

Front cover  
T.J. Lemon: Southlight

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**UP BEAT NO 8.** WILL COME OUT EARLY OCTOBER

## Dear Readers

It's that time of year again – exam time! But there's no need to panic. We've got lots of stories to help you get through the exams.

Turn to page 22 for some study tips. For those of you doing Geography, don't miss the first part of our new series on mapwork. For history students, there's a story on the vote. Need to find books to help you with your studies? We've got information on how to find books in the library.

But there are also stories to enjoy. Read about Prophets of the City, a great new rap group with a message. And don't forget to enter our exciting music competition or our drawing competition on page 25. You could be one of the lucky Upbeat winners!

In the meantime, to all of you writing exams, we're holding thumbs. Good luck!

*Editors*

## WOMEN TEACHERS DEMAND EQUALITY

The South African Democratic Teachers' Union (Sadtu) represents teachers of all races in South Africa. Sadtu's main aim is to fight for one non-racial education system for all. But it also fights for better working conditions for teachers.

Women teachers say that Sadtu must fight so that women teachers can be equal to men teachers. In July, Sadtu held a big conference to discuss how teachers can fight sexism in their organisation and at school. About 350 teachers from all over the country attended the conference. Here are some of the demands that women teachers want Sadtu to take up:

- Teachers must get equal pay, whether they're black or white; male or female.
- Maternity benefits for all teachers, married or single.
- Full pay on maternity leave.
- Paternity leave for male teachers.
- Doing away with all forms of discrimination

against women in places of learning and teacher organisations. For example, women teachers must be encouraged to take leadership positions at school.

- Teachers must treat boys and girls equally. They must not stop girls from doing subjects like woodwork and

technical drawings. Boys should also be encouraged to do subjects like needlework and domestic science.

- Girls and women teachers must not be expected to do the catering for school functions. It should be the responsibility of all, male and female.



*A woman teacher in class – she works just as hard as male teachers do. But she gets paid less.*

# Hip hop with the Prophets of the City

Story by Mishl Saffer

**T**hey're hip, they're cool and they're so nice that even your parents will like them. So who are they? Prophets of the City, of course.

First there's DSA, lead rapper. Then there's Ready D, DJ and scratcher. Jazzmo's next, the human beat box and finally there is silent Ramone, mime and freestyle dancer.

Prophets of the City have been together for about a year and a half now, but they have been rapping since they were teenagers. DSA tells their story: 'Ready D and Jazzmo were into breakdancing until it faded off the streets. But we all really liked the music, so we kept up with it. Then Ready D made a cassette tape of scratch, old 20s music and whatever was hip hop.'

'My father's a jazz musician. He was doing a record with Lance Stehr at the time. I played Ready D's tape for them. First they said,



*DSA and Ready D doing what they like most – rapping and scratching.*

"Take off that noise" but soon they were saying, "Hey! That's cool".

'Lance wanted us to do an album. But before we started recording 'Our World', we joined up with Ramone – he's a brilliant dancer – and Jazzmo, whose voice sounds like a drum.'

### Rappers with a message

Prophets of the City are rappers with a message. 'We use rap to get our message across and the music to get hip hop across,' explains DSA. 'We are not into commercial hip hop. It's phoney, and it has got nothing to say. It's no use singing songs about love or dancing when you can change someone's life or do something for the community.'

'In the places we come from, Mitchell's Plain, Elsies River, people's lives get destroyed every day. Drugs, violence and gangsterism are everywhere. So we try to make people understand, to get people to speak out.'

'People are afraid,' adds Ready D. 'I'm even scared. Gangs are very unpredictable.'

'Saying it through music gives you more freedom because then kids listen to you,' believes DSA. 'It's no use waving fingers and saying, "Don't do this!" Put your message to a beat that kids like, they dig it and they listen better.'

Prophets of the City spend a lot of time at charity concerts, schools and workshops. They teach kids to rap, scratch, mix and the basic dance steps. 'It gives kids something to do,' says DSA. 'If there's nothing happening, kids get bored and join gangs. We think schools must start hip hop movements. It would give kids more reason to go to school.' 'I know a primary school in Meadowridge,' Ready D says, 'that teaches kids to rap maths.'

### Money Problems

The biggest problem that is facing the Prophets at the moment is money. 'People see the Prophets in magazines and newspapers and think they are rich,' says Lance Stehr, their manager. 'But they are just not making any



# The Prophets

money. Part of the problem is that people are taping their album and not buying it. People don't understand that we need to sell 20 000 albums just to cover costs. But we are hoping with their new album, 'Boomstyle', things will get better.

While we're waiting for the Prophet's new album, here's some rap from them for you to enjoy:

'We tell it straight  
No time to celebrate  
But to elevate  
Ourselves  
And wise up  
'Cause we choose to live  
With our eyes shut  
'Cause it keeps us  
From feeling guilty

So anger fills me  
So when will we  
Finally see  
What is up on  
Society

Coloured, white, black  
Fight back  
Stay on the right track  
And for God's sake  
Fight Apartheid

We've got to make a start  
even though we start late

Well heartache and pain  
Fills my brain  
And I know who's to blame  
So I'll campaign  
And protest  
Until I see some progress.'



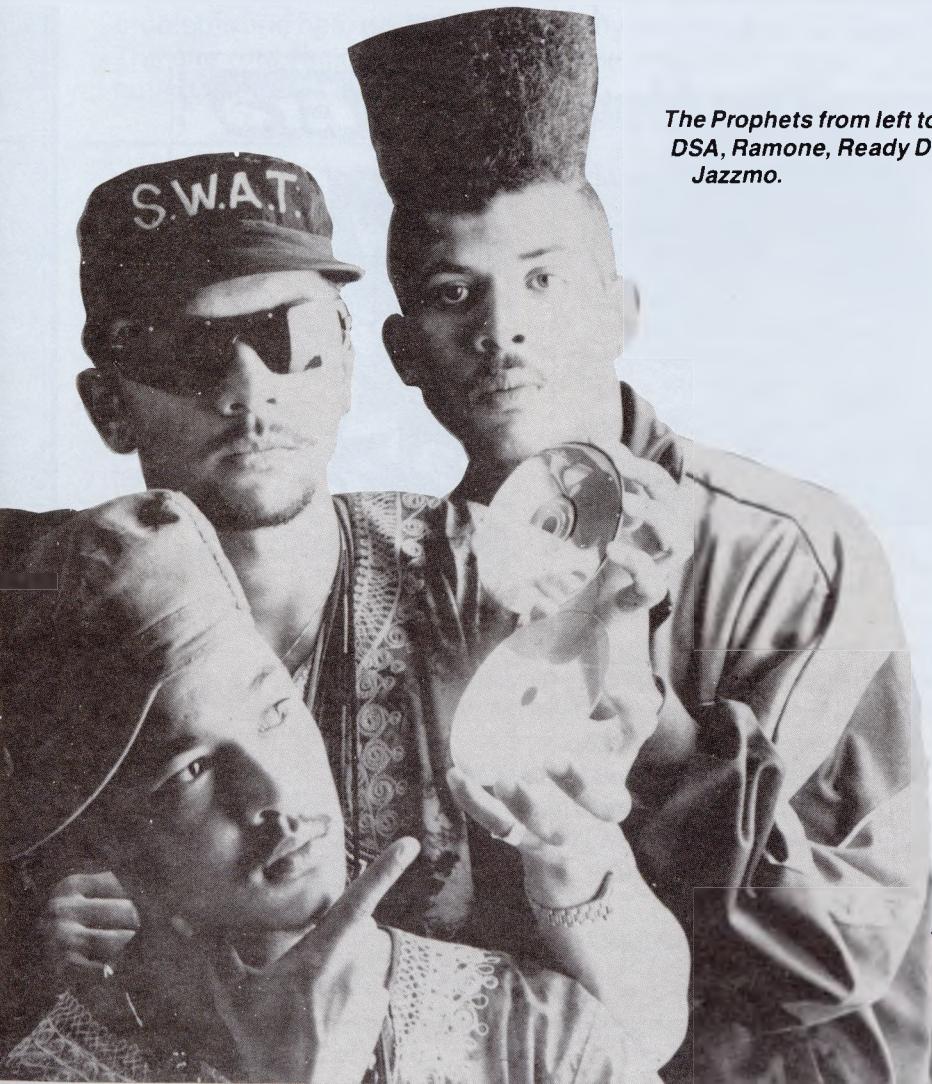
## COMPETITION TIME

For 10 lucky Upbeat readers here's a chance to win yourself a Prophets of the City album. Just write down the answers to these three easy questions and send them to:

**Upbeat Rap Competition**  
P O Box 11350  
Johannesburg  
2000

1. How many Prophets of the City are there?
2. What is the name of their manager?
3. What is the name of the Prophet's new album?

**Closing date: 4 October 1991**



*The Prophets from left to right:  
DSA, Ramone, Ready D and  
Jazzmo.*

## A GUIDE TO RAP-TALK

**human beat box** – drummer  
**to rap** – to recite or talk with a rhythm  
**to scratch** – to turn a record backwards and forwards with the needle on it so that it makes a squeaky sound

**hip hop** – a street culture that started among young people in New York. It is about rap, beat and breakdancing. Clothes are also important, especially sneakers and bomber jackets.

**to dig** – to like  
**to mix** – to record music and scratch and rap together

**M.C.** – rapper  
**def jams** – good music  
**to sweat** – to hassle / bother  
**wack** – bad

Upbeat letters  
PO Box 11350  
Johannesburg  
2000.



**Dear Upbeat,**

I am a girl of 16 years in Std 9. I am in a boarding school. My mom is my problem. She doesn't want me to hang around with boys, even my boyfriend. She doesn't want me to fall in love. She says I'm young and must complete my schooling first. She never listens when I try to explain how I feel about my boyfriend. She says I know nothing about love. So I can never tell her anything. Sometimes she says I am 'jargs'. That is the word I hate most. I don't know what I can do. Please try to advise me. I'll be happier if she understands how I feel.

**Mabel**

**Dear Mabel,**

We are sorry to hear about your problem. Perhaps your mother does not want to talk about your boyfriend because she is worried. Maybe she worries that you will fall pregnant before you have finished school. Don't feel hurt. Perhaps when she grew up, girls did not talk about love with their mothers. Bear in mind that your mother wants the best life for you in the future. Tell your mother that falling in love doesn't mean you will leave school. Try to let her know that you are responsible. Childline will help you and your parents with any problems you have. Phone Childline at: Johannesburg (011) 484-3044 Durban (031) 47-5555 Cape Town (021) 461-111 Pretoria (012) 44-2222 Editors

**Dear Upbeat,**

To all the boys and girls of South Africa. I say, let them not hurry their lives, let them not think about love but about education. Don't become parents unexpectedly. Let's think about our future. Kenneth Masembuka, Dennilton

**Dear Upbeat,**

My problem is this. We were talking about love at school with my teacher. My teacher says you must fall in love at the age of 16. If you do not fall in love, it means that you are not normal.

Mandisa Mojahi, Meadowlands

**Dear Mandisa,**

People fall in love at different ages. Some people fall in love for the first time at 14. Other people fall in love when they are 40. There is no 'right' age for falling in love.

Editors

**Dear Upbeat,**

Thank you for the wonderful, informative magazine. I think Upbeat is the kind of magazine that can move with us into a new South Africa. I have been reading the magazine for some years. I find the topics very relevant to the youth of today. Stories on Geography are helpful to students in our schools.

In Willie Wordworm, Upbeat No.4, there was an unfortunate mistake. The explanation of 'to evaporate' was given as 'to change into water'. I think most geographers will agree that to evaporate means to change into vapour or steam. To condense is to change into water. I hope to see more Geography in Upbeat.

M.J. Masekela, Meadowlands

**Dear M. J.,**

Thank you for your very nice letter. Sorry about our mistake! You are right. To evaporate does mean to change into vapour or steam.

Editors

**Dear Upbeat,**

I would like to meet Doctor Khumalo because I like him very much. If I did meet him, I would ask him what's his secret for playing soccer so well. And I would tell him that I'd love to play soccer. But I'm a girl, so I can't. I don't know what to do.

**Lulama, Hermanus**

**Dear Lulama,**

We showed your letter to Duncan Crowie, the captain of Lighthbody's Santos. He says there is no reason why you can't play soccer. Go to the nearest soccer club and ask if you can train with them. Maybe if you're good enough, they'll let you play in the team. Or start your own team. Good luck!

Editors

*Advertisement*

**The New**

**New Era!**

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- Should the church take sides?  
Exclusive interview with Frank Chikane
- Does Afrikaans belong?
- Sexism in the struggle for democracy
- How long can the ANC stick together?



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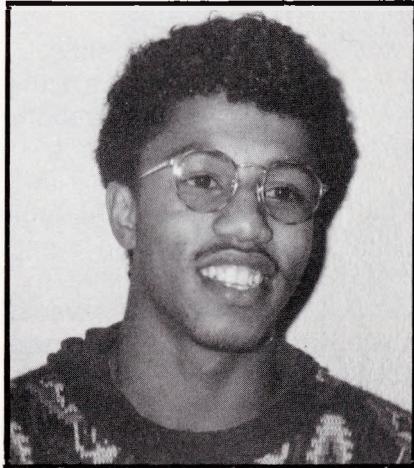
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## What's nice about love?

What's the best thing about being in love? Upbeat spoke to young people in Cape Town to find out.



**Sherwin Dreyer, 16**

What's nice about having a girlfriend is that you can share special moments and you can talk to her about your problems. Nobody should dominate. Both of you should talk about your problems and help each other. The one who decides on an outing should pay for it.



**Bianca Adams, 15**

Everything is nice about being in love. The fact that there is somebody you can be totally honest with. It's very exciting, especially if it comes as a surprise. It's nice to know that there is someone you can go to when you need him. I worry that my mommy and daddy won't like him.



**Samuel Koopman, 14**

Neither the boy or the girl must take it upon themselves to make decisions that will affect both their lives. They should discuss things and then make decisions. Your girlfriend's the one person you can be open with. And she's always there when you need her. My girlfriend accepts me the way I am.



**Georgia Pasqualli, 18**

It's exciting to have a relationship. You expect to get love and attention and enjoy giving it as well. Young people should have guidance about hugging and kissing. If you can't speak to your parents, you should speak to your guidance teacher or a nurse.



**Jethro Plaatjes, 16**

When you start a relationship, many thoughts cross your mind. You don't trust your girlfriend in the beginning because you don't know her. You fear that you'll lose your friends. And by spending time with your friends, you may lose your girlfriend because she thinks you're spending too little time with her. You also fear that your love may change or disappear.



**Anthea Adams, 10**

Many boys don't like fat girls. But I think the body is not important, it's the personality that counts. Boys don't like girls to get mad at them, nor do girls like boys to get mad at them. Both the girl and the boy should pay when they go out. They can take turns to pay for outings they share.

# Peter finds a home

**P**eter Phake is fourteen years old. For the last five years Peter has lived on the streets, with his 'chommies'.

For five years Peter has had no family to call his own. But now Peter has found a new family. He has moved in with a friend's granny.

'I was born in Katlehong,' said Peter. 'I lived there with my family until I was nine. I had two sisters and four brothers. We were poor but my mother looked after me very well. She always gave me everything I needed.'

'Even though there were many children in my family, my mother made us all feel very special. She used to spend a lot of time just talking to us. I loved my father too, but not as much as my mother.'

'When I was seven, I started school. I really enjoyed learning. During the holidays, we used to go to Senekal to visit my grandmother. It was great fun. I used to herd the cattle and play with other boys there.'

'But then my mother died. And that changed everything for me. My father moved in with another woman. I did not like her. I was frightened

of her. She did not want me to go to school. My father never protected me. He said I did not love him because I used to take my mother's side when they had fought. So I ran away.'

'I caught the train to Jo'burg. I did not know where I was going. But at Park Station I met some boys. They gave me food and glue to sniff. Then they told me to go with them. So I went'.

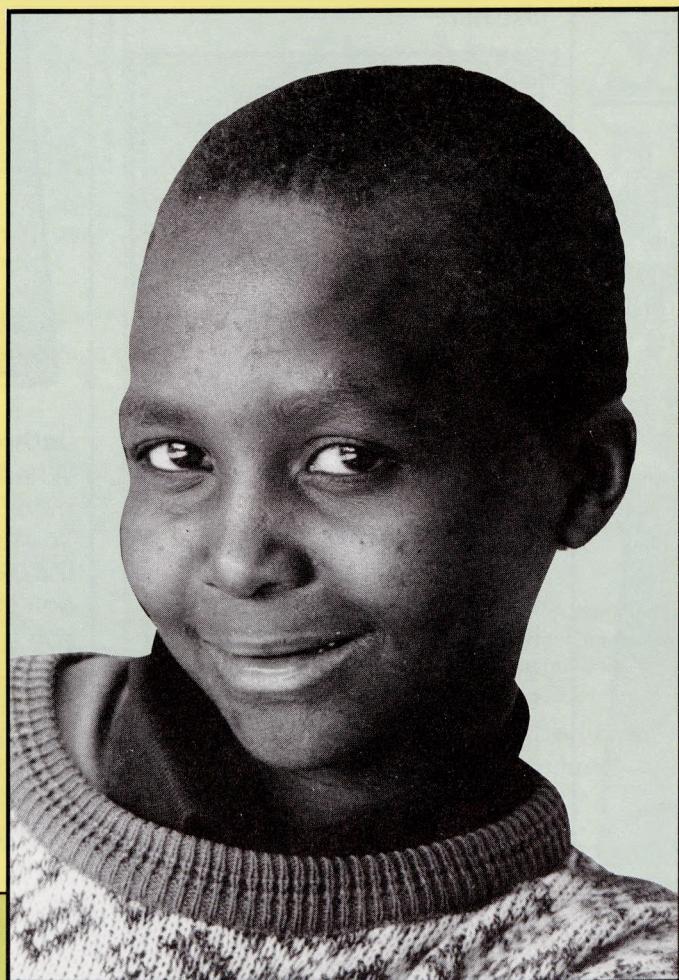
Peter spent the next five years on and off the streets. At first he lived at the Twilight Shelter. But

he did not stay there long. Soon he was sleeping out on the streets, sniffing glue every day, parking cars to get money.

Peter's love of learning stayed with him though. When the school for street children, Streetwise, opened, Peter started going to classes again. And at times Peter stayed at the Streetwise shelter.

But the call of the street was strong. So sometimes Peter missed school and joined his friends on the streets.

*Peter Phake has found a home, after spending five years on the streets.*



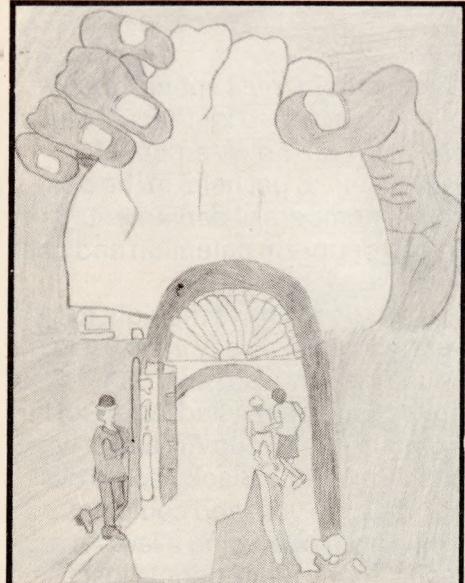
Then Peter was arrested. He spent a month in the cells of the Hillbrow Police Station.

'When I came out, I thought about my life,' Peter told us. 'I thought it was no good. So I went to see an old friend in Katlehong. A few weeks later this friend phoned me. He told me that his granny said I could go and stay with them – if I went to school.'

'Since then I have been living there. His granny, Mme Sophie, treats me like her own child. She is very kind and caring. And at school, the principal, Mrs Radebe, is also very kind. They make me feel safe. It is a long time since I have felt so safe with grown-ups.'

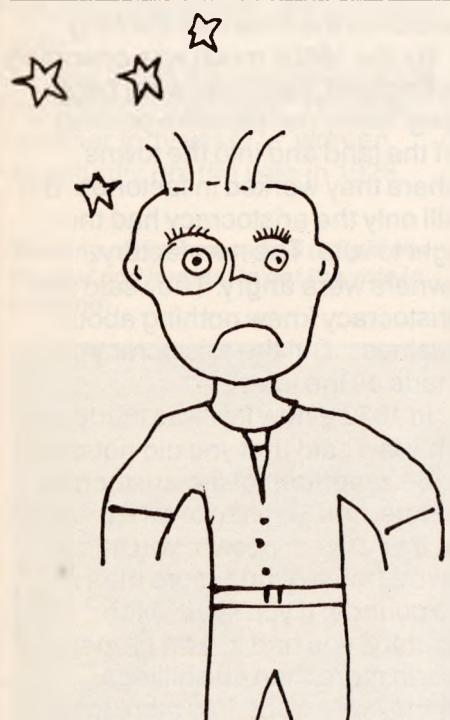
'I'm happy now. I don't miss my family. I know that my one sister is living in Nelspruit. But I don't know her address. My father ran away from my step-mother. I don't know where he is but I would be happy to see him again.'

It is hard for children who have lived on the streets for a long time to give up their independence and learn to trust adults again. But we hope, for Peter's sake, that he stays with his new family. We hope that his lonely struggle is over. ■



## LET'S BE OF ONE HAND

Let's be one, no white, no black  
We are the same people,  
our blood is the same  
And God loves us all.  
Now let us be one nation.  
We must never fight each other  
Remember the new South Africa.  
Lehlohonolo Mpeoa, 17, Orlando East



It is not polite to talk behind someone's back but it is much safer.

Pauline Smith, 16, Eldorado Park

## THE WORLD'S MOST BELOVED MAGAZINE

When I enter the bookshop  
My mind thinks about something,  
Something with many colours  
White, green, yellow, red and blue  
The world's most beloved magazine  
Upbeat.

It is the magazine of the people  
Black and white.  
They all go to the bookshop  
To get their beloved magazine,  
Upbeat.

You will be attracted by the beautiful  
Colours of the magazine, Upbeat  
And it is there today, tomorrow and  
forever

The world's most beloved magazine.  
Sipho Ngobeni, 21, Temba

## TSEKO TRICKS THE GANGSTERS

Tseko usually spent his afternoons alone at home because his parents worked. One afternoon when Tseko returned home from school, he unlocked the security gate and the front door. Once he was inside, he locked the doors again as his parents had told him. Then there was a knock. Tseko opened the front door but left the security gate closed. Outside there were three men. Behind them, Tseko could see a minibus with no seats in it.

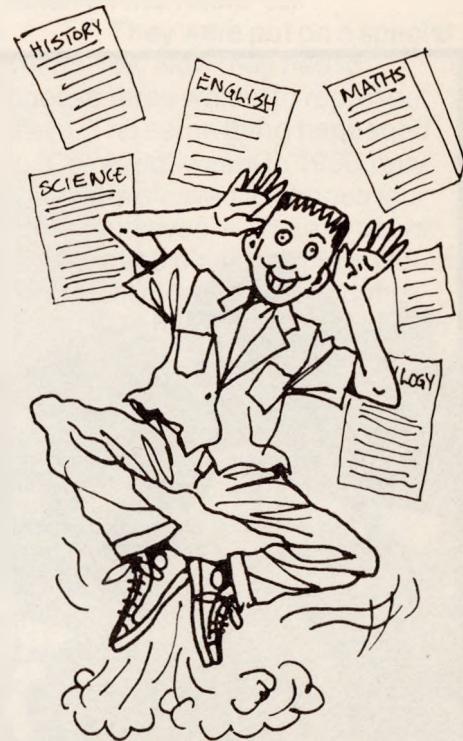
'Can I help you?' Tseko asked politely.  
'Yes,' said one of the men, 'we have come to fetch your television for repair.' Tseko said that neither of his parents had told him about this. The man replied that they had probably forgotten. But Tseko still refused to let them into the house. One of the men tried to open the door but could not. This was enough for Tseko. He slammed the door closed and locked it. Then he ran through the house, closing all the windows. The men stormed passed. One of them banged on the windows angrily. But Tseko was safe inside, with the television set. Later Tseko found out that they were a notorious gang.

Ernest Maroga, 15, Winterveld

## SCHOOL

School is a place of learning and fun  
And when the term's over, the school work  
is done  
It's just for a week and then we go back  
And all our books are back in our sack.

Teachers are shouting, 'Goodness Sake!'  
Geography and History, Oh! give me a  
break.  
Finally the year is over, the year's work is  
done  
And now we go back to the holiday fun.  
Kim Muller, 11, Retreat and Nadine  
Phillips, 10, Wynberg



Send your poems, drawings  
and stories with your name,  
age and address, to:

Upbeat, P.O. Box 11350,  
Johannesburg 2000

All readers whose  
work is published  
here  
win

**R15**

## The right to vote

**P**eople have great political hopes for the future of South Africa. Most people hope for a democracy where everyone will have the right to vote. Why is voting so important? And why have people all over the world had to fight for the right to vote?

In South Africa laws or rules about how our country runs are made in parliament. Every four years, voters – people with the right to vote – choose someone to represent them in parliament. We call these representatives members of parliament. Members

of parliament must speak for people who voted for them. People can also use their Member of Parliament to get help. In the past, some members of parliament traced people in detention and got them freed.

If you do not have the right to vote, you have no say in how your country is run. You have no protection against bad laws. So, for example, the Group Areas Act was passed in 1950. Black people did not have the vote and could not stop it from becoming a law. As a result, many black people lost their homes and were forced to move.

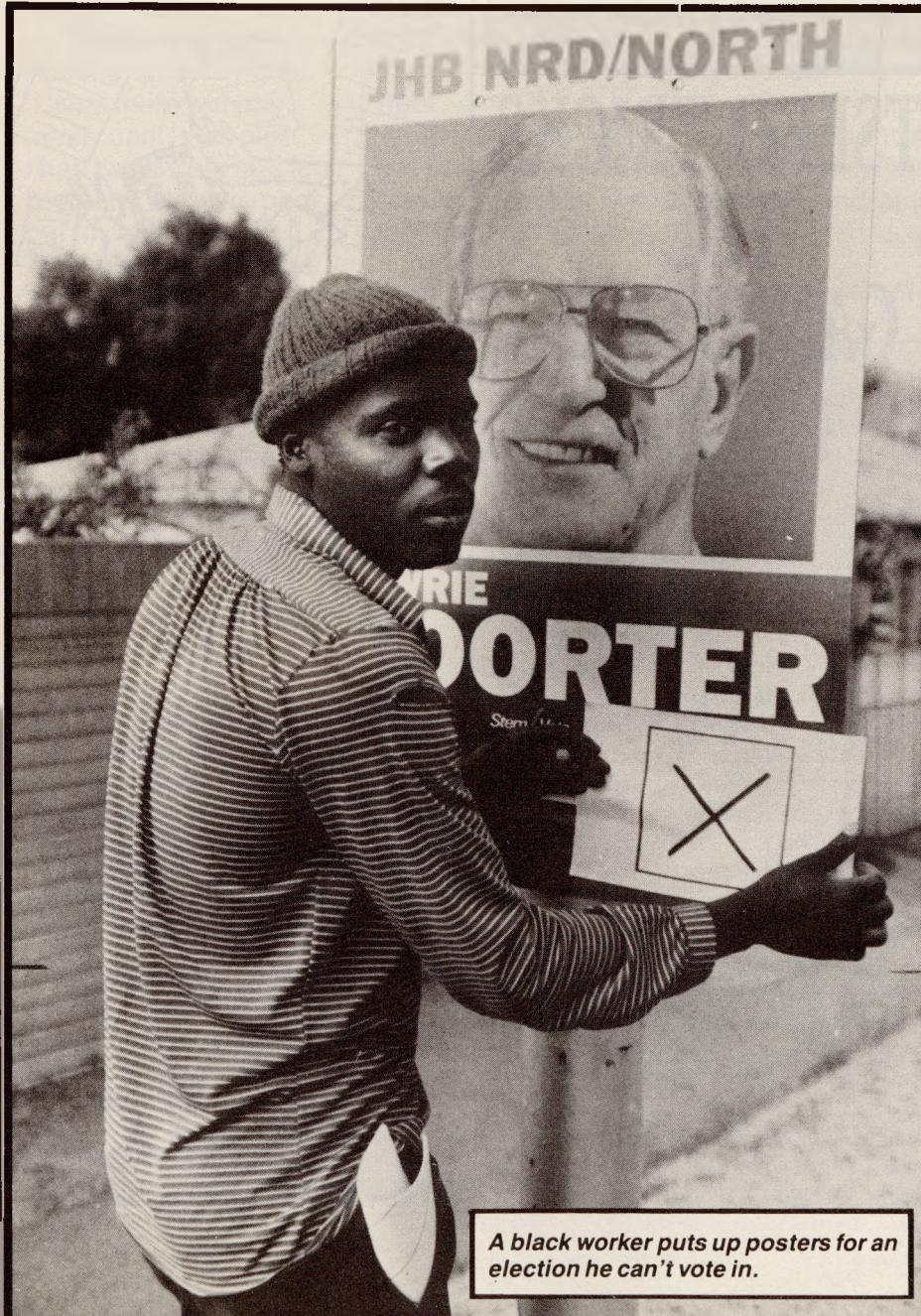
If we look at history, we see that people in power do not like to share their power.

### In England

The first parliament in England was set up in the 13 century. But the only people with the right to go to this parliament were the aristocracy. They were rich and powerful people who controlled large areas of land. They also controlled the people who lived on their land. The most powerful person at the time was the king.

By the 1800s much was changing in England. Factories were beginning. Many people were pushed off the land and into the towns where they worked in factories. But still only the aristocracy had the right to vote. The new factory owners were angry. They said the aristocracy knew nothing about business. But the aristocracy made all the laws.

In 1832 a new law was made. This law said that you did not have to be a member of the aristocracy to vote. You just had to own property. If you lived in town, you had to own a house worth more than 10 pounds. If you lived in the country, you had to own property worth more than 40 shillings. Money was worth lots more than it is now. And, of course, you had to be a man. We call this a qualified franchise – to vote, you



A black worker puts up posters for an election he can't vote in.



**Placing a vote in a ballot box. People all over the world have fought for the right to do this.**

had to be a man and you had to own property.

The law of 1832 pleased the factory owners. But it did not please the factory workers. In 1836 the London Working Men's Association was formed. Fifty years later, after many battles about workers' rights, all adult males got the vote. But male domestic workers who lived with their masters and people who received poor relief, still could not vote.

Now it was the women's turn to fight for the franchise. This took another forty years – women eventually got the vote in 1928.

**Working class women had to fight the longest and hardest to get the vote in England.**



The last change to the franchise in England was in 1969 when the age at which one could vote was changed from 21 years to 18 years.

### **In South Africa**

The history of voting in South Africa is a history to be ashamed of. Most of the rules about voting prevented black people from getting the vote.

At the beginning of the 1900s, in the independent Boer states, the Orange Free State and the South African Republic, only white men were allowed to vote. But in the British colonies it was a little different.

People in the Cape and Natal were only allowed to choose their own government in the 1850s. Only men over 21 who earned more than 50 pounds a year and who owned property worth more than 25 pounds, could vote. This rule was to stop black people from getting the vote. Very few black people at this time earned money or owned property they called their own.

In 1893 the government increased the value of the property you had to own. Men also had to do a test to show they knew how to read and write. Only then could they vote. But in spite of this, the number of black voters in the Cape grew.

In 1930 white women were given the vote. In 1931 all white people could vote, whether they had property or not. But if you were



**A woman votes for the first government in an independent Tanzania. But in Africa, many people's hopes for democracy have been smashed by corrupt governments.**

black, you still had to earn money and own property!

In 1936 all African voters were taken off the voters' roll

They were put on a special voters' roll. Now they had to choose three whites to represent them. The same thing happened to 'Coloured' voters in 1956, only they were allowed to choose four representatives – white of course.

After 1948 black people in South Africa lost most of the few rights which they had enjoyed. Finally, in 1961 Africans were no longer allowed to vote for representatives in parliament at all. The same happened to 'Coloureds' in 1968.

The right to vote and the right to choose representatives for parliament, has been a central demand of the South African struggle for freedom. Let's hope that we will not have to wait much longer for democracy in our land. ■

### **Useful words about voting**

**franchise** – the right to vote  
**qualified vote** – when you have to own property, have an income or be able to read and write in order to vote  
**universal franchise** – when everyone over age has the vote  
**voters roll** – a list of names of all the people who can vote  
**representative** – someone who you choose to speak for you  
**constituency** – an area in which people vote for a member of parliament  
**candidate** – a person who stands for election as a member of parliament

## DEALING WITH DATE RAPE

**I**went to a party with Philip, my friend's brother. We got on very well. He was charming and funny. He even gave me advice on my studies.

'After the party, he offered to drive me home. We started going in the wrong direction, so I asked him what he was doing. He said he was taking me to a friend's place, where we could listen to music. When we got there, no one was home. He jumped on me and began kissing and touching me. I tried to leave, but he locked the door.

'I didn't know what to do. I couldn't shout for help, no-one would hear. And I was scared he would hurt me. So I let him do what he wanted. He raped me. Afterwards, I was so angry I couldn't speak. I felt so awful.'

Buyisiwe was raped by a boy she agreed to go out with. She didn't know what to do. Should she tell her parents? Would anyone believe her? After all, he didn't force her to go out with him. And she knew him. So could this be rape?

I WANT TO STAY WITH MY FRIENDS, THANKS, THABO.

### Date rape

More than 80% of men who rape know their victims. Many girls find themselves being forced into some kind of sexual activity by a boyfriend, or a boy they have just met. This is called date rape. A boy you know may use threats and physical force to rape you. But he leaves you wondering whether he forced you, or whether you asked for it. He might jump on you the minute you are alone, like Buyisiwe's date. Or he may try one of these threats:

'If you don't, I'll tell everyone you did anyway.'  
'If you don't do it, I'll leave you.'  
'If you refuse me, I'll hurt myself.' Or he might try to force you with insults, like:  
'You're a whore anyway.'  
'You're cold.'  
'You think you're too good for me.'

The boy may try to pressurise you to have sexual intercourse. Or he may want you to touch his body or let him touch yours. But if you don't want to do these things, it is sexual

abuse. It can happen at a party, in your house or at school, wherever he can get you alone. What's more, the boy may think that he hasn't done anything wrong.

That's because there are many dangerous beliefs in our society that encourage boys to force girls into sexual acts. Some people think that girls never like sex, so they have to be pushed into it. Others think that a girl owes a boy sex if he takes her out and spends money on her. Many boys also think that girls say no to sex but never mean it. All these beliefs are wrong!

Boys who grow up believing these stories are often selfish about sex. They think only about what they want, not what girls want. They believe that girls are good for one thing only, sex. If a boy demands sex from you and won't take no for an answer, no matter how firm you are, it is assault.

### How to prevent date rape

- Girls, be strong in your relationship with boys. Don't let your boyfriend make all the arrangements and decisions about where and when you go out. And don't let him do all the paying. This gives him more power over you. Remember, boys are more likely to take advantage of someone who looks like she can't look after herself.
- Boys, you don't have to prove your manhood by making all the decisions and paying for everything. That's old-fashioned and sexist.
- If you go out with someone you don't know, stay where there are other people. Some boys think that if a girl agrees to go with a boy alone, she's agreeing to sex. That's not true!
- Never let anyone force you into being alone with them. You can say, 'No thanks, I want to stay with my friends.' Or 'I don't want to go there.'

- Make sure you have a lift home before going out. Don't accept lifts from a boy or group of boys you don't know. If anyone offers you a lift or walk home, first find out where he lives. If he's going far out of his way to take you home, refuse his offer politely but firmly.
- Decide on your sexual limits. Then it's easier for you to stop a boy when you want to. You can say, 'Let's just kiss. I don't want any more.' Boys shouldn't think that they have to press ahead until the girl stops them. You may find it embarrassing to talk about your sexual limits. But it's better than fumbling and fighting about sex.

### How to handle date rape

It's not nice to think about what you should do if you are raped. It is especially hard if you're assaulted by a boy you know or whom you're going out with. You need to trust people you like. But if they break this trust, you must not blame yourself. It is not your fault. No-one can tell what kind of dangers they will have to face every day.

Here's what to do if you've been raped.

1. Go to a safe place. Phone a friend, your parents or a support organisation.
2. Go to a doctor. You may need first aid. You'll also need a pregnancy test and the doctor will help you with that.
3. Report the rape to the police. If you are pregnant, you can only have a legal abortion if the man has been found guilty of rape in a court of law. At the police station, the police will take a written statement about what happened.

The police will take you to the District Surgeon. She will not give you first aid. She will listen to your story to use as evidence in court.

Remember, you don't have to go to the police if you don't want to. But then you won't be able to charge the rapist.

4. If you are assaulted on a date, don't keep it secret. The boy needs to be stopped before he hurts someone else. Remember, you are not to blame just because you went out with him.
5. You may feel guilty, unloved, unattractive, frightened, ashamed, hurt and angry. All these feelings are normal. Find someone to talk to, don't hide these feelings.

### Where to go to for help

**People Opposing Women Abuse (Powa):** (011) 642-4345 during the week, from 6pm to 10pm. Over weekends (011) 393-1020 code 7152.

**Catholic Counselling Centre:** (011) 673-1473

**Eldorado Park Crisis Intervention Centre:** (011) 945-1291

**702 Crisis Centre:** (011) 642-4462 between 5pm-11pm.

**702 Helpline:** (011) 331-9889

**Waverly Crisis Centre:**

(011) 786-5379

**Childline:** (011) 484-3044

**Cape Town Rape Crisis:**

(021) 47-9762

**Pietermaritzburg Rape Crisis:**

(0331) 56-279/69

**Durban Women's Centre:**

(031) 301-2696

**Lifeline**

Durban: (031) 23-2323

Jo'burg: (011) 728-1347

Grahamstown:

(0461) 26-668

East London:

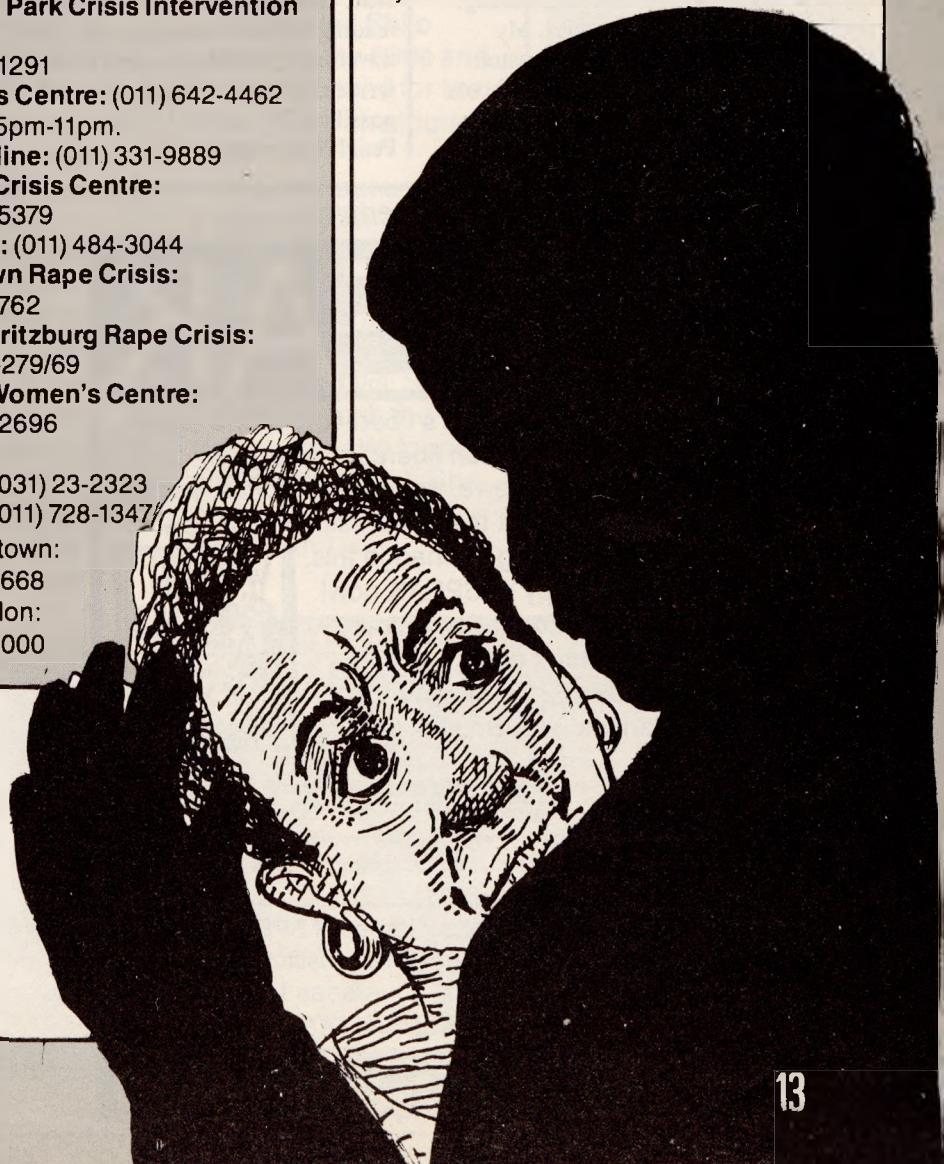
(0431) 22-000

### Rape

Rape is a violent attack on women. Rapists are men who force sex on women by threatening to humiliate, hurt or kill women if they don't give in. A rapist can be a 14-year-old boy or a 48-year-old man. He can be a burglar who broke into your house. He can be your boyfriend. He can be your best friend's father – or even your own.

It is believed that about 1 000 women are raped every day in South Africa. That's almost one rape every minute.

This article is taken from a book called *Safe, strong and streetwise* by Helen Benedict; published by Hodder and Stoughton. It's a great book. Ask for it at your library or buy it at a bookshop nearest to you.



# PENFRIENDS

## CAPE

37 Andries Crescent, Buffalo Flats,  
East London 5209

**Dear Upbeat,**

I am a boy of 15. I am doing Std 6 at Greenpoint High. I would like to correspond with girls and boys of 15-17. I play soccer and I like swimming. I also like fashion shows and the music of MC Hammer.

**Luciano Hendricks**

18 Taurus Road, Surrey Estate 7764

**Dear Upbeat,**

I am a 12-year-old girl. I would like to correspond with girls and boys of 12-18. My hobbies are tennis and netball. I promise to reply to all letters written in English, Xhosa or Zulu. Photos are welcome.

**Veronica Nikiwe Nombexenza**

## NATAL

H586 Ndlulamithi Road, Kwa Mashu 4360

**Dear Upbeat,**

I am a girl of 14 doing Std 7. I would like to correspond with girls and boys of all ages. My hobbies are tennis, dancing, baking, reading and going to the movies. My favourite singers are Whitney Houston, George Michael and Phil Collins. Photos are welcome.

**Thabsile Charlotte Shange**

Z2340 Umlazi, P O Umlazi 4031  
**Dear Upbeat,**

I am a 16-year-old girl doing Std 9. I would like to correspond with girls and boys of 17-20. My hobbies are reading, watching films, writing and having fun with friends. My favourite singers are Anita Baker, Keith Sweat and Whitney Houston. I promise to reply to all letters written in English or Zulu. Photos are welcome.

**Emmelodius Ngwenya**

## TRANSVAAL

6375 Zone 5 Extension, Tabane Street, Ga-Rankuwa 0208

**Dear Upbeat,**

I would like to correspond with guys and dolls of 16-21. I am 19 and doing my matric. My favourite musicians are Roxette, Duran Duran and Phil Collins. Letters with photos will be highly appreciated. I promise to reply to all letters.

**Alpheus P. Moloto**

2488 Chiawelo, P O Chiawelo 1818

**Dear Upbeat,**

I am a girl of 17 doing Std 10. I would like to correspond with girls and boys of 16 and older from Cape Town. My hobbies are reading books, listening to music and travelling. I promise to reply to all letters written in English. Send photos if possible.

**Pearl Netshongolwe**

## AFRICA

Likoma Overseas Secondary School, Private Bag 1, Likoma Island, MALAWI

**Dear Upbeat,**

We are two youngsters at the above mentioned school. We would like penpals from South Africa. Our hobbies are music, outdoor life and swimming.

**Stephen Kapakasa and Willy Mzendah**

Dowa Secondary School, Private Bag 1, Mponela, MALAWI

**Dear Upbeat,**

I am a boy of 17. I would like to correspond with boys and girls of 15-20. My hobbies are playing soccer, reading novels, listening to music and going to church. I promise to reply to all letters written in English.

**Maxwell Thengezi**

P O Box 206, Windhoek, 9000

**NAMIBIA**

**Dear Upbeat,**

I am 21 years old and would like to correspond with boys and girls of 20-27. My hobbies are reading, dancing, skating and listening to music. Letters may be written in English only and photos must be included. I will reply to all letters.

**Karel Kony**

## OVERSEAS

103 Chausseestreet, East Berlin 1040, GERMANY

**Dear Upbeat,**

I am a 12-year-old boy. I want penfriends from South Africa. My hobbies are basketball, dancing, mountain hikes and music. I like MC Hammer. I will reply to all letters.

**Bjorn Kazubski**

Barrtorpsv. 25tr, 15148 Sodertalje, SWEDEN

**Dear Upbeat,**

I am a girl of 12. I have two brothers. I can't write good English because I only started with English last year. I hope you'll write to me and tell me about your country and about your family.

**Piritta Niiranen**

Castelvieilh 65350, FRANCE

**Dear Upbeat,**

I am a 17-year-old student. I can speak French and English. I wish to correspond with a black South African student, either a boy or girl. I'm interested in current events and languages.

**Amdrea Gitton**

*Advertisement*

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for Women for Workers**

# FINDING FACTS

**Shilo went to the library to find information. Her youth group was planning to run a programme on drugs. They know that many teenagers in Cape Town smoke dagga without knowing its dangers.**

Shilo's youth group, the Athlone Youth, wanted to be informed. So Shilo went to the Athlone library. The librarian, Mr Kolbe, took her to the catalogue. He showed her how to look up information, first in the *subject catalogue* and then in the *classified catalogue*.

They looked for 'drugs' in the subject catalogue. The subject



Shilo checks the shelves once she knows where to look.

catalogue is arranged in alphabetical order. They found a card that looked like this in the section marked D.

**DRUG**  
control 363.45  
health 613.8  
use of 615.7

'The numbers next to the different topics about drugs are called *classification numbers*,' Mr Kolbe explained. 'Classification numbers are like a code. All factual or non-fiction books have these codes. There is a code for each subject.'

'So the number for dagga smoking is 615.7,' said Shilo. 'But how does this number help me?' Mr Kolbe went to the classified catalogue. 'The classified catalogue is a list of all the factual books in the library, arranged in subjects, under their subject code,' said Mr Kolbe. 'The classified catalogue is arranged in number order. Look under 615.7. You will find all the books in the library on drug use.'

Shilo looked through all the cards in the 615.7 group. She found a card which looked useful.

615.782 COH  
COHEN, Miriam  
*Marijuana – its effects on mind and body*  
1985

'This book looks suitable,' said Shilo, 'but where will I find it in the library?' Mr Kolbe showed Shilo how the codes were not just for the catalogue. In the library all the factual books are arranged on the shelves according to their codes, in number order. So first Shilo looked for the 600s and then she looked for the 615s. There she found the book.

'What about using a video in your programme on drugs?' Mr Kolbe suggested. Shilo was surprised. She thought libraries only kept books. She looked through the videos until she found one marked 615.7. She chose a video called 'Drugs and you.'

**Shilo pages through a book to see if it has the information she needs.**

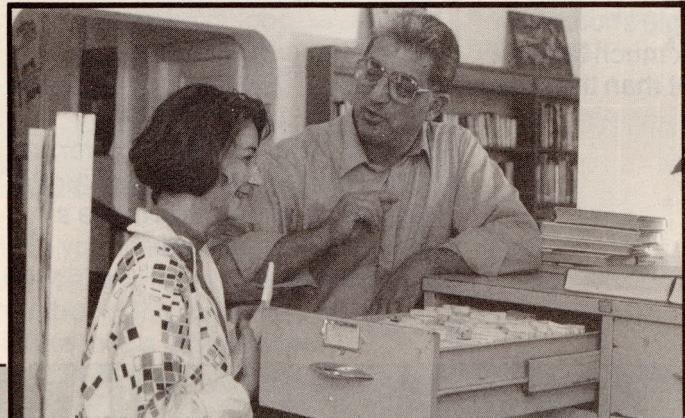
'Thanks for all your help,' Shilo said to Mr Kolbe as she was leaving. 'Wait till I tell my Mom I've spent the afternoon looking for drugs!'

And off she went with a laugh, carrying the video and the book.

Most libraries use a system for organising their books called the Dewey system. Dewey grouped books into 10 main categories. And he gave each category a number. You will never know all the different sub-categories of the Dewey system. But we thought it might help you if you know the main categories. So here they are.

000 – General and Reference books  
100 – Philosophy  
200 – Religion  
300 – Social Sciences  
400 – Languages  
500 – Pure Science  
600 – Applied Science, Technology  
700 – Arts  
800 – Literature  
900 – History, Geography

Story produced with the SACHED library project.



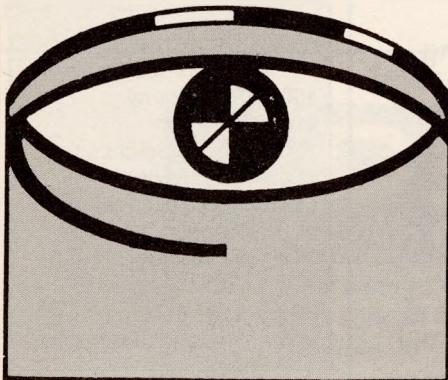
Mr Kolbe shows Shilo the catalogue.



Shilo looks in the catalogue for books on drugs.

# What's behind pictures?

By Harriet Gavshon



Dave Hartman: Southlight

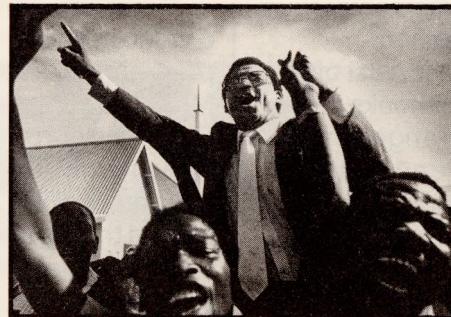
**Pictures, especially photographs, movies and TV look so much like the real world. That's why we think they have to be true. Well read on! You are in for a big surprise.**

Behind every photograph, there's a photographer. Behind a TV camera stands a camera-person. And they aren't robots. They are ordinary people. They eat, sleep and play like the rest of us. And like us, they have their own ideas and feelings about the world. And these ideas often show in their pictures. A photograph is one person's view of a situation or event.

The photographer, hidden safely behind her camera, is always making choices. She decides where to stand to take a picture. She decides what to leave in and what to take out. She decides whether to take the picture looking up or looking down at a person. How a picture is taken gives it meaning.

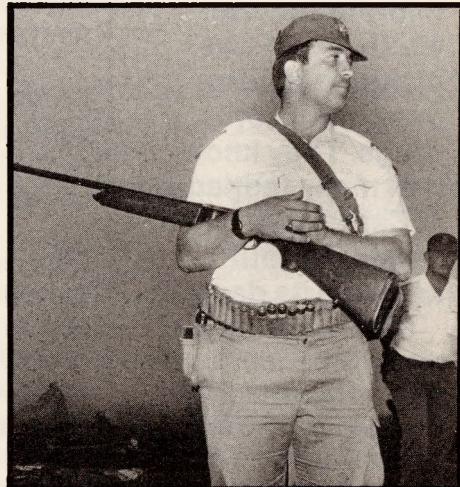
### Low angle shots

Look at this picture of the Reverend Alan Boesak.



The photographer was standing below Boesak when she photographed him. See how powerful he looks! We call this a low angle shot. Low angle shots often make a person look much larger and more important than they really are.

Look at this photograph of the riot policeman.

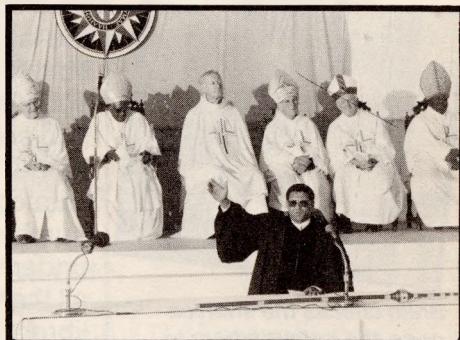


Eric Miller: Southlight

It is also a low angle shot, looking up at the policeman. This makes him look big and threatening. The policeman is just standing there doing nothing, but he looks frightening.

### High angle shots

Now look at this picture of Boesak at a special church service.

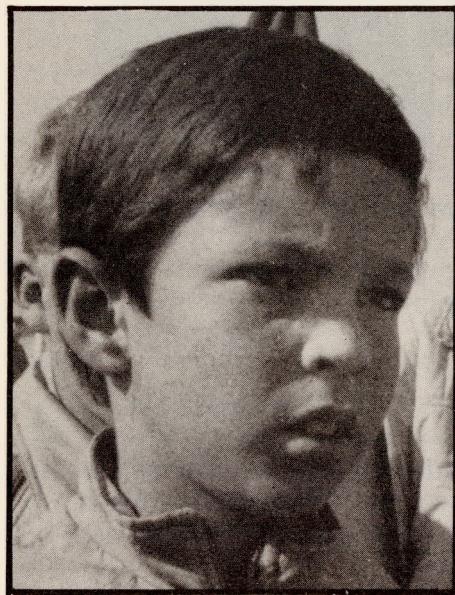


Dave Hartman: Southlight

The photograph is taken from above him. We are looking down on Boesak talking. We call this a high angle shot. See how small he looks! He also looks rather helpless with the row of powerful-looking churchmen behind him. High angle shots often make a person look small and unimportant.

## Cutting pictures

Magazines and newspapers don't always publish the whole picture. They can print any part of it that they want to. This can often change the message in the picture. Look at this picture of an innocent young boy. He looks so friendly you want to be his friend.



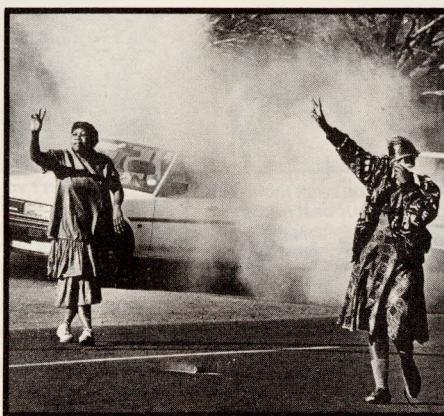
Now look at the rest of the picture.



Have you changed your mind about him? He is actually a member of the AWB. The whole picture tells a different story.

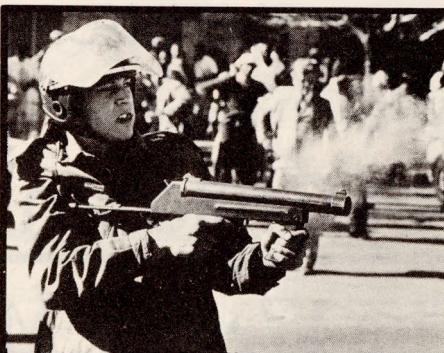
## Whose side are you on?

Pictures can never tell the whole truth. They tell one side of the story. Look at this picture of people protesting.



The photographer is standing where the police would stand. We see what the police see. We say the picture is taken from the police's point of view.

This picture is taken from the protesters' point of view. We see what the protesters see. We view the situation as if we were one of them. We see their point of view.



Both pictures are real. But they tell a different story about what happened.



This is an interesting picture because it is taken from the height of the little boy. It gives us a child's view of a policeman.

## Be a critical viewer

Next time you watch the news on television, look carefully at the pictures. What message do they carry? Try these questions.

1. Is it a low angle shot (taken from below the person looking up at him) or a high angle shot (taken from above the person looking down at him)? What does this say about the person?
2. Look where the cameraperson was standing when she took the picture. Whose point of view is it? Now try and imagine what the picture would look like if the cameraperson was standing somewhere else? Would it change the message of the picture?

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## CANING IS LEGAL BUT IS IT RIGHT?

Corporal punishment is one of the main issues in our school. Should teachers and the principal use a cane to beat students? Most students would say no. But corporal punishment is allowed by law and many teachers continue to use it as a disciplinary measure, sometimes inflicting terrible injuries. Sometimes students are beaten with leather belts, sjamboks, hosepipes and even fists.

Recently a teacher at our school punched a boy with his fist because he wasn't wearing school shoes. The students got very angry and slashed the wheels of

that teacher's car. The teacher called the police. When the police came, they shot teargas, not only in the school yard, but right into our classrooms. We then ran to our homes. The following day the students demanded the resignation of the teacher.

I asked some students in my area what they thought of corporal punishment.

**Penelope Tsatsi (16)**  
‘Corporal punishment is a bad thing. I think that hitting a person won't solve anything. We must sit down and talk like our leaders and the government.’

### BE AN UPBEAT REPORTER



This Schoolbeat page is for you, our readers. Tell us what is happening in your school or youth group. Share your ideas with other young South Africans.

This page is also for teachers. Teachers, don't you want to see your students' writing in print? Get your students to send stories to us about exciting happenings at your school.

We will pay R30 to anyone whose story we use in the magazine. Don't forget to send us your name, age and address and the name of your school. Please send us black and white photographs if you can. Send them to:

**Upbeat Newsdesk**  
P O Box 11350  
Johannesburg  
2000



**Abraham Zwane (19)**  
‘Corporal punishment must be used. We need the cane to keep discipline in our schools.’

**Andries Motaung (17)**  
‘I think corporal punishment is stupid. It damages us and makes us afraid of school.’

**Story written by**  
**Tankies Molekane (17)**

## CALLING ALL TEACHERS

Are you tired of struggling to teach? Are there too few textbooks in your class? Do you think the textbooks are boring? If you answer yes to any of these questions, then Upbeat is for you.

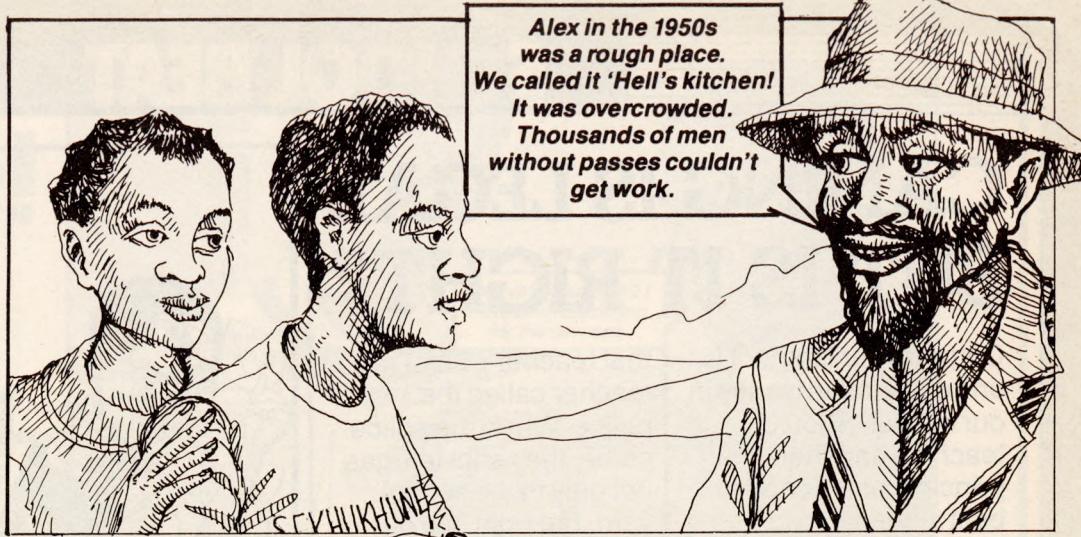
With every issue of Upbeat, you can get teachers' exercises. There are fun activities for you to do with your classes. There are exercises to develop

reading and comprehension skills. Language and writing exercises based on Upbeat encourage children to write their own stories. There are also ideas on how to use Upbeat to teach subjects such as History, Science, Geography, Maths and Guidance. Ask your Upbeat distributor for a copy.

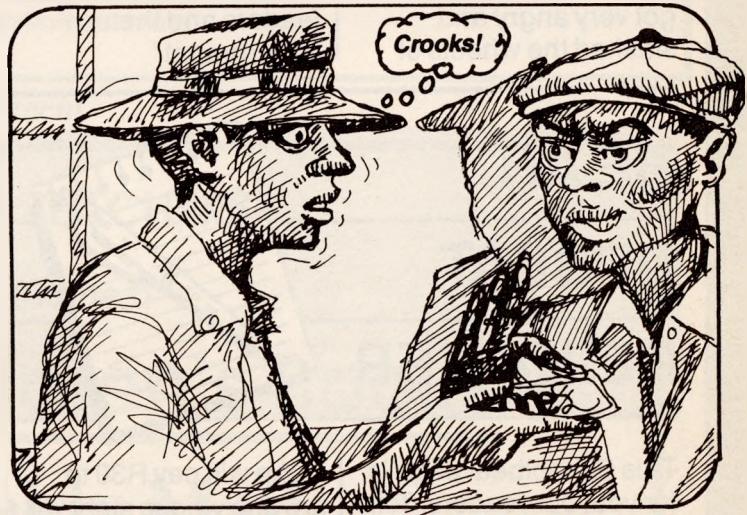
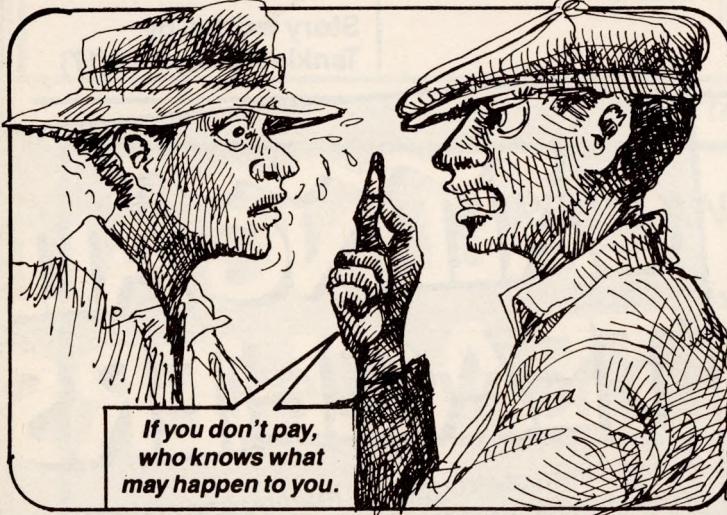
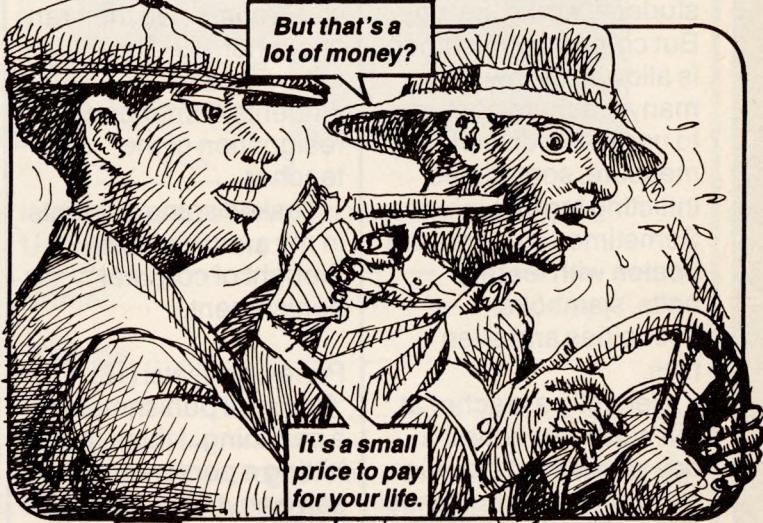
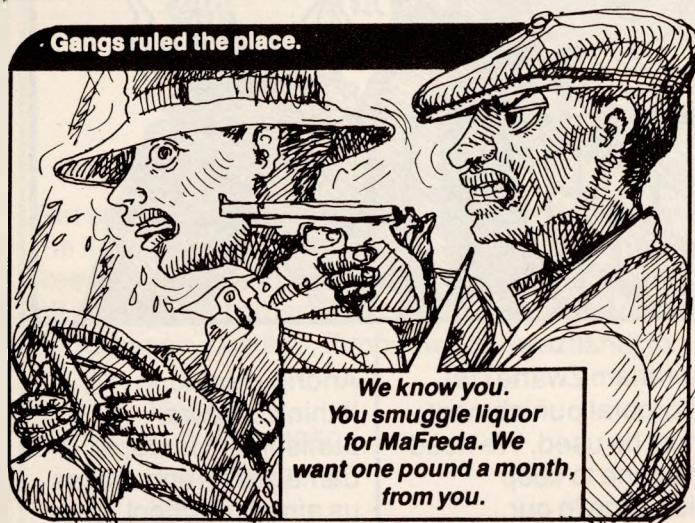
# TAXI DRIVER

## PART 7

In a village in Sekhukhuneland. Old man Kabu tells Menta and Phillip his life story.



Gangs ruled the place.



Gangs got on to buses on pay day and held up the passengers.



Often different gangs fought each other over territory. There were bloody battles between the 'Spoilers' and the 'Young Americans.'



Why don't the police stop this?

Huh! Half the local police are bribed by the gangs.

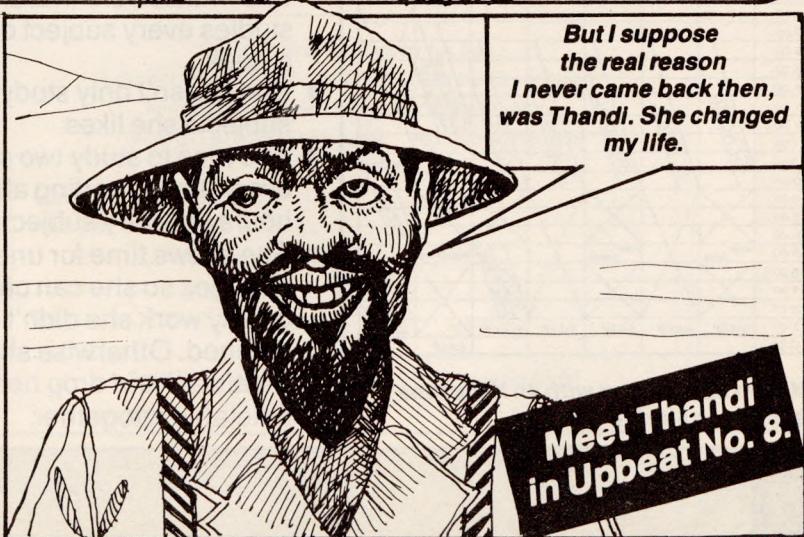
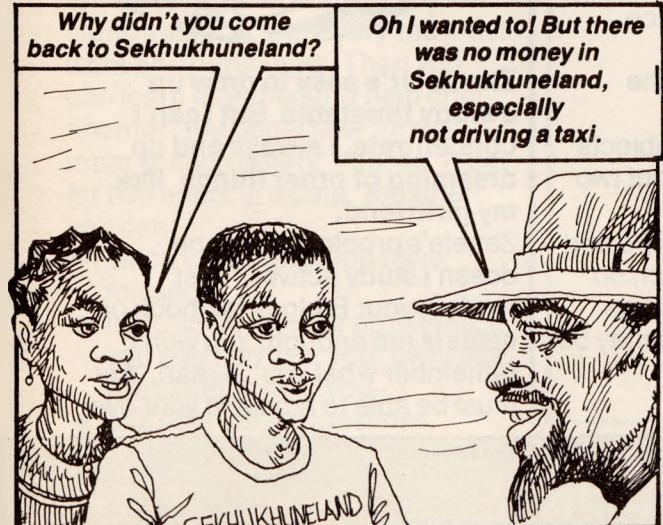
My neighbour reported a gangster to the police. When he got home from the police station two gangsters were waiting for him on his doorstep.

Why didn't you come back to Sekhukhuneland?

Oh I wanted to! But there was no money in Sekhukhuneland, especially not driving a taxi.



But I suppose the real reason I never came back then, was Thandi. She changed my life.



# Preparing for exams

## Part 1

Mike, Thandi, Zanele and Miriam are in matric. They want to do well in the exams at the end of the year. But it's not easy. Some things worry them. Here are some answers to their questions about studying.

**Miriam:** I can't find the time to study properly. I've got so much to do at home. And I play netball on Saturdays.



Miriam needs to organise her time. She must check how much time she has for studying. We gave Miriam an empty timetable and asked her to fill in her fixed commitments for every day of the week. The rest of the time is available for doing homework and studying.

WEEKLY TIMETABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6.00							
7.00							
8.00							
9.00							
10.00							
11.00							
12.00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	CREAMER	
1.00							
2.00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		Wash dishes
3.00							
4.00							
5.00							
6.00							
7.00	Wash dishes	Wash dishes	Wash dishes	WASH	WASH		
8.00							
9.00							
10.00							
11.00	SLEEP	SLEEP	SLEEP	SLEEP	SLEEP	SLEEP	SLEEP
12.00							

Miriam has marked with an X the time she has to study.

Before filling in her study timetable, Miriam must think about how she normally studies. These questions will help.

1. What is your best time of day for studying?
2. How long can I concentrate?
3. What must I do to be active while studying, not passive?

Miriam's best time for studying is in the afternoon and at night when her family is asleep. She likes studying in the library, where it is quiet.

Miriam can only concentrate for 35 minutes at a time. Then she takes a 10 minute break in between. But she must not watch TV during her breaks! She may be tempted to watch a whole programme and won't go back to study. She should go for a walk instead.

Now Miriam is ready to draw up her timetable for the week. As she fills it in, she remembers the following things:

- She divides each subject into sections or chapters of work.
- She makes sure that she studies every subject once a week.
- She doesn't only study the subjects she likes.
- She tries to study two subjects every day, spending about two hours on every subject.
- She allows time for unexpected changes so she can catch up on any work she didn't do as planned. Otherwise she may be frustrated and drop her timetable altogether.

- She does the more difficult work first, when her mind is still fresh.

STUDY TIMETABLE

MON	TUES	WED	THURS	FRI	SAT	SUN
Biology: Chem: chapter 7	Afrikaans: revise chapter 2					
ENGLISH: Gicas: Manner	Accounting: revise debits		Maths: quadratic equations	English: grammar chap. 2	Maths: problem	REVISION
Biology: Chapter 7 revise	English: Gicas: Manner		Vernacular read network	Maths: problem	catch up with work done in the week	Homework
Maths: Homework problems	Vernacular exercise Maths: problems		Biology: do exam paper		TIME WORK MUST BE done	

Miriam's completed study timetable for the week.



**Zanele:** It's easy to draw up a study timetable. But I can't concentrate. I always end up dreaming of other things, like my girlfriend.

Zanele's problem is that he doesn't study actively. Just reading your Biology textbook or notes is not enough. You won't remember what you've read. You must be able to repeat in your own

words the work you remember. So it's best to study with a pen and paper. Here are some tips to help you concentrate better.

1. Get a general idea of the article before you start reading.
2. Underline the main points in the book while you are reading.
3. Write down key words in the margin.
4. Summarise sections in your own words. Write these down.
5. Ask yourself questions.
6. Look for the answers to your questions in the text you're reading.

**Thandi:** Some of my friends laugh when I tell them that I study together with friends. They say that it's better to study on your own.



It's much better to study with other students who are doing the same subjects. But everyone must work and participate. Then you can learn together and help one another. You could take turns to meet at each others' houses. Meet for two hours at a time. Together you can:

- catch up on work you have missed
- try to solve difficult problems. If you can't do it on your own, ask a teacher to help you.
- ask each other questions

- teach each other
- test each other
- work on old exam papers
- discuss and debate ideas
- share your ideas and thoughts.

**Mike: Should I take time off to play soccer?**

Exercise is important to keep your brain bright and clear. So make time for it. Playing sport can be fun. It increases your confidence, prevents depression and helps you to relax in times of stress. Try to get some exercise every day – walk, jog or cycle. Remember, to get your brain to function well, you

must get enough sleep and eat all your meals. Don't skip meals to fit in a few extra minutes of studying. It is not wise. ■

**Good luck!**

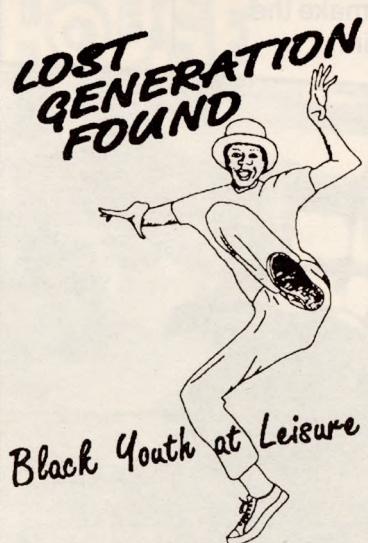
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how to stay cool  
in the exam room.*

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# Maths for little ones

**Maths is easy if you start young. So why not help your young brother or sister with maths before he or she gets to school? Here are some tips.**

## Easy jigsaw puzzles

Jigsaw puzzles teach children about shape and space. A child needs to look carefully to find the right piece for the right space. You can make a jigsaw puzzle. Cut one side off a cardboard box. Tear a page or picture from a magazine. Glue this picture on to the cardboard. Then cut it into a few pieces. But don't cut it into too many small pieces! Your brother will have fun putting the pieces together to make the picture again.

## Measuring things

Children love measuring things. Show your sister a piece of string. Then measure things that are longer or shorter than the string. Show her things that are heavy or light and things that weigh the same.

## Sorting things

Play games where you have to sort things into different colours, shapes or sizes. Put all the pots together, the red cups or the round baskets in one place.

## Comparing things

Comparing shapes and sizes is important in maths. So get your baby sister to compare things. If she is playing with bottle tops, ask 'Are there more Coke tops or Fanta tops?' 'Who has the most bottle tops?' Teach her words like 'enough', 'lots', 'little', 'more', 'less'. Do this with whatever she is playing with.

## Later comes counting

Counting is hard. You can help a child to count by putting 10 different things in front of her, for example, a cup, a stone, a chair and so on. Let her count each thing once only. When she has counted it, move it to one side. Children need to learn that you give one number to one thing.

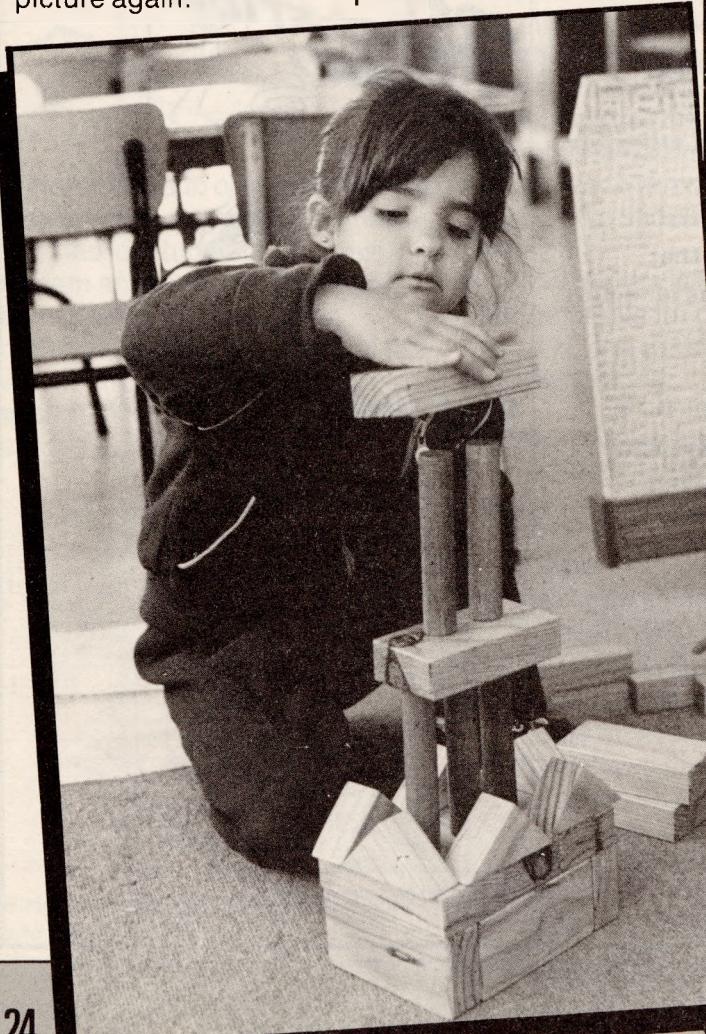
## Want to know more?

Parents and teachers, for more information, get the following books from the library:

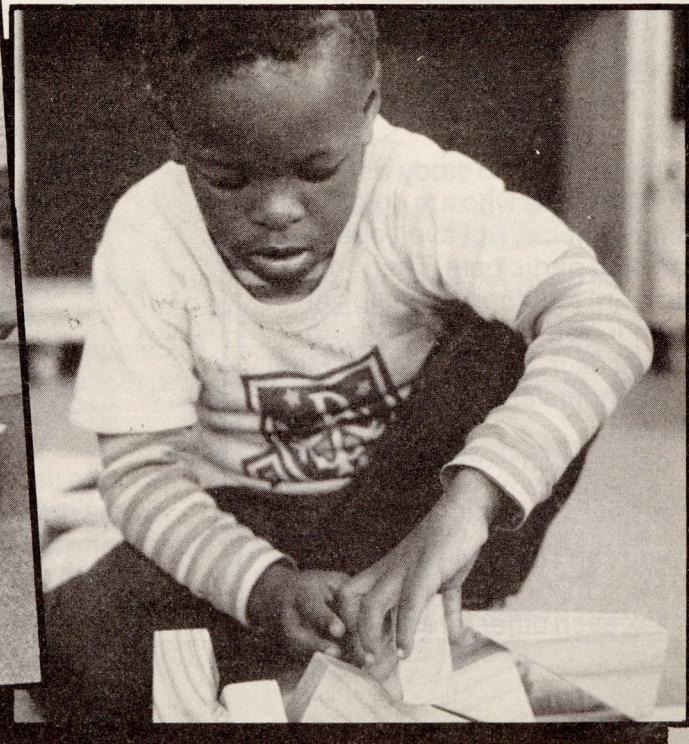
*How children develop and learn* by Karen van der Merwe, ELRU 1988; *Learning through play* by Karen van der Merwe, ELRU 1988; *Maths through play* by Rose Griffiths, Macdonalds 1988; *Getting ready for school – a parents' guide* by Margaret Basham, Longman 1982.

There's also an exciting new maths newsletter for primary school children called *Countdown*. To get a copy, write to: Countdown, P O Box 404, Lanseria 1748

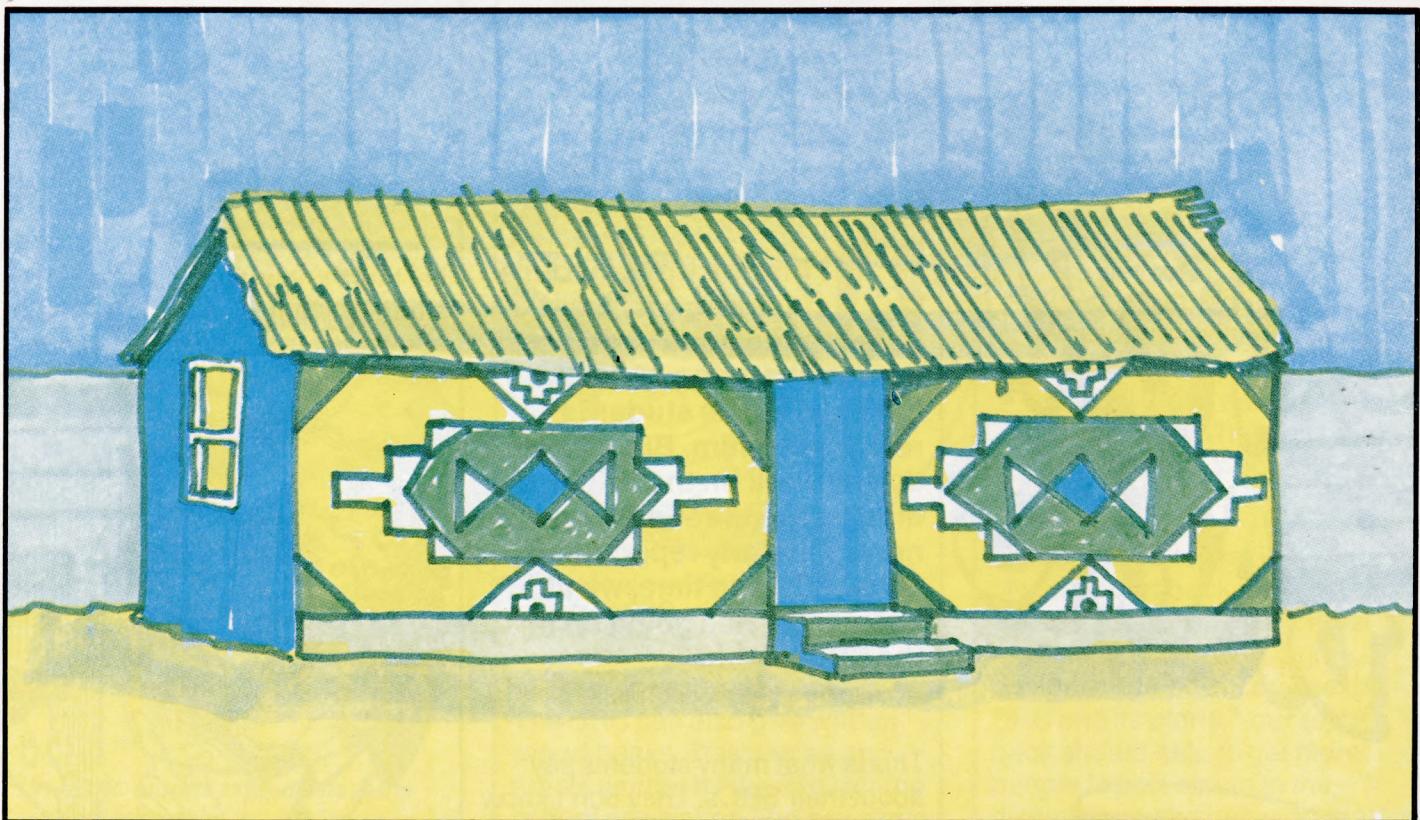
This story was written with the South African Association for Early Childhood Educare (SAAECE). For more information about young children's needs, write to: SAAECE, Box 673, Pretoria 0001. Or phone (012) 322-0601.



*Children discover shapes and sizes through play.*



# PUZZLE



## DESIGN YOUR OWN HOUSE

Have you ever seen an Ndebele house? Can you see how much skill the people who paint these houses have? Look very carefully at this house. Now draw your own simple house. Then decorate it, like the Ndebele women decorate their houses. But try to use your own designs.

When you have finished send your house to:

**Upbeat House Competition**  
P O Box 11350  
Johannesburg  
2000

The three houses with the best designs will each win a pack of sixty different coloured koki pens.

**CLOSING DATE:  
20 OCTOBER 1991**

## REPORT BACKS



**A**t first we thought our class rep. was great. He made good speeches, he was charming and good looking. All the students really loved him. But he didn't do any work on the SRC. He didn't go to meetings. And he never gave any report backs. So most of the time, we didn't know what was going on in the SRC.'

– Thembi, a high school student

This is what many students say about their SRCs. They don't know what their SRC does. Not because the SRC is not doing anything. But because the SRC doesn't tell anyone what is going on.

An SRC can have very good meetings and plans. But it must communicate its plans, activities and decisions to the rest of the students. Otherwise it will fail hopelessly and not get student support.

It's not good enough to have an SRC executive who makes all the decisions and does all the work. That's not democratic. Students from every class must participate actively in the SRC's decisions and activities. That's how democracy should work.

It's not easy getting students to participate. But you have to try. Let students know what you are doing, it keeps them interested. The SRC needs to report back to the students, parents and teachers.

Let them know which issues students want to take up. Tell them about the decisions the SRC has made.



*The SRC representative reports back to the class.*

### Report backs

#### ● ***The class representative***

Most SRC report backs are done by the class reps. The SRC executive calls a general SRC meeting, with SRC reps. from every class. The executive then reports on what it has discussed or done. Then the class rep. goes back to his or her class to give a report to the class.

After every SRC meeting the executive must ask the principal to give the students 15 minutes to report back. The principal can cut each lesson by five minutes, so that there's time for the reps. to report back.



*The SRC reports to students at the school assembly.*

#### ● **At assembly**

But there are also other ways to report back. You could ask the principal to give you time to report back at the next assembly. The SRC at Glendale Senior Secondary did this and said that it worked well. 'We took up a campaign around the shortage of textbooks. The class reps. came to the SRC and said students can't learn without textbooks. So the SRC took this up. We did our own investigation and found that the school had been given money to buy textbooks.'

'We asked the principal if we could report back at the next assembly. We asked teachers why they didn't buy the textbooks. They didn't have a good answer. So we asked them to buy the books. Today we have the textbooks we need.'



*The school newsletter tells students about the SRC.*

#### ● **Written reports**

The SRC can also give written report backs. This can be an article written by the SRC for the school newsletter. The newsletter should reach every student and teacher in the school, so they can read about the activities of the SRC. It's also a good idea to sell this newsletter to the parents, so that they know what is going on in the school.

If you don't have a school newsletter, start one. Or print a pamphlet or letter. You can also make posters or charts and put them up in the school. But remember to put them where most students will see and read them.

#### ● **What to say in a report back**

When you report back, you don't have to give a lot of details. Decide on the most important things that you want to tell people. Ask yourself these questions:

- When did the meeting that I'm reporting on take place?
- Who was involved in it? Who was given tasks?

- What happened or what decisions were taken? What tasks must be done?
- How will these decisions be carried out? What does the SRC want the students in your class to do?

Remember to leave time at the end of your report back for people to ask questions. Students must have time to question, agree, disagree, praise or criticise the SRC and its plans. Your report back should help to get more people to participate in the discussions and decision-making of the SRC.

#### How often should you report back?

A report back once or twice a year is not enough! You must give regular report backs. The SRC executive should report back to class reps. after every meeting. The class reps. should then report back to the students in their class.

Student have a right to know what the SRC is doing. They voted for you. The SRC can't make decisions and carry out plans on their own. Keep students at your school in touch with what you're doing. Give regular report backs. ■

This story was developed with Cric (Community Resource and Information Centre). Cric is an organisation which helps community groups find information they need. Their address is: 6th Floor, Hampstead House, Biccard Street, Braamfontein.

# MAPWORK - DRAWING

By Peter Ranby

**Do you get lost just looking at maps – all those lines, symbols and scales? Here's a series to help you with mapwork. In this issue, we're kicking off with plans. Plans are the simplest kind of maps.**

No prize for guessing what the picture on this page shows. Yes, it's a football field. The picture shows the view from a seat in the stadium. But it's not a very good

view of the game. That's because the view makes those players closest to you look bigger than those near the other goal. It's also difficult to see the action at the

opposite end of the field.

Imagine your favourite team is about to score a goal at the opposite end. You might not see it at all!



# 6 PLANS

The best view of all would be from above. Then you could see every part of the football field without some places looking bigger or smaller than others.

## A plan view

The drawing below shows you this view. This is called a *planview*. It is a view from above. You can even see the lines that are marked on the football field. The distances between the lines are shown on the plan. This makes it easier for you to see how close the ball is to the goal.

This plan is actually smaller than the real football field by an exact amount. When objects on a plan are drawn smaller than the real world by a measured amount, it is called *scale*. The real size of the football field has been scaled down so that it can be shown on a piece of paper.

When objects are drawn to scale, they are always drawn accurately. Every centimetre on the plan has been drawn to show or represent a number of real metres on the football field. In this case, 1cm on the plan represents 10m on the ground. So 2cm on the plan will represent 20m on the ground. And 3cm on the plan will represent 30m on the ground, and so on.

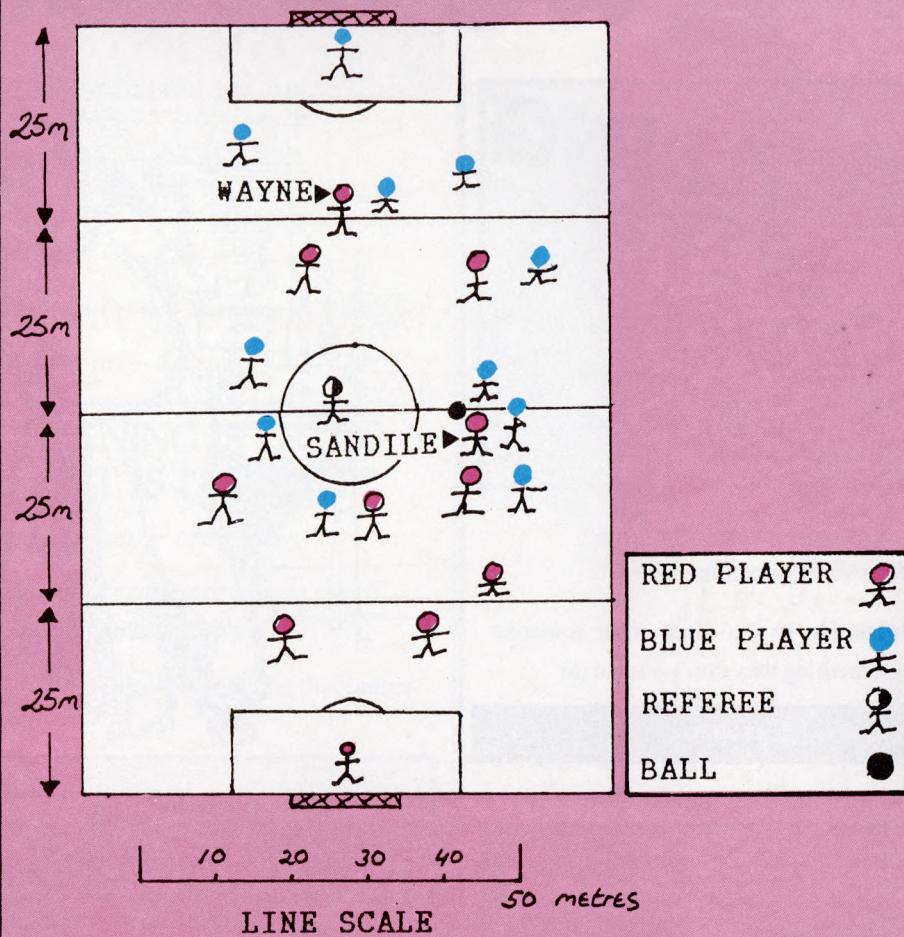
## Try this activity

Work out this distance by looking at the plan of the football field.

1. How far is the ball from the red team's goal?
2. How far is it from the blue team's goal?

Now check if you have answered the two questions correctly. Simply measure the distance between the ball and the two goals. Remember 1cm on the plan represents 10m on the ground. Try working this distance out by looking at the plan of the football field.

## A PLAN VIEW OF A SOCCER FIELD



## A line scale

Look at the bottom of the plan. You will see that a line has been drawn showing you the scale. When scale is drawn in this way it is called a *line scale*. You can make your own ruler, by copying or tracing the line scale on to a piece of paper.

**Now for more questions.**

1. How long is the football field between the two goals?
2. How wide is the football field?
3. If Sandile kicks the ball directly to Wayne, how many metres will it travel?
4. Wayne shoots at the blue team's goal. How far will he have to kick the ball before it touches the back of the net?
5. What is the longest distance you can measure on the football field without going over any of the outside lines?

Of course, you real football fans will know that the measurements shown on the plan of the football field are not the official competition measurements. Why not find out the official measurements of a competition field?

Try drawing your own scaled down plan of the field using the official measurements. You will have to decide on your own scale. How many metres on the ground do you want each centimetre on the plan to represent?

You can even draw on to your plan your favourite team playing an ace match against their main rivals. And what about setting some questions like the ones above for your friends to battle with?

A plan may not look as realistic as a picture. But it certainly helps to keep you on the ball!

# WILLIE WORDWORM

v = verb  
adj = adjective  
adv = adverb  
n = noun

## DEALING WITH DATE RAPE

**victims** (n) — people who suffer

**whore** (n) — prostitute

**pressurise** (v) — to force, make someone do something they don't want to do

**assault** (n) — an attack



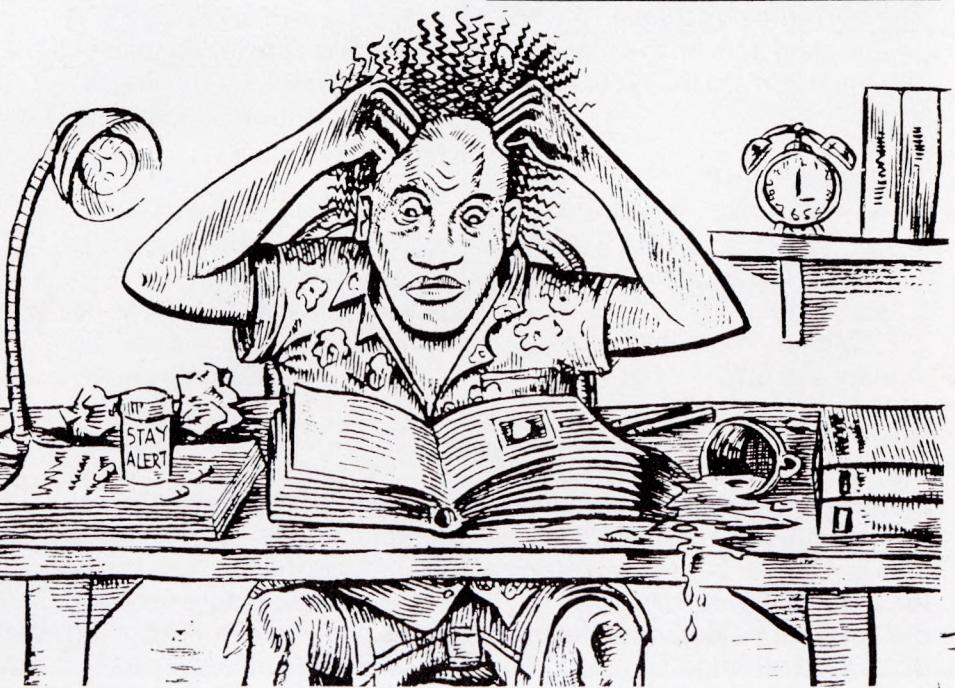
## Preparing for exams



**commitments** (n) — things you have promised to do

**confidence** (n) — belief in one's ability to succeed

**concentrate** (v) — think about one thing



**depression** (n) — a state of feeling tired and sad

# What's behind pictures?

**situation** (n) — place

**threatening** (adj) — frightening

**publish** (v) — to print in a magazine or book

**view** (v) — to look at

**critical** (adj) — finding fault

## STARTING AN SRC

**charming** (adj) — giving pleasure through actions or appearance

**executive** (n) — committee of people chosen to carry out decisions of an organisation

**participate** (v) — to take part in some activity

**issues** (n) — questions for discussions, problems to solve

**pamphlet** (n) — a leaflet

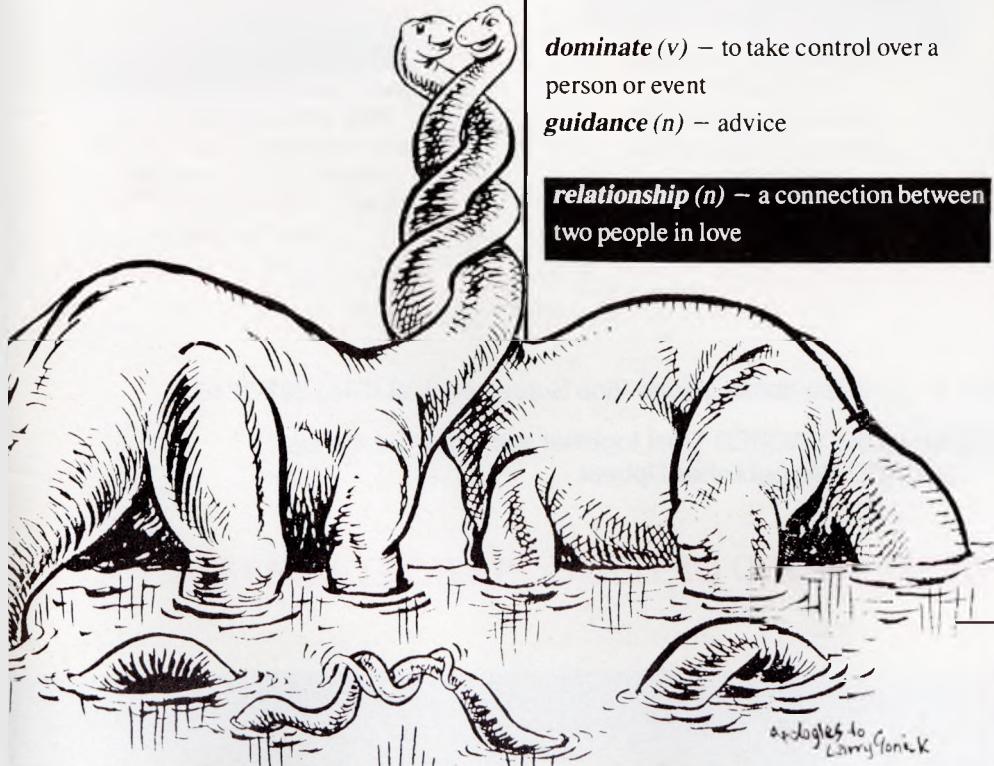
**details** (n) — a small point or item

**regular** (adj) — often



**backward** (adj) — old fashioned

**curriculum** (n) — a course of study at a school/or college



## FINDING FACTS

**information** (n) — facts

**programme** (n) — different activities at an event

**catalogue** (n) — a list of books in a library

**category** (n) — division

## CANING IS LEGAL BUT IS IT RIGHT?

**corporal** (adj) — of the body

**disciplinary measure** (n) — a way to control or punish people

**inflict** (v) — to do something that causes pain

## MAPWORK- DRAWING PLANS

**opposite** (adj) — facing

**realistic** (adj) — as exists or happens in real life

## TALKSHOP

**dominate** (v) — to take control over a person or event

**guidance** (n) — advice

**relationship** (n) — a connection between two people in love

## READERS' WRITINGS

**polite** (adj) — having good manners



**notorious** (adj) — known by many people for being bad

## ANSWERS TO MAPWORK- DRAWING PLANS

Try this activity

1. 50 metres
2. 50 metres

Now for more questions:

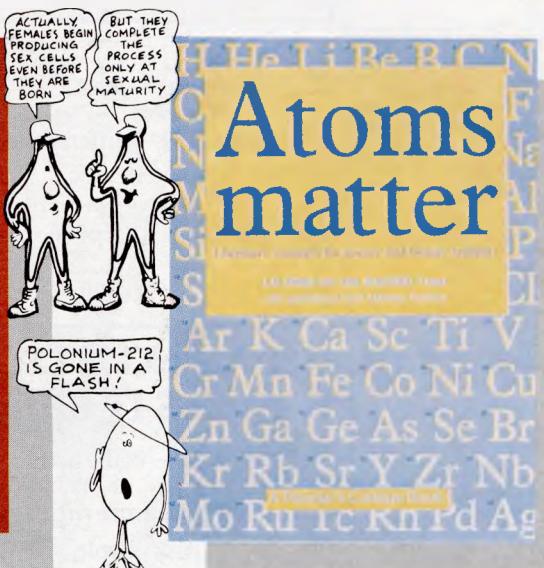
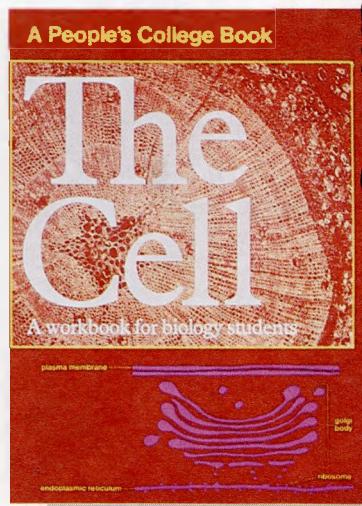
1. 100 metres
2. 70 metres
3. 30 metres
4. 22 metres
5. 122 metres

## BOOKS FOR BETTER LEARNING

Say no to boring textbooks! Here are some interesting, enjoyable books to help you enjoy your school subjects and do well in your exams. Tell your teachers about these books - they can use them in class to help you in your subjects.

Open up the wonderful worlds of science and biology...

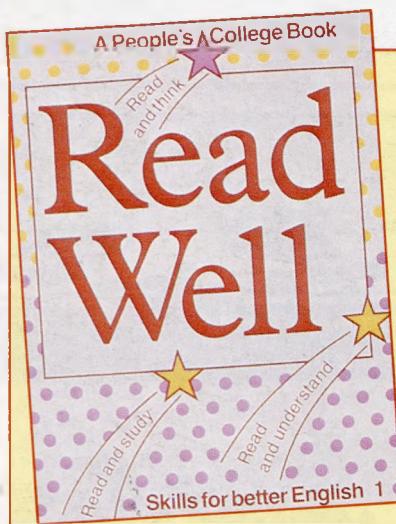
All living things — that includes you! — are made up of cells. **The Cell** is an exciting guide to plant and animal cells, and is illustrated with magnificent photographs which show you what these tiny parts really look like. For senior secondary biology students and teachers.



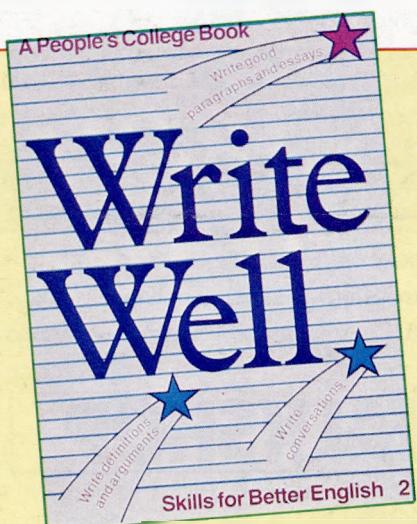
**Atoms Matter** is an excellent introduction to chemistry. Learn about elements, compounds, atoms, the nucleus, electrons, bonding, carbon and the mole. **Atoms Matter** also features cartoons, fun activities for the classroom and exciting "Did you know?" sections.

For senior secondary science and biology students and teachers.

Good language skills help you in all your subjects. And they make everyday life easier too

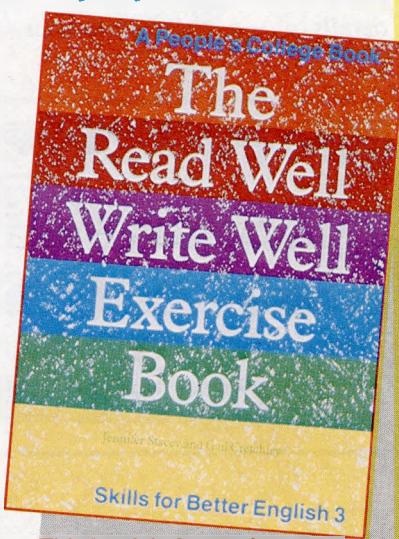


Understand what you read. Learn to summarise, use a dictionary and study effectively.



Express yourself clearly and logically with well-written sentences, paragraphs, descriptions and definitions.

P.S. For teachers who use **Read Well** and **Write Well** in the classroom, the **Teachers' Guide to Read Well and Write Well** is a must.



This book is for students and teachers who enjoyed **Read Well** and **Write Well**, and asked for more. Practise your reading and writing skills. Learn to describe science experiments.

To find out about prices and how to buy these books, phone Vino Subramoney at (011) 333-9746.

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