

MR MAYOR, ROUND TABLERS, LADIES AND GENTLEMEN, I'AM DEEPLY HONOURED TO HAVE BEEN INVITED TO ADDRESS YOUR ANNUAL GENERAL MEETING, MORE ESPECIALLY SO IN EAST LONDON, WHERE RHODES UNIVERSITY HAS ESTABLISHED A DIVISION AND THUS REGARDS ITSELF AS PART OF THE COMMUNITY, AND WHERE YOUR MOVEMENT BEGAN ALMOST FORTY YEARS AGO. IT IS A FURTHER HONOUR TO BE DOING SO IN THE PRESENCE OF YOUR FOUNDER IN SOUTH AFRICA, DR DAVID SMITH.

I UNDERSTAND THAT YOUR NATIONAL THEME FOR THE YEAR FOCUSSES ON EDUCATION. AS EXECUTIVE HEAD OF THE OLDEST UNIVERSITY IN THE EASTERN CAPE YOUR EXPECTATION IS THAT I SHALL BE DILATING ON THAT SUBJECT. INDEED, I SHALL BE DOING SO, BUT AFTER SPENDING NEARLY ALL OF MY

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CAREER IN ACADEMIC INSTITUTIONS I STILL FIND IT A BAFFLING SUBJECT, IN WHICH AGREEMENT IS DIFFICULT TO REACH. EDUCATION IS BOTH COMPLICATED AND AT THE SAME TIME VERY SIMPLE. A GOOD ANALOGY IS AN ONION. WHAT COULD BE SIMPLER THAN THIS HUMBLE VEGETABLE? ONCE YOU START DISSECTING IT, HOWEVER, THERE SEEMS TO BE NO END TO THE LAYERS, AND NO END TO THE TEARS SHED IN ITS CONTEMPLATION. THERE IS NO DOUBT THAT EDUCATION OCCUPIES A CENTRE STAGE POSITION IN THE SOUTH AFRICA OF TO-DAY, AND SO WE ARE OBLIGED TO DISSECT IT, NO MATTER HOW MANY TEARS WE SHED OVER IT.

ONE OF THE BASIC PROBLEMS IS THAT WE EXPECT TOO MUCH OF EDUCATION. IF ONLY PEOPLE WERE ALL PROPERLY EDUCATED THEY WOULD BE MORE REASONABLE, THEY WOULD ALL HAVE GOOD JOBS, AND WE SHOULD HAVE EVERYTHING FOR THE BEST IN THE BEST OF ALL POSSIBLE WORLDS. SO THE ARGUMENT GOES, AND SO WE ALL PAY LIP SERVICE TO THE IDEAL OF EDUCATION. EDUCATION MUST BE

COMPULSORY, IT MUST BE OF A HIGH STANDARD FOR ALL. WE WORSHIP THE PIECES OF PAPER THAT MARK THE VARIOUS STAGES OF EDUCATION. WE TEND TO REGARD EDUCATION AS A SORT OF CLOAK, WHICH A MAN CAN DON, AND IMMEDIATELY CUT A FINER FIGURE.

THE SAD TRUTH IS, OF COURSE, SOMEWHAT DIFFERENT. I KNOW OF NO EVIDENCE THAT EDUCATION MAKES ITS RECIPIENT MORALLY A BETTER PERSON. BERNARD SHAW, THAT ARCH CYNIC, IS ONCE ALLEGED TO HAVE REMARKED THAT THE MOST NOTICEABLE EFFECT OF UNIVERSAL COMPULSORY EDUCATION WAS THAT GRAFFITI ON LAVATORY WALLS STARTED CLOSER TO THE FLOOR. EDUCATION UNDOUBTEDLY DOES INCREASE ONE'S OPPORTUNITY FOR BETTER EMPLOYMENT, PROVIDED ONE IS BETTER EDUCATED THAN THE COMPETITION. IF, HOWEVER, WE WERE EVER TO REALISE OUR WILDEST AMBITIONS, AND EVERYBODY INTELLECTUALLY CAPABLE OF IT WERE TO POSSESS A MATRICULATION CERTIFICATE OR EVEN A UNIVERSITY

DEGREE, THAT WOULD NOT OF ITSELF CREATE MORE JOBS. IT WOULD, ONCE THE OBVIOUS SKILLED JOB MARKET GAPS WERE FILLED, MAKE THE COMPETITION FOR THE AVAILABLE JOBS THAT MUCH FIERCER.

PARADOXICALLY, AT THE SAME TIME AS WE EXPECT TOO MUCH OF EDUCATION, WE ALSO EXPECT TOO LITTLE OF IT. IF SCHOOL DAYS ARE MISSED OR LESSONS ILL PREPARED WE DO NOT DISPLAY OVERMUCH CONCERN. THE EFFECTS OF EDUCATION ARE LONG TERM: THERE IS NO SENSE OF URGENCY ABOUT IT. CONTRAST THIS WITH THE PUBLIC ATTITUDE TO MEDICINE. A HOSPITAL STRIKE OR THE UNAVAILABILITY OF A DOCTOR IS A MAJOR CALAMITY. THE SENSE OF URGENCY IS THERE, BECAUSE EVERYBODY READILY PERCEIVES THAT MEDICINE IS A MATTER OF LIFE OR DEATH. THE CONTRAST IN PUBLIC ATTITUDES TO DOCTORS AND TEACHERS IS VERY REVEALING. THE DOCTOR IS SEMI-DIVINE: HE CAN DO NO WRONG. HIS LIGHTEST SUGGESTION IS A COMMAND. PRACTICALLY EVERY

BRIGHT CHILD AT SOME STAGE IN HIS UPBRINGING CONSIDERS BEING A DOCTOR. THE MEDICAL SCHOOLS ARE BESIEGED, WITH AT LEAST FIVE APPLICANTS FOR EVERY AVAILABLE PLACE. THE TEACHER, ON THE OTHER HAND, ENJOYS VERY LITTLE PUBLIC ESTEEM: HE IS THE BUTT OF EVERY SORT OF JIBE, SUCH AS "THOSE WHO CAN, DO; THOSE WHO CAN'T, TEACH". HIS INSTRUCTIONS ARE HONoured IN THE BREACH. TEACHING IS FREQUENTLY SEEN AS THE AVOCATION OF LAST RESORT. THE DOCTOR IS TYPICALLY HIS OWN MASTER. THE TEACHER IS PERCEIVED AS A FACELESS FUNCTIONARY IN A VAST SYSTEM.

SCHOOL SYSTEMS HAVE BURGEONED TO BEWILDERING PROPORTIONS AS PROVIDERS OF EDUCATION. IF THEY CONFINED THEMSELVES TO THE PROVISION OF EDUCATION THE ECONOMIES OF SCALE MAY WELL OUTWEIGH THE ANONYMITY OF SIZE. UNFORTUNATELY, THEY FREQUENTLY HAVE OTHER ITEMS ON THEIR

AGENDAS, WHETHER EXPLICITLY ARTICULATED OR IMPLICITLY ASSUMED. THEY ARE EASILY IMBUED WITH POLITICAL PHILOSOPHIES NOT ACCEPTABLE TO ALL THEIR PUPILS OR PARENTS. LORD CHARLES SOMERSET, AND LATER LORD MILNER, WANTED THE EDUCATIONAL SYSTEMS UNDER THEIR CONTROL TO PRODUCE A UNIFORM PRODUCT OF ENGLISH LADIES AND GENTLEMEN. ENGLISH WAS PRESCRIBED AS THE MEDIUM OF INSTRUCTION. INEVITABLY THERE WERE REVOLTS. IRONICALLY, THE VERY REVOLTERS, ON ACCEDING TO POWER, RESORTED TO THE SAME TACTICS. CHRISTIAN NATIONAL EDUCATION NOW BECAME THE NORM. PATTERNS OF CONTROL INIMICAL TO BOTH WHITE ENGLISH SPEAKERS AND BLACKS WERE IMPOSED. MEDIUM OF INSTRUCTION WAS ONCE AGAIN A BURNING ISSUE. NATURALLY, THERE WERE AND ARE REVOLTS, WITH CONSEQUENCES WITH WHICH WE ARE ALL TOO DISTRESSINGLY FAMILIAR.

PUBLIC ATTITUDES TO EDUCATION ARE THUS AMBIVALENT, TO SAY THE LEAST. IT, AND ITS PRACTITIONERS, ARE AT ONE AND THE SAME TIME BOTH NOMINALLY

REVERED, AND FREQUENTLY IN REALITY DESPISED. IT ROUTINELY FAILS IN ITS OBJECTIVE IN PREPARING ITS CLIENTS FOR A MEANINGFUL OCCUPATION. THOSE COMPELLED TO ATTEND ITS INSTITUTIONS, WHERE THAT COMPULSION IS STILL ATTEMPTED, VERY OFTEN, EITHER WILFULLY OR INVOLUNTARILY, GAIN ALMOST NOTHING FROM THE EXPERIENCE. YOU CAN TAKE A HORSE TO THE WATER, BUT YOU CANNOT MAKE IT DRINK.

IN ORDER TO MAKE SOME SENSE OF SUCH A PARADOXICAL SITUATION, WE SHALL HAVE TO PEEL THE ONION RIGHT DOWN TO ITS CORE, AND START AT THE BEGINNING. A CHILD'S EDUCATION DOES NOT BEGIN AT SCHOOL, BUT FROM THE VERY MOMENT IT OPENS ITS EYES AFTER BIRTH. A CHILD BROUGHT UP IN A HOME WHERE STORIES ARE TOLD AND READ ALOUD, PICTURES, TOYS AND GAMES ARE IN EVIDENCE, MUSIC IS AVAILABLE AND COUNTING IS AN AMUSING PASTIME, AND WHERE HIS EMOTIONAL AND PHYSICAL SECURITY ARE NOT IN JEOPARDY, HAS

ACQUIRED A SOLID FOUNDATION BEFORE EVER HE ATTENDS SCHOOL. IN THE CASE OF A CHILD DEPRIVED OF SECURITY AND STIMULI ALL SUBSEQUENT FORMAL SCHOOLING IS ERECTED ON AN INSECURE BASIS. FOR ALL OUR MODERN COMPLEXITY AND SOPHISTICATION THE PRIMARY DETERMINERS OF A CHILD'S UPBRINGING ARE STILL ITS HOME AND PARENTS. IT IS AN AWESOME RESPONSIBILITY WHICH WE CANNOT AND DARE NOT EVADE. WHERE THAT IS MISSING IT TAKES RARE DEDICATION IN THE SCHOOL TO REDRESS THE BALANCE.

COMMUNITY ATTITUDES COME NEXT IN IMPORTANCE AFTER THOSE OF THE PARENTS. A COMMUNITY THAT REALLY VALUES EDUCATION, RATHER THAN PAYING LIP SERVICE TO IT, WILL SIMPLY NOT REST CONTENT WITH AN INFERIOR PRODUCT. THEY WILL DEVOTE THEIR TIME AND THEIR RESOURCES, AT TIMES IN AMAZINGLY GENEROUS MEASURE, TO THE EDUCATIONAL INSTITUTIONS TO WHICH THEY ARE ATTACHED. SOMETIMES A WHOLE NATION WILL BE DISTINGUISHED BY, AND

IN THE MOST VEHEMENT POSSIBLE WAY: THROUGH BOYCOTTS AND ARSON. WHILE ONE CANNOT FOR ONE MOMENT CONDONE THE MINDLESS DESTRUCTION AND VIOLENCE, EVEN KILLINGS, ONE HAS TO ADMIT THAT THERE ARE SERIOUS SIGNS OF MUCH MORE POSITIVE POLICIES DEVELOPING. THE GOVERNMENT HAS ON SEVERAL RECENT OCCASIONS ACCEPTED A COMMITMENT TO WORK TOWARD AN EQUAL PER CAPITA EXPENDITURE ON EDUCATION FOR EVERY PUPIL IN SOUTH AFRICA, AND TO PROVIDING GREATER MEANS TO ACCOMPLISH THIS. A LITTLE ARITHMETIC SOON CONVINCES ONE THAT THE LEVEL OF PER CAPITA SUPPORT MUST OF NECESSITY BE CONSIDERABLY BELOW THAT PRESENTLY ENJOYED BY THE WHITE EDUCATION SYSTEM. OTHERWISE, AN INSUPPORTABLE FRACTION OF THE GNP WOULD HAVE TO BE DEVOTED TO SCHOOLING.

THE OBVIOUS IMPLICATION, FORESHADOWED BY ORDINANCES PASSED SHORTLY BEFORE THE PROVINCIAL COUNCILS BECAME DEFUNCT, THAT THOSE WHO WANT A

HIGHER QUALITY EDUCATION THAN THE STATE CAN AFFORD, WILL WILLY-NILLY HAVE TO PAY FEES. COUPLE THIS WITH THE SUBSIDIES MADE AVAILABLE TO PRIVATE SCHOOLS, THOUGH NOT AS YET ON A SUFFICIENTLY GENEROUS SCALE AND WITH UNACCEPTABLE RACIAL STRINGS ATTACHED, AND THE DISTINCTION BETWEEN STATE AND PRIVATE SCHOOLS IS DESTINED TO BECOME DISTINCTLY BLURRED. TO MY MIND THIS IS A DEVELOPMENT TO BE WELCOMED, BECAUSE IT WILL CONTRIBUTE TO THE RESTORATION OF THE PRIMACY OF THE PARENTS, SUPPORTED BY THE LOCAL COMMUNITY, IN DETERMINING WHAT SORT OF EDUCATION THEIR CHILD SHOULD RECEIVE. THE STATE WOULD STILL HAVE TO MANAGE EDUCATIONAL FACILITIES FOR THOSE COMMUNITIES UNABLE TO MAKE CONTRIBUTIONS, EITHER FINANCIALLY OR MANAGERIALLY, THEMSELVES. FOR THOSE COMMUNITIES WHO ARE WILLING TO ASSUME SUCH RESPONSIBILITIES, THE STATE SHOULD STEP INTO THE BACKGROUND AS FAR AS POSSIBLE, AND INSIST ONLY ON MAINTAINING THE MINIMUM OF CONTROLS NECESSARY FOR THE

CONTINUATION OF ACADEMIC AND MAINTENANCE STANDARDS. EVEN IN MINIMUM STANDARD, FULLY STATE-OPERATED SCHOOLS, THE AUTHORITIES WOULD DO WELL TO CULTIVATE A FAR MORE SENSITIVE FEEL FOR THE EXPRESSED WISHES OF THE COMMUNITY WITH REGARD TO LANGUAGE REQUIREMENTS, ETHICAL AND RELIGIOUS NORMS, ENROLMENT ELIGIBILITY AND THE LIKE. LOCAL COMMUNITIES WOULD THEN ACCEPT A FAR GREATER ATTACHMENT TO THEIR SCHOOL, AND COME TO REGARD IT AS THEIRS, RATHER THAN THE PROPERTY OF SOME DISTANT AND ABSTRACT GOVERNMENT.

ON THE ADMITTEDLY LARGE ASSUMPTION THAT A BETTER AND MORE DIRECTLY ACCEPTABLE SCHOOL SYSTEM CAN BE BROUGHT INTO BEING, ITS STRUCTURE WOULD STILL NEED ELUCIDATION. IN THIS RESPECT THE DE LANGE COMMITTEE REPORT OF THE HSRC HAD A GREAT MANY COGENT RECOMMENDATIONS. IT IS TO BE HOPED THAT THE GOVERNMENT WILL IN TIME COME TO ACCEPT AND IMPLEMENT MANY MORE OF THESE RECOMMENDATIONS THAN THEIR INITIAL REACTION IMPLIED.

IN RECONSTRUCTING THE EDUCATIONAL UNION LET US TURN OUR ATTENTION TO THE INNERMOST LAYER, THE PRIMARY SCHOOL. IN WHATEVER DIRECTION OUR SOCIETY EVOLVES, WHETHER IT BE TO A LABOUR INTENSIVE CENTRALLY COMMANDED ECONOMY, OR AN AUTOMATED, ROBOTIZED MILLENNIUM WHERE MOST GOODS ARE PRODUCED WITHOUT BENEFIT OF MUCH HUMAN TOIL, IT IS INCONCEIVABLE TO IMAGINE AN ACCEPTABLE SOCIETY IN WHICH ANY FUTURE CITIZEN IS NOT IN POSSESSION OF THE BASIC BUILDING BLOCKS ON WHICH ALL EDUCATION IS BASED. I REFER OF COURSE TO FULLY FUNCTIONAL READING AND WRITING SKILLS IN ONE LANGUAGE AND THE ABILITY TO MANIPULATE THE FUNDAMENTAL ARITHMETIC SKILLS OF COUNTING, ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION. WHATEVER ELSE A PRIMARY SCHOOL MAY ACCOMPLISH IT MUST BE ADJUDGED A FAILURE IF IT DOES NOT PROVIDE ITS PUPILS WITH A BASIC GROUNDING IN THE THREE R'S. A PRIMARY SCHOOL SYSTEM WHICH CAN DELIVER THESE BASIC SKILLS TO ALL SOUTH AFRICAN

REWARDED THROUGH, ITS DEVOTION TO EDUCATION. THE SCOTS AND THE GERMANS ARE ILLUSTRIOUS EXAMPLES. ONE OF THE INVARIABLE PREREQUISITES OF AN OUTSTANDING SCHOOL, BE IT PRIVATE OR STATE, IS THE COMMITMENT OF AT LEAST THE PARENTS AND THE PAST PUPILS, IF NOT THE WHOLE COMMUNITY, TO THE WELL-BEING OF THE SCHOOL. I CAN THINK OF NO COUNTER EXAMPLE.

ONLY AFTER WE HAVE CONSIDERED THE PARENTS AND THE COMMUNITY SHOULD WE TURN OUR ATTENTION TO THE SCHOOL. IN DOING SO LET US REMIND OURSELVES OF A FUNDAMENTAL ISSUE, WHICH IS ALL TOO FREQUENTLY OVERLOOKED, IN OUR OVERWEENING HASTE TO CAST OUR OWN RESPONSIBILITIES ONTO SOMEBODY ELSE'S SHOULDERS. IN THE FINAL ANALYSIS IS NOT THE RESPONSIBILITY OF THE STATE TO PROVIDE FOR THE SCHOOLING OF A CHILD: IT IS THE DUTY OF THE PARENTS. IF THE PARENTS DECIDE TO USE THE STATE PROVIDED SYSTEM AS AGENCY FOR THEIR CHILD'S SCHOOLING, THAT IS THEIR DECISION. THEY

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SHOULD BE AT LIBERTY TO DECIDE OTHERWISE. ONLY IF THE PARENTS ABROGATE THEIR RESPONSIBILITY, THROUGH LACK OF MEANS OR LACK OF WILL, SHOULD THE STATE STEP IN, AND NOT BEFORE. SUCH A VIEWPOINT SOUNDS QUAINLY ARCHAIC IN TO-DAY'S WORLD, BECAUSE WE HAVE GROWN ACCUSTOMED TO THE STATE IN PRACTICE DICTATING TO US IN SO MANY SPHERES OF ACTIVITY. THROUGH INORDINATE TAXATION THE THEORETICAL ALTERNATIVE OF A PRIVATE SCHOOL IS ONLY AVAILABLE TO THE RICH OR THE QUIXOTICALLY SELF-SACRIFICING AND COURAGEOUS. EVEN INSIDE THE STATE SYSTEM THE CHOICE IS NARROWED DOWN TO THE HOBSON'S CHOICE OF ONE; THROUGH LANGUAGE RESTRICTIONS, RACE RESTRICTIONS AND GEOGRAPHICAL RESTRICTIONS.

IT HAS TAKEN A CRISIS IN EDUCATION, SUCH AS WE ARE PRESENTLY UNDERGOING, TO FORCE US BACK TO FUNDAMENTALS. WHOLE COMMUNITIES HAVE CATEGORICALLY REJECTED THE STATE PROVISION AND CONTROL OF EDUCATION

CHILDREN IS THE FIRST PRIORITY IN EDUCATION. WITHOUT THIS FOUNDATION THE REST OF THE EDUCATION SYSTEM WILL BE BUILT ON SAND.

AT THE SECONDARY LEVEL WE SHOULD BE FOSTERING A GREAT DEAL MORE INSTITUTIONAL DIVERSITY THAN WHAT IS CURRENTLY AVAILABLE. MANY PUPILS WILL LEAVE THE FORMAL SYSTEM AT THIS STAGE, THEIR EDUCATION PERHAPS TO CONTINUE THROUGH NON-FORMAL MEANS SUCH AS VOCATIONAL TRAINING AT THE WORKPLACE. OUR ALMOST TOTAL INFATUATION WITH STRICTLY ACADEMIC HIGH SCHOOL PROGRAMMES IS FAR FROM BEING APPROPRIATE TO OUR CIRCUMSTANCES. FAR GREATER EMPHASIS SHOULD BE PLACED ON TECHNICAL, COMMERCIAL AND OTHER SPECIALISED SECONDARY SCHOOLING. THE WIDESPREAD DENIGRATION OF THIS TYPE OF SCHOOLING IN THE EYES OF PARENTS AND PUPILS HAS ALWAYS SEEMED TO ME TO BE LESS THAN RATIONAL, A PRODUCT OF A FALSE GENTEELISM THAT LOOKS DOWN ON ANYTHING OTHER THAN DESKBOUND WORK. AGAIN, AS IN

THE CASE OF PRIMARY SCHOOLS, THE EMPHASIS SHOULD BE ON THE FUNDAMENTALS. TOO WIDE A SELECTION OF OPTIONS AND ANCILLARY ACTIVITIES PLACES A HEAVY BURDEN ON THE RESOURCES AVAILABLE : IF THESE ARE WANTED AS PROVIDING ADDITIONAL ENRICHMENT THEY SHOULD DEFINITELY BE FUNDED DIRECTLY BY THE CLIENTELE ENJOYING THE AMENITIES.

FINALLY I COME TO THE AREA IN WHICH I AM MOST QUALIFIED TO SPEAK: POST SECONDARY EDUCATION. JUST AS IN SECONDARY SCHOOLING, TOO GREAT AN EMPHASIS IS STILL BEING PLACED AT THIS LEVEL ON STRICTLY ACADEMIC PROGRAMMES. TOO LARGE A PROPORTION OF EACH SCHOOL-LEAVING COHORT ASPIRES TO ENTER OUR UNIVERSITIES. FROM MY EXPERIENCE TO WHICH I CAN ADD A GREAT DEAL OF STATISTICAL SUPPORT, A C-AGGREGATE OR HIGHER IN THE MATRICULATION EXAMINATION IS A GOOD PROGNOSTICATOR OF SUCCESS IN THE UNIVERSITY.

A D-AGGREGATE IS DEFINITELY PROBLEMATIC: IF IT IS COMBINED WITH STRONG MOTIVATION, AND THE MATURITY GAINED FROM SEVERAL YEARS OF POST SCHOOL EXPERIENCE, SUCCESS IS NOT NECESSARILY OUT OF REACH. THOSE WITH E-AGGREGATES OR WORSE ARE EMPHATICALLY ADVISED TO CONSIDER ALTERNATIVES. FORTUNATELY, THESE ALTERNATIVES ARE RAPIDLY LOSING THE STIGMA THAT MAY ONCE HAVE BEEN ATTACHED TO THEM. TECHNIKONS AND TECHNICAL COLLEGES PROVIDE EXCELLENT TRAINING FOR A WIDE SPECTRUM OF MEANINGFUL CAREERS. PRIVATELY ORGANISED VOCATIONAL TRAINING IN A VARIETY OF FIELDS - SECRETARIAL, COMPUTATIONAL AND COMMERCIAL FOR EXAMPLE - IS ALSO NOT TO BE DESPISED. ONCE AGAIN NONE OF THESE AVENUES OF USEFUL AND VIABLE POST-SECONDARY PREPARATION SHOULD BE RESTRICTED BY CONSIDERATIONS OF RACE: ONLY THE PRACTICAL LIMITATIONS OF ABILITY, MOTIVATION, LANGUAGE AND GEOGRAPHY SHOULD BE THE DETERMINING FACTORS FOR ENTRY.

AS WE REACH THE OUTER LAYERS OF MY ANALOGICAL ONION, I HOPE THAT I HAVE CONVEYED TO YOU SOME OF BOTH THE SIMPLICITIES AND THE COMPLEXITIES OF THE EDUCATIONAL SCENE. ON THE ONE HAND EDUCATION IS THE SIMPLE BUSINESS OF PROVIDING THE RIGHT INSTRUCTION TO THE RIGHT GROUPS OF PEOPLE AT THE RIGHT TIMES IN THEIR DEVELOPMENT. ON THE OTHER HAND THE APPROPRIATE CO-OPERATION AND INVOLVEMENT OF DISPARATE GROUPS OF PEOPLE - THE PUPILS AND STUDENTS THEMSELVES, THEIR PARENTS, THE LOCAL COMMUNITY AND FINALLY THE CENTRAL GOVERNMENT - ARE NECESSARY IF THE WHOLE INTEGRATED EDUCATIONAL ENTERPRISE IS TO BE A SUCCESS. THIS IS A DIFFICULT UNDERTAKING EVEN IN A HOMOGENEOUS SOCIETY. IN THE COMPLEX AND FLUID SOUTH AFRICAN SITUATION WE SHALL NEVER SUCCEED, AS LONG AS CONTENDING PARTIES REGARD THE SCHOOLING SYSTEM, NOT AS FITTING ITS PRIMARY PURPOSE OF ACTUALLY TEACHING PEOPLE, BUT AS A BATTLEGROUND WHERE COMPETING IDEOLOGIES STRIVE FOR THE MASTERY OF MEN'S MINDS. IT

IS OBVIOUSLY TRUE THAT POLITICS AND THE PROVISION OF EDUCATION CANNOT BE SEPARATED, BUT UNLESS WE SUCCEED IN DEPOLITICISING THE EDUCATIONAL PROCESS ITSELF WE SHALL NEVER HAVE THE SCHOOLS WHICH OUR CHILDREN NEED AND DESERVE. LET US ALSO REMIND OURSELVES THAT EDUCATION IS NOT PRIMARILY GEARED TO PROVIDING ULTIMATE EMPLOYMENT. INDEED, IN THE LARGELY AUTOMATED WORLD OF THE 21ST CENTURY, WHICH THE CHILDREN NOW AT SCHOOL WILL INHERIT, THE NECESSITY FOR, OR EVEN THE OPPORTUNITY OF, WORKING MAY ONLY FALL TO A MINORITY. UNDER SUCH CIRCUMSTANCES A TRAINED AND HEALTHY MIND WILL BE APPRECIATED MORE THAN EVER AS A GOOD IN ITSELF, JUST AS A TRAINED AND HEALTHY BODY IS. EVERY CITIZEN SHOULD ASPIRE TO THE ACQUISITION OF A WELL STOCKED AND EFFICIENT MIND, BUT LET US NOT BE TOO PERTURBED IF SOME DO NOT SEIZE THIS OPPORTUNITY, JUST AS OTHERS MIGHT DELIBERATELY ENDANGER THEIR HEALTH. WE CANNOT LEGISLATE FOR PEOPLE NOT TO NEGLECT THEIR OPPORTUNITIES, BUT WE CAN AND SHOULD ARRANGE THAT THEY ARE AT LEAST PRESENTED WITH THEM.

LADIES AND GENTLEMEN, IT REMAINS NOW FOR ME TO THANK YOU FOR THE PRIVILEGE OF SHARING THE EVENTS OF THIS AFTERNOON, TO WISH YOU EVERY HAPPINESS AND SUCCESS IN YOUR DELIBERATIONS AND FORMALLY TO DECLARE THIS 1986 ANNUAL GENERAL MEETING OF THE ASSOCIATION OF ROUND TABLES IN SOUTHERN AFRICA OPEN FOR BUSINESS.

DEREK S HENDERSON
RHODES UNIVERSITY

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