

Dale College Student Transcription
18 August 2015

Interviewer (I1): Colleen Brandt

Interviewer (I2): Katie Jarman

Interviewer (I3): Vuyo

Narrator (N1): Dylan Webb

Narrator (N2): Tyrone Willard

Narrator (N3): Sinaye Kotobe

Narrator (N4): Mvumel Wuno Mgingwana

Narrator (N5): Siya Nonklela

I1: I guess so.

I2: Oh, or I just turned it off. You shouldn't let me near this stuff honestly.

(laughter)

I1: Well I didn't get everyone's name, I got...

N1: Dylan

I1: Dylan. You're...?

N2: Tyrone

I1: Tyrone.

N3: Sinaye.

I1: Sinaye.

N4: Mvumel Wuno.

N3: Aw man, just say your easy name for now.

(laughter)

I1: Aww, I can-

N4: Vume.

I1: Vume?

N4: Vume.

I1: Vume. Okay.

N5: Siya.

I1: Siya. Alright, well I'm Colleen. If you guys want to...

I2: I'm Katie.

I3: I'm Vuyo.

(mubling)

I1: Um, and just like my professor said, um hello (another student walks in)

N3: Whose that?

(laughter)

N1: Just like my professor said we're hear to learn about your education system so that we can better understand yours and our own when we go back to do some studying at our school. So, we would love to hear from you and if you have any questions for us as well we are open to discussion about our experiences in the school systems. Um, I guess so to start you guys, have you guys been here throughout your whole schooling system or have you gone to other schools? How long have you been at Dale?

N5: Um, I guess me, I went to Dale from grade one to now. I'm in grade ten now, so basically my whole life.

N1: Yeah, um, I've also been at Dale since grade one. From junior school to here, but Tyrone here he went to Central...

N2: Yeah I went to Central before I came to Dale, been in Dale since grade eight.

(another student comes in the room)

I1: You joining?

Other Student: I'll come back.

I1: (laughter) Okay.

N2: Been at Dale since grade eight. So I've only been here for about for years.

I1: Okay.

N3: Same as him, I've only been at Dale from grade one to grade ten.

N4: Me too.

N1: So he's the odd one out.

I1: Have you noticed- how do the two schools compare? Are they pretty similar to the Central you said you went to?

N2: At Central is more of a school where they focus on academics and cultural prospective and when you go over to Dale Junior, which was the previous school, they focus more on the sporting academics prospective. And Central was a co-ed school where Dale junior was an all boys school.

I1: Mhm, and do most of you live in the area or do you have to come far to get to school?

N1: Well I live, I can actually see my house from right here. (laughter) So I don't think very far.

N3: Most of us live in the area.

I1: So how would most of you get to school, do you walk or do you take transport?

N3: My father takes me.

N5: My father as well.

N2: My aunt drops me off.

N4: Uh, I walk to school, its right around the corner.

I1: So it's pretty easy to get here?

(chorus of yeahs)

N1: Yeah, yeah. If you live in the area, it's pretty easy to get here. It's not like, like there's a mad rush of cars or anything either. Especially if you know the area, it's not too bad.

I1: And do most of the students come from the area or does it reach a large community or is it reach a large community-

N1: Its, its, its mixed in the sense that we have a few hostile boys that come from places like Durban and stuff like and its also mixed the sense that we have people

from the outer skirts of King, which is like Ginsberg and Breidbach and stuff like that. But then I think about eighty percent of the school is from around in Kings.

N3: So yeah...

I1: Mhm, um so, during the class or during the school how many different subjects do you take?

(in unison): Seven.

N1: From grade ten onward on seven.

N2: Seven.

N1: From grade eight and nine its-

N2: Nine subjects.

N3, N4, N5 (in unison): Nine subjects.

N2: Then you do seven subjects, from grade ten onwards.

I1: And then is, is it pretty consistently like the same subjects?

N3: No you have to choose.

N1: You choose at the end of grade nine, going into grade ten.

N2: They put it into groups so that if you know want to go to business the accounting and business studies are separated that then you can take those classes. And then if you want to be, like, a doctor the maths, physics and life sciences are in separate buildings, because then, for, as per say, I wanted to do history and physics but history and physics are in the same group so I have to make the choice between either taking history or taking physics and I chose physics. So sometimes the groups do clash, but most of the time it's so if then there is a learner who excels exceptionally in academics they can do all four, all four of the difficult subject, physics, maths accounting, and life science, then you also get the learners who want to do more the easy subjects who will take the history, business studies, tourism, which our grade, grade elevens, and I think grade tens are the first grades who don't have anyone doing tourism because they don't want that stigma of doing such a low grade subject.

N1: Yeah, because I don't know how it works in the States but we work on varsity points to go to University. And tourism and-

N2: maths

N1: -complete application technology. No, maths not count-

N2: No, maths still counts for one.

N1: -and life orientation which ironically is one of our standards that we have to do. They do not count for varsity points. So, like every other subject except for those three don't counts, so...

I1: And so you need a certain amount of varsity points to qualify for university-

N1: To qualify for university.

N2: So, it would depend.

N3: Depends what you want to do.

N2: So, depends either, where you want to go what you want to do and the course you can take. Because if you take maths core and maths lit, if I get 60 percent in maths core that is 6 points. But if you get 90 percent in maths lit, that's 3 points because of the difference. Then the same with history. History is a lower grade subject so they give it two points and they you go to, like, CAT and life orientation and some universities don't even count it. Then you do get our university, MMU, who will count that as a one point subject. So then, it depends then on how achieve in those subjects because then if you go and get 50 percent in physics, you're only going to get three points. But once you get above 70, you get the full points. And then as those points accumulate you're allowed to go in. So then you get, like, provisional acceptance, then after that you write your final paper in matric and then they basically decide then if you're in or if you're out.

I1: So there certain sections of classes that you take for your interests-

N2: Yeah.

I1:- um, and in what you want to do after school. So what are you guys interested in after Dale?

N5: Um, interested in journalism, because, um, I am a guy that likes reading. And I like, I like fishing around for things, so yeah, journalism.

N4: Yeah, I'd like to be a pilot because I enjoy traveling around the world, so yeah, I'd like to be a pilot.

N3: Yeah, yeah I'm interested in the world of medicine because it interests me very much what happens inside the human body and all that stuff.

N2: I want to be a humanitarian lawyer. So basically I what I want, what my plan is I want to start off by studying at UCT then from UCT I want to, I'm planning on going over to one of the African countries to get involved in the AU and the UN. Then becoming a defense lawyer for human rights and try to get people into jail for like, Boko Haram and ISIS and that type of people that we need to fight in society today.

N1: And then I'm more of your outdoorsy type of person. I'm more of with, um, I've got my horses, with um, hunting and then probably going to chef's school after a year break. Then after I'll be going for my professional hunters, so, I've got my geography and life sciences to help with that and got my history just because I need it. So, I've got those...

I1: And do you feel Dale has prepared you, is preparing you to take on those things after school?

N1: In some aspects, I don't know what the others think, but for me in some aspects yea and in some aspects no. Some, um, in the aspect of putting you on yourself and being self-aware, yes. But in other aspects of them teaching you really street smart and stuff like that, it's not necessarily, how you put it, properly in, yeah, yeah...

N2: I think... on a level of analysis, and where you actually compare, it depends on the learner is. See now what problem is that you get learners who achieve in academics, learners who achieve in sports, and learners who achieve in culture activities and then you get the other learners who all around achieve in all three subjects. But then you get the learners who don't achieve and the learners who are a disruption to the classroom. So you can say the school provides for you but then it's whether or not you take the opportunity that's given to you. Because if the teachers standing there teaching and you don't listen, at the end of my matric year I can't say the school never provided me with an anything. Because I wasn't in class and I did decide not to listen, decided not to do my homework or hand in any projects. But then you get the problem where some learners' parents' study, so all they know is the textbook and by the time they get to university, where you have 5 textbooks that are 700 pages thick and you need to *know* those textbooks, they're unable to cope and they drop out the system. After leaving the school bursaries are taken away because they can't cope with the fact that studying isn't about parents studying, it understanding.

I1: Um, so you talked a little but about doing homework and textbooks, um, is it difficult to find time to do homework, with, I hear there's also a lot of emphasis also on sports, and do you have the resources to maybe stay in the library to do homework, how do you negotiate that?

N1: Well of course you have the resources to stay in the library and do work, it's whether or not you use them. And you do have the time, it's whether or not you make it. Um, like, I don't know, I'm in the first team cross country and I have lots of time and I'm also with my horses, which I do long distance stuff around with them.

So I do stuff and I still have time to do all my homework. But I also do most of my homework in school because I know I have almost no time in the afternoon. So again it's the way you manage it or not.

N2: If... you're going with the aspect of time management, we have to go back once again to whether or not a child is taught time management growing up. Because if you look at someone who achieves academically but they don't do sport and they don't do cultural activities, they are unable to have that social interaction when they're in the business environment or into the working world. So, the thing with time management is how much homework you get and how behind you are in your understanding of the work. 'Cause if you get homework today and you don't understand, you go home, you do question one, then you skip the rest because you don't understand it, then you're going to start falling behind. But now that's someone who doesn't have sport. But then you get learners who are great at sport but not great academically so then they start focusing more and more on their sport, thinking that is their resource to their future, not knowing that in a country where you have 59 billion people, there is people who have the exact same talent as you but work so much harder. If you're going to go onto time management, you can look at someone who is doing debating, they're in the dance committee, which are the people who host the, um, matric dance, the prom at the end of the year, they do peer promoters, they're in the JTC, which is the Junior Towns Council, and they're in more cultural activities but also strive to get an academic standard, then the person like that, who at least has the balance and uses the resources that they're given, will know how to achieve under time management. Because the school does give it to us, it's just whether or not you know how to time manage, which they teach us in life orientation.

N1: I'd like to point out he is mainly talking about himself. (laughter)

I1: Um so is there, it sounds like, a lot of student involvement and, like, a student government so that the students can voice concerns or have kind of conversations with the admin?

N3: Yeah we do. It's called RCL leaders-

N1: Represented Council of Learners

N3: Yeah you see, each class votes for their leader and then the leader takes the class, how can I put this, problems or-

N2: grievances

N3: -or grievances or anything they have to say. The leader will take that to the RCL leaders that the rest, and their leader and then, which, in turn they're going to take it to the principle or the rest of the teachers.

N1: and then in turn they'll take it to the governing body and then *eventually* after all the red tape has been sorted out, it will be fixed.

N3: Yeah.

N2: The voting for RCL candidate is more of popularity than leadership skills. Often, most of the time you'll get an RCL who can't exactly lead but because they're popular and have a lot of friends, they're in charge of the classroom, which is often someone from a rebellious group. So then the teacher leaves, the class is a noise, and when the teacher comes back they ask the RCL what has happened the RCL, either one, won't point out their friends, because obviously they're friends, they don't want to skin on each other now. Or two, they'll point out all their friends and the rest of the class will get in trouble. So the RCL system works but the second in charge men are where, "Oh okay you are the RCL, you were voted in" but the teacher trusts this learner, should, I believe, should come in where, if the RCL doesn't represent what they should be representing at least the second in charge will be like, "No, this is how it's done." Because if you wanna see something happen, you have to be the change you want to see, and you can't expect the teachers to implement that all the time.

I2: Have any of you served on the RCL?

N3: Yeah, grade eight and grade nine.

I2: What kinds of things do you guys raise, um, to teachers? Like what are the kinds of student issues?

N3: Um, mostly, um, if learner feel that a teacher doesn't teach quite well or, um, doesn't explain the work quite well, then the learners raise up those problems.

N1: But, um, um, again its ninety percent of the learners that say that are the ones who are-

N3: Don't do their work.

N1: Who don't do their work, who don't listen, who make a noise during the class, who use their phones during class, it's those guys who go, "It's the teachers fault." And then you get the people who are sitting, listening and waiting for the teacher to study and the teachers to busy screaming and shouting for the other boys to keep quiet, but they can't. So, it take away your right to learn, it takes away the teacher's right to study. I mean just yesterday we had that problem with my class, with my geography class, where the teacher just walked out because he couldn't teach. So, it's a problem but, quite frankly, as he said, with the popularity part of it there's nothing we can really do about it.

I2: What's the average size of your classes?

N3: Like twenty-seven to thirty.

N2: But then, it depends on the subject. Like in my physics class is like twenty of us, and then our teachers able to control us. But then you go to a business studies class where the business studies groups actually have to be divide into business studies one and business studies two. Where now you have two groups of each class maybe with thirty to thirty-five and learners who don't really want to work because they see there's a free period, one again the clash of respect for the teacher and respect for the work comes in.

I2: Do you guys have enough teacher to cover all subjects? I know we were talking to your head master and he says he teaches a few classes, is that because he wants to teach or are you guys short staffed, do you have any idea?

N1: Uh, it depends on your version and, uh, interpretation of short staffed. Um, like we had, last year we had three life science teachers and now we've only got, wait no, did we have three or four?

N2: Three.

N1: Three and then one left, now we've only got two. So we've had to do a thing of, where, if, if in the category were we had accounting and business we now do a life science a life science class and one teacher's doing two grade eleven life science classes. So...like, it again turns into your interpretation of short staffed.

N2: It would, to say short staffed would mean teachers aren't here, but it's really that the teachers were here and they've left. So now because they've left unexpectedly or they haven't given enough time for the school to find another teacher to replace it, it ends up that some other teacher who has that degree, can teach it, so then they have to reshuffle their entire day so that this teacher can now take grade eight maths, then grade twelve physics, go back to grade nine history, grade ten geography and then end up with grade eleven English, that it starts getting behind in the work for the teacher because now that teacher has to mark fifty scripts from this learner and then a hundred scripts from grade twelve and this one teacher who's marking all of this, that our work falls behind because we don't know now at what standard we are at. Because they're marking our paper and then they keep it, so, okay you got a sixty percent but what did I do wrong? What was my forty percent that I went wrong in? That they are either, one, not giving me back my paper or two, they can't give it back because they haven't done it yet.

I2: Do you guys have time, um, designated time or can you find time to meet with your teachers outside of class? Do you ever stay after, do teachers stay late maybe or do you have free periods that teacher can, you can talk to outside of class or do you mostly depend on getting your work back in that class and just that class...

N1: Mainly in class.

I2: Okay.

N2: Mainly in class unless you have, um, a sporting relationship with that teacher where they coach you.

N3: Yeah. Yeah.

N2: So then it's like, "Yeah, okay, I'll get you later then".

N1: Or, or you just have a very good relationship with that teacher, doesn't need to necessarily be a sporting relationship.

I2: How many of you play sports and what sports do you play? If you want to go...

N1: Cross country, which is running. So, and then the rest of them are all...

N2: I do squash and balls.

N3: I'm the same team as Vume, we play hockey together.

N5: And I do swimming so.

N4: I play hockey, water polo and cricket.

I2: Wow, you're busy.

(laughter)

N1: But then you also do, you can look at the school sports then you can also look at the sports we do outside of school. Like for instance, horse riding is not recognized as a school sport and I'm heavily involved. I mean I've done multiple endurance rides. I've got 1,600 kilometers up there as mileage. Since junior school I've been doing it. My mom's a, I was practically born on a horse, you could say that.
(laughter) But as I said, I mean I've also got squash that I do as a peer thing that I do for fun, but I don't do it for the school because I can't really find time for it among everything else.

I2: What's your practice schedule like in season? Do you have practice every day or...?

N1: Uhhhh, yeah, um, with the cross country I'll have to, I'll have to kind of toss it up between the horses and my own fitness. Likely when I'm riding horse I have my own fitness in there involved in there as well, so I kind of have, like, one day of practice with the cross country team then I'll have about four or five with my horse where I'll do like twenty to thirty Ks a day. So... I have to find time for everything else as well, like eating and sleeping and stuff like that.

N2: With sport it's mainly if you have fitness today, you have the actual sport tomorrow. Then they often skip a day between each sometimes because you have a sports practice for about two to three hours where it's heavy drilling and they're actually being taught how to read the game and strategize, not just play.

N3: Yeah and for field hockey we're given, like, two rest days. Mondays our rest day and Tuesday we practice from four to five o'clock, then Wednesdays another rest day and Thursday we practice from five to six o'clock and then Friday is the match day, so...

N5: Swimming is basically every day for two hours and it's really tiring. Bu then, it's only in the summer so, you have that two terms of a break, so it's pretty well set.

N4: For water polo we practice every day from three till six sometimes because we need to do the swimming and the ball skills.

I1: Um, I had a question about, um, I think your school pays, um, you pay student fees, correct?

Narrators in unison: Yeah.

I1: Do you know where that is spent or how that is spent within the school?

N2: You can make assumptions on how it is spent from what you see. Like we'll see, they update something in the classroom, but most of the time updates are from donations 'cause of the ODU who raise funds to give it to the school. And then they have a lot of ground, like during in season sports, like rugby and hockey, there's a lot of traveling that happens so they have to hire-

N3: Sports busses.

N2: -those huge busses then they have to pay for supporting the people, the teams that come over we have to give them lunches and all of that. So, you see where it goes, sometimes its jus not where you think it should go. So that's just how it is.

N1: Yeah, like, um, I've noticed just around here that the schools in need, it's just, it's just a paint job, that's all it is. I mean it would look a hundred times better if the school had a paint job. But instead they will spend money on trying to enclose the fields where there's one section of the field you don't need to enclose. You just enclose, literally, fifty meters and stuff, and you enclose the entire field, but they still they did a hundred meter section of the stuff. And fencing, I don't know what it is there, but it's expensive to do proper fencing like they've got down there. And they are focusing mainly on down there and not enough, I think, up here.

N3: yeah...

I1: Do you guys have, think of any other places that you would like to see, um, some of the money go to, some of the improvements, some changes..?

N3: (with certainty) The library.

N2: The library because the library is a none existent factor because we've moved it, so now it doesn't really exist until we get the moving done. So, the classroom, which was over here, that was the library is no longer the library and its books that we may never even heard of the authors because the books are so old. So then you go, you go to the library like, "What?? Who's this?" Then you see books that you think your mothers reading so then you're like, "Okay, well. This is no use to even help us". Or you have encyclopedias which are out of date. So for me, as an academic, I'd personally like to see more of the stuff down at the library and more of any compilations of computer systems and printing because there are learners who don't have that at home. So, now if they come to school, like Dale College where we are supposed to be at a high standard, then it should be provided for them because they've come to school seeking education.

N4: Yeah.

N1: And another one is, like, our music. Music was a big part of our school not too long ago and it's just fizzled away because one, we've lost the teachers and two, they haven't tried to get a new teacher. So, uh, I mean there are boys in the school who are pretty passionate about their music, the play in the hall every now and then at break times but ninety percent of the time they can't because there is no way for them to play.

I2: Do you guys have a librarian in your, working in you library?

N2: No.

N1: We have a library society however, that is, that is relatively...

N2: *We* are the library society, like...

N1: Yeah.

N2: Like, we're trying to work out dates on when we could move it but the problem is a lot of us are busy. So then now you have to try to schedule in that one day where you can actually work, which is going to help then with the trial exams of metrics because then there is that long weekend then. So, we're hoping during that long weekend, which like starts on Thursday, we're gonna get everything done as we move the library. And were supposed to have a teacher librarian but, I don't know... I think she disappeared with the library when it disappeared.

(laughter)

I2: You mentioned-

N1: It's like she was part of the walls.

I2: (laughter) -you mentioned computers too. What are your technology facilities like? Do you guys have opportunities to work on computers here?

N2: Unless you do CAT.

N1: Uh, well, in grade eight and nine you, it's like, one of your subjects you get during the day and the computers they are pretty good standard.

N3: Yeah, they are.

N1: Um but...

N2: But were not allowed to use them-

N1: Not allowed to use them, after school and stuff.

N2: - if we want to use them for personal use. Like, if I had to, per say, my laptop broke, so I want to go type something there, the teacher either isn't there or you're not allowed to use it. So it's basically, you have to... fight with the teacher to be like like, "No, no, it's due tomorrow" but its due next week Monday but you just need to give that urgency so you can get it done.

N1: Yeah, I mean, like, you can't, like, you can't go after school and print something or go and google something-

N2: Or just go and work.

N1: -like, relevant for school, you just can't do anything there, you just literally-

I2: So do most of you have computers at home?

Narrators in unison: Yeah.

I1: You mentioned, um, something about, um, donors is where you get a lot of, you know, a lot of opportunities for improvements-

N2: yeah, um, what happens is once you reach metric they offer you the application for the Old Daley Union. And the Old Daley Union is like, uh, a committee, which is in most every providence of South Africa, which is a band of Old Dalians who get together and reminisce of the old times of being in Dale College, "we did this

together” “we did this together” but, hey, just donate a hundred Rand on the side. Or they do a lot of things together to raise funds for the school, then often that money is pumped back into the school, like, we bought a 300,000 Rand, um, typing machine for the first team players and then they’re, um, able to pay trips for the first team hockey, first team rugby and first team, uh, cricket when they have to travel to Cape Town or travel to Jo-burg, places like that, they are able to use that money to pay for things like that. And often, sometimes, they use that money to pay for bursary (25:29) boys who are here to play sport but they don’t have the funds but have the talent. So they often, sometimes use that money. Or they get an Old Dalians to continue to pay his school fees.

N1: And yeah we’ve also got old Dalians that are, um, like heads of companies that also sponsor our kits and stuff. I mean the fans in the hall are pretty new and that stuff was sponsored by an Old Dalian who owns Electric Lux. Or Euro Lux, Euro Lux.

N3: Yeah then some companies as well, like the Lorry Fund, they donated their astro turf and basketball courts and they depict the things that they donate, where the money goes to, so...

I1: And do you have a nutrition program here as well, for... lunches or anything?

a few narrators mummer: No, no, no.

N1: No, it’s, it’s, it’s bring your own lunch and if you don’t you starve, (laughter) or just bring money.

I2: I have a question, I had a follow up question to the, um,

I1: Go. You can go back.

I2: Yeah the Union question. So, um, when they’re donating, is it mostly to sport or, um, do you find...?

N2: It’s mainly

Narrators in unison: to sport

N2: because that is what they reminisce

N3: Yeah.

N2 and I2 in unison: about.

I2: Sure.

N3: Yeah.

N2: It's the glory days of being in first team hockey, being in the first team rugby. Often... there donating something for academics or cultural purposes like, a drama, which is nonexistent at school. You hardly see it, it's just not there because... this may be sexist but, the male mentality is that sport is the way to get a boy to become a man. So they would rather have you teach a boy to do sport than you teach a boy to be social. So that is where now the money is putting, to help these people. Bu then again you do have these people who want to help bring up drama or cultural activities and other people don't show interest they should show to make them believe, "Oh okay, this could work. This could sustain". Like the last time they did an actual production was, like, in twenty elven. And since then there haven't been any other productions except at other schools.

N1: Since twenty ten, Sweeny Todd.

N2: Sweeny Todd was twenty ten.

N3: Yeah and I think another reason is because Dale College really is a sports focused school so that's why they donate money mainly to sports.

N1: Again it's also about where the donor's allegiance lie really. Like if they are an old, an ex first team rugby player, then they'll donate to the first team. If they're an ex top academics like, they'll donate to academics. So again, its where... its, its people's personal preferences, so... yeah..

I2: Does your, um, school governing board, um, or your... its RLU? Is that the student...?

Narrators in unison: RCL

I2: RCL. Um, do they have any implication, can you talk to your, the union... I'm sorry the Old Daley-

N2: The ODU.

I2: Yeah.

N2: Uh, you can, you don't really talk to them through the RCL. We have the ODU office for the King branch or the Eastern Cape branch her at school so if you want to talk to a ODU member you go there and its possible maybe if you wanted to speak about swim you could set up an appointment with the president, then go through that liaison, through that secretary there. But it's very rare you'll get a learner who wants to go and talk to the ODU and say, "Do you know what? I actually think we should donate money here". Because a lot of the learners think it's more of adult turf, money, were just in school, were still learning how to use money.

N1: And also, I think it's also the fact of, um... some of the teachers don't really take the students, um, seriously when they're talking about stuff like that. Like they just think, "Eek, you're just a student. What do you know?" When sometimes it is the learners who do know where it's going wrong because the teachers are maybe blind to it because they don't see it or something like that. So it's also something, like, something like where the teachers are... or where the, where the students are actually scared in a way of talking to the teachers about such things because they'll be termed irritable or irritating or something like that. So again... it's the way it is. So, I mean there's nothing you can do about it. Its human nature. So yeah.

I2: What's your parents relationship with the school like? Do your parents, are there, is there good community-school relationship-

N1: I'm a fourth generation Dalian.

I2: Oh, there you go.

N1: So it's been, it was, it was now me, it was my father and his brother and my grandfather and his brother and my grandfather's father and his brother. So, I'm a fourth generation Dalian, and uh. And, um, unfortunately, the way it's going I probably won't be sending my children here. (slight laughter) So...

N2: I'm a new generation Dalian because my family isn't really from the Eastern Cape, they're from Durban. So, when they moved down here all my Uncles and their siblings have already been to school in Durban and that. So, coming to Dale was mainly, I think, because it was like the high school nearest home. And my parents' relationship is that they send me to school, they get newsletters, that's their communication because I understand that they're busy, so, they don't really have time to come to a lot of events but if there's an award ceremony or something like that, then they are present.

N1: While I was in the Junior School my parents were heavily involved in the parent teacher association, the PTA. So, I mean, they were very involved in there, but once I got to high school they were kind of like, "You're on your own now. Deal with it". So... they kind of, they dropped off and they aren't so as much involved anymore but they are still involved in some way.

N4: Second generation Dalian. Yeah... and what's your situation?

N3: Well, I think I'm a new generation Dalian because like my extended family came here, being my uncle, (lists Uncles names), he came here and well, I'm just here to get through it and maybe I'll send my kids here, if the circumstances improve.

N1: It's not going in the right direction.

I2: Well expand on that. What would you, when would you send your kids here? What are the changes you want to see down the road? What are the problems you see now and what do you want? What would improvement look like?

N2: Education.

N1: Yeah and, and, um, like standard of who they let into the school.

N3: Exactly.

N1: Like it used to be, in my dad's year, it used to be if you were the best you got accepted into the school. And if you were not the best, and you were kind of good, you kind of almost got accepted to the school. But nowadays, nowadays they're having to accept the best of the worst, not the best of the best.

N4: They accept, uh, the guys who can pay the school fees.

N3: Yeah.

N4: And, and stay at the hostile.

N3: Yeah.

N1: So, uh, it's kind of bias in that type, in a way, a way like that. But, and also it's because of, um, the amount of families that have, uh, moved away from King and away from Dale and that. I mean, the Faros, Basta Faros, he was an ex-Springbok at almost everything and the Faros didn't send their child here. We were all expecting them to have and they sent him to our rival school, which is Selborne. And there are a couple of other, um, families that my dad went to school with, the heads of the family and they're sending their children to places like Stirling and Selborne and Queens and stuff like that, which you don't expect. So, we are losing the good students, in a sense, and we are gaining some good students from outer, in the King area that haven't moved or have moved into the King area but about seventy percent is not really good but not really bad but they'll de-digress. So...

N2: The problem is that the school has the mentality that we're a sports focused school, that's where our focus should be and there's schools, like Selborne, Queens College, Michael Haus, Paul Russ, where they are also sports focused schools but that balance were they understand that you can't just be a sports man, you need academics. And the problem there is that, they want to put so much focus on the sports, that they sometimes neglect academics. But we can't say that is to their own blame. Maybe it's just the way they think this schools should be run because every school is run differently. You go to KHS where there's a hundred percent pass rate for the past twenty whatever year, they believe that sport is secondary to academics and that cultural is after academics and then sport is last. Where here at Dale, you do know that what you learn in life science that the more sport you do, the more

active you are, the more oxygen goes to your brain, the better you understand things. But it doesn't work with everyone because some people get oxygen to their brain and then go home and watch TV. So basically, they're just now, their brain cells forever, not doing their homework. If they would be able to enforce that we're focusing on sports 'cause it's a way to improve your academics, to balance out the academics, then maybe I will decide, maybe, I don't know. Twenty percent chance I send my children here. But the way, that, I feel that, if my child isn't a great academics or my child isn't a great sportsmen, my child is going to be lost in the midst of what Dale College is.

N1: Yeah... I mean a lot, a lot of the, the parents still send their children, their, their child to the Junior School. I mean, the Faros that I spoke about earlier, he was, the boy was a student at the school. He was head boy of the school but he never came here, he never followed it through because of the way the College has a stigma around it. And it goes back as far as still as far as Apartheid era, where, and, a lot the, a lot of the, um, schools like Paul Russ and Michael Haus, they're not in exactly the areas, um, where there is, there is, a *big* black population. So, um, like Paul is a very, very Afrikaans community so its most-

N3: Boer.

N1: Yeah, Boer community, which is mostly while people so it will be a mostly white school. Whereas, um, Dale is in a very Xhosa community, which is, so it will be a mostly black school. And Selborne is, again, mostly white but it's an English white, it's not, um, Afrikaans white. And it's also a mixture, it's more of a, a equal mix, if you put it that way. Whereas here we've got ninety percent and then ten percent, they've got fifty-fifty. And in Paul they've got again about ninety and ten but in the opposite way. And in Michael Haus, again, it's a mixture but that's also because of where it is. It's all about situation in areas and involving Apartheid stuff and economics stuff and stuff like that. So, it's just about where you are living, really. It's the same around the world.

I1: Um, you talked about, like, who the, who Dale accepts, uh, is there a certain, um, like grade, do you have to have a certain academics or do the really consider sports more or do they...

N1: They consider sports more.

I1: Yeah

N1: If you academics are good, you have a good chance to get in. If you come from Dale College Junior you have a very good chance to get in. Um, but if your sports are high you have an even better chance to get in. If your, if you have good academics and good sports then your accepted immediately without even having to apply, practically. They give you the bursary, so...

I1: Do they consider a family's, uh, economic status as well?

I2: Do you have any scholarship programs?

N2: No.

I2: Like, if you can't pay full school fees, is that it for you?

N2: Unless you play sport.

N1: Unless you pay sport.

I2: There's no-

N1: Or, or, or you are, there is-

I2: Any achievement base?

N1: there is a way in the Junior School, they give the Old Dalian bursary, which is a student who excels and ninety percent academics and ten percent sport, which then, uh, gives you the bursary, which is like a scholarship, so... yeah.

N2: But they do allow, what they do allow at here, what they do allow, which is good for certain learners who are able to achieve, is that if your parents can't pay school fees, then they don't. But then you have to maintain that standard of achievement. So if you came to the school achieving then continuously you'll be able to then receive that thing where, because you gave the school a good name and because you've set the standard high, you don't have to pay school fees. So, there they've kind of balanced it out, but then you do get learners then who can't pay school fees, but then again they're not achieving and they're not studying and they don't play exactly for first team but they don't play for A team either and you might see them benching for the B team but they actually play for the C team. So then, once again you have to understand that in a school where or where in the country of South Africa where you have the right to education, but not all of us have the right to economics funds. It's based on whether or not you have those funds and to send you child to school like Dale College is where they're expecting them to get such appropriate education but we don't exactly have the funds now to send you there, but I'm going to send you there because I know they can't kick you out. 'Cause once you go to a school, you can't exactly expel the student for the parent's problems.

N3: Yeah.

N2: Because I can't discipline someone else's child because they don't have money. It's not exactly going to fall into my court. The child's been receiving an education and now I want to kick the child out where they're probably not going to find a school because their parents can't afford school fees, even though there are not fee schools in the area, like Bisho and its brother, the parents sometimes don't want

that stigma that child's went to Bisho High, but that's a school that actually achieves in academics and they receive a hundred percent pass rates. There was the one year where the entire grade, almost, like they passed with B's, which is a Bachelors pass, and only one learner failed. That one learners failed. Then you come to school like Dale where you'll get a variety of how they pass, starting from H to B, and then you'll still get six learners who fail but the parents, because they know of the name Dale College, they'll send you here because they want that, "No, my child went to Dale" and they're not exactly thinking that, "I don't exactly have the money to send my child there". So, the social-economic issues that goes back to Apartheid but then comes back to modern era that we think that we all want to be equal but we can't. The equality is based on where you live and how you live and your standard of living.

N1: Yeah...I mean, eh, again the way, people want to send their children to Dale if they're in the area because as my one teacher said, being in Dale, having to be an Old Dalian in some sections, in some parts of life, if you are trying to look for a job and stuff like that, if your employer is an Old Dalian then he'll obviously swing your way if you're an old Dalian as well. So, some of the parents look at that and go, "Hey, my son might get a bit of chance, so I'll send him here". And then again they can't pay their school fees and then the whole way of cycle, yeah, keeps going.

I2: Um, I'm curious, just back to school fees, but I'm curious what you guys think about school fees, and maybe, we talked a little bit about being post-apartheid, I know this was a formerly all-white school, um, how do you think you can maybe, do you guys have any thoughts about, how we can maybe bridge that gap, the socioeconomic status gap that you're talking about? Um, you know, we don't really have an equivalent, I don't think, in public education to school fees. Um, I think the closes thing would be that our socioeconomic status is also a problem in our public schools, um, because you pay, um, you pay housing taxes based on where you live. So, um, in the how much tax you pay those all go to the, the schools are funded via that-

N2: The housing tax.

I2: -that tax, exactly. So wealthier areas then-

I2 and N2 simultaneously: Have better schools.

I2: Yeah.

N2: So, like, if you went to a school in Zwelitsha, like ZK Mathews or Hector Peterson, they wouldn't have then in American, in American sense have exactly then that high standard.

I2: Exactly and I wondering if school fees operate the same way, um, what you guys think maybe, in terms of like a big overarching wrap up, and I'd like to hear from everybody, um, like, what you would do to maybe bridge these gaps you're seeing,

because it sounds like you think that maybe things are starting to go down again, um, what you, if you have any idea of how to, maybe, bridge some of these gaps, um, and take Dale-

N2: Back.

I2: Yeah...

N1: Back to where it should be.

(silence)

N2: Start on that side.

(laughter)

I2: It can be small. Yeah, that was a big question I know.

N5: I don't really know, to be fair. I really don't know because no matter what I say it won't really play a part, but... (sigh) No, I don't know.

I2: If you think of something, jump in.

N5: Yeah.

N3: Go Vume.

(laughter)

I2: That was a big question. You can go smaller if you want.

N1: It's like a, it's like when you're getting your maths and you're go first, it's just like, "No, go to the next guy".

(laughter)

N1: Come on, come on.

N3: I'll probably think of something later.

N1: I think, uh, if we had, well if, um, if like, um, Dale is a government school, which means it's mostly government funded. It's not a private school so it's not literally resting on school fees alone. So, I mean if there was a bit more, I know it sounds like a lot, a lot to ask, but if there was a little more government intervention with rural areas and stuff like that, which, quite frankly, our government is not doing much about. They like to put tan aspect of it aside and they'll say, "We'll do this and we'll do that" and that lasts for about a month after the elections are done and then it all

just fizzles out into nothing. So, if they had to do a little bit more, if they had to improve the standards in the rural areas, as well as, the public schools and the government schools, and had to subsidize the government schools a little bit *more*, that would bring school fees down, so then that will in turn, kind of, bridge the gap. But not entirely. They also have to depend on everyone else, if they're will to work and whether, and how hard they're will to work. So...

N2: With me I think the bridging of the gap begins with the bridging of the gap between the schools. We can't say that one school's better than the other because they have a better name or because they have a better class standard from where they were in Apartheid. The bridging of the gap begins where we need to say, "This is Bisho High, this the De Vos Malan, this is KHS, this is Dale. How can we as the schools help each other?" Okay well, where Dale College have great sporting facilities. You at Bisho might have talent. So why don't we do this. We are able to help each other. You at Bisho High teachers who are able to help us, let's start an after school tuition program where we will be able to get Dale College learners who are not learning or understanding because of that teacher, maybe they'll understand it with a different teacher. So we can send them to you. And then we can go across now we have KHS. You guys have a great drama department, you have a great this. Why don't we send you some of our sports coaches, you help us with the music and drama so that we can now integrate the schools where then it doesn't become this is one school, this is one school, this is one school, where it should be we're in a community. And whether or not you have the funds, it shouldn't be the factor of whether or not you get an education. Your education is what you need to survive in a South African context where we don't, we as children of today, we have no guarantee that us getting into University is a guarantee that you'll get the job that you study for. Because I could go study to be a teacher but I'll end up being a janitor because that position was filled. We can't go onto the government subsidies because we know that we can't rely on our government and that's when we need to learn to be self-sufficient as the schools if we know, okay we have this content, this content, lets bridge the gap. We know there's a bunch of learners at De Vos Malan (44:56) who are really excellent at rugby. Let's say, "Come practice with our first team" but you won't be part of our first team. We will be offering you the facilities so you have the same chances as those learners. Because if you set up two learners against each other, with different backgrounds, obviously the learner who has the more driven background is gonna go for it because they know what it's like not to have. Now if you take the learner from the school who that has the privileges and you put them into a position where they have to go to class and there is no desk, they have to arrive at a school and then all of a sudden they don't have food, they're going to understand that that is what drives people to achieve. And that context goes beyond black, white and colored because in today's day and age you get colored, white and black people who are all facing the same socioeconomic issues because white people believe that they didn't have to study, so they didn't need a degree, and, in Apartheid, so then they come to today's context where you need a degree, so then their children are unable to go to privileged schools. But then you get, sort of, black people who knew that they had to study. They knew that during Apartheid there

was no other way but a teaching degree or nursing degree, so they went and studied for that and achieved at that so they're able to send their children to the better white schools now. If we are able to bridge the gap between what is achieving and how you achieve to get the drive and determination that is where the schools would come in but then the problem is do the schools want to work together and the rivalry between those schools.

N1: Yean, I mean, I can see of an example, um, working and not working or knowing how to work with money and stuff like that just in my own family with my aunt and my cousins, I mean they're, I mean they're very privileged and they have lots of money and I always say like to my parents, "Yes wouldn't it be nice to have that kind of bit" and my parents just go, "Well then you wouldn't know how to handle it properly" and I go, "I think that, you know I think you're actually right". My cousins, when they get onto their own two feet, they're not gonna know which way to turn and me being here and having been not as privileged as them we're gonna be a little more smarter than that, "Okay listen, I need money for future. I'm going to open a savings bond", my cousins will go, "Ahhhhh its only money, spend it". So... its, its, its, also its, its, its, everything is connected in every way so it's fine.

I1: Any thoughts over there?

(laughter)

N2: I think they're still pondering.

N3: I think the working relationship between the schools is very important because there's no way to get forward if people aren't familiar with each other and the, regarding sports Dale is connected with other schools by playing against and actually having a working relationship but we don't really consider the rural areas such as Z. K. Mathews, we never have any interaction between the two schools. So working relationship is important.

N1: Also goes back to the things of, where, that, where, uh, a school things, "We're better than you. We know we are. We don't need to prove it. So why should we bother?" Why are we gonna invite you to go over here? Why are you gonna invite us to go over there, when you know that we'll thrash you and vice versa? So, I mean, we don't even play against Hector Peterson and places like that. We literally place De Vos in King. That's it. That's the only school we play in King.

N3: We stopped playing them.

N2: We stopped them.

N1: And we stopped playing them. So we don't play any school in King. We play east London, Grahamstown, PE, places like that. Yeah, if it's not in King, we play them. Put it that way. I mean the only reason we don't play KHS is because of the sex

difference. That's the only reason we don't play them. (laughter) If it wasn't the sex difference, we would play them.

N2: Yeah.

N1: So, yeah. But, if we had to, um, we still, we debate against KHS?

N2: Yeah, we do debate.

N4: You have practice debates between the two teams.

N2: yeah we have practice.

N1: Okay well-

N2: Yeah, but if I could put the reason behind my thesis for why the schools should work together is because if you go to schools in East London, then Clarendon and Selborne work together. Like, we'll get debaters from Clarendon and debaters from Selborne who are friends and they work with each other and end up going to be provincial debaters and national speakers. Where as at Dale and KHS, we don't debate against each other, we don't help each other with information and we know at Dale we don't have a debating teacher but we are still trying our best to achieve in the debating aspect. And we have potential to be provincial speakers or SA speakers but then we never get the opportunity because they're like, "Oh, its Dale. Just put them in their corner. Let them think they are achieving in debating" and we never get the opportunity so by the bridging of the gap, once again, we will be able to achieve.

N3: Yeah, I was gonna say basically what you said. But, um, I'll add on just a little bit, um. I think Dale and KHS, you see for example, we combined or help each other, sports wise. For example, the astro. Daily KHS use the astro. And we don't help each other out, say, academically as well. So we focus only on one area and not the other.

N1: Yeah, the, the astro is a highly contested-

N2: Socially construct.

N1: and also contested thing. As where it is, who is allowed to use it and who pays for it? Because my friend's mother is bursar at the Junior School and the Junior, she's just going, and when I mentioned that she's just like, "Don't even talk to me about it. It's a nightmare. Don't even talk to me about it". So I just left it and eventually she told me it's actually mostly the Junior School that pays for some of the, most of the, most of the stuff at the astro. And the high school who uses it the most pays a little bit. And it's the same at the KHS as well where as the Junior School pays the most and the high school pays a little bit of it. And I mean Dale Junior and Dale College have the same names, but they are two completely different schools. I mean Dale

Junior could change their uniform to pink with purple polka dots if they wanted to and they're nothing we could do about it. They could keep the name but they could change their uniform and there's nothing we could do about it because they're two- I mean they're connected in their names and they're connected in reunion and they're connected in certain aspects but in the way of uniforms and paying and stuff like that, they are completely different schools.

N2: It goes back to the parent involvement that you guys brought up earlier where the Junior life your parents are more involved, "Yay, my child's going on stage. Let me help him. Yay, there's going to be an activity. Let me go and get teachers, student advisors". Then you get to high school. They're not as involved. So yeah... basically where it goes is to the parent's involvement in school life.

N1: I think, I think the reason parents do that is because they are, you're old now, you're a set teenager, you've passed the very difficult year, learn to live by yourself.

N2: Which is the blindness that...

N1: Its either sink or swim. And that, that, that, sometimes doesn't work and then sometimes does work. Like... um, I don't know how it is with the black people but a lot with the white people it's, it's, if you don't learn how to live by yourself, when you get to the age of twenty one you get kicked out of home, you're going to be screwed. So... they teach you at a young age that you do things by yourself, you do this for yourself. We'll do a little bit for you still because we need to but if we don't need to do it, you're on your own. So... yeah.

N4: Just to add on Tyrone's thesis, yeah, um, uh, on the full team rugby department, they, they working with around from Shawnville, uh, Hector Peterson and stuff to give them the facilities and practice with the, on the full team As and some of them make the team but they don't go to the school. They just play sport for Dale and they provide facilities.

N1: I mean we had, we've had Cricket South Africa down here, which had a day and a couple of weeks I think it was, where they brought schools from the other, from the surrounding areas, boys and students from the surrounding areas and they had said, "Okay Dale can we please, you guys have the best facilities. Can we please use them?" and Dale said, "Fine. You can use the, our facilities for this, this and this so long as we get something out of it." So we got something out of it. We got to scout talent and we got some new talent in ad some things like that, but, um, it doesn't often happen enough. It happens, but not often enough. So it doesn't give those people that are in the surrounding areas that don't have, the, uh, opportunities, doesn't give them opportunities that much. I mean, I ride a lot out towards this area here, which is going out towards Azile and the Xunu and all thoses and Quzini sorry not (click sound), Quzini .

N3: Quzini.

N4: Quzini.

N1: Quzini. (laughter) Ah, whatever, I'm saying, you guys will get what I'm saying anyway! Anyway, I ride in York and all those areas, anyway. But I ride, sometimes, I mean, one time they stole two of our horses and I had to ride exact straight through the township and I mean, I look at it, it's clean, people are friendly and everything. And then you come in here it's a completely different story.

N2: When he means here he doesn't mean the school.

(laughter)

N1: No I mean the town, town, town.

N2: Let's not say-

N1: Yeah, no, no, no.

N2: Let's not say in here people aren't clean.

N1: I mean well...

N2: We can't be judged everyone's blindness to society's norms.

N1: Well... Dale is not the cleanest school in the world. Let's put it that way.

N2: It's a boys-

N1: It's a boys school. It won't ever be properly clean.

(laughter)

N1: But what I mean about clean is, is, is that there's barely any litter, the yards are clean and everything else is like that. But then you get into King, and you go into the town, you go down Buffalo Road, which is our second main road and you just see litter everywhere. And it's filthy, and you get people to come and clean it up at night.

N2: Then it's dirty again. (In a mumble)

N1: And the next morning it's just a waste of time.

N2: But then, that's once again that's fighting against socioeconomic issues within the government.

N1: Ding. Ding. Ding.

N2: Which we can't exactly fight as learners from in our school and what you're talking about is our school and yeah... The blindness to what people are saying where the parents are focusing on their junior life because, yay, you must be independent, no wonder no one's going to learn to be independent in grade one because you're only seven years old. And that's the blindness then to what societies looking at if they believe that you go into grade and all of a sudden you need to be a man. Because you're not going to be a man when, high school is where you get people who commit suicide. High school is where you get people who feel they are not a part of a specific peer group because they don't have the growth spurt that they need to have at that specific time.

N1: (murmuring) You might want to dial it down just a little.

(laughter)

N2: So... it's debating things.

N1: You're screaming. This isn't a debate. Just chill.

N2: So I guess then-

N1: Lower your heart rate.

N2: -that's the blindness to the society that we live in and the school and the time that we live in. And then, maybe, if we were able to do now the branching of school then we would get different parents be like, "You know this is what my child's going through. This is what your child's going through. Oh, wow. Now we have something on a common level. We're able to help our children". So teachers/learner interaction and parent interaction is a lot to improve what a school is.

N1: I think going back to the socioeconomic status, the economic status, it's also factor of helping and helping everyone else. Uh, and a lot of the country doesn't have that "you scratch my back, I scratch yours". It's you scratch my back, you can go and get lost. Um, so, I mean, that also bring it to the factor of, if, like, the worker helps their employer and the employer doesn't help the worker, how are they going to improve to one day become the employer? So... then you get the worker who can't afford school fees but the employer who's sending his school- his son to the best school in the country. But he's not helping that worker send his school to a good school- his son to a good school. So then... where does, you can't bridge that if it's not going to happen. So then its people mentality and still, unfortunately, throwing back to Apartheid times where sometimes, or ninety percent of the time in the Free State, you get the white people who think, "You're back. You're below me". Whereas it's not like that at all. Its, "You're back. You're my friend. I'll help you if I need to" but so provided you help me in the same way. Whereas some, some sections you just go, "You're down there. I'm up here. Bye". So you can't bridge that.

I1: Well thank you guys so much for talking with us. It's great to hear your perspective, um, on everything. Thanks for being very open with us, I appreciate that. (To I2) Do you have a pen?

I2: Yeah.

I1: Um, so we just want to make sure, um, since we did video tape you guys we might, it's a possibility we are goanna use it for our project and we want to get your guys consent to using the video and using your information if we could just get a signature.

N1: Is that thing still recording? If yes, you can use it.

(laughter)

I2: Yeah, yeah. There isn't a lot of room, this is made for one so if you all could like, you can use the back.

I1: Read this if you'd like and just sign probably there.

I2: And you don't have to fill out all of that. Not at all.

N2: I have a question about stuff in the States.

I1 and I2 (In unison): Yeah.

I1: Yes of course.

I2: Absolutely.

Interviewers and Narrators proceed into the hallway to discuss and answer questions about the US education system.