligible.

That urgent study of educational problems is needed is evidenced by the Government-appointed commission, through the Human Sciences Research Council, into all aspects of education at all levels.

9.

Shortly after the appearance of Oliver's article in the Lancet Francis Oats, a director of De Beers, wrote to Charles Rube, one of the directors of Wernher Beit and Company, the London-based parent company of Eckstein's, the largest mining house on the Witwatersrand, drawing the latter's attention to the article and asking him to refer it to his co-directors. He also requested Rube to bring the water-driven drill to notice of Wernher Beit. (50) In addition, he corresponded with a number of doctors in the tin-mining districts of Cornwall. They confirmed from personal experience the 'remarkability' which had occurred in Cornwall amongst ex-Transvaal miners, the majority of whom had worked almost entirely on rock drills. They observed that erstwhile robust men average died at 37 years of age, and called for the introduction of preventive measures, including the use of water to the dusty mining conditions, the necessity for education of miners about the danger of their trade and the use of lactic devices. (51)

Almost immediately after receiving Oats's original letter, copies of the letters from the physicians, Beit communicated with Eckstein's asking for detailed reports of how the matter was being handled. Sidney Jennings was able to verify the Association of Mine Managers had been cognisant of the gravity of the disease amongst rock drillers and in 1901 tried to implement improvements which included the introduction of respirators for miners and use of jets discharging water into the holes being drilled. (52) Jennings stated the miners were reluctant to wear the respirators because they were uncomfortable, and to use the water jets because they involved more labour and wasted time. He conceded that the men's reluctance to wear respirators stemmed from the discomfort. (53) In this respect the miners had a strong case as was attested to by the Miners' Phthisis Commission where evidence was shown that they were both uncomfortable and ineffective. (54) Jennings's explanation as to why miners had spurned the water devices probably had a hard core of truth. But the counter arguments of the Transvaal Miners' Association (T.M.A.) in 1906 (after water devices had been made compulsory by regulation in 1905 - a regulation which was allowed to lapse by 1907) (55) had validity. Its spokesmen complained that the 'miners are now simply confronted with a choice of evils', namely silicosis or pneumonia, a view supported by the Professor

10.

of Mining, J. Yates, in 1908. (56) This was not an exaggeration. The water devices saturated the rock and the miners, and there were no facilities on the mining properties for miners to dry their work clothes. Only in 1906 did the mining regulations make compulsory the provision of change houses for whites and coloureds but not blacks. (57) This regulation did not however

provision of heating apparatus for miners to dry

Most significant of the resolutions adopted at the annual congress in Durban was the acceptance in principle that it is not the responsibility of the State to protect the identity of the Afrikaner within an educational framework. Amid increasing black clamour for an end to apartheid in education the FAK move is seen as giving the Government carte blanche to take whatever steps it considers

Scene-setter for the expected battle is speculation that a report by the Human Sciences Research Council (HSRC) - to be handed to the Cabinet soon - will recommend a single education department to co-ordinate all aspects of education. This has set war drums beating in some rightwing quarters, but this week the influential cultural organisation, the Federasie van Afrikaanse Kultuurverenigings (FAK) which is described as "the voice of the Afrikaner", gave the Government a free hand in education reform.

THE Government cleared a major ideological hurdle this week in the looming battle over the future of education in South Africa.

Flack flies as FAK softens on education

S. Tribune 10/11/1902 (50)

By ROD JACKSON-SMITH

necessary to initiate major reforms

It is also seen as a flap in the face for the powerful Transvaal teachers' organisation, the Transvaalse Onderwysvereniging (TO) - a member of FAK represented at the congress - which recently reaffirmed its commitment to apartheid in education. This was underlined when the chairman of TO, Professor H. Maree, who was present for part of the congress, failed in his bid to be elected to the FAK's executive committee.

Informed sources told the Sunday Tribune that Professor Maree had allowed his name to be put forward as a candidate, but when it became clear that the TO's line had little support among delegates he left the congress, accounting for his absence when the voting took place.

The resolution reflected the views of Pretoria educationist Pieter van der Stoep, who emerged as the pivotal figure at the

congress.

Professor Van der Stoep, from the University of Pretoria, was the guest speaker at the congress, attended by about 250 delegates.

His address, which dealt with Afrikaner distinctiveness and the diversity of nations with specific reference to education, took on added significance in the light of his being one of the authors of the still confidential HSRC report which is to be submitted to the Government.

Although he did not deal with the report his comments were seen as pointers to future developments within education and the stumbling blocks which would have to be overcome by whites in general - and the Afrikaner in particular - if they were to survive.

Professor Van der Stoep's blunt message to the congress was: Don't rely on legislation or other Government steps to protect Afrikaner distinctiveness.

Perhaps the TMA, inaugurated in August 1902, may have also impressed on Milner the urgency of the problem of silicosis. (63) One of the first steps taken by the newly formed trade union was to appoint a deputation which interviewed the Transvaal Medical Society. The TMA requested the doctors to urge the Government to create some kind of provision for destitute

(63)

Matric pupils warn of explosion

20/7/81

50

By MANDLA NDLAZI

SOME of Musi High's 144 angry matric pupils yesterday listed grievances against the head of their school.

In an interview with the SOWETAN, the pupils listed 12 grievances. "Unrest at schools is sparked by several issues and we warn, this will explode."

Grievances listed by some of these pupils were that:

- Since the beginning of the year they have had no science teacher, no Southern Sotho teacher, no Tswana teacher, and no history master.
- We are forced to write "cycle tests" on every subject twice a week.
- We are moved from one class room to the other because there is

no permanent matric class room.

- A black teacher who specialised in mathematics has been replaced by a white who has difficulty in teaching the subject.

There is a black teacher among the staff able to teach history, but the principal fears this man will teach politics.

- It is evident some white teachers were here on "honeymoon".
- Our parents are not given agendas for the parent/teacher meetings.
- Some white teachers should be on pension.
- We do not know who is the principal, as four white teachers claim to be.
- We are angry with some teachers calling us potential terrorists, thugs, instigators or tsotsis.
- Some white teachers have baaskap mentality, and

- Attend to our grievances or else.
- The school's principal, Mr A R Redmead said he was not going to be "pressurised" by the pupils, and he was "tired of such threats".

Mr Redmead said he had in the past three years endeavoured to give the pupils the best tuition. "But if they want to listen to other voices on how to revolutionise their education, its up to them," he said.

The Regional Director, Mr Jaap Strydom, was not available for comment. SOWETAN was told he is on holiday abroad. An attempt to reach his deputy, Mr O Terblanche, was also unsuccessful.

In reply to some of the pupils' grievances Mr Redmead agreed there was a teacher shortage at his school. "We are trying to fill up this gap in a manner that will satisfy all sections of the school," he ex-

plained.

He said "tsotsi" was a remark made to a schoolboy to remind him he was not properly dressed. This was often said when a boy came to school wearing "takkies."

Mr Redmead said he was not a "racist" who called the youth at his school "terrorists." He explained, "I respect my pupils and wish they could do the same towards me. But if they feel bad about me I'd be happy to resign."

He said he had done his best in recruiting fully qualified teachers. He had also tried to improve the place to make it conducive to learning.

Mr Redmead said there was a total of 144 first and second year matriculants. Of this number, 96 were doing the final year and were divided into two class rooms.

(4)

Hospital outpatient departments are in a position to provide specialist medical care, particularly as they employ specialists on their staff but they are being phased out. As Gruer stresses 'The concept of centralising all outpatient services in district general hospitals (in Britain) is based on the assumption that expensive and highly specialised diagnostic facilities are required for most patients.' (5) Common sense and reflection on one's own medical experience reveals that this is not true. In 1967, a survey taken of the type of outpatient seen in a typical non-teaching hospital, found that 77% could be adequately treated in detached outpatient clinics. (6) Ideally, therefore, outpatients requiring specialist care should be treated at an outpatient department whilst those requiring general care should be treated at a Day Hospital. Observation of similar systems in practice has led Bryant and King to comment as follows: 'a health service does not choose those it serves, it serves those who come'. (7) Ideally, outpatient departments should see only patients referred to them by health centres, but in practice the ideal seldom happens and most outpatients departments have to see anyone who comes to them.' (8)

Following research in other countries, the conventional wisdom with respect to the Day Hospitals is that they can treat patients at a lower cost than an outpatient department, and by reducing the number of patients to be seen at these hospital outpatient departments each day, the outpatient departments will be able to function more efficiently - fewer 'sorting' doctors will be required and the conditions for both staff and patients will be improved by reduced congestion. The assumption has never been subject to economic analysis; thus the aim here is to study the system in depth and to draw some conclusion on the effect of the Day Hospitals on the cost of treating patients and on the overall efficiency of the system.

As will become apparent, to call this study an application of the cost effectiveness technique, is possibly a misnomer since the central issue is to examine the cost and effectiveness of the Day Hospitals, relative to a number of alternatives. Day Hospitals and outpatient departments at the present moment in the Cape Peninsula are partial substitutes and partial complements. I do not propose to take on patients over 10 years, and consider the flows of costs of treating their general illness at a Day Hospital or an outpatient department, assuming the benefits to be the same, and then to discount at rate r to arrive at d rands at the Day Hospitals and o rands at the outpatient departments. My intention is to compare situations rather than institutions and at the outset I do not take it as given that the benefits are the same, nor do I

accept/....

(5)

accept as given that Day Hospitals in their existing form are the optimal institution at which to provide decentralised care. The reasons for studying the cost benefit approach in some depth in section 2, are as given in section (1.1) and to provide a framework within which to work. There are a number of questions I wish to attempt to answer: how much does it cost to treat a patient at a Day Hospital and how much does it cost to treat a patient at a Day Hospital and how much at an outpatients department, and what are the reasons for these differences; given that distance and the availability of transport are two of the

most important determinants what advantages are there in what are the differences in treatment, and the reasons were no Day Hospitals, the probably be much greater. in achieving their aims; will have the Day Hospitals had due to the existent of the their absence; is there the various levels of health service required to bring this about the Cape Peninsula - have we and provided an 'unrivalled sufficient for effective health care; therefore, the study is a study of the cost-benefit approach indicate the divergence between mentioned in the standard text.

Education Reporter
WHITE and coloured pupils are back at their desks today, while pupils in Guguletu, Nyanga and Langa started the third term on July 6. All schools will close on September 25 and reopen for the last term on October 6. The final haul ends on December 11.

The circuit inspector for the Department of Education and Training, Mr P. J. Scheepers, said there was 100 percent attendance at the township schools. 'Every year on the first Tuesday in March our annual returns are completed and we work on those figures for the rest of the year,' he said.

Augus 21/7/81
All school pupils back at their desks

The possible alternative situations must be considered to gain an idea of the opportunity cost of the Day Hospitals. If there were no Day Hospitals, their patients would either be attending outpatient departments or deterred by the distance to the hospitals or by the waiting time and crowding, would be consulting a private general practitioner - a considerably more expensive option in terms of bills payable and medicines to be purchased. Alternatively the CPA (Cape Provincial Administration) might have been forced, by staff and patient dissatisfaction, to extend existing outpatient departments, in areas where land expensive, or it might have decided to build a whole new hospital with attached outpatient department, perhaps between Heideveld and Guguletu where the G.F. Jooste Post-Acute Hospital was built. Patients might

Children Star 2/7/81 dispersed

By Mike Cohen
Crime Reporter

Riot police today baton-charged more than 500 black children who had staged a protest march outside a Vosloorus school on the East Rand.

Breadier B Pieterse, Divisional Commissioner of Police for the East Rand, said today the protest had started after the children refused to continue classes in protest against the treatment of some pupils by a teacher.

Police had been called and batons and quats used to disperse the children.

Arrested (S) (S)
**Vosloorus pupils out
again over punishing**

FOR the second time students at Vosloorus Junior Secondary School protested against what they called "excessive corporal punishment" and refused to go to classes

One teacher said "The students refused to go to classes yesterday morning and at about 10 am left the school grounds for home"

She also said that the staff meeting which was supposed to be held last week had not yet taken place

and cannot judge what care they need and how much; (b) administrative costs per unit of service are raised (the absence of such costs is a factor widely canvassed in the debate surrounding the British NHS over the past thirty years); (c) patients themselves incur obligations of compliance in record-keeping, filing, correspondence and subsequent checking; (d) the aged are inordinately penalized and lose potential benefits; (e) the elasticity of demand is unknown in the sense that a large proportion of co-payment may be needed to cut back "frivolous" utilization; and finally, of course, (f) such expanded pay-for-service solutions are regressive with the lowest socio-economic groups decreasing their consumption of more costly components in medical care. (See Klarman 1977:225-6)

In the United States there has been speculation

School calls police

POLICE had to be called yesterday when students at Vosloorus Junior Secondary School refused for the second day to go to classes, protesting against what they call excessive corporal punishment.

A spokesman for Boksburg police said yesterday: "We received a complaint from the teachers yesterday morning that they were threatened by the students, and that we should send police to be on standby. No incidents were reported and nobody was arrested."

Trouble at the school started last Tuesday.

The principal of the school Mr Solly Chivoli, promised last Wednesday that he would hold a staff meeting to discuss the students' grievances, but, until yesterday no such meeting had taken place.

to an extent profit maximizers, and yet have also an intermediating role between the state, the provider and the patient. However it appears that certain real trends, e.g. the tendency to increased hospital use by older persons, pre-dated the coming of Medicare, and that overall federal funding merely aggravated and impinged upon a system already geared for cost inflation. (3)

One final query on the costs problem concerns whether the inflationary increases of recent years are "systems specific" or alternatively are to "be attributed to 'generic' factors, that is wider and general causes as they exist in all other countries" (Chester 1976 :81). On the basis of what is currently known it is impossible to answer. But there have

been informed guesses that concentrated financing, interpreted as a single unit of government paying the bill, assists in the containment of medical inflation as evidenced by the NHS experience. Paradoxically, "the 'conservative' goal of controlling inflation may be best accomplished by a greater degree of governmental centralization than even many 'liberals' favour" (Marmor 1977 : 82)..

Other practical issues aired currently in the financing debate can be illustrated by a few examples. First, there is the possibility, if not the likelihood, that technical considerations in formulating and implementing a rational health care policy are being negated by political processes. (4) Interest groups maximize private objectives and there is no hidden hand guiding them all in the direction of communal advantage.

It is held upon rather vague grounds that a mixed public-private system is worse than pure forms of either. Second, professional monopoly worries many people within and without the medical sector, with doctors behaving collectively like a "price-discriminating, wealth-maximizing cartel" (Culyer 1971:70), irrespective of whether they are salaried or operate on a fee-for-service basis or receive income from capitation fees. (5)

Third, there are doubts about the quality of medical care on multiple grounds: questionable practices like oversubscription of drugs and uncalled for surgery; inefficient practices that are "needlessly expensive (hospitalization for testing) or divert medical resources to very costly care (renal dialysis, cardiac by-pass surgery) from more cost-effective uses (immunizations, prenatal checkups for mothers)"; and malpractice - errors of omission or commission - the insurance cost of which outrages American physicians (Marmor 1977 : 76).

Coming to theoretical issues of resource allocation in medical care it must be stressed that this area of enquiry is both extensive and thorny. I can do no more than isolate a few themes for the initiation of discussion. Could medical care, given certain preconditions, be bought and sold by principals like any other commodity? There is a minority opinion that would answer affirmatively about a suitably manipulated market. (6)

Minister moots 'progress'

Sawetan 22/7/81 (50) (2157)

THE GOVERNMENT is making progress in its move towards equal education for all races, the Minister of Education and Training, Dr Ferdie Hartzenberg said yesterday.

Dr Hartzenberg was addressing about 800 students, parents and educationists at the official opening of the Tokelo Secondary School in Evaton.

The narrowing of the gap in salaries of black and white teachers, he said, was another factor which showed the government's seriousness towards equality in education.

"From April 1 this year there has been parity in salaries of black and white principals, assistant principals and heads of departments in cases where their qualifications fell under categories C or higher, (that is matric plus three years teaching experience)."

"At the same time there has been parity in salaries of black and white circuit inspectors and officials in high positions. It is expected that parity will be reached in cases of normal teachers," Mr Hartzenberg said.

Four years ago black teachers earned only 58% of their white colleagues' salaries. This, he said, had been raised to 80%. "The claim we heard frequently that the shortage of qualified teachers was due to disparity in salaries does not hold any longer. The salaries gap between black and white has been narrowed within a short period," he said.

It is the government's announced intention (beleied) that there should be equality in education for all racial groups in South Africa. This included privileges like sick leave, study leave, pension fund, loans for housing and housing subsidies, he added.

Night classes seen as 'key' for KwaZulu

NM
22/7/81 (50) (initials)

Mercury Reporter

ADULT night classes are the answer to improving technical education in KwaZulu, according to the director of the Natal Technikon, Mr A Pittendrigh.

Mr Pittendrigh, who is a member of the regional committee of Manpower 2000, believes that by introducing night classes in schools, education for blacks could be boosted as it had been for Indians in 1929

He said that then between 21 000 and 30 000 children of school-going age had been out of school, and a large percentage of adult Indians were illiterate.

Teachers had given their services free of charge and classes had continued until 1946 when, because of their success, they were officially recognised and the M L Sultan Technical College was declared an approved institution for higher education.

'I feel this is the answer for KwaZulu,' said Mr Pittendrigh yesterday.

'What we need are schools with electricity at night and teachers willing to devote their time to this cause.'

'Already, the Natal Teachers' Society and the Urban Foundation have begun an upgrading scheme for teachers and this could eventually be amalgamated in the long term with night classes.'

210M 23/7/81

Explosive education report could change policy

Pretoria Bureau

A HUMAN Sciences Research Council (HSRC) report which could bring about dramatic changes in the country's education structure, is expected to be submitted to the Minister of Education, Dr Gerrit Viljoen, before the end of the month.

Yesterday the main committee heading the comprehensive investigation into all facets of education in South Africa — there were 18 separate committees — met for the last time in Pretoria.

Political observers expect some of the major recommendations to be highly contentious. They will deal with issues which have been, until now, firm components of the

Government's apartheid jigsaw.

They include the issue of one Ministry of Education to administer all education — white, coloured, Asian and black — in place of the present fragmented system of separate departments; and the opening up of tertiary education institutions to all races.

Because of the enormous costs of carrying out the Government's declared policy of equal education for all races, there could also be a recom-

mendation that whites be made to contribute financially to the education of their children.

Dr Viljoen has already indicated he favours such a move.

The opening up of tertiary education institutions to all races would mesh with the views of commerce and industry, as well as sections of the Government.

Costs

The Transvaal Teachers Association has already indicated it favours the institutions themselves being given the right to decide who should be admitted.

Educationists said yesterday this view is likely to be reflected in the report.

The Minister told the Mail some weeks ago that the financial implications of the Government's policy of equal education opportunities for all races was part of the HSRC investigation.

The head of the education research unit of the University of the Free State, Professor Dudley Vermaak, has pointed out that a policy of compulsory education for all would lead to an explosion of school numbers during the next decade.

The costs involved would be enormous. It was reasonable, he said, that parents should, under those circumstances, make a bigger contribution to education.

For the student presenting the best essay in first courses in English Language Tutorial

Dorothy Cavers Essay Prize

For a male student on completion of at least one year of study towards the Performer's Diploma in Speech and Drama.

Ellie Walendorf Prize

For the best student in Dramatic Art.

Ruth Peffers Prize

For the best student in Mime.

Gretel Mills Book Prize

e student presenting the critical essay or piece of imaginative writing.

Tyfield Prize

e best student(s) in Embassy Book Prizes

partment.

Diamond

HEBREW

GERMAN

ENGLISH

DRAMATIC ART (Continued)

KIDM 23/7/81

Science: black schools suffer

Mali Reporter

SCIENCE teaching in black schools was unsuccessful, an article in a leading science journal said yesterday.

The article, in the South African Journal of Science, was written by Miss Mariana Hewson.

There were many problems facing science teaching in black schools. Pupils and the black society were concerned and calling for improvements, she wrote.

A single educational system for all pupils regardless of col-

our was not only desirable, but essential.

However, she doubted that introducing more books, better teaching aids and programmes for black schools would solve the problem of why so many students failed science.

"What is needed first is more research into the intellectual backgrounds of the children of this land," she said.

This research could help shape a science curriculum which could facilitate many more students' learning about the subject.

An editorial in the journal attacked the Government's education policies, blaming them for the shortage of skilled manpower in most professions.

"The simple view that building more classrooms and recruiting more teachers by improving salaries will bring the necessary cure will obviously not do," the editorial said.

The present concern over the manpower shortage may make the Government rethink future education funding and teachers' pay.

"Any nation that so neglects its schools is on a sure road to mediocrity," the editorial said.

DRAMATIC ART

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 graduate student
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 in 1981.

Latin I
 For the best student in
 Doullier Prize

CLASSICS

J L Stubbs
 Afrikaans en Nederlands II.
 For the best student in
 Tafelberg Uitgewers Prize

E W Fagan
 in the Department.
 For the best student(s)
 Nederlands Embassy Prize

Miss S W Smuts
 en Nederlands I.
 student in Afrikaans
 For books to the best
 Nasionale Pers Prize

AFRIKAANS en
 NEDERLANDS

FACULTY OF ARTS

=====
 PRIZES

Budget cuts hit therapy workers

Mall Reporter
 ALL Department of Education therapists' salaries have been severely cut as part of the Government's continuing budget-slashing campaign.

Speech, physio- and labour therapists hired since April 1, 1981 are now earning R1 380 less a year than those who started working for the department before that date.

A department spokesman yesterday confirmed that new therapeutic and paramedical service personnel, who previously started on a salary scale of R6 810, are now paid R5 430 a year.

Negotiations

It is understood the South African Speech and Hearing Association is presently negotiating with the Commission for Administration for an improvement in the salaries.

Association spokesman Mrs Rika du Plooy said yesterday she could not comment before early August.

Pay scales for therapists of the Department of National Education who started after April 1, 1981 have also been lowered to the level of those in Transvaal Hospital Services.

For the best all-round student
 Bell-John Prize
 In any year of study.
 P C Key
 The Committee of the Western
 Cape Chapter of Quantity
 Surveyors' Prize
 For the student obtaining
 the highest marks in
 Professional Practice.
 P R Swift
 LTA Prizes
 For the best student in each of
 Building Economics I,
 the third, fourth &
 respectively.
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QUANTITY
 SURVEYING
 (Continued)

URBAN &
 REGIONAL
 PLANNING

Pupils return to class

See

2019/8/10 1986
LESSONS at the trouble-
torn Vosloorus Junior
Secondary school in
Boksburg, where more
than 1000 students have
been boycotting classes,
were back to normal
yesterday.

Most of the students at the
school have returned to
classes and teachers
have resumed lessons.

Students have been
boycotting classes since
last Tuesday after
protesting against what
they call excessive
corporal punishment.

Students refused to go to
classes demanding a
repeal of the excessive
corporal punishment and
an end to poor class
attendance by teachers
during school periods.

Later, during the day they
stoned and smashed
windows on one block of
the building including the
principal's office before
leaving the school
grounds for home.

Earlier this week, police
had to be called after the
students took to the
streets and marched to
Illinge Junior Secondary
school to seek support for
the boycott. No incidents
were reported during the
march and nobody was
arrested.

The spokesman for the
Department of Education
and Training said
yesterday that the
department was still
investigating students'
grievances which led to
the boycotting of classes.

Education crisis under spotlight

25/7/87 (50)
 Mail Correspondent

AN "uninhibited look" at the crisis in South African education is to be taken on Wednesday at a congress on the Stellenbosch University campus organised by the student current affairs organisation SAAK.

Participants will include Professor J.P. de Lange, chairman of the Human Sciences Research Council's commission on education and rector of the Rand Afrikaans University, Mr Franklin Sonn, president of the Cape Teachers' Professional Association, and Dr F.E. Auerbach of the SA Institute of Race Relations.

The congress is expected to produce the lively debate which has characterised past SAAK congresses, including their conference on the South African Constitution last year.

In a backgrounder to the congress, SAAK said the South African educational system "for all sectors of the community" did not seem to "answer to the demands of the time".

The purpose of this congress is to take an uninhibited look at the present position of education, to isolate problems and to seek alternatives.

LTA Prizes
 For the best student in each of the courses of Building Economics I, II and III in the third, fourth & fifth years respectively.

Cape Chapter of Quantity Surveyors' Prize
 For the student obtaining the highest marks in Professional Practice.

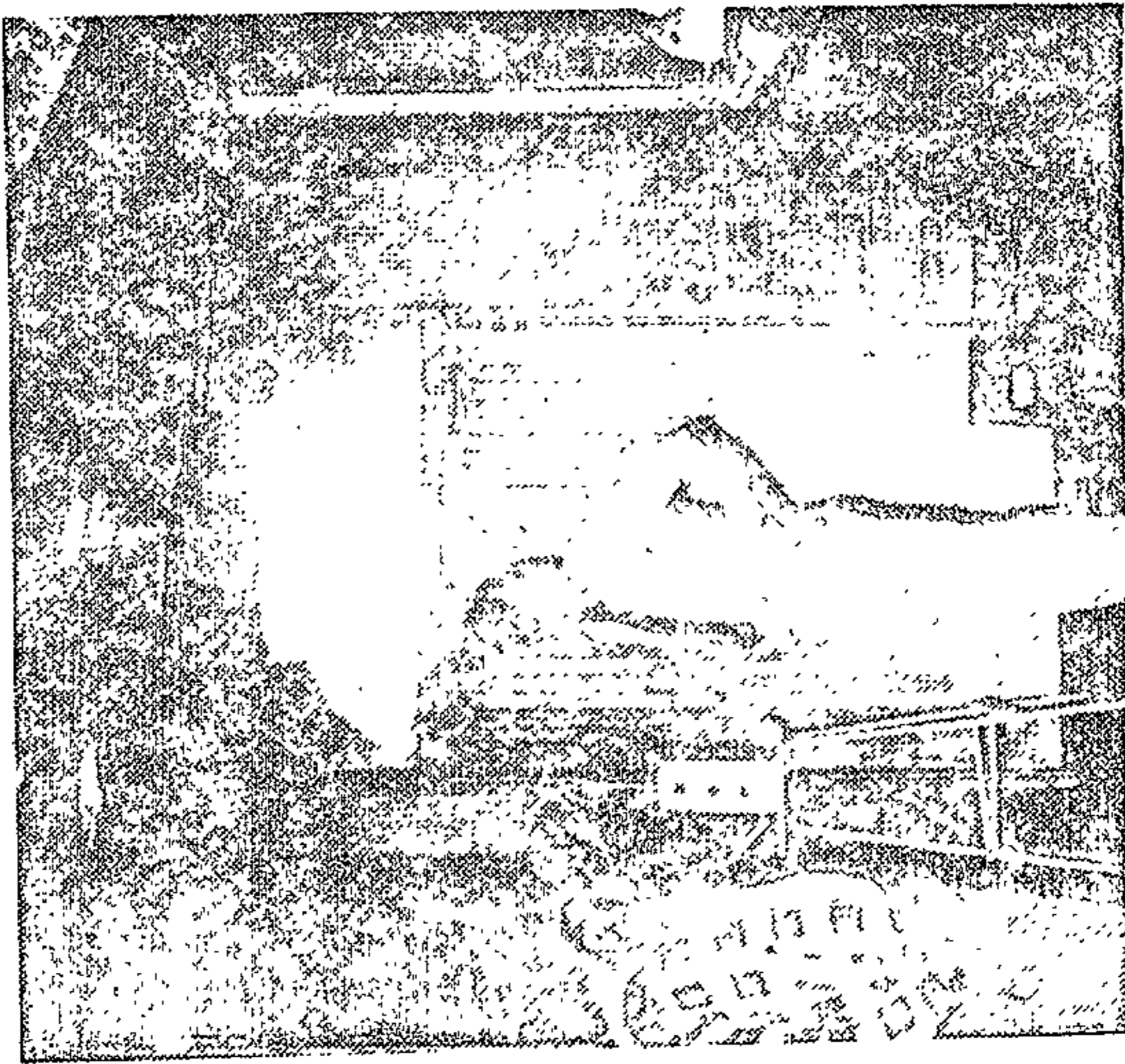
Bell-John Prize
 For the best all-round student in any year of study.

URBAN & REGIONAL PLANNING

QUANTITY SURVEYING (Continued)

Arsen probe after ^{SO} school set alight

S. Tribune
26/7/81



Warrant Officer Julian Luyt and Warrant Officer Ramasami Naidoo examine the damaged front entrance



An explosion shattered this store room's roof

Tribune Reporter

A CHATSWORTH high school near Durban was extensively damaged yesterday when doors were hacked open and about seven fires started in various rooms and offices.

The domestic science complex, two administration blocks and two stock rooms were destroyed. The roof of a stock room exploded, spewing chunks of asbestos over a wide area.

Doors leading to the science laboratory and the career guidance councillor's office were also forced open, but there was no fire damage in either. Telephone wires were cut and the main water supply damaged.

Nothing appears to have been stolen.

The fire is believed to have been started at about 4am. The fire brigade received a call at 4.05.

The guard who should have been on duty till 6am,

told police he'd left the school at about 4am when the rain stopped because he wanted to get home before it started again.

Police are investigating arson.

An estimated R100 000 damage was done to the school, which one pupil told the Tribune had experienced no problems this year with pupil boycotts.

"There was no suspension of pupils and we managed to keep the stay-away from classes under control."

Headmaster Rajaruthnam Moopnar said classes would not be disrupted by the damage to the school. "School starts again on Monday, and everything will proceed as normal."

N STRUCTURE
74

ban Magisterial Districts

Tribune Reporter

CHARGES of "racism" and "neo-racism" are flying in battles over two books recently published in South Africa with a request by academics that one of them be withdrawn by its publishers Perskor.

The books, which were both recently reviewed in the Sunday Tribune, are *The Bushmen of Southern Africa*, by E. H. W. Lategan, and *Indo-Africa: Towards a New Understanding of the History of Sub-Saharan Africa*, by Dr Cyril Hromnik.

Mr Lategan's book is intended for use in schools but has been strongly attacked as perpetuating racial prejudice and outdated ethnic myths.

Two Cape Town academics have sent a detailed criticism of the book to Perskor Publishing House asking for it to be withdrawn.

Social anthropologist Professor Martin West, who drafted the criticisms, declined to comment further until the publisher had had a chance to reply. He has already publicly condemned the book, saying that if it was not aimed at young minds he would simply dismiss it as "prejudiced rubbish".

He claimed it ignored modern reference works on the San people and would give the young and uninformed reader a picture of the bushmen as "smelly, dirty, violent people."

Neither the publisher nor Mr Lategan was prepared to comment until the author had seen the criticisms, which were also made by other academics in a previous Sunday Tribune report.

In a recent review in the Sunday Tribune, the head of archaeology of the SA Museum, Dr Martin Hall, described both books as attempts to reanimate the skeleton of the "scientific racism" characteristic of 19th Century thinking.

In his far more weighty and extensively researched book, Dr Hromnik argues that Indian explorers began to arrive in Southern Africa in about 1000 BC in search of gold and that their presence explains the introduction

Ban racist books

plea to Perskor

Prejudiced rubbish, says professor

of cattle, sheep and metallurgy, as well as such monumental structures such as Great Zimbabwe.

In time the supremacy of the Indian masters declined as they were absorbed by black servants they had brought in from West and Central Africa.

In his review, Dr Hall argued that the need to explain developments in African pre-history in terms of an external superior race was an example of outmoded scientific racism.

Dr Hromnik had no substantial evidence for his view of events which clashed with a recently established "consensus view" of archaeologists and other specialists that Negro farming communities moved into Southern Africa at about 300 AD.

From this movement sophisticated societies had developed, producing such structures as Great

Zimbabwe as well as the mining and trading of gold.

In an angry reply sent this week to the Sunday Tribune from an address in India, Dr Hromnik charged Dr Hall with "neo-racism". Practitioners of both "neo-racism" and the "scientific racism" described by Dr Hall were alike in their inability to recognise the basic equality of people of different cultures, he said.

Neo-racists eased their post-colonial consciences by presenting the history of Africa so as to make its "Milestones of change and advancement" appear comparable to those of Europe

Only then, they believed, would the African Negro appear as equal.

They would if they could present Mahatma Gandhi as the builder of the Taj Mahal, rather

than a poor, emaciated and physically ugly man, Montezuma as builder of the Empire State Building and Mzilikazi as chief engineer on the Negro-operated gold mines of the Rand.

It was in this spirit that the "consensus" group of Dr Hall argued for the arrival of Negro people in Southern Africa in 300AD and their responsibility for the creation of such monuments as Great Zimbabwe and of gold mining.

The "consensus" view was supported by some 1000 archaeological sites and a few hundred radiocarbon dates. But when it was being formed the archaeologists had no access to the most important area, Mozambique, and most of the sites explored had produced no skeletal remains.

Answering these criticisms, Dr Hall said he stood by his original reading of the book. The charge of neo-racism was too ridiculous to bother to answer. "As archaeologists we gather material and look for patterns in what we find. At present we are not concerned with comparisons with other parts of the world — we are not ready to make any."

"Until 20 years ago there was very little

evidence of an Iron Age in Southern Africa. Over the past 20 years archaeology has been finding these sites. There is still a lot to be discovered but enough of a pattern has emerged to gain a consensus view among archaeologists and historians.

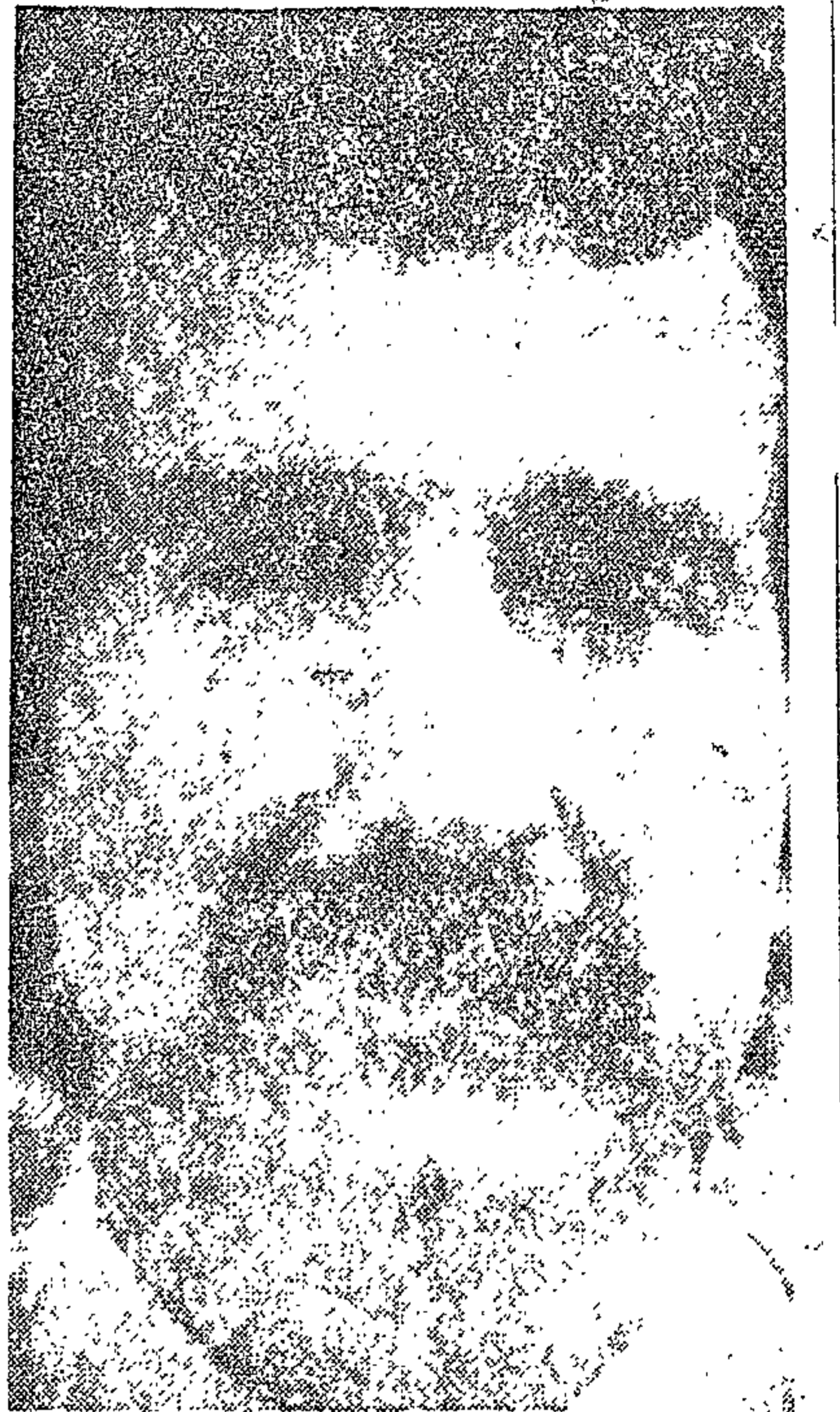
"Dr Hromnik betrays an alarming lack of understanding of both archaeological and historical method.

"It is true that when the consensus view developed we had little information about Mozambique. But Mozambique is only one of a number of gaps of which we are well aware. We are in touch with Mozambique archaeologists who are now doing extensive work.

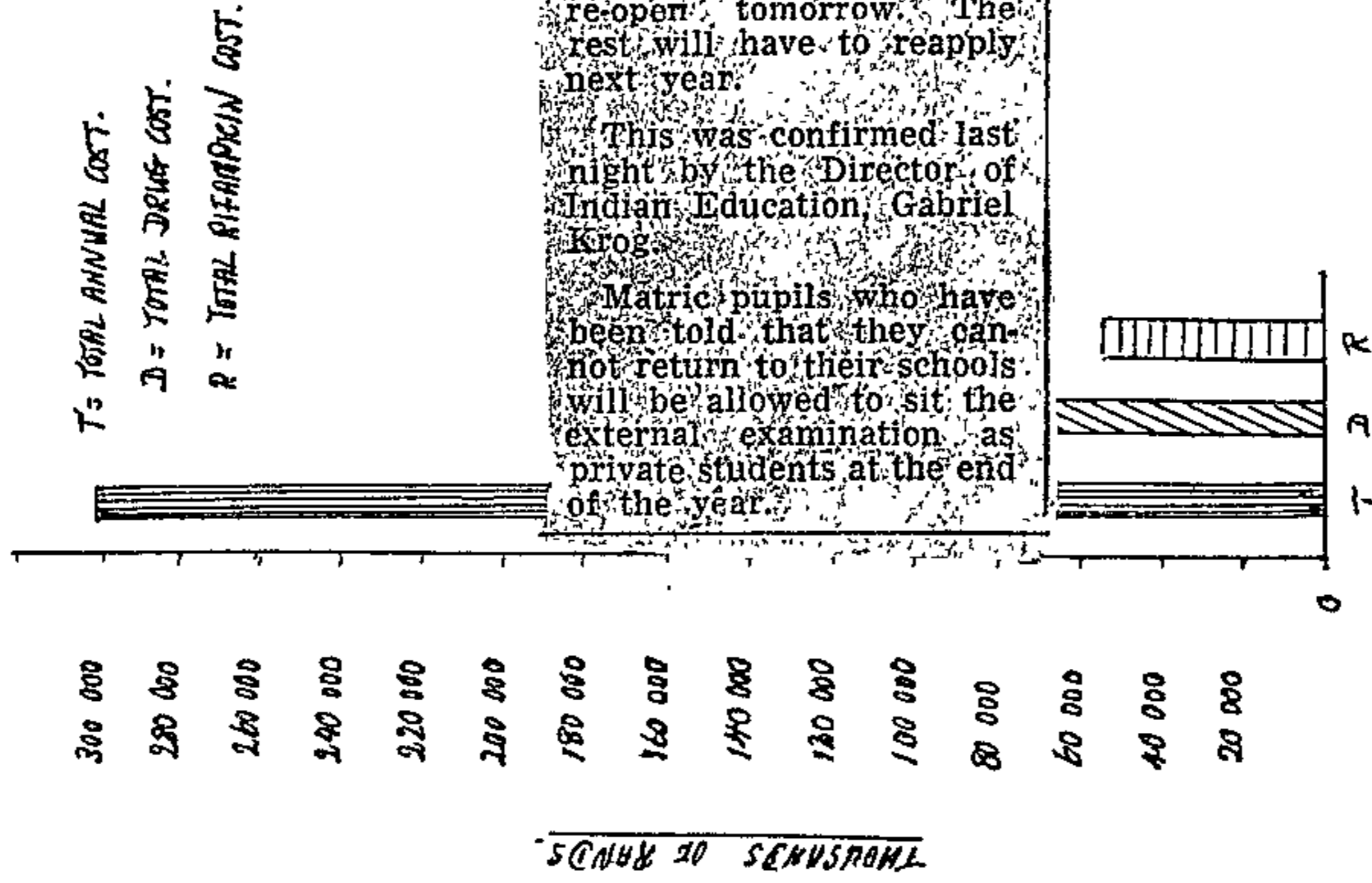
"It is also true that we have found very few skeletal remains on sites we have carbon-dated — largely due to problems of preservation. But what there has been falls within the range of variation of Negro physical type.

"But the most telling point is that while Dr Hromnik argues for a massive Asiatic presence there is absolutely no skeletal evidence to support him.

"The possibility of external influence in the pre-history of Southern Africa remains; if we find evidence of it, we'll publish it."



DR MARTIN Hall . . . "scientific racism"



S. Tubercul Pupils must wait 26/7/81

ONLY some of Natal's 600 expelled Indian pupils will be readmitted unconditionally when schools re-open tomorrow. The rest will have to reapply next year.

This was confirmed last night by the Director of Indian Education, Gabriel Krog.

Matric pupils who have been told that they cannot return to their schools will be allowed to sit the external examination as private students at the end of the year.

TABLE 4
COST OF OUT-PATIENT CLINIC SERVICES.

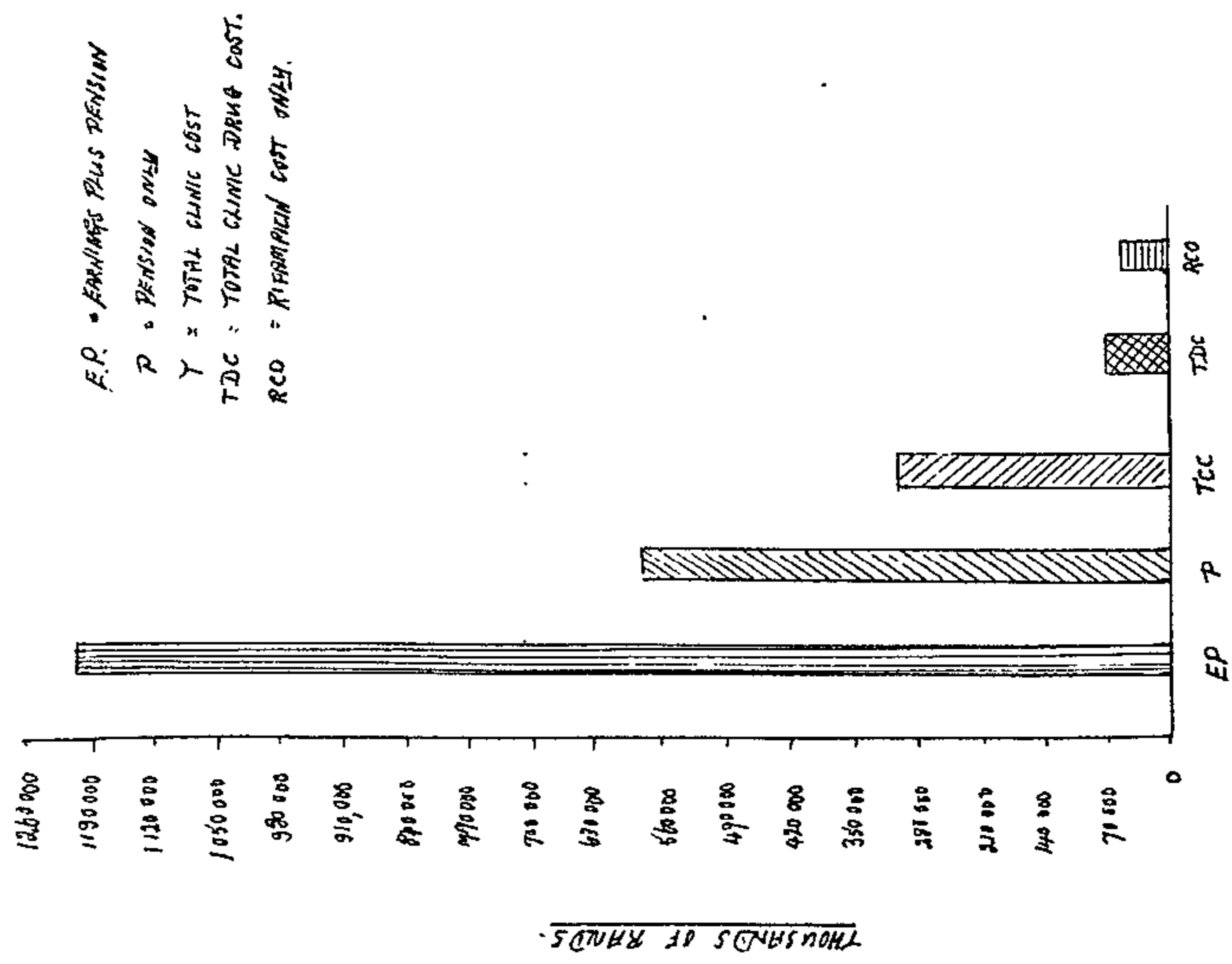


TABLE 3
EARNINGS AND PENSIONS VIS-À-VIS OUT-PATIENT COSTS.

CT 27/7/81 890
Fire at school

DURBAN. — A fire destroyed a large section of the Southland High School in the Indian township of Chatsworth near Durban on Saturday, causing damage amounting to about R100 000. Most damage was caused to the administrative section of the school. Police are investigating the possibility of arson. — Sapa

'Confused'
epm 28/7/81
boycott by
students

UNIVERSITY of Durban-Westville students returned after the winter recess yesterday but continued to boycott lectures.

Many students were confused about the boycott but a request by their representative council to hold a meeting in the main hall was turned down by the administration "for fear of recurrence of damage".

Two suspended students, Mr Alf Karrim and Mr Mo Sheik, had their suspensions lifted last week and another, Mr Rishi Bujram, is to appear before a disciplinary committee.

● Mr G Krog, Director of Indian Education, said the entire needlework and domestic science block at Southlands High School had been burned at the weekend and damage was estimated at R200 000.

Pupils at other high schools were returning "in dribs and drabs". — Sapa.

rs Award
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lding Construction.
 best student in the

S A Brick Association Prizes
 For the best student in the
 subject of Building Construction.

III: No award

II : A R Low Keen

I : N D G Sessions

For the best student in each of
 the courses of Building Economics I,
 II and III in the third, fourth &
 fifth years respectively.

LTA Prizes

P R Swift

For the student obtaining
 the highest marks in
 Professional Practice.

Surveyors' Prize

Cape Chapter of Quantity

The Committee of the Western

P C Key

Bell-John Prize
 For the best all-round student
 in any year of study.

URBAN &
 REGIONAL
 PLANNING

QUANTITY
 SURVEYING
 (Continued)

Academic boycott 50 confuses students

Own Correspondent

DURBAN — Many students at the University of Durban-Westville returned to the campus after the winter recess yesterday — but continued with their boycott of academic activity.

Students milled around the quadrangle, confused as to whether they should attend lectures or not.

A request by the SRC to hold a meeting in the main hall to determine whether or not to continue with the boycott was turned down by the administration "for fear of recurrence of damage."

The public relations officer, Mr Nico Nel, said it appeared as if many were not attending lectures.

Two of the suspended students, Mr Alf Karrim and Mr Mo Sheik, last week had their suspensions lifted while another, Mr Rishi Bujram, who was barred, is to appear before a disciplinary committee this week.

It was back to school for some of the 601 high school pupils who were expelled last term for their part in the boycott of the Republic Day celebrations.

Merebank and Apollo high schools principals, said that pupils "were coming in dribs and drabs."

At the Southlands High School, where rooms were burnt out over the weekend, the principal, Mr R Moopanar, was making contingency arrangements today.

Damage is estimated at close to R200 000.

Mr Krog Gabriel, Director of Indian Education, said the entire needlework and domestic science block had been gutted.

"This is about the fourth fire at Indian schools."

Of the expelled pupils Mr Krog said a third had been readmitted while others have been told to reapply next year.

to be able to get hold of economic information and fathom out how the projects run. Because there are so few people in projects and I could not interview many who are not involved, I was not aiming at a scientific collation of data, but rather at using the questionnaires to standardise issues raised in conversation and as a way of stimulating discussion. (All interviewing was done in Xhosa).

Place	Project	Number of Participants interviewed
IDOLOPHU	Communal garden Zenzele Centre (which students helped to build)	3
INKOMO	Dairy Communal garden	12 10
ABALIMI	Communal garden Shearing Shed Emphasis on agriculture (all fields used)	11

(5 names & 13 names)

Number of Participants interviewed

2.4 NOTES CONCERNING MY INFORMATION ON THE PROJECTS

1. Amathole Creamery was the only place where I could check the figures people gave me. Generally, their estimates of income were more than twice as high as the actual amount earned over the last year. Over-estimation of profits from the project may be a general trend.
2. Projects fluctuate so wildly over time (also depending on seasonal and market conditions) that it is misleading to take any one time as representative.
3. The people I interviewed are a specific section of the population i.e. those who have decided to get involved in projects. One cannot take them to be a cross-section of the population at large. While I have the income from all sources for the people I interviewed, it is difficult to compare them with others as there are no records of the income of the general population.
4. Because there are figures concerning how agricultural capital (e.g. land and stock) are distributed in the rehabilitation planning reports, I have used access to land as an index of project participants' wealth relative to that of the total population of the village. This is problematic in that one is not dealing with a class of peasants or farmers. The major source of income in these areas is remittances from migrants. If a person is too poor to plough her fields, it makes no difference whether she has any or not. The only really significant differentiation one can make is between those families which have Full Economic Units and the others. (Most of the families with Full Economic Units I came across have no other source of income than farming). Generally, the FEU families are the most established peasant farmers in the area: they were only allocated the FEU's because they had the most land and stock at the time of survey. I have made no attempts to analyse the class structure in detail. Basic divisions I use are:
 - Professional and business people (shops and transport)
 - People with access to land
 - People with no agricultural resources who are generally migrants
 One must note the family linkages within the business and professional class and how different sectors support each other at various times.

No language star 28/7/87 segregation

Education Reporter

The Transvaal Education Department has scotched rumours that nursery school classes are to be segregated according to language.

Teachers told The Star of the "plans" to have separate English and Afrikaans classes but a TED spokesman said no new policy was envisaged.

Teachers said although such a plan would be possible because there were enough teachers it would mean schools would have to bear the additional costs of doubling their teaching staff.

"Many schools do not have enough toddlers to warrant such a move," one teacher said.

G L Cragg

mark.

obtaining

For the f

A E & C I

L Mengal

Drawing.

Awarded to the student with the best classwork in Engineering
Sammy Sacks Memorial Prize

J H Rens

Awarded on results of final examinations to the best male student in Land Surveying or Civil Engineering.
Professor George Menzies Prize

B F McClelland

J H Rens

D P Weeks

T J Cumming

P M Salmon

Fourth Year (Gold Medal)

Miss N C Davidson

Third Year (Silver Medal)

Miss G C Littlewort

Second Year (Bronze Medal)

For the best student in each of the 2nd, 3rd and final years.

Corporation Medals

FACULTY OF ENGINEERING

CHEMICAL



At the opening of the Institute of Race Relations winter school last night were (from left): Mr O. S. Bomela, Mr H. K. Nyikana, Dr Oscar Wollheim and Chief D. M. Jonglanga.

Four education systems unnecessary — Wollheim

DD 28/7/81

EAST LONDON — The furore about inferior education and the resulting unrest might have been avoided had the state used the extra money which it pumped into the various ethnic education departments on the rapid development of education of black and brown people.

This was said by Dr Oscar Wollheim, former headmaster of the W. T. Welsh High School in Duncan Village, former Member of the Provincial Council and a founder member of the now defunct Liberal Party, at the opening of the Institute of Race Relations Winter School here last night.

Dr Wollheim said the huge sums of money the state had spent on creating three additional and highly expensive bureaucracies could have been made available to the provinces with the proviso that it was spent on the development of black education.

However, Dr Wollheim added that there had been massive changes in black education and that these changes were not merely cosmetic.

"When I left here in 1948 there were 491 African pupils who passed matriculation throughout South Africa. Last year there were 31 071 African young men and women who passed matriculation.

"Change of this magnitude in the field of providing skilled and educated people inevitably results in fundamental change in the social and economic infrastructure of the country.

"Although there is much to be criticised in the allocation of funds, quality of buildings and the provision of equipment, the experience at our universities and colleges is that African young people can hold their own in the field of tertiary post-matric education.

"Standards have

therefore not dropped and it is to the great credit of our teachers that they have maintained them in spite of almost impossible odds."

Reminiscing on his experiences in East London, Dr Wollheim said the school was in many ways a pioneer.

"It was the agent which broke the colour bar in the East London city hall, before any black face had been allowed to perform or attend there; it opened its doors after hours to allow scholars to do homework and study; it often acted as a community centre at night; it was the first school to play interracial netball and cricket; and it very nearly succeeded in getting a rugby match with Selborne."

Dr Wollheim said the Welsh High School was the first high school for blacks to be run in exactly the same way as schools for white children. — DDR

150 students evicted from hostel at university

NM 28/7/81
50 \$74

Mercury Reporter

ABOUT 150 students of the University of Durban-Westville were yesterday evicted from their hostel as boycotting students still remained undecided whether to return to lectures.

The evicted students, were given temporary accommodation in friends' homes last night.

The students were informed of their eviction by telegram during the July holidays and by letter handed to them personally when they returned to their hostel yesterday.

The letter signed by Mr Harold Reddy, Assistant Registrar in charge of Student Affairs, stated that the accommodation in the university residence would no longer be available to the student for the remainder of the 1981 academic year.

This decision was taken on the basis of your conduct and or non-payment

of hostel fees.

'However, should you be able to convince the management of the university that your conduct on the campus did not violate the general and residence rules of the university you are advised to appeal to the management through the proper channels to reconsider the decision,' students were told.

A spokesman for the SRC said yesterday that the eviction of students had been 'uncalled for'.

The SRC called on the university to give those students who had not paid their fees a second chance. It also asks that students who engaged in misconduct be identified.

Meanwhile, Mr Gabriel Krog, Natal's Director of Indian Education, has rejected applications for readmission by a large number of expelled matric pupils, saying that they could, however, reapply next year.

CT 28/7/81 (50) (SM)

Boycotting students evicted from hostel

Own Correspondent

DURBAN -- About 150 University of Durban-Westville students were yesterday evicted from their hostel as boycotting students remained undecided whether to return to lectures.

Evicted students were accommodated in friends' homes last night.

Students were informed of their eviction by telegram during the July holidays and by letter handed to them yesterday when they returned to their hostel.

The letter signed by Mr Harold Reddy, Assistant Registrar in charge of Student Affairs, stated that university residence accom-

modation would not be available to the students for the rest of the year.

The decision was taken on the basis on conduct or non-payment of fees.

If the student could convince the university management that his conduct did not violate general and resident rules, he could appeal by letter.

The SRC asked that the students who had not paid their fees be given a chance to do so, and students involved in misconduct be brought before the disciplinary committee.

The students will meet today to decide whether to return to lectures.

2017/29/7/19
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7/19

School arsonists criticised

THE wilful destruction by Indians of their own schools was strongly condemned yesterday by the chairman of the executive committee of the South African Indian Council, Mr J B Patel.

He was referring to a fire that destroyed part of Southlands Secondary School in Durban at the weekend.

"These senseless acts, perpetrated by mindless individuals, are foreign to the standards and traditions of the Indian people of South Africa, who have shown over the years their reverence for education and its institutions. The Indian community has a proud record in respect of the establishment of schools at tremendous personal sacrifices.

"It is acts of this nature that besmirch the image of and detract from the praiseworthy achievements of the Indian people," the chairman said. — Sapa.

Award who has shown at the end

best student in the Building Construction.

C W von Durina

S A Brick Association Prizes
For the best student in the subject of Building Construction.

III: No award

II : A R Low Ken

I : N D G Sessions

LTA Prizes
For the best student in each of the courses of Building Economics I, II and III in the third, fourth & fifth years respectively.

P R Swift

Professional Practice.
For the student obtaining the highest marks in

Surveyors' Prize
Cape Chapter of Quantity
The Committee of the Western

P C Key

Bell-John Prize
For the best all-round student in any year of study.

URBAN & REGIONAL PLANNING

QUANTITY SURVEYING (Continued)

Arrested pupils, teacher released

Mail Reporter

SEVEN Klipspruit pupils and a teacher, who were arrested in Pietersburg at the weekend, have been released.

The pupils and teacher, from the Thabo-Jabu High School, were taken from a bus by police near Seshego at the weekend.

It was claimed that a brawl between four busloads of pupils from Soweto and youths of the Mokomene Secondary School sparked the arrests.

The eight were held at Soekmekaar Police Station.

Mr Bernard Taylor, 18, the son of Mrs Martha Taylor, a Soweto councillor, was among the seven pupils held.

It is believed that one Mokomene student was stabbed.

Two of the students from Thabo Jabu are to make an appearance in court next week.

Yesterday the principal of the Thabo-Jabu, Mr J du Plessis, confirmed that the students

and teacher had been released and that they had been held at Soekmekaar Police Station.

He said, however, that he could not give their names nor make a statement to the Press.

He said he was compiling a report on the matter to be handed to the Regional Director of Education and Training, in Johannesburg, Mr Jaap Strydom.

Mr Du Plessis said "All I can tell you is that all our students and the teacher have been released."

"They were held in Soekmekaar and it was through the help of top policemen that we managed to trace them."

"The brawl started when Mokomene students removed our students' belongings from the bus."

The Thabo-Jabu students were on a netball and soccer tour and were to play against Mokomene Secondary School on Saturday.

PLANNING
REGIONAL
URBAN &

For the second best student in the

C W von Doring

subject of Building Construction.

For the best student in the
S A Brick Association Prizes

III: No award

II: A R Low Keen

I: N D G Sessions

For the best student in each of
the courses of Building Economics I,
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Cape Chapter of Quantity

The Committee of the Western

P C Key

in any year of study.

For the best all-round student

Bell-John Prize

(Continued)

QUANTITY
SURVEYING

Students suspend boycott

STUDENTS at the University of Durban-Westville yesterday voted to suspend their boycott of lectures, temporarily ending the two-month-long impasse with the administration.

The decision was taken amid varying reports of attendance ranging from 100% in some faculties to 20% in others.

A member of the UDW Students' Representative Council, Mr Brits Hansjee, said students had unanimously resolved to return to lectures today and tomorrow, during which time they planned to make further representations that the authorities reconsider some of their demands.

The students would meet again on Friday to reassess the situation.

Meanwhile, the public relations officer at UDW, Mr Nico Nel, said attendances had picked up on Monday afternoon and yesterday.

About 150 hostel students were informed by telegram that they could not return to the hostels because they had not paid their fees.

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best student in the

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For the best student in the
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Cape Chapter of Quantity
The Committee of the Western

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Bell-John Prize
For the best all-round student
in any year of study.

URBAN &
REGIONAL
PLANNING

QUANTITY
SURVEYING
(Continued)

Rev claims education 'best'

BLACK people in South Africa should be very happy because they have the best education in the world said the director of the control department of Education and Training, the Rev J A Greyling.

At the official opening of twelve additional classes at the Thembaletu School, Zone 10 Meadowlands, Mr Greyling told parents, teachers and education officials that Bantu Education was in no way inferior to any other system of education.

sawetou
By ELLIOT TSHINGWALA 29/7/81

"Only the buildings and the equipment are inferior, otherwise Bantu Education is as good as any type of education. In fact those people who say Bantu Education is inferior are those who do not understand it because it is too complex for them," he said. "When some people do not understand things they always say they are inferior," he chirped.

Mr Greyling, who was guest speaker, and was accompanied by the regional director of the Department of Education and Training, Johannesburg region, Mr J G

Strydom, said when Bantu Education was introduced in 1948, "some teachers did not understand it and had to be trained further."

Mr Greyling said there was improvement in the training of teachers. He said teachers salaries were also improving.

"If anyone says there is no improvement he must either be deaf or he does not understand at all.

"Now it is only for the people of Soweto to improve themselves. If you go outside Johannesburg, people always say they do not want the people of Soweto," he said.

50 He praised Mr Strydom for being the best regional director of all the areas and closed his speech by saying that the pupils should make use of the books and other things given to them — all in Afrikaans.

New education

plan doomed

-Sonn warning

ANY new education scheme in South Africa was doomed unless the present system of government was made acceptable to most of the country's people, a leading educationist warned in Stellenbosch last night.

Taking part in a panel discussion at the closure of the one-day SAAK congress on A Crisis in Education, Mr Franklin Sonn, president of the Cape Professional Teachers' Organisation added: 'Unless the educational system is endorsed by the community it hopes to serve and unless such community can take part fundamentally in its control, it will be viewed with a great measure of suspicion.'

MEMBERS

The other panel members, under the chairmanship of Professor J P de Lange, rector of Rand Afrikaans University and chairman of the Human Sciences Research Council's education commission, were Dr J E B Msomi, of the University of Zululand's education



Mr Franklin Sonn

faculty; Mr Chris du Toit, president of the Federated Chamber of Industries (FCI) and Professor J Cawood of Stellenbosch University's education faculty.

Mr Sonn said an education system had to be based on educationally relevant criteria and race was not such a criterion.

Professor Cawood said he agreed with the idea mooted earlier that there should be one ministry of education on a national level.

Educationists were receiving conflicting messages as regards educational needs and the real problem of rapid population growth among some population groups was being evaded.

Dr Msomi said education was the first line of defence in any country.

He made a strong plea for a course in human relations to be introduced at schools.

EQUALLY

Mr du Toit said the FCI proposed a system which would be applied equally to all the people in South Africa.

Industries often had to do training and education among their employees which the schools had neglected to do.

There was a general agreement among participants in the ensuing discussion that the emphasis in the education system should be more evenly spread between technical, career-orientated education and academic education.

© See Page 25.

THE Stellenbosse Aktuele Aangeleentheidskring (SAAK) yesterday presented an educational congress at Stellenbosch, at which top educationists, politicians, community and business leaders discussed a wide variety of issues related to the Crisis in Education.

The congress, chaired by Professor J P de Lange, rector of the Rand Afrikaans University and director of the recent Human Sciences Research Council investigation of education, repeated SAAK's 1980 success, when the student body assembled spokesmen of a number of divergent political viewpoints for a constitutional congress.

Election boast on education 'horrifying'

MOST young South Africans had lost all faith in the school system and this was the most serious educational problem facing the country.

Call for one education system

COLOURED South Africans wanted a unitary education system so as to solve the conflict situation in South Africa, Mr David Curry, National chairman of the Labour Party, said yesterday.

Speaking from the floor at the SAAK education congress, Mr Curry said school principals could no longer maintain discipline because pupils were using their schools to reach political objectives.

Parents were told they could not deliver the goods, and that students would now use the system at hand.

ACADEMIC

Referring to the highly academic discussion earlier, Mr Curry said South Africa faced bigger problems than the matter of square pegs in round holes.

Workers, like students at school, were already using their work situations for political ends.

This was said yesterday by Professor F E Auerbach, educationist and president of the South African Institute of Race Relations, when he addressed about 300 people at the SAAK education congress.

It was 'horrifying,' Professor Auerbach said, that the National Party could 'boast about the disparity in education spending' in an election pamphlet, quoting figures that nine times as much was spent on the education of a white child in 1980 than that of a black child.

'And it is true the black parent was earning about a tenth of that of a white parent,' he said.

NOT INTRODUCED

'Though a much larger percentage of our population was being educated, our education spending rose from 3.5 percent of our gross national product in 1953 to 4.1 percent in 1978.'

Many other countries, he said, were spending between six and nine percent of gross national product on education.

Compulsory education for whites was introduced in 1910. — 'Yet, with very insignificant exceptions, we had not introduced it for African, coloured, and Indian children in 1970.'

2ND SEMESTER

'Rules must be changed'

SOUTH AFRICA needs one education system for all, and the State must change the rules of the game.

If this were done the bureaucrats would adapt to the new rules very quickly, a Stellenbosch physicist, Professor W L Rautenbach, said at the SAAK congress yesterday.

Earlier, Professor Rautenbach presented a model for a balanced educational system based on education for the modernisation of culture, and called for a system differentiated functionally and not racially.

His model was among those laid before the Human Sciences Research Council's Education Commission. It is believed it will be significantly reflected in the commission's report, to be released tomorrow.

5-m blacks at school

ABOUT five million blacks and two million others are at school, the SAAK congress was told.

Dr P H Spies, head of the Stellenbosch Unit for Future Research, said 4 000 000 blacks were in primary school and 852 000 in secondary school. The figures would climb to 8 619 000 and 4 116 000 by the year 2000.

Matric pupils in 2000 could be 53 400 whites,

18 800 coloureds, 14 400 Indians and 185 800 blacks.

A total of 333 075 black teachers would be required — 215 475 in primary schools and 117 600 in secondary schools.

Dr J C van Zyl, executive director of the South African Federated Chamber of Industries, said that more than half the skilled workers would have to come from the black population.

Aug 24	LT4; LT9	
Aug 27		MT1
Aug 31	TERM TEST	
Sept 14	MT2	
Sept 17		MT3
Sept 21	MT4	
Sept 24		MT5
Sept 28	MT6	

37 suspended pupils readmitted

Education Reporter
OF the 289 coloured pupils suspended following classroom unrest last term, 37 have been readmitted, according to the Deputy Director-General of Internal Affairs, Mr A P de V Kempen.

Nine had been expelled and the applications for

readmission of the remaining 243 were still under consideration, he said.

Fourteen schools were involved.

At the Roggebaai Training College 100 students were suspended, but all were readmitted. Only 75

returned to lectures, Mr Kempen said.

A pupil might be suspended on instructions of the head or at the request of the department. Applications for readmission went through the school committee, the regional board, and the department made the final decision.

Aug 30/9/81

58
25



PROF VAN DER ROSS
University chief on probe

Today Dr Viljoen will be handed the main committee's 180-page report and separate reports from each of the 18 sub-committees that worked on specific areas.

The committee included educationists of the calibre of Dr Ken Hartshorne, an authority on black education; Mr Franklin Sonn, president of the Coloured Teachers' Association and principal of the Cape Town Technikon; Professor Napier Boyce, rector of the Johannesburg College of Education; and Professor Richard van der Ross, principal of the University of the Western Cape.

The investigation was born out of the bitter wrangling between the Federal Council of Teachers' Associations and the Government on the issue of realistic salary increases in 1980.

Rejected

The teachers rejected the 1980 increases as totally unacceptable and called for the immediate appointment of a commission headed by a Supreme Court judge to inquire into the problems bedeviling education — particularly the teacher crisis.

The Prime Minister, Mr P W Botha, rejected the plea for a judicial commission and instead announced the HSRC investigation under the leadership of Professor J P de Lange, rector of the Rand Afrikaans University.

The committees' first meetings on August 24 last year launched intensive and demanding work programmes.

Part of the investigation was to determine to what extent education could be integrated.

This meant juggling with issues which have been components of the Government apartheid jigsaw — like exclusive white educational institutions and separate controlling authorities over white, black, coloured and Asian education.

It is understood the investigators are likely to have recommended one Ministry controlling education for all races to replace the apartheid-fragmented system.

This department would then delegate administrative powers to various regional authorities.

The sharing of tertiary education facilities by all races, another highly contentious issue, was also studied.

Mrs J R Einhorn

Quantities V

P C Key

Quantities III

For the best student honours standard in Q

Acute

Behind this was the realisation of the acute need for more professional and skilled workers, and the shortage of training facilities for blacks.

Economists have stressed if the economy is to continue to grow at a rate which will provide employment for a fast-growing population, it is essential the education system turn out greater numbers of qualified workers, right up to executive level.

Economists and leading businessmen have also repeatedly pointed out that the white population alone cannot supply all the skilled workers needed, and that the other race groups will have to be trained to join whites at all levels in commerce and industry.

But exclusive white educational institutions are a pillar of the apartheid policy — a sacred cow which, political observers say, could not be interfered with without explosive reactions from a large section of National Party supporters.

Yet educationists expect the investigators to recommend at least some relaxation in this area — possibly along the lines suggested by the Transvaal Teachers' Association: that

SURVEYING
QUANTITY

FINE ART

R W Kohne

in the final year of E
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Management Prize

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Prize

Chas. McCarthy & Sons

(Continued)

BUILDING

New SA education blueprint is ready

Plm 30/2/87

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By GERALD REILLY

THE long-awaited Human Sciences Research Council report on South Africa's education system will be handed to the Minister of National Education, Dr Gerrit Viljoen, in Cape Town today.

The report climaxes South Africa's most comprehensive investigation into all aspects of education for all race groups, by some of the country's top educationists.

And a member of the investigative team said yesterday the recommendations, if implemented by the Government, could bring about dramatic — even revolutionary — changes in the education system.

However, the committees were well aware they were working in a political environment, and they knew the political repercussions would be weighed against the proposed educational reforms.

There is no doubt Nationalist politicians, especially those on the Rightwing of the party, will find at least some of the recommendations unpalatable, particularly those dealing with integration of education.

NOW HSRC REPORT FACES GOVT CRUNCH

universities and other tertiary institutions should be allowed to make their own decisions whether to be "open" or "closed" establishments.

The daunting financial problems presented in implementing the Government's declared policy of equality of education for all races were also looked at by the investigators.

tion — where compulsory education has already been started at certain levels — the commission dealt with proposals that parents could pay part of the educational costs for their children.

This too could create political waves, but Dr Viljoen has publicly stated he favours such a development.

Costs

Because of the enormous costs involved, particularly in the expansion of black education —

ing the future of the coloured people.

Its major recommendations, however, were rejected or shelved by the Government because their implementation could have led to political disaster for the NP.

The president of the Transvaal Teachers' Association, Mr Peter Mandell, agrees that educationists are concerned that politicians could obstruct implementation of some of the more dramatic reforms expected in the report.

The TTA believes, Mr Mandell says, that the HSRC investigation has tackled the problems at root. But there is a lingering fear that some recommendations will be found to be politically dangerous and, therefore, unacceptable.

Most concerned educationists were confident the report could provide the core around which essential changes in the education system could take place.

Mr Mandell says the report is not only important for education — it is basic to future social and economic development.

DR GERRIT VILJOEN... gets report today



Award who has shown at the end

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tion Prizes ent in the ng Construction.

Keen ssions sively. ildling Economics I, dent in each of e third, fourth & ctive.

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-round student

Prof proposes one authority for all schools in SA

for
30/7/81
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STELLENBOSCH — A non-racial, career-oriented schools' system controlled by one central educational authority was proposed yesterday by a member of the Human Sciences Research Council commission which recently completed its report on education in South Africa.

Professor W L Rautenbach, of the Physics Department at the University of Stellenbosch, said introduction of this system would have to be preceded by political and economic change in South Africa.

The HSRC commission member was addressing a congress here on the "crisis in education" organised by the students' current affairs group, SAAK.

His proposed education system forms part of the evidence submitted to the commission, whose report is to be submitted to the Cabinet today through the

Minister for National Education.

The major problem in South Africa was the transition from a rural environment to a modern technological and industrial culture, Professor Rautenbach said.

CULTURES

He proposed a multi-tiered system founded on pre-primary schools which would bridge the gap between traditional and modern cultures.

This would be followed by a flexible primary school system which would emphasise the development of skills appropriate to a technological world, followed by comprehensive junior secondary schools providing general education and experience in academic and vocational fields. Professional training would start at least at Standard Eight level. — Sapa.

Education report today

THE much-publicised Human Research Science Council (HRSC) report into a new education order for the country is to be presented for parliamentary scrutiny today.

The president of the HRSC, Dr Johan Garbers, and director of the investigation team, Professor J P de Lange, will hand the report to the Minister of National Education, Dr Gerrit Viljoen, at Parliament in Cape Town.

The order for an investigation into education was made last June by Prime Minister P W Botha. He called for research regarding principle guidelines for a practicable education policy in the country and a programme whereby equality in education for all races can be attained.

The HRSC was appointed to investigate possibilities of a

By LEN KALANE

uniform education system in the country so that:

- The optimum potential of the inhabitants of the country be realised.
- The economical role of South Africa be promoted.
- Quality of life of people in South Africa be improved.

Meanwhile, top educationist Mr T W Kambule has slammed the statement made by the Rev J A Greyling, director of the control department of Education and Training, that blacks in South Africa had the best education in the world.

30/7/81 (50)

"I've been longer than Greyling in black education and have been headmaster for more than 20 years," he said. "I know what I'm talking about. Greyling has just come in as a religious instruction inspector during the time of bantu education, whereas we know both the old and the new we are now rejecting."

Mr Kambule declared: "He is trying to pep up the impossible and the tragic aspect of it is that he is white and has no child or relative studying under bantu education. We should thus not take him seriously."

GENERAL NEWS

By Peter Sullivan
Political Correspondent
CAPE TOWN — The Human Sciences Research Council's report on its urgent and comprehensive investigation into education was handed to the Government yesterday.

The report is bound to prove controversial, especially on the question of whether there should be a single education body for all races.

Dr. Viljoen, Minister of National Education, said yesterday the Government would probably consult all interested bodies before deciding on any of the recommendations.

He pointed out that the HSRC had conducted the investigation completely independently.

It had been responsible for the composition of the research team, the modus operandi, the selection of

areas of education investigated and the conclusions, Dr Viljoen said.

"The Government will study with great care and attention this vitally important and comprehensive report, will conduct the necessary consultations, will then determine its points of view accordingly and decide as soon as possible on the release of the reports of the main committee and the various work committees," he said.

When the investigation

was announced in June last year the Prime Minister, Mr P. W. Botha, set out five specific guidelines:

● It had to be scientific, and provide a feasible education policy.

● It had to make recommendations to the Cabinet on the organisation, control, structure and financing of education.

● It had to suggest machinery for consultation and decision-making in education.

committees submitted reports on areas of education ranging from curriculum development to legal matters and innovational strategies.

The main committee compiled a comprehensive report entitled "Provision of education in the RSA."

About 600 people were directly involved in the investigation and research while there were another 200 co-workers in research projects and 500 others who submitted memoranda or attended seminars.

HSRC report on education given to Govt

8/11/78
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HSRC report on education given to Govt

● It had to supply an education infrastructure to provide for manpower requirements.

● It had to make available education of the same quality for all races.

Mr Botha said: "The investigation must be conducted in the light of the present educational situation, the population composition and the means that can be made available for education in the national economy."

Altogether 18 work

QUANTITY
SURVEYING
(Continued)

Bell-John Prize
For the best all-round student in any year of study.

P C Key

The Committee of the Western Cape Chapter of Quantity

Surveyors' Prize
the student obtaining highest marks in Professional Practice.

Swift

Prizes

The best student in each of courses of Building Economics I, II and III in the third, fourth & fifth years respectively.

: N D G Sessions

: A R Low Keen

I: No award

Architect Association Prizes

the best student in the subject of Building Construction.

on During

the second best student in the subject of Building Construction.

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Student Planners Award

the student who has shown most promise at the end of the first year.

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School in an uproar

THE teachers at the trouble-torn Junior Secondary School in Vosloorus left the school early yesterday morning, threatening to resign, due to alleged misbehaviour by students.

It is alleged the students interfere during lessons, threaten teachers, and call them names.

"Last Friday whilst I was busy teaching, a student burst in the class room and told his school mates not to listen to me because she is teaching a k..." said one of the lady teachers, with tears rolling down her cheeks.

Another lady teacher was embarrassed and disappointed, and above all, humiliated because when she entered the class room and was about to teach, students, instead of listening, took out newspapers and read.

"I was shattered and had to go back to the staff room," she said.

Trouble at the school started three weeks ago when students boycotted classes, following a complaint about the poor attendance of teachers during lessons, unprepared lessons, and the excess of corporal punishment.

A meeting was held on Wednesday between school teachers and the school committee, where teachers threatened to resign if students did not change the attitudes they had towards them (teachers).

Angry parents of expelled pupils to send deputation to minister

Mercury Reporter

ANGRY parents of expelled matric pupils of the Apollo High School in Chatsworth yesterday decided to send a deputation to the Minister of Internal Affairs, Mr Chris Heunis, to demand that their children be immediately reinstated at the school.

According to Mr George Thaver, vice-chairman of the school's education committee, about 40 matric pupils who were among a large number of pupils expelled recently by Natal's Director of Indian Education, Mr Gabriel Krog, had been refused admission to the school this week.

The pupils were told that their application for readmission had been rejected and they could reapply next year. But, as a special concession, they could register with the Department of Indian Education for the 1981 Senior Certificate or Standard 10 Practical examination as private candidates. Entries for this exam close on August 15.

Parents reacted angrily to Mr Krog's decision not to accept the applications for readmission. At a stormy meeting of parents convened by the education committee yesterday, demands were made to seek the help of the highest authority to have the 40 children readmitted.

Mr Thaver told the Mercury after the meeting that parents' feelings had been 'running high and they were highly critical of Mr Krog for refusing to budge in spite of impassioned pleas by members of the education committee'.

He said: 'We complied with all of Mr Krog's requirements and yet he could not see his way clear to taking back all the expelled pupils including the matric pupils.'

SA education system not meeting needs'

Staff Reporter

THE failure of South Africa's education system to meet the needs of the community and the private sector was criticized this week by educationists and industrialists at a congress on "the Crisis in Education" held at Stellenbosch University.

Organized by the student current affairs group Saak, the congress was chaired by Professor J P de Lange, Rector of the Rand Afrikaans University and chairman of the Human Sciences Research Council's Education Commission.

Report

The one-day congress was held on the eve of submission to the government of the HSRC commission's report to the government.

Failure to accept many calls from educationists for improvement of the schools system had resulted in loss of faith in the system by the majority of young South Africans, said Professor F E Auerbach, president of the South Africa Institute of Race Relations.

And race prejudice was the primary reason for the continuing neglect of education quality for all South African children, Professor Auerbach said.

The power of racial prejudice had been reflected in the National Party's bid to attract votes in the recent election by issuing a pamphlet which boasted of the disparity in education spending, favouring white children.

Quality education should be provided, he said, not primarily because of the need for skilled black workers, not to prevent school boycotts, but mainly because it

was accepted as the "universal feeling for what is right".

He pointed out that South Africa's education spending had only risen by 17 percent between 1953 and 1978, when many industrialized and developing countries had raised their expenditure on schooling by more than half, in some cases doubling it.

For every 20 pupils handled by a white teacher, he said, the Indian teacher handled 26, the coloured one 30 and the African 48. In many classrooms Africans were teaching more than 60 pupils each.

A nation which could build Richards Bay, Sasol 1, Sasol 2 and the multi-million rand opera house in Pretoria, could afford major improvements to the education system, Professor Auerbach said.

According to Dr P H Spies from the Bureau for Economic Research at Stellenbosch, more than R5 000 million would have had to be spent in 1980 on black education for it to achieve parity with white education.

Dr J C van Zyl, executive director of the South African Federated Chamber of Commerce, pointed out that this expenditure would exceed current defence expenditure, and questioned whether even the combined resources of the state and the private sector were adequate to provide this finance.

He argued for the adjustment of educational standards and a programmed restructuring of the schools system.

South Africans would inevitably have to accept something less than the "luxury schools" to which they had become accustomed.

Education: Row likely on report

Political Staff

RECOMMENDATIONS for sweeping changes in South Africa's education system are contained in a Human Sciences Research Council report handed to the government yesterday.

The report has not been made available to the public yet, but informed circles say it is certain to contain far-reaching recommendations for educational reform to the present discriminatory system of education.

The report follows a year of investigation by educational experts led by Professor J P de Lange, rector of the Rand Afrikaans University, into all aspects of the country's education system.

The Prime Minister, Mr P W Botha, announced that the HSRC had been asked to undertake this investigation at the height of school boycotts by coloured school children last year which caused extensive educational disruption.

Controversial

The recommendations, which cover primary, secondary and tertiary education, are understood to contain some highly controversial recommendations for equalising education for all races. Such recommendations are certain to increase tensions in the National Party and the government's response is keenly awaited in education circles.

There is also certain to be a strongly divided response in education circles, with the strongest resistance from bodies representing white teachers, a development which could cause severe problems for the government.

Implementation

The Minister of National Education, Dr Gerrit Viljoen, who received the document on behalf of the government, yesterday described it as a "vitally important document" that would be studied with "great care and attention". The government would decide with-

in the next few months on the release of the reports of the main committee and the 18 works committees that contributed to the report.

He believed it was possible that implementation of certain recommendations could begin before the end of the year.

"I wish to emphasize that the government will properly consult all interested bodies before deciding on any of the recommendations of the report," Dr Viljoen said.

"The HSRC has conducted the investigation completely independently and was responsible for the composition of the research team, the work method followed, the selection of the areas of education that were investigated and the conclusions arrived at," he said.

Terms

The terms of reference laid down by the government were to formulate "guiding principles for a feasible education policy in the Republic of South Africa" in order to:

- Allow for the realization of the inhabitants' potential.
- Promote economic growth.
- Improve the quality of life of all the inhabitants of the country.

Investigation

The investigation was also asked to cover the organization and control structure and financing of education; machinery for consultation and decision making in education; an education infrastructure to provide for the manpower requirements of the country and the self-realization of its inhabitants; and a programme for making available education of the same quality for all population groups.

There has been widespread speculation that the report will recommend a single system of education provision administered by a single central co-ordinating body instead of the separate departments of education existing at present.