

**AN INVESTIGATION INTO WHY SOME BLACK PARENTS
SEND THEIR CHILDREN TO MULTI-RACIAL SCHOOLS IN NATAL**

BY

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NB It is hereby declared and placed on record that opinions expressed or conclusions reached, are those of the author and should consequently not be regarded as reflections of the above mentioned persons and institutions.

(iii)

DECLARATION

I declare that :

AN INVESTIGATION INTO WHY SOME BLACK PARENTS SEND THEIR
CHILDREN TO MULTI-RACIAL SCHOOLS IN NATAL

represents my own work in conception and execution and that
all the sources that I have quoted have been indicated and
acknowledged by means of complete reference.

SIGNED BY E. D. Zimande on the 25th of
January 1993.
KwaDlangezwa

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DEDICATION

This dissertation is mainly dedicated to my mother Bonisiwe for her sacrifices towards my education. May this work be a source of inspiration to my younger brother Solomuzi. May this be a reminder to him that hard work and perseverance is the road to success.

ABSTRACT

In this study the reasons why some Black parents send their children to multi-racial schools in Natal are investigated. The primary aim of this research is to find out what attracts these parents to these schools.

the Data was collected from parents by means of a questionnaire. The survey revealed that Black parents want ^a best education for their children. The study found that parents could not get the best education for their children from schools that cater for Blacks only "because of the inferior education offered in such schools". Parents said that they therefore resorted to sending their children to multi-racial schools, as the government appears to be unwilling to seriously address the crisis in Black education.

There is however a drawback with the open private schools. The fees charged by these schools as the study revealed, are so exorbitant that only the wealthy or middle class Black families could afford them.

On the other hand, a number of white schools are experiencing a serious crisis - student numbers were declining, drastically. This means that these schools were to wind up their business. The announcement that certain former white schools were to be open to Blacks has also to be seen in this light. To control this process, these schools were labelled Model A, B and C and later on Model D was added. Each model has its own requirements for admitting Black students.

The study revealed that Black politicians and educationists have rejected these models. They reckon that these models do not come near to solving the crisis in Black education. Furthermore, the government did not consult the Black community when introducing these models.

The fact that these schools have clearly shown that they are not a solution to the crisis in Black education, strengthen the call for a single education ministry. It is hoped that such a ministry can facilitate the integration of schools in South Africa.

SAMEVATTING

In hierdie studie word die redes hoekom sekere swart ouers hulle kinders na veelrassige skole in Natal ondersoek. Die hoofdoel van hierdie ondersoek is om uit te vind wat hierdie ouers na hierdie skole aanlok.

Data is van ouers versamel deur middel van 'n vraelys. Die oorsig het ontbloom dat ouers die beste opvoeding vir hulle kinders begeer. Die studie het uitgevind dat ouers nie die beste opvoeding vir hulle kinders by skole wat slegs vir swart kinders voorsiening maak, kry nie "as gevolg van die opvoeding van 'n lae graad wat by sulke skole aangebied word". Ouers het dus gesê hulle het hulle kinders lievers na veelrassige skole gestuur want die regering skyn onwillig te wees om die krisis in Swart onderwys ernstig aan te pak.

Daar is, nietemin, 'n terugslag met ope privaat skole. Die geld wat deur hierdie skole gevra word, is soos uit die studie blyk, so hoog dat slegs die welgestelde of middelklas swartgesinne kan bekostig.

Aan die ander kant ervaar 'n aantal blanke skole 'n ernstige krisis-studente getalle het drasties verminder. Dit beteken dat hierdie skole hulle besigheid moes toesluit. Die aankondiging dat sekere voormalige blanke skole aan swartes oopgemaak sou word, moet in hierdie lig gesien word. Om hierdie proses te kontroleer, is hierdie skole model A, B en C genoem en later is Model D bygevoeg. Elke model het sy eie vereistes vir die toelating van swart studente.

Dit het uit die studie geblyk dat Swart politici en opvoedkundiges hierdie modelle verwerp het. Hulle voel dat hierdie modelle nie eens probeer om die krisis in Swart opvoeding op te los nie. Verder het die regering nie die Swart gemeenskap geraadpleeg toe hulle hierdie skole ingelei het nie.

Die feit dat hierdie skole alreeds gewys het dat hulle nie n oplossing tot die Krisis in Swart onderwys is nie, versterk die oproep vir n enkele onderwysstelsel. Daar word gehoop dat so n stelsel die integrasie van skole in Suid Afrika kan vergemaklik.

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QUOTATION

I have a dream that my four little children will one day be judged, not by the colour of their skin but by the content of their character. I have a dream today. I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers. I have a dream today.

(King in Hunter, 1985:25)

In the field of public education the doctrine of separate but equal has no place. Separate education facilities are inherently unequal.

(Scimecca, 1980 : 176)

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CHAPTER 1

1.0 INTRODUCTION

Bantu education has been resented by Blacks since its inception in 1953. The root causes of resentment are its deficiencies. The oft cited deficiencies are : the shortage of money or inadequate allocation of funds. Consequently, there is high pupil - teacher ratio and poor equipment in Black schools (Rose and Tunmer, 1975:272). According to Christie (1985 : 79) Black education was born as a separate education system for Africans to meet the development plans of apartheid. She further maintains that separate schools in South Africa were part of an overall plan for the social, economic and political development of apartheid. The then Group Areas Act and the separate Amenities Act are the examples. The Group Areas Act determined separate residential areas for different races.

Murphey (1980) adds that apartheid means separate development but Blacks see it as a case of being separate and unequal because there is still an unfair distribution of resources which denies the Black child the opportunity of realizing his true potential. Unterhalter (1991) illustrates clearly the unfair distribution of resources concerning the per capita expenditure on education in South Africa. He gives the table showing the different racial groups between 1953 and 1988. The figures between 1953 and 1988 were as follows:

TABLE 1.1 PER CAPITA EXPENDITURE ON EDUCATION IN SEGREGATED EDUCATION DEPARTMENTS, 1953-88 (RANDS)

YEAR	AFRICAN	COLOURED	INDIAN	WHITE
1953	17,08	40,00	40,00	128
1955	15,68	N/A	N/A	N/A
1960	13,60	74,50	74,50	114,00
1965	12,70	71,00	91,50	357,00
1970	47,64	87,30	121,00	428,00
1975	50,00	126,00	171,00	605,00
1980	87,30	286,00	318,00	1021,00
1985	283,86	891,62	1386,00	2746,00
1988	582,93	1325,64	1980,41	3982,82

(Unterhalter, 1989 ; Du Plessis et al,1989 ; SAIRR, 1988/9 in Unterhalter,1991 : 52).

The statistics above highlight clearly that the government spent more money on white education and too little money on Black education. This has resulted in poor facilities, shortages of classrooms and of teachers in Black schools. As a result of the shortage, of teachers and classrooms, high pupil-teacher ratio can be expected. In 1953 to 1988 the pupil-teacher ratio were as follows:

TABLE 1.1.2 TEACHER - PUPIL RATIO BY RACE

YEAR	AFRICAN	WHITES	COLOUREDS	INDIAN	TOTAL
1960	1:57	1:23	N/A	N/A	-
1970	1:65	1:20	1:31	1:27	1:40
1975	1:54	1:20	1:28	1:27	1:38
1978	1:51	1:19	1:28	1:27	1:37
1980	1:47*	1:19	1:29	1:25	-
1982	1:31†	1:18	1:27	1:24	-
1984	1:41†	1:19	1:26	1:23	-
1987	1:41†	1:16	1:25	1:21	-

SOURCES : S.A. STATISTICS, 1980, 1982 BLIGNANT, STATISTIC ON EDUCATION IN SOUTH AFRICA 1968-1979 (IN NASSAN & SAMUEL, 1990 : 38)

* 1980 African figures exclude Bophuthatswana, Transkei and Venda.

† 1982, 1984 & 1987 African figures exclude these regions and Ciskei.

TABLE 1.1.2 indicates that there is high pupil-teacher ratio in Black schools as compared to other racial groups in South Africa. Seeing that there has been an increase among Black population, it can be fairly assumed that these ratios might have increased. This is backed up by 1989 statistics given by Nxumalo (1992:69) in the Tribute. He reckons that in Transkei the ratio was 69:1 and KwaZulu was 54:1 in the primary schools. He further maintains that in reality, the

enrolment in some schools in KwaZulu is such that there are 80 to 90 students per class.

There is a link between the pass rate and the pupil-teacher ratio. It is highly unlikely that a teacher who has a big class can be able to give individual attention to all pupils. Thus the high failure rate in Black schools should be expected. Unterhalter (1991 : 47) gives the table of African and white matriculation passes as a proportion of matric candidates, 1970-88.

TABLE 3 : AFRICAN AND WHITE MATRICULATION PASSES AS A PROPORTION OF MATRIC CANDIDATES 1970-88

YEAR	1970	1975	1980	1985	1988	1989
<u>AFRICAN MATRICULANTS</u>						
Total Matric Candidates	3938	10009	43237	82815	187123	195960
Total Matric Passes	2845	6701	22650	38699	106185	74249
Matric Passes as a Percentage of Matric Candidates	72,2	67,0	52,4	46,5	56,7	37,9
<u>WHITE MATRICULANTS</u>						
Total Matric Candidates	39933	46984	57901	59991	69549	75500
Total Matric Passes	36544	42985	48170	55272	66809	73160
Matric Passes as a Percentage of Matric Candidates	91,5	91,5	83,2	92,1	96,1	96,9

// *note* | The table shows the high pass rate in white schools as compared to Black schools. The pass rate in Black schools has declined considerably since 1970. However, there was a slight increase in the African pass rate in 1988, the pass rate dropped again in 1989. In 1989 the matric exemption passes for African^s were 9,7% compared to 42,4% for whites (Nxumalo, 1992 : 69).

One could think that the solution to the shortage of teachers and classrooms will be the proportionate expenditure in education of different races. The solution to the South African government was the introduction of "double sessions". Rose and Tunmer (1975) state that double session mean that both the teacher and classroom will be able to serve two different groups of pupils everyday. Blacks were against this double session and it was oft cited as one of the deficiencies of Bantu education.

Christie (1985) states that the South African government supports equal but separate education systems for different racial groups. However, the above statistics gainsay this. Scimecca (1980 : 76) also opposes the idea of "separate but equal" in the following:

In the field of public education the doctrine of separate but equal has no place. Separate education facilities are inherently unequal.

(Scimecca, 1980:176).

/ The Eiselen Commission of 1951 in Rose & Turner (1975) noted that Blacks did not want separate education. This commission emphasized that Blacks have made their opposition clear on many occasions since 1953. Yet inspite of this opposition separation was introduced and still continues.

These authors further express Blacks' opposition to separate education in the following passage:

The Bantu feel that if they do not follow the same curriculum and pass the same examinations they cannot obtain certificates of equal value. Consequently, they would not have a claim to equal pay and although the Bantu do not receive the same pay, the possession of the same qualifications is held to be a powerful instrument in pressing for improved financial treatment.

(Rose & Tunmer, 1975 : 246)

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Christie (1985 : 268) states that in 1980 the government appointed the De Lange Commission to conduct an investigation into education in South Africa and to make recommendations for an education policy. This was seen as a response by the government to the unrest in Black schools particularly June 1976 and 1980 school boycotts. Some of the reasons for school boycotts were that Blacks were against Bantu education and its deficiencies. Christie (1985) maintains that the De Lange Commission made many recommendations. The main recommendation was that there should be a single education department for all racial groups.

In 1983 the government rejected this recommendation. The rejection of this recommendation has not only created dissatisfaction among Blacks but has also affirmed that the education received by Blacks is inferior to that of other races especially whites. Consequently some Black parents have been and are still sending their children to multi-racial schools or (open private schools) in order that their children may acquire better education.

1.1 DEFINITION OF TERMS

Dreyer (1983 : 51) maintains that certain technical terms or words and phrases having special meaning should be defined. Consequently the terms in the topic and those commonly used in the study will be defined and clarified. Thus, the terms in this study which need some definition are multi-racial and Blacks.

1.1.1 MULTI-RACIAL SCHOOLS

Bullivant (1981 : 230) maintains that a multi-racial school is the school with many groups of students who are racially different. He further contends that in multi-racial schools there are racially different children to be educated under the same conditions.

According to Brian (1981 : 36) multi-racial is a term used in relation to intercity disadvantages, Black problems, language deprivation and so on ... The term has political implications which make people shy away from it and prefer multi-national to get away from it.

In this study, however, multi-racial is used to denote that which will cater for all citizens of South Africa irrespective of colour, race or creed. Hence a multi-racial school is that school whose admission is open to pupils of every race that exists in South Africa.

The population in South Africa is multi-racial with four broad ethnic groupings, namely, Blacks (Africans) Whites, Coloureds and Indians. Consequently some authors like Newmark and Asante (1976) feel that multi-racial education should be encouraged. They state :

Because we live in a multi-cultural society education must begin to accommodate pluralistic views of culture that allows students to understand their own culture within a world context.

(Newmark & Asante, 1976 : 16)

Willey (1984 : 3) is unanimous with Newmark and Asante (1976) above that multi-racial schools should be encouraged. However, as the South African government supports the policy of separate development, it is thus against the idea of multi-racial schools. In this study therefore, reference to multi-racial schools bears the same connotations as open private schools.

1.1.2 BLACKS

According to Murphey (1980 : 63) "Blacks" with capital letter B is used to denote Bantu speakers and blacks with small letter "b" is a comprehensive term to include all groups classified by law as non-whites, namely, Blacks or Africans, Indians or Asians and coloureds. Thus Black with capital letter "B" in this study is referring to Africans. Hadebe (1983:13) asserts that Blacks are people whose origin is indigenous to Africa. According to Seymour (1975) indigenous means existing in a land at the dawn of history or before the arrival of colonists.

Blacks are divided into small ethnic groups, namely, Ngunis, Sothos, Shangaans and Venda. The Nguni also fall into four ethnic groups, namely, Zulus, Xhosa^s, Swazis and Ndebeles. Thus Black parents in the topic of this study include the parents belonging to the Nguni, Sotho, Shangaan or Venda ethnic groups.

1. what
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The term "Black" has two substitutes, namely, Africans and Bantu. Bantu education was thus intended for this particular population group. In this study, therefore, reference to Bantu education bears the same connotation as education designed for Africans or education designed for Blacks.

1.2 STATEMENT OF THE PROBLEM

"Black people have abhorred Bantu education since its inception in 1953", assert Rose and Tunmer (1975). The reasons for the abhorrence of this system were and still are legion. One of the discontents emanates from the impression that it is inferior to other systems of education available to other racial groups, particularly whites, and is incapable of equipping Blacks with the necessary knowledge and skills to compete effectively in the market place. Kallaway (1984 :348) states that business people were complaining that Bantu education system did not meet the needs of the growing economy as a result there is a shortage of skilled workers. Apart from this, the inferiority of Bantu education may be attributed to the fact that it is severely underfinanced as compared to white education: there is high pupil-teacher ratio, there is very poor equipment and poorly qualified teachers, the list of this is endless. These deficiencies and many others led some enlightened Blacks to search for an alternative better education where their children could obtain equal education as other races.

the

As ^Tthe policy of the government in South Africa ^{was} is to maintain separate education for different racial groups. A Black child could not be admitted to government controlled white schools until recently. Black children could only be admitted in private schools if they wanted to have a taste of the other systems of education. However, the problem with

This sentence is not complete

these is that they are very expensive since they receive little subsidy from the government. As a result not all Black parents can afford to send their children to these schools.

The Sunday Times of January 28, 1990 reported that due to the decrease in the number of white students in Johannesburg High School for Girls (J.H.S.G.), the Transvaal Education Department decided to close the school and open it as a private multi-racial school. The Sunday Times quoted the former student of the J.H.S.G. who decided not to quit her school. She says: "Only three of us stayed. Most of other pupils could not afford the higher fees in the 'New' private school" (Sunday Times, 28/1/90). From this it is clear that high fees are obstacles that impede entry by Blacks in these schools.

As early as 1976, Blacks were sending their children to multi-racial schools. By then they could only be admitted to white private schools which had church influence. It is noted that some Blacks were against this idea of sending Black children to multi-racial schools. The Blacks wanted to be united in expressing their objections to apartheid education. Hence, one of the demands of 1976 boycotts was that Black parents with children in multi-racial schools were asked to withdraw their registration (Khumalo in Thandi magazine, 1989). Some Black leaders demanded all Blacks to join the struggle against Bantu education and its shortcomings. The matter got so serious that some parents and ^{u a}gaurdians heeded the call to withdraw their children while others let their children stay on and face the victimisation and other brutal results. Some Black students attending in open schools alleged in Thandi magazine (1989) that they were attacked by black rioters during stayaways in Soweto on their way to schools. Some of the black students

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in these schools claim that it is not safe for them to wear their school uniform during stayaway. Ashley (in Christie, 1990 : 65) claimed that due to intimidation in Soweto, he decided to stay in a ^{class} room, ~~at school that had no boarding facilities.~~ In spite of all this some Black parents persisted in sending their children to multi-racial schools. They preferred to suffer vietimisation rather than withdrawing their children from multi-racial schools.

Clearly, some black parents have made comparisons between the schools for Blacks and those for whites. In all probability in their comparisons they discovered that the standard of education in white schools is higher than that of Black schools. Thus they decided to send their children to open private schools since the white government schools were not yet opened to all races. Blacks believe that the standard of education in these open private schools is the same as that of white schools. This may be based on the fact that the enrolment in open private schools and in white schools is more or less the same. Behr (1988 : 81) confirms this when he states that the private school Act (Act 104 of 1986) defines a private school as an institution attended by less than 20 pupils. By sending children to open private schools they will be able to escape the shortcomings of Black schools as mentioned by Rose and Tunmer (1975) and Gilbert (1982 : 25) in the following :

- "Education in Black schools is not career oriented,
- * There is a shortage of qualified teachers
 - * There is high pupil-teacher ratio/overcrowding

- * Black schools are poorly equipped without the necessary facilities.
- * There is a shortage of schools, for example, in some schools, the lower classes are using the church buildings as classes without desks.
- * In some schools double session is still in practice.
- * Some of the libraries and laboratories are not well equipped even in high schools.
- * School unrests are common in Black schools"
- * There is a high failure rate due to the above mentioned conditions.
(Rose & Tunmer, 1975); (Gilbert, 1982:25),

Another problem is that in South Africa we were governed by rules of separate development, for example, Separate Amenities Act, Group Areas Act, etc. According to the Separate Amenities Act the mixing of racial groups is illegal, while in the multi-racial schools children of different races are integrated. On the other hand some authors like Shipmen (1975 : 3); (Durkheim in Boocock, 1968) and Bullivant (1981 : 2) emphasize the relationship between the school and the society it serves. Considering the above can we say that there is a relationship between multi-racial schools in South Africa and the society ? This poses a problem which needs to be solved.

1.3 THE PURPOSE OF THE STUDY

The primary aim of the study is to investigate the reasons for some Black parents to send their children to multi-racial schools in Natal. Furthermore, it will be investigated whether the so called multi-racial schools are likely to offer solutions to the problems facing Black education.

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1.4 HYPOTHESIS

e/ Hypothesis are projections of the possible outcome's of the research and are not biased prestatements of conclusions (Dreyer, 1983 : 50).

Thus the hypothesis in this study will be as follows :

Some black parents send their children to open (multi-racial) schools in Natal because :-

- * They want their children to have a good command of English.
- * They despise racially segregated schools
- * They want their children to be exposed to other cultures.

Reviewing of literature and information gathered through questionnaires will support all or some of the above hypotheses or will reject some of them. For Leedy (1989 : 7) maintained that hypotheses are never proved nor disproved; they are either supported or rejected by facts collected. This means that their acceptance or rejection is dependent on what facts ultimately reveal.

1.5 DEMARCATON OF THE FIELD OF STUDY

Leedy (1989 : 42) asserts that the population for the study must be carefully chosen, clearly defined and specifically delimited in order to set precise parameters for ensuring discreteness to the population.

The study focused on multi-racial schools or open private schools in Natal. These multi-racial schools were selected at random. Ten (10) multi-racial schools were selected excluding those which were used in a pilot study. The total number of parents consulted was hundred but only seventy (70) of these responded. The multi-racial school should be in Natal. Parents need not however be resident in Natal.

Multi-racial schools in Natal have been chosen because of the proximity to the researcher... The researcher resides in Natal. Moreover, it was decided that concentration on one province (Natal) would delimit a geographical area which would be affordable.

1.6 METHOD OF INVESTIGATION

This part deals with the way in which data was collected. Data which are collected are derived from two sources namely, secondary sources and Primary sources.

1.6.1 SECONDARY SOURCES

An intensive study of literature was conducted. This type of literature consisted of published books, newspapers, addresses and public speeches. Information from these sources was then reviewed.

1.6.2 PRIMARY SOURCES

The data were also collected through the following tools of research; the questionnaire techniques and the observation techniques. However, the questionnaire was the prime tool of the study because of its advantages. Methodology will be dealt with in chapter 5. Advantages and disadvantages of a questionnaire will be discussed then.

1.7 LIMITATIONS OF THE STUDY

This part deals with the obstacles that the researcher may encounter. The researcher will explain how to avoid such obstacles. The researcher foresees the following :

Some Black parents might not be free or may refuse to respond to some of the items. There may be political reasons for this as it has been mentioned that some Black parents in 1976 were asked to withdraw their children from multi-racial schools.

Some parents might feel not interested in responding to the questionnaires and may keep on postponing to complete them and that can limit the returned questionnaires. Some respondents can misinterpret questions since the researcher will not be in a position to clarify the questions.

1.7.1 HOW WILL THE RESEARCHER OVERCOME THE ABOVE LIMITATIONS

The researcher intends to overcome the above limitations by using a pilot study.

The pilot study revealed that some of the items in Section C were having more than one idea. For example, items number 2, 7 and 8. Due to this some of the parents did not respond to these items while others indicated that they agree with one idea of the item. The pilot study was very helpful in that those items with more than one idea were splited ^{in such a way} such that each item contained one idea in the main study questionnaire.

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Ary in Ngcobo (1986 : 137) maintains that the pilot study provided the opportunity to assess the appropriateness, particularly of data collection instruments. It permits a preliminary testing of the hypothesis which may give some indication of its tenability and suggests whether or not further refinement is needed. Mncwabe (1985 : 9) adds that a pilot study uncovers many failings, for example, if inappropriate responses are received from an item, it must be examined to see if it is ambiguous or poorly worded. The problem of inappropriate responses was not encountered in this study as well as the misinterpretation of questions by the respondents.

Poor instructions, sensitive questions and administration problems become clear once the pilot study has been completed. If the respondents refuse to respond to some items, such questions will be desensitized or may be reworded. Mlondo (1987 : 80) asserts that through a pilot study certain questions will be revised, unclear questions will be left out and others may be added.

The researcher relied largely on the pilot study to test the appropriateness of the items in the questionnaire. Ambiguous, unclear or poorly worded questions were reworded. Sensitive questions [^]desensitized. Those questions which were difficult to desensitize, were left out.

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The pilot study further reveals that the space provided for the advantages was not enough since some of them overlap to the space provided for the disadvantages. Consequently, more space was provided for the advantages in the main study questionnaire.

Tuckman (1978 : 25) maintains that it is necessary to run a pilot study which uses respondents who are part of the intended population but which will not form part of the sample. Thus the researcher will choose few respondents from Vulindlela and Esikhawini township respectively at Empangeni for the pilot study.

In addition to the pilot study, the researcher sent a covering letter to overcome some of the above limitations. The covering letter accompanied each questionnaire. In that covering letter an effort was made to motivate the respondents to respond to the questionnaires.

In this covering letter the researcher clearly stated the purpose of the questionnaire; assured the respondents that the information gained would be used for the research purpose only. That will encourage the respondents to respond freely.

After a period of about two weeks to a month the researcher sent reminders to those who had not as yet responded. That reminder was another letter requesting co-operation and another questionnaire in case the original one could not be found.

1.8 THE SIGNIFICANCE OF THE STUDY

1 (S) Presently it would seem as if there is some confusion among Black people as to whether sending their children to multi-racial school, is beneficial or not. The significance of this study therefore is that it is going to reveal advantages or disadvantages of this exercise.

By focusing on the shortcoming of Black education the study calls for the improvement of Black education or the abolishment of it. It helps to solve problems facing the education for blacks in South Africa. As equal education should be accessible to all citizens of the country, all perceived disadvantages in Black education should be eradicated. This can be achieved only if there is one education department for all racial groups. This recommendation has been made by the de Lange Commission of inquiry in 1981 (Behr, 1988). The call for a single education department has been made on many occasions by all those who are concerned with the education for Blacks, for example, the NECC and a number of political organisations consisting of students, teachers, and parents. All these maintain that the only solution to the crisis in Black education will be the creation of the single education department (Mncwabe, 1987).

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1.9 ANNOUNCEMENT OF THE FOLLOWING CHAPTERS AND THEIR BRIEF DESCRIPTIONS.

Chapter 1 is an introductory chapter. It gives a general orientation, statement of the problem, the purpose of the study, hypotheses, demarcation of the field of study and method of investigation, limitation of the study and the significance of the study.

Chapter 2 exposes the relationship between political and education system in South Africa, the discriminatory laws, attitude of the South African government, reasons for objecting to Bantu education, commissions of inquiry and the different bodies that opposed to Bantu education.

Chapter 3 deals with school desegregation in America. This serves as a 'springboard' from which multi-racial schools in Natal are viewed. It supplies the reasons for opposing desegregated schools, procedures followed towards the implementation of school desegregation, opponents of school desegregation, the failure and success of school desegregation. It also supplies the advantages and disadvantages of school desegregation.

In chapter 4 the historical background of open schools in South Africa is given, which include^{ing} the opening of white private schools and white state schools under ^{new} Clase's models i.e. Models A, B and C. It ~~further gives~~ the criticism of the ^{these} Clase's models and the limitation of the conditional opening of schools is discussed.

Chapter 5 deals with methodology in which the questionnaires, literature study were used. It involves the choice of the population advantages and disadvantages of questionnaires.

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Commas! In chapter 6 the results of the investigation are presented, analysed, discussed, and interpreted. The advantages and disadvantages of multi-racial schools are also given.

Chapter 7 draws conclusion from the data collected by means of literature study and questionnaires. Thereafter, recommendations are made.

1.10 CONCLUSION

The causes and effects of problems which plague Black education lead one to the conclusion that Black education has been wielded as a political weapon. This is confirmed by the reasons advanced when the Bantu education Act was passed and the manner in which it has been implemented. On the other hand Blacks were quite conscious of this fact and have missed no opportunity of making their views known. They have been unabatedly opposing this education system; with their opposition gathering momentum as the years go by.

As it has been just pointed out, the opposition has been varying on degree. Initially a number of teachers preferred to resign rather than serve to perpetuate Bantu Education. This perhaps could be referred to as passive resistance. But from 1976 to date (1990) the resistance has been more active, *there have been* stayaway *and* burning down of school buildings. Perhaps the more active resistance we witness can be attributed to what has been alluded to in the first paragraph of this conclusion; that is, Black education is being wielded as a political weapon. Thus the effect of this *has* that the heightened feelings in the political scene will of necessity affect Black education with the resultant instability. *been*

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This instability in Black education is worrying a number of Blacks. They know very well the suffering of an uneducated person in the workplace. Hence the anxiety and despair with this state of affairs in education. Some Blacks have responded by sending their children to multi-racial schools. Only very few parents can afford this as multi-racial schools charge exhorbitant fees.

CHAPTER 2

SOUTH AFRICA : POLITICAL AND EDUCATIONAL SYSTEMS RESPECTIVELY

2. INTRODUCTION

In order to understand the South African education system, it is apt to discuss first the political system of this country. This, may, however, sound strange and the question may be posed : how do the two meet ? Unfortunately we have an anomalous situation in South Africa where politics and education are interwoven as far as Black education is concerned (Vos & Brits, 1987 : 55).

In this chapter, therefore, a general overview of the political system in South Africa is discussed. This chapter also demonstrates how the government's political ideology influences the education scene as well as the consequences of this.

2.1 POLITICAL SYSTEM : BEFORE AND AFTER 1948

Before the year 1948 the South African political dispensation, though not acceptable to most black inhabitants of the country, did not have any ^{positive} ~~remarkable~~ influence on the then prevailing education system. It would

positive

appear as though blacks were relatively content with the educational system which prevailed then; that is, equal education for all races.

In 1948 the Nationalist Government took over the reigns of government. This heralded a new era in the South African political and educational scenes. This Nationalist government was intent on propagating nationalism, albeit on the narrow sense; namely; Afrikaner Nationalism. Nonetheless they were prepared to accommodate other races of European extraction. They were preoccupied with the preservation of the identity of a white race. It was their belief that a white man is superior to other races of non-European extraction and in South Africa the majority of these were blacks. The reason for this line of reasoning by the Nationalist government is not hard to find. Most of the people who constituted the Nationalist government had been sympathisers of Hitler with his vision of the Nazi Germany. When they won the election in 1948, the Nationalists felt that they had the mandate of fulfilling their objectives (Randal et al, 1983).

In order to protect the white race, which according to them was superior, they proceeded to implement a policy of separateness. The term apartheid (separate development) was coined to embrace the overall policy of the government. A number of laws were passed in the name of this policy, namely, the Group Areas Act, the Separate Amenities Act, the Population Registration Act and the Land Act, just to mention the few. The impact of these acts on education is discussed below.

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26 of 15*

2.2. DISCRIMINATORY LAWS THAT ENFORCE
APARTHEID IN SOUTH AFRICA

The government in South Africa passed a number of Acts in order to protect white interests against the Black majority. The Acts and their effect on education will be discussed in this section.

2.2.1 LAND ACT OF 1913

c/ Though the South African black population constituted eighty percent (80%) of the total population in South Africa, the government has allocated only thirteen percent (13%) of the land to Black population. This has resulted in serious overcrowding in black residential areas, particularly urban areas. Various kinds of social ills came to the fore, such as gangstarism and drug abuse, to mention the few. These conditions are not at all conducive to proper education. Davenport (1987 : 543) and Christie (1986 : 46) maintain that the Land Act of 1913 prevented the further purchase of land in the white areas by Blacks. Thus Blacks were only allowed to buy land in the homelands. The whites were not allowed to buy land in the homelands.

2.2.2 URBAN AREAS ACT OF 1923

The Urban Areas Act was passed in 1923. According to Davenport (1987) this act underwent major amendments and was consolidated in 1945 and 1971. He further adds that this Act was to clear out the mixed residential areas which had grown up in some parts of the larger city notably Johannesburg and rehoused in location. Christie (1976) adds that this Act stipulated that Blacks were allowed in urban areas as long as they minister to the needs of whites. To

enforce this, each employer had to endorse the reference books of the employees. This shows that this Urban Areas Act was related to pass laws.

2.2.3 THE PASS LAWS

91/ The pass laws restricted the movement of blacks in urban areas, expelled Blacks from town for vagrancy, idleness, disorderliness, failure to pay rent etc. Randal et al (1983) reports that the compulsory reference books for all Blacks; males and females over 16 years was introduced in 1882 at the Cape (Walshe, 1987:3).

91/ In 1952 Parliament enacted the Section Ten provisions, which denied the right to live in an urban area to any African who was not born there male or female unless he had either lived there continuously for 15 years or served under the same employer for 10 years. This was to be engrossed by pass laws. That is, all blacks without reference books in urban areas were to be arrested (Randal 1983). Blacks were against these pass laws and their opposition found further expression in the Defiance Campaign in 1952 when large numbers courted arrest by deliberately destroying their reference books. The anti-pass demonstrations mounted by the new Pan Africanist Congress and by the ANC resulted in the shootings at Sharpville and Langa in March 1960. Davenport (1987 : 555) & Randal et al (1983 : 277) state that the total number of arrests by South African police in the Republic for pass laws offences in 1981 was 74 267 people.

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~~In that it restricted movement of Blacks from the rural areas to the urban areas.~~ Schools used to be very few and poorly equipped in rural areas as compared with the urban areas; so that a black student from the rural areas will find it difficult to enrol in the schools in urban areas.

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The pass laws have had negative effects on black education. It has been mentioned that Blacks were located in the homelands. These homelands could not provide work for all of them. Thus they had to go to the urban areas to look for employment so as to get money to educate their children, since the education for Blacks in South Africa is not free. The pass laws and Urban Areas Act made it difficult for these Blacks to look for work. As it has been mentioned above that all Blacks who did not possess and carry the reference books and permits were to be arrested. Consequently many of them were forced to return to their homelands. Without money their children could not continue with education. Thus pass laws contributed to the high drop out rate in Black schools.

2.2.4 THE GROUP AREAS ACT

According to Davenport (1987) and Breitebach (1985) the Group Areas Act was introduced in 1950 and underwent important revisions in 1952, 1956, 1957, 1961, 1962, 1965 and was consolidated in 1957 and in 1966. They maintain that the Group Areas Act divided the country into separate areas for Whites, Blacks, Coloureds, and Asiatics and debarred members of any but the approved group from owning or occupying property there. Randal et al (1983) state that this necessitated the forcible removal of members of non-approved groups from particular areas. For example, the following number of families were moved from their homes during 1981 in terms of the Group Areas Act.

2.2.4.1 FAMILIES MOVED FROM THEIR HOMES DURING 1981 IN TERMS OF GROUP AREAS ACT

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	WHITES	COLOURED ^⑤	INDIANS
Cape	-	2108	213
Transvaal	146	119	652
Orange Free State	-	601	-
Natal	77	437	3113
TOTAL	223	3265	3978

SOURCE : (Randal et al, 1983 ; 339)

From this table it is clear that more Indians and Coloureds were affected by the Group Areas Act. From the above table the Blacks (African) were not included.

This agrees with Davenport (1987) who states that Blacks were not affected by the Group Areas Act because they were already controlled under the Urban Areas Act of 1923. However the South African government indicated in 1990 that the Group Areas Act would be repealed in 1991 (The citizen 25 August 1990), Blacks in particular believe that, ^{the repeal of} ~~that~~

The Group Areas Act

would be a step forward towards the non-racial South Africa. ^{They thought such a step would also facilitate} ~~that would also solve some of the problems towards~~ the implementation of integrated schools, for example, busing. ^{Blacks and other liberal thinking people felt that this would then} ~~There would~~ be non-racial residential areas and pupils would be able to attend any nearest school.

2.2.5 SEPARATE AMENITIES ACT

The Reservation of Separate Amenities Act, No 49 of 1953 was introduced to enforce the government's policy of apartheid. According to this Act different racial groups were to have segregated hotels, restaurants, schools, bottle stores, supermarkets, sport or social clubs, beaches, toilets, cinemas and theatres, hospitals, transport, churches, etc. To enforce this Act, the posters written "WHITES ONLY" were found in those places reserved for whites (Randal et al, 1983).

~~2.2.5~~
This Act caused desegregation in school^s to be illegal in South Africa. According to it racial groups had to be separated from others in almost all spheres of life. The racial groups could only be integrated in private schools which were not run by the government. However it has been mentioned in Chapter 1 that these schools are very expensive. Thus, only few black parents can afford to send their children in these schools.

2.3 THE RELATIONSHIP BETWEEN THE POLITICAL SYSTEM AND EDUCATION SYSTEM IN SOUTH AFRICA

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Political, social and economic structures of a country have a bearing on the education nature of that country. This means that any changes effected on one of these structures will bring about some changes or readjustments in the educational system of the country concerned (Brits & Vos, 1987).

The South African political, social and economic structures are immediate examples. These structures are in line with the policy of segregation, including the segregation of educational facilities based on racial grounds. There has been a cry that the education intended for Blacks is inadequate, is an education which entrenches the Blacks into their own socio-economic structure. Others say that Black education is education for indoctrination (Hartshorne, 1983).

2.3.1 ATTITUDE OF THE SOUTH AFRICAN GOVERNMENT IN EDUCATING BLACKS

Rose (1970) states that if Bantu education is to be understood, it is vitally important for the student to see clearly that apartheid is not a policy which the membership of Nationalist Party has recently invented to protect its position of power from possible Black take over. He further maintains that some opponents of the Nationalist Bantu Education policy claim that the government's primary objective is infact to suppress the Bantu by providing education that trains them to be nothing more than "hewers of wood and drawers of water".

*Why call him
Behr's?*

What is said by Behr's (1988:220) tallies with Rose (1970) ^{what} ~~opinion when Behr's (1988) contends~~ that the history of South African education has taken a course of buttressing white supremacy to protect white privilege by restricting the education of non-white to a modicum of literacy and numeracy. Feit in Kallaway (1986) states:

Black education aimed to dwarf the minds of black children by conditioning them to servitude ... the new system was intended to prepare black children for the subordinated positions that awaited them in such a way that they were appropriately equipped with limited

skills as well as ready to resign themselves to their exploitation. White supremacy would be secured if the black product of schooling was 'a person who accepts in full the Nationalist Policy of apartheid, of White domination of the master-servant relationships of as between White and Black;... a creature whose mind will have been thoroughly regimented into willing acceptance of the status quo.'

(Feit in Kallaway, 1986:94).

a person in whose mind... the superiority of his own race over other races

However this function of education may not be equally successful to all the Blacks as intended by the Whites. For example, in 1920 Jabavu as quoted by Molteno in Kallaway (1986 : 69) was able to see that the condition of Native education was one of chaos. So whilst this education system was aiming at yielding helpless Blacks, some highly resourceful Blacks like D D Jabavu and many others were unexpectedly brought forth by the very same education system.

According to Rose and Tunmer (1975 : 201) there has been in South Africa a fear that education might transform Africans into successful competitors with whites for limited job opportunities. This fear has been expressed by a number of Acts of parliament designed to protect white interest. For example, the legislation concerning Job Reservation passed in 1956 Ordinance 17 of 1904 was inacted in Transvaal after white miners had protested at the importation of Chinese workers. This ordinance, excluded, in effect, Africans from undertaking skilled jobs. In 1924 the Industrial Conciliation Act provided for safe-guards against interracial competition in jobs. Hence Black education was designed not to be technologically orientated for fear of the same.

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Makulu (1971) adds that the fear of competition for jobs and demands for equal rights pushed some white settlers to extremes, and they asserted that education of the Native should not be of the kind that would make him forsake his place in the tribal community. If he must be educated, his education should not encourage him to be anything beyond a good servant. This shows that whites were not happy with the quality of black education. According to them Black education was to be inferior to that of whites so that blacks would remain their servants. Seemingly, some of the whites were not satisfied that Job Reservation Acts would really secure their position for they went to the extent of interfering with Black education.

The above reveals that the South African government opposed the idea of educating Blacks. [This tallies with what J N Le Roux, ^a 1945 Nationalist Party politician, in Christie (1986) who expresses his views concerning the education for Blacks as follows:-]

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We should not give the Natives any academic education. If we do, who is going to do the manual labour in the community (i.e white community)?

(Christie, 1986 : 2)

Rose and Tunmer (1975) give another example of ^{the} whites' opposition to the education of the Natives. These authors quote the Commission findings as follows :

From the evidence before the Committee it seems clear that there still exists opposition to the education of the Natives on the ground that (a) it makes him lazy and unfit for the manual work (b) it makes him cheeky and less docile as a servant.

(Rose and Tunmer, 1975 : 232)

These two quotations stress the point that some white South Africans consider Blacks as servants and nothing better than that. Rose and Tunmer (1975) further maintain that the

people who brought forward such criticisms were not objecting to education as such but they were objecting to the type of education rendered by missionaries to blacks.

The objective of this section is to reveal the attitudes of the South African government which consist of whites as designers of Black education. These attitudes serve as a foundation on which Black education was based. These attitudes also express the relationship between politics and education. Different authors reveal that the government do not want Blacks to compete with whites for jobs. Hence they want to keep their education inferior.

2.4 EDUCATION SYSTEM

From what has been alluded to above, the government policy of apartheid could not leave the education unscathed. The government has divided the education system into different departments according to race, that is, whites, blacks, coloureds and indians. All have their own separate departments and systems. Each one of these prepares its students for different roles and occupations. Education of white children prepares them for a dominant position in society, especially in the economy. Black education on the other hand prepares students for subservience to the ruling whites (ATASA Vol III No 2 May 1988).

The inequalities in the provision of education for different groups has led to Blacks being suspicious that their education is inferior. The enlightened Blacks are getting concerned as to whether this type of education planned for their children in schools specifically designed for Blacks alone is still wholesome, most especially because it

and

is becoming more politicized day by day. It has been mentioned in Chapter 1 that Blacks objected to the separate education for them since its inception in 1953. Yet it was implemented much against their will. This has caused concern to some Black parents so much that they have opted for registration of their children in open private schools with the hope that their children will receive education of better quality.

2.4.1 INTRODUCTION OF BANTU EDUCATION

When the Nationalist party took power in 1948, they were not happy with the quality of education the missionaries were offering to the Natives. Consequently, they decided to introduce the type of education that would not be equal to that of whites. This is highlighted by the statements of H F Verwoerd in 1953 who was the Minister of the Native Affairs at the time when Bantu education was introduced as quoted by Christie (1986) in the following :

When I have control over Native education, I will reform it so that Natives will be taught from childhood that equality with European is not for them.
(Christie, 1986 : 12)

Rose and Tunmer (1975 : 266) further quoted Verwoerd in the following passage :

I just want to remind the Honourable members of the Parliament that if the Native in South Africa is being taught that he will lead his adult life under the policy of equal rights, he is making a big mistake.

The Natives must not be subjected to a school system which draws him away from his own community and misleads him by showing him the green pastures of European society in which he is not allowed to graze.

(Rose and Tunmer, 1975 : 266)

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9 → By the above words Verwoerd was introducing Bantu education to the Parliament in 1953. That marks the beginning of the era of apartheid education in South Africa. By these statements Verwoerd was criticising the education offered to blacks by missionaries. It is clear from his statements that the missionaries were offering blacks education that is of the same quality as that of the whites. It will be recalled that Cape schools in the Company days were non - racial with whites and slave children attending in the same school (Christie, 1986). The South African government was against this.

Where does it close?
In 1951 the Nationalist Government set up a Commission under the chairmanship of Dr W W Eiselen. Malherbe (1977) states that the Commission was appointed with specific reference to make plans for education of the Natives as an independent race "taking into account their inherent racial qualities, their distinctive characteristics and aptitude, and their needs under ever changing social conditions." Rose and Tunmer (1975 : 244) stress that the Commission began with the promise that there should be distinctions between white and Black education.

The Eiselen Report paved the way for the abolition of missionary influence which the Nationalist Party regarded as nothing less than an instrument in the hands of liberalism. The Nationalist Party maintains that the Native education has achieved nothing but the destruction of Bantu culture..... Nothing beyond succeeding in making the Native an imitator of Whites (Malherbe, 1977 : 546).

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The Eiselen Commission emphasized that Black education had to be re-organised. It recommended that Black education should be brought under the control of the government and should be rebuild and extend 'Bantu culture' (Christie, 1986 :78). By this the commission was justifying the introduction

of segregation in education. The commission further criticised missionary education, stating that its aims for Native education were vague and poorly formulated. This is evidence in Verwoerd policy speech in 1954 who is reported as having said:

Up till now the (Bantu) has been subjected to a school system which drew him away from his own community and practically misled him by showing him the green pastures of the European but still did not allow him to graze there.

(Malherbe, 1977 : 546)

Seemingly, the Eiselen commission was appointed in order to justify the government policy of apartheid in education. Malherbe (1977) reports that both Dr Eiselen and Dr Verwoerd had studied in Germany where there had been at that time a great emphasis on racial differences and the superiority of the white Aryan race. Thus a collusion between the two is suspected.

Another objective of Bantu education Act was the preservation of ethnic identity and home language which had a particular appeal to the Afrikaners, who themselves had achieved ethnic identity and the recognition of their own language after a long cultural struggle. Verwoerd was therefore convinced that in the same way the various Bantu tribes were going to be made to realize the value of their own identity, particularly in the socio-political sphere. The commission recommended that mother tongue should be used as medium of instruction for the first seven (7) years in Black schools. This weakened Blacks' fluency in English (Rose and Tunmer, 1975).

It has been mentioned in Chapter 1 that Bantu education has been abhorred since its inception in 1953, yet it was implemented. Consequently, Black education receives opposition not only from Blacks, as individual but also from

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churches and political organisations. The opposition is expressed in the form of demonstration, class boycotts, stayaway and strikes.

2.4.2 REASONS FOR OBJECTING TO BANTU EDUCATION

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Rose and Tunmer (1975 : 246) state that Blacks feel that if they do not follow the same curricula and pass the same examinations they cannot obtain certificate^s of equal value. Consequently, they would not have a claim to equal pay and although the Bantu do not receive the same pay, the possession of the same qualifications is held to be a powerful instrument in pressing for improve financial treatment. Whites are owners of industries in which Blacks would normally seek employment after leaving schools. Knowing very well the deficiency of Black education, he would be very reluctant to employ a Black, if he has a choice.

According to Christie (1986 : 126) separate education department does not necessarily provide equal education. For example, there are inequalities between black and white education in South Africa. These inequalities are prominent in the expenditure of education, pupil-teacher ratios, salaries of different races, etc. This could be one of the reasons for objecting to Bantu education. African Teachers Association of South Africa (ATASA) has been advocating a single ministry of education for it has no trust that in separation there could be equality (Ashely, 1985 : 5). This tallies with what Mazwai, Sowetan reporter says below :

Nobody believes their (government) whines of separate but equal. Not when its creator Dr Hendrik Verwoerd, made it clear that it was intended to keep us (Blacks) in continued subjugation.

(Sowetan, March 8 1990)

This is based on the fact that the South African government supports the idea of "separate but equal" education systems. However, from evidence there is no equality in different education systems in South Africa. This implies that the idea of "separate but equal" is a fiction, as can be seen from the American experience below.

According to Marshal (1982 : 132) the National Association for the Advancement of Coloured People (NAACP) decided in the mid 1930's to attack the validity of this "equal but separate" doctrine by use of the test-case device. He reports that in approximately 17 states in the District of Columbia, segregation was enforced in varying degrees of rigidity but little attention was paid to the requirement that the segregated facilities be substantial equal. In those states where public school segregation was mandated, as in Alabama and all the 13 Southern States or permitted as in Kansas, the per pupil expenditure for Black children was invariably less than that for whites (Marshal, 1982 : 132).

Willie (1984 : 149) states that from 1882 to 1961 the Atlanta Board of Education also operated a dual school system for Blacks and Whites. He maintains that the two systems were distinctly separate and unequal most of that time. According to him the Black parents were acutely aware that per pupil expenditure in the Atlanta public school was much lower for Black children, that the pupil-teacher ratio was higher, that teachers' salaries were lower and that the education of black children was the responsibility of the black community. The dual system was endorsed by the courts until Brown Vs Board of Education of Topeka in 1954. From then the Supreme Court ruled that separate education facilities were not equal. Thus separate was declared

Substantially

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unequal. Consequently attempts were made by Black parents in Atlanta to eliminate the dual school system. In 1961 the desegregation plan was introduced in Atlanta schools.

Evidence of this in South Africa is abound. The dual system in Atlanta is a good example of education of Black and White children in South Africa. The separate schooling for different population groups teaches children to expect separation and inequality along the lines of colour. The deficiencies of Bantu education are well known and some of these have been mentioned briefly in Chapter 1 on page 14. However, the Black students have expressed their discontent about these deficiencies in many ways. Thus deficiencies of Black education can be regarded as another reason for this opposition.

2.4.3 DEFICIENCIES OF BANTU EDUCATION

2.4.3.1 DISPROPORTIONATE EXPENDITURE IN EDUCATION

The main weapon that the rulers have used to destroy Black education has been the very low expenditure (Education Journal, Feb 1981). Schlemmer et al (1982 : 7) agree with this and further maintain that black education relative to white education in South Africa is severely underfinanced. References are often made to the differences in expenditure per pupil, in which in white education is over 4 times as high as Black Education. Christie (1986 : 98) gives the table which illustrates clearly differences in the per capita expenditure of different races in South Africa as from 1953 to 1983. In that table the 1982 - 83 per capita expenditure for different races are as follows : Blacks R146 ; Coloured R711; Indians R711 and whites R1 211 respectively.

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The above statistics reveal that less money is spent on Black education than on any other population groups. More money is spent on coloureds and indians, a lot more money on whites than on any other population group. Needless to say, much more has to be spent on Black education in order to bridge this gap. Though the government's spending on African education has risen substantially, (see table 1 on page 2) the gap between education standard for Blacks and whites still remains highly discriminatory. Dries van Heerden in the Sunday times (July 8, 1990) reckons that in 1980 R1 was spent on a black child for every R10 spent on his white counterpart. He maintains that in the 1990 budget the ratios have been halved to 1:5. However, in real terms the contrast is still great, for example, the per capita expenditure for white child was R3982,82 whilst that for Black child was only R582 in 1988. of a

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Behr (1988) maintains that the work Committee on educational financing was of the opinion that the spending on Black education was disproportionately low, and on white education disproportionately high and thus attention had to be focussed on the vexed question of unit spending on education. Kallaway (1986) noted that the expenditure determines the quality of education. Thus the low expenditure for Black schools results in the shortage of schools and teachers and consequently overcrowded classrooms; inadequate facilities, hence poor academic achievements.

2.4.3.2 OVERCROWDING

According to the education journal, Jan - Feb 1981, Vol 11, No 5 overcrowding is an evil that inevitably leads to the lowering of standards. It has been mentioned that

overcrowding is associated with low expenditure. For the shortage of money results in the shortage of classrooms and the shortage of teachers.

Duminy (1967 : 6) maintains that in an effort to solve the problem of overcrowding, the double session system in the substandards was introduced in 1955 as a temporary measure. According to Rose and Tunmer (1975 : 263) the double session mean> that school hours for pupils in sub-standard will be shortened to three hours per day. In that way both the teacher and the classroom will be able to serve two different groups of pupils everyday. Duminy (1967 : 58) further states that the quota of pupils per teacher is put at a maximum of 100 pupils per teacher; with 50 pupils attending each session. The Cingo Commission on education in Transkei found that this system of double session was a contributory cause to high drop out rate between sub-standard A and B.

This commission recommended that every effort should be made to discontinue the double session system at an early date. Due to the shortage of classrooms in some schools, the sub-standards used church buildings without desks, thus some pupils have to write on the floor. (See opposite page).

Seemingly overcrowding is affecting Black children only. The Sunday Times of 8 July 1990 confirms this when it reported that in 1980 the pupil-teacher ratio was 19 to 1 for whites and 45 to 1 for Blacks. Ashely et al (1985 : 76) states that in 1983 / 84 the pupil-teacher ratio was 1:19 in white schools and 1:41 in Black schools. These figures agree with those given by Nassan and Samuel (1990) in chapter 1. However, the De Lange commission recommended that these figures be narrowed to at least 30 to 1 by 1990. In 1987 figures stood at 41 to 1 for Blacks while the white's rates has improved to 16:1.

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It is reported that in the areas like Transkei, the ratio at primary schools is 62:1. Comparing the different pupil-teacher ratio among different racial groups, Malherbe (1977) stressed that a Black teacher has to cope with double as many as coloured or Asian teacher and 3 times as many as the white teacher. This results in poor teaching and hence high failure rate.

A recent study conducted by the South African Institute of Race Relations (SAIRR in the City Press, November 15, 1987) issued a revealing report entitled a "Spotlight on education backlog". In this report it is pointed out that at least R850 m will be required for the purpose of eliminating the backlog in the classrooms for Africans. Estimates in the update for the third quarter of 1986 indicate a shortage of 38 641 classrooms for Africans. Whilst the shortage of classrooms for coloureds and Indians were 5400 and 587 respectively. In the case of whites there was a surplus of 3840 classroom implying that 153637 places were empty. In addition to this, the New African reported that the white classrooms are half filled, whole school buildings stand empty, while Black scholars are in the leaking, cold, miserable structures by the hundred (New African, 25 June 1990). *delete*

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It is evidence from the above that the government spends much more on the white children than it does on education for Black children. The unequal expenditure throughout the whole history of education in South Africa has meant unequal facilities and resources.

2.4.3.3 INADEQUATE FACILITIES

In many Black schools there is a lack of facilities like laboratories, libraries, domestic science rooms, etc. Sunday Times of July 8, 1990 reports that Blacks still suffer from a serious shortage of school books, laboratory facilities, libraries and sport grounds. The inadequate facilities and resources in Black schools is due to low expenditure for Blacks. For example, many black schools have no science laboratories even if they are available they are hardly equipped. A science teacher in Black schools is thus compelled to teach pupils the theory only. There is no room for practicals. However, Duminy and Thembela (1983 : 16) stress that the use of teaching aids help to make learning meaningful.

On the other hand, most white schools have well equipped laboratories; thus white children have no problems in science subjects. Considering the results of different races in science subjects, the people who are ignorant about conditions in white and black schools are likely to conclude that Blacks are poor in science subjects. However, this may not always be true, for any one, either black or white is capable of outstanding achievement, when given the right educational opportunities.

2.4.3.4 THE SHORTAGE OF COMPETENT TEACHERS

Black education is also criticised for the shortage of competent teachers. The qualification of teachers play an important role in teaching. The lack or shortage of suitably qualified teachers in Black schools has led to what had been described as an unfortunate cycle in a report by the H.S.R.C when they state:

An unfortunate cycle.... by which poor educated persons enter teaching and in turn produce poorly educated students: so that the risk is being run of perpetuating mediocrity in the group whose educational improvement is essential to the development of the country.

(H.S.R.C, 1981 : 22)

The Education Journal of February 1981 expresses similar sentiments in the following words:

The downward spiralling effect of poorly qualified teachers producing poorly equipped pupils, who then become even poorer teachers, against a background of hugely disadvantageous physical conditions, sees to it and to bear in mind also that this process has gone on for a number of generations.

(Education Journal, Vol II no 5 Jan-Feb, 1981)

One can explain the above by saying that in Black education, teachers have received education of low quality and under bad conditions. Such teachers are likely to transmit this education of low standard to the pupils they teach. To avoid this some enlightened Black parents prefer to send their children to multi-racial schools where the teachers are well trained. In these schools the majority of the teachers are competent in the subjects they are offering.

This is not a complete sentence (Unlike in the segregated black schools where some of the teachers are poorly qualified.

2.4.3.4.1 QUALIFICATION OF TEACHERS

Qualification with a Teaching certificate	Asians %	Blacks %	Whites %	Coloureds %
Degree	20,51	2,45	34,33	4,50
STD 10	66,16	16,09	65,67	34,22
STD 8	13,33	62,90	-	60,34
STD 6	-	18,56	-	0,94
TOTAL	100,00	100,00	100,00	100,00

Without a Teaching Certificate

Degree	5,16	1,43	32,18	7,38
STD 10	54,80	13,90	67,82	29,19
STD 8	40,04	84,67	-	30,04
STD 6	-	-	-	33,39
TOTAL	100,00	100,00	100.00	100,00

% of Total without

<u>Teaching Certificate</u>	7,3%	19%	3,4%	12,5%
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% of underqualified

teachers in 1980	19%	85%	3%	66%
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Source : Qualification^s of Teacher^s in 1978 (H.S.R.C., 1981:21)

From the above table it is clear that Blacks have the highest percentage of underqualified teachers as compared to other races. Despite the fact that Blacks are also upgrading themselves academically and professionally, it will not be easy for them to close this gap.

The educational Journal of Jan - Feb 1981 report that of 88355 teachers, 72146 (i.e 82%) have Junior certificate and lower qualification, (SAIRR Survey pp 501 - 503). Of those 72 146 teachers between 11 000 and 20 000 had passed only standard 6. Compare this with the situation in the white schools where 95% of teachers have at least a senior certificate. This again shows that though some Black teachers are upgrading themselves the pace is too slow, as it has been mentioned that in 1980 the percentage of underqualified teachers was 85% and in 1981 it is 82%.

As a result of the shortage of qualified teachers, it is common to find a teacher with matric and without a teaching certificate, teaching a matric class. In this connection Luthuli (1982 : 29) has stated:

Experience has taught that some black teachers are not equal to their task. Investigations reveal that teachers unconsciously become responsible for the frustration of pupils.

(Luthuli, 1982 : 29)

From the above it is clear that at times teachers do contribute to pupils' frustrations, for example, when the teacher is unable to help the pupil to pass the examination or to master the subject because of the teacher's insufficient knowledge in the subject and or do not know the method of presenting that subject. Duminy and Sohng (1986 : 23) say that the way pupils assimilate school work differs from pupil to pupil. Thus if the teacher knows different methods he will be able to help the pupils to pass.

Black scholars believe that salary increases would wipe out the shortage of competent teachers. Some scholars in 1976 even demonstrated against the gap that existed between the remuneration of Black and white teachers. This may be true because even now some black competent teachers especially males, are leaving the teaching profession and join the industries because of the low salaries in the teaching profession.

Most of the teachers in Black schools are females and many of them are leaving the teaching profession for more lucrative jobs. The reason for this is the extremely low salaries for Black teachers. Franz Querbach, as quoted by Berman (1978 : 87) estimated in 1972 that on average,

African teachers earned only 46% of the salaries paid to whites with similar qualifications. However, the government has attempted to narrow the salary gap but other races still remain far ahead of the african teachers.

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Rose (1970 : 81) agrees with the above information and further confirms that the salaries for Black teachers were less than those of other races especially whites in South Africa. He states that after the introduction of Bantu education, the Bantu teachers' salaries were to be established relatively to the income of the Bantu Community he serves and thus pay scales became less favourable than they were previously. From then the government policy was to do away entirely with the European teachers in Bantu Primary Schools, since the white teacher's salary is higher than that of the Bantu teacher.

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Black teachers are not satisfied with the low salaries given to them. They have even resorted to demonstrations to bring home their discontent. For example, 6000 teachers in the Johannesburg region were involved in a chalkdown strike which took more than 3 weeks in 1990 (Weekly mail 23 - 29 March 1990). According to the Star of February 23, 1990, about 3 000 black teachers of Vereeniging demonstrated in February 1990 against the low salaries. These are just few examples, ~~and there are also many others~~ *reunite* *just an unimportant*

2.4.3.5 EDUCATION IN BLACK SCHOOLS IS NOT CAREER - ORIENTED

There is a complaint from Black students and parents that education in Black segregated schools is not career - oriented. The subjects allow a limited scope of vocational choice. This is not the case with white schools. Christie (1985) agrees with this when she states that four years of education at a secondary level merely prepares a Black child

for an unskilled job, while a white child after the same period of time at the same level of education is capable of doing a better job.

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In fact this is not a new grievance; is as old as Bantu education itself. In 1976 the black youth leaders included among their grievances that the streams of subjects were still not career - oriented. Black students complained that education was irrelevant and did not meet their needs as members of the Black community. Their complaints were based on the fact that they could not find work after leaving school despite having some qualification. This tallies with what Gilbert (1982) says quoting a black student:

My Matric will not mean that I have the same ability as a white matriculant, the subjects I do have no relationship to what I will need to get a good job and Bantu education is not the same as that for whites.
(Gilbert, 1982:25)

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According to the Star of April 26, 1990, subject choices led to many pupils matriculating with non-marketing qualifications. The Star further indicates that in 1988 about 38 000 matriculants remained unemployed. In August 1988 the Race relations survey had forecast 200 000 shortage of skilled and semi-skilled people by the year 2000, Kramer in the Star 26/04/90 said. At the same time there is a surplus of about 9 million unskilled people.

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The black students put the blame on the Bantu education system itself. They are demanding that it should be abolished. Their dissatisfaction has been shown by class boycotts, stayaways and demonstration in the streets. Ashely et al, (1985) state that Blacks question the standard of Black education and compare it with the impact and quality of white education. For various reasons Black education has not yet succeeded in providing the same

individual, social and economic advantages for the African that white education provide for the white student. The black students are totally dissatisfied with black education and its deficiencies. This is confirmed by widespread unrests in Black schools.

2.4.3.6 UNREST IN BLACK SCHOOLS

According to Nasson & Samuel (1990) unrest in Black schools commence as early as 1955 at the East Rand. They report that in Benoni, Germiston, Katlehong, Brakpan and Alexandra children stayed away from school. On the 16 April 1955 the total number of children out of school exceeded 10 000.

Kallaway (1986 : 184) states that a leading catalyst of African protest in the 1970's against the apartheid system was students' opposition to Bantu education. He further maintains that momentous boycotts like those of Soweto 1976 and Cape Town in 1980 triggered students' actions in other parts of the country. Vos & Britz (1989) maintain that in those unrest of 1976 and 1980 students put forward the following grievances as the reason for opposing Bantu education.

- Inequality in provision of physical facilities (e.g books, building, furniture etc.)
- Inequality regarding financial provision
- Inequality in the conditions of service of teachers
- Inferior education by underqualified teachers
- They rejected the bantu education because the general feeling amongst Blacks was that segregated education is inherently unjust and discriminatory.

(Vos & Brits, 1989 : 59)

Murphey (1980) is in agreement with Kallaway (1986) when he maintains that the crisis in Black education was forcibly and distressingly brought home to the government by the Soweto riots of June 16, 1976. Hartshorne (1983) believes that the Soweto riots of 1976 are watershed in the history of Black education in South Africa because the system nearly collapsed and the government was forced to take steps to remedy the situation. For example, the De Lange commission appointed in 1981 recommended one ministry of education with educational resources apportioned equally to Blacks and whites, the government did not accept the commissions' main recommendation. However protest^s have persisted. The unrest prevailing in Black schools also contributes to high failure rate.

1 2.4.3.7 HIGH FAILURE RATE IN BLACK SCHOOLS

Rose (1970:87) maintains that there is a small percentage of Black students in secondary schools. While it cannot be argued that adequate finance solves all problems, it can be soundly argued that double sessions and the predominance of poorly qualified teachers are not conducive to an increase in the percentage of students who are prepared to pass standard V examinations and who are motivated to continue to secondary schools. The sentiments expressed by Rose are confirmed in the report in the Star of April 26, 1990 as follows:

Of every 10000 black children who start school in grade 1, only about 1 300 get to matric: 270 study for matric of whom 113 pass; 27 get exemption and one gets an exemption in mathematics and science.

(Protec as quoted in the Star, 26/4/90)

9/ | 2.4.3.7.1 THE POSSIBLE CAUSES OF HIGH RATE FAILURE RATE

5/ | The reporter in the City Press of 28/1/90 insist^s that students themselves are guilty of numerous irregularities. Firstly students usually demanded promotion to the next class from their teachers. However, this is impossible in matric. Consequently many of them fail. Some writers like Mathonsi (1988) have accused the government of manipulating matric results. According to Mathonsi (1988) the government uses four strategies to manipulate the output of matric results in black schools. The first strategy is known as the "classroom strategy", Mathonsi maintains that it is through this strategy that the inequalities of teacher pupil ratios, discriminative expenditure per child, shortage of pupils' physical needs, high drop out rates, ill qualified teachers and other factors are kept so as to destroy the minds of African pupils. He further maintains that these factors act as slow poisons^u in the minds of African pupils. The sentiments expressed by Mathonsi tally with that of Pateni of NEUSA as reported by Randal (1983) who lays the blame for poor matriculation results on the department. He said that it is common to find poorly qualified teachers offering lesson at higher classes because better qualified teachers won't have anything to do with the system.

7/ | The second strategy according to Mathonsi is known as the marking centre strategy "By this strategy the government allows indirect carelessness to take place in the marking centre so as to cut off thousands of African pupils from the mainstream of economic development or economic competition. However, this has been refuted by the authorities concerned.

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The third strategy is the "authoritative strategy" in which the government use its power to manipulate Black matric results. This strategy was challenged by parents in the courts of law in 1981. The supreme court ordered the department to release the results of students as no irregularities were proveⁿ to have been committed. Nonetheless, the results were not released.

n(d)

The last strategy is known as "ideological strategy" which manifests itself in political and constitutional development in South Africa. Mathonsi (1988) maintains that this strategy needs a further investigations. However, the researcher has shown that there is a close relationship between matric results of different groups, the economic and political forces. Therefore the matric results seem to be manipulated in accordance with the socio-economic and political needs of South Africa.

n(e)

Some black parents are aware of these strategies as it has been mentioned that the 3rd strategy was challenged by parents in 1981. Some black parents do not want their children to face hardships in acquiring education. For this reason they shun these segregated schools.

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The bad conditions under which Black students learn in Black schools also contribute to high failure rate. Ever since 1953 when Bantu education was introduced there has been a crisis in schooling. There has been a shortage of classrooms and teachers and this results in overcrowding. In such overcrowded classes, the individualised instruction cannot be attempted by the teacher, thus individual needs of the pupils are not catered for. Vilakazi (1983) states that the poor performance should have been expected and the

surprise exclamations about low achievement are therefore seen as unfair; for they are like knocking a man down and then blaming him for being down.

The above mentioned deficiencies of Black education and many others resulted in different reaction from the government and different individuals. Some of these like Corke (1978) feel that due to these deficiencies, the system as a whole should be abolished. Others like Mabe (1990) feel that it should be improved up to the level of other education systems. The recurring unrests in Black schools especially those of 1976 and 1980 have exerted pressure on the government to do something about Black education. Christie (1986) reports that due to the unrest in Black schools the government decided to appoint the De Lange Commission to conduct an investigation into education in South Africa and to make recommendations. Other commissions were also appointed like Buthelezi Commission, and Holloway Commission.

What is which?

2.5 THE HOLLOWAY COMMISSION

Rose (1970 : 15) states that the Holloway Commission was appointed in 1953 and was charged with the responsibility of investigating the practicability and financial implications of providing separate higher education facilities for non-whites.

In the commission's report published in 1955, the idea of establishing separate university adjacent to white universities was rejected on financial bases. Contrary to this, the government appointed a committee in 1956 to draw up a plan for the establishment of two Black university colleges in addition to Fort Hare : one in Zululand and

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another one in Northern part of Transvaal. The primary bases for the plan were not only on racial but also on tribal segregation. For example, Fort Hare would be for Xhosa students, and Natal university College (Now university of Zululand) would be for Zulus, tribal groups. The report of this committee was published in 1957.

It is reported that due to unrests of 1976 and 1980 the government felt that another commission had to be set up to conduct an investigation into education in South Africa and to make the recommendations for an education policy. That committee was known as the Human Science Research Council (H.S.R.C.) and was under the chairmanship of De Lange and thus was also known as the De Lange Commission.

2.6 THE DE LANGE COMMISSION

report maintain if it is their point of view. Here they simply report.

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Nason and Samuel (1990 : 50) maintain that in 1980 the government appointed the De Lange Commission to conduct an investigation into education in South Africa. This commission had to make recommendations that had to provide for the manpower requirements of the Republic of South Africa and make available education of the same quality for all population groups.

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Kallaway (1986) adds that by this committee the government was responding to the unrest in schools. Another reason was the continual complaints made by business people about shortages of skilled workers. There was a complaint from the business man that Black education system did not meet the needs of the growing economy.

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The De Lange Committee based its findings and recommendations on eleven principles. The 1st principle which seems to be the main one states that equal opportunities for education, including equal standards in education, for every inhabitants, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the state (H.S.R.C., 1981 : 14). When one looks into this principle, one is likely to conclude that the easiest way to accomplish a state of affairs where by all the inhabitants of South Africa have equal opportunities and equal standards of education is through the integration of all students of different races.

Where does this close?

Behr (1988) reports that in 1981, the government rejected the main recommendation of a single education system. The government maintains that, "each population group should have its own schools and its own education authority or department." This response still endorses separate education systems which would never be equal. This has been confirmed by inequalities in the education systems of different races in South Africa.

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After the De Lange Commission had submitted its recommendation to the government, the government invited reactions from public and asked that these be submitted by the 31st of March 1982. Consequently many responses were received. For example, the De Lange Commission said that they had received 206 responses. It is reported that the majority of these responses were supportive of the De Lange recommendation (Randal, 1983).

any

NEUSA Members maintain that changes to educational system could only be partially successful until total political and social change had taken place in the country. Prof Thembela, the Vice president of ATASA in Randal (1983) agrees with

this when he says that until all socio-economic and political problems in South Africa were attended to, equality in education would remain an idle dream. These people confirm that there is a relationship between political, economical, social structure and education in South Africa (Randal, 1983).

In March 1982, 1621 delegates and 400 observers attended a Volkskongress on education in Bloemfontein. The Volkskongress rejected a major De Lange recommendation of one ministry. This is because they felt that the status quo in as far as education is concerned must be maintained. Mr Franklin Sonn, a member of the main committee of the De Lange Committee said that the Volkskongress was a slab in the face of those still working for peaceful ways to reform education. He said that the congress had put the supremacy of the Afrikaner above the good of South Africa.

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The proceedings of this congress show that some sectors of the white community are not prepared for school integrations. Prof Carel Boshoff, the chairman of the Broederbond, condemned the concept of one ministry of education for all population groups and said that there was no such thing as a politically neutral department of education. He suggested that each population group should retain control over its own education system (Randal et al, 1983). The Buthelezi commission was also appointed to conduct another investigation on Black education.

2.7 THE BUTHELEZI COMMISSION

The Buthelezi commission under the chairmanship of Mr R C C Bennet, was published in 1982. The Commission is one of the largest which has been assigned with the task of finding

the facts on the political, social, economic and educational matters of South African situation. The report of the Buthelezi Commission came up following the need to have a springboard for the Natal/KwaZulu Indaba proceedings.

5 The Commission acknowledged that the report of the De Lange Commission was published after their report had been completed and submitted. It further maintain that there is no reference to the report of the De Lange Commission (Buthelezi Commission, 1982;254).

5 The findings and recommendation on educational matters of both the De Lange Report and the Report of the sub-committee of the Buthelezi commission indicate some similarities. This is an indication of the authenticity in the findings of both committees. Buthelezi Commission recommends a unified control of education, intervisitation between teachers, a compulsory fully state subsidized basic schooling of at least seven years duration, to mention a few. Should these recommendations be implemented, perhaps most of the problems that we have in our social, political, economic and educational spheres could be solved. In 1986 another committee was formed to conduct an investigation in South Africa and that was NECC. *The National Education Commission*



- ① You can abbreviate here if you have written this in full previously.
- ② Overleaf you write this in full & in brackets state NECC. If you have properly used the NECC earlier, there is no need to write it in brackets.

2.8 THE NATIONAL EDUCATION CRISIS COMMITTEE (NECC)

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This committee was initially known as the Soweto Parents Crisis Committee. In December 1985, its influence was felt country wide since educational problems which had to be addressed were country-wide. The executive Committee of the NECC was formed on the 8th of April 1986.

The aim of the NECC is to struggle for a free, democratic, compulsory and non-racial education. This aim has to be achieved through the bringing together of sectors of the community. The NECC sees the education struggle as a political struggle in South Africa. NECC is able to unite parents, teachers and students nationally around a single set of demands.

The NECC advocates a kind of educational practice which follows a liberal political principle of incorporation of plural groups into a common political structure. This means that the law should not place any restriction on the mixing of different ethnic groups, instead this should be encouraged by the law.

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This committee further stress that education they advocate should emphasize enjoyment which does not deprive another person of his liberty and social resources. It should be employed to maximise the position of the least-well off persons in the society. According to this committee the above could be accomplished by drawing together all resources, inputs and thereafter redistribute it equally to the different sectors of the population. That can only be

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possible if whites are willing to sacrifice their present enjoyment ^{at the expense of} for poor Blacks (Reality Vol 19 No 2, NECC, March 1987).

From the above it is clear that the De Lange Commission and Buthelezi Commission were headed by white chair persons and secretaries who spoke on behalf of the Blacks. The NECC are Blacks themselves spelling out what they actually need their education to be. Perhaps that is why the NECC is more acceptable to Blacks than the other commissions. However, their recommendations are more or less the same and they all propose fair education for all. It is hoped that if all their recommendations can be implemented, the problems facing Black education would be solved.

2.9 THE BODIES OPPOSED TO BANTU EDUCATION

Bantu education receives opposition from churches, teachers and students organization, etc.

2.9.1 CHURCHES

According to Abraham (1989) most churches except the Dutch Reformed church objected to the Bantu education Act and its implications for mission schools. They did not wish to support Bantu education system. These churches had strong reasons against Bantu education. Some of these will be discussed in this section.

According to De Gruchy (1979) most of the protestant churches objected to Bantu education after its inception in 1953 because they believed that it was education for subordination and that it denied Blacks the right to

participate as equal in areas outside the reserves. The Methodist church expressed its dismay at a system which aimed at conditioning people to a predetermined position of subordination. Some of these churches withdraw their schools from the government control and operate as private schools.

Other churches like ^{the} Catholic church and ^{the} Anglican ^{Churches} argued against Bantu education on religious grounds, rather than an apartheid education. Christie (1986) quoting from the South African outlook states the Catholic view as follows :

We gravely fear that any Catholic institution entering the community school system cannot retain its Catholic character nor provide the kind of education which accords with our principle.

(Christie, 1986 : 82)

Some protestant churches, namely, the Anglicans also expressed the same views as the Catholic. This is confirmed by the quotation from Grace Dieu Papers in Christie (1986) which says:

This will be the only Anglican Boarding institution for Africans in South Africa. We feel strongly that there should be at least one school where our faith can still be taught and practised.

(Grace Dieu Papers in Christie, 1986:82)

105 | 2.9.2 OPPOSITION FROM DIFFERENT ORGANIZATION S

2.9.2.1 TEACHER ORGANIZATIONS

the | The teachers were ~~people who were~~ immediately affected by Bantu education system. They knew that Bantu education meant that salaries would not be improved; that they would have to

work for double sessions each day; class size would be larger and they would be government employees who enforce apartheid education on them (Rose and Tunmer, 1975 : 263). In 1952 the Cape African Teachers Association (CATA) condemned the Eiselen Report of 1951 and called a meeting to discuss ways of resisting Bantu education. The (CATA) members called on teachers and parents to do everything in their power to oppose the proposition of Bantu education. The government respond by dismissing those militant teachers, and the Cape African Teachers Union (CATU) became the newly recognized union instead of C A T A (Kallaway, 1986:271).

Transvaal African Teachers Association (TATA) also condemned Bantu education. Like CATA, they also organised parents and teachers meetings in which they discussed the ways of resisting Bantu education. Unlike CATA, TATA's activities were less wide spread and thus not many of them were dismissed (Unterhalter, 1991 : 187).

Ashley (1985) reports that African Teachers Association of South Africa (ATASA) tried by all means to prevent the occurrence of 1976 unrest in black schools. He states that the National Council of ATASA met the secretary for Bantu education in Pretoria on 30 January 1976 and on the 26 April 1976. In that meeting they were trying to warn the secretary of the consequences of enforcing dual medium (English and Afrikaans) inspite of such strong opposition from all parties. The ATASA members contended that teaching through two media was professionally unsound. The government did not heed the warning issued by ATASA members and Afrikaans was enforced as medium of instruction. That resulted in wide spread unrest during the month of June 1976 which started in

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Soweto and spread to other parts of the country like Reef, Pretoria, Vaal Triangle, Cape Town, Natal and Orange Free State.

On the 25th of June 1976 ATASA members submitted another memorandum to the secretary for Bantu education. In that memorandum they objected to the use of Afrikaans as a medium of instruction; they gave reasons for their preference of English as a medium of instruction. Ultimately the department shifted from its initial stance and gave permission for using a single medium.

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The implementation of the Bantu Education Act was extended to the University in 1959. The erstwhile open universities; like Wits and UCT were no longer allowed to enrol Africans. Separate university for blacks based on ethnicity were promptly established. Fort Hare was to accept Xhosa speaking students only and the university of Zululand was for Zulu speaking students only.

Staff members and students tried by all means to resist this apartheid system. They marched through the streets and boycott classes in protest against the Act. At Fort Hare, lecturing staff and students passed resolutions condemning the extension of apartheid to universities. The government responded by dismissing certain staff members. Others decided to resign. In 1960 a number of students were refused readmission (Nkomo, 1984).

2.9.2.2 STUDENTS ORGANISATIONS

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Many Black students' organisations were formed in South Africa between 1968 ~~to~~ 1983. Their main aim was to fight for the political rights of the blacks. Some of the organisations are the following:

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NUSAS (National Union of South African Students) was formed in 1964 to unite all university students. In 1968 Black students broke with NUSAS and formed SASO (South African Students Organization). NUSAS has a link with one black university student organization, AZASO (Azanian Students' Organization). In 1982 AZASO's major campaign was upon education charter, containing students' rights and demands. COSAS (Congress of South African Students) was formed in 1979 to meet the needs and aspirations of the post 1976 situation. One of the COSAS's aim was to strive for an education for all that is free, dynamic and compulsory for the betterment of society. COSAS was banned in August 1985 and unbanned in 1990.

SOYA (Students of Young Azanian) was formed after a split in AZASO at Cape Town University in 1983. SOYA believes that the struggle is against racial capitalism and not only against apartheid. SOYA operates only in the Western Cape. SASM (South African Students Movement) was initially set up in Soweto in 1970 but it soon gained support across the country. SASM plays a major role in 1976 uprisings.

Generally all the above organisations and movements were against Bantu education and all other forms of apartheid in South Africa. Most of these organisations fall under the Black consciousness movement. Rex (1981) maintains that

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Black consciousness movements stood for a rejection of white domination in all its forms - political, economic, psychological and cultural. It strongly rejected apartheid. The above students' organisations were active in all strikes, stayaways demonstrations in the streets and class boycotts in black schools and universities.

Ashley (1985 : 75) states that during the first quarter of 1977 the Cape Town students were asked to go back to class. Instead, the students decided to draw up a memorandum about their education. The following extract is from their memorandum.

it is the whole system of Bantu education which is an issue, no less. The schools represent a rejected system which offers an education so poor as to be practically valueless. Violence is likely to break out again and continue if nothing is done.

(Ashley, 1985 : 75)

In their memorandum recommendations were also made such as the following :

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A long term comprehensive plan of overall improvement demands the early attention of all concerned. The aim is parity with white education, that is, compulsory education for all. Nothing less will satisfy the aspirations of the African people nor ensure peace in South Africa.

(Ashley, 1985 : 75)

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From the above it is noted that in 1977 Black students demanded parity with white education but even now (1990) there is no parity. For example, the Institute of Race Relations, 1988/90, clearly demonstrates the unfair allocation of government funds, when it indicates that in 1988 whites were allocated R3 082 while Africans were subsidized at R764,73 per capita. Due to this unfair

distribution of funds Black students have been rejecting black education since 1953. Black students usually express their dissatisfaction with the inferior education by means of class boycotts and burning of schools.

2.10 CONCLUSION

It has been mentioned that political, social and economic structures of a country have a bearing on the education system of that country. This has been reflected in the above discussion. For example, the South African government policy of apartheid has affected social, economic and educational matters in South Africa.

Socially - the government introduced homelands or Bantustans which were set for blacks only. This was enforced by influx control Acts which made it difficult for Blacks to settle in urban areas. Even in urban areas there are separate townships for different ethnic groups to promote the government policy of apartheid. The inequalities ^{being} in conditions in these areas is remarkable. The residential segregation of races was enforced by Land Act of 1913, Group Areas Act of 1950 and Separate Amenities Act. This residential segregation promotes segregation in education too.

Economically - There are Job Reservation Acts which reserve certain jobs for whites only. The Job Reservation Acts prevent the Blacks from competing with whites for jobs. For example, the skilled job was reserved for whites and semi-skilled and unskilled work was for Blacks. However, this has been changed, which means that Job Reservation Act

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has been relaxed. This Job Reservation Act had effect on education system for blacks. Since education prepares students for future occupations ^{thus} the curriculum was to be adjusted to produce unskilled and semi-skilled workers.

Educationally - The policy of apartheid was enforced by segregated education system for different races. These different systems of education are characterised with inequalities in the provision of finance and facilities. Consequently, some Blacks demanded a single ministry of education for all races, while others demand the education of equal quality for all races.

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Some Blacks like D Kramer, the National director of the Programme for Technological careers in the Star of April 26, 1990 and S Mabe (1990) a Sowetan reporter believe that education in Black schools needs some improvements.

Kramer in the Star (26/4/90) suggested the following ways of improving Black education. A single compulsory education department; providing black pupils with decent education; providing real skills related to the needs of the individuals, the community and the country; ^{remuneration} renumeration of mathematics and science teachers; involving commerce and industry and developing non-formal education programmes.

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Mabe, (1990) a ~~Sowetan~~ reporter believes that the creation of one education department is not a solution. He explains this by the following example:

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If you had two or more bags of rotten potatoes and you transferred them into one bag, their condition would not change, they'd remain rotten.

(Sowetan, June 13, 1990)

Mabe (1990) further maintains that quality of education in Black schools should be improved by teachers themselves. Teachers should change their teaching methods. Traditionally, the teacher played an active role in class whilst students were just passive and accept anything from their teachers without any questions. According to Mabe (1990) this should change; students should play an active role in class; teachers must involve their pupils in class as much as possible and students should be motivated to think.

On the other hand, some people in the opposition, Andrew Gerber (CP Brits) said that it was not possible for ^{the} state with its limited financial resources, to both maintain the standard of white education and to bring about parity in education for all racial groups (The Star of April 20, 1989).

Henning, the National director of the independent schools Council in the Sunday Times (1/4/90) agrees with Gerber above. He further adds that for equality in education to be achieved, the R11,89 billion set for education in 1989 should have been raised to R37 billion out of a total revenue of R65 billion, a proportion which is beyond the means of any government. He further states that even if the financial problems were solved, the shortage of trained teachers would make it impossible for most schools to be adequately staffed (Sunday Times, April 1, 1990). Corke (1978) has expressed himself against the idea of improving Black education up to the standard of other races. He states / :

To achieve four independent systems, each similar in scope to that of the existing white model, would involve increasing total expenditure on education from the present R950 million per annum R650 million white education system to round about R4700 million per annum)

(Corke, 1978)

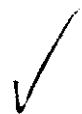
Dhlomo in the Star of 21 August 1990 maintains that any future system must be the result of complete transformation and not merely a readjustment of the present confusion of systems. He further called for a single education department which would move beyond the artificial boundaries of apartheid and encompass the learning needs of all South African pupils.

Bogie Mabogoane in Sunday Times of 8 April 1990 agrees with Dhlomo above and further adds that no matter how much money is pumped into Black education, no matter how many highly qualified teachers are employed in Black schools or how sincere and well meaning the minister and his officials may be, separate is regarded as unequal and people will continue to speak of inferior, slave education. He maintains that the first step to be taken is a single education department and the opening of white schools in white areas to Blacks will benefit those children whose parents can afford. ~~As it~~ ^{This} is the case with the recently open white state schools.

Thus | What is said by Dhlomo and Mabogoane above tallies with what Hartshorne (1983 : 3) states when he maintains that an improvement in the material quality of education on its own will not obviate the crisis or enable the Black school going population realize the best of its ability and potential. He thus maintains that the best solution is a single department of education.

Hartshorne (1983) expresses similar sentiments. He states furthermore, that, despite talks about reforms, there can be no genuine reform as long as apartheid is entrenched. This is so because the system fails to satisfy the needs of the people it serves. He further maintains that educationists of all races feel that there can be no change as long as the racial groups are by law required to live and be educated in isolation from one another. This is in agreement with Insunga, who argues that Blacks will not accept separate English, Afrikaans, Coloured, Indian and Black schools. However, the apartheid system in South Africa enforce segregation in schools. Consequently, Black parents who are against this apartheid policy send their children to open private schools.

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CHAPTER 3

SCHOOL DESEGREGATION IN AMERICA

3.0 INTRODUCTION

This chapter deals with school desegregation in America. Its purpose is to highlight the issues that led to the implementation of school desegregation in America. It will focus on the procedures followed in different places; the success; failures; advantages; disadvantages of school desegregation. This information of school desegregation in America was used as background to the multi-racial schools in South Africa. However, it should be noted that in South Africa school desegregation is not yet legalised as in America. Thus, multi-racial schools in South Africa are just open private schools.

Kirp (1982 : 22) maintains that in the context of education desegregation and integration are often used as synonyms, but the two terms can be usefully distinguished. According to him desegregation means bringing together Black and white students. Integration starts with racial mixing but implies a great deal more; it contemplates an environment in which students from diverse backgrounds with different expectations of school can benefit from an educational experience; it demands an understanding of diversity as a resource, not a disadvantage to be overcome.

3.1 REASONS TO OPPOSE SEGREGATED SCHOOLS

Blacks oppose segregation for different reasons as it is in the following passage given by Charles Thompson, editor of the Journal of Negroes education who wrote :

I think most of us would agree that to segregate is to stigmatize for we all know that segregation is practically always initiated by whites and initiated on the basis that Negroes are inferior and undesirable.

(Stephen and Feagin, 1980 : 8)

The above passage gives one reason for blacks to oppose segregation. Prager, Longshore and Seeman (1986) have observed that they are against it because it is initiated by whites who believe that they are inferior and thus deserve education of inferior quality. Segregated schools also symbolized inferior status of Blacks.

According to Kirp (1982 : 5) segregation was legally wrong because it denied blacks the respect that the constitution bestows equally on all individuals. Segregation embodied a persisting badge of slavery, a symbol of caste, and was for that reason inherently unequal.

In terms of social policy, segregation was equally misguided for it kept Blacks from achieving equality of educational opportunity. Segregation wounded the hearts and minds of black youngsters. It also had the long term consequences. Since education was widely use as a vehicle of social and economic mobility, unequal education was held to doom Blacks to life in the underclass (Prager, Longshore and Seeman, 1986).

According to the Brown decision in Kirp (1982 : 13) individuals deserve to be treated as persons not as members of a caste or class. That right is embedded in the 14th

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Amendment declaration that no person shall be denied equal protection under law. Thus, the sin of segregation is that it robs Blacks of their entitlement to personhood, their right to make basic life decisions free from the taint of group membership.

3.1.1 ACTION AGAINST SEGREGATED SCHOOLS

Prager, Longshore and Seeman (1986 : 33) contend that the perceptions of black students and interpretations of how things work frequently led them to conclude that they were given inferior and segregated education deliberately to prevent them from qualifying for the more desirable jobs open to members of the dominant group. They improve their chances in the labor market merely through individual efforts to obtain school credentials. They believe that their school credentials do not translate into the same kinds of jobs and other economic and societal benefits that similar school credentials bring to whites. Consequently, blacks often resorted to collective struggle to eliminate or raise the job ceiling against them and to abolish segregated education and achieve equal educational opportunity through equal access, curriculum content and treatment.

Hostility and distrust are not the only response arising from black perceptions and interpretations of the public school's treatment of Blacks. Another ^{response} is more organized effort to change the way the schools treat blacks and their education. ^{such} Desegregation is one of these organized efforts. However, the school desegregation movement is also a part of a larger strategy used by blacks to attempt to break down the caste like barriers against them. Blacks call them civil rights activities. Prager, Longshore and Seeman (1986) state that blacks have long used this strategy to force or to

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convince whites to change some aspects of the racial stratification, such as to raise the job ceiling, to improve their schooling and the like.

Consequently, the black perspective is that their primary interest in school desegregation is to achieve quality education that would enable their children to do better in schools in the conventional sense; obtain higher school marks; better school credentials and eventually be able to get better jobs and wages. Thus their primary objectives in demanding desegregation is not to improve their self-concept or race relations but these are just additional benefits (Prager, Longshore and Seeman, 1986 : 39).

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According to Stephen and Feagin (1980 : 28) one might say that the struggle began with black parents who were discontented with the crude discrimination their children suffered in unequal or non-existent public schools; or one might say it began with a few educated Blacks and their liberal white friends who joined together in the National Association for the Advancement of Coloured People and decided on the struggle to fight discrimination in schools or one might say it began when the Supreme Court became more reform oriented on race issues, when it became willing to accept the argument that separate black schools were nearly always unequal schools.

3.2 "SEPARATE BUT EQUAL" DOCTRINE

Banks and Lynch (1986 : 35) state that the concept of 'separate but equal' institutions was legitimised by the Supreme Court in the Plessy V Ferguson case in 1896. They maintain that Plessy was arrested because he was found in an all-white car on a train. From then the State Supreme Court eventually heard the case and ruled that "separate but equal" accommodation were constitutional.

The Plessy decision was used as a justification for the increasingly formal and legalized use of segregation in many aspects of social life in the South. Among the aspects of Southern life where segregation took firm hold were public education, public transportation, hotels and restaurants, hospitals, housing, department of the United State Senate (Gossett, 1965). A little over a decade after Plessy, the supreme court in Berear College V Kentucky upheld the right of the states to prohibit racial integration in the fields of education (Kruger, 1976).

While the Plessy case indicated that Black and white institutions could constitutionally be separate but equal, the schools established for Blacks during this period were separate but highly inferior. Textbooks, buildings and facilities, pay for teachers and the training of teachers were highly unequal for white and black schools. During the 1920's in the Harlem district New York City, Blacks often had to attend schools that were severely overcrowded, deliberately segregated, and housed in inferior building (Weinberg, 1977 : 73).

The National Association for the Advancement of Coloured People (NAACP) founded in 1910, had initially tried to bring about equal education for Black students by working to get their separate schools equal. However, it became obvious to (NAACP) leaders by the 1930's and 1940's that black and white schools were not going to become equal. With this realization, the NAACP began a fight in the court to get segregated schools declared unconstitutional.

3.2.1 ATTACK ON THE "SEPARATE BUT EQUAL" DOCTRINE

Willie (1984 : 5) highlights disparity between the race in educational opportunity prior to the introduction of school desegregation. He states that most Black children over the age of 10 enrolled in the Atlanta public schools realized that many of their textbooks come second hand from the white schools and that these textbooks and other instructional materials contained no black characters, except in stereotypic roles nor any favourable references to black history and culture.

The black parents were also aware that per pupil expenditure in Atlanta public schools was much lower for Black children, that the pupil - teacher ratio was higher, that teachers' salaries were lower and that the education of black children was the responsibility of the Black community with token consideration from benevolent whites.

Kirp (1982 : 40) contends that when public schools were set up, Blacks attended segregated and wilfully inferior institutions. Ten to fifteen times more money was spent on each white student, such basic facilities as libraries and laboratories were installed in white but not in Black schools and that the school year for black students was shortened to permit them to do field labor. 'Separate but equal' announced by the Supreme Court in 1896, became a cruel hoax. A South Carolina school district failed even to provide a bus for its black students, that ultimately prompted the constitutional challenge to dual schools.

In the South the average expenditure for white children was \$ 44 but for Blacks it was \$ 13. In Georgia, the figures were \$ 35 versus \$ 6 and in Mississippi \$ 45 versus \$ 5

Stephen and Feagin(1980 : 8). Thompson(1974) also state^s that dual school system of the South was definitely separate and clearly unequal.

Willie (1984 : 148) concurs with Kirp (1982) and Stephen and Feagin (1980) in saying that the segregated schools at Atlanta were separate and unequal. He states that from 1882 to 1961 the Atlanta Board of Education operated a dual school system, namely, Black and white systems. Statistics and minutes of Board meetings indicate that the two systems were distinctly separate and vastly unequal most of that time. Black people were considered by the society at large to be inferior and undeserving of a school system equal to the system maintained for whites.

The above authors are unanimous in that the believers in black inferiority maintained that the Negro was a completely different species of mankind undeveloped, childlike, amoral, and much less endowed with intellectual capacities than the white man; he was created by the Creator to be a servant forever; if kept in his place he was useful or at least tolerable and there he was happy; social equality was unthinkable as it implied intermarriage which would destroy the white race and Anglo-Saxon civilization. The presumption of Black inferiority also underlay insistence on separate schools "Blacks are not by nature equal to the whites and their children cannot be made equal to my children and those of my constituents" a delegate to the 1857 Iowa State constitutional convention maintained (Kirp, 1982). By this, whites justify themselves in that schools for Blacks should be inferior.

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The evidence from different authors and the NAACP proves that segregated schools in most places were unequal. Gerard and Miller (1975) assert that compensatory education represented separate but equal education, but it was not equal. They further argue that it is virtually impossible, because of social, political and funding problems to maintain separate but equal schools. Thus, on 17 May 1954 Plessy V Ferguson was replaced by the Brown V Board of Education of Topeka. In the Brown decisions, the Supreme Court ruled that segregated schools were "inherently unequal" and that they denied Black children the equal protection of the laws guaranteed by the Fourteenth Amendment to the Constitution. That heralded to the introduction of school desegregation in America (Willie, 1984 : 48).

3.3 OBJECTIVES AND ASSUMPTIONS FOR SCHOOL DESEGREGATION

Prior to 1960 Blacks wanted to desegregate the schools in the South primarily with three or four objectives in mind :

- (i) to abolish the separate schools because these schools were unconstitutional and also symbolized inferior status of Blacks.
- (ii) to enable black children to go to school within a reasonable and convenient attendance area of distance like white children.
- (iii) to gain access to the same educational resources ... available to white children within the same community.
- (iv) and ultimately to prove their chances of school success (Prager, Longshore and Seeman, 1986).

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The school desegregation situation meant for Blacks a situation or setting in which there were no separate school designated by law specifically for Blacks. Blacks and whites would attend the same schools within the attendance areas. By attending the same schools as whites desegregation would make black education more equal to white education by eliminating the difference in building and physical facilities, distance travelled by children to school curriculum and extracurricular activities, length of school year, teacher qualifications and grading and promotion systems (Bell, 1972) ; (Ogbu, 1978 ; 70); (Weinberg, 1977).

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According to Prager, Longshore and Seeman (1986 : 40) the underlying assumption of Blacks in Stockton and San Francisco is that the chances are greater than their children will receive equal or quality education if they attended the same classes with white children. Many parents said that in a desegregated school, classroom minority and white children would most likely be treated alike by teachers and other school personnel.

3.4 PROCEDURE FOLLOWED TOWARDS THE IMPLEMENTATION OF SCHOOL DESEGREGATION

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Having been shown above the ^{opposition} ~~apportion~~ to segregated schools by Blacks in America, attention will now be paid to the procedures followed by different players in implementing desegregation in schools. It will focus on the different steps followed by different cities in America towards the implementation of desegregation.

Gerard and Miller (1975) believe that desegregation of residential housing will promote desegregation in schools and therefore it is their feeling that desegregation of

residential housing prior to school desegregation should be encouraged. However, Willie (1984) maintains that housing is beyond the control of school desegregation planners and that it would be dilatory for school desegregation to wait for open housing. He further admits that open housing is identified as a long range solution to school desegregation. Gerard and Miller (1975:46) also maintain that increasing integrated housing will become an important long range result of school desegregation. However, integrated housing cannot be taken as a procedure to be followed towards the implementation of school desegregation. The procedure followed by different cities in America will be discussed below.

3.4.1 THE DESEGREGATION PLAN IN SEATTLE

The housing in Seattle was not open, thus minority ethnic groups were concentrated in specific areas of the city. As this trend continued, schools within these areas became increasingly racially imbalanced. In 1963 the school board initiated efforts to reduce racial imbalance through the implementation of the Voluntary Racial Transfer (VRT) program. This program was established by the superintendent, Farbes Bottomly, and a Community Advisory Committee. In that year 247 students were transferred to schools outside their neighbourhood areas. In 1969, 2600 students enrolled as Voluntary Racial Transfers (Willie, 1984 : 119).

In spite of these efforts, racial imbalance continued to increase in the schools. In 1971 the Seattle school board initiated efforts to reduce racial imbalance through the establishment of middle schools and the mandatory assignment of students to ensure racial balance. By 1976, 1426 students had volunteered to attend another school in the V R T program and another 560 students had been mandatory reassigned in the middle school program.

By 1976 September, the Superintendent directed that magnet schools and magnet programs be the sole means of desegregating schools. The desegregated goals for magnet program were to (1) maintain 1,600 VTR, (2) maintain 500 mandatory middle school - transfers (3) recruit 1000 new volunteers to the magnet programs (4) recruit ~~11~~ additional students to the magnet programs for each of the following years. However, all these efforts were unsuccessful in achieving racial balance in desegregated schools. Thus the final plan was adopted ^{on} ~~77~~ December 14, 1977.

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3.4.2 ATLANTA PLAN FOR DESEGREGATION

The Atlanta Plan was approved by the Court in 1960. It was drafted in close meetings by a Committee of high level administrators, board members and legal advisors with no community staff, or state and local government involvement.

The plan established a gradual grade by grade approach that would take 12 years to complete. Implementation of the plan began in 1961. The black and white communities were organized to assist in paving the way. Only few students in the 11th and 12th grades were involved in the initial desegregation. (9) children transferred to 4 different high schools, while 100 572 students remained in their former schools. The Atlanta Board of education believed that this student assignment plan was adequate for school integration.

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In 1965 the court ordered the school to desegregate all grades post-haste or by 1968. The Atlanta Board of Education developed a Voluntary Transfer Program (VTP). Students from schools in which they were in the majority race were transferred to schools in which they were in minority.

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The implementation of desegregation resulted in an exodus of whites from the school system. The racial composition of the system changed from 45% Blacks in 1960 to over 90% Blacks in 1982. The school system has a decline of enrolment of about 30 000 students during those years. Many of the whites who left the system were those from higher socio-economic levels and could afford private school tuition or an expensive move out of the city.

3.4.3 DESEGREGATED PLAN IN RIVERSIDE

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Gerard and Miller (1975 : 7) assert that Riverside desegregation program involved one way bussing of minority children in previously all Anglo (or nearly so) schools. One way bussing has been depicted as tokenism by some. Tokenism mean actions that are designed to assuage those who protest but [^]at the same time minimize any real social change. Desegregation in Riverside was initiated in 1965. The evidence was that the even distribution of 20% minority population among the various schools could not result in a relatively small number of minority children in a single classroom.

1 (a) /

One way bussing of the minority students shows that the minority students... still suffers as a result of desegregation. They have to travel long distances to schools that were formally for whites only. One way bussing implies that Blacks were to attend in the unfamiliar surroundings and likely to be in minority in those schools. This alone can have [^]negative effect on their academic achievement. Gerard and Miller (1975) maintain that not all Black families were willing to make that sacrifice but most of them were convinced that desegregation would result in improved education for their children.

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Nothing has been said about transport provision at Riverside. However, at other places it was decided that transportation would be provided at district expense to students whose parents preferred that they were to attend ~~an~~ integrated schools. The example of this was after the closing of Lowel and Irving school by 1966 September. Zirkel (in Willie, 1984) further maintains that transportation to dismantle a dual school system was provided in Davies V Board of School Commissioners 1971 on Mobile, Alabama. The court clearly stated that plans to create a unitary school system cannot be limited by the neighbourhood school concept and that bus transportation must be given adequate consideration in formulating an effective plan.

It is clear from the above that the procedure followed by different places in implementing school desegregation is not the same though there are similarities. However, these should be taken as the samples of procedures followed in different places in America, as treating all places one by one will be redundant and time consuming.

3.5 OPPONENTS OF SCHOOL DESEGREGATION

10/2/ reference

According to Stephen and Feagin (1980 : 21) the white population was unwilling to accept desegregation plan. Slinchcombe and Taylor, ^(in Stephen and Feagin, 1980) present data indicating that the opposition to the plan was based more on the expectation that it would lower the quality of education than on racial prejudice. They further maintain that whites in Los Angeles also opposed desegregation on two grounds; the first one is their belief that it would have harmful effects and the second one is that it would destroy the neighbourhood schools.

Greenblat and Willie (1981) have arrived at the same conclusion as the above mentioned authors and they observe that whites were against desegregation and they tried by all means to resist it. They maintain that this happened to 10 white communities in America from 1965 to 1977. The people who played an important role^s in resisting desegregation in America were school boards, parents' association and teachers.

Berman as quoted by Stephen and Feagin (1980 : 16) also maintains that desegregation faced opposition from whites and he even gave an example of this opposition that in 1956 manifesto signed by 101 Southern Senators and Congressman which declared that integration as ordered by the court was contrary to established law. Edelman (1973) further contends that a variety of legal strategies were devised to avoid desegregation including the tuition payments and intervention of state governments to maintain peace, closing schools and minimal but ineffective compliance.

According to Cataldo (1978) the reasons for some whites for opposing school desegregation is the result of bussing or the demise of the neighbourhood school or concerns about educational quality or school safety and discipline. He further asserts that others argue that the avoidance is the consequence of racial or class prejudice, weak leadership or fear or just plain "ignorance about the school. Some whites disapprove bussing because it tend^s to place their children in a heavily Black school. Thus they oppose desegregation that will involve bussing of their children.

One could say that section 3.5 exposes the selfishness of some whites who do not want Blacks to share with them education of high quality. They want to perpetuate discrimination in education even if that was illegal. They enforce discrimination by withdrawing their children from the system of education that support[^] desegregation. As Stephen and Feagin (1980 : 21) maintain that white opposition to school desegregation has contributed to white flight in Los Angeles. This opposition to desegregation contributed to its failure in other places.

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3.6 THE FAILURE OF DESEGREGATION

Orlich (in Willie, 1984 : 52) acknowledges that one of the reasons desegregated plans failed is because some children were bussed but others were not. This is based on Alport, White and Geisel (in Willie, 1984 : 52) who recommend that students who live in naturally integrated areas should not be reassigned to achieve desegregation elsewhere. Thus many whites were exempted from participation in the plan because their home sites were in the so called naturally integrated residential areas, too few were available to be reassigned to the predominantly Black schools. Due to this only the Blacks were bussed to white schools and more than half of the Black school going children of Dallas remain in one race schools. This shows [^] failure of desegregation plan in Dallas.

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One might wonder what will happen in South Africa when school desegregation is implemented. Considering the fact that the schools for Blacks are in bad conditions[^] and ill-equipped as compared to those of whites which are in good conditions[^] and which are well equipped. It is likely that white children will be reluctant to be transferred to Black schools. This[^] may result in the closure of some of the Black schools, that is, those that cannot be improve up[^]

15/ 16/ 17/ 18/ (d)

to the condition that will be accepted to white children and their parents. In view of this, only Black children will be bussed to white schools. This may present another problem for some Black parents may not be willing to sacrifice and bussed their children while the white children are not bussed. This will be worse if the Black parents will have to provide fund for transport, for some Blacks could not afford to transport their children to white schools. Consequently, Black children who will be in white schools will be those whose parents can afford transport fees. Thus Black children will be the minorities in their classes.

Cataldo (1978 : 18) remarks that a suit to desegregate the Duval County schools was initiated in 1960. By then there were 89 schools for whites and only 24 schools for blacks. By 1965 only 60 Black students out of 30000 were attending schools with whites and no white students attended a Black school. That means that only Blacks were bussed to white schools. Thus Duval County schools were characterized by racial imbalance which proves the failure of desegregated plan.

Stephen and Feagin (1980 : 53) assert that some states such as Virginia refused to comply with the Brown decision at the outset and implemented programs of massive resistance; many cities and their public school system such as Boston, intentionally manipulated school attendance zones and used other means to create and maintain a dual school system.

Kirp (1982 : 217) argues that substantial desegregation never came to Oakland. He maintains that school district did take steps to bring Black and white students together but these reached no more than 3% of the student population.

d/ According to Willie (1984) the implementation of desegregation in Atlanta resulted in an exodus of whites from the school system. The racial composition of the system changed from 45% Blacks in 1960 to over 90% Blacks in 1982. The school system has a decline in enrolment of about 30 000 students during those years. Many of the whites who left the system were from higher socio-economic levels and could afford private school tuition or an expensive move out of the city. By this they expressed their opposition to desegregated schools.

The above paragraphs show that school desegregation was a failure mainly because of the whites' opposition to it. It is evident from the above paragraphs that the majority of whites were against school desegregation and thus they tried by all means to make it a failure. From this it seems as if the majority of Blacks support the school desegregation.

However, Cataldo (1978 : 73) contends that some Black parents disapprove of the local handling of desegregation not from their objections to bussing or other plan impacts but from a deeper concern for maintaining black identity and social cohesion. Cataldo (1978) reveals to us that not only whites contributed to the failure of desegregation but also some Blacks who want to protect their national and cultural identities.

In short, opposition could be expected from Blacks as well. The above paragraphs proves that people do not reason the same way. So, it is possible that some Black parents can be against the idea of school desegregation. Thus, it is possible that some whites are not against the idea of school desegregation. Cataldo (1978) further confirms this when he states that in their research some white respondents felt that schools ought to be desegregated to promote interracial

understanding and agreed with the prediction that school desegregation would bring about more harmonious race relation in the future.

2 (S) /

From the last two paragraphs it is clear that some whites as well as some Blacks contributed to the failure of school desegregation in different places. This is confirmed by the fact that some whites and Blacks oppose desegregation whilst some Blacks and some whites support desegregation. However, the evidence is that the majority of the whites are against school desegregation whilst the majority of Blacks support it.

3.7 SUCCESS OF SCHOOL DESEGREGATION

According to Willie (1984) the united State Commission on Civil Rights reports that involvement of all schools in the whole community is an important factor in successful school desegregation. This implies that if other schools are not involved in desegregation those who are against it will be accommodated in the segregated schools. Whereas, ~~if~~ ^{desegregation} if all the school are desegregated, even those who are against it will be forced to attend in those schools, and ^{programme carried out} in that case ^{the} school desegregation will be a success. This section will focus on the success of school desegregation and the places in which it was successful.

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2 (S) /

Livinson and Wright (1976 : 93) maintain that since 1954 there has been more peaceful integration of schools than violence in the united states. This shows that school integration has been successful if there was no violence. For if it was as failure one can expect violence and boycotts, showing resistance towards school desegregation. Ray Rist, in Willie (1984 : 3) further confirms this when he states that school desegregation has been the best thing that has happen^{ed} to public education in the American society.

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Desegregation was accelerated by the Civil Rights Act of 1964 which obligated the public schools in the United States to change from ^udual to ^aunitary system by Court Order and legislative mandate. [^]This proves that if school desegregation is legal it is likely to be successful because it will be enforced by Law (Willie, 1984 : 4).

hu/
Willie and Greenbalt in Willie (1984) state that a recent study of ten communities under the Court Order to desegregate their school system reveal ^{the} these findings: 7 out of 9 states [^]government played either a negative role in the implementation of desegregation or a negligible role. These states that gave little if any positive desegregation leadership were located in all regions of the United States - North and South, East and West. White (in Willie, 1984 : 30) states that court decisions that found Columbus and Cleveland guilty of maintaining a dual system of racially segmented schools found the State of Ohio also liable. From this it is clear that if school desegregation was not legal it would end up being the failure.

Gerard & Miller (1975 : 50) assert that Anglo, Mexican American and Black parents of students desegregated in 1966 are firm in their opinion that the city is a better place because of desegregation. They further maintain that 91% of the 334 parents interviewed by Russell and Nielson in 1973 favoured continuing desegregation under the existing or an alternative plan.

The evidence indicates that the United States has nearly achieved universal education with 95% of all school going young people in schools; that median years of school completed by minority and by majority population are similar now; and that the school drop out rate for racial minorities has substantially declined since the initiative of school

desegregation (Willie, 1984). If the school desegregation is legal students of different races are likely to receive the same treatment from the government, unlike in the dual system where Blacks and other minority groups have to contribute financially towards education of their children which is not the case with whites. In most cases, the high drop out rate among Blacks is due to the fact that some Black parents cannot afford fees required at school. So, if the government can equalize the expenditure for different racial groups, the drop out rate is likely to decline.

According to Kirp (1982) on December 10, 1968, Berkely, California became the first American city with a population of larger than 100 000 and sizeable black community to completely desegregated its schools, while Sausalito - a small, wealthy political liberal San Francisco suburb voluntarily desegregate its public schools in 1965. From this it is clear that school desegregation was successful at Berkely and San Francisco.

It should be noted that the places mentioned here were not the only places in which desegregation was successful. These places should be thus taken as samples representing all places in America in which school desegregation was a success. The treatment of all places one by one will be time consuming.

3.8 DIFFERENT PLAYERS WHO CONTRIBUTED TOWARDS THE SUCCESS OF SCHOOL DESEGREGATION

There are different players who contributed towards the success of school desegregation such as the Supreme Court, the NAACP and the Black parents. These players play different roles towards the implementation of school desegregation. The Supreme Court seems to play a stronger role than others.

3.8.1 THE ROLE PLAYED BY SUPREME COURT

According to Stephen and Feagin (1980 : 10) in 1954, the Supreme Court struck down the 'separate but equal' concept in public education. The part of the decision handed down by chief justice Earl Warren is as follows:

Does segregation of children in public schools solely on the basis of race even though the physical facilities and other tangible factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does, to separate Negro school children from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status and minds in a way unlikely to be undone. We conclude that in the field of public education the doctrine "Separate but equal" has no place. Separate educational facilities are unequal.

Warren in (Stephen & Feagin, 1980 : 16)

The supreme court further declared that segregation solely on the basis of race was illegal because it deprived minority children of equal educational opportunities guaranteed by the 14 Amendment Zirkel (in Willie, 1984 : 6). He further asserts that racial and ethnic segregation in itself harms the hearts and minds of black children and deprive them of their right to equal treatment under laws. All the above authors are unanimous in that segregation deprives minority (Black) children of equal educational opportunities. This contributed towards the success of school desegregation.

3.8.2 THE ROLE PLAYED BY NAACP

Stephen and Feagin (1980 : 14) state that in Delaware, the NAACP instituted an action against two small school districts in which the physical facilities provided for Blacks and whites were clearly unequal. Klinberg testified

that the learning abilities of blacks and whites were equal. Kelly in Stephen and Feagin (1980) also testified that segregated education for Blacks place a burden on them physically in terms of the long distances involved in transporting them to school. Bruner in Stephen and Feagin (1980) contends that segregation was psychologically damaging for Blacks because it produced frustration partly and hostility in the black school children. Thurgood Marshal Chief Counsel for the NAACP assets that 'Separate and equal' cannot be used conjunctively and that there can be no separate equality.

Rist (1979 : 3) asserts that Brown decision was brought into being by the fact that education was not being provided "to all on equal terms" The Margold plan advocated an attack on segregation which was to be based on the fact.that the South had failed to provide equal facilities for Blacks. This plan as modified by NAACP lawyer Charles Houston was to be the blue print for the battle against school segregation. Also in 1948, Thurgood, Marshal, and Chief counsel for the NAACP argued and won a third school segregation case. The above evidence show the role played by the NAACP towards the success of school desegregation.

3.8.3 THE ROLE PLAYED BY BLACKS

The opposition emanating from Blacks can be glared from the petition drawn by parents of Riverside; it reads thus :

We the undersigned parents of the Riverside school district, do hereby petition the Riverside school Board to take affirmative steps to improve the educational opportunities for minorities and to eliminate segregation in City school by closing Lowel and Irving schools and by reassigning these students to other schools in the area which have previously had less than 10% minority group students.

(Gerard and Miller, 1975 : 34)

This petition was followed by what one may refer to as active resistance. The Lowel school was burned down and this resulted in 143 students to be without classrooms. Gerard and Miller (1975 : 35) assert that there were accusation from Black parents that compensatory education represented "separate but equal education", but it was not equal, stating that without the petition-fire-boycott sequence it is clear that the board would not have been as receptive to change as it was now inclined to be. That is, desegregation would be far too slower.

3.9 ADVANTAGES OF SCHOOL DESEGREGATION

According to Hawley (in Willie, 1984 : 14) desegregated schools seem most likely to improve race relations, enhance achievement, increase self-esteem and improve students life chances if the following is done:

- (i) Assign students so that schools and classrooms are neither overwhelmingly white nor black.
- (ii) Encourage substantial interaction among races both in academic settings and in extra curricular activities.
- (iii) Desegregate students early in Kindergarten if possible.
- (iv) Develop a multi-ethnic curriculum and multi-ethnic material that foster interaction across racial lines and get to issues that divide youngsters from different backgrounds.
- (v) Recruit and retain teachers who are relatively unprejudiced. Supportive and insistant on high performance and racial quality.

(Hawley in Willie, 1984 : 14)

The salutary effect of desegregation, according to Stone (1981) concurs with Hawley in that school desegregation encourages white pupils to see their Black classmates in a

more positive light. It is hoped that interpersonal contact can eliminate the false prejudice held by Whites about Blacks. For example, Black is usually associated by whites with devil, dirt, criminal, black sheep etc. While white is associated with innocent, purity, chastity, love, morality etc.

According to the Nigel File (1983) multi-racial education helps to reduce prejudice and hostility towards minority groups and so helps teachers to provide a positive non-racist learning environment for all their pupils. Stone (1981) adds that multi-racial education will encourage teachers to examine their own attitudes to minority group children and change these attitude where change is needed.

Prager, Longshore and Seeman (1986) state that desegregation will increase the minority child's self-esteem. However, Kart (in Gerard and Miller, 1975 : 19) argues that when the minority child finds that he is being treated like everybody else he will no longer feel marginal, which, in turn, will reduce or even eliminate anyd self-derogating, tendencies he may have had. Stone (1981; 100) also asserts that multi-racial education will help the minority group children to develop pride in their identity and in their group.

There is a belief that when the poor performing group comes into contact with high performing group it may be motivated to perform better. It is believed in America that the academic achievement of Blacks is lower than that of whites. Thus desegregated schools will help Black students to perform better. Gerard and Miller (1975) argue that the achievement gap is not due to difference in Native ability between Blacks and Whites. They assert that if Black children are provided with the same opportunities as white children, their achievement will come up to par.

However, Kart (in Gerard and Miller, 1975:18) substantiates clearly that it is competition that will lead to improved performance for the black child in desegregated schools. According to him competition will result in an increase in the competitors level of aspiration. He argues that the higher standard represented by the performance of his peers will act as spur to the black child.

However Gerard & Miller (1975) argue that academic performance of minority group children will be higher in integrated schools than in equivalent segregated schools provided they are supported by the staff and accepted by peers. This was based upon the Hartford study which found that bussed pupils who receive staff support in integrated schools made the greatest gains. While the civil Rights Commission Report (1967) claimed that interracial friendships were conducive to achievement in integrated settings.

Prager, Longshore and Seeman (1985) assert that desegregated schools provide Blacks with quality education that would enable their children to do better at school in the conventional sense; obtain high school marks and eventually be able to get better jobs and wages. They assert that their improved self-concept or race relations would be welcomed as additional benefits if they follow. They further maintain that the desegregated schools Black adolescents are apparently more successful than those in segregated schools in finding jobs after high school.

3.10 DISADVANTAGES OF SCHOOL DESEGREGATION

Stephen and Feagin (1980) contend that Black students were bussed more often than whites in order to achieve school desegregation. Willie (1984 : 53) maintains that many whites

were exempted from participation in the desegregation plan because their home cites were in the so called naturally integrated residential areas. According to this the majority of Blacks children would have to leave familiar surroundings and travelling to unfamiliar ones and are more likely to be the minority as compared to whites. This alone can affect their academic performance.

Gerard and Miller (1975) state that desegregation lowered minority children's self-image. Usually the minority group are Blacks in desegregated classrooms. In those classes, Blacks accept the higher prestige of whites and increasingly withdraw into their group in response to white rejection, the result being increased anxiety, lowered self-esteem. Coleman in his report noted that Black children were characterised by feelings of frustration, inferiority, submissiveness, withdrawal tendencies and unrealistic self-emage and self-concept.

According to Rosenberg (in Prager, Longshore and Seeman, 1986 : 186) minority group members are more likely to experience race or ethnic prejudice when they are surrounded by members of the majority group in desegregated schools. They maintain that in segregated setting, children are less aware of the negative attitude held towards their group; this truth is more clearly apparent in the desegregated setting.

Rist (1978) claims that there is a complaint from Black parents that teaching orientation in desegregated schools is frequently slated toward a one way acculturation of Black children into white culture. The study of classroom histories shows the extent of this widespread white acculturation orientation in desegregated schools. He substantiates this clearly when he asserts that often, the administrative staff at desegregated schools remain

predominantly white and sometimes, the teachers remain predominantly white in the newly desegregated schools and these will promote their culture.

Stephen and Feagin (1980) state that in some places the cost of desegregation fell unequal on Black and white teachers and administrators. For example, over 1000 black educators in five (5) states lost their jobs between 1968 and 1971. Whilst during the same period more than 5000 white educators were hired. Sinowitz (in Stephen and Feagin, 1980) adds that Blacks were made to pay for the opportunity to attend desegregated schools.

3.11 CONCLUSION

This chapter highlights every steps concerning the implementation of school desegregation. It has been mentioned that education provided for Blacks in segregated schools was of inferior quality than those of whites. Thus Blacks objected to segregated schools by all means. For example, collective struggle is one of these (Prager, Longshore and Seeman, 1980).

Prior to 1954 segregated schools were supported by Law in America. The Plessy decision was used as a justification for segregated schools. According to Plessy decision as shown above education was to be separate but equal. Education received by Blacks was compared to that received by whites and found to be unequal in all respects. However, in 1954 the supreme court held that separate schools for Blacks (Negro) and white children were inherently unequal. Steiner et al (1980 : 151) assert that American public education remains largely unequal in most regions of the country.

This was opposing the idea of "separate but equal". Thus Brown decision was to replace Plessy decision in 1954 Stephen and Feagin (1980).

The intent of Brown decision was to provide educational opportunities for Black children equal to those provided for white children. The Brown decision opened the way for school desegregation in America. The procedures followed in the implementation of desegregated schools in different places has been dealt with in this chapter. The places in which desegregation was a success and those in which it was a failure were mentioned above.

The main aim of school desegregation was to provide education of equal quality to all racial groups in America including Blacks. Thus, this move was supported by Blacks. Blacks approved of the handling of desegregation overwhelmingly whether or not they were bussed and if bussed whether or not they were transported to schools with higher or lower proportions of Black students (Cataldo, 1978 : 79).

This chapter highlights as well the fact that Blacks valued desegregated schools and they opposed segregated schools which offered inferior education to their children. Different authors are unanimous in that Blacks supports desegregation because they hope that it will provide better education for their children Cataldo (1978); Willie (1984); ← Stephen and Feagin (1980).

Blacks in South Africa are also against segregated schools. However, school segregation is legal in South Africa. As South Africa consists of four main racial groups, education is also divided according to these groups. Whites prescribes the education of all these racial groups in South Africa. There is a complaint among Blacks in South Africa that education provided for them is inferior to that of other

races. For this reason Blacks oppose segregated education and they have been calling for unitary education system for years.

As the Black Americans used collective struggles to abolish segregated school system, the Blacks in South Africa resorted to riots, stayaways and demonstrations. Many educators in all racial groups feel that the root cause of riots in South Africa was the expression of the Black children's extreme frustration and hatred of a system of education based on ideological separation which they consider discriminatory against them (Murphey, 1980 : 65). However, there is a hope that in the 'New' or 'Non-racial' South Africa the implementation of school desegregation is possible. Currently some Black parents send their children to open private schools in order to run away from the segregated school system. Thus, the next chapter will focus on open private schools in South Africa.

CHAPTER 4

MULTI-RACIAL SCHOOLS IN SOUTH AFRICA

4.0 INTRODUCTION

This chapter surveys the following items: the background of multi-racial schools; the background to the opening of schools namely white private schools as from 1976 up to and including the opening of white state schools in 1991; the preconditions and Models imposed by the government; the critical analysis of the process of the opening of schools and finally the factors underlying the opening of these schools.

4.1 BACKGROUND TO MULTI-RACIAL SCHOOLS

Multi-racial schools refer to the schools which provide education for many racial groups. Thus, in multi-racial schools children of different races attend in the same classes under the same conditions and taught by the same teachers. Different authors like Christie (1989), Cross (1989) and Bot (1989) use different terms to refer to multi-racial schools. For example, terms like, open schools, desegregated schools and integrated schools. However, Sr Michael (in Christie, 1990) maintains that the term open schools and integrated schools are completely different, she addresses two possible meanings of the term integration and asks :

Do we mean by integration the admission of a few numbers of other races into existing white schools expecting them to conform to the way of life of the white pupils, to adopt their attitudes and values?
(Sr Louis Michael in Christie, 1990:23)

The discussion of the opening of white state schools will show that multi-racial schools in South Africa fit exactly in the above meaning. As the opening of schools to all races does not imply the curriculum change to accommodate the presence of other races. The fact that white pupils are in the majority in these schools could lead to minority black pupils to conform to the way of life of whites. Another contrasting view on the meaning of multi-racial school is provided by an America theologian James Cone who states :

There is another possibility of course. The creation of a completely new type of school even one of its kind - a mixed school with staff and pupils of mixed racial background where each race meet the other on equal footing with no race possessing the power to assert the rightness of its style over the other. As Cone says, such a school is not outside the bounds of possibility and its creation would be an action that would speak out loud and clear as witness to the Kingdom

(James Cone in Christie, 1990 : 23)

It should be noted that the above meaning of integration is the most suitable one in the "New south Africa" which is non-racial and free of apartheid. Surprisingly, the completely new type of school envisaged by James Cone was not suitable in South Africa. This applied to open private schools under churches as well as open state schools. This meaning of integration by Cone led to the total rejection of the term. This is evident in the Education Council of Associations of Religious (ECAR) files in which the term integration was rejected in its meeting in 1976 June. It was stated :

The use of the word integration as a highly emotive word was discussed, and it was agreed that it should be dropped in this context. The teaching congregations, wished to establish and maintain schools that were 'open'

to the People of God, irrespective of race as they are of creed. The openness implied no compulsion but simply availability. It was agreed to insist on this term in future.

(ECAR Files in Christie, 1990:24)

According to different churches, open schools aim to offer possibility rather than the necessity of racial mixing. To this extent, the term open schools was intended to reflect the autonomy of both religious congregations and parents in influencing the form and place of racial mixing in schools. Open schools were not aiming to launch a fundamental challenge to existing schooling and general social arrangement.

The term open school is commonly used in South Africa as meaning specifically the opening of white schools to Black pupils and not opening of Black schools to white pupils. According to Cross (in Muller, 1990 : 23) the term 'open' connotes not only race but privilege. Hence "opening" the school is giving access not only to those of other race but those disprivilege as well. Thus it makes no sense to allow privilege students (white) access to disprivilege institutions.

4.2 THE CONTEXT OF THE OPENING OF WHITE PRIVATE SCHOOLS

Apartheid has been entrenched in South African Society since the National Party came to power in 1948. It was reaffirmed in 1977 when the white electorate returned them to power with great parliamentary majority than ever before. The then Prime Minister, John Vorster, made it clear that the government would not deviate from the fundamentals of apartheid. Thus, inspite of the violent out breaks of 1976, Bantu education which was based on ideological separation, was to be relentlessly and rigorously put into effect, Rose & Tunmer (1975). 16 June 1976 in Soweto and other parts of

the country marked the beginning of resistance against apartheid education by Black schools in South Africa. Students protest was supported by other political organization and parents. All these were demanding change in South Africa by challenging apartheid education.

Prior to 1991 separate schools had been institutionalised and racially mixed schools prohibited. However, during 1976 to 1986, open schools actively challenged educational segregation. By then, open schools were only private institutions and thus were expensive than ordinary state schools. In 1976 a small number of black South Africans were admitted for the first time to white private schools. In that year, the Catholic church resolved to break with long standing practices and admit pupils of all races to its previously segregated schools (Christie, 1990).

The opening of white schools in South Africa is an ongoing event; This process commenced with the opening of white private schools in South Africa in 1976. Between 1976 - 1990 only white private schools were open to all races in South Africa. The white state schools were opened in the beginning of 1991. In this study the discussion of multi-racial schools covers the period between 1976 and 1991 December.

4.3 THE HISTORICAL BACKGROUND OF OPEN SCHOOLS IN SOUTH AFRICA

4.3.1 CHURCH RESISTANCE AGAINST APARTHEID EDUCATION

The emergency of open schools in South Africa was a reaction against the apartheid policy and Bantu education. The pioneers of these schools were churches. Most churches like Catholics, Methodist, Anglican church and the church of Scotland opposed the Bantu education Act and its

implications because they felt that it conflicted with their Christian faith. Consequently, the churches decided to open their schools to Blacks Christie (1986 : 88) and Muller (1990 : 4).

In July 1968 the Catholic church decided that it could no longer co-operate in implementing Bantu education and it handed over a number of Catholic schools to the government. The report on Catholic education in 1973 showed that 70% of the churches educational resources were being spent on white schools even though they formed only 30% of the total Catholics schools. At that time 70% of the Catholic schools were for Blacks. That unequal spending led the Catholics to look at the possibility of opening their schools to Blacks (Flanagan, 1982 : 90). The unequal spending in education is also a great issue in South African education as the expenditure for black child is far lower than that of whites. The effect of these is highlighted in chapter 1.

In 1976 a resolution infavour of opening schools to non-white children was passed by the South African Catholic Bishop Conference (S A C B C). The Anglican Archbishops also showed interest in opening their schools for Black students. The Headmaster Conference (HMC) which represented the head of Protestant schools also showed interest (Muller, 1990 : 9).

The schools under the above churches were to be open to all races but not to be integrated. The differences between the two terms have been explained in the introduction. Thus, parents have to choose which Catholic school their children would attend. In practice, only Blacks were to be admitted in white Catholic schools, as the few black Catholic schools were overcrowded, understaffed and inconveniently located for whites (Christie, 1986 : 88).

The above situation is expected to happen in South Africa if all schools can be open to all races. White students will not be prepared to be admitted in Blacks only schools due to the poor condition of these schools. Thus upgrading of Black schools to the level of that of whites is necessary before all the schools can be open, otherwise desegregation in South Africa will be unsuccessful if only Blacks will be expected to be bussed to previously white schools.

4.3.2 THE DIFFERENT PHASES CONCERNING THE ADMISSION OF BLACKS IN OPEN PRIVATE SCHOOLS IN SOUTH AFRICA, 1976 - 1986

The history of open schools in South Africa between 1976 and 1986 can be divided into three phases. The three phases are given by Christie (1990 : 30) in the following order :

- FIRST PHASE : Admission of any Black pupil to the white registered school

- SECOND PHASE : The government attempted to control the schools by allowing black pupils to be admitted as exceptional cases

- THIRD PHASE : The government attempted to control admission by imposing quotas linked to subsidies.

(Christie, 1990 : 30)

4.3.2.1 FIRST PHASE

In 1976 the open schools admitted a small number of Blacks. In 1977, 200 Black pupils were admitted to more than 20 white registered Catholic schools although many of these were coloured and not Blacks (Flanagan, 1977).

This increase drew the attention of the government which called the legality of the schools into question, and the provincial authorities in Cape and Transvaal threatened to close them. The then Minister, Dr Piet Koornhof, contends that open schools were violating the 1961 Act of Constitution. However, through negotiations between the churches and Koornhof it was agreed that existing black enrolments would be allowed on condition that there will be no further enrolment until the cabinet had discussed the issue. In December 1977, after the N.P. victory, the government conceded that black pupils in white schools need not be withdrawn. The above practice prompted the government to introduce Act No 74 of 1984.

The education and Training Amendment Act No 74 of 1984 states that in future, schools should apply for the admission of Black pupils. This Act states that "Any person who wishes to provide education to a Black person, except at a public school, shall apply to the Department of Education and Training (DET) for the registration of a school, and he shall not provide such education before the school has been registered in terms of this section. The penalty for contravention of the Act is R2000 or 1 year imprisonment or both (Muller, 1990 : 12). Many schools decided to ignore this act, by not applying for the admission of blacks. These schools operate without being registered with the Department of Education and Training as stipulated.

However, the state has not prosecuted any of the schools not registered under this Act, and has refused to register with the exception of St Misheks' school under M. Thusini. Consequently, a number of unregistered private schools were established in 1986 and 1987 in Johannesburg. The Weekly Mail of March 6, 1987 reported that these schools were known as "Street Academies" and "Fly by night Schools". These schools were accused by the press for charging exorbitant fees and yet providing inferior education.

Surprisingly, the Department of Education and Training did not Act against these schools, despite continuing reports in the press that teachers were not getting paid, for example, at Robin Hood, Bophelo, St Mishecks and the University Preparation Programme (UPP) and despite continuing high failure rates in these schools.

The reactionary white opinion was against the non-racial schools, all registered with the white Department of Education and Culture (DEC). Consequently, in January 1989 the DEC closed about 48 Accelerated Christian Education (ACE) schools under Rhema church "for not meeting the requirements". After negotiations the Minister Clase allow ACE schools to continue until the end of May. Finally, in June it was announced that 57 ACE schools had met the requirements, 3 had not and thus had closed of their own accord.

In March 1988, Cambridge College was closed by the Cape Town City Council backed up by a Supreme Court order; St Elmas in Roodepoort was ordered to close by the town council. It appears as though a number of these schools were closed to satisfy the white authorities and not because they were unregistered. For it has been mentioned that despite all the complaints from Blacks, the state did not act against these schools. Muller (1990 : 14) concludes that any form of

schooling for Black pupils is tolerated so long as it does not offend the sensibilities of white voters and does not draw too much attention to itself.

4.3.2.2 SECOND PHASE

In the second phase, the government attempted to control the number of black children attending open schools. Its approach was to screen each black applicant, permission was granted in exceptional cases. Despite these impediments, Catholic schools continued to admit black pupils albeit in small numbers. Cape and Natal administrators were regretting very few applicants. In the Cape schools were ordered to be selective in terms of academic ability, social and cultural acceptability. Similarly, Natal school's were warned to exercise restraint. In the Transvaal the principle of mixed private schooling was opposed by Sybrand van Niekerk and he refused almost all of the applications submitted by schools. In the Orange Free State no head way at all was made on open schools (Christie, 1990).

In view of this trend, that is, Government opposition to Black pupils admission in private schools, a series of meetings and attempted negotiations at National and provincial level took place in 1978 and 1979. Consequently in 1979, the education and Training Act gave provinces the legal right to grant permission to Black pupils to attend provincially registered schools which included open schools. Due to this, the number of black pupils in private schools increased. In 1980, 500 black pupils were admitted in open private schools in the Cape, 200 Black pupils in Natal. In Transvaal 350 had authorisation but no admissions had been legalised for 1979 and 1980. In the Orange Free State, there were no open schools at all (Muller, 1990).

Successive Ministers of education reiterated that the government was not in favour of integrated schools. Dr Gerrit Viljoen who was appointed as the minister of National education in October 1980 did likewise; nevertheless, admission criteria for black pupils were broadened from highly exceptional cases to exceptional cases based on religious and humanitarian grounds APS memorandum (15/12/1980).

Viljoen tried to achieve uniformity between the provinces by introducing a quota system for Black admission. As a result, the Cape education Department turned down almost half of the applications presented as suitable by the schools for 1982. Catholic schools under the SACBC (South African Catholic Bishops Conference) decided to ignore the quota system Muller (1990). Schools like Bophelo, St Mesheks decided to admit black pupils without the government permission.

Consequently, in 1986 four Cape schools, lost their subsidies through exceeding the quotas. The Transvaal administration had moved to a more conciliatory position, though most Transvaal schools were no longer submitting applications.

In Natal quotas were introduced, but these seemed flexible and schools had few problems in remaining within them Christie (1990).

4.3.2.3. THIRD PHASE

In this phase, there was a shift from an individually oriented admissions control to a more general quota system. In practice the quota system affected the Cape and Natal. During this phase, the financial Relations Amendment Act of 1981 empowered the provinces to admit black pupils to white registered private schools Star (4 September 1981).

During this phase, the open schools were gradually brought under uniform conditions. The De Lange Report of 1980 and the white Paper of 1983 accepted the principle that private schools should be recognised and funded as part of the South African education system.

In 1984 open schools were placed under the white own affair's Department of Education and Culture (House of Assembly). The following year, the government announced that there would be general conditions for registration and subsidisation of private schools under this act. F. W. de Klerk who replaced Viljoen, asserted that there was to be a definite link between the racial composition of a school and the level of state funding it would receive. Similar sentiments were expressed by Piet Clase, the Minister of White education and Culture, under whose department the open schools fell. According to Clase, in Christie (1990) the schools were required to register.

The Private School Act No 104 of 1986 was proposed and it states that in order to qualify for subsidies, schools would have to be registered and they would have to comply with regulations which would curtail their autonomy. These included racial quotas, teacher appointments being approved by white "own affairs" educational authorities and curriculum controls. It was widely rumoured that a 45% subsidy would be given to schools that were 90% white and only a 15% subsidy to those that were 80% and to qualify for registration schools would have to be at least 70% white Star (11/03/86).

The Catholic schools and others were totally against the racial clause of the proposed regulations. Thus the SACBC announced that unless these racial clauses were withdrawn, their schools could not even apply for registration. Due to

the intense negotiations with the government, schools succeeded in bringing changes to some of the clauses. When the Private school Act No 104 of 1986 was finally published they had withdrawn the racial clauses. Muller (1990 : 10) states that the Private School Act No 104 of 1986 provides interalia the following regulations :

To qualify for registration, a school should, in opinion of the head of education:

- 1) Maintain satisfactory scholarstic standards
- 2) Accommodate the pupils in the school building and ground in a manner which is satisfactory;
- 3) Comply with the provisions regarding the medium of instruction applicable to public schools in the province concerned.
- 4) Submit an annually audited financial report on the financial affairs of the school to the Head of Education.
- 5) Pay any financial grant received from the Department into a bank account opened in the school.
- 6) Ensure that pupils at different points of exit comply with the requirements laid down by the South African certification Council.

If the school satisfies all the above requirements it will thus qualify for a 15% subsidy of its total per capita costs. To qualify for a 45% subsidy, schools have in addition to the above, to satisfy the following :

- 1) To determine a remuneration package for their teachers comparable to that paid by the Department.

- 2) To promote teachers in a comparable manner
- 3) To submit their constitution to the Head of education.
- 4) Comply with all such other educational requirements determined by the Head of education.

The above regulations do not include the racial clause. However, there is a suspicion that one of these regulations is that Blacks should not exceed 50% of the school enrolment for the school to qualify for 45% subsidy. Consequently, the Catholic schools which ignore the quota system, receive a lower subsidy. Nevertheless, by 1986, 143 out of 170 English language private schools in South Africa were admitting Black pupils.

4.4 OPEN SCHOOLS ESTABLISHED FROM DONATION OF DIFFERENT COMPANIES

Besides open private schools which were sponsored by churches, there is another group of schools which are called "New Era Schools". These schools such as Uthongathi and Grahamstown schools emerged as a result of funds which were donated by the Anglo - American, De Beers Company, General Mining, Gold fields of South Africa and Johannesburg consolidated Investments. These companies donated funds toward this project in order to break the racial barriers in education. They also wanted to show the world that young people of different races can mix freely without causing problems (Muller, 1990 : 4).

These schools came from the feelings of dissatisfaction within the private school movement. For example, the LEAF schools and to lesser extent the NEST schools were looking for the best students who will not be accepted by more established non-racial private schools for economic reasons

or because they cannot meet the academic entrance requirements or because they are too old The Star (January 26,1988). These schools are also against the quota system. They believe that each race is expected to be in the majority. The racial classification of Uthongathi school in Chapter 6 is a good example of this.

4.5 THE OPENING OF WHITE STATE SCHOOLS

The opening of white state schools is a very recent and ongoing event since the first white state school was open in 1991. Hence not much literature has been published on it. The sources here will include public speeches, unpublished dissertation, media, the D E T information document etc.

4.5.1 THE PROCESS OF OPENING WHITE STATE SCHOOLS

According to the Race Relations Survey (1989 : 90) the idea of opening white state schools to other racial groups was first hinted by Minister Piet Clase on the 23rd March 1990. However, it was finally announced on the 10th of September 1990 that white state schools willing to change their admission policies were at liberty. However, qualifying conditions were attached, such as the following : -

- The total number of white children had to be at least 51% of the whole enrolment;
- The ethos of the school must not be altered and that the school should adhere to the principles of Christian National Education C N E;

- Alternative facilities would have to be available for those who did not wish to continue at a school as a consequence of desegregation. These pupils will receive bursaries to enable them to attend at other white schools, even in cases where pupils have to be boarders.

(Metcalfe, 1991:17)

The above conditions imply that these open state schools were to be kept white since white students were to be in the majority. Seemingly, the school was not expected to effect any change in order to accommodate the presence of other races. The government seem to be very sympathetic to the white pupils.

The Minister Piet Clase, has also stated that if any school considers admitting pupils of other races, that decision has to be registered by its school community by means of a vote. The regulation postulates that there has to be 80% participation in the poll for the results to be valid. Of these, 90% has to be infavour of the proposal (that is 72% of those entitled to vote must be infavour of change) to enable it to apply to the minister for permission to change its policy.

According to the D E T information document, even in the event of parents voting for the opening of the schools, the Minister can still veto their decision, after taking into cognisance a number of factors. The factors that will be considered by the Minister are among others, the following:

- 1) The percentage majority vote which has been cast by enfranchised parents and legal guardians.

- Alternative facilities would have to be available for those who did not wish to continue at a school as a consequence of desegregation. These pupils will receive bursaries to enable them to attend at other white schools, even in cases where pupils have to be boarders.

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- 1) The percentage majority vote which has been cast by enfranchised parents and legal guardians.

- 2) The number of pupils who will leave the school as a consequence of the change and the feasibility of making alternative educational provision for them.
- 3) Alternative school facilities which are available.
- 4) Demographic data.
- 5) The wishes of other schools in the natural feeder area of the school. For example, if the primary school decides to alter its admission policy whereas the local secondary votes against integration, problem could arise with regard to the flow of pupils from one school to the other.
- 6) Majority of the pupils must be white.
- 7) Language medium of the school remains unchanged.
- 8) 'Opening' means opening all the facilities of the school in their entirety e.g Hostels.
- 9) A change in the admission policy may not detract from the traditional values and ethos of the school.

The ministerial discretion to this inference is inevitable in view of the fact that even if the required percent of parents vote in favour of segregation, that is not a guarantee that the school will open for example, according to factor number 5, the secondary school will not be open even if 72% voted in favour of a change if the primary of that area is against desegregation. The white state schools were to be open under three (3) models imposed by the government. The models were designated as Model A, B and C. It was also announced in the media (Television news) on the 8/2/92 that three (3) schools under Model D were opened on this day. However schools under Model D will not be discussed in this study, since the study cover the period between 1976 to 1991.

4.5.2 THE CLASE MODELS

On the 10th September 1990, the government announced the new admission policy for white State schooling. This policy allows the management committees of a school to propose to the parents of a school any one of three new admission models or it could choose to ignore the new models and carry on with its current practices. The management council has the right to lay down additional guidelines e.g admission requirements, number of pupils from other groups. These guidelines will be made known to the parent body (Metcalf, 1991 : 17).

4.5.2.1 MODEL A : PRIVATE SCHOOLS WHICH ARE ESTABLISHED AFTER THE CLOSURE OF A SCHOOL.

Model A, means closing a public school and converting it into a private school. This model will have greater financial implication than those which apply to ordinary state schools. For example, the subsidy of 45% of operating expenses will be granted in accordance with a formula, as in the case of the existing private school. Metcalfe (1991 : 49) states among others, the following implications of Model A :

- * Management Council dissolve and replaced by an owner which can be a body or a person.
- * Subsidy of 45% will be phased in over 3 years, that is, 85% in the first year, 70% in the second year, 55% in the third year and 45% in the fourth year.
- * Parents will have to contribute R2 520 per child per annum, but this will vary.
- * All the buildings, equipments will be hired in at a nominal amount, or sold either at full market value or at less than market value with reversionary clause.

- * The regulations and guidelines applicable to school which close will apply to personnel.
- * This model was to be implemented during the course of 1991.

(Metcalfe, 1991:48-49)

In view of the above factors, it is likely that this model will not be acceptable as it is nothing else but a private school, with all the financial implications that go with a private schools. Furthermore, it is highly unlikely that the white parents would vote for this model as they will be expected to pay heavily for education of their children something unknown to them. That this will be a trend is borne out by the findings of Metcalfe (1991).

4.5.2.2 MODEL B : STATE SCHOOLS WHICH WISH TO CHANGE THEIR ADMISSIONS POLICY

Model B, as contained in the DET information Document offers the school the possibility of being a fully funded and desegregated state school. Another advantage of Model B is that the school is able to set its own admission criteria New African (20/12/91).

The fact that the school will remain a state school implies that parents will not be expected to pay more even when the school is desegregated. Metcalfe (1991 : 49) mentions among others the following implications of Model B.

- * Provisions will not be made for additional facilities, accommodation or transport schemes.
- * There were to be no further financial implications for parents/school community.

- * Teachers in service at State schools which admits pupils from other groups cannot according to law insist on being placed elsewhere.

(Metcalf, 1991 : 49)

Model B seems to be the popular model. According to the Weekly Mail (28/11/90) most schools have opted for Model B which provides for a public school to determine its own admission policies within the provision of the institution, with only limited financial obligations. A number of schools have been opted for this Model, see Appendix 2.

4.5.2.3 MODEL C : STATE - AIDED SCHOOL

Model C means that an ordinary public school is closed and a state aided school is established. This model offers the possibility of semi-privatisation. The school would become a state-aided school which would be owned by the management committee and have some members appointed by the state. City Press (20 December 1990) Metcalf (1991 : 49) states that the state-aided school under Model C is comparable with the present state-aided institutions such as pre-primary schools, schools for specialised education as described in Act 70 of 1988 as well as Technical Colleges which are described in Act 104 of 1987 and Act 70 of 1988. The following principles apply in the case of Model C :

- * The management council is dissolved and the school is operated by a managing body.
- * The principal is a member of the management body and is an accountable officer.
- * The subsidy covers the full salaries of the staff which represents approximately 75% of the operating expenses.

- * The balance of the operating costs will be on average R900 per child per year. This will vary from school to school.
- * The power to appoint, promote or discharge any person shall vest in the governing body, subject to the approval of the minister.
- * Existing buildings and grounds are transferred to the managing body free of charge. This body is responsible for maintenance.
- * The managing body admits pupils on the terms it sets itself within the provision of the Constitution and other conditions such as mother tongue instruction.
- * The position of teachers currently employed at schools which choose to become Model C schools will be determined by the nature of the legal provisions which are instituted. It is possible to ensure that the teachers will have to be employed by the Managing Body of the school.

(Metcalf, 1991 : 49-50)

It appears as though this model will not be popular since only three (3) Transvaal schools have opted for it so far :

4.6 CRITICISM OF THE CLASE MODELS }

The general perception of the community, especially Blacks, political organisations in relation to the opening of schools is that it is an inadequate response to the enormous education crisis prevalent in this country. This conditional

opening of schools is not the solution to the crisis in Black education and is viewed as an attempt by the government to avoid school integration.

If the government seriously intended to address the crisis in Black education, one would have expect it to consult with the Black community. As it is now Black parents have no say in the opening of these schools. The opening of the schools depends on whether the majority of white parents are willing or not. Thus educationist have accused the Minister of Education in the White House of Assembly, Piet Clase, of using Black students to rescue white schools threatened with closure New African (20/12/1990 : 9).

Kurt Swart state that Clase's Models deny parents a legitimate free choice and is a classic example of Nationalist authoritarian and imperialistic attitudes. Sunday Times (16/9/90). Similar sentiments were expressed by Metcalfe (1991) who further adds that the models were seen to be fundamentally undemocratic, in that they exclude the majority of parents from decisions about where their children may go to school and allow a small minority to make decision for a majority, a further disenfranchising of the disenfranchised Weekly Mail (15-21/2/91).

The Clase models have been dismissed because they are perceived to be wedded to an apartheid style commitment to race and to Christian National Education. Clase models have been interpreted as being perhaps the clearest demonstration of what De Klerk might mean by distinctive community based education Weekly Mail (15-21-91).

It has been mentioned earlier in this chapter that whites should be in the majority (51%) for any model to be approved. This means that the maximum percentage of other races should be 49%. However, the pattern shows that few

white schools are exceeding a 25% black enrolment. Thus a small school that proudly announces its opening may in fact only have space for 25 black children while the building can accommodate at least another 400. Thus, the opening of this school will only rescue the school from being closed but the problem of overcrowding in black schools will not be solved (Metcalf, 1991).

These schools use entrance test to control the admission of Black pupils so that their number could not exceed 49%. Most schools required black applicants to complete test that have emphasized English language proficiency and have explored other areas of scholastic achievement such as Mathematics. Metcalf (1991 : 20) states that these tests have tended to select black children previously schooled in traditional private schools that have satisfied these criteria; or the school has decided how many Black children it can admit and has taken the best of applicants to achieve this number.

Many Black parents and children resented the entrance tests maintaining that they are discriminatory and they ignore the disadvantaged backgrounds of black people and are viewed as an attempt to exclude black pupils. These are discriminatory because they are only use to select Blacks and not whites. As a result of these entrance test, very few black pupils have access to open state schools.

Another criticism of the models including Model B is the precondition that white pupils should be in the majority. The question is : why should a school be open and at the same time ensure that it remains white? This shows that governments' models are not aiming to address the wide education crisis but rather at dealing with the problems facing the white education only, while claiming to the outside world that it is dismantling apartheid education New African (20/12/1990).

Some Blacks view models as encouraging apartheid than dismantling it. Dr Dhlomo says that even if a school did open, against the odds, parents would have to dig deeply into their pockets. While those who wish to see racial discrimination entrenched in South Africa are allowed this luxury free of charge with the tacit support of the state and its ministries. In the "New South Africa" those who will support segregation in education should pay more and this should be provided by private institutions asserting Dhlomo, Sunday Times (16/09/1990 :23).

Another criticism of the government's models is the fee paying implication of trying to school together children for whom different education laws apply. For example, education for whites is compulsory and free. According to Metcalfe (1991) schools do request funds and those are voluntarily paid by the majority of the parents. The fact that education is compulsory the school cannot sent children home if they don't pay. Contrary to this, education for Blacks is not compulsory, thus no open school is obliged to take any black child for whom the school funds have not been paid. This discrimination is legal since education for Blacks is not compulsory.

From the above discussion it is clear that the conditional opening of white state schools is not a response to the crisis in Black education at all. It is only the minority of the Black school goers who benefit from the opening of these schools. Consequently the majority of Blacks view the opening of white state schools as a response to the crisis in white education.

It has been mentioned that a number of white state schools are at risk of closure in terms of percentage enrolment drop. The list of schools which were at risk of closure in

terms of percentage enrolment drop between 1985 and 1989 is supplied. See appendix 3. The government have hinted late in 1991 that some of these schools will be open under model D. The Star confirms this when it reports that Orange Grove Primary School, Troyeville Primary School and Malvern Primary Schools were opened under Model D in 1992 (The Star, 10/1/1992).

4.7 FACTORS UNDERLYING THE OPENING OF SCHOOLS 7

After 16 June black parents, pupils, teachers and political organisations made it clear to the government that they are not prepared to accept a continuation of separateness with all the inferiorities and limitations arising from this. In 1985 the NECC has made repeated calls to the government to scrap racial segregation in education and to create a single, democratic and non-racial education system for all South Africans. According to Mncwabe (1990 : 60) separate systems have not work in the past and hold no hope in the future, thus blacks in South Africa are demanding the government to address the crisis in black education. The majority of Blacks believe that the crisis in black education will remain unless a unitary education system is created.

Mncwabe (1990 : 64) further asserts that for a unitary system to succeed it is imperative that representative of all the people of South Africa should be consulted, participate and be involved in the decisions relating to policy on the national level. Some Blacks and other organisations such as All Schools for All People campaign (ASAP) might regard the opening of the white schools by the government as a modicum of victory for them. However, the schools have not been unconditionally opened as ASAP has demanded.

4.7.1 THE WHITES DEMANDS ON THE GOVERNMENT

It has been mentioned above that the enrolment in white schools is declining, see appendix 1. Thus there is an over supply of schools and classes. Metcalfe (1991 : 13) claims that the number of vacant places in primary schools controlled by the Department of Education and Culture (DEC) House of Assembly in all four (4) provinces in the first term of 1991 was 140 469 and in secondary schools the vacancies totalled to 146 918. According to this there are 287 387 wasted places in the white schools throughout South Africa (South African Institute of Race Relations Survey, 1988 : 160).

Out of fear that their neighbourhood schools might close down, white communities started calling the government to open their schools to people of other racial groups. The white communities primarily wanted to save their schools from closing down. For example, The Johannesburg High School for Girls and the Western High School. Nonetheless, these schools closed down at the end of 1989 and 1990 respectively the former re-opened as private school named Barnato High. It was less than a year after the closure that Clase introduced his three models of opening schools. This demonstrate the fact that the opening of schools is at first a response to the crisis in White education caused by dwindling student numbers.

The white state schools which were at risk of closure due to the low student enrolment have been able to admit a number of black applicants that would save them from closing down, and exclude the rest. This is so because the number of applicants has far outstripped the vacancies necessary to rescue the schools from possible closure. For example,

Muller (1989) states that the Johannesburg Girls Preparatory School was identified as being at risk of closure as its enrolment had decline by 45% between 1985 and 1989. However, the school adopted Model B in 1991 and reopened as a multi-racial state school. The school has admitted only 70 Black applicants which is very low considering the fact that the school had vacancies for 300 students. This number, however, was sufficient to keep the school afloat. This further shows that only white schools really benefit from the opening of schools.

4.8 THE LIMITATION OF THE CONDITIONAL OPENING OF SCHOOLS

Since the major pillars of apartheid, the Group Areas Act, the Land Act and the Population Registration Act have been scrapped, the influx of black people into white areas accelerated. Thus the government's stipulation that schools should maintain a 51% white majority might soon be undone by demographic circumstances such as the continual decline in white student enrolment at the schools and the constant influx of black people from the black township to the inner cities. Metcalfe (1991 : 13) has highlighted the fact that many white people are moving out of the inner city areas and heading for the suburbs. Contrary to this, due to the lack of appropriate schools, and violence plaguing the townships, large numbers of black people are moving out of the townships and settling down in the inner city areas. Consequently, open schools will be forced to admit large number of black students, since the schools will be faced with the population of dwindling student numbers. In view of the above Blacks are unanimous in that the single education system will be the only solution in South Africa, with it all the preconditions of the models will be invalid. However, the South African government seems to be infavour

of "equal but separate". This is backed up by the State President - F W de Klerk's speech, on the first of February 1991 in which he recommitted his government to "Equal financial treatment for all pupils" In the light of this, J Muller in the Weekly Mail 15-21/2/91 maintains that the government have not got the money to give everyone the same as the whites, and on the other, the whites won't accept the less.

The President's speech raised hopes to some blacks that the closed schools and empty spaces in white schools might be given to Blacks. Metcalfe (1991 : 15) argues that if all the vacant places in secondary schools administered by the House of Assembly were to be used, the number of secondary school places available to African students in white designated areas would increase by 32%. Thus, the use of the vacant places by Blacks would allow a more efficient and a more rational utilisation of valuable racial investments, Roger Burrow (MP) in the SAIRR (1990 : 818) estimated that empty places in white schools in 1988 represented R1,6 billion in unused assets. Any rational government would consider allowing these resources to be used profitably by other racial groups then to have them wasted.

Surprisingly the government is not willing to hand over the closed white schools to other departments so that they can be used by Blacks. Instead, some of these schools have been sold or hired out for profit purposes. For example the premises of the Joubert Park Laerskool which was closed down have been rented to a private school named St Endas while thousands of Black primary school pupils have no schools.

Hence the campaigns by organisation such as COSAS and the NECC have to occupy those schools. For example, Orange Grove High School was to be occupied by student froms the extremely overcrowded East bank High School in Alexandra, on the 27 June 1991. (Television news) However, the police prevented the occupation from taking place.

All the above highlighted the fact that although Minister Clase's preconditions and Models are still fully operative at present, their future is bleak when one looks at the long term possibilities.

4.9 **CONCLUSION**

This chapter surveys the history of the opening of white private schools as from 1976 as well as the opening of white state schools in 1991. It has been highlighted that this process of the opening of white private schools was initiated by the churches as the reaction against apartheid education. This implies that initially the opening of the white private schools was illegal. However, the government accommodated this though, certain conditions were imposed.

For example, quota systems. The quota system was used to control the admission of Blacks in these schools in that school which admitted more black pupils were granted a lesser subsidy than those with fewer or no black pupils. This explains the exhorbitant fees charged by these schools. Consequently, Blacks could not afford to send their children to these schools. The current demand that there should be a single education department and that all schools, particularly whites, should be accessible to all races, should be seen against this background.

In an attempt to address the demands of the Black community concerning education, the government introduced three models and towards the end of 1991, a fourth model. However, these models are view with suspicion by the black community. There is a general perception that the models have been introduced in order to avoid the demand for a single education department, and that the government still wants to cling to segregated schools.

The methods used in the collection of data will be discussed in chapter 5.

CHAPTER 5

METHODOLOGY AND PROCEDURE USED IN THE COLLECTION OF DATA

5.0 INTRODUCTION

In this chapter the method in which the data was collected will be discussed. Mason and Bramble (1978;302) argue that the researcher should select instruments that would be supportive of research objectives from those available besides constructing his or her own instrument. However, Oppenheim (1966;16) lists and discusses four methods of data collection, namely, interviews, mail questionnaires, observation techniques and study of documents. After studying these methods the researcher concludes that two methods will be used in this study.

There will be a systematic and critical study of available literature pertaining to the problem. This will involve an intensive study of the existing literature from published books, newspapers, addresses, public speeches, unpublished dissertations and any other published matter which has information concerning this topic.

Secondly there will be a field of investigation where empirical data will be collected by means of questionnaires. The parent questionnaire will be constructed and sent to different Black parents with children attending non-racial or open schools in Natal.

5.1 CHOICE OF THE POPULATION SAMPLE

Best (1977 : 267) states that population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population in this study is all Black parents whose children attend multi-racial schools or open schools in Natal. In this study, however, a sample has been used, as the use of the entire population would have been very expensive and time consuming. Burroughs (1971 : 56) maintains that a sample is a small fraction or proportion of a population selected for analysis.

Behr (1983 : 15) contends that before a researcher compiles a sample, he should know the characteristics of the population. Such knowledge enables the researcher to draw up a representative sample. He further argues that the results of the sample should be equal to those of the population if it were to be examined. Helmstadler (1970) concurs with Behr (1983) in that for a sample, to be representative, the analysis made on its elements should produce results equivalent to those that would be obtained if the entire population had been used.

There are many methods of sampling. However, the simple random sampling was used in this study. Out of twenty three (23) multi-racial schools or open private schools in Natal, twelve (12) multi-racial schools were selected to form the sample. In the pilot study, multi-racial schools at Empangeni, Eshowe and Gingindlovu were used and for this reason they are not included in the above twenty three (23) multi-racial schools.

The table below represents the sample of this study which consists of the randomly selected multi-racial schools in Natal and the places in which they are located. The map on the opposite page shows the places in which the multi-racial schools are located.

5.1.1 PLACES AND MULTI-RACIAL SCHOOLS SELECTED IN NATAL

PLACE	MULTI-RACIAL SCHOOL
1. TONGAAT	UTHONGATHI SCHOOL
2. KLOOF (PINETOWN)	THOMAS MORE SCHOOL
3. DURBAN	DURBAN GIRLS COLLEGE
4. PIETERMARITZBURG	ST CHARLES COLLEGE
5. PIETERMARITZBURG	EPWORTH SCHOOL
6. PIETERMARITZBURG	GIRLS COLLEGIATE SCHOOL
7. PIETERMARITZBURG	HILTON COLLEGE
8. PIETERMARITZBURG	WYKEHAM SCHOOL
9. HERMANNsburg	DEUTSCHE SCHULE HERMANNsburg
10. BALGOWAN (HOWICK)	MICHAEL HOUSE
11. ESCOURT	ST GREGORY COLLEGE
12. MOOI RIVER	TREVERTON COLLEGE

From table 5.1.1 it is clear that the sample consists of twelve (12) multi-racial or open private schools. However, it was not easy to determine the number of the respondents in each multi-racial school, since the name of the multi-racial school was not required in questionnaire. This was done to ensure confidentially.

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5.2 THE REQUEST FOR THE PERMISSION TO COLLECT
DATA FROM MULTI-RACIAL SCHOOLS

Considering the fact that the non-racial schools selected are scattered, the researcher realized that visiting all of them would be very expensive and time consuming. Consequently, the researcher resorted to the mailed questionnaire to collect data. Seeing that it was not easy to get all the names and addresses of different parents with children in different multi-racial schools, the head masters of these schools were consulted for assistance.

The letters were written to the headmasters of the twelve multi-racial schools selected. In these letters the head masters were requested to furnish the researcher with the following information :

- (i) Names and addresses of Black (African) parents with children attending in these schools,
- (ii) Racial distribution of students
- (iii) Racial distribution of the staff members and the fees outline per child per annum.

Concerning the first request, the researcher felt that was the only possible way to get all the Black parents with children in the multi-racial schools selected. However, only 25% of these schools responded positively and the rest maintained that the names and addresses of parents are confidential. Nevertheless, the researcher was able to get respondents even from those multi-racial schools which responded negatively through friends. These friends were from Pietermaritzburg, Durban and Estcourt. These were of great help in distributing questionnaires in those areas.

Concerning the racial distribution of the staff members and students, 50% of the head masters responded positively and another 50% responded negatively, maintaining that, that information was also confidential. The researcher was hoping to get more accurate information from the head masters than from students or parents. The information received indicates that whites are in the majority in 60% of the multi-racial schools which responded on the racial distribution of students. Concerning the racial distribution of the teaching staff, 100% of the multi-racial schools that responded maintained that white teachers are in the majority. It was also noticed that in four out six multi-racial schools, the teaching staff was all white. However, Uthongathi school is the only one in which the teaching staff is also significantly multi-racial. The table 5.2.1 indicates the racial distribution of the teaching staff at Uthongathi in 1991.

5.2.1 RACIAL DISTRIBUTION OF THE TEACHING STAFF AT UTHONGATHI SCHOOL IN 1991

<u>RACIAL GROUP</u>	<u>NO OF TEACHERS</u>
Black	4
Indian	5
White	15
Coloured	1

Uthongathi is supported by many Black parents because of its racial distribution. The majority of the respondents criticised some of the multi-racial schools by not including Blacks in their teaching staff.

Eighty eight percent (88%) of the multi-racial schools responded positively in the last item of the fees outline. From the fees outline received, the minimum fees per annum for boarders is R6 100,00 and the maximum is R19800 00.

5.3 THE PILOT

Authors like Gay (1979), Tuckman (1972), Mason and Bramble (1978) state that experienced researchers are of the opinion that before a researcher administers his research instruments in the field test it is essential that he undertakes a preliminary trial of the research measures. According to Bell (1985) the trial out or preliminary trial is a small-scale vision of the anticipated study, with the restricted sample of subjects. The pilot study should be tried out on a group similar to the one that will form the sample of the actual study.

Bell (1989 : 65) contends that all data gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable the researcher to remove any items which do not yield relevant data.

Mouly (1970 : 191) asserts that the pilot study questionnaire must be initially given to friends who are familiar with questionnaire construction. Thus the draft of the questionnaire was first given to friends. These were of great help and due to their suggestions and criticisms some of the questions or items were rephrased and others discarded.

Tuckman (1978 : 25) states that it is necessary to run a pilot study which uses respondents who are part of the intended population but which will not form part of the sample of the actual study. The pilot study is conducted in order to test the validity of the instrument that will be used in main study. If the pilot study sample is included in the actual study sample, the results will not be valid and thus will be unreliable. This was adhered to, since the Black parents with the children attending in multi-racial schools at Empangeni and Mtunzini districts form a pilot study sample and thus were not included in the main study sample. Nevertheless, these parents also have all the characteristics of the intended population.

The table below shows the name of the multi-racial schools and the places in which these are located.

TABLE 5.3.1 MULTI-RACIAL SCHOOLS AT EMPANGENI AND MTHUNZINI DISTRICTS

PLACE	NAME OF MULTI-RACIAL SCHOOL
1. Empangeni	St Catherine
2. Empangeni	Play Heart (Pre-School)
3. Eshowe	Little Flower
4. Gingindlovu	Gingindlovu Primary School
5. Felixton	Jollyday (Pre-school)

The pilot study questionnaire was distributed to Black parents with children in the above mentioned schools during Easter holidays. The respondents here, have to write their comments concerning each item in the spaces provided. Their comments were of great help in the improvement of questionnaire items.

The pilot study was used because of the following reasons :

The pilot study can uncover a number of failings : it can detect discriminability, ambiguity, poor wording of instructions as well as areas that might be sensitive to the respondent. Tuckman (1972 : 199); Mouly (1970 : 69); Borg and Gall (1983).

The pilot study greatly reduces the number of treatment errors, because unforeseen problems revealed in the pilot study may be overcome in redesigning the main study questionnaire (Isaac and Michael 1981 : 34 - 35), (Bell, 1989 : 65).

5.4 THE QUESTIONNAIRE

The questionnaire is the research technique used in this study. Borg (in Sibisi, 1989 : 123) says that the questionnaire is the same as the paper and pencil test. There are no characteristics that differentiate between a test and a questionnaire. Nisbet et al (1976 : 44) maintain that the questionnaire is a form of an interview on paper. He further adds that the procedure for the construction of a questionnaire follows a pattern similar to that of the interview schedule. Leedy (1989) contends that the

questionnaire is the common place instrument for observing data beyond the physical reach of the researcher or observer.

The questionnaire contains questions which are aimed at getting specific data on a variety of topics. Sax (1981 : 244) believes that the questionnaire attempts to elicit the feelings, beliefs, experiences or activities of different respondents. Mlondo (1987) adds that a questionnaire seeks information, opinions, attitudes and interest of the respondent in the area being investigated. Thus in this study it seeks reasons for some Black parents to send their children to non-racial schools in Natal.

5.4.1 DESCRIPTION OF THE MEASURING INSTRUMENT

Considerable attention was paid to the design of the questionnaires. The following received a major attention; content of the questions, wording order, form of the response, for-example, a tick, multiple response as well as format and presentation of the questionnaire (Best, 1977 : 159-162); (Isaac and Michael, 1981 : 34-35); Sax (1979) and Tuckman (1972).

5.4.1.1. THE CONSTRUCTION OF THE PARENT QUESTIONNAIRE

Parents are people who choose the school to be attended by their children. In their choice they have to consider some of the following :

Fees required, the pass rate of the school and whether the school is open to all races or not. Thus great care was taken in the construction of a parent questionnaire. Most questions are a closed type of questions which give the respondents possible responses from which he or she chooses one.

Only three (3) out of thirty (30) questions were open ended. The choice of more closed questions than open ended ones in this questionnaire was the avoidance of boredom to the respondents which might be triggered by long questions which demand long sentences or statements as answer. At the same time, the researcher did not lose cognisance of the fact that respondents were going to use their leisure time in answering questionnaires.

Isaac and Michael (1981 : 133) add that closed questions allows greater uniformity of responses. Sax (1979 : 244) contends that closed questions yield more comparable data than do open questions. This information was considered in choosing more closed questions than open questions.

The parent questionnaires commence with items dealing with personal information like income per month, educational level of the parent and occupation. These items were followed by a school based item which is section B. Section C consists of items in which the likert scale was used. Orlich (1978 : 52) asserts that the likert scales are used for assessing opinions and are usually composed of five response categories. For example, strongly agree, agree, undecided/neutral, disagree and strongly disagree. The purpose of these items was to get reasons from Black parents as to why they send their children to multi-racial schools. This section (C) consist of nineteen (19) items.

Finally, the questionnaires end up with an open ended type of questions aiming to get all the reasons from parents, that is, those that were not covered by closed questions. Nisbet (1970 : 46) concurs with this idea when he asserts that an open ended question at the end will allow expression of points which the respondents think important, though they are not covered by the questionnaire. In this section, that

is D, parents will be expected to give the advantages and disadvantages of multi-racial schools if there are any, and also to give their recommendations as to how such disadvantages could be circumvented.

5.4.2 ADVANTAGES OF THE QUESTIONNAIRES IN THIS STUDY

The main reasons for using the Black parents questionnaire are as follows:

According to Isaac and Michael (1981 : 133) the questionnaires are typically more efficient, practical and allow the researcher to reach a large sample for it can be mailed. Sax (1979 : 244) concurs with the above authors and further adds that the most important advantage of questionnaires over interview is economy: questionnaires are sent through the mail. The expense and time involved in training interviewers is avoided. Questionnaires can be sent to people thousands of miles away, whom the researcher may never see.

Considering this study which deals with multi-racial schools in Natal, it would be difficult if not impossible to interview all the parents with children attending in these schools in Natal. More especially, because parents need not be necessarily in Natal. With mailed questionnaires, the researcher was able to contact as many parents as possible and was able to reach parents from as far as the Transkei, Transvaal, Orange Free State etc. It should be mentioned that the headmasters of multi-racial schools in Natal were of great help by providing the researcher with the names and addresses of Black parents in their schools.

Sax (1979 : 245) contends that each respondent receives the same set of questions phrased in exactly the same way. Ary (1979 : 174) asserts that this would reduce bias of the

investigator. Isaac and Michael (1981) further adds that, that allows greater uniformity of the responses and greater reliability. Due to this one can conclude that questionnaires yield more comparable data than do interviews.

The respondents such as parents in the study would be in a position to respond at their convenience. However, this is impossible with the interviews. Isaac and Michael (1981) state that questionnaires allow anonymity, encourage frankness and honesty if highly personal or threatening information is involved. Orlich (1978) further adds that mailed questionnaires would provide a vehicle for expression without fear of embarrassment to the respondent. This is especially the case if the respondents are assured that their answers would be kept as confidential, like in this study.

Mouly (1979 : 89) summarises the advantages of the questionnaires as follows:

Among the major advantages of the questionnaires say in comparison with interview, is that it permits wide coverage but it also reaches persons who are difficult to contact. This greater coverage makes for greater validity in the results through promoting the selection of the larger and more representative sample.

(Mouly, 1979:89)

5.4.3 DISADVANTAGES OF QUESTIONNAIRES

Apart from the advantages, the researcher is also aware of the disadvantages of questionnaires and thus will try by all means to avoid them. Different authors like Sax (1979), Ary

(1975) and Mouly (1979) maintain that the mailed questionnaires pose a number of problems such as the following :

It is not easy to check in the respondents motivation nor can rapport be established. Ary (1975) adds that the disadvantages of mailed questionnaires is the low returns which results in the biased sampling. That is true since the researcher cannot motivate the respondents to respond. However, the response in this study was satisfactory since seventy out of one hundred respondents returned their questionnaires.

Free expression by respondents might be curtailed because of the designs of the questionnaire. For example, most questionnaires provide ready made answers (multiple choice responses). In that questionnaire, the respondents are not free to express their opinions and thus are compelled to select from the answers provided. However, the respondents in this study decided to select the neutral column or not to respond to the item if they are not certain about the content of the item.

Mouly (1979) contends that there is a possibility of misinterpretation of some questions by the respondents. This can be true, since the researcher cannot be able to explain the questions that are not clear to the respondents. However, the researcher in this study tried by all means to make the questions as simple and as clear as possible.

Orlich (1978 : 7) maintains that there would be no assurance that the intended respondent actually completes the questionnaire. This was noticed in one of the respondents in this study who instead of completing the questionnre he or she decided to write a letter which was insulting the researcher. The handwriting in that letter was horrible as

if the writer was just SSA pupil. Therefore, it is unbelievable that the said letter was from an intended respondent with a child in a multi-racial school.

Some of the respondents did not answer all the questions completely. What was noticed in this study was that the items requiring open ended responses were usually left incomplete or avoided altogether. For example, ten respondents out of seventy did not complete the last three open ended questions. Turney and Robb (1971 : 130) believe that, that could be due to the faulty memory, faulty perception and lack of interest. Apart from this, laziness can be one of the reasons.

5.4.4 HOW DID THE RESEARCHER OVERCAME THE ABOVE DISADVANTAGES

The above mentioned disadvantages can be overcome by means of a covering letter. This letter motivates the respondents to respond by assuring the respondents that the questionnaire will be treated confidentially and by giving the purpose of the questionnaire. This purpose can only motivate the respondents to respond if it will be advantageous to the respondents and to other people and not advantageous to the researcher only. The covering letter from the supervisor was also of great help in this study, since it assured the respondents that the information required in the questionnaire will be used for research purpose only and not for any other reasons.

The misinterpretation of the questions was not encountered in the main study. This may be due to the fact that the ambiguous and unclear questions were detected during the pretesting of the questionnaire. Some of such questions were reworded, unclear questions were left out and others were added.

Thus some of the disadvantages of the questionnaires in this study were circumvented by two covering letters, that is one from the researcher and another one from her supervisor. Apart from the covering letters, the pilot study was also of great help in detecting unclear or ambiguous questions.

5.4.5 ADMINISTRATION OF THE QUESTIONNAIRES

This section deals with the way in which the questionnaires were distributed to the respondents. Bell (1989) maintains that it is advantageous to distribute questionnaires to subjects personally because personal contact can result in better co-operation. However, this was practically impossible in this study, since the subjects were so scattered. Thus the distribution of questionnaires was mainly through mailing system, that is, the mailed questionnaire was used. Very few questionnaires were distributed by the researcher to respondents personally. Bell (1989 : 65) further contends that colleagues and friends may be persuaded to lend a hand in the distribution of questionnaires. However, it was mentioned on page 9 that friends were of great help in distributing questionnaires in this study.

5.4.5.1 THE ADMINISTRATION OF THE PARENT QUESTIONNAIRE

It has been mentioned in 5.2 that the names and addresses of Black parents were received from the headmasters of different multi-racial schools in Natal. Twelve headmasters were consulted requesting the above information. However, the response was very poor since the names and addresses of parents were received from only three (3) headmasters out of twelve (12) consulted. These were the headmasters of the following multi-racial schools: Uthongathi - A New Era trust

school, supplied 90 names and addresses, Hilton College supplied 24 names and addresses and the Thomas More school which supplied 19 names and addresses. Five (5) headmasters maintain that the names and addresses of their parents are confidential. Four head masters did not respond at all.

Seeing the poor or negative response from the headmasters the researcher resorted to colleagues and friends to give a hand in the distribution of questionnaires to those parents whose names were not received. These were mainly from Pietermaritzburg, Durban and Escourt.

Each questionnaire sent to the respondent was accompanied by two covering letters one from the researcher and the other one from the researcher's supervisor with the stamped, self addressed envelop.

Briefly the content of the covering letters was as follows : Respondents were requested to respond ; the purpose of the research was mentioned ; the respondents were assured that the information from questionnaires will be treated confidentially and the deadline for returning the questionnaires was provided.

Finally hundred (100) questionnaires were sent to parents in Natal. Sixty (60) questionnaires were returned before the deadline. After the deadline, the reminder letters were sent to those who did not return their questionnaires. The reminder letters were also accompanied by the stamped self-addressed envelop and another questionnaire in case the first one was missing. After this letter, 10 more questionnaires were received.

5.5

CONCLUSION

In this chapter the sampling procedure was described. The appropriateness and representativeness of the sample were demonstrated. The questionnaire was described as the instrument used in this study. The data was collected and practical procedures taken in the administration of the questionnaire were described.

All methods mentioned above helped a lot in securing the required information. The literature study served as a basis upon which all the information or data was based. The questionnaires were held in order to examine and verify ideas developed during the literature study. With questionnaires the researcher was able to get the reasons for some Black parents to send their children to non-racial schools.

All the data received was first checked to ascertain whether it responded to all items in the questionnaire. Having collected raw data according to the procedures thus described, the researcher is now in a position to analyse and interpret this data. This will be done in the next chapter, that is, chapter 6.

CHAPTER 6

6.0 INTRODUCTION

This chapter deals with the analysis and interpretation of data which was collected by means of questionnaires and the information received from headmasters of different multi-racial schools in Natal. The analysis and interpretation of data involved the objective material in the possession of the researcher and her subjective reactions and desires to derive from the data, the inherent meanings in their relations to the problem. As Kulbir Singh Sidhu (1985) states :

The data may be adequate, valid and reliable to any extent, but it does not serve any worthwhile purpose unless it is carefully edited, systematically analysed, intelligently interpreted and rationally concluded.
(Sidhu, 1985 : 274)

In this chapter therefore, the raw data was carefully edited and systematically classified and tabulated. The procedure followed in analysing data was to examine the overall response to a particular question and then to compare the similarities and or differences as reflected by the data.

This chapter is important since it deals with ideas and recommendations of Black parents concerning multi-racial schools. It also highlights the advantages and disadvantages of open schools in Natal and further provides solution to the problem highlighted.

By highlighting advantages of the open schools, it is hoped that more black parents will be attracted to these schools. Currently, the South African government is opening the white state schools under 3 models. It is obvious that fees in these newly open state schools are lower than in the

traditional private schools. However, black parents who are ignorant of the advantages of open schools will not take this opportunity to send their children to these schools and thus deprive them the quality education offered in these schools.

By highlighting the disadvantages of open schools it is hoped that all people involved in the open schools, that is, government, headmasters, teachers, parents and students will be in a position to avoid the occurrence of such disadvantages. The solution provided by parents will also help to improve the conditions of the multi-racial schools.

Before analysing the data from the questionnaire the data received from the headmasters of different open schools will be analysed.

6.1 ANALYSIS OF THE DATA RECEIVED FROM HEAD MASTERS OF MULTI-RACIAL SCHOOLS

It was mentioned in chapter 5 that prior to the questionnaire distribution letters were sent to different headmasters of multi-racial schools. These letters were requesting information concerning fees outline per annum, racial distribution of the staff and students. This information was to be accompanied by the names of parents with children attending that particular multi-racial school. However, only three (3) out of twelve (12) supplied the names and addresses of their parents others claimed that this information is confidential. Three (3) headmasters did not respond to the letter at all.

Concerning the fees outline, the response was very positive since 7 headmasters out of 8 who responded supplied the fees outline of their schools. The table below portrays the 1991 fee's outline of the seven (7) multi-racial schools as given by headmasters.

TABLE 6.1.1

<u>1991 FEES OUTLINE OF THE OPEN PRIVATE SCHOOLS IN NATAL</u>			
<u>MULTI-RACIAL SCHOOL</u>		<u>FEES OUTLINE</u>	<u>P.A</u>
1. Uthongathi school		Boaders = R12 000 Day scholars = R6 000 Annual levy = R280	
2. Hilton College		Tuition and Boarding Fees = R19 800	
3. Durban Girls College		Junior Primary = R2 300 Senior Primary = R2 700 <u>HIGH SCHOOL</u> Day Scholars = R3 100 Boarders = R6 200	
4. St Charles College		Boarders STD 1 = R4 300 STD 2 & 3 = R4 450 STD 4 & 5 = R5 250 STD 6 & 7 = R6 530 STD 8,9 & 10 = R6 890	
5. Michael House		R19 100,00	
6. Deutsche Schule Hermannsburg		Tuition and Boarding Fees = R7 960	
	<u>Class</u>	<u>Day Scholars</u>	<u>Boarders</u>
7. The Wykeham Collegiate School	Class I & 11	R2 900	R11 300
	STD 1 & 2	R3 700	R11 300
	STD 3 & 4	R5 100	R12 400
	STD 5	R5 900	R13 200
	Form II	R6 700	R14 000

From this table the following can be deduced disparity of the fees outline; that on the whole, these schools charge exorbitant fees; and for this reason very few Blacks can afford to send their children to these schools. Thus very few blacks benefit from these open private schools. Black parents in this study do not see the reason for the different fees outline of these schools. Others suspect that the exorbitant fees charged by these schools are just meant to prevent the influx of Blacks to these schools.

Apart from the fees outline, the data concerning racial distribution was requested. Fifty percent (50%) of the headmasters responded positively to this item, while 25% maintain that the information concerning racial distribution is confidential. Hence, the table below gives the racial distribution of teachers and students of six (6) schools as given by headmasters.

TABLE 6.1.2

RACIAL DISTRIBUTION OF TEACHERS AND STUDENTS IN SOME OF THE MULTI-RACIAL SCHOOLS IN NATAL

<u>MULTI-RACIAL SCHOOL</u>	<u>RACIAL DISTRIBUTION</u>	
	<u>STUDENTS</u>	<u>TEACHERS</u>
1. Uthongathi School	Black = 90 Indian = 97 White = 84 Coloured = <u>34</u> Total = <u>304</u>	Black = 4 Indian = 5 White = 15 Coloured = <u>1</u> Total = <u>25</u>
Teacher-pupil ratio	1:12	
2. Hilton College	Black = 27 Indian = 23 White = 430 Coloured = <u>2</u> Total = <u>482</u>	Black = - Indian = - White = 40 Coloured = <u>-</u> Total = <u>40</u>
Teacher-pupil ratio	1:12	

3. Durban Girls College	Students are not racially classified. Total number of student = 745	Black = - Indian = - White = 64 Coloured = - Total = <u>64</u>
----------------------------	--	--

Teacher-pupil Ratio 1 : 12

4. St Charles College	Africans = 36 Indian = 27 White = 227 Coloured = 23	African = - Indian = - White = 28 Coloured = - (Part-time) Asian = 1 Total = 29
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Teacher-pupil Ratio 1:11

5. Michael House	Black = 24 Indian = 18 White = 428 Coloured = <u>4</u> Total = <u>474</u>	Black = - Indian = - White = 55 Coloured = <u>-</u> Total = <u>55</u>
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Teacher-pupil Ratio 1 : 9

6. Deutsche Schule Hermannsburg	Students are not Racially class- fied and the total no. was not given,	Teachers are all Whites, the number of tea- cher ² was not given,
------------------------------------	--	--

Therefore teacher-pupil Ratio cannot be calculated

According to the above information it is clear that whites are in the majority in these open private schools with the exception of Uthongathi. White teachers are also in the majority, and in some of these schools only white teachers are employed. Some black parents in this study are not happy about the exclusion of blacks in the teaching staff of these schools.

This will be clear in the analysis of questionnaire data. It is also noted that the teacher-pupil ratio is less than 1:13. After this, the data from the parents' questionnaire will be analysed and interpreted.

6.2 ANALYSIS OF DATA ACCORDING TO PARENTS' RESPONSES

The parent questionnaire was divided into four (4) main sections. Section A : consists of items involving general and personal information of the respondents like educational level, occupation, etc. Section B : consists of the school based items. Section C : consists of items which highlight the reasons for some black parents to send their children to multi-racial schools. The likert scale was used in section C.

Sections A to C consist of closed questions. That is, the respondents were provided with many answers in each question from which to choose the most appropriate one. Section D consists of the open ended questions. Thus, in this section respondents are expected to mention all the advantages of the open schools which are not mentioned in C and further to mention all the disadvantages of sending their children to these schools; finally they have to give solutions to the disadvantages mentioned.

6.2.1 DISTRIBUTION ACCORDING TO THE CLASSIFICATION OF RESPONDENTS

TABLE 6.2.1

RESPONDENTS	FREQUENCY	PERCENTAGE
Parent : Father	34	48
Mother	30	43
Guardian	6	9
Total	70	100

Table 6.2.1 above indicates that 48% of the respondents were fathers while 43% were mothers. The difference between the percentage of mothers and fathers is not much and this shows that fathers as well as mothers seemed to be co-operative in this project. The percentage of the respondents who are guardians is only 9%. This may be due to the fact that many children are educated by their parents and not guardians or this can portray the fact that sending children to open schools demands a lot of sacrifice since they are expensive and most probably gaurdians may not readily be prepared to send children who are not biologically theirs. While parents want best education for their children no matter how much cost is involved.

white

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white

TABLE 6.2.2

6.2.2 DISTRIBUTION ACCORDING TO THE EDUCATION LEVEL OF THE RESPONDENTS

	Frequency	Percentage
Primary	1	1
Secondary	13	19
Technikon	17	24
University	39	56
<hr/>		
Total	70	100
<hr/>		

Table 6.2.2 shows that 56% of the respondents are those who have university level of education and 24% are those with technical level of education which is also post matric. This shows that the percentage of the respondents with matric and above is 80%. Thus one can conclude that parents who send their children's to multi-racial schools are enlightened parents who are concerned about the upliftment of their children's education.

6.2.3 DISTRIBUTION ACCORDING TO THE RESPONDENTS OCCUPATION

	Frequency	Percentage
Labourer	1	1
Businessman/Women	11	16
Semi-skilled Worker	3	4
Skilled Worker	4	6
Professional	51	73
<hr/>		
TOTAL	70	100
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Table 6.2.3 indicates that 73% of the respondents are professionals. This may be due to the fact that professional people are aware of the inadequacy of black education and thus they send their children to multi-racial schools in order to avoid segregated education. Sixteen percent (16%) of the respondents are business men.

There is a complaint that open schools charge exorbitant fees. Nevertheless, business men and professional people can afford to pay such fees. The fact that the percentage of businessmen is lower than that of the professional people can imply that there are more professional people than businessmen.

TABLE 6.2.4

6.2.4 DISTRIBUTION ACCORDING TO THE MONTHLY SALARY OF (BOTH) PARENTS

	Frequency	Percentage
R0 - R399	2	3
R400 - R799	4	6
R800 - R1 599	10	14
R1 600 - R3 199	15	21
R3 200 - R6 399	24	34
R6 400 and above	15	21
TOTAL	70	100

Table 6.2.4 shows that the percentage of the respondents with the combined salary of more than R3000 per month is 76%. While the percentage of those who earned less than R2 000 is 24%. The fact that multi-racial schools are expensive makes the parents' income an important factor, for only those parents who can afford exhorbitant fees, who send their children to multi-racial schools. Otherwise, for the low income group that is quite difficult unless they can get other financial assistance like bursaries or loans.

TABLE 6.2.5

6.2.5 DISTRIBUTION ACCORDING TO OTHER
FINANCIAL ASSISTANCE

	Frequency	Percentage
Bursary	22	31
Loan	6	9
None	42	60
TOTAL	70	100

Table 6.2.5 shows that only 40% of the parents have financial assistance, that is, 31% had bursaries while 9% had loans. Sixty percent (60%) of the respondents maintained that they had no other financial assistance apart from their income and nevertheless they sent their children to open private schools which are so expensive. The fact that the percentage of parents without bursaries is more than those with other financial assistance may be an indication that it is not easy to get financial assistance in these schools since competition is also too high.

TABLE 6.2.6

6.2.6 DISTRIBUTION ACCORDING TO THE MARITAL STATUS OF THE RESPONDENTS

	Frequency	Percentage
Married	45	64
Divorced	14	20
Separated	2	3
Never Married	-	-
Single Parent	9	13
<hr/>		
TOTAL	70	100
<hr/>		

According to table 6.2.6, sixty four percent (64%) of the respondents are married, twenty percent (20%) divorced, three percent (3%) are separated and 13% is for single parents. The information in this table shows that it may be difficult for a single parent to send children to multi-racial schools because of the exorbitant fees required. That is why the majority of the respondents are married people, with combined salaries.

TABLE 6.2.7

6.2.7 DISTRIBUTION ACCORDING TO THE NUMBER OF DEPENDANTS

No of Dependants	1-3	4-6	7-10	11 and above	Total
<hr/>					
Frequency	37	26	4	3	70
<hr/>					
Percentage	53	37	6	4	100

Table 6.2.7 shows that 53% of the respondents have less than 4 dependants, 37% less than 7 dependants, 6% have less than 11 dependants and only 4% have 11 and above number of

dependants. This portrays that it is easy for people with less dependents to send their children to multi-racial schools.

TABLE 6.2.8

6.2.8 DISTRIBUTION ACCORDING TO THE DISTANCE TRAVELLED TO AND FROM SCHOOL IN KMS

	Frequency	Percentage
0 Km - 1 km	-	-
1,5 km - 5 km	6	15
5,5 km - 15 km	15	37
15,5 km - 25 km	6	15
26 km and above	13	33
<hr/>		
TOTAL	40	100
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Table 6.2.8 gives the distance travelled by day scholars to and from school in Km. This table shows that 40 parents out of 70 have children attending multi-racial schools as day scholars and that is 59%. There is a probability that the majority of black parents prefer their children to be day scholars than to be boarders. There can be different reasons attached to this, for example, economical or socio-cultural reasons.

Table 6.2.8 shows that there were no children travelling a distance ranging between 0 km to 1km. This shows that most multi-racial schools are far away from the black residential areas. Thus, the black child is expected to be bussed from his residential area to the white residential area. However, this problem is now partly solved since the Group Areas Act has now been repealed. This will mean that Blacks will be

able to buy houses in white areas. Thus, this is an advantage to those black parents who can afford to buy houses in the white areas.

The Table also shows that the percentage of children who travelled more than 5 km is 85%. The distance travelled to and from school is related to the transport expenses. That is, the longer the distance travelled the more the travelling expense. It should be noted that only Blacks are facing this problem of long distances to schools whereas they are mainly a low-income group.

SECTION C

In this section the reasons for some black parents to send their children to multi-racial schools are highlighted. If one interprets the responses to different items one may concludes that some of these parents have made comparison between black segregated schools and the white schools. These parents have realised that the standard of education in white schools is higher than that in Black schools. Seeing that desegregation in South Africa was by then illegal, they then sent their children to open private schools, which in this study is referred to as multi-racial schools. This observation is backed up by Thandi Magazine (1991) when she quotes one parent (Mpho) in the following passage;

After some serious soul-searching I decided to send my daughter to a multi-racial school because of the opportunities she would have there in comparison to what she would have if she remained in the township. For example, she'd be able to learn mathematics, which is a big problem in the township. Her standard of English would also improve.

(Thandi, September 1991 : 27)

From the above it is clear that some black parents send their children to open private schools because they are not satisfied with the situation in the segregated government controlled black schools. Thus they send their children to open private schools because of the advantages of those schools to their children.

Currently, every one is thinking about "New South Africa" which will be non-racial. To prepare for this some of the apartheid laws have been repealed such as Land Act, Group Areas Act and the Population Registration Act. The repeal of Group Areas Act allows the desegregation of residential areas. This in turn is likely to encourage the desegregation of schools for example, the white residential areas at Pietermaritzburg, namely, Ridge Park was desegregated immediate after the Group Areas Act was repealed. Consequently, the Grange Primary School which was formally for whites only in that township is now open to all races as one of the schools under model D (Television News 21/11/91). However, Blacks who are not aware of the advantages of multi-racial schools at Ridge park, are likely to continue sending their children to Blacks only schools in the black township even if that will involve long distance to be travelled by their children to schools.

Therefore, the purpose of this study is to highlight the advantages of multi-racial schools to these Blacks who might not be aware of them. Thus, the questionnaire is directed to black parents with children in multi-racial schools only. For these are people who are familiar with the advantages of these schools.

However, even though multi-racial schools can be good, it is possible that they can also have disadvantages. That is why at the end of the questionnaire the repondents have to give the disadvantages of these schools. This will help black parents to see both sides of the coin before sending their children to these schools. The response in each item will be tabulated and interpreted.

TABLE 6.2.9

6.2.9 DISTRIBUTION ACCORDING TO THE STATEMENT:
"SEGREGATED BLACK SCHOOLS ARE DESPISED"

Response Item	Frequency	Percentage
Strongly agree	11	16
Agree	12	17
Neutral	11	16
Disagree	17	24
Strongly Disagree	9	13
No Response	10	14
TOTAL	70	100

Table 6.2.9 shows that the total percentage of those who agree to the statement is 33%, while 16% is for those who are neutral and 37% is for those who disagree with the above statement. This suggests that the black parents send their children to multi-racial school not because they despise segregated schools.

TABLE 6.2.10

6.2.10 DISTRIBUTION ACCORDING TO THE STATEMENT :
"I WANT MY CHILDREN TO GET BETTER EDUCATION //

Response Item	Frequency	Percentage
Strongly Agree	49	70
Agree	16	23
Neutral	3	4
Disagree	0	0
Strongly Disagree	0	0
No Response	2	3
TOTAL	70	100

Table 6.2.10 indicates that 93% of the respondents agree with the statement. This implies that the majority of the Black parents send their children to multi-racial schools because they want their children to get better education. This shows that many Blacks are not satisfied with the standard or quality of education in Blacks only schools. This seems to support the hypothesis that Black parents send their the children to multi-racial schools because they want them to get better education.

Schools that are for blacks only.

TABLE 6.2.11

6.2.11 DISTRIBUTION ACCORDING TO THE STATEMENT : " I WANT MY CHILDREN TO BE EXPOSED TO OTHER CULTURES"

Response Item	Frequency	Percentage
Strongly agree	30	43
Agree	26	37
Neutral	8	11
Disagree	1	1
Strongly disagree	2	3
No response	3	4
TOTAL	70	100

Table 6.2.11 shows that the total number of the respondents who agree to the statement is equal to 80%, that is, 43% + 37%. From this we can conclude that the hypothesis that some black parents send their children to multi-racial schools so that their children can be exposed to other cultures is supported. From the table four percent (4%) disagree.

TABLE 6.2.12

6.2.12 DISTRIBUTION ACCORDING TO THE MASTERY OF ENGLISH

Response Item	Frequency	Percentage
Strongly agree	38	54
Agree	25	36
Neutral	3	4
Disagree	1	1
Strongly disagree	1	1
No Response	2	3
TOTAL	70	100

According to the findings as tabulated on table 6.2.12, 54% of the respondents strongly agree while 36% agree. This gives the total of 90% of the respondents who agree with the statement. These percentages support the hypothesis to the effect that some black parents send their children to multi-racial schools so that their children can have a good command of English. Out of 70 parents who responded only two (2) parents disagreed with this statement.

TABLE 6.2.13

6.2.13 THE DISTRIBUTION ACCORDING TO THE PERCEPTION OF PARENTS CONCERNING THE ASSIMILATION OF THE LANGUAGE ACROSS CULTURE BY THEIR CHILDREN

Type of Response	Frequency	Percentage
Strongly agree	17	24
Agree	35	50
Neutral	11	16
Disagree	5	7
Strongly disagree	0	0
No response	2	3
TOTAL	70	100

Table 6.2.13 reflects that seventy four percent (74%) of the respondents agree that one of the reasons for sending their children to multi-racial schools is because they want their children to assimilate the language across the culture. That is, they do not want their children to be hindered by their culture in assimilating language. However, sixteen percent (16%) of the respondents preferred to remain neutral, seven percent (7%) disagreed while three percent (3%) decided not to respond to the item.

TABLE 6.2.14

6.2.14 DISTRIBUTION ACCORDING TO PARENTS' PERCEPTION
CONCERNING THE PROMOTION OF HUMAN RELATIONSHIP ACROSS
THE CULTURE LINE

Type of Response	Frequency	Percentage
Strongly Agree	21	30
Agree	34	49
Neutral	10	14
Disagree	3	4
Strongly disagree	0	0
No response	2	3
TOTAL	70	100

The promotion of human relations to another factor which prompts parents to send their children to multi-racial schools. The total percent of parents who agree with this is 79 as against the four percent who disagreed.

TABLE 6.2.15

6.2.15 DISTRIBUTION ACCORDING TO THE IMPROVEMENT OF
ACADEMIC ACHIEVEMENT OF THE CHILD

Type of Response	Frequency	Percentage
Strongly agree	27	38
Agree	25	36
Neutral	6	9
Disagree	6	9
Strongly disagree	3	4
No response	3	4
TOTAL	70	100

According to Table 6:2.15, 74% of the respondents felt that multi-racial schools improve the academic achievement of their children while thirteen percent (13%) disagreed. From this data a deduction can be made that the majority of black parents believe that multi-racial schools can improve the academic achievement of their children. However, it should be noted that nine percent (9%) of the respondents are not certain about this and thus they remain neutral, while four percent (4%) preferred not to respond to this item.

TABLE 6.2.16

6.2.16 DISTRIBUTION ACCORDING TO THE HIGH QUALIFICATIONS OF THE TEACHERS IN MULTI-RACIAL SCHOOLS

Type of response	Frequency	Percentage
Strongly agree	21	30
Agree	31	44
Neutral	9	13
Disagree	5	7
Strongly disagree	2	3
No response	2	3
TOTAL	70	100

Table 6.2.16 reflects that seventy four percent (74%) of the respondents agree that teachers in multi-racial schools are better qualified than in segregated Black schools. Thirteen percent of the respondents remained neutral while 10% disagreed and 3% did not respond to this item. From this data we conclude that some black parents send their children to multi-racial schools because teachers in these schools are better qualified. It was indicated in Chapter 1 and 2 that there is a shortage of qualified teachers in Black schools.

As has been mentioned in Chapter 1 that one of the criticism levelled against the Black education is that there is a shortage of better qualified teachers. This has resulted in a number of problems, for example, ill-qualified teachers may have difficulty in imparting knowledge to their students, since they cannot use different methods in explaining the subject matter. The finding of this study

were backed up by Duminy and Sohngé (1980 : 23) when they say that the way pupils assimilate school work differs from pupil to pupil. If the teacher knows different methods he will be able to help the pupils.

TABLE 6.2.17

6.2.17 DISTRIBUTION ACCORDING TO THE DEDICATION OF TEACHERS IN THE MULTI-RACIAL SCHOOLS

Type of Response	Frequency	Percentage
Strongly agree	22	31
Agree	33	47
Neutral	10	14
Disagree	2	3
Strongly disagree	1	2
No response	2	3
TOTAL	70	100

Table 6.2.17 shows that seventy-eight percent (78%) of the parents felt that teachers at multi-racial schools are dedicated to their work. However, fourteen percent (14%) remain neutral, while five percent (5%) disagree to the statement and 3% did not respond to this item. Concluding from the data received, it is clear that teachers in multi-racial schools are dedicated to their work.

Considering the percentage of 74% which agree with the statement, a number of reasons for this can be possible; one of them is that since teachers in these schools are better qualified, they are thus paying full attention to their work, that is, teaching. Contrary to this, ill-qualified teachers have to share the same time they have to the

improvement of their qualification and prepare for their lessons, usually the time for lesson preparation is insufficient. Secondly, teachers in open private schools may seem to be more dedicated than those in Black segregated schools. This is due to the limited number of students in multi-racial schools and working conditions which are motivating. While teachers in Blacks only schools are demotivated by overcrowded classes as well as inadequate facilities in their schools.

TABLE 6.2.18

6.2.18 DISTRIBUTION ACCORDING TO THE COMPETENCY OF TEACHERS IN MULTI-RACIAL SCHOOLS

Type of Response	Frequency	Percentage
Strongly agree	24	34
Agree	34	49
Neutral	7	1
Disagree	1	1
Strongly disagree	1	1
No response	3	4
TOTAL	70	100

Table 6.2.18 indicates that eighty-three percent (83%) of the respondents agree that teachers in multi-racial schools are competent in their work. This may be due to the fact that they are well qualified and that usually they are specialists in their subjects. One parent confirms that in open private schools each teacher, specialises in one subject. To specialise in one subject enables the teacher to be an expert in the subject because all the time available is devoted to one subject. This is practically impossible in

the segregated Black schools with the shortage of teachers. In these schools, one teacher may be expected to offer three (3) to four (4) different subjects per day, in different classes. In such cases that teacher does not have enough time to prepare for all those subjects and thus that teacher can be labelled as incompetent by students and their parents.

TABLE 6.2.19

6.2.19 DISTRIBUTION ACCORDING TO STATEMENT "SUBJECTS IN MULTI-RACIAL SCHOOLS ARE CAREER AND TECHNOLOGICALLY ORIENTED"

Type of Response	Frequency	Percentage
Strongly agree	21	30
Agree	21	30
Neutral	14	20
Disagree	11	16
Strongly Disagree	2	3
No Response	1	1
TOTAL	70	100

According to table 6.2.19, 60% of the respondents agree that subjects in multi-racial schools are career and technologically oriented. While 20% are just neutral and 19% disagreed with this idea. Concluding from this data it is clear that the subjects in the majority of the multi-racial schools are career and technologically oriented. This could be one of the reasons for some black parents to send their children to multi-racial schools. for if the subjects are career-oriented that means that their children will not have

problems in finding jobs after matric. It has been highlighted earlier in this study that one of the criticisms levelled against black education is that it is not career oriented thus with it Blacks find it difficult to secure work of their choice.

Craft (1972) concurs with the above findings and he further asserts that to some parents education is primarily for getting a job and only very secondarily about personal development. This implies that education that does not help one to get a better job is just worthless. Some Black parents seeing their children struggling to get jobs after completing matric are convinced that education in Black segregated schools is inferior and does not meet the needs of their children. Thus they send their children to open private schools. This shows that the curriculum of the Black schools is irrelevant since it fails to satisfy the needs of Black society. Duminy et al (1990:46) contend that in designing the curriculum, the needs of the society should be considered. However, it seems as if this was not considered in the curricula of Black schools.

TABLE 6.2.20

6.2.20 DISTRIBUTION ACCORDING TO THE REALIZATION
OF PUPILS' TALENTS

Response Item	Frequency	Percentage
Strongly agree	31	44
Agree	31	44
Neutral	5	8
Disagree	2	3
Strongly disagree	0	0
No response	1	1
TOTAL	70	100

According to table 6.2.20, eighty-eight percent (88%) of the parents agree that a multi-racial school assists in the realization of pupils talents. While eight percent (8%) remained neutral and three percent (3%) disagreed to this statement. Considering the highest percentage, that is, 88% one concludes that multi-racial schools help a lot in discovering the hidden talents of the children. This may be due to the fact that in multi-racial schools children are engaged in different activities. It is thus this type of activity that exposes some of the students hidden talents.

One parent maintains that these schools are well equipped as far as sports facilities are concerned and that help to reveal the hidden talents of the children. Another parent gives the advantages of extra-mural activities that they give children better chances of understanding how to use their leisure time instead of roaming about streets or involving themselves into less profitable things.

TABLE 6.2.21

6.2.21 DISTRIBUTION ACCORDING TO THE PARENTS INVOLVEMENT IN THE ACADEMIC PROGRESS OF THEIR CHILDREN

Type of Response	Frequency	Percentage
Strongly agree	34	49
Agree	28	40
Neutral	5	7
Disagree	2	3
Strongly disagree	0	0
No response	1	1
TOTAL	70	100

Table 6.2.21 shows that eighty-nine percent (89%) of the respondents agree that parents are actively involved in the academic progress of their children. This ensures teacher-parent co-operation. Parents are continually involved in the academic progress of their children, this involves parents helping their children with their homework, meetings between parents and teachers. As a result parents are not surprised by the results of their children at the end of the year. This co-operation between the two educators, that is, teacher and parents reduces the teachers work and it contributes to the pass rate of the school. Parents are more actively involved in day schools than in boarding schools.

One parent maintains that he feels very much involved with the school and that he is part of the child's education progress. This is not usually the case with Black segregated schools. Usually in these schools parents' contact with the school is at the beginning of the year during registration and when the child is guilty of a serious offence. Parents will only be in a position to know their children progress at the end of the first semester and or at the end of the year. In this situation, the parent is not given the opportunity to assist the child in the school work. Whereas in the multi-racial school, teacher parent relationship is encouraged by means of meetings or correspondence, as a result each pupil's progress is closely monitored by both parent and teacher. Duminy et al (1990:51) maintain that the report card parent-teacher conferences, home visits by teachers and invitations to see children's work on display, are all means to ensure closer cooperation between home and school.

TABLE 6.2.22

6.2.22 DISTRIBUTION ACCORDING TO THE PASS RATE
IN MULTI-RACIAL SCHOOLS

Type of response	Frequency	Percentage
Strongly agree	26	37
Agree	25	36
Neutral	7	10
Disagree	8	11
Strongly disagree	1	1
None response	3	4
TOTAL	70	100

Table 6.2.22 shows that 73% of the respondents agree that the pass rate is higher in multi-racial schools than in segregated Black schools. However, 12% disagree that pass rate is higher in these schools while 10% remained neutral in this item. Considering the fact that teachers are better qualified and the enrolment is low in these schools, the high pass rate can be expected. For with the limited number of students, teachers can pay attention to the individual needs of different pupils. This is practically impossible in black segregated schools with overcrowded classes.

TABLE 26.2.23

6.2.23 DISTRIBUTION ACCORDING TO THE LOW TEACHER-PUPIL RATIO
IN MULTI-RACIAL SCHOOLS

Type of response	Frequency	Percentage
Strongly agree	50	71
Agree	18	26
Neutral	2	3
Disagree	-	-
Strongly disagree	-	-
No response	-	-
TOTAL	70	100

According to table 6.2.23, 97% agree that the teacher-pupil ratio is less than 1:30 in these schools and 3% remain neutral. From this one may conclude that this is one of the reasons for some black parents to send their children to multi-racial schools, for without overcrowding the individual needs of pupils are catered for. Overcrowding is at climax in black schools. The new nation of (22-26 March 1991) reported that in 1989 the average teacher-pupil ratio was 1 : 54 at Secondary school level. The primary classroom especially in metropolitan areas accommodates an average of 70 children per classroom and several teachers have to attend to more than one classroom at a time.

Overcrowding is not conducive to effective teaching. Malherbe (1977) stressed that a black teacher has to cope with double as many pupils as a coloured or an asian teacher and 3 times as many as the white teacher. Such a situation is likely to promote a high failure rate.

TABLE 6.2.24

6.2.24 DISTRIBUTION ACCORDING TO THE ATTENTION OF THE INDIVIDUAL NEEDS OF THE CHILD

Type of response	Frequency	Percentage
Strongly agree	50	71
Agree	13	19
Neutral	3	4
Strongly disagree	-	-
Disagree	-	-
No response	4	6
TOTAL	70	100

Table 6.2.2 4 shows that ninety percent (90%) of the respondents agree that multi-racial schools cater for individual needs of the students. Whilst four percent (4%) remain neutral six percent (6%) decided not to respond to this item. However, considering the higher percentage one may conclude that some black parents send their children to multi-racial schools because the individual needs of their children are attended to.

One parent contends that the less gifted child receives individual attention and this can even include career guidance. Alaistaire Smurthwaite of the Holly Family College, in (Thandi, Sept 1991 : 29) concurs with this and further adds that if a child cannot cope in class, he will be taken for testing to determine if he has a language, emotional or learning problem. The parents are informed and if they prefer to make their arrangements, they are free to do so.

One parent maintains that these schools have extra classes for pupils who have problems in certain subjects such as mathematics and physical science. In this way problems are identified and attended to.

TABLE 6.2.25

6.2.25 DISTRIBUTION ACCORDING TO THE STATEMENT "MULTI-RACIAL SCHOOLS ARE FREE FROM UNREST"

Type of Response	Frequency	Percentage
Strongly agree	42	60
Agree	18	26
Neutral	7	10
Disagree	2	3
Strongly disagree	0	0
No Response	1	1
TOTAL	70	100

According to table 6.2.25, 86% of the respondents agree that multi-racial schools are free from unrest, while 18% remain neutral, 3% disagree and 1% did not respond to this item. It is an undeniable fact that black parents suffer most because of unrest, since they work hard to educate their children and yet their money is wasted during riots. Therefore the fact that multi-racial schools are free from unrest may be the reason why some black parents send their children to multi-racial schools. One parent in Thandi magazine September (1991) stated that she send her two sons to private schools because of the continual disruptions at Government schools. Usually these disruptions are connected with students dissatisfaction with education. The comment in

the City Press of January 28, 1990 is to the same effect and further adds that problems in black education will remain until one education system is formed.

TABLE 6.2.26

6.2.26 DISTRIBUTION ACCORDING TO THE ADEQUACY OF EQUIPMENT AND RESOURCES IN MULTI-RACIAL SCHOOLS

Type of response	Frequency	Percentage
Strongly agree	50	71
Agree	13	19
Neutral	3	4
Disagree	-	-
Strongly disagree	-	-
No response	4	6
TOTAL	70	100

Table 6.2.26, shows that ninety percent 90% of the respondents agreed that there is adequate equipment and facilities in multi-racial schools. While only four percent (4%) remained neutral and six percent (6%) decided not to respond to this item. Concluding from this data, there is no doubt that there are adequate learning facilities, libraries, well equipped media centre, well equipped science and language laboratories. However, most of these are not available in Black government schools. Some of these are available, but ill-equipped, for example, libraries with the many empty shelves. Engelbrecht et al (1984) state that creative use of a variety of teaching aids increases the probability that pupils learn and improve the performance of the skills they are expected to develop. One parent adds that adequate facilities in these schools create conducive atmosphere for effective teaching.

TABLE 6.2.27

6.2.27 DISTRIBUTION ACCORDING TO THE ADEQUATE STAFFING IN MULTI-RACIAL SCHOOLS

Type of response	Frequency	Percentage
Strongly agree	44	63
Agree	19	27
Neutral	3	4
Disagree	1	1
Strongly disagree	0	0
No response	3	4
TOTAL	70	100

According to table 6.2.27, ninety percent (90%) of the respondents agreed that multi-racial schools are adequately staffed. Four percent (4%) remained neutral, one percent (1%) disagreed with the statement while 4% decided not to respond to this item. It can then be deduced that some black parents send their children to multi-racial schools because they felt these schools are adequately staffed, while there is a dire shortage of teachers in black segregated schools. Due to this shortage, pupils usually enjoy a lot of unofficial free periods. During these periods, they may be tempted to discuss political issues that affect them or the Blacks as whole. This usually results in class boycotts which are rife in black schools. This can be solved by increasing the number of teachers in all black schools. For if students are always occupied they will not have time to think and or discuss political issues which are not part of their syllabi.

Claire Rossow the headmistress of St Marys asserts in Thandi magazine (1991) that some parents send their children to open private schools because they do not want their children to be politicised at an early stage, but would prefer them to gradually form their own views. Another parent expresses similar views as follows:

Our children are intimidated into joining in issues of which they understand very little- not to mention being denied the right to choose whether they want to join or not --- We send our children to private schools because of this type of intimidation.

(Thandi, September 1991 ;27)

a great number of Black persons in South Africa are vulnerable to politicisation because of political situation in the country. At the heart of South Africa is the racist philosophy of apartheid and the resulting racial segregation and inequalities. The majority of black students are well aware of these inequalities and have resolved to bring an end to the such through their alliance with mainstream political organisation or liberation movements. Some of these go to an extent of forcing young children to join these organisations. A development of this nature is unacceptable to most parents. It is for this reason that most would prefer to send their children to multi-racial schools.

Section D of the questionnaire consists of the open ended response type questions. Therefore respondents are free to express their views concerning the advantages and disadvantages of multi-racial schools. However, this section is set aside for the respondents to point out advantages which they feel are important and yet are not included in section C. The analysis of data under this section was not easy since it involves the open ended type of responses. This does not permit of easy comparison of items.

6.3 ADVANTAGES OF MULTI-RACIAL SCHOOL AS PERCEIVED
BY BLACK PARENTS IN NATAL

Eighty percent (80%) of the respondents maintain that the myth that whites are intellectually superior gets to be unravelled from an early age. That is, the black child learns that white children are not intellectually superior to Black children. Say for instance, if in any multi-racial school class the highest in the first mathematics test was a black child, in the second one was an indian child, that can expose the fallacy of certain races being superior. In multi-racial schools, the Black child competes on equal footing with children from other races. This can help to promote positive self-image, positive self-esteem and self confidence. One parent asserts that since her child started attending a multi-racial school she does not feel inferior to anybody.

About 70% of the respondents contend that multi-racial schools help the child to be independent or self-reliant. Multi-racial schools promote this by giving the students school projects, and assignment. Pupils can do these in groups or individually with their teachers as the supervisor. Other parents even assert that children can compile their notes and present lessons in class as early as at standard 5, all this helps the child to be independent. Thus students from these schools can benefit from education at any university in the world. Some of the parents even blame the teachers in the Blacks only schools for spoonfeeding their pupils. Thus students from these schools find it difficult to cope with the standard of education at the university.

Multi-racial education helps children to develop critical thinking. This is promoted by the method used in these schools like problem solving and discovering method. These parents believe that teaching methods in Blacks only schools are dominated by telling method or lecture method. This results in students who are passive, accepting everything told by their teachers without questioning it, while in the multi-racial schools students are encouraged to be active and inquisitive. However, some parents believe that, that partly reflects the culture of Blacks where the child is not expected to question the elderly people.

Multi-racial schools have strong emphasis on extra-mural activities ranging from sports, socio-cultural skills, public speaking and debates. The advantage of this is to reveal the hidden talents of the students.

About 30% of the respondents maintain that scholars in multi-racial schools see themselves as people and not as colour being. Thus the mixing of children of different races reduces the pre-judgement of a person by colour. Therefore racial discrimination based on colour is completely eradicated.

Some parents maintain that all children in these schools understand and learn to respect other races and their cultures. This facilitates inter race interaction thus children in these schools are prepared for the 'New South Africa' which will be non-racial and free from apartheid. Therefore, these schools prepare the child for the non-racial culture.

Different parents assert that these schools can help the child to develop a positive perspective towards learning. That is, the child finds going to school a joyful event rather than a necessary evil. This is due to the fact that learning is not confined to a dull classroom situation and is intergrated into the socio-economic environment.

Some parents maintain that the emphasis in these schools shifts from "teaching to learning" . The child is prepared and developed so as to cope with the demands and realities of the world. For example, these schools involve pupils in the community projects such as the maintenance of creches, hospitals and squatter settlement visits.

Multi-racial schools tend to look at the child in a holistic manner. That is, these schools assist in the development of the child as a whole person, that is, they caters for intellectual, social, physical, moral aspect of the child etc.

According to one parent these schools help to improve children's value as suggested to them by parents. This is possible since the syllabus as well as children's need is planned for the following year before the forth term ends, thus giving the child and parent enough time for preparation for the next year.

In these schools the career guidance is taken as an important component of the curriculum. The guidance teacher continually monitors the progress of the child. On the other hand the career guidance is usually neglected in Blacks only schools. Fifty percent of the respondents maintain that the curriculum in multi-racial schools is broad. This enables children to choose from a variety of subjects. This is not the case in many blacks only schools, because of the shortage of teachers and learning facilities.

Some respondents raised the question of discipline they maintain that in multi-racial schools teachers have more authority over pupils than in blacks only schools. This means that teachers in these schools do not have disciplinary problems. In most schools for Blacks discipline is not-existent.

The advantages alluded to above are an indication that some parents made comparisons between multi-racial schools and segregated black schools. The advantages outweigh the disadvantages of multi-racial schools. Consequently, they send their children to multi-racial schools. However, this does not mean that multi-racial schools are perfect and without the disadvantages. Some of the respondents were fair enough to admit that there are also disadvantages of these schools though they are not as many as their advantages. The disadvantages of the multi-racial schools as perceived by Black parents will be discussed below.

6.4 DISADVANTAGES OF MULTI-RACIAL SCHOOLS AS PERCEIVED BY BLACK PARENTS

Ninety two percent of the respondents maintain that these schools charge exhorbitant fees. The fees required by different multi-racial schools are not the same. This is clear from the analysis of fees outline of different multi-racial schools. Multi-racial schools are very expensive. For this reason very few parents can afford to send their children to multi-racial schools. Therefore, multi-racial schools in Natal cannot be considered as the sole solution to the problem facing Black education as only the affluent parents can afford these fees. However, it should be mentioned that

the majority of the parents consulted have their children in open private schools and not in the schools that fall under Model A, B, and C.

Sixty percent of the respondents state that children from these schools tend to club together and are considered as proud by their peer group in their community. Some parents state that this argument is based on the fact that the children from these schools display elitist attitude towards others and despise those attending in Blacks only schools. This shows that some of the children attending in multi-racial schools feel that they are better than those who are attending in blacks only schools. Due to this snobbish attitude children attending in multi-racial schools are sometimes shunned by their peer group during vacation.

Consequently they became social misfits in their community. At the same time they may not be fully accepted by their white class mates. This can lead to frustration. On this issue, Portia has this to say:

I don't feel at all that I'm in a community. I don't belong in a white community because I am black, and I don't belong in the black community because I go to a white school and they don't understand that I am coming here for better education. So I am just like a single person, my own little community, with just a few others, like blacks or few other people that go to white school. You feel left out. You don't know where you belong anymore....

(Portia in Christie, 1990 : 63)

About 90% of the respondents maintained that culture and customs of blacks are ignored. Parents fear that this could lead to the danger of loss of cultural identity. Some of the black children can view their cultures as of inferior standard as it does not conform with the western standards which require a child to display confidence and to be

inquisitive in his interaction. Due to the fact that black culture is ignored, black children can thus adopt behaviours which are not acceptable in their cultures. For example, the white child is taught to maintain the eye to eye contact when talking even to the elders, while a black child is taught not to look an adult person in the eyes. Some parents regard this as cultural clash.

Fifty percent of the respondents maintained that in most multi-racial schools white teachers are in the majority and these white teachers are likely to reflect their culture to their students. Black parents believe that the exclusion of Blacks from the teaching staff can contribute to black children losing their cultural identity. Apart from white teachers being in the majority, findings also revealed that white students are also in the majority. One parent contends that one of the disadvantages of these schools is that they are not proportionate in racial representation. All this is likely to contribute to black children adopting the culture of the majority race, that is, whites.

Fifty percent of the respondents maintain that African languages are not included in the curriculum of these schools. This results in some Black children viewing their language as inferior and thus try by all means to avoid it. This may result in child not knowing his or her mother tongue. Thus that child cannot communicate with all the members of the family especially illiterate ones, usually grand parents. The case of standard 8 Black student who could not speak, read or write his mother tongue is related by headmaster of one multi-racial school in Thandi magazine (1989).

Another disadvantages is that most of the multi-racial schools in Natal are situated in white areas, far away from areas where blacks live. Thus travelling expenses from home

to the college is taxing to parents. About 40% of the parents stated that parents who have no transport of their own have problems in transporting their children. One parent complained that at times children have to be collected during the week. This is inconvenient for working parents. Another parent complained that they have to travel long distances for compulsory meetings.

About forty percent (40%) of the respondents stated that there are subtle forms of discrimination against black pupils. There are still traces of racialism. According to the Sowetan, November 23, 1989, two teachers at Sacred Heart College in Johannesburg stressed the need to debunk some of the myths about other racial groups which predominated their society. They insist that teachers should be free from prejudice.

Some of the respondents maintain that these schools are limited and thus very selective. Entrance test or interviews are used to select students to be admitted in open schools. Black parents argue that the use of entrance tests to select black applicants has been dismissed as a pretext of excluding them instead of mechanism of identifying those students who will be able to cope with the education offered at these institutions. To many Black parents, the term "entrance test" seems to be a misnomer" for in essence the tests appear to be exclusion tests. They diligently serve to exclude many black applicants from the open schools.

Other parents stated that children come out of these schools with high hopes which their socio-political environment are not ready to meet. For example, the child from a multi-racial school hopes that he can be accepted to any job. However, the child becomes frustrated if this does not

happen and that child can feel cheated. This is because job reservation was made according to colour discrimination and not according to the school attended by applicant.

During parents meeting the medium of communication is English and there are no interpreters. This becomes a problem to less educated black parents because they could not understand everything in the meeting and thus they cannot participate fully and give their input towards the academic progress of their children. This can also hinder parent's monitoring of the child progress.

6.5 SOLUTIONS TO CIRCUMVENT DISADVANTAGES OF MULTI-RACIAL SCHOOLS

Eighty percent of the respondents maintain that the government should subsidize open private schools in South Africa. This will help to make these schools cheaper and affordable even to the working class parents. This is based on the complaint that multi-racial schools charge exorbitant fees. These differ from one school to the other.

Concerning the complaint about the limited number of open private schools: parents suggest that white public schools which had been closed because of the decrease in the enrolment should be open to all races or should be used by black children. The Sunday Times of January 28, 1990, reported that Barnato Park High - previously known as Johannesburg High School for Girls opened its doors to children of different races. However, the South African Institute of Race Relations (SAIRR) in the Sowetan, February 1, 1990 reported that the shortage of black classrooms far out weighs the white surplus. Their research shows that even if all the vacant white classrooms were open to blacks the problem of overcrowding will not be solved. The country-wide black classroom shortage would be reduced by

only 20%. However, the fact that opening the white vacancies to blacks will not solve the whole problem is no reason for not doing it and solve part of it at least. This would eliminate waste in a country which cannot afford waste.

About 50% of the parents claim that all state schools should be desegregated so that children should go to the nearest schools. However, considering the poor conditions in the black segregated schools, it goes without saying that no white pupil will voluntarily seek admission to a school that was originally set aside for Blacks only. Consequently, only black children will be bussed to previously white only schools.

Some black parents assert that the standard of black education should be upgraded to the same level as that of other races especially whites. This should involve the improvement of the physical buildings, that is, renovating the schools, repairing doors, buildings, laboratories and libraries. In short everything which is in white schools should also be available in black schools. Thereafter, desegregation can be successful.

Concerning the problem of black students being discriminated by their white teachers some parents suggest that teachers in open schools should receive special training and must be non-racist. Teachers in open schools should be selected not solely on academic and professional qualifications but also on their commitment to non-racialism.

Concerning the snobbish attitudes of the black children from these schools, parents are unanimous in that a lot depends on the teachings at home. One parent argues that the child's attitude to others will be positive if a parent made it clear to the child that attending in multi-racial school does not make him any better than others who are in blacks

only schools. It should be clear to the children that they are lucky to have parents who can afford to send them to these schools but they are not better at all. Parents should therefore impress upon their kids that pupils in blacks only schools are also important despite their fate and thus they must not undermine them.

Concerning the absence of African languages from the curricula of the open schools, parents seem to be divided in their opinions, about 40% of the respondents maintain that African languages should be included in the curriculum of the open schools. On the other hand about 20% of the respondents argue that african languages should not be included.

Some black parents believe that black children should not be sent to these schools at an early age. They feel that children must first know their mother tongue and their culture so that when they are sent to open schools they will be in a position to differentiate what is acceptable in their culture and what is not. They assert that mother tongue should be the responsibility of the family especially parents. That is, black families should help the child to learn and understand his mother tongue. Thus, communication at home should be in mother tongue and not in English. According to these parents African languages should be excluded from the curriculum of open schools.

However, the large number of the respondents maintain that African languages should be included in the curriculum of all open schools, especially in the primary school level, so that the black child will not have problems in communicating with the illiterate members of his community. The similar procedure is followed in American schools. This is highlighted by Fishmen (1973) that bilingual education in United States has been primarily for transitional programs,

the child's mother tongue is used for instruction until the child can function adequately in the national language. This can be adopted in South African open schools. This will thus encourage the appointment of the black teaching staff in these schools. It should be noted that African languages are already included in some of the open private schools in South Africa.

It has been mentioned that parents are divided into two groups as far as the inclusion of African languages in open private schools is concerned. It is noted that parents who are against the inclusion of African languages in the curriculum are also against the recognition of the culture of different races. These parents believe that the maintenance of culture by their children should be their responsibilities and not of the public institutions like open schools. These parents suggest that vacation schools should be open especially for Black children attending in open schools to inculcate in them the importance of the African culture. In these schools african languages should be used as the medium of instruction. This concurs with the assimilationists belief in Berg Eldering et al (1983) in the following:

Assimilationists believe that the state should promote allegiance to the overarching idealized values of the nation state and competency in the national language or languages. If the ethnic groups want their children to learn their primordial languages and dialect, this should be done by the private groups for themselves and not by public institutions such as schools.

(Berg - Eldering et al, 1983 : 37)

From the above discussion, it is clear that both groups have strong reasons for and against the inclusion of African languages and cultures in open private schools in South Africa. The solution which will accommodate both groups will be to make available the African languages as optional subjects. Thus parents who want their children to learn their mother tongue at school will let their children choose it. Those who are against the inclusion of mother tongue will not choose it. However, English should be compulsory and more time should be allocated to it as an international language. Afrikaans should also be optional.

6.6

CONCLUSION

The data received from parents and headmasters of different multi-racial schools ~~had been~~^{was} analysed and interpreted. The next chapter, will deal with recommendations and conclusion.

CHAPTER 7

7. CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

In this chapter the summary implications, recommendations and conclusions of the study are given.

7.2 SUMMARY

7.2.1 THE PURPOSE OF THE STUDY

The primary purpose of the study is to investigate the reasons why some black parents send their children to multi-racial schools. This study reveals the following :

Black parents want their children to get best education and they are not satisfied with apartheid education due to its inequity, as Nxumalo (1990:3) has pointed that from apartheid has flown unequal distribution of facilities, the racially biased allocation of state money per child and the over all inferior education system for Blacks. The inequalities which are prevalent in South African education have been illustrated in chapter 1. In order to bale out their children from this inferior education, black parents have been sending their children to open private schools.

Another purpose of this research is to highlight the advantages of multi-racial schools. A number of advantages revealed by this study are contained in chapter 6. This information is likely to encourage more black parents to send their children in the recently open white state schools.

7.2.2 RESTATEMENT OF THE PROBLEM

It has been mentioned in chapter 1 that black education has been resented by blacks since its inception in 1953 because of its deficiencies. Dissatisfaction with black education has been expressed in different ways, such as school protests, stay aways, marches, etc. Blacks have been demanding a single education department for all racial groups. This recommendation was also made by the De Lange Commission which was appointed by the government in 1981. Surprisingly, the government rejected this recommendation. However, the opinion expressed by educationists and academics of all racial groups is that despite the debates, and talks about reforms, as long as apartheid ideological separation and racial discrimination are entrenched in the education system provided, there can be no genuine reforms since the system fails to satisfy the needs of the people it is supposed to serve (Mncwabe, 1987).

In view of the fact that the government is not willing to dismantle segregated schools in South Africa, some black parents have been sending their children to open private schools.

charging There is a general complaint however, that these open schools are charging exorbitant fees. This has been illustrated in chapter 6 (vide supra 6.1.1). According to this table the fees in open private schools are ranging between R 6 200 and R 19 800 per annum. On the other hand, the fees on blacks only schools are ranging between R 10 (Khandisa) to R 60 (Sampokwe under Nseleni). Consequently, very few black parents can afford to send their children to open schools. The great majority of black pupils have deemed it fit to demand the opening of all white state schools.

There is a complaint from black parents that the recently open white state schools are very selective, They use the entrance test to select black pupils to be admitted in open schools. There is an allegation that only the black applicants are expected to write these entrance tests. Some black parents alleged that at times black pupils are not even given a chance to write these entrance tests. In view of this it is only the minority of black pupils that have access to these recently opened schools.

7.2.3 METHODS EMPLOYED IN THIS STUDY

Since the research envisaged was of a descriptive nature, the literature review and an empirical study were the main methods that were used.

(i) LITERATURE REVIEW

A careful study of literature with a view to deriving a conceptional frame work and a theoretical background within which the problem could be investigated was undertaken. The method was particularly employed in chapters two, three and four.

(ii) EMPIRICAL INVESTIGATION

Questionnaires were used to collect data for empirical study. The advantages and disadvantages of questionnaires were discussed in chapter 5. An empirical study presented experience and first hand information in the collection of data from different headmasters and parents.

7.3 IMPLICATIONS OF THE STUDY

The study implies that the main reasons why black parents send their children to open schools in South Africa is based on their dissatisfaction with racially segregated schools. The fact that racially mixed schools have been illegal in South Africa prior to 1991, resulted in black parents sending their children to open private schools. However, the problem which beset these schools is that they receive very little subsidy from the government (eg.15%). This therefore compels these schools to charge high fees with the result that only pupils from black middle class families have access to these schools. Hence, the demand from the community, particularly Blacks, that all state schools should be open to everybody. There is also a demand for a single ministry of education.

When therefore, some white schools were open in 1991, this was hailed as partial victory for education. It was partial victory because the models under which those schools were opened, were very restrictive in the admission of black pupils and they did not come near to addressing the crisis in black education. What the black community in particular is expecting is the wholesale opening of schools to all the races. This can only be achieved to the satisfaction of all the races if there is a single ministry of education. The discussion shows clearly that the opening of the white state schools is addressing the crisis in the white education. This then necessitates recommendations as to what should be done to address the crisis in black education. The following recommendations are made;

7.4 RECOMMENDATIONS

7.4.1 THERE SHOULD BE A SINGLE EDUCATION DEPARTMENT FOR ALL RACIAL GROUPS IN SOUTH AFRICA

In order to remedy all the deficiencies in black education, a single education department should be created. The survey conducted among the parents demonstrated that the opening of white schools to all races is not enough but black parents assert that the only solution to the crisis in black education will be the creation of a single education department for all (vide supra, chapter 6).

With a single education department, unequal provision in education will be virtually impossible, all the discriminatory laws in education will have to be withdrawn, Once there is a single education department, it will be ensured that:

7.4.1.1 ALL WHITE STATE SCHOOLS ARE UNCONDITIONALLY OPEN TO ALL RACIAL GROUPS IN SOUTH AFRICA

The findings in chapter 4 reflected the limitations of the conditional opening of white state schools and that it does not solve the crisis in black education since very few blacks are admitted to these schools. The suspicion is that black students are only admitted in order to rescue the white schools that are at risk of closure due to the decline in number of the pupils enrolling in these schools. In view of the above findings it is clear that the solution to this will be the unconditional opening of all white state schools.

7.4.1.2 THE RACIAL DISTRIBUTION OF STUDENTS IS PROPORTIONATE IN THE OPEN SCHOOLS

Since the inception of multi-racial schools in 1976, blacks have been complaining that whites are in the majority in these schools. This was further supported by the government in the recently introduced models in which the white percentage should not be less than 51% in all three models. By this, the government is intending to keep the multi-racial schools in South Africa white. ^{the} Black community ^{has} have fear that this can lead to their children adopting the culture of whites.

7.4.3 ENTRANCE TESTS ARE ABOLISHED OR WILL BE APPLICABLE TO ALL STUDENTS IRRESPECTIVE OF RACE

The single education department will ensure that the entrance tests are abolished or are applicable to all students. Some Black parents reckon that the use of these entrance tests by open schools to select Black applicants is a pretext of excluding them. They do not perceive this as a mechanism of identifying those students who will be able to cope with the education offered at these institutions. (Vide Supra, chapter 4). Thus black parents claim that entrance tests should not be used to select Black students, unless the same is applied to their white counterparts. Education is a right, thus students have a right to attend at any school they find accessible without having to undergo procedures such as entrance tests.

7.4.1.4 EDUCATION IS FREE AND COMPULSORY TO ALL RACIAL GROUPS

A single education department will ensure that education is free and compulsory to all racial groups. The fact that education for whites is free and compulsory while it is not free and compulsory for Blacks could create anomalous situation in open schools in South Africa. What will happen if the schools were to demand fees from a black pupil, as education is not compulsory for him?

7.4.1.5 EDUCATION IS A STATE PROVISION AND NON-RACIAL

A single education department will ensure that education is a state provision and non-racial. The racially segregated schools should continue to operate but only as private institutions. That is, the racial groups who are against racially mixed schools will have to send their children to private schools. In the "New non-racial South Africa" education should be non-racial. Therefore those who want to perpetuate apartheid will have to pay. This is backed up by Metcalfe (1991 : 42) when she says that the cost of racially mixed schooling in non-racial South Africa will be borne entirely by the state. She further maintains that the costs of segregated schools must be carried out by the parents with the possibility of some government subsidisation.

7.4.1.6 PROVISION IS MADE TO TRANSPORT PUPILS WISHING TO ATTEND OPEN SCHOOLS

The single education department will ensure that the provision is made by the government to transport Blacks to open schools situated in the white suburbs. If the school cannot be moved, then the children have to be transported.

7.4.1.7 TEACHERS IN OPEN SCHOOLS RECEIVE SPECIAL TRAINING

Parents in this study felt that most teachers who teach in open schools have not had the necessary in-depth training or no training at all in handling pupils from foreign backgrounds. Training programmes should therefore be worked out, which will equip teachers to serve in such schools with the necessary techniques and strategies. For teachers who are already in the field, in-service centres can be of great help. However, in future all colleges of education should be open to all racial groups for a unified preparation for future multi-racial school teachers.

7.4.1.8 CULTURAL PLURALISM IS ADOPTED IN THE OPEN SCHOOLS

This recommendation is based on the complaint from Black parents that their Black culture is not recognised in the open schools (vide supra, chapter 6). Thus a single education department will ensure that cultural pluralism is adopted in open schools. According to Van Schalkwyk (1986 : 260) cultural pluralism implies that the identity of all cultures within the community is retained and developed on equal footing in order to foster mutual enrichment, understanding and appreciation in a society free of conflict.

7.5 CONCLUSION

The recommendations based on the findings of this study have been discussed. It is evident that the only solution to the crisis in Black education will be the creation of a single education department. This will ensure that all the limitations of the racially segregated schools are eliminated. The problems concerning the recently introduced open schools will also be eliminated. Now it is left to the government to address the crisis in Black education.

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APPENDIX I

ENROLMENT IN SELECTED SCHOOL IN JOHANNESBURG
(SOURCES: MULLER 1989, TED REGIONAL OFFICES, SCHOOLS)

	1985	1986	1987	1988	1989	1990	1991	% change 1985 - 1991
ALBERTON								
Alberton(0)	975	937	827	769	678	605	603	-38
Brackenhurst Primary(0)	767	754	716	620	578	540	520	-32
SOUTH								
Forest Hill Primary(B)	581	521	488	440	430	428	446	-23
Rosettenville Primary(0)	177	150	129	99	95	96	96	-46
Winchester Ridge	641	589	511	485	483	470	499	-22
WEST								
Cottesloe Primary	239	211	195	170	163	141	148	-38
Brixton Primary	310	274	251	232	210	191	175	-44
Jubileum Primary	321	312	280	228	174	153	94	-71
Goedeheop Primary	286	211	123	98	57	closed	closed	-80
Melville Primary(X)	350	540	318	278	254	232	221	-37
Western High	458	449	429	420	326	220	closed	-52
Langlaagte Technical	653	573	483	409	388	270	238	-64
CENTRAL								
Joubert Park Primary	428	325	270	210	203	225	closed	-47
Roseneath Primary(B)	473	414	343	248	227	225	271	-43
JHB Girls Prep(B)	432	429	377	394	280	238	308	-29

Yeoville Boys(B)	244	222	182	187	143	147	117	-40
Parkview Senior(B)	278	272	241	230	197	161	181	-35
JHB Girls High	505	443	371	301	237	closed	closed	-53
John Orr Technical	1055	1034	1008	901	788	900	925	-12
Blairgowrie Primary	582	527	455	400	375	380	390	-33
Bordeaux Primary	728	685	489	444	456	480	563	-23
Greenhills Primary	308	283	247	188	188	160	closed	-48
Parkhurst Primary	348	338	308	260	228	232	269	-23
Blairgowrie High	758	733	663	573	430	326	closed	-57
NORTH								
Wendywood Primary(B)	672	738	677	619	597	624	689	-21
Rosebank Primary	324	292	250	235	237	227	292	-10
EAST								
Malvern West	194	146	144	138	137	93	closed	-52
Bez Valley Primary	67	65	58	54	43	34	closed	-49
Hillcrest Primary	398	373	332	311	280	288	351	-12
I H Harris Primary(B)	378	323	294	213	190	161	341	-10
John Mitchell Primary	238	218	185	161	145	142	125	-47
Kensington Laerskool	265	223	209	204	184	177	176	-38
Kensington Ridge(B)	352	287	263	251	250	260	248	-30
Jeppie Prep	821	804	801	589	584	581	592	-28
Observatory East	350	296	212	176	173	179	186	-47
Athlone Girls(B)	345	328	318	299	257	322	319	-8

APPENDIX 2

VOLKSRAAD

SKRIFTELIKE ANTWOORD

EIE SAKE

VRAAG NO. 8.

MNR K M ANDREW VRA DIE MINISTER VAN ONDERWYS EN KULTUUR:

(a) (i) Watter skole in 1990 oor die nuwe modelle gestem het en (ii) oor watter model elke skool gestem het en (b) wat die (i) persentasie stemme was wat uitgebring is en (ii) persentasie was van diegene wat ten gunste van 'n model gestem het, in elke geval?

ANTWOORD:

(a)(i)	(a)(ii)	(b)(i)	(b)(ii)
Agua Vista Primary School	Model B	96,64%	80,67%
Balmoral Girls' Primary School	Model B	94,30%	89,35%
Barrydale Hoërskool	Model B	86,62%	65,60%
Bathurst Primary School	Model B	80,82%	75,34%
Bergvliet High School	Model B	92,76%	88,67%
Bergvliet Primary School	Model B	94,67%	91,12%
Blouberg Ridge Primary School	Model B	89,29%	82,87%
Cambridge Preparatory School	Model B	89,49%	82,30%
Camps Bay High School	Model B	96,28%	89,70%
Camps Bay Preparatory School	Model B	90,51%	86,08%
Camps Bay Primary School	Model B	91,87%	88,55%
Cape Town High School	Model B	96,55%	89,53%
Central Primary School	Model B	88,73%	81,63%
Chinese High School	Model B	99,56%	99,12%
Claremont Primary School	Model B	88,26%	82,20%
Clarendon Girls' High School	Model B	92,84%	87,50%
Clarendon Girls' Primary School	Model B	94,37%	90,14%
Clarendon Park Primary School	Model B	83,65%	79,83%
Clarendon Preparatory School	Model B	92,82%	88,97%
College Hill Preparatory School	Model B	91,91%	79,41%
College Street Primary School	Model B	99,01%	87,68%
Collegiate Girls' High School	Model B	86,17%	81,31%
Collegiate Junior School	Model B	99,03%	96,71%
Crewe Primary School	Model B	96,33%	87,15%
Dale College Boys' Primary School	Model B	97,94%	94,69%
Dale College High School	Model B	85,54%	83,22%
Duneside High School	Model B	96,92%	93,15%
Edgemead High School	Model B	95,10%	90,40%
Edgemead Primary School	Model B	95,83%	92,60%
Ellerton Primary School	Model B	99,15%	97,03%
Erica Girls' Primary School	Model B	97,17%	94,97%
Fish Hoek Middle School	Model B	94,65%	89,60%
Fish Hoek Preparatory School	Model B	91,79%	87,50%

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(a)(i)	(a)(ii)	(b)(i)	(b)(ii)
Fish Hoek Primary School	Model B	86,29%	80,68%
Fish Hoek Senior High School	Model B	90,77%	84,57%
Gardens Commercial School	Model B	91,03%	83,91%
Golden Grove Primary School	Model B	88,14%	79,14%
Good Hope Seminary High School	Model B	93,27%	81,41%
Graeme College Boys' High School	Model B	87,84%	82,43%
Greenfield Girls' Primary School	Model B	93,75%	91,03%
Greenwood Primary School	Model B	94,08%	88,16%
Grey Boys' Junior School	Model B	92,09%	90,14%
Grey High School	Model B	91,96%	90,00%
Groote Schuur Hoërskool	Model B	91,28%	86,91%
Groote Schuur Laërskool	Model B	95,95%	90,65%
Grove Primary School	Model B	97,11%	94,76%
John Grahma Primary School	Model B	98,68%	96,42%
Kaffrarian Girls' High School	Model B	90,67%	86,66%
Kalk Bay Primary School	Model B	91,37%	89,41%
Kommetjie Primary School	Model B	92,16%	90,85%
Kronendal Primary School	Model B	82,85%	76,49%
Lawson Brown High School	Model B	85,85%	74,62%
Maitland Primary School	Model B	94,17%	90,17%
Mount Pleasant Primary School	Model B	80,36%	45,99%
Mountain Road Primary School	Model B	83,08%	75,38%
Muir College Boys' High School	Model B	95,17%	90,3%
Muir College Boys' Primary School	Model B	96,52%	87,43%
Muizenberg High School	Model B	93,20%	88,11%
Muizenberg Junior School	Model B	93,11%	85,59%
Norman Henshilwood High School	Model B	93,69%	87,37%
Oakhurst Girls' Primary School	Model B	97,50%	95,29%
Oatlands Preparatory School	Model B	93,13%	79,83%
Observatory Junior School	Model B	95,27%	91,89%
P J Olivier Hoërskool	Model B	81,78%	68,12%
Pearson High School	Model B	92,66%	78,56%
Pinehurst Primary School	Model B	96,11%	89,93%
Pinelands High School	Model B	92,66%	84,42%
Pinelands North Primary School	Model B	98,12%	89,25%
Pinelands Primary School	Model B	92,23%	88,67%
Plumstead High School	Model B	87,17%	74,24%
Plumstead Preparatory School	Model B	95,03%	90,89%
Queen's College Boys' High School	Model B	93,57%	91,19%
Queen's College Boys' Primary School	Model B	94,13%	89,54%
Queen's Park High School	Model B	92,25%	89,79%
Queenstown Girls' High School	Model B	87,38%	83,89%
Rhenish Girls' High School	Model B	86,20%	84,50%
Rhodes High School	Model B	97,00%	89,79%
Riebeeck College Girls' High School	Model B	90,54%	78,02%
Rondebosch Boys' High School	Model B	94,18%	92,30%

(a)(i)	(a)(ii)	(b)(i)	(b)(ii)
Rondebosch Boys' Primary School	Model B	93,57%	91,96%
Rondebosch East Primary School	Model B	95,50%	88,00%
Rosebank Primary School	Model B	87,55%	83,88%
Rustenburg Girls' High School	Model B	90,89%	87,37%
Rustenburg Girls' Junior School	Model B	96,20%	93,93%
S A College High School	Model B	95,53%	92,77%
S A College Junior School	Model B	96,57%	92,80%
Sans Souci Girls' High School	Model B	92,48%	90,04%
Sea Point High School	Model B	91,30%	82,59%
Sea Point Primary School	Model B	97,90%	89,50%
Selborne College Boys' High School	Model B	90,11%	88,16%
Selborne Primary School	Model B	95,75%	92,98%
Stirling Primary School	Model B	91,63%	86,53%
Stutterheim High School	Model B	86,39%	63,70%
Sunlands Primary School	Model B	82,86%	75,71%
Sweet Valley Primary School	Model B	92,74%	88,46%
Sydenham Primary School	Model B	81,12%	68,09%
Tamboerskloof Primary School	Model B	99,21%	91,82%
The Settlers High School	Model B	90,64%	77,64%
Timour Hall Primary School	Model B	94,75%	77,64%
Union High School	Model B	92,78%	89,16%
Union Preparatory School	Model B	92,78%	89,16%
Victoria Girls' High School	Model B	88,39%	81,87%
Victoria Primary School	Model B	85,05%	75,70%
Westerford High School	Model B	98,00%	95,73%
Windsor High School	Model B	88,19%	74,78%
Windsor Preparatory School	Model B	94,56%	87,03%
Windsor Primary School	Model B	93,52%	87,45%
Wynberg Boys' High School	Model B	92,76%	88,93%
Wynberg Boys' Junior School	Model B	95,23%	91,53%
Wynberg Girls' High School	Model B	87,27%	83,47%
Wynberg Girls' Junior School	Model B	93,89%	91,22%
York High School	Model B	93,06%	83,08%
Gingindlovu Primary School	Model B	88,80%	71,64%
North Crest Primary School	Model B	93,26%	91,01%
Maidstone Primary School	Model B	96,20%	92,50%
Atholton Primary School	Model B	96,97%	94,70%
Pinetown Girls' High School	Model B	92,67%	82,32%
New Germany Primary School	Model B	92,67%	86,28%
Ashley Primary School	Model B	85,81%	78,72%
Lyndhurst Primary School	Model B	96,44%	90,77%
Westville Senior Primary School	Model B	93,30%	88,60%
Westville Junior Primary School	Model B	93,00%	88,70%
Westville Girls' High School	Model B	97,70%	92,40%
Westville Boys' High School	Model B	91,10%	87,20%
Pitlochry Senior Primary School	Model B	94,10%	90,80%
Berea West Senior Primary School	Model B	93,00%	89,60%
Berea West Junior Primary School	Model B	94,70%	92,80%

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(a)(i)	(a)(ii)	(b)(i)	(b)(ii)
Avon Junior Primary School	Model B	94,40%	90,10%
Atholl Heights Primary School	Model B	93,70%	86,50%
Sunningdale Junior Primary School	Model B	95,04%	94,11%
Glenashley Junior Primary School	Model B	94,07%	90,62%
Warner Beach Junior Primary School	Model B	80,70%	65,50%
Glenmore Senior Primary School	Model B	91,28%	88,07%
Pinetown Junior Primary School	Model B	75,60%	64,05%
Scottburgh Primary School	Model B	83,90%	80,70%
Sezela Primary School	Model B	90,70%	83,70%
Nottingham Road Primary School	Model B	98,40%	93,75%
Underberg Primary School	Model C	91,09%	86,90%
Carrington Heights Junior Primary School	Model B	98,18%	88,48%
Northway Junior Primary School	Model B	98,90%	96,89%
Danville Park Girls' High School	Model B	88,81%	86,25%
Camperdown Primary School	Model B	95,75%	90,30%
Izotsha Primary School	Model C	94,70%	93,10%
Sherwood Primary School	Model B	95,80%	91,00%
Durban Preparatory High School	Model B	95,30%	92,10%
Umkomaas Primary School	Model B	95,80%	91,50%
Glenwood Junior Primary School	Model B	93,37%	89,45%
Glenwood High School	Model B	86,47%	82,50%
Hillcrest Primary School	Model B	93,99%	87,05%
Athlone Park Primary School	Model B	97,10%	95,70%
Clarence Primary School	Model B	86,10%	84,90%
Manor Gardens Primary School	Model B	91,70%	88,50%
Prestbury Primary School	Model B	84,51%	73,22%
La Lucia Junior Primary School	Model B	99,76%	98,33%
Glenashley Senior Primary School	Model B	95,19%	92,30%
Ixopo High School	Model B	90,00%	86,00%
Ixopo Primary School	Model B	91,80%	84,40%
Claredon Primary School	Model B	87,15%	85,50%
Winston Park Primary School	Model B	89,83%	84,40%
Northlands Girls' High School	Model B	92,50%	88,71%
Amanzimtoti Primary School	Model B	84,90%	78,60%
Rosehill Junior Primary School	Model B	96,50%	95,10%
Northwood High School	Model B	87,00%	83,98%
Chelsea Drive Primary School	Model B	92,30%	87,90%
Laddsworth Primary School	Model B	88,51%	80,63%
Durban High School	Model B	94,67%	92,70%
Eshowe High School	Model B	71,47%	64,82%
Scottburgh High School	Model B	83,90%	75,40%
Umbogintwini Primary School	Model B	97,10%	94,50%
Brettonwood High School	Model B	90,42%	85,96%
Northlands Primary School	Model B	98,20%	95,40%
Eston Primary School	Model B	96,90%	90,80%

(a)(i)	(a)(ii)	(b)(i)	(b)(ii)
Creighton Primary School	Model B	98,30%	98,30%
Pinetown Boys' High School	Model B	88,47%	81,73%
Gordon Road Girls' Primary School	Model B	89,20%	84,40%
Darnall Primary School	Model B	91,00%	87,00%
Brebner High School	Model B	74,54%	64,45%
JHB Girls Preparatory School	Model B	93,50%	87,00%
Parkview Senior School	Model B	96,75%	88,19%
Northview High School	Model B	89,90%	79,00%
Parktown Boys' High School	Model B	90,07%	82,30%
I H Harris Primary School	Model B	95,80%	86,30%
Saxonwold Primary School	Model B	91,00%	80,10%
Betrans Junior School	Model B	97,10%	96,20%
Athlone High School for Girls	Model B	84,00%	75,60%
Parkview Junior School	Model B	95,40%	91,80%
Parktown High School for Girls	Model B	89,87%	83,52%
Fairmount Primary School	Model B	94,40%	82,70%
Fairview Junior School	Model B	84,90%	82,60%
Pretoria High School for Girls	Model B	87,30%	76,50%
Mondeor Primary School	Model B	89,12%	83,88%
Rand Park Primary School	Model B	78,40%	77,10%
Franklin D Roosevelt Primary School	Model B	85,70%	79,20%
Athlone Boys' High School	Model B	83,10%	76,90%
Robin Hills Primary School	Model B	78,40%	73,70%
Willowridge Primary School	Model B	85,94%	82,33%
Emmarentia Primary School	Model B	91,10%	82,30%
Waverley Girls' High School	Model B	90,70%	80,10%
Rosebank Primary School	Model B	91,30%	85,90%
Jeppe High Preparatory School	Model B	84,80%	69,80%
Lynnwood Ridge Primary School	Model B	82,80%	81,60%
Bramley Primary School	Model B	94,20%	84,70%
Wendywood High School	Model B	88,15%	85,80%
Wendywood Primary School	Model B	95,96%	93,05%
Parkhurst Primary School	Model B	89,30%	85,00%
Meredale Primary School	Model B	92,00%	81,50%
Roseneath Primary School	Model B	90,30%	85,80%
Fairways Primary School	Model B	93,80%	88,80%
Linksfield Primary School	Model B	94,40%	81,10%
Montrose Primary School	Model B	92,60%	90,20%
Glenvista High School	Model B	84,80%	80,80%
Laerskool Jan Celliers	Model B	93,30%	89,70%
Waterkloof Primary School	Model B	83,50%	81,20%
Houghton Primary School	Model B	73,40%	64,40%
Mellville Primary School	Model B	77,70%	57,10%
Hillview High School	Model B	65,60%	54,70%
Krugersdorp Town School	Model B	70,00%	48,70%
Thornhill Primary School	Model B	81,50%	58,50%
Observatory Girls' Primary School	Model B	74,00%	59,40%
Eastleigh Primary School	Model C	71,50%	68,50%
Aston Manor Primary School	Model C	88,10%	84,50%

APPENDIX 3

SCHOOLS AT RISK OF CLOSURE IN TERMS OF % ENROLMENT
DROP BETWEEN 1985 AND 1989 (MULLER, 1989).

25% - 29%

Brackenhurst Primary
Forest Hill Primary
Winchester Ridge Primary
Western High
Melville Primary
John Orr Technical
Parkview Senior
Rosebank Primary
Malvern West Primary

30% - 39%

Alberton Primary
Cottesloe Primary
Brixton Primary
Johannesburg Girls
Preparatory
Blairgowrie Primary
Bordeaux Primary
Parkhurst Primary
Wendywood Primary

40% - 49%

Rosettenville Junior
Langlaagte Technical
Jubileum Primary
Joubert Park Primary
Yeoville Boys' Primary
Blairgowrie High
Orange Grove Primary

50% +

Fairmount Primary
Bramley Primary
Observatory East Primary
I H Harris Primary
Roseneath Primary
Johannesburg Girls High
Goedehoop Primary

APPENDIX 4

PARENT/GUARDIAN QUESTIONNAIRE

SECTION A

- 1.1 You are requested to complete this questionnaire as genuinely as possible.
- 1.2 The information you and others provide will be used in a research study whose topic reads thus:

AN INVESTIGATION INTO WHY SOME BLACK PARENTS/GUARDIANS SEND THEIR CHILDREN TO NON-RACIAL/MULTI-RACIAL/PRIVATE SCHOOLS IN NATAL.

- 2.1 You need not write your name on this questionnaire.
- 2.2 Indicate your answer according to the instruction given in each section.
- 2.3 All the information provided will be treated confidentially.

SECTION B

Tick(✓) your answer in the appropriate space.

- 1. The relationship of the respondent to the child attending in non-racial/multi-racial/private school.

Parent/ Father
 Mother
 Guardian

A. Personal particulars of parent/guardian

- 2. Educational level of the parent/guardian.

Primary
 Secondary
 Tertiary/ Technikon
 University

- 3. Parent's/guardian's occupation.

Labourer
 Business man/woman
 Semi-skilled worker
 Skilled worker
 professional

SECTION B

4. Monthly salary of both parents

R0 - R399

R400 - R799

R800 - R1599

R1600 - R3199

R3200 - R6399

R6400 and above

5. Other financial assistance

Bursary

Loan

None

6. Marital status of the parent/guardian

Married

Divorced

Seperated

Never married/Single parent

7. Number of dependants

1 - 3

4 - 6

7 - 10

11 and above

B. School based item:

8. Distance travelled to and from school (Day scholars only)

0 - 1 km

2 - 5 km

6 - 15 km

16 - 25 km

26 - and above

SECTION C

Please rate the statements below by ticking (✓) the number which corresponds to your attitude to each statement. Use the key below:

Strongly agree.../

SECTION C

- Strongly agree : S.A
- Agree : A
- Neutral : N
- Disagree : D
- Strongly disagree : S.D

The reasons which made you send your child to non-racial/multi-racial/
Private schools are:

	S.A	A	N	D	S.D
1. Segregated schools are despised.					
2. I want my child/children to get better education.					
3. I want my child/children to be exposed to other cultures.					
4. I want my child/children to have a good command of English since this is the medium of instruction of many subjects and is used internationally					
5. I want my child/children to assimilate the language across the culture.					
6. I want to promote human relationships across the culture.					
7. These schools improve academic achievements of the Black child.					
8. Teachers in these schools are better qualified.					
9. Teachers in these schools are dedicated to their work.					
10. Teachers in these schools are more competent and usually specialist in their field of subjects.					
11. Subjects in these schools are career and technologically oriented, thus students can easily get jobs after matric.					
12. These schools assist in the realization of pupils talents..*					
13. The school involves me actively in the academic progress of my children.					

RESPONDENTS COVERING LETTER : APPENDIX 5

University of the North
(QwaQwa Branch)
Private Bag X13
PHUTHADITJHABA
9866
7 May 1991

Dear.....

I kindly request you to respond to the attached questionnaire. The questionnaire is in connection with the research for M.ED. studies I am undertaking. The objective of this research is to find out why some black parents send their children to multi-racial or open schools. Please be assured that the information you will supply will be used solely for the purpose of this research and nothing else.

As other phases of this research can only be proceeded with after the questionnaire data has been analysed, it will be appreciated if you can complete the questionnaire before 15 June 1991 and send it in the envelope provided. Comments that you may have are welcomed. I shall be pleased to send you a summary of the questionnaire results if you so wish.

Enclosed is a letter of identification from my supervisor, Prof. O.E.H.M. Nxumalo of the Faculty of Education at the University of Zululand.

Thanking you in anticipation.

Yours sincerely



E. D. NZIMANDE (MRS)

THE LETTER TO THE HEADMASTERS OF OPEN SCHOOLS FROM THE RESEARCH SUPERVISOR

University of Zululand
Universiteit van Zoeloeland



Private Bag X1001
Privaatsak
KWADLANGEZWA 3886
South Africa
(0351) 93911
'Unizul'
SA 631311
FAX (0351) 93735

Ref./Verw.

12 April 1991

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.....
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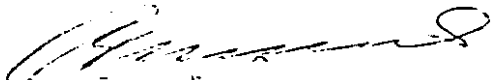
Dear Sir/Madam

MRS ED NZIMANDE'S QUESTIONNAIRE : A STUDENT STUDYING FOR A MASTER OF EDUCATION DEGREE AT THE UNIVERSTIY OF ZULULAND.

I would like to introduce Mrs Nzimande to you whose research I am supervising. She wishes to send questionnaires to parents and/or guardians of students attending your school. The University of Zululand should so much appreciate your assisting Mrs Nzimande to have access to the people and information which would help her conduct her research.

It is my pleasure to confirm that Mrs Nzimande is a responsible person with undoubted integrity. You can rest assured that she will handle all the information with due respect.

Yours sincerely


Prof OEHM Nxumalo
Head : Dept of Sociology of Education
Vice-Dean : Faculty of Education

LETTERS FROM DIFFERENT HEADMASTERS OF THE OPEN SCHOOLS IN NATAL



UTHONGATHI — A NEW ERA SCHOOL'S TRUST SCHOOL

P.O. BOX 738 TONGAAT, NATAL 4400. TELEPHONE 0322 - 12041

INCORPORATED ASSOCIATION NOT FOR GAINING PROFITS

Mrs E.D. Nzimande
University of the North
Qwaqwa Branch
Private Bag X13
PHUTHADITJHABA
9866

30 April 1991

Dear Mrs Nzimande

Thank you for your letter dated 15 April 1991 requesting information for your studies. I have attached the names and addresses of all our Black parents and the other requirements as requested by you. I hope that this will be of use to you and I would like to take this opportunity of wishing you every success with your future studies.

Yours faithfully

L. Collier

L. COLLIER
Headmaster's Secretary

2007

UTHONCATHI - A NEW FRA SCHOOL'S TRUST SCHOOL

Enrolment of students according to their races :

Black	-	90
Indian	-	97
White	-	34
Coloured	-	34

Number of teachers according to their different races :

Black	-	4
Indian	-	5
White	-	15
Coloured	-	1

Fees per annum per child :

Boarder	-	R 12 000,00
Day Scholar	-	R 6 000,00
Annual Levy	-	R 280,00

These fees are increased annually at not less than the Rate of Inflation.

UTHONCATHI - A NEW ERA SCHOOL'S TRUST SCHOOL

Enrolment of students according to their races :

Black	-	70
Indian	-	97
White	-	84
Coloured	-	34

Number of teachers according to their different races :

Black	-	4
Indian	-	5
White	-	15
Coloured	-	1

Fees per annum per child :

Boarder	-	R 12 000,00
Day Scholar	-	R 6 000,00
Annual Levy	-	R 280,00

These fees are increased annually at not less than the Rate of Inflation.

Telephone: (0331) 33331
Fax: (0331) 431285

From: THE HEADMASTER
PAUL MARSH
B. Sc. (Rhodes);
M.A. Dip. Ed. (Cantab). F.R.G.S.



HILTON COLLEGE
HILTON
3245
NATAL, SOUTH AFRICA

24 April 1991

Mrs E.D. Nzimande
University of the North
Qwaqwa Branch
Private Bag X13
Phuthaditjhaba
9866

Mrs Nzimande

I acknowledge receipt of your letter dated 15 April in which you ask for certain information about our enrolment in order to undertake research involving multi-racial and open schools.

Enclosed is a copy of the names and addresses of our Black parents plus the enrolment statistics of our students according to race.

All 40 of our permanent teachers are White and the present annual fees for tuition and boarding are R19 800.

I wish you well with your research and I do hope that you will send me a copy once it is complete.

Yours sincerely

Paul Marsh

PAUL MARSH
Headmaster



MEMBER OF INDEPENDENT SCHOOLS' COUNCIL (Formerly A.P.S.)
MEMBER OF CONFERENCE OF HEADMASTERS AND HEADMISTRESSES OF PRIVATE SCHOOLS OF SOUTH AFRICA



Telephone: (0331) 33331
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Headmaster



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MEMBER OF CONFERENCE OF HEADMASTERS AND HEADMISTRESSES OF PRIVATE SCHOOLS OF SOUTH AFRICA





The Wykeham Collegiate

Private Bag 9094, Pietermaritzburg 3200 - 108 Villiers Street, Claremont, Pietermaritzburg
Telephone: (033) 520 22

30 April 1991

Mrs E D Nzimande
University of the North
Qwaqwa Branch
Private Bag X13
PHUTHADITJHABA
9866

Dear Mrs Nzimande

QUESTIONNAIRE

Your letter regarding a research project refers. I regret that it is not the policy of this school to release information on parents nor do we classify our staff and children according to race. However, please find herewith a copy of our current fees.

Yours sincerely

H L HOGG (MISS)
LADY PRINCIPAL

HLH/mdm

THE WYKEHAM COLLEGIATE

SCHOOL FEES EFFECTIVE 1 JANUARY 1991

BOARDERS

	Per Annum
RECEPTION CLASS	R 10 900
CLASS i and ii	R 11 300
STANDARDS 1 and 2	R 11 300
STANDARDS 3 and 4	R 12 400
STANDARD 5	R 13 200
FORMS II to VI	R 14 000

DAY SCHOLARS

	Per Annum
RECEPTION CLASS	R 2 500
CLASS i and ii	R 2 900
STANDARDS 1 and 2	R 3 700
STANDARDS 3 and 4	R 5 100
STANDARD 5	R 5 900
FORMS II to VI	R 6 700

EXTRA CHARGES PER TERM

BOOK HIRE AND PHOTOCOPY LEVY

Reception Class R 25

Class i to Standard 5 R 55

Forms II to VI R100

Text books, note books, pencils and rubbers.

Extra Mural concerts, lectures, plays and excursions, according to the charge incurred by each pupil.



DEUTSCHE SCHULE HERMANNSBURG

HERMANNSBURG SCHOOL

P.O. HERMANNSBURG, 3508, NATAL, R.S.A.

TEL: 03345 - 601 (PRINCIPAL) 03345 - 714 (BURSAR)

AZ.
OUR REF. S/105/91

29 May 1991

Mrs E.D. Nzimande
University of the North
Qwaqwa Branch
Private Bag X13
9866 PHUTHADITJABA

Dear Mrs Nzimande.

Thank you for your circularised letter dated 15 April 1991.

In reply to your requests, I should like to state the following:

1. The names of all our pupils and all pupils' parents are regarded as confidential information. Quite irrespective of any questions of colour, race or creed, we do not disclose the names of our pupils or their parents.
2. The enrolment of students according to race is not a question which concerns us. We are a German school and attempt to nurture, foster and maintain the German language and culture. For this reason we have only admitted a limited number of pupils who are not German-speaking. At the moment these pupils number approximately one third of our pupil population in high school. This includes all pupils of non-German speaking origin, and as I have said before, the question of race is not relevant.
3. At the moment we have only teachers from the so-called "White race group". However, the question of teachers' appointments is exclusively a question of qualifications.
4. Fees, covering tuition and boarding this year amount to R 7960 per annum per pupil in high school. Considerable bursary facilities do exist.

I hope that this information can be of use to you in your study project.

Yours faithfully

Rolf Rohwer

(R. Rohwer)
Headmaster