

EDUCATION — GENERAL

1987

JANUARY — MARCH.

# DET is ready to re-open schools

Whether the 31 black schools closed during the disturbances are re-opened, depends on the reaction of parents and the community, the Department of Education and Training (DET) said today.

Black schools are due to open on Wednesday.

DET spokesman Mr Peter Mundell said discussions have been held around the country between his department, parents and community organisations.

He said parents and black organisations want the schools re-opened and said DET would re-open them.

In Soweto, only 10 schools will be re-opened, Mr Mundell said, adding that many others throughout South Africa could be re-opened depending on discussions with parent bodies.

He said schools where classes were suspended at the end of the third term were not listed among the 31 because "classes resumed normally at the beginning of the fourth term."

The back-to-school plea to black pupils in 1987 has gaining momentum.

The United Democratic Front, the National Education Crisis Committee, the Azanian Peoples' Organisation, the Azanian Student Movement, the Soweto Parents' Crisis Committee and the Soweto Students' Congress have all backed the call.



CITY PRESS

(50)

4/187

# LET'S GO BACK TO SCHOOL

**By SANDILE MEMELA**

WITH only a few days to go before schools re-open, the black community has made a resounding plea to pupils to return to school.

But a snap survey revealed that there is confusion among pupils about when schools will re-open.

Many were not informed about the re-opening date in their end-of-year reports.

The Department of Education and Training has set the re-opening date for January 7 - but some students mention a date a week later.

Some said students will not have had enough time to prepare for school if they re-open on January 7.

Last year there was similar confusion when the return to school was delayed by over a week after a resolution adopted at a conference called by the Soweto Parents Crisis Committee, attended by over 161 organisations.

The conference resolved to delay the opening of schools so that the authorities, parents and pupils could prepare themselves for the new year. DET refused to delay the opening

of schools until January 28.

Thus most secondary and high schools in the townships were deserted on the first day of the academic year last year and primary schools had partial attendance.

But DET liaison officer, Peter Mundell told *City Press* that his department has definitely set the re-opening date for next Wednesday, January 7.

"There was a possibility of changing the date for various reasons - but the little doubt that was there has since been resolved," said Mundell.

He said headmasters had been asked not to put the dates of re-opening on pupils' end-of-year reports because DET was still considering the issue. But the problem has since been set-

tled as no pupils will be sitting for extra exams this year.

Concern and anxiety has been expressed in certain quarters that 1987 will only see a spiralling of the crisis that has plagued black education since Soweto erupted into violence a decade ago over the compulsory use of Afrikaans as a medium.

This week the Soweto Parents Crisis Committee and the Soweto Students Congress made an impassioned plea to students to return to classes this year.

Both organisations said the decision to urge students to go back to school was taken after extensive consultation with various community-based and professional organisations,

teachers, priests, workers, academics and the Soweto Civic Association.

But the two organisations also called on the Department of Education and Training to address itself to students' grievances and demands. The organisations asked that DET re-open all schools which were closed last year and repair all those which were damaged.

Some quarters have said that the release of all detained pupils and their leaders is necessary for proper education to take place.

The plea to students to return to school follows shortly after a consultative workshop to discuss the current education crisis was cancelled last month

"because a number of leading participants were unable to attend".

The meeting was called by the executive committee of the Education Faculty of Wits University to explore possible constructive responses to the present situation.

Hundreds of parents who are disconcerted by the continued disruption of their children's education in the townships have resorted to sending them to school in private schools in white suburbs.

The great exodus from townships schools takes place at a time when DET has pledged to spend millions of rands on free text

books this year.

DET spokesman Job Schoeman said the text books and prescribed books - worth about R45-million - would be distributed to schools countrywide.

Last year DET supplied free exercise books to all schools in the country for the first time, but pupils still had to buy their own prescribed books.

In some areas angry pupils burnt textbooks and exercise books, claiming they were of inferior quality and inadequate.

The National Education Crisis Committee intervened and pleaded with the students not to burn the books.

As the new academic year for black pupils unfolds, it is apparent that many of the issues that precipitated last year's schools crisis remain unresolved.

Community leaders, educationists, pupils and parents fear that the new year may unleash a renewed wave of boycotts and violence in schools.

# Backing for call

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CITY PRESS  
By SELLO SERIPE

THE Katlehong/Thokoza branch of the National Educational Union of SA has endorsed the back-to-school call and also called on those involved in Neusa activities to "make this call a possibility as people who are directly involved in education".

The call gained momentum when the NECC and various other organisations backed it.

• See page 8 and 9

By MONO BADE

THE (UDF) and the lease Mandela Campaign will bring an action against President Botha and the government on Tuesday at the Natal Supreme Court. Lawyer Amichandman told *City Press* last week that the two organisations' action would challenge the government's restriction regulations.

The other respondents to the action are the Ministers of Home Affairs, Law and Order, and the Commissioner of Police. The UDF's Cyril Ndlovu and the RDP's Aubrey Mokoena are

# Women kill soldier

A SOLDIER was stoned and beaten to death with bricks and poles by an angry crowd of women at Baganabane in northern Namibia last Friday, Windhoek police said.

Rifleman Jose Manuel, 26, of 32 Battalion had fired wildly with his R1 rifle, injuring three people, among them two babies, and killing another soldier, Jose Saharias.

It is understood Manuel suspected his wife of having an affair with Saharias and could not find her when he came home on Friday. The soldier opened fire with his automatic rifle and was then set upon by the women.

In another incident, Swakopmund resident Ben Durheim, 25, was kicked to death in a brawl outside a beer hall on Saturday. Police are investigating. — Sapa

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HH Dlamlenze ... serving all interests

# UDF <sup>(50)</sup> joins back to school call

By SANDILE MEMELA

THE United Democratic Front has echoed the call from other organisations and parents urging pupils to return to classes this year and the demand for the re-opening of all schools.

In a statement released to *City Press* this week, the UDF endorses the decision that all schools be re-opened and pupils return to classes.

The publicity secretary of the UDF, Murphy Morobe, says in the statement that wherever and whenever possible students had to attend school.

"Our children's education must take place with as little disruption as possible.

"The extent to which this will be the case in 1987 will, like last year, depend on the way the Department of Education and Training deals with the well-known demands of pupils and parents concerning the education issue," says Morobe.

The statement warns that the present intransigent attitude of the DET, coupled with the continued detention of pupils did not contribute to a return to "normality" in black education.

"As we urge our children to go back to school, the government should seriously consider the release of children held in detention," says the statement.

The statement also calls for the estab-

lishment of a "truly non-racial and democratic education system for all South Africans".

Meanwhile, as the country reverberates with the "back to school" plea, more than 400 delegates of the African Teachers' Association of South Africa are examining new approaches for change that they believe need be implemented in the South African education system.

The three-day conference - which started on Wednesday - is being held in Bloemfontein and has as its theme "Education for Change". Conference-goers include principals, educationalists and teachers from all over the country.

The general-secretary of Atasa, HH Dlamlenze, said this week all sections of the community were calling for changes in the education system.

"At this conference we are concerning ourselves with plans and strategies which will serve the interests of all sections of the population," said Dlamlenze.

He also revealed that plans were under way to contact teacher organisations of other race groups countrywide in an attempt to work out solutions.

"Our main task is to suggest an education system which will serve the interests of all racial groups in the country," said Dlamlenze.

# BACK TO SCHOOL

Sowetan  
5/11/87  
(50)

**THOUSANDS of pupils are expected to flock back to school when black schools re-open on Wednesday.**

Meanwhile, black parents yesterday made an impassioned plea to the Government to make the atmosphere at schools conducive for education.

Parents were particularly resentful about the new regulations issued last week, giving the Department of Education and Training wide powers that include barring pupils from schools without notice.

They said it appeared as if the Government was not committed to resolving the black schools crisis. They however, appealed to pupils to go back to school. They said parents must fight the new regulations.

There has recently been a countrywide campaign for children to return to school. The call has been endorsed by the United Democratic Front, the National Education Crisis Committee, the Soweto Parents Crisis Committee, the Azanian Peoples Organisation, the Azanian Student Movement and the Soweto Student Congress.

## Churchmen

Leading churchmen have also made a call to the Government to facilitate the return to classes.

The churchmen said they were however alarmed at the formalising of the extensive powers given to the Director-General of Education and Training.

**By NKOPANE  
MAKOBANE**

They said the powers could only be considered as a threat by pupils.

All parents interviewed by the *Sowetan* said they welcomed this return-to-school call. They said a lot of precious time had already been wasted. They called on the authorities to make a declaration that they are committed to meet some of the pupils' demands in the immediate future.

Mr Johannes Mkhwanazi of Diepkloof Extension said he would like to see all schools that were closed last year re-open because all children were now keen to take off from where they left.

Mr Sol Rachilo, well-known actor/poet said it should be one of the Government's New Year resolutions that it wants to see children of all races go to school. The Government, he said, knows its wrongs and it is up to it to right them.



# Black schools set to reopen

Dispatch Correspondent

**PORT ELIZABETH** — Black schools reopen this week, with teachers reporting today and the first pupils due to return on Wednesday.

The reopening of secondary and higher primary schools closed by the Department of Education and Training (DET) depended on the outcome of talks between the parents and the assistant director of the circuit in which the closed school is situated.

Any decision to reopen a school would have to be submitted to the Minister of National Education, Mr F. W. de Klerk, who ordered the closures.

The department's regional director, Mr Bill Staude, said in a statement that all lower primary schools and farm schools would reopen on January 7, after teachers reported back two days earlier.

Pupils in secondary and higher primary schools have to register from January 19 to 30, to give time for negotiations between parents of a school concerned and the director of the local circuit on reopening of that school.

Meanwhile, parents were reported to have convened meetings last week at various affected schools to elect a four-member delegation for each school who are expected to meet with assistant directors of the local circuits in which schools are situated, according to a spokesman for the Interdominational Ministers' Association of South Africa.

Mr Staude also said that lower primary schools and farm schools, including lower primary sections of full-range primary schools, would reopen on Wednesday January 7.

He said higher primary and secondary schools which were not officially closed in 1986 would open for registration from January 19 to 30, and during that period pupils would report in year groups as arranged and notified by the local circuit office.

The present situation in the school's immediate environment would be taken into account in any decision to reopen a school.

The Domestic Workers' Association of South Africa and the Port Elizabeth Black Crisis Centre have added voices to many calls by parents' committees countrywide and clergy for the boycotting pupils to return to school this year.

The Reverend Mzwandile Maqina, founder-president of the PE Black Crisis Centre, speaking on behalf of a number of parents, said the parents expressed grave concern at the current school crisis.

"We wanted all the parents to unite in an effort to get the children back to school," he said.

He believed some of the parents with children at affected schools were not aware of the latest developments regarding the future of their children.

The call by various church leaders and other organisations that parents ensure all pupils return to school this month has been welcomed by the deputy Minister of Education, Mr Sam de Beer.

Mr De Beer said in a statement that it was the responsibility of the Department of Education and Training to provide an effective education but this could only take place in "an atmosphere of order, discipline and stability".

It was recently announced by the Director-General of the DET, Mr Braam Fourie, that free books and stationery would be supplied for the 1987 school year and that books would be issued during January.

THE National Education Crisis Committee yesterday accused the Department of Education and Training of insensitively introducing "last minute harsh measures" which placed black students in a dilemma as to whether to return to schools today.

On Friday, the DET announced that Soweto and Alexandra high school pupils had to be accompanied by a parent to be registered at schools today.

Also recently introduced was an emergency regulation vesting the Education and Training director-general with wide powers to restrict and

control the movement of black pupils. Community organisations, including the NECC, the Transvaal Students' Congress (Trasco) and the Soweto Parents Crisis Committee have all appealed to pupils to return to school today.

NECC national organiser Eric Molobi yesterday labelled comments made by Education and Training Minister Gerrit Viljoen on SABC-TV as "slandrous".

## Tembisa back-to-school call

THE Tembisa Student Organisation has called on all Tembisa students to go back to school when schools re-open today.

Organisation spokesman Bridgeman Kumalo said the decision had been taken after consultations with the local Parents' Crisis Committee, the Tembisa SRC Co-ordinating Committee and students.

Kumalo said: "We are not return-

ing to school as a compliance or a defeat on our side and we are quite aware that the Department of Education and Training (DET) has not met our demands and now the ball is in its hands to meet those demands."

The organisation also believed the DET should release students and teachers from detention.

# DET 'has placed pupils in dilemma'

THELMA TUCH

JANET GILL

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7/1/87

Some damaged schools in Soweto can't reopen yet

# Black pupils flock back to classes

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STAR

7/11/87

Hundreds of thousands of black pupils flocked back to classes today in the wake of return-to-school pleas by community, political, church and educational organisations.

In Soweto, pupils told The Star they were determined to receive education until the end of the year.

They said they were aware of the problems posed by the Department of Education and Training (DET), on the one hand, and militant elements.

They are organising meetings among themselves and with parents to establish parents' support for their resolution to return to school.

Most pupils said they wanted the DET to withdraw the new restrictions.

(New emergency regulations were introduced last month, apparently to counter unrest in black schools and colleges and to stop any form of "people's or alternative education". The orders cover a wide range of activities, including the presence of pupils on school properties at any time, and the types of reading material and clothing they may possess and display.)

"The restrictions are unnecessary and provocative," said one Orlando High School pupil. "The DET should have had students' feelings in mind, because most will not accept that fellow students be chased out of school."

"As for those who advocate boycotts, we will try to solve the matter among ourselves."

## Damaged buildings

Although the DET may not be able to guarantee places for some pupils who failed last year, DET chief of public relations Mr Job Schoeman said most would be accommodated.

"Our focus will be on accommodating the new Std 5 pupils," he said. "We cannot guarantee we will be able to accommodate every pupil who failed in 1986."

He added that the DET expects about 1 800 000 pupils to enrol this year — an increase of about 70 000. "This is a normal increase."

He said that in some areas — especially Soweto — some schools had been so badly damaged that they could not reopen today. They would have to be repaired first.

"For those pupils, we will have to look at supplying temporary accommodation. As a last resort, we may have to go back to the platoon system, where pupils go to school in shifts."

Commenting on the closure of 73 schools by the DET at the end of last year, Mr Schoeman said he was unsure how many of those would reopen today. Their reopening depended entirely on the reaction of parents and the community.

Attempts by pupils from schools that have been closed to enrol at other schools may not be successful. Mr Schoeman said preference would be given to those pupils who had been at the schools in 1986.

● See Page 13.



# Tembisa students vow to return despite pamphlets

7/11/87  
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SPMR

By Rich Mkhondo

Pupils in Tembisa yesterday vowed they would return to classes today, ignoring the contradictory pamphlets found scattered in the township at the weekend.

Black schools countrywide open today for the new academic year.

The Tembisa Students Organisation (Teso) has urged pupils and parents to ignore the pamphlets and return to school.

## Back-to-school call by Parys township

By Michael Tissong

Four community groups in Tumahole, near Parys, have urged pupils to return to school. Matric candidates in the township had disastrous exam results.

The Tumahole Civic Association, Students' Congress, Youth Congress and Education Crisis Committee said in a joint statement that only 22 pupils who wrote the exams passed. There were 115 failures.

"By urging pupils to go back to school, the organisations are not compromising the pupils' legitimate demands and criticisms against inferior education. We still call on the Department of Education and Training (DET) to meet the demands outlined last year."

These include the release of detainees, unbanning of banned organisations and the removal of troops from townships.

"In addition, if the Government goes ahead with the evictions of rent defaulters in Tumahole, it would contribute to making 1987 a non-academic year here."

A Teso spokesman said community organisations and Teso met secretly yesterday to discuss the "confusion" created by the pamphlets and had unanimously voted to ignore them.

In a statement issued after the meeting, Teso said: "We disassociate ourselves from the pamphlets and urge all pupils to return."

"We are not returning to school as a compromise or a defeat. We are aware that the Department of Education and Training (DET) has not moved an inch to meet our demands."

"As we return to school, the ball remains in DET's court to meet our demands."



# Kwanobuhle battles not unrest police

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Cape Times 7/1/87  
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Own Correspondent

Learned Committee (APCC).

PORT ELIZABETH. — Police and the Bureau for Information have stated that fighting that broke out between residents of Kwanobuhle this weekend was "not unrest related".

According to a statement released yesterday by Major Eddie Everson, an SAP liaison officer for the Eastern Cape, the reason for the march by about 1 500 people through the streets of Uitenhage's Kwanobuhle township at 4am on Sunday was that "the marchers wanted a return to normality and a return of the children to school".

This follows three days of endeavouring to get official government confirmation by the press on what had happened in the Uitenhage township on Sunday.

He said the incident had "nothing to do with the unrest whatsoever".

The PFP MP for Walmer, Mr Andrew Savage, who interviewed some of the victims and visited the area, said the impression he gained was that it was a "Crossroads, witdoek-type" situation.

Major Everson said the group of about 1 500 people had marched through the streets "calmly". They had tried "to get hold of the trouble-makers, removed the furniture from specific houses and set it alight". Houses had been left "untouched".

Two people have been killed, seven injured and the furniture from eight houses taken outside and burnt in the violence. At the time of going to press, no further incidents had been reported.

When the group had encountered an opposing band of men, the two "thrashed it out" and "the youngsters fled into neighbouring koppies". Police then dispersed the group. This was four hours after the march had started, he said.

The head of Operation Real South Africa, Mr Rory Riordan, who has monitored the situation since trouble erupted on Sunday, said UDF activists had borne the brunt of the attacks.

He said police had known of the group's aims after rounding the group together at about 8am.

Residents told him that over 1 000 Azanian Youth Union supporters had moved through the township beating people from the UDF-affiliated Uitenhage Residents Civic Organization (Ureco) and the Uitenhage Youth Congress (Uiyco). Also involved in the march had been a new organization called the 'African Persons' Con-

They left after police had told the group that they were breaking the law and steps would be taken unless they stopped their nonsense.

Major Everson said police had not been able to put a stop to the violence earlier because the group was large and operating over a wide area.

## Collective action in the struggle for liberation

A historic event, with far reaching implications for the black liberation struggle in South Africa, took place with the formation of a national students body in Nashville, Tennessee, in the United States of America at the weekend.

The organisation of all black South African students studying at institutions in North America, irrespective of political persuasion, marked a milestone in the history of the country.

It was also the first time that members of the African National Congress, the Pan Africanist Congress and exponents of the black consciousness movement came together and formally launched a united body.

### Elected

The organisation is called the South African/Azanian Students Movement (Saasm).

Elected to the first office are former president of the Azanian People's Organisation (Azapo) Saths Cooper as president; former chief delegate of the ANC's Mission to the United Nations, David Ndaba as deputy president; former secretary of the South African Students Committee (Sasco) in Washington DC, Ms Itumeng Mokate as secre-

OUR MAN in the United States, SELLO RABOTHATA is doing a six-month stint at an American newspaper. His duties for the *Sowetan* while he is abroad include having a look at developments within the refugee community. In this article he reports on the formation of a student organisation for all exiled South Africans, whatever their political affiliation. He filed this report from Nashville, Tennessee.

tary general; former executive member of Sasco Dumisani Mahlasela as publicity and information director, and PAC member who is studying for a doctorate in law, Moyisi Majeke as treasurer.

More than 300 students, political and apolitical, exiles and returnees enthusiastically participated in deliberations and unanimously adopted a constitution. Freedom songs were sung and voting for office bearers took place across political affiliations.

The name of the organisation was decided by vote in a bid to satisfy all political ideologies and as a sign of dedication to the spirit of unity.

A statement was released at the end of the conference which said: "Black South Africans here see themselves as part of the liberation strug-

# Black SA students in the States unite

gle and as servants of the people, preparing themselves to assume meaningful roles in a post-apartheid society."

The inaugural conference also sends a strong message to other activists in the country and elsewhere that South Africans opposed to racism and exploitation can unite and effect joint ventures

despite their differences, according to the statement.

It also noted that the success of this organisation depends on the co-operation of all parties involved.

### Aims

Among the aims and objectives of Saasm are, to keep South African students organised for purposes of collective

action, to maintain and promote unity among the students regardless of affiliation or preference of the liberation movements or political organisations involved in the struggle. To foster and maintain normal and fraternal relations between "refugees" and "returnees", those who will in due course return to

South Africa and to prepare for the current struggle by developing manpower — technical or otherwise for post-apartheid society.

Saasm added that, "We know that we owe this as a duty to the people in our country, who have been able to organise under the most dangerous and difficult circumstances"



SELLO RABOTHATA  
... the writer.



ARGUS 7/1/87

# Classrooms besieged as thousands return

THOUSANDS of pupils besieged black schools in Cape Town today, hoping to register for the 1987 academic year.

Although schools have been open for registration for the past few days, many pupils turned up today, hoping to be accommodated. Many classrooms were, however, already full.

Black pupils poured into classrooms throughout most of the country today, heeding a return-to-school plea by community, political, church and education organisations.

The chief of public relations for the Department of Education and Training (DET), Mr Job Schoeman, said about 1,8-million pupils were expected to enrol around the country. He said there were 70 000 more pupils than last year.

Mr Schoeman said the Department could not guarantee that all the pupils who failed a standard last year would be accommodated.

However, most principals in the Peninsula were optimistic that they would be able to cope with the number of pupils who wanted to enrol.

It appears unlikely that formal classes will commence this week as principals will, over the next few days at least, be attempting to accommodate as many pupils as possible.

A DET spokesman, Mr P J Scheepers, said the department did not yet have official figures for the number of pupils who returned.

"We expect a normal turnout," he

said. "There is no reason to believe that the situation would be any different."

Unlike schools in the Transvaal, pupils are not expected to be accompanied by their parents or legal guardian.

The principal of Crossroads No 3, Mr H Jimba, said the schools in the area had sufficient teachers to cope with the number of pupils expected to turn up.

Mr C W van der Vyver, principal of Luhlaza High, the only secondary school in Khayelitsha, was uncertain.

"We were flooded with pupils on Monday and Tuesday," he said. "We don't have enough places for all of them, let alone those who turned up today."

Pupils who could not be accommodated at the school would be sent to schools in other areas, he added.

Mr Schoeman said that some schools, many of them in Soweto, had been damaged to such an extent that they could not re-open today. They would have to be repaired first.

He expected there to be about 48 000 teachers for the 1,8-million pupils. The teacher/pupil ratio in primary schools was expected to be 1:40 and in the secondary schools there would be one teacher to 30 children.

● Black matriculants who wrote their exams last year received their results today, although assessment was completed some weeks ago. — Staff Reporter and The Argus Correspondent, Pretoria.



**NEW PUPILS:** Pupils line up outside Langa High, waiting to register.

R205 000

Mr. M. J. ...

# 21 E Cape schools to remain closed today<sup>7/18/70</sup> (50)

## Dispatch Reporter

EAST LONDON — Schools in Duncan Village and several other Eastern Cape townships will not reopen today.

This was announced by the assistant director of the Department of Education and Training, Mr P. G. Stamper, in King William's Town yesterday and confirmed by the DET liaison officer in Pretoria, Mr Peter Mundell, who said that 10 schools closed in Soweto and 21 in the Eastern Cape would not reopen today. He did not name the schools.

Mr Mundell said a condition which had to be met before the schools would be reopened was that parents must be prepared to show their commitment towards reopening of the schools.

"Parents will be required to express their willingness to accept and discharge their parental responsibility for controlling the behaviour and discipline and

attitude to work of their children.

"Parents will also be required to give certain other undertakings that concern their obligations as valued co-partners of their school such as will ensure that uninterrupted, effective education takes place there," he added.

Mr Stamper said before the schools in Duncan Village could be opened he would have to consult the principals.

A meeting was scheduled at the circuit office in King William's Town yesterday but, according to Mr Stamper, the principals "did not turn up".

He did not say what the next step would be.

It could not be established yesterday whether lower primary schools would resume classes.

According to the DET's Eastern Cape regional director, Mr Bill Staude, lower primary schools had "never officially been closed" and

would reopen today. Pupils would be accommodated in classrooms built last year by Duvcor, he added.

However, Mr Stamper said the conditions he had spelled out applied to all schools and he would also have to meet the principals of lower primary schools.

Mr Stamper said an announcement concerning the opening of schools in Duncan Village would be made as soon as "all arrangements" had been finalised.

Mr Staude said yesterday that if a school had not been reopened by about the first week in February, "serious thought will have to be given to that school's educational future".

All schools in Duncan Village were closed last year by the DET.

A statement by the department at the time said the reason was that there was "no effective education at the time" as a result of class boycotts.



# SOWETAN

THURSDAY, JANUARY 8 1987

27c + 3c GST (PWV) Prices elsewhere on back page

# PUPILS RETURN

## Thousands flock to classes



A MOTHER accompanies her children to a high school in Soweto. This was the scene in the townships as pupils returned to their schools for the new term. New Department of Education and Training regulations stipulate that parents or guardians must accompany their children to schools when they register.

Pic: JOE MOLEFE

THOUSANDS of pupils yesterday returned to school in response to appeals by parents, churchmen, student bodies and black political groups.

Mr Job Schoeman, chief public relations officer for the Department of Education and Training, confirmed the massive turnout at schools.

He stressed, however, that schools would be busy with registrations this week. Figures would only be available by early next week.

In Soweto thousands went to school, though a

THE team that covered the return to school yesterday was SYMAKARINGE, MANDLA NDLAZI, MONK NKOMO, MZIKAYISE EDM, JO SHUA RABOROKO, JOE MOLEFE, ROBERT MAGWAZA, MBUZENI ZULU and MOFAT ZUNGU.

significant number of pupils played a wait-and-see game. Most pupils are expected to be in school today.

The return got off to a slow start but attendances picked up later in the morning.

Many pupils were, however, not in school uniform and some were seen lingering outside school premises.

Some of the 10 schools which were closed by the Department of Education last year were also reopened. Pupils were given registration forms for their parents to complete.

The schools include Phafogang, Mapella-Tswana, Sekano-Ntoane, Seana Marena and Hlangwe.

A special edition of

To Page 2



## Pleased

Mr Schoeman said: "We are pleased that hundreds of thousands of black pupils went back to school."

As early as 8am yesterday, hundreds of children were flocking to schools in the Vaal Triangle townships of Sebokeng, Evaton, Bophelong, Boipatong, Sharpeville, Sasolburg and Parys.

Most children dressed in their uniform and casual clothes while some went home after registration.

Thousands of pupils on the East Rand yesterday heeded the call to return to school.

It was only in Katlehong, Germiston, where few pupils returned to school. Most of the secondary and high schools were virtually empty.

In Tembisa, the target of a number of class boycotts last year, pupils returned to school in large numbers. That was the case in nearly all the townships on the East Rand, including Kwa-Thema and Daveyton.

According to a survey conducted by the *Sowetan* yesterday, Vosloorus had a better attendance than most of the East Rand townships.

Pupils in Pretoria's three townships — Atteridgeville, Mamelodi and Soshanguve — went to school in their thousands yesterday morning amid fears of overcrowding at certain schools.

Some of the schools that faced overcrowding included Saulridge High School in Atteridgeville and Tsako Thabo High School in Mamelodi.

THESE little school could yesterday

## From Page 1

DET's newsletter, *Focus on Education*, was distributed in many townships in Soweto. The newsletter carried articles which appeared in major newspapers.

Most of the reports were about the call for pupils to return to school.

Hundreds of children in Vaal Triangle townships who returned to school yesterday were greeted by a threat to prosecute people not authorised to be on school grounds.

The warning — issued by the Director-General of the Department of Education and Training (DET), Dr Braam Fourie — was placed at gates of all schools in the area.

It read: "Notice, no unauthorised person is allowed on the school premises or in school buildings — trespassers will be prosecuted, by order of Director-General of Department of Education and Training, Private Bag X212, Pretoria 0001".

DET's chief liaison officer, Mr Job Schoeman, yesterday said the warning was an old ruling by the department.

Not Traders WE RESERVE



Areas of conflict remain, but . . .

# Year begins on high note for black education

THELMA TUCH

AFTER years of sustained education unrest, the new school year began on a positive note yesterday as most black pupils countrywide responded to calls from community organisations to return to school.

Chief liaison officer for the Department of Education and Training (DET) Job Schoeman said yesterday there had been a massive turnout of pupils and the registration process was going ahead normally.

In cases where schools had been destroyed, the DET was trying to find alternative accommodation, he said.

However, the good turnout at schools yesterday does not necessarily bode well for education this year, as many pupils have stressed their return does not mean they are satisfied with the current situation.

There is still much discontent about the detention of pupils and almost the entire executive of the National Education Crisis Committee (NECC), as well as the presence of the SADF and SAP in the townships.

The recently introduced emergency regulation to control the movement of black pupils — a regulation seen as a government attempt to prevent people's education — is also seen as a potential source of conflict.

Relations between the NECC and the DET have reached an all-time

low, with Minister of Education and Training Gerrit Viljoen referring to the body as a negative organisation, unrepresentative of the community.

Soweto and Alexandra high school pupils must be accompanied by a parent before they are registered at schools.

Helicopters hovered above Soweto and there were patrols in the townships, but there did not seem to be a security force presence on school premises.

Pupils arrived yesterday at the badly damaged Sekanontonae High School in Soweto, which was among 10 schools closed by the DET last year, and registration was under way.

Schoeman said some of the 72 schools closed last year had already been reopened after negotiations between parents and the assistant director. However, in most cases meetings were still continuing and certain conditions had to be met, he said.

Regional director of the Highveld region, J H Booysens, said there had been a "very favourable" turnout yesterday at East Rand schools in Tembisa, Daveyton, Mthokozha and Katlehong.

However, two schools closed in Katlehong last year not yet open.



# Black pupils flock back to school

**Dispatch Reporter**  
EAST LONDON — After years of sustained educational unrest the new school year for black pupils began on a positive note yesterday as most black pupils country-wide responded to calls from community organisations to return to school.

The chief liaison officer for the Department of Education and Training (DET), Mr Job Schoeman, said yesterday there had been a large turnout of pupils and the registration process was going ahead normally.

In cases where schools had been destroyed the DET was trying to find alternative accommodation, he said. The platooning system — whereby pupils make use of the facilities of another school on a shift basis — might also be introduced, he said.

However, the good turnout at schools yesterday does not necessarily bode well for education this year as many pupils have emphasised that their return to school does not mean that they are satisfied with the current situation.

There is still much discontent surrounding the ongoing detention of pupils and almost the entire executive of the National Education Crisis Committee (NECC) as well as the presence of the SADF and SAP in the townships.

Lower primary schools in Duncan Village did not open yesterday although the DET's regional director for the Eastern Cape, Mr Bill Staude, said in a statement on Tuesday that these schools had not been affected by the closure.

The chairman of the Duncan Village Parents' Committee, Mr A. T. Ndindwa, said the committee had not yet met with the regional assistant director, Mr P. G. Stamper. The committee intended first meeting with the parents and the teachers to discuss the school situation in the area, he added.

Meanwhile, Duncan Village higher primary and secondary school principals were scheduled to meet Mr Stamper in King William's Town yesterday afternoon.

No details of the meet-

ing could be obtained yesterday.

The Daily Dispatch's Port Elizabeth Correspondent reports that in the Eastern Cape region pupils returned to pre-primary schools — catering for pupils from Sub A to Standard 2 — but the estimated 60 higher primary and secondary schools all remained closed.

Among the schools which remained shut yesterday were about 40 post primary and secondary schools in the Port Elizabeth/Uitenhage area. These schools will only be opened by the DET once the parents of pupils meet undertakings demanded by the department.

Thousands of pupils flocked to black schools in Cape Town yesterday, hoping to register for the 1987 academic year.

Although schools have been open for registration for the past few days many pupils turned up hoping to be accommodated. Many classrooms were, however, already full.

Black pupils in Natal also flocked back to their classrooms.



MR OSSIE SCHOOF

## EAST LONDON sions through Ossie Schoof, merly of Fort day announc-

Both umpires severely criticised the Springbok captain Clive Rice, after the second Test against touring Australia in Newlands.

Rice and the skipper, Kim Hargreaves, also criticised Schoof's brother.



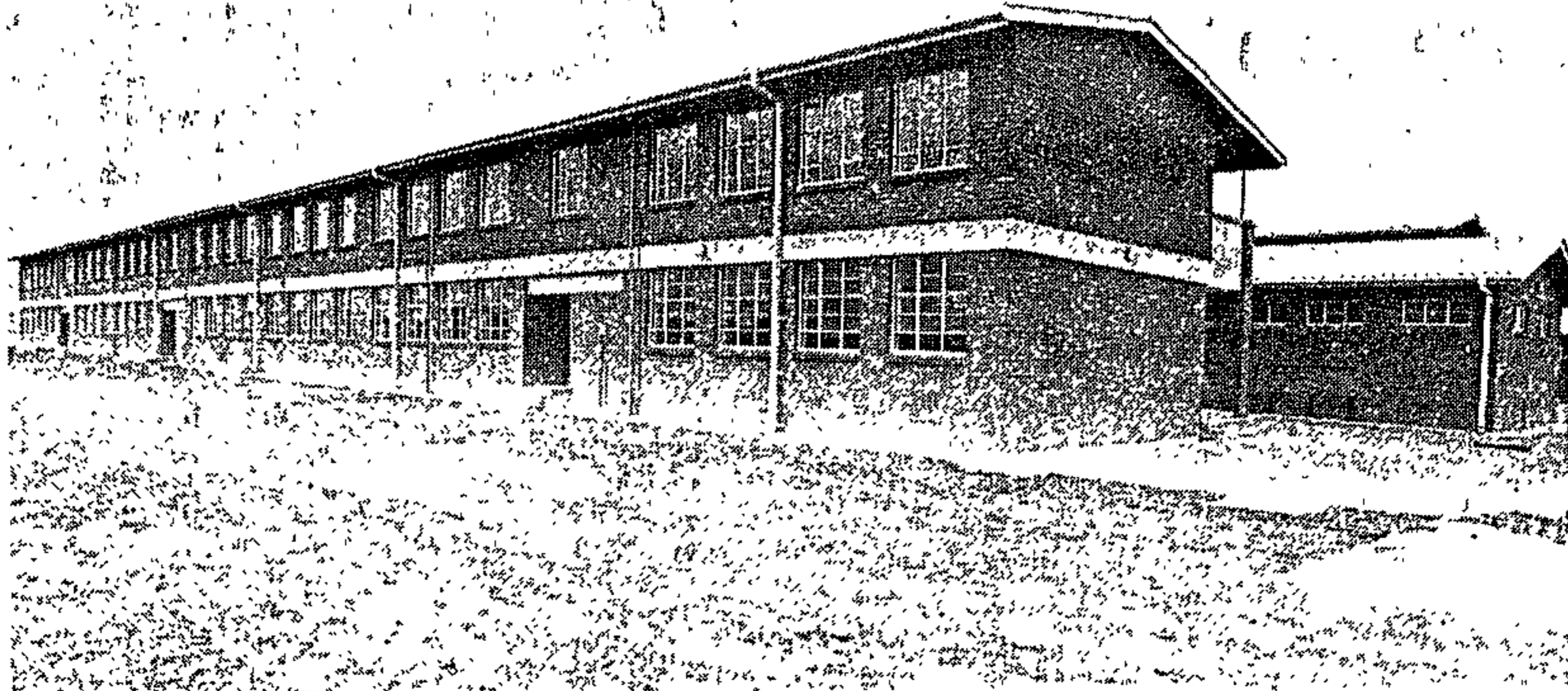
The heroes of the Australian innings Michael Haysman (left) and John Dymally (right) — relax at an East London South African Invitation XI in a three-day match starting...

**OUR**



Adve





The deserted Buffalo Flats school which will not open to pupils when schools re-open next Monday because of what Mr Peter Mopp terms "bureaucratic bungling".

# Mopp angry at Flats school bungling

PO (20/8/11/87)

**Dispatch Reporter**  
 EAST LONDON — Hundreds of pupils' schooling will be disrupted next week because of "bureaucratic bungling", according to the MP for Border in the House of Representatives, Mr Peter Mopp.

Mr Mopp said the primary school known officially as Buffalo Flats No 2 was to have opened when schools open next Monday but an official from the administration of the House of Rep-

resentatives had inspected the new building on Monday and had refused to pass it.

"The building cannot be accepted from the contractors.

"Now, hundreds of children have to be housed in existing schools — all because an official left it to the last minute to come and take possession of the school on the behalf of the department.

"This is just not on and I hope to take up the matter strongly when I get to Cape Town next Tuesday," Mr Mopp said.

He said the official had found certain things he wanted corrected before the department took possession of it.

"I agree that the department cannot just accept a building but I feel this could have been done last year, when the building was completed, so that the pupils knew exactly where they stood. It also caused disruption to teaching posting," he said.

Mr Mopp said the school had not been given an official name yet as that had to be

done in conjunction with the parents.

He said a few Sub A classes were to have been enrolled at the school. If these pupils, who qualified to attend school for the first time, could not be accommodated at another school it meant a year of the children's lives could be wasted.

"I don't hold out any hope that something can be done about the

school opening before March. I will speak to the relevant department and all we can do is to make sure that such bungling does not inconvenience pupils in the future," he said.

Officials from the department could not be contacted in Cape Town yesterday.

Spokesmen for the contractors could also not be reached for comment.



MR MOPP

## Good-natured thieves return stolen canoe

**Dispatch Reporter**

EAST LONDON — Thieves are said to return to the scene of a crime, but how many return articles they have stolen?

Two thieves who stole a canoe from a water-slide at Bonza Bay at the weekend obviously had attacks of conscience — and returned the canoe a few nights later.

The owner of the slide, Mr John Campbell-Codner, said yesterday he had given the canoe up for lost.

However, at about 8.45 pm on Monday he was at the slide when he noticed two men carrying a canoe to the edge of the sea on the opposite side of the lagoon.

"I took out my binoculars, had a look and recognised my canoe."

# Angol to att — ari

WINDHOEK — Angol had stationed an extensive air defence system as far south as Caham and Matala which were less than 300 km from the international border with SWA/Namibia, the outgoing officer commanding the SWA Territory Force, Major-General Georg Meiring, said in Windhoek.

## Costliest elec

JOHANNESBURG Political parties face the costliest election campaign since the National party came to power in 1948.

The PFP spokesman for home affairs, Mr Reuben Sive, estimates that merely to attempt to find the nearly 500 000 voters who are likely to be "missing" on election day would cost between R10 and R12 million.

Much of the money

## Ciskei b

**Dispatch Reporter**

EAST LONDON — A Mdantsane businessman, Mr Ben Nomoyi whose drycleaning shop was destroyed in a fire on Sunday night and whose supermarket was looted for four days in succession last month said yesterday he has sustained losses estimated at R200 000 in the incidents.

Police are investigating a case of arson.

Mr Nomoyi's five Mdantsane shops were closed and his vehicle

## G'town

**Dispatch Reporter**

GRAHAMSTOWN — A in Grahamstown soared last 12 months, according to statistics released by liaison officer for the Major Eddie Everson.

Reported burglaries and breakings increased from 62 murders in 1986



# New mixed school opens next week

SD  
N/M 8/1/87

Mercury Reporter

NATAL'S newest private and non-racial school, Uthongati, opens its doors to 103 pupils next Wednesday and there has been an overwhelming demand for places, says the principal, Mr Richard Thompson.

Mr Thompson, a former deputy headmaster of St Martin's School at Rosettenville, said yesterday there was a waiting list of at least 50 candidates for this year and it was anticipated that the school would grow to an enrolment of 300 by 1990.

He said there was no longer a problem in finding white students for the school near Tongaat, as had initially been experienced.

Mr Thompson said the school, part of the New Era Schools Trust, insisted on an entrance test and would start with a Std 5 class, two

Std 6 classes and a Std 7 class.

He said there would be an equal distribution of white, Indian and African pupils.

Mr Thompson said pupils would have an opportunity to live, work and play with pupils of other race groups.

This would enable them to understand problems experienced by the other races.

Mr Thompson said commerce and industry had been very generous in endowing a bursary scheme for pupils at the school.

He described his appointment as a 'great challenge'.

'Our aim is to establish and maintain a very high academic standard,' he said.

'We are going to see many more of this type of school in South Africa.'

## 526 000 TED pupils enrol

Education Reporter

About 526 000 Transvaal Education Department pupils enrolled for the first day of school yesterday — about 4 000 more than last year.

A spokesman for the TED attributed the increase to the opening of 45 new schools for special education. These accounted for 7 000 additional pupils.

## Black schools turnout is 'very encouraging'

8/1/87 Education Reporter

The turnout at black schools on the first day of term yesterday was described as "very encouraging" by the chief of public relations at the Department of Education and Training, Mr Job Schoeman.

Hundreds of thousands of pupils flocked back to classes yesterday in the wake of return to school pleas by community, political, church and educational organisations.

Mr Schoeman said reports from the DET's regional offices about attendance figures yesterday had been "very good", but he added that he could not estimate how many had resumed classes.

Aside from the Eastern Cape, where pupils from only the farm and lower primary schools enrolled, Mr Schoeman said registration had been good. Pupils from the Eastern Cape have been asked to register for class on January 19.

Negotiations between the DET and parents with children at the schools closed last year were still taking place.

Pupils have until January 16 to enrol.

DD 9/13/87

# Agencies aim to combat illiteracy

Dispatch Reporter

**EAST LONDON** — A campaign aimed at addressing the problem of functional illiteracy in South Africa has been launched by the South African advertising industry this month.

"The problem of illiteracy is a world-wide one, but is particularly acute in South Africa," said the chief executive of the company which directed the campaign as convener of the Ad-council, Mr David McKinstry.

A statement released on behalf of the Ad-council, said: "The last two years of civil unrest have undoubtedly aggravated the problem and this campaign is aimed at alleviating the crisis through public awareness and response.

"Illiteracy is almost non-existent among whites. But more than half the adult black population and two out of five coloured adults are functionally illiterate. This brings the figure to eight million adults — which is 40 per cent of the entire population — who are unable to read or write.

"With literacy skills of no more than a nine-year-old to see them through life, they will never be able to hold down a job that requires them to follow written instructions."

Ad-council said the implications were far-reaching and serious.

"Aside from the socio-political results and disastrous effects on the individual who is robbed of potential earning capacity and the self respect that goes with it, there are very real repercussions for the future of South Africa as a whole.

"If all the citizens of South Africa are to participate in a free society, they must be

able to absorb information, to rationalise and communicate meaningfully to earn a decent living in a growing economy," Mr McKinstry said.

Research by the University of the Orange Free State indicates that virtually half the black children entering school drop out before they complete Std 2.

According to educationists, a minimum of Std 3 education is required to be just functionally literate.

"If we are to break the vicious circle of illiteracy, there is a critical need to improve teacher training and to alleviate the book shortage," Mr McKinstry said.

Among a number of organisations working to achieve this is the Read organisation which works with both the education authorities and the private sector.

In the past six months alone, Read has distributed 10 000 reference books and run new training courses for 520 teachers, with refresher courses for a further 1 250. To date it has supplied 800 school libraries which, in all, offer facilities to 500 000 children.

Mr McKinstry said the effectiveness of such organisations was increased if the public knew and understood the problems.

"This led to the Ad-council forming a co-operative body to undertake a campaign through the press, radio and television to highlight the illiteracy problem in South Africa and to direct public response to organisations which are combating it," he added.

The campaign started on March 1 and it features Read as the focus of the programme.



# Matanzima tells T'kei students to be calm

## Dispatch Reporter

**QUMBU** — The Prime Minister, Chief George Matanzima, has appealed to students in Transkei to be calm and to pursue their studies peacefully.

Presenting drum majorette kits to the Emjikweni Junior Secondary School near here at the weekend, Chief Matanzima said the students should not involve themselves in general uprisings against education, in waves of violence and in whirlwinds of destruction.

"If students co-operate with the government, the government will co-operate with them by employing qualified teachers for them," he said.

The Prime Minister said the year had started calmly and promised that if the calm continued, the government would help students by subsidising their books and by granting them scholarships, bursaries and loans to enable them to further their education.

He told students: "Seek your future through education and not through violent and irresponsible actions."

Chief Matanzima also implored chiefs, headmen and parents to co-operate with the government in its attempts to prepare the youth for the future leadership of the country.

He asked them to show interest in the education of their children by playing leadership roles in all educational matters such as building schools, sending children to school and protecting teachers.

"They must be strong and firm in disciplining the elements that are sowing seeds of destruction in their areas," he said.

He said training the individual for leadership was one of the accepted aims of education because all countries in the world needed leaders.

"Without proper leadership our nation will fumble and founder like a rudderless ship in the ocean," the premier said.

Chief Matanzima said Transkei needed a strong and educated leadership rather than uneducated leaders.

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# Pupils' return 'a challenge'

Education Reporter

The return to school of hundreds of thousands of pupils this week should be a challenge to the Department of Education and Training to solve the education crisis, the South African National Students' Congress said yesterday.

In a statement, Sansco's National Executive Committee said although children had resumed classes this had not changed the situation in schools.

Sansco urged the DET to "show willingness" to talk to the National Education Crisis Committee and to release its executive members in detention.

The statement added that universities, colleges and technikons should prepare for the new academic year and provide an environment conducive to students being able to learn.

Emergency regulations covering the movement and actions of pupils were aimed at stifling the progress of "people's education", the statement said.

## Back in business

As the *FM* went to press, all indications were that black schools were going to reopen with near record attendance figures.

Department of Education and Training (DET) chief spokesman Job Schoeman says the fact that all black political organisations, including the United Democratic Front (UDF), the Azanian Peoples Organisation (Azapo) and the National Education Crisis Committee (NECC) are backing the return to school augurs well for the beginning of the school year.

Schoeman reckons the total number of pupils going back to schools falling under the DET will be around 1,8m, of whom 60 000-70 000 will be new pupils. However, countrywide, and taking into account schools in all the homelands, the new intake will be closer to 300 000.

Says Schoeman: "To meet the needs of these pupils we need at least 300 big new schools and have to train 8 000-10 000 new teachers each year. There are 55 training colleges throughout the land to meet these training demands."

Referring to the 10 schools in Soweto and the 21 in the eastern Cape that were closed last year as a result of turmoil, Schoeman says they will hopefully reopen in the next couple of weeks. He says the department is

calling on parents of children at the affected schools to arrange meetings with the assistant directors of education (formerly school inspectors) to help open school doors.

But he adds that two conditions will have to be met first. The parents will have to show their commitment to getting the schools reopened, and they will have to accept responsibility for their children's behaviour.

Despite pressures for a black school and exam boycott last year, the great majority of pupils did not heed the call. ■

# Good attendance at Soweto schools

THE Department of Education and Training reports a good turnout of pupils at Soweto schools yesterday.

Although there were reports of some high school pupils objecting to some of the undertakings they and their parents had to sign for registration, DET spokesman Peter Mundell says the DET has had no reports of interference with enrolments.

Among the undertakings are that the parent or guardian should agree to "pay all costs incurred for damages done, or losses caused by my child/ward to school property"; "pay all required moneys promptly and regularly; and "see to it that my child/ward attends school regularly and, should he be absent for any reason, I will notify the principal without delay — stating reasons for absence."

An Azanian Student Movement

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THEO RAWANA

spokesman says youths from a rival organisation fired shots at a number of Azasm members at a Soweto high school on Wednesday, SAPA reports.

The Information Bureau says the only unrest at schools was attempted arson at three Western Cape schools.

Sapa quotes DET PRO Job Schoeman as saying the department will again supply free stationery — worth about R45m — to all black pupils from sub-standard A to matric.

Secondary school pupils will be supplied with free prescribed books.

Transvaal United African Teachers' Association has issued a call for black pupils to return to school.

□ Soldiers were seen yesterday at a Soweto intersection handing out a special edition of the DET newsletter.





School crossing guards stand duty on a Soweto road as their schoolmates set out to register.

Picture: SANDY SMIT, Afrapix

DESPITE a partial return to school this week — with an estimated 1,8-million black pupils country-wide — expected to respond to a call from education, community, political and church organisations to register — black schools seem set to continue nevertheless as ideological battle-grounds.

Registration was carried out against a background of detentions, new restrictions on students and, in Soweto, a show of force termed “provocative” by Soweto Civic Association chairman Nihato Moflana.

At issue initially was the requirement that parents or guardians complete students’ application forms, allowing disciplinary action to be taken against “my child or ward should it be deemed necessary by the authorities concerned” and undertaking to pay costs incurred for damages or losses to “school property and departmental books”. Many students, who tore up the forms, saw the latter requirement

# Back to school, <sup>WEEKLY</sup> but the tension <sup>9/11/87</sup> hasn't eased yet

By MONO BADELA and PAT SIDLEY

as a further means of control.

But equally controversial are other rules, many ostensibly aimed at countering attempts to introduce alternative classes or “people’s education”. They include the following:

● Any syllabus or course not approved by the Department of Education and Training can be banned;

● Students can be prohibited from being on school property at any time;

● Anyone not officially connected with school affairs can be stopped from having anything to do with schooling, and anyone “obstructing” school activities can be stopped;

● T-shirts, badges, slogans, uniforms, books, notices and letters can be banned;

● Registration is compulsory, but the director general or any officer he delegates may refuse registration;

● Students have to accept any class or standard they are placed in or be “deemed to have left the school voluntarily”.

Transvaal Students’ Congress (Trasco) leader Jabu Khumalo said the new year should be seen as “marking the start of a new form of radical black student opposition to the status quo” but in “a form evolved to fit the circumstances of life under a State of Emergency”.

The restrictions and the start of schooling were overshadowed by the detention of most of the leadership of the National Education Crisis Committee, including general secretary Molefe Tsele and chairman Vusi Khanyile, assistant secretary Joyce Mabudafazi, national executive members Peter Jardine and Ithron Rensburg, as well as New Nation editor Zwelakhe Sisulu, who heads a commission into “people’s education” and has played a prominent leadership role in alternative education. “If they can keep the soldiers out for



# Makro may quit SA over arson threats

UTRECHT. The owner of the arson-plagued Dutch Makro supermarket chain has threatened to halt its South African operations unless Dutch police can give it more protection from anti-apartheid activists.

The parent company might even pull out of the Netherlands, a spokesman for Makro's owner, the Dutch trading multinational SHV, said.

SHV was planning talks with the Dutch authorities this week to increase security at the four remaining Makro wholesale stores in the Netherlands, spokesman Mr Cypriaan Hooft Graafland said.

"The outcome of those talks will decide SHV's policy on South Africa," he said.

A Makro store in the southern Dutch town of Nuth burnt down in an apparent arson attack early on Saturday, marking the third such incident in re-

cent months. SHV direct Dutch televis of Makro firm Although I yet made for Makro have is powerless, Last mon claimed resp Makro store near ven and damaged another near the Dutch capital, Amsterdam.

The activists, who protested against the owner's South African business holdings, also claimed responsibility for burning down the Amsterdam Makro in 1985.

SHV has a minority

education at Franz Auerbach, may be we will have a reasonable start."

But a check on schools in Soweto and the Vaal triangle, where students have lost between two and three years of schooling, showed 50 percent at best of the students expected actually showing up for registration. At some schools, such as Bongo High School, there were few students on the premises. Half the students expected at Morris Isaacson High School in Central Jabavu (where the June 1976 riots erupted) turned up. At Pheteni High School (renamed by the students Nelson Mandela High School) and Orlando West High School (renamed locally after Walter Sisulu), there were more than 1 000 applicants. For the most part, students expressed determination to receive education at least until the end of the year.

Parents were required to accompany their children to school for registration; but in Soweto, few parents were in evidence. Motlana criticised the rule requiring parents to accompany their children; for most working parents, the rule was an "impossible" one.

Meanwhile, large numbers of students from major cities have been sent to boarding schools in rural areas to avoid breaks in schooling because of boycotts.

# Hi-tech teaching system tested

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By Glenda Spiro

Sixty percent of black pupils drop out of school by Std 4 and only one percent of pupils who start school actually matriculate.

This crisis prompted a three-year experiment on a computer system in black schools and has since been implemented in many teacher training colleges around the country.

The system, called TOAM, was developed

in Israel 15 years ago to combat the lack of education of Jewish immigrants from 70 countries.

Barlow Rand and Degem, an Israeli company, set up a company (B & D Education Systems) to market the system in Southern Africa. Managing director Mr Yoash Tsiddon believes it is the only viable alternative to the present crisis in primary schools.

"There is no solution to black education unless you start from the beginning — from primary school — given the fact that black pupils suffer from educational malnutrition. It would be difficult for them in white schools. I'm not saying you should segregate them, but you should treat them differently."

He said their aim in uplifting education for children was as important as the additional training of unqualified teachers, which is done after school hours on the computers.

In 1983 the Barlow foundation donated R3 million to test the system in several Soweto schools. The experiment was monitored by the University of the Witwatersrand and showed a dramatic improvement in results of the children who used the TOAM system.

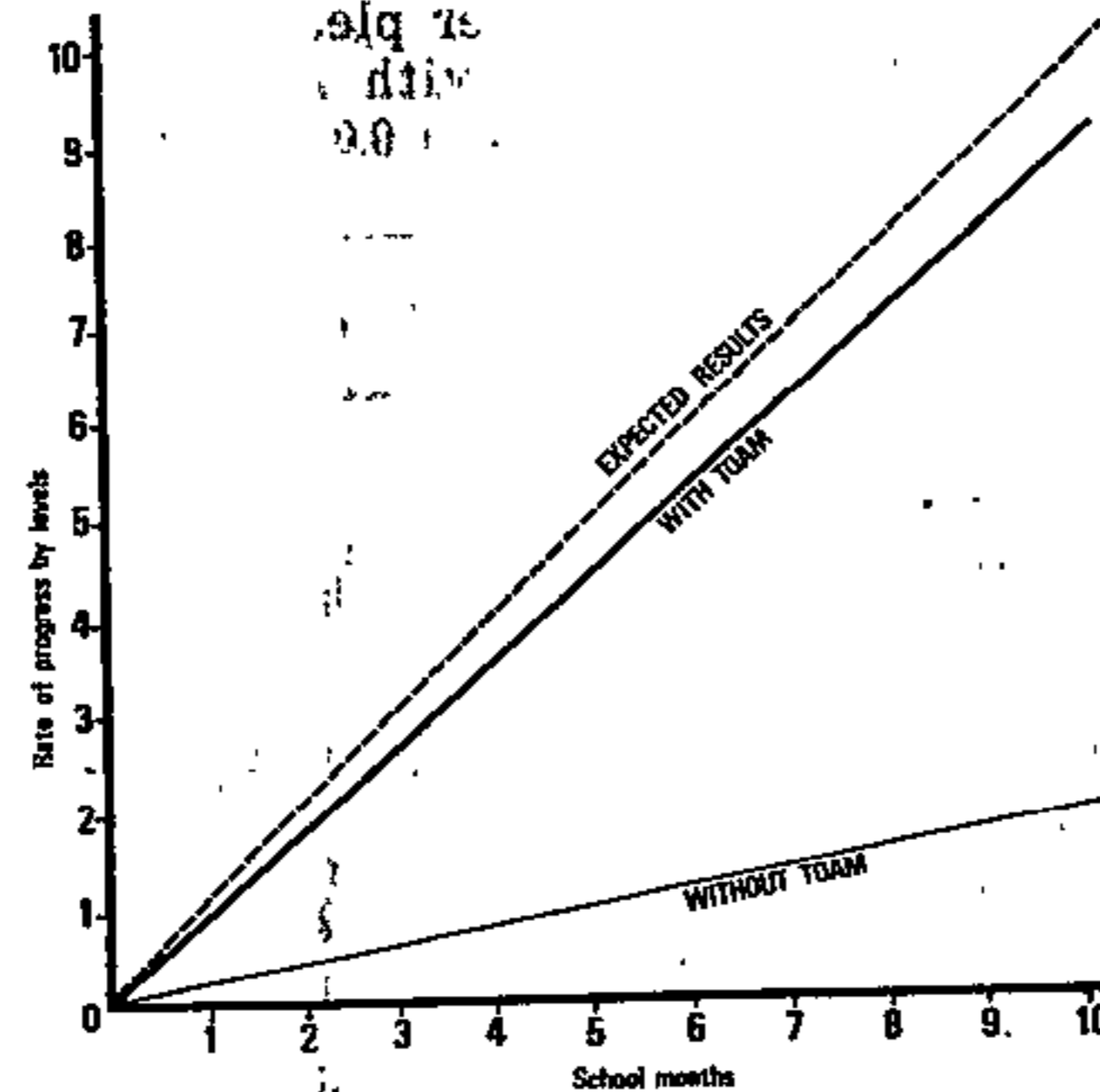
At present there are 56 units installed, most of them in black teachers' training institutions. Each unit provides capacity for 48 terminals which are designed for a six-year-old child to use.

However, the project, if fully implemented, will cost a staggering R2 billion over 10 years.

Mr Tsiddon felt this was not impossible, considering the amount of money spent on each white pupil compared with that spent on each black pupil.

He said it would cost R250 million a year for 10 years to install enough systems to have every black pupil operating in literacy (English and Afrikaans) and numeracy (arithmetic) on the computer. It will cost R30 a year, per subject, for each pupil.

"Private enterprise cannot substitute for government budgets. We are raising money to help some of the 19 departments of education in South Africa but it is not enough."



A Wits-monitored experiment in Soweto showed pupils who used the TOAM system soaring above those who did not.



Helping with an arithmetic problem.

## Just clicking keys broke the silence

A hushed silence fell over Standard 2 at Ekukhanyisweni Primary School this week when pupils were introduced to their new computers.

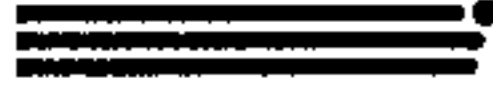
The school is the first in Alexandra to receive the TOAM com-

## R2-bn needed for computer education

Two billion rand is needed to introduce computer-aided education which could upgrade the education of an entire generation of black schoolchildren.

The computer system — TOAM, of Israeli origin — has been welcomed by two depart-





AS THE CHILDREN entered the new classroom, recently donated by a private company along with the computer and 32 terminals, they were noisy and excited, but when the screens lit up there was silence. It became almost impossible to break their concentration while they manipulated the arithmetic programme.

Headmistress Mrs Clara Khiba said the computers would help teachers give pupils individual attention as the programmes provided for individual learning so each pupil worked at his own pace.

She said: "This allows faster students to get on with their work while remedial help can be given to a student without disturbing the class."

She also felt it would help children with their English, even while they were attempting the arithmetic programme.

CAUTION CRISIS COMMITTEE (NECC).

But none of these bodies has the funds to implement the system, which costs at least R200 000 a unit.

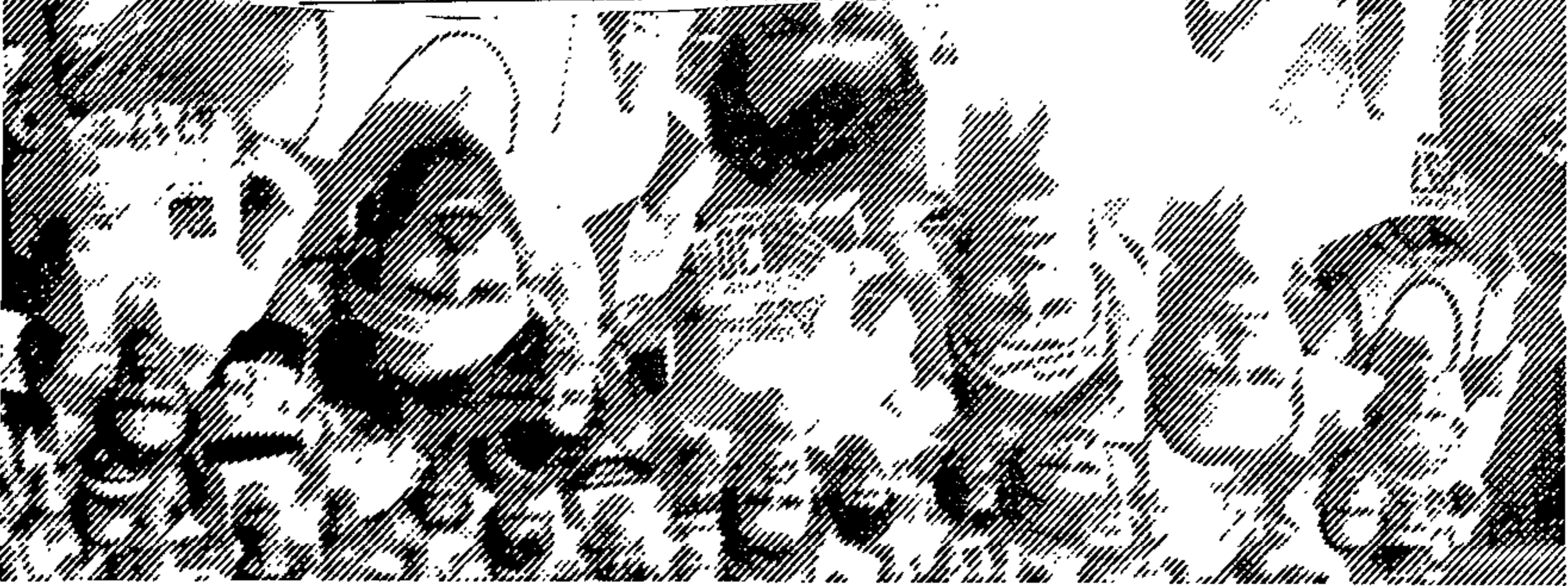
Mr Yoash Tsiddon, managing director of B & D education systems which markets TOAM, confirmed negotiations were on with the Government to finance the system in all black primary schools in the country.

"There are several units already installed in teachers' training colleges and in a few schools, mostly as a result of donations from private enterprise. We now have the problem of obtaining finance and we are looking to the Government," he said.

The Department of Education and Training (DET), the largest black education department, has not yet decided whether to accept the system.

The NECC recently applied to the United States Embassy Education Fund to donate the systems to black schools, rather than accept the system if offered by the DET.

The Chief Minister of kwaZulu, Chief Mangosuthu Buthelezi, said the new system would help make up for the lack of teachers and prevent the high drop-out rate in schools.



the standard Marathon length. No other athletic event has given rise to so much drama. The history of the sport is littered with Marathon race incidents, some amusing, some heartbreaking.

1908 saw the most famous Marathon of all time, a race which turned into a desperate struggle for survival for one man, the Italian Dorando Pietri. The event posed two distinct problems for the runners - warm, humid weather and an elongated distance (the extra 385 yards added to suit the Royal Family). It was that 385 yards which literally floored Pietri. At 25 miles he was ahead, but on entering the Stadium he became disorientated and fell in front of the main stand. People rushed to his aid. He was lifted to his feet and began running unsteadily. Twice more he fell and was finally helped across the finishing line by officials. He was then disqualified for receiving assistance on the line.

Reverse? They decided the following year on Patriot's Day, April 19, itself a public holiday, they would organise a race on a course resembling that in Athens.

The first Boston Marathon was less than 25 miles, and it was only when the Olympic Games came to London in 1908 that the first ever race over the now-standard distance of 26 miles 385 yards was held. The London event was due to begin in Windsor and finish at the White City Stadium at Shepherd's Bush in West London. The actual start was staged on the private lawns of Windsor Castle because the children of the Royal Family wanted to see the runners, and it was also decided that the race should end opposite the Royal Box in the Stadium, so that Queen Alexandra could see the finish clearly. Although the 1912 and 1920 Olympic Marathons were held over courses of slightly different lengths, from 1924 onwards the curious distance set in 1908 was adopted as





The authorities claim "Indian" schools are non-racial - but in a strictly confidential circular to principals they have laid down conditions under which African pupils can be admitted. The Indicator editor AMEEN AKHAL-WAYA analyses the conditions - and finds them racist.

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THEY claimed they were going into the tricameral parliament to dismantle apartheid. Fortunately, most "coloured" and "Indian" people didn't believe them.

But that doesn't lessen the shock caused by the "strictly confidential" circular the "Indian" education authorities have sent to principals on admitting "African" children to schools controlled by the House of Delegates.

The circular smacks of racism. It reflects the "non-white mentality" Steve Biko and his associates warned us about nearly two decades ago.

It shows that the "Indian" education authorities are suffering from the "us" and "them" syndrome, reflecting voluntary acceptance of what the racists have been propagating - "us" being "Indians" and "them" people classified "African".

The character of the school must not be prejudiced as a result of the admission of any black pupil," says the circular. Does that mean the "Indian" authorities don't regard themselves as "black"? If not, do they accept that they are "non-whites" - not good enough to be whites?

What do they mean by "the character of the school must not be prejudiced"? What character does a school have? Does it take on the "character" of its pupils, teachers, principal, cleaners?

If so, how, in a school of 1 000 pupils, can there be a uniform character? If there is, does that mean pupils and staff are brainwashed into having a uniform, recognisable character? And to become good adults who will accept the implementation of apartheid in the guise of fighting it? "Preference at all times must be given to Indian pupils," says the circular.

# 'US' and 'THEM': DIVIDING SA SCHOOLS

Here again, the authorities are using the "us" and "them" argument - "our" school and "their" school.

But weren't those politicians going into parliament to fight for a non-racial SA where people are people and not "us" and "them"?

The same can be said for the authorities' requirement that "accommodation and other facilities for black pupils must be available - but only after provision for Indian pupils has been made".

They're learning the Nats' language very quickly. Wasn't that the same argument the Nats used to justify separate public amenities, Group Areas and the quota and permit systems at universities? Listen to this condition.

breath-taking in its bigotry.

"The principal must decide whether the pupil is easily assimilated into the relevant class, taking into account the pupil's physical stature."

Do principals take into account whether "Indian" pupils can be easily assimilated? Every class and every school - anywhere in the world - will have "problem children" who don't conform to requirements.

And what "physical stature" are the authorities talking about? That each pupil in a class must be of the same size, height, weight, sex, colour, hair, the same length of hair? If sounds like something straight out of the race classification handbook.

Are the authorities per-

haps trying to produce classes of children who look and think alike - as the movie *Boys from Brazil* so shockingly portrayed?

What if a pupil is too tall or short, or fat, or thin, or dark, or fair? What if a pupil has a physical disability?

"Pupils must not be more than two years older than the average age of his prospective classmates or shall not be above the 'upper age limit' as prescribed by the handbook for principals," says the circular.

Well, because of the appalling lack of facilities and conditions, many "African" children start schooling later than "Indian" children. I don't know what the position is now, but when I

attended school under the Transvaal Education Department, we had pupils several years older than the average. Some of the older pupils had come from India, did not know a word of English or Afrikaans - but were sound, intelligent pupils in all respects.

No-one dreamed of having those pupils turned away on the basis of their age or physical stature.

If one has to put limits on ages, one should logically go all the way and apply it to universities as well. So anyone over 20 would be refused admission.

"Additional teaching staff will not be provided as a result of the admission of black pupils," says the circular. Now that's another breath-taking one for its

sheer racism.

Late last year the apartheid apologists were telling us that spending on "Indian" education was being slashed so that "African" education could be upgraded.

The government has sacked hundreds of teachers. But if "African" pupils want to attend so-called "Indian" schools to upgrade their education, no additional teachers will be provided. "Us" and "them" again - a classic case of robbing Peter to pay Paul to stay away from "us".

"Pupils," says the circular, sounding very much like something out of an HNP handbook, "shall be catered for out of the annual monetary allocations of the schools concerned."

That kind of logic means that it is "our" money. But "our" spending does not match the amounts spent on white children. It is being reduced so that it can be spent on "them" in "our" schools, so the government suddenly has no more money available.

By that logic, if we want "our" children to go to the best available schools and universities, we must not cry, when the whites turn "us" away.

But the "non-whites" went into the system promoting us they were going to fight apartheid. They supposedly control "own affairs". If that is so, they should practise what they preach - and say "Indians" and "Africans" and "coloureds" and whites are the "own affair" of South Africa.

But if they believe that only "Indians" are their affair, then they are practising apartheid - and they should not try to pull a fast one by claiming "their" schools are non-racial.

The confidential circular is a racist document covered in reasonable-sounding language.

"Pupils," says the circular, "must reside within reasonable travelling distance of the school where admission is sought. Available schooling facilities in the area where the pupil resides

must also be taken into account before consideration for admission is given."

The "us" and "them" "non-white syndrome" is reflected here in all its glory. There are "Indian" pupils from country areas who find accommodation and attend school in urban areas. Had it not been for that syndrome from which the "Indian" authorities are suffering, those small-town pupils' first choice would be the nearest "white" school.

Why doesn't the apartheid-fighting House of Delegates demand that "Indian" pupils be admitted to schools nearest their homes?

If residential qualifications are that important, why are "Indian", "coloured" and "African" students from the Johannesburg area for example, not given preferential admission to Wits or Rand Afrikaans University?

Why should any white student from outside Johannesburg get into Wits and RAU ahead of them?

Why? Because that is what the government has decreed in implementing apartheid - and the "Indian" education authorities use the same logic.

And yet they told us they were going to fight apartheid... How utterly disgraceful!



# Pamphlet by DET angers Auerbach

About 550 000 copies of a Department of Education and Training pamphlet republishing "positive" newspaper reports about black education and the return to school were distributed to pupils countrywide yesterday, a DET spokesman said.

Entitled "Focus on Education", the pamphlet included an article by educationist Dr Franz Auerbach which appeared in The Star on December 17. However, it was not used in full and the introductory paragraphs were deleted.

Dr Auerbach said he was "displeased" the DET had not included these "very important paragraphs".

The article was the second in a two-part series. Dr Auerbach said the first article, outlining the "poor image" of the DET, should have been included.

"If the DET wishes its 'Focus on Education' to be taken seriously it should also have printed the first article which dealt with suggestions that the DET could take to rebuild its credibility."

The DET spokesman said the paragraphs had been deleted in error and he was unaware the article was part of a series.

"It is also strange that the DET highlights the National Education Crisis Committee's call for pupils and students to return to school while at the same time Dr Gerrit Viljoen accuses the organisation of negativism," Dr Auerbach said.

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# sunrise

## Stay in classroom, teachers tell pupils

Education Reporter

Black communities cannot afford another disrupted school year and children must remain in the classroom, says the president of the Transvaal United African Teachers' Association, Mr Leepile Taunyane.

In a statement released yesterday Mr Taunyane said the association — with about 33 000 members — supported the call by community organisations for a return to school and said his organisation would do all it could to get education going again.

"Our education system has suffered severe disruption for more than two years and we have already lost thousands of youngsters who will never get the schooling they need.

"Teachers, parents, community leaders and student leaders must do everything in their power to get the schools humming again. We owe it to our children and their future."

Mr Taunyane sympathised with children who strongly opposed the education system. Blacks had been "short-changed" in education for decades, he said, which anyone with self-respect would not accept.

"We believe in the justice of our demand for one system of education and equal financing for every child but we who are educated and have a livelihood must not endanger the future of our children in the struggle for a relevant education system."

● The Department of Education and Training (DET) is to erase revolutionary names spray-painted on township schools during the schools' boycott.



# Back at school, but it's an uneasy calm

CP Reporters

THE much-awaited opening of black schools on Wednesday went without a hitch as thousands of pupils flooded into classrooms while an uneasy calm hung over the townships.

However, a damper was put on events when surprised parents and guardians, wishing to register their children for school, discovered that they had to make extraordinary declarations apparently designed to curtail school unrest and boycotts.

In terms of the declarations "responsible parents or legal guardians" had to agree, in writing, that disciplinary action - as set

out in the rules and regulations for public schools - may be taken against their children or wards - should it be deemed necessary by the authorities concerned.

"Responsible parents" further had to sign an undertaking to pay all costs incurred for damage done or losses caused by their children to school property and departmental books and to make payments promptly and regularly.

Parents also had to declare that in the event of their children "being conveyed in a government vehicle, or any other form of transport" they would "indemnify State employees against any claim for com-

ensation as a result of loss of life or personal injury" to them "or any loss of or damage" to their property.

Department of Education and Training liaison officer Peter Mundell told *City Press* that his department was "generally thrilled" with the turnout at schools in its seven regions.

However, he said the department could not furnish figures of school attendance this week as most pupils were still busy registering.

"Figures will only be available in about five weeks' time as most schools are still busy with enrolment and registra-

tion," said Mundell. He added that a number of schools in the seven regions had already begun with their programme for the year.

On-the-spot *City Press* surveys in Soweto indicated that the "back-to-school" call was mostly heeded by pupils at lower primary level.

Sandile Memele reports that there was an eerie silence hanging over damaged school buildings as only a handful of secondary and high school pupils heeded the back-to-school call.

Attendance at most higher primaries, secondary and high schools was low.

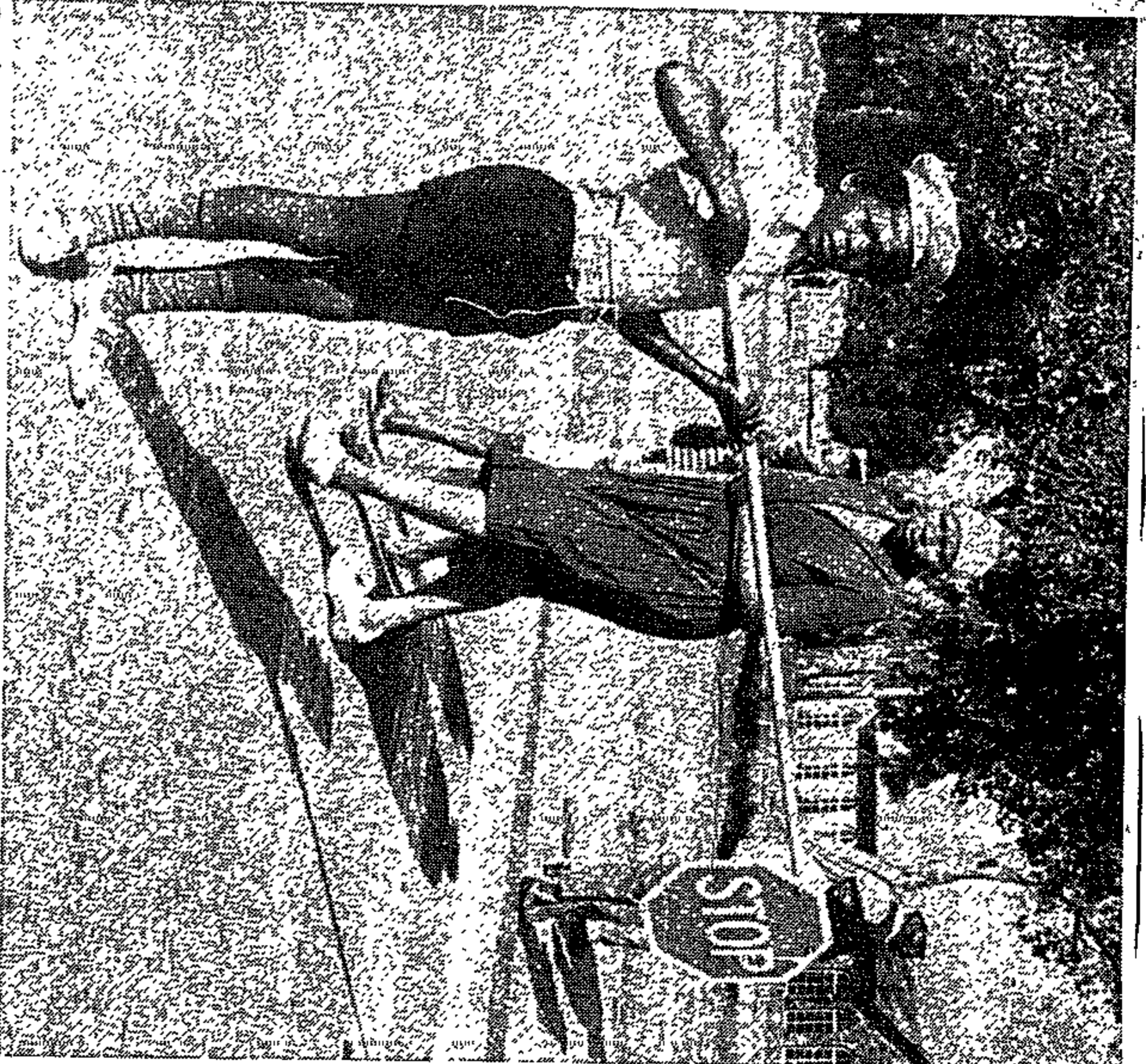
As early as 9am, scores of pupils were seen walking back home.

At Aurora Girls' High, in Zola, only a handful of girls were seen in the background of the dilapidated buildings that stand as a witness to the violence and arson that has become a feature of black education.

Naledi High experienced a carnival atmosphere as pupils roamed the grounds and lingered in the sun in their bright

and colourful Sunday-best, which was in sharp contrast with Hlengwe Secondary, in White City, where pupils hung around the charred remains of burnt out classrooms.

Five kilometres away, hundreds of pupils milled around in Meadowlands' streets as early as 9am, while troubled Pace Com-



On their way back ... a mother accompanies her child to school on Wednesday.

mercial College, in Jabulani, was completely deserted and no pupils seen near its premises.

Most of the pupils seen trudging the roads to schools were girls walking in little groups, many without uniforms. Boys gathered in little groups at corners and shops situated near

schools. Again, large numbers were casually dressed.

It has been argued this week that the continuing Putco bus boycott has prevented many pupils from going back to school as scores of pupils were seen waiting for up to two hours for transport to take them home after school.

## Ethel Wauchope funeral

By SELLO SERIPE

AZANIAN PEOPLES Organisation (Azapo) Secretary General George Wauchope's mother Ethel, who died on New Year's Eve at Baragwanath Hospital will be buried tomorrow at Avalon Cemetery.

Mrs Wauchope, a former Section 6 Terrorism Act detainee in 1978, was an executive member of the Black Women

Unite movement and the Diamini Civic Association - of which she was a founder member - at the time of her death.

She is survived by five children and eight grandchildren.

The funeral service will be held at St Hilda's Church in Senaane at 10:00am. The cortege will leave at 2:00pm for the cemetery.



By S'BU MNGADI

THERE is only one high school in Natal to cater for the province's 300 000 farm labourers and their families, says Natal University's quarterly publication, *The Indicator*.

Writing in the latest edition of the magazine, Natal University's Development Studies Unit research fellow Libby Ardington said most administrative, legislative, educational, social and other facilities provided by the State in farming areas were for the exclusive use of white communities, despite the fact that black people constituted 90% of the farm population.

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It was not only that the government provided no schools or clinics for blacks living in white rural areas, in some areas it did not even provide the basic administrative machinery that would enable a retired farm worker to claim the old age pension to which all blacks in South Africa were entitled, she said.

Ardington added that possibly the clearest illustration of the government's abdication from its social responsibilities towards farm workers and their families was seen in the area of education.

In South Africa, problems were magnified by racial attitudes, legislation and linguistic differences.

It was unlikely that there was a commercial farm in South Africa which, for the education of all its youth, could legally make use of only one school.

The fact that all facilities had to be duplicated for various racial groups widened the area from which children were drawn, thus further increasing educational and

# Catch 22 for 'Cinderella' children on the farms

travelling costs, said Ardington.

There was no system for educating black youths on farms; there was merely a method for the government to subsidise education, if farmers chose to provide facilities.

The DET did not, and could not, take any steps to initiate the provision of education for the children of farm workers.

The education the farmer may provide, tended to be restricted to primary education and indeed, until recently, it was impossible to get permission for a farm school to go beyond Std Five.

Today, a few "special farm schools" offered Std Six and Seven, she said.

Ardington said there was only one high school in Natal to cater for black children from the province's 7 500 farms. Few farm workers were able to afford the boarding fees or were prepared to send their children so far away.

Where the farm was situated closely to a part of KwaZulu and there was no nearby farm school, a farm worker might send his chil-

dren to school "across the border".

For most black farm children in Natal, this provided the only opportunity for a high school education. This, in turn, placed financial burdens upon already overloaded resources of KwaZulu's Educational Department for which it was not compensated, she said.

Ardington added that there was no doubt that black children on commercial farms were "educational cinderellas".

They came from homes which historically were educationally deprived, where salaries were low and where there were few resources to take advantage of the few boarding schools that existed.

Yet to achieve an education, farm youths were required to overcome these hurdles.

A Catch 22 situation existed in that there was little hope of these children being absorbed into their farms' workforce - yet farmers frequently denied them the education that would enable them to get employment elsewhere.



# ALL PALES TOGETHER



**THERESE ANDERS**  
reports on a  
remarkable convent  
on the platteland

**THE SCENE:** A white suburban swimming-pool on a sultry Highveld afternoon. Happily cooling off in the bubbling water are a group of swimsuit-clad young girls . . . all friends from school.

**ACTION:** Along comes a neighbour with her son, a pupil at the local government primary school.

**REACTION:** The young boy takes in the poolside scene in wide-eyed disbelief. "Who are these people?" he asks his equally startled mother in not very discreet tones.

To the young boy growing up in a white suburb, being educated at a white school and moving in a white social circle, the sight before him is a very unnatural one.

## Variations

The young girls range in colour from freckly sunburnt white to ebony, with several variations in between.

They all attend a Transvaal platteland convent which has turned a blind eye to colour for more than 10 years. Not only is the school approaching the 50/50 mark when it comes to racial mix, it also employs teachers on merit.

Their Zulu teacher is black, a grade teacher is coloured. To these youngsters — Melanie, 9, Lynn, 11, Somayya, 11, and Trustworth, 9 — sitting around the pool discussing their favourite TV programmes is as natural as sitting in class together.

## Unknown

From Day One all four girls have been at non-racial schools. To them segregated schooling is something unknown.

Of course, they know all about segregated living areas. Every day after school the four girls head home in different directions: to their plush white suburb, overcrowded suburb, unpaved township and sprawling location.

Yet even the Group Areas Act can't stop schoolgirl friendships blossoming across the colour line.

To begin with, it seems strange even a little awkward, brown or

# Melanie and Somayya and Trustworth and Lynn are school friends, and not even the Group Areas Act can put a stop to it



Cooling off . . . Lynn, left, Trustworth, right, Somaya, back, and Melanie, front, joined in the pool by Kathy

black children over to their pool.

Other times they play scrabble, paint, watch videos, make sweets . . . the same as most other middle-class children.

## Excluded

Excursions are a problem area. The municipal pool is out, so is the local sports and academic activities because of its non-racial nature . . . probably

now so is the local convent children stick together.

The girls are used to being different and used to having advance parties clear the way of possible "incidents".

## Hurt

It is well known that in some areas black parents are victimised and threatened for sending their

children to "posh" private schools.

One of the girls' black classmates disappeared overnight in 1985. Her father — a school principal — had incurred the wrath of the "comrades" who then calously put a torch to his house.

## Parties

"Why can't Melanie come to play at my house?" asks her friend, Lynn, a coloured child. Unfortunately, the idea

of allowing a white child into the turbulent townships is totally unthinkable.

This point is especially felt at birthdays. One black mother said she spent many Saturdays a year ferrying one or another of her four convent-going children from party to party in the white areas.

## Hope

Having a child at a non-racial school also expands horizons for parents. Instead of interacting

with domestics or shop assistants, white parents get "in touch" with black people like them — concerned parents.

Of course, it's only a drop in the ocean, but it's a start.

## Trustworth, Somayya, Lynn and Melanie are the new South Africans . . . and seeing them grow up together as friends is reason for hope.

Trustworth, Somayya, Lynn and Melanie are the new South Africans . . . and seeing them grow up together as friends is reason for hope.



# Dorp's British settlers blasted for 'racial prejudice'

By ANN PALMER

ESCOM has howled to pressure from some British immigrants and turned down a proposal to use an obsolete training centre owned by the State electricity commission as a multiracial senior college.

The senior general manager of Escom, Mr Ian McRae, announced Escom's decision at a heated meeting in the centre in Henley-on-Klip this week.

About 200 residents attending the session in the small village south of Johannesburg were split over the issue, which has kept it in a state of uproar for six months.

One resident condemned Escom for letting the "silent majority" (mainly South African-born) down by howling to pressure from those who wanted to stop the college.

But another resident congratulated Mr McRae on the Escom decision. He said the opening of such a college would have meant the economic downfall of the community.

The row erupted last year when members of the proposed college's board of trustees canvassed residents. An announcement by the board described it as a university college which would cater for "highly motivated and capable youngsters of all races".

## Dangers

Pupils would be taken from the 16-19 age group, and only the "best students" from over South Africa would be selected.

The R3 000-a-year fees and action costs were to have been financed by the private sector.

Officials said the Henley-on-Klip college would have

Henley-on-Klip on the map. Mr McRae said the action of the residents had caused a temporary delay in establishing the school.

But he believed plans would still go ahead, though new buildings would have to be built in a different area at extra cost.

He said the training centre would now be sold on the open market as a straight business transaction. Escom would then no longer have control over the use of the property.

One resident, Mr Rene' Lion-Cachet, said after the meeting: "Up to now Escom has been listening to and reading the petitions of the English expatriates from all over Africa who are living in Henley."

"The South Africans living in Henley, who are the clear majority in the village, had not yet entered the debate. But Escom had decided to howl to imported race prejudices."

The South Africans in Henley wanted to sear into the future like eagles — but Escom chickened out, and made them look like turkeys in the eyes of the civilised world."

Another resident, Mr Johan Coetzee, said he regarded it as tragedy that Escom had been forced to make this decision.

"Escom is 100 percent correct in its decision, Henley-on-Klip does not deserve a school such as the one proposed."

## Multiracial college plan puts residents in uproar

been just one of several similar education projects — all heavily supported by big business — to be started in all centres of the country.

At a meeting held last year, one resident, Mr Brian Edwards, who lives opposite the training centre, promised that if the school went ahead it would be "just the start".

Mr Edwards said residents were worried about the "risks" involved in the opening of such a school.

"We have been watching the media over the past three years and we are aware of what is going on."

"The price of our properties is bound to drop. If you

think of the resale value of our homes, no one in his right mind would buy a house opposite a mixed school. I certainly wouldn't."

## Sensitive

At the meeting this week, Mr McRae pointed out that Escom was dedicating to a policy of establishing equal opportunities for all races in the country.

But he admitted the proposed college was clearly a sensitive issue with the town's residents judging from the letters, telephone calls and a petition — containing 600 signatures con-

demning the project — that he had received.

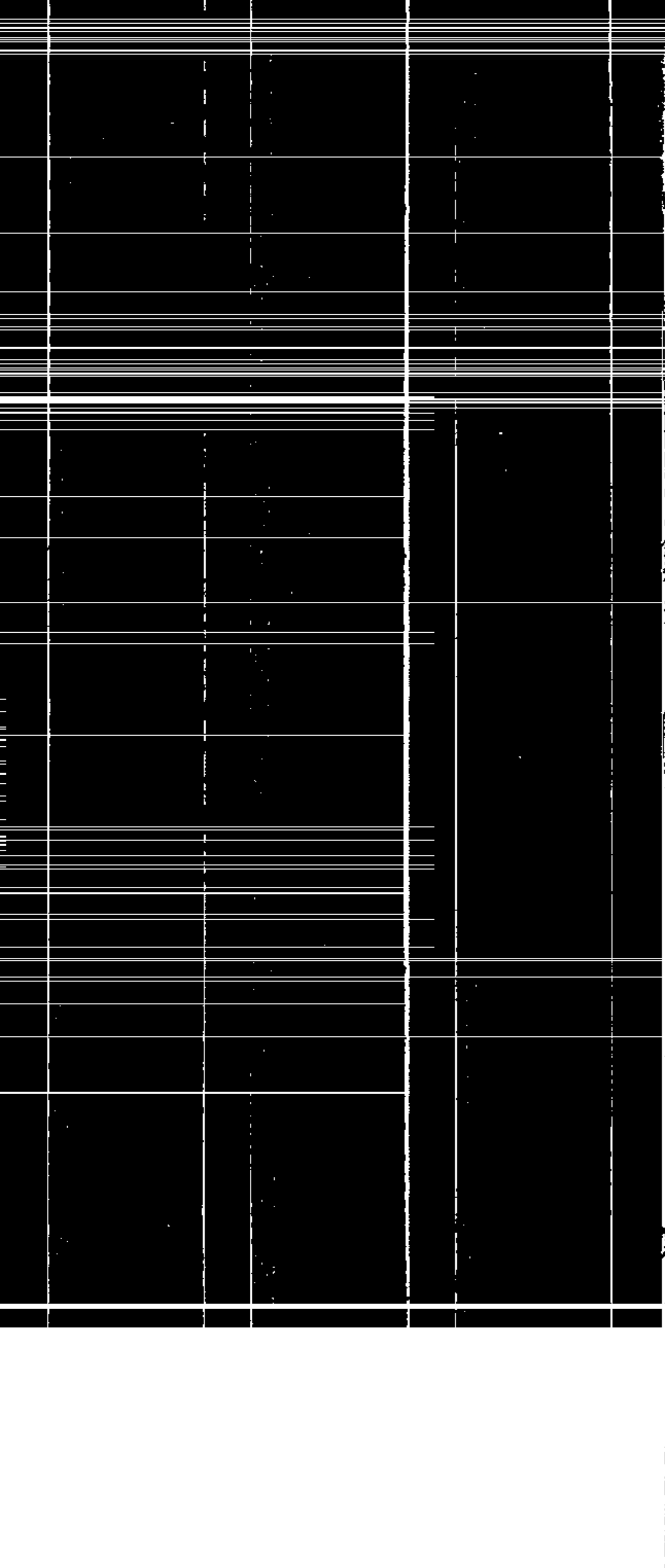
At the same time he said: "I think it is necessary to explain that in the future we (Escom) don't believe that we will be able to draw sufficient skilled personnel from the white community and it is necessary that colleges such as the one proposed here should go ahead."

He said the school had the support of the private sector. Poor performance by pupils, who it was hoped would go on to university, would not have been tolerated.

"It would have been a school that would have put

Residents of Henley-on-Klip split this week over Escom's decision to drop a multiracial school project

Pictures: HORACE POTTER





# Go back to school — Tuata

BLACK communities could not afford another disrupted school year and children must return to the classroom, the Transvaal United African Teachers Association, said at the week end.

Tuata said "our education system has suffered severe disruption for more than two years and we have

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already lost thousands of youngsters who will never get the schooling they need. This is a tragedy whose dimensions we still do not fully comprehend.

"We — teachers, parents, community leaders, student leaders — must do everything in our power to get the schools humming again." *SO*  
*SEWETAN*

Mr Leepile Tau-nyane, president of Tuata, said he had every sympathy for the strong opposition to the education system that had grown among school-children. "Blacks have been shortchanged in their education for decades and if one has self-respect one does not just accept this situation. — Sapa.

# Ban on people's education

THE Government introduced sweeping new restrictions this weekend which in effect ban people's education for black schoolchildren.

In the first week of registration for pupils, the Commissioner of Police banned the National Education Crisis Committee from gathering to discuss the presentation of such courses at the Department of Education and Training's schools and hostels.

The gazetting of the order on Friday night — it was issued in terms of Emergency Regulations 7(1) — follows an announcement by the National Education Crisis Committee that an alternative history course had already been produced.

Meanwhile, hundreds of thousands of black children returned to their classrooms this week.

Their first week at school was marked by a war of words between the Minister of Education and Development Aid, Dr Gerrit Viljoen, and the National Education Crisis Committee.

The committee accused the Minister of slandering their organisation after he had stated on television that there had been "more talk and promises than results" from those involved in people's education.

Almost the entire executive of the NECC with the exception of two members — one of whom is in hiding — have been detained.

"There is no guarantee the children will stay in school," said Dr Nthato Motlana, president of the Soweto Civic Association.

"The issues that kept them out of school still have to be addressed and of course provocative statements from the Minister are not helping matters.

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# COMMENT

**T**HE Sowetan's campaign to spotlight the problems of black pensioners, has unearthed its stock of woeful tales, including one extraordinary case of an elderly woman who has not received her pension because the official files say she is dead.

The sad story of Mrs Sidah Elizabeth Dire, the 77-year-old pensioner who has not received her pension since March last year, because she was officially "dead", has elicited a flood of offers to help her.

The plight of black pensioners is one of the scandals of South Africa.

While South Africa claims she is not a welfare state, and that people should prepare themselves for their old age, the intolerable manner in which these people are treated is a shame.

Black pensioners collect the pittance given to them in quite a disgraceful manner. Moreover — and this is the ultimate shame heaped on them — they are ill-treated and abused by their own families and fellow blacks.

Very little is being done to better their lot.

Mrs Dire's case is a classical example of bureaucratic bungling and heartlessness.

It is difficult to understand how Government officers could refuse to help a person, who physically and constantly goes to the pension payout points to collect.

The elderly woman has taken almost a year to convince the officials that she is indeed alive, and their files are perhaps wrong.

It might take more time before the wheels of bureaucracy finally iron out such a simple but tragic mistake.

How this woman has managed to survive since March last year is simply beyond us. What we fear even more is that there are other cases involving old people which are just as pathetic.

**N**ASHVILLE, (Tennessee) — Foreign countries giving educational assistance to black students from South Africa have a self-interest motivation that they have to be wary of.

This sentiment was expressed by speakers at a conference here of South African students studying at North American institutions. The theme was "The Road to Liberation: Perspectives, Problems and Possibilities."

About 300 students, exiled and non-exiled, as well as other professionals, attended the conference which was held last weekend.

The keynote address was given by Dr Moku-bung Nkomo who is based at the College of Education and Allied Professions, at the University of North Carolina.

## Interest

Addressing the issue of foreign scholarships, Dr Nkomo said: "Other countries have their aims that do not necessarily coincide with ours. This we must never lose sight of."

"Just as the South African regime has its own self interest — that of minimising our educational attainment — so does the United States, Germany, Britain and other countries that provide educational assistance."

Dr Nkomo said a long-standing practice has been to encourage private organisations and foundations to provide educational assistance as subterfuges of US foreign policy. This policy dates back to 1938 when President Franklin D Roosevelt enunciated an approach to supplement and stim-

# SA students told to be wary of sponsors

## FOCUS

By SELLO RABOTHATA

ulate US foreign policy through private cultural activities. This included educational activities.

Quoting a number of US Government laws, Dr Nkomo told the applauding audience that in 1981 Congressman Stephen Solarz made remarks delivered at a symposium on "The Educational Needs of Black South Africans"

"Mr Solarz was quoted as saying "In addition to the substantial educational benefits flowing out of a scholarship programme there should be definite political advantages for the US as well. Helping to train future South African leaders can be decidedly beneficial to America ... projects like these serve our national interest, as well as our national purpose"

Dr Nkomo added that students are in a Catch-22 situation here. On the one hand, apartheid education serves the in-

terest of a racist regime by enforcing mass compulsory ignorance, by promoting limited literacy to respond to economic needs, by proscribing black intellectual development, and by entrenching social stratification.

As the students seek to escape this grip, they find themselves in another vice — an education that serves the national interest of the United States or that of other countries that provide educational assistance.

## Dreams

"As a sovereign people," Dr Nkomo said, "with our dreams and aspirations for a fundamentally transformed South Africa free to pursue an authentic socio-economic development policy, and an independent foreign policy, would our national interest coincide with that of the US, or of any other country for that matter? I am not advocating the abandonment of our scholarships, but I am simply suggesting that we become aware of the intentions, and that with that knowledge formulate appropriate protections"

He said the immediate and overriding interest should be the achievement of national liberation. "Simply, this means the total destruction of the apartheid system and its replacement with a truly democratic system that represents the interests of all our people irrespective of colour, race, sex and belief. Not only in a political sense but econom-

ically as well. We must do everything within our power to attain this goal without further delay," Dr Nkomo said.

He told the audience that they should direct their efforts so as to complement the resistance of students, teachers and parents within the educational arena, civic and religious organisations, women's organisations, the trade union movement and the liberation movement. There is so much that they can do while in the United States.

Mr David Ndaba, the former chief delegate of the African National Congress' mission to the United Nations who is now a medical student, also criticised the manner in which the scholarships were being administered. He said black South Africans were not interested in having great numbers of people coming to study in the United States.

## Degrees

"The agencies refuse to assist people who wish to obtain more than one degree, and that is what we are after. Our people are not interested in the quantity of those who study here, but in the quality of the education they can obtain," he said amid cheers

An open letter to scholarship agencies was written in October 1984 in which black students claimed there had been an increase in complaints or criticism of certain scholarship agencies. The complaints range from meagre stipends, delay of monthly cheques, lack of academic and social counselling, to preferential consideration and judgments for scholarship awards

The letter pointed out that the most prevalent

complaints were against the agencies' insistence that students live in dormitories. The agencies' argument is that living in the dorm is good for the students' cultural orientation.

"What seems to elude the agencies is that the average US student in the dormitory is 18 years old, while our average age is 24 years," the letter said

The letter added that the students do not only challenge the unjust apartheid laws from whose education they come disadvantaged, but they also try to analyse philanthropic acts such as scholarships given to them. It gave this example.

## Intelligence

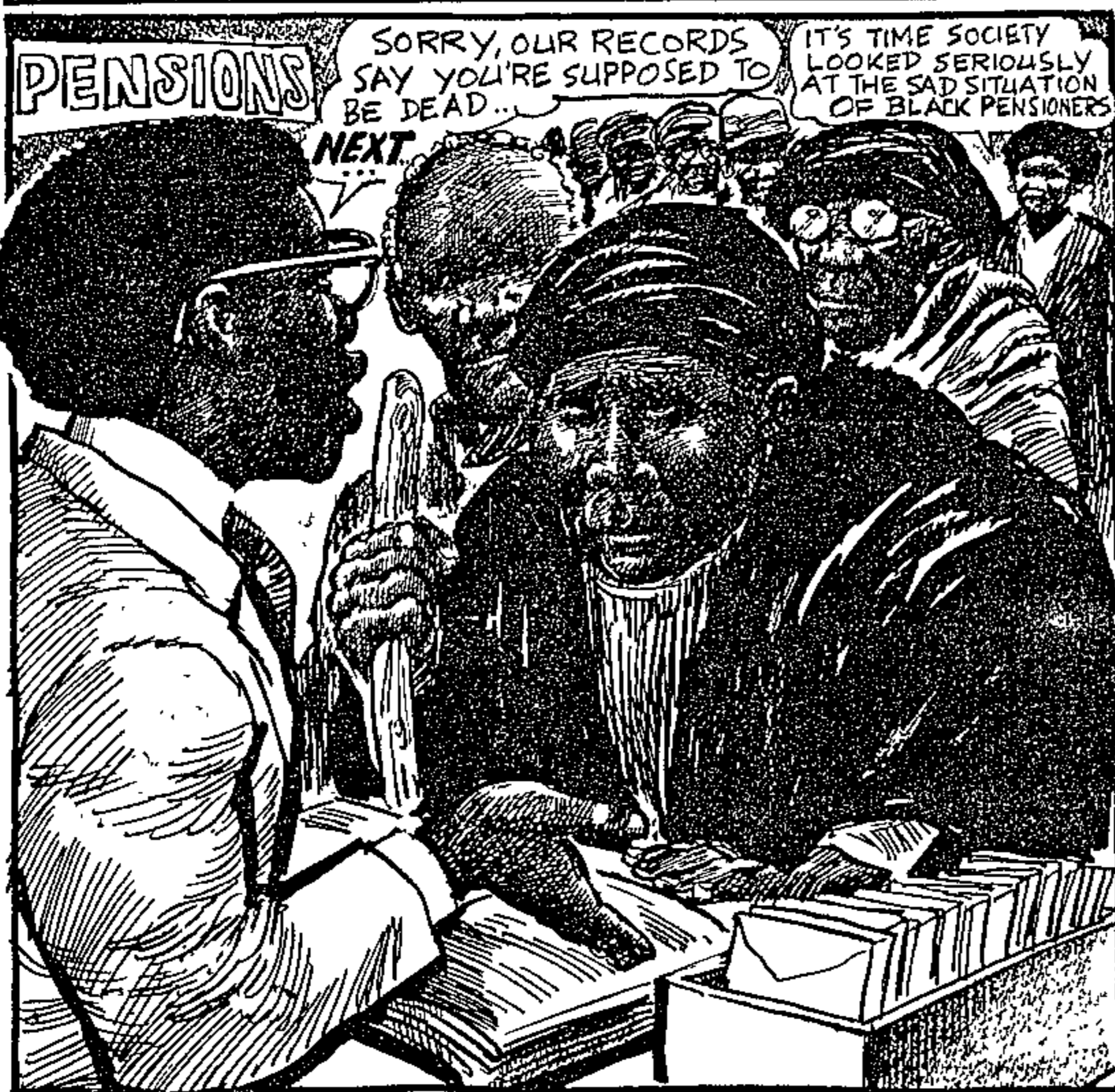
"The apartheid intelligence service, Dons (the Department of National Security, formerly known as Boss) and its 'superspy' Craig Williamson has already demonstrated that scholarship agencies can be utilised as centres of intelligence gathering. Craig Williamson, who used to control IUEF funds (IUEF was an agency based in Geneva, Switzerland, that used to offer scholarships to South Africans) is now in charge of a disinformation section of the racist security system. Are we not then justified in being on guard at all times. Unfortunately, our vigilance has been interpreted as being 'unthankful' by some agencies operating from US.

"We must make it clear that we reserve the right to question or challenge any agency ranging from the United Nations to the rightwing Heritage Foundation".

## Lest we forget

THE Sowetan today remembers journalists around the country who are in detention:

- Zwelakhe Sisulu, Editor of the New Nation, who has been in detention under the emergency regulations for 31 days;
- Mxolisi Jackson Fuzile, Veritas News Agency, who has been detained under the emergency regulations for 214 days;
- Phila Ngqumba, Veritas News Agency, 214 days;
- Brian Sokutu, Eastern Cape freelance journalist, 214 days;
- Siphon Ngcobo, Business Day, detained under Section 29 of the Internal Security Act for 14 days; and
- Clive Stuurman of Saamstaan in Oudtshoorn, who has been in detention under the emergency regulations for 214 days today.



Political comment in this issue by J Latakgomo and A Klaaste. Sub-editing, headlines and posters by S Matlhaku. All of 61 Commando Road, Industria West, Johannesburg

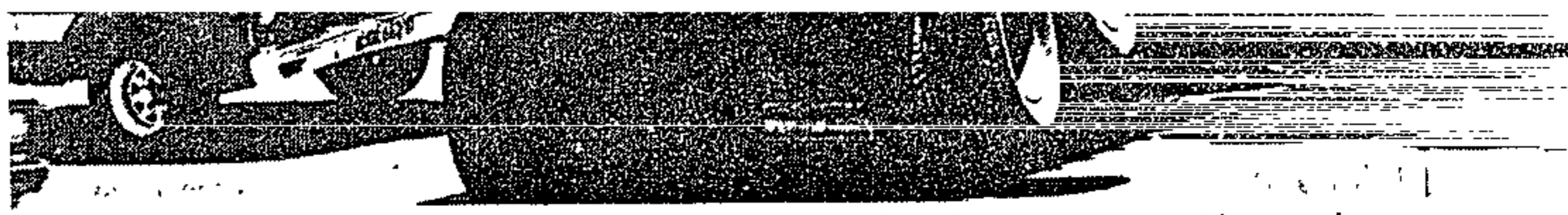
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The truck could easily have ploughed into traffic coming up from behind, but the robot below was red," said a witness.

The truck came to a stop across two lanes of traffic. Traffic officials had to direct vehicles past the blockage.



The runaway articulated truck came to rest outside a car showroom.

# Curbs on NECC DET was consulted



Mr Sam de Beer... hasn't seen NECC syllabuses.

By Susan Fleming,  
Education Reporter

The Department of Education and Training (DET) was consulted by the Commissioner of Police before "people's education" was banned at the weekend, Deputy Minister of Education and Development Aid Mr Sam de Beer said yesterday.

Sweeping new restrictions, which effectively ban people's education for black schoolchildren, forbid the National Education Crisis Committee (NECC) — which heads the people's education project — from gathering to discuss such courses at Government schools or hostels.

A Johannesburg newspaper yesterday said the Commissioner of

Police had not consulted the education department before banning people's education at DET schools.

After conducting a tour of three schools in Alexandra township, Mr de Beer said all regulations covering education were discussed with his department before they were issued.

"All orders are issued only after we have been consulted," he said.

The NECC has completed alternative syllabuses for history and English literature. Mr de Beer said he had not seen them and had no idea of their content.

Mr de Beer's visit to Alexandra yesterday took place amid growing concern about the department's new registration requirements for pupils.

## De Beer urges Alex pupils to stay in classes

Education Reporter

Education was the salvation of the nation, Deputy Minister Mr Sam de Beer told Std 4 pupils in Alexandra yesterday.

Accompanied by police and members of his department, the Deputy Minister of Education and Development Aid dropped in on three Alexandra schools in the course of a series of calls on schools countrywide.

He stressed to pupils, parents and teachers the importance of pupils staying in their classes this year.

At Minerva High School, which has been renamed the "Nelson Mandela School" by pupils, Mr de Beer asked if the Nelson Mandela sign was still painted on the wall.

Mr de Beer went on to urge a Std 4 class, at Phološho Higher Primary School, to work hard this year.

"We are glad you are back. We hope you use this opportunity to learn. We can only have a future in this country if we learn," he said.

The acting director-general of education and training, Mr Jaap Strydom, talked and joked with some of the children.

"God bless you, we love you all," he told one class.

At a Press conference before he inspected the schools, Mr de Beer thanked township residents for their patience in waiting for better facilities.

He said the department was upgrading educational facilities in the area and said six new schools were planned for this year.

The DET had also allocated R800 000 for sporting facilities.

"We realise that the future of our country will be decided by the education of our children and we are sincere in giving our children the best education possible," he said.

Parents and pupils have expressed concern about a regulation which stipulates that parents must sign forms indemnifying the department if their children are killed or injured while being transported to and from school in Government vehicles.

Mr de Beer said: "The vehicles we are talking about are only purely for educational purposes — for example, transporting a child to a sports meeting."

Acting Director-General of Education and Training Mr Jaap Strydom said this type of form was standard procedure.

"The registration regulations have been misunderstood," he said.

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# DET to build 6 schools in Alex



13/1/87

SEWETAN

By SY

MAKARINGE

THE Department of Education and Training is to build six schools — five primary and one secondary — in Alexandra Township this year, Deputy Minister Mr Sam de Beer announced during a tour in the township yesterday.

Mr de Beer said two of the primary schools would be built between January and March at a cost of R600 000, while two more, Ikageng and Zenzele, would be put on tender on Thursday.

He said as far as upgrading was concerned, two existing school buildings had already been converted into double-storeys. He said R53 000 had also been set aside for improvements to other schools while R800 000 would be allocated for sporting facilities.

"I would like to thank the community of Alexandra for their patience and perseverance for years of waiting for better facilities. We are here because of our sincere wish for our children to obtain the best possible education," Mr de Beer said.

He said it must be realised that the future was going to be decided by the education of the children.

Meanwhile, the Transvaal Indian Congress (TIC) has issued a call to all headmasters of Indian schools to admit children of all races when schools re-open today.



two others.

*CME Times 13/1/87*  
**Indian pupils return**

DURBAN. — More than 240,000 Indian pupils return to classes countrywide today when schools reopen for the new term, the chief director of the Department of Education and Culture (Delegates), Dr G K Nair, said yesterday. Eight new primary and secondary schools in Natal and the Transvaal open their doors today, he added. However, hundreds of newly-qualified Indian teachers have not yet been found employment by the House of Delegates.



# 240 000 Indians return to school

Mercury Reporter

MORE than 240 000 Indian pupils return to their classrooms throughout the country today when schools reopen for the new term, according to Dr G K Nair, Chief Director of the Department of Education and Culture in the House of Delegates.

Eight new primary and secondary schools in Natal and the Transvaal open their doors for the first time today, he said.

Dr Nair said that about 50 pupils of the

Kearsney State-aided Primary School near Stanger, which was gutted by fire on December 26, would be bussed to Stanger Manor at the department's expense.

He said the school had been closed and the police were still investigating the cause of the fire.

More schools were expected to open shortly bringing relief to children in areas such as Shakaskraal and lower Tugela where pupils were being bussed to other areas.

Meanwhile, the fate of hundreds of newly

qualified Indian teachers who have not yet been found employment by the House of Delegates still hangs in the balance.

Mr Pat Samuels, president of the Teachers' Association of South Africa, said a delegation from Tasa was seeking an urgent meeting with Mr F W de Klerk, Minister of National Education, to persuade the minister to employ the graduates.

To employ the 400-odd graduates in Indian schools, the House of Delegates will have to find another R5 000 000. It's not a lot considering the future of Indian education, he said.



Mr J P Brummer . . . . .  
Damelin.

# PUPILS FLOCK TO CITY COLLEGES

*Sowetan  
15/1/87  
SO  
AA*

**CORRESPONDENCE** colleges in Johannesburg are being flooded with applications from black pupils as uncertainty and tension continues to grip township schools.

Many Soweto pupils have also started a big exodus to schools in the home-lands and, to a lesser extent, private schools in and around Johannesburg.

Spokesmen for two leading correspondence colleges in Johannesburg attributed the big influx of black pupils to these colleges to, among other things, last year's disruptions.

**By SY MAKARINGE**

Mr Johann Brummer, principal of Damelin Correspondence College, yesterday said although he could not give exact figures now, indications were that there would be "a heavy enrolment" this year.

He said last year the college enrolled more than 20 000 pupils, compared with 15 000 over the same period in 1985.

"There has been a flood of students during

the past few days.

"We don't have the figures as yet, but we are expecting a dramatic increase over last year's figures," Mr Brummer said.

He said the day-school, which can take 1 200 pupils, was also nearly full.

Mr Barry Botha, academic adviser for Union

Correspondence College, said more than 5 000 pupils had applied for enrolment during the past two weeks.

"We also received more inquiries about the courses we offer than in previous years," Mr Botha said.

He said the influx started last year when schools were disrupted in black areas.



# Pupils slam education ban

THE ban on people's education was a "loud and clear declaration that the Government is not prepared to solve the education crisis," the South African National Students Congress, said in a statement.

"Thousands of students went back to school despite the fact that fellow students, student leaders and members of the National Education Crisis Committee are still in detention, and the state of emergency has not been lifted.

"We must warn the Government that if going back to school means more swallowing of the colonialist education that we so much abhor, then it will have itself to blame if schools are going to run empty." — Sapa.

Chit Times 15/1/87  
**PTSA**  
wants 'open'  
school

Staff Reporter

THE Rylands High School Parent/Teacher/Student Association (PTSA) yesterday demanded that all students irrespective of race, colour or creed be admitted to the school.

The call came after allegations that several pupils were turned away on racial grounds this week.

A spokesman from the PTSA said yesterday it had come to their attention that prospective pupils were turned away on Monday and Tuesday. He said their parents believed this was done on racial grounds.

The headmaster, Mr Ismail Moosa, yesterday denied any racial considerations for enrolling pupils.

He said three or four pupils were refused admission "not on the basis of race, but because they could not be accommodated in particular classes".

The executive director of the Department of Education and Culture (House of Delegates), Mr A K Singh, said that preference was given to Indian applications.

However, "if there is accommodation and no problem with course selection we do take other pupils".

He said there were no quotas at schools under the department.



BACK TO SCHOOL ... DESPITE THE CRACKDOWNS

# Swabbing out the township past

MEN wielding paint brushes and carrying pails of paint are busy removing the names of leaders of the outlawed African National Congress and the South African Communist Party from the walls of black schools.

The names — Nelson Mandela, Oliver Tambo, Walter Sisulu and Joe Slovo — were painted on the walls by young activists in township classrooms in the past two years.

Emblazoned on school walls in townships around Johannesburg, they signalled a bid to rename the schools after them in recognition of their fight against the established order.

The men armed with swabs were ordered into action after a visit to black schools in Alexandra by the Deputy Minister of Education and Training, Sam de Beer.

It was as if he were trying to wipe the slate clean ... to begin again at the beginning.

The new year undoubtedly started differently. Thousands of black pupils returned to school, signalling the end of the boycott which disrupted black education in South Africa last year and, at different levels of intensity, every year since 1980.

But the struggle between the Department of Education of Training and its radical foes for control of township classrooms is far from over. It has merely entered a new phase.

The demand of many black pupils returning to school after the turmoil and boycotts last year is for "people's education".

After a brief flirtation, the boycott-encouraging slogan "liberation before education" has been discarded. It has been replaced by a new rallying cry: "people's education for people's power".

The aim is not to boycott state-run schools but to change them from

Last year the schools were daubed with new names: Oliver Tambo, Nelson Mandela, Walter Sisulu. This year, officials with paint buckets are blacking them out. PATRICK LAURENCE reports

within by the introduction of courses designed to help pupils to "understand the evils of apartheid" and to prepare them for "participation in a non-racial, democratic system".

It is against that background that most black organisations have urged pupils to return to school.

The National Education Crisis Committee has called on the government to grant control of black education to the black community, saying "We want to resume the duty of setting syllabuses."

The authorities are clearly nervous of the new demands, as manifest by

two successive Emergency decrees

The first empowered the director-general of black education to prohibit any course not approved under the Education Act of 1979, thus effectively outlawing all but officially approved courses. The second, issued a week ago by Police Commissioner Johann Coetzee, forbade all meetings held under the auspices of the NECC where people's education is even discussed.

Most NECC executive members are already in detention, including its chairman, Vusi Khanyile, and its secretary, Molefe Tsele So, too, is Zwelakhe Sisulu, editor of *New Nation* and chairman of the NECC commission into an alternative people's education.

The Minister of Education and Training, Gerrit Viljoen, has charged on television that people's education is inspired by political rather than

educational objectives. He cited its declared aim of eliminating "capitalist norms of competition" as evidence of its Marxist outlook.

Eric Molobi, one of the few NECC executive members who has managed to elude the Security Police, hit back promptly "(Viljoen) has correctly interpreted people's education as a threat to his government," he commented.

Molobi rejected a cherished and oft-repeated notion of the Department of Education and Training that it offers a politically-free education.

"We reject Bantu Education as a reactionary education system, very political in content and form," he said. "It is not coincidental that students refer to it as 'gutter education' because it is just that."

He was seemingly referring to without specifically quoting the words of the architect of Bantu Education, Hendrik Verwoerd, who declared, "There is no place for (the black man) in the European community above the level of certain forms of labour."

The Department of Education and Training has repudiated that statement — in the words of Jaap Strydom, acting director general of black education — "over and over and over again".

But the suspicion lingers in the black community that behind all the new terminology the intention is still the same.

Molobi, who helped with the first draft of a people's education history textbook, challenged Viljoen to deny that history, as taught in state schools, black and white, teemed with "historical and political discrepancies, omissions and distortions, aimed at maintaining white minority rule while belittling the majority of our people".

Where Strydom has justified Emergency measures as necessary to keep "intruders and intimidators" out of black schools, Molobi countered by referring to the posting of soldiers in schoolyards.

"It is strange that he conveniently ignores the role of the South African Defence Force," Molobi said.

By any criteria — per capita expenditure, teacher-pupil ratios, end-of-school exam results — black education is inferior to the education received by white children.

Per capita expenditure on black children is less than a sixth of that on white children. Teacher-pupil ratios for blacks are about 1.40 against 1.20 for whites. End-of-school pass rates are much lower in black schools, 50 against 90 percent.

Black education is not merely second best. It is fourth best, being inferior — by the criteria cited above — to the state education given to Indian and coloured children.

But many black parents — perhaps even a clear majority — want the turmoil in schools to end. Peter Mundell, of the Department of Education and Training, contended: "Black parents are determined to cut the clutter and get on with it."

The attrition rate at black schools is disturbing. For every 100 black pupils who start school, only 10 survive to write the school-leaving exam at the end of standard 10. Of these, only 50 percent pass — against more than 90 percent for whites, nearly 86 percent for Indians and about 66 percent for coloureds.

Faced with the threat of a whole generation of drop-outs, a majority of parents may even temporarily settle for inferior education as better than no education. Their children may be less pragmatic, even in the short term.

As the South African National Students Congress warned: "We must warn the government that if going back to school means more swallowing of the colonialist education that we so abhor, then it will have itself to blame if schools are going to run empty."

Whatever the immediate outcome, as Viljoen has conceded, there can be no long-term solution to the crisis in schools until blacks are accommodated politically. That, however, is a long way off.

## The school trickle becomes a flood

By SEFAKO NYAKA

YEARS of class boycotts in black schools seem finally to be over as hundreds of thousands of pupils have flocked back to classes in the past week.

The intake in some areas is so high that for the past week officials have been battling to cope with the registration of pupils.

The influx is attributed to return-to-school pleas by community, political, church and educational organisations. Earlier the Azanian People's Organisation, the UDF and its affiliates, the NECC and the Azanian Student Movement called on pupils to return to school.

"Our education system has suffered severe disruption for more than two years and we have already lost thousands of youngsters who will never get the schooling they need."

"Teachers, parents, and community leaders must do everything in their power to get the schools humming again. We owe it to our children and their future," Leepile Taunyane, president of the Transvaal United African Teachers Association said.

The South African National Students' Congress said the return to school should be a challenge to the Department of Education and Training to resolve the education crisis.

The radical student voice seems to be drowned by the well-intentioned voice of the moderates, and pupils have indicated they will be on the lookout for agent provocateurs wanting to disrupt their education.

DET representative Peter Mundell said although comprehensive reports will only be available after all the paperwork has been done, "the reports from all the regions are very positive. The gist of it is that each region reports a higher enrolment than last year."

The high turnout comes in the wake of stringent emergency regulations to control the movement and actions of black pupils.

The regulations demand that parents must guarantee that their children will not be responsible for anything which might lead to the DET closing the institutions again.

The regulations also effectively squash "people's education".

How long pupils will remain in class depends on whether they make any new demands, how the DET responds to these, and how it handles the controversy surrounding pupil admission forms.

Parents are particularly worried about an indemnity clause in the forms, which states: "...in the event of my child/ward being conveyed in a government vehicle, or any other form of transport I indemnify the State and State employees against any claim for compensation as a result of loss of life or personal injury to my child/ward or any loss of life or damage to his/her property".

Parents believe this indemnifies the DET, SAP or SADF in the event of a pupil dying while being transported in a Casspir or police van.

Mundell said the clause refers to the use of departmental transport when pupils go on a soccer tour.

"It is exactly the same form that all parents have to sign. The same clause is in all enrolment forms issued by all education departments and I don't think black parents have any grounds for suspicion," Mundell said.

Some Soweto headmasters have written to the DET stating that parents have decided that despite their refusal to sign the forms, they are prepared to keep their children at school.

"I told the DET not to make an issue of the forms but rather to be pragmatic and accept the parents' word that they will keep their children at school," a headmaster said.

Mundell said if such a request was granted there was nothing preventing parents in other areas doing the same.

He said a minority of parents were unhappy about the admission forms, but once the sentence is explained to them, "there doesn't seem to be a problem anymore".

A request by students for a "brief period of revision before writing exams in February" has been rejected, Mundell said. At the end of last year, his department made it clear that under no circumstances would special examination sessions be arranged for 1987.

"Our experience last year taught us that the massive effort and expense was not justified. It did nothing to advance the cause of education."

## Gloomy days for those sent away

By SEFAKO NYAKA

GLOOM and despondency this week replaced the excitement that prevailed in the Masemola household last Wednesday.

A few days ago the Soweto family packed the belongings of their two sons and daughter and sent them off to a school at Burgersfort in the Lebowa bantustan.

But at a meeting in Diepkloof last Saturday the issue of Soweto parents who sent their children to homeland schools was discussed.

Although no decision was taken, the family is worried that a decision to order parents to bring back their children might be made at this Saturday's continuation of the meeting.

For three years now Tebogo, Mmampho and Lebamang — and others in their age group — have not written exams.

Last year when it became clear it was going to be another "wasted year" for her children, widowed Dorah Masemola decided to send the children to her sister in Lebowa



On a bicycle built for one ... children born in the year the boycotts began join older siblings going back to school.

Picture: JUDA HIGWENYA, Roulter

She previously turned down three offers from her sister to send the children to her, but now, after months of agonising indecision Masemola relented.

Sending the children away to school is a real sacrifice for Masemola, but she couldn't bear to see another year of "money down the drain" for school uniforms, books, fees and transport.

"My neighbour, who went to the meeting, told me that the issue of parents sending their children to schools in outlying areas was raised, but no decision was made. I understand a lot of pupils demanded that the children be fetched."

The prospect of bringing her children back to Soweto, after she got an advance from her employers to buy books, uniforms and pay for their transport to Burgersfort, is causing sleepless nights for Masemola.

"What worries me is that if a decision is made at Saturday's meeting

that they should come back, my children will be treated like outcasts if they go back to their former school."

The NECC and the Soweto Student Congress said no decision was taken to call for the return of pupils from the homelands.

But the radical element in the student body has accused some pupils of running away from it all.

"If you don't want your child to die, whose child do you expect to die? If you don't want your child to fight the education system, whose child do you expect to do that for him?" a pupil asked parents at the meeting.

While most parents agreed that "we should all be involved in the struggle" some felt that parents whose children were enrolled at schools outside Soweto should be allowed to keep them there.

Meanwhile, Masemola awaits the outcome of tomorrow's meeting keeping her fingers crossed that the radical element does not influence the decision.



# Church to focus on education

DA  
16/1/87  
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## Dispatch Reporter

GRAHAMSTOWN — A resolution requesting the repeal of laws which make it possible for people to be detained without trial will come before the annual national conference of the Church of Ethiopia.

The conference starts at St Cyprian's Church, Port Alfred, on Sunday and will end on Tuesday.

Concern for the serious problems affecting black education will also be voiced.

The conference will be asked to note that:

● No effective education had taken place in many schools in South Africa since 1984;

● This was bound to have a negative effect on the development of the black community and the future of South

Africa;

● There were signs that scholars wanted to return to school and continue their education;

● The black community supported efforts to have the schools re-opened and an educational environment re-established.

The resolution calls on the authorities to remove all obstacles which have led to the disruption of education and enter into serious negotiations with accepted leaders of the black community to seek solutions.

The conference will start and end with a celebration of the Eucharist.

This will be followed on Sunday by a plenary meeting on shared ministry and subsequent discussion.



# 'Coloured' schools are open to all races — Ebrahim

By RAYMOND HILL

THE "open school" policy designed by the Department of Education and Culture, House of Representatives, is being continued — although details of the various population groups attending will not be revealed.

The decision to allow pupils from all population groups to attend "coloured" schools was taken last year by Mr Carter Ebrahim, Minister of Education and Culture in the House of Representatives.

Mr Ebrahim said at the time it was his department's policy to appoint teachers of all races on the same conditions.

It was also the established policy of the Labour Party.

The policy, he said, had been in operation since the days of the Coloured Person's Representative Council when the Rev Allan Hendrickse, then executive member for education, opened coloured schools to Africans.

Mr Ebrahim said that even prior to that coloured schools had traditionally been open to Africans.

Thousands of pupils at schools administered by the

department went back to the classroom this week.

Relevant figures will be released by the department later this month.

Mr Ebrahim said this week that his department was not making a survey of how many African, Indian, coloured or white pupils were attending the schools under his jurisdiction.

"The responsibility of registrations at our schools is given exclusively to the principals concerned," he said.

WIE Post  
50

17/11/81

# Cost of school uniforms hits parents

By MIKE MABUSELA

PARENTS in Port Elizabeth's townships are feeling the pinch after forking out for uniforms for the new school year.

They suggest that the Department of Education and Training should introduce a standard uniform for all schools — with individual badges to depict the various schools — to cut the spiralling costs of outfitting their children.

Parents think a dark colour should be used for girls' skirts or gym tunics. Trousers with ordinary white shirts, which can be bought at any discount clothing store, should be standard for the boys.

Mrs Nomisile Mngxilo, of Kwazakele, said that during her schooldays the uniform for all boys was khaki shirts, khaki trousers and black blazers, while girls wore white shirts and black tunics.

This should be re-introduced to cut costs, she said.

Mr. Marais Ncapayi said the Government should also consider re-introducing the use of slates in primary schools.

He said a child could use a slate for the whole year, while exercise books had to be replaced frequently.

Buying exercise books is just too much for a man earning R100 a fortnight who has a family to support, house rent to pay and uniforms to buy for his children."

He said many things had changed. During his school-days children were supplied with food at school, which was not done today. Parents did not have to worry about providing pocket money.

Mrs Nomalizo Mafongosi, formerly of New Brighton, who now stays in Kwazakele, said she had to buy a new uniform for her daughter, Nondumiso, who will be doing Standard 3 this year at Aron Ngqandu Higher Primary School in Kwazakele.

Last year, Nondumiso attended the Pendla Higher Primary School in New Brighton.

Her uniform at Pendla was a yellow tunic. Now to attend Aron Ngqandu she had to get a bottle green tunic, mustard socks and a green tie.

Mr Mille Ntse, of Kwazakele, feels a badge should be the only distinguishing emblem for schools.

He feels that when a principal or school committee wants to introduce a new school uniform the community should be consulted.

He could not recall any such meeting being held in

the townships.

"People should always be informed of what would affect them," Mr Ntse said.

The liaison officer for the Department of Education and Training, Mr Peter Mundell, said in a telephone interview from Pretoria that school uniforms were decided upon by the school committees and parents at meetings normally held once a year.

Parents then had the opportunity of approving whatever uniform they wanted for their school. If they wished they could vote against proposed uniforms for their children's schools.

The department, using the South African Bureau of Standards, had researched the question of uniforms following a number of complaints.

The SABS found it was actually cheaper for pupils to wear school uniforms than clothes of their choice.

Mr Mundell said school committees usually picked their material very carefully, making sure that it was affordable.

None of the school committees were available for a comment. Principals also declined to comment.



50 SWN TIMES 18/1/67.

By SIMON ANDREW, CHARIS PERKINS and SAMKELO KUMALO

PRIVATE schools and correspondence colleges have been inundated with applications for enrolment from black students.

Mr Job Schoeman, chief liaison officer of the Department of Education and Training, said school unrest could be the reason why more children were applying for English-language private schools.

"But black government schools are also being well attended, and many of them are over-enrolled," he said.

Black parents — 'the silent majority' — are getting tired of the disruption and unrest in schools. I think they are behind the change in attitude towards education.

The most expensive private schools have also been overwhelmed by applications from prospective black students.

The headmaster of Redhill, Johannesburg; Mr Jeremy Barnes, said his school was full and was having to turn away three or four black applicants a day compared with three

# Education before liberation

or four a week last year.

"My feeling is that the cry of black students is changing from 'Liberation before education' to 'Education before liberation', he added.

The headmaster of Marist Brothers' College, Inanda, said there had been "an unbelievable increase" in black applications compared with last year — between 10 and 20 a week.

"Unfortunately, we have been able to accommodate only a few."

St John's College, Johannesburg, has been "inundated", says the headmaster, Mr Brian MacFarlane.

"One couple turned up on my doorstep pleading with me to take their child."

He said that the lengths black parents were prepared to go to make sure their children were properly educated was illus-

trated in a letter from an Orlando parent: "In the likely event of a bursary being unobtainable, I am determined to empty my purse into the head of my son."

Some of the most heart-rending applications, of which there are hundreds, come from the children.

One Std 6 pupil wrote: "I regret to say I am compelled by the unrest to apply for admission to your school."

"I live in Sharpeville, Vereeniging. I am a member of the church and I play football."

Another headed his letter "Applying for a school".

Mr J Gerber, principal of the Rapid Results Colleges, said the number of black stu-

dents was definitely on the increase.

The Eden Education Group in Johannesburg receives between 80 and 100 inquiries from prospective students a day, but only six percent of enrolled pupils are black.

The headmaster, Mr Zuilberg, said these students encountered all kinds of difficulties.

"We can't get permission for our black pupils to pay student rates on Johannesburg buses. They also struggle to cope with English as the teaching medium. And I think they suffer enormous pressure from black radicals not to enrol with us."

"But they are doing well, and they don't seem to become discouraged," he said.

The principal of Johannesburg's Darnell College, Dr Isaac Kriel, said the college had had a big increase in black students. Meanwhile, registration in black schools

all over the country has been proceeding smoothly, according to Mr Schoeman.

He said the registration of pupils in Soweto last week had been disrupted by hotheads. However, this week registration had gone well. "We hope that past disturbances will not be repeated and children forced to spend another year outside classrooms."

There had been problems with some parents about filling in a form which indemnifies the Government if a pupil is injured or killed, or there is damage to property while pupils are being transported for educational or sports purposes. The indemnity is requested by all education authorities.

"This clause had not been fully understood by parents. If they do not sign the indemnity clause it is not a condition of a child's acceptance," Mr Schoeman said.

"But the child will stand to lose academically in school and on sports tours." The department was also not in a position to repair all schools damaged during unrest.





Teacher Bonnie Wiggell takes the roll-call as the first "normal" school in the country starts classes.

## Pupils pour into Natal's schools

MORE than 30 000 coloured pupils returned to their classrooms throughout Natal this week when schools opened after the annual holidays.

Coloured education authorities in Durban reported a big increase in the number of applications for enrolment by black pupils.

"In most cases the applications will be accepted, but in areas where there is a shortage of classroom accommodation for coloured children, black pupils will be refused admission," a spokesman for the Department of Education in the House of Representatives said.

He said that one of the main reasons given by black parents for their children to study in coloured schools was that they regard coloured education as being of a higher standard.

"It is quite remarkable that although some black pupils lived next door to a black school they still chose to go to a coloured school several kilometres away," he said.

Blacks were being admitted to coloured schools following a ruling by the House of Representatives to open its schools to all race groups.

He said new enrolment figures at schools in Natal would be available later in the week because some schools had not yet completed their intakes. — Sapa



Getting to know each other on the first day at South Africa's first non-racial school, Uthongathi.

CITY PRESS  
18/11/67

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# 155 students in dire need of sponsorship

By MICHEL DESMIDT

THE bankrupt Port Elizabeth Benevolent Society still needs sponsorship for 155 technikon and university students now facing registration deadlines if they are to continue their studies.

So far the only financial assistance has come from the Uitenhage motor manufacturing firm, Borg-Warner, which has come to the rescue of 17 of the nearly 200 Port Elizabeth students whose education was previously sponsored by the society.

Borg-Warner had provisionally pledged

R63 000 for the students' tuition and residential fees for a year, said Mr Soya Mama, the society's chairman.

Mr Mama said a list of needy students would be submitted to the Port Elizabeth Chamber of Commerce today for possible assistance.

Goodyear had also shown a "positive" response and the Netherlands Consulate was awaiting approval from the Cape Town Embassy to sponsor five students.

Two urgent applications for funds were from two final-year medical students at Medunsa.

Mr R Sume and Miss Z Ngam, both of New Brighton, had completed their sixth year, but were unable to complete their studies because of the lack of money.

There were other cases of medical students midway through their studies needing sponsorship. About half the students

were at teachers' colleges with the balance at universities or technikons.

Many students had to register from today. The society had managed to "scrape together a few pennies" to pay for the registration fees of five Port Elizabeth Technikon students, he said.

Mr Mama urged people wanting to contribute to telephone him at 413390. He stressed that at this stage, the society was asking for sponsorship and not funding.

"Until we get a welfare number, we will not be able to ask for funding."

# Chaos as pupils arrive

Post Reporter

19/1/87  
EVE Post  
SO

THERE was chaos today when hundreds of pupils arrived to enrol at schools which had not yet been officially opened.

And at other schools, whose opening had been sanctioned by the Department of Education and Training (DET), pupils milled about aimlessly with no teachers to direct

them.

The liaison officer for the DET in Pretoria, Mr Peter Mundell, said there was still a great deal of confusion about the situation in the Eastern Cape.

Teachers from a number of closed schools assembled at the Ikwezi Lomso High School in Zwide today, as they have done since the beginning of the academic year on January 5.

At the Johnson Marwanqa school in New Brighton, about 800 pupils were told by the principal to go home.

He said the meeting of parents and DET officials had not yet taken place and that a date for the reopening of the school had not been set.

At other schools, including Newell and Cowan high schools,

pupils milled around the empty buildings for some time before dispersing.

Registration at other schools started as scheduled and will continue through to January 30.

Mr Mundell said the problems were all at schools which were among the 51 closed and de-registered by the department



CAP Tr Akwes 20/1/87 (50)

# DET backs down on 'school bus' indemnity clause

JOHANNESBURG. — Parents no longer have to sign "indemnity forms" before their children can be admitted to schools controlled by the Department of Education and Training.

According to the Legal Resources Centre, the Department of Education and Training (DET) has conceded that the controversial clause that indemnifies the department if children are injured or killed while travelling in Government vehicles cannot be a condition of registration.

Mr Geoff Budlender, director of the centre, said a telex was sent to the Director-General of Education and Training, stating that the centre took the view that the DET could not legally compel parents to sign the clause.

He said the telex had been sent as matter of urgency after they had been consulted by parents whose children had applied for admission to Soweto secondary schools. They pointed out to the director that the clause had caused widespread public anxiety.

In reply, the director admitted that parents could not be compelled to sign the clause. The director had added:

"Parental approval must be obtained for pupils to be transported for the purpose of educational tours and sport outings, or if a pupil has to be transported in case of an emergency. The object was merely to obtain blanket approval from parents."

Mr Peter Mundell, DET liaison officer, said they had communicated with the centre and confirmed that the signing of the clause was not a condition of registration of a pupil.

● Re-enrolment at black Eastern Cape schools — which were hard hit by the stayaway last year — was progressing well today, DET spokesman Mr Job Schoeman said.

Thirty six of the 60 schools closed last year reopened today at the request of parents.

A further six would reopen soon, while parents from the 18 others would soon meet to discuss them being reopened. — Sapa.

## IDB appeal: Delay for documents

### Supreme Court Reporter

NO date has been set down yet for the hearing of Mr Adriaan Nieuwoudt's appeal against his 11-year prison sentence for illegal diamond dealing.

Mr Nieuwoudt, former kabus king, was sentenced to six years and five years on two charges in May last year.

Before a date can be set for the appeal six copies have to be made of the 11 000-page court record as well as tape-recordings, photographs and hundreds of pages of exhibits.

This could take another two months.

Mr Nieuwoudt is on bail of R10 000.

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# Govt pledges to reopen all 73 closed schools

## Own Correspondent

**JOHANNESBURG.** — The government has reopened 47 of the 73 schools it closed last year and the remaining 26 will be operating before the end of the month.

The chief liaison officer for the Department of Education and Training (DET), Mr Job Schoeman, said yesterday that 36 of the schools closed in the Eastern Cape were reopened yesterday when pupils arrived to register for the new year.

Most of the pupils registered yesterday at virtually all higher primary and secondary schools in the Eastern Cape, Mr Schoeman said. The only area from which he had not received a report was East London.

He said a further six Eastern Cape schools would reopen before the end of the week and another 18 would follow suit within the next week.

The 10 schools closed in Soweto last year have reopened and two schools closed in Katlehong, Germiston, will reopen on January 26. The Lamontville

secondary school closed in Natal is now open, Mr Schoeman said.

He said no areas in the country were affected by any problems this year.

The application forms which a number of Soweto pupils were refusing to sign were not conditional for their registration, Mr Schoeman said.

Pupils are rejecting a clause in the form indemnifying the State against any injury received by a pupil while transported in a government vehicle. Pupils whose parents fail to sign these forms will simply not be allowed to be transported on educational tours, Mr Schoeman said.

## Confusion

He added that Soweto pupils who were not accompanied by a parent or legal guardian were being refused registration.

From Port Elizabeth, meanwhile, the Cape Times correspondent reports that despite confusion there was a 60% turnout of African pupils in the Eastern Cape yesterday as secondary and higher primary schools reopened.

DET liaison officer Mr Peter

Mundell said from Pretoria yesterday that enrolment of pupils in opened schools "went very well", though he confirmed there was still a great deal of confusion about the reopening of schools in the Eastern Cape.

Confusion marked the scheduled return to black secondary and higher primary schools in Port Elizabeth yesterday when hundreds of pupils arrived to enrol at schools which had not yet been officially opened.

He said those opened included 36 of the 60 secondary and higher primary schools closed by the department last year following more than 26 months of disruptions and class boycotts.

Mr Mundell added that another four secondary and two higher primary would be reopened within the next few days.

At one school — Johnson Marwanqa in New Brighton — some 800 pupils were told by the principal to go home when they arrived at the premises early in the morning. He said the meeting of parents and DET officials had not yet taken place, so a date for the reopening of the school had not been set.



# Education meeting cancelled

By SANDILE MEMELA

21/12/66  
CITY PRESS

A CONSULTATIVE workshop to discuss the current education crisis has been cancelled.

The two-day meeting, which was to have taken place at Wits University this weekend - has been called off because "a number of leading participants are now unable to attend".

50 The meeting was convened by the executive committee of the Education Faculty to explore possible constructive responses to the present situation.

Hundreds of delegates from education-related community organisations had been invited to attend.

# Open schools to all — bishop

Dispatch Reporter

QUEENSTOWN — The Grahamstown-based leader of the Order of Ethiopia, Bishop Siquibe Dwane, called here for a single educational system, with schools — and opportunities — open to children of all races.

"In order to be free, we've got to be free together," declared Bishop Dwane, whose church is a branch of the Anglican Church of the province.

Speaking at a meeting at St Michael's church hall, he asked: "Why is the Afrikaner so preoccupied with his own identity? I lived with people of many races in England for about five years, and never felt threatened."

He declared: "Education here is part of the grand scheme of apartheid. When Bantu education was introduced in the 50s, the intention was to create a subservient labour force."

"We must not make the mistake of thinking

the government has really shifted from that policy. I don't believe there has been any fundamental change: policies are still directed in the spirit of separate development."

Bishop Dwane, a member of the Bishops' Bench in the province, and who has a Doctor of Philosophy and has studied at King's College, London, said that any new policies were simply apartheid dressed up in smarter clothes.

"That is not good enough. Real change must remove all discrimination. A single educational policy is the only one consistent with the government's declared aim to move away from discrimination."

Bishop Dwane, whose great-grandfather founded the Order of Ethiopia in order to express Christianity in African terms, called for more contact between schools representing different races.

"We must prepare for the future," he said.



Americans have realised that declining levels of education and technological prowess are threatening to reduce a future United States to a second class economic power. RAMSAY MILNE of the Argus Foreign Service reports from New York.

ARGUS 21/1/87 50

# US pouring millions into education reform plan

**"JOHNNY can read. Johnny can learn."**

For Americans, aware that declining levels of education and technological prowess are threatening to reduce a future America to a second class economic power, those familiar little kindergarten homilies have become clarion calls for action.

Not since the first Russian sputnik circled the earth in the world's first successful satellite launching, serving notice that Soviet technology was more advanced than anyone else's, has the United States prepared to pour more money, resources and planning into reform.

The aim, of course, is to do for education what President Kennedy did for space — put the United States, then lagging behind the Soviet Union, ahead of its competitors.

This time it is Japan that has provided the jolt, with a government study revealing in painful detail why Japan's educational system, once the worst in the world, has made Japan a world leader, and why the US has slipped alarmingly.

The report has at least one shred of comfort for Americans confronting the fact that in today's competitive world knowledge is everything and that their former "pupils", the Japanese, possess it. The report rates about 20 per cent of American high schools and 20 of the country's universities among the best of the world.

But the problem here — as indeed it is in South Africa — is that outside affluent communities most high schools are mediocre, syllabuses are inadequate to meet these rapidly changing times and students lack the self or school-induced disciplines that, like the Japanese, produce the best results.

There are some obvious lessons for South Africa. Ill-trained; ill-educated work forces hardly equip a country for the fierce technological competition that is now determining which countries prosper and which

will languish with second or third-rate economies.

The mere title of the Washington report that sounded the alarm bells, *A Nation at Risk*, is an indication of how seriously its authors, among them the top educational experts in the country, view "the tide of mediocrity" existing in America's educational system.

Among the causes:

- In such prime subjects as science, mathematics and social studies, American students are taught less for fewer years than in Japanese, British, West German, French and Soviet schools.

- In Japan, for instance, high school pupils take more advanced mathematics — including calculus — than most American university students.

- Geography teaching is of such a poor standard that most American 12-year-olds are unable to locate their own country on a map.

- A critical shortage of teachers, unlike Japan where, in a highly-respected profession, there are five applicants for each vacancy.

All this adds up to the fact that the US, once the unquestioned champion in industrial research, production and innovation — and sales — is now rapidly forfeiting its lead — and with it, losing a large share of markets, notably in the multi-billion dollar high-tech electronics and car manufacturing industries, where American dominance once seemed complete.

By urging a campaign on the scale that one former Secretary for Education described as comparable in "scope, cost and dedication" to the Marshall Plan that rehabilitated post-war Europe, Americans are demonstrating how seriously they now take little John and Jane's reading, writing and arithmetic.

# Delay in admitting pupils questioned

Mercury Reporter

HOUSE of Delegates MR and national leader of the newly-formed Progressive Reform Party, Mr Pat Poovalingam, yesterday claimed that applications made three to five months ago by black pupils for admission to Indian schools had still to be processed.

Mr Amichand Rajbansi and his Education Minister Mr Kassie Ramduth, solemnly promised that black children would be admitted to schools under their control wherever accommodation is available.

'Last year a handful of black children were admitted, but applications for admissions made three to five months ago have still not been processed.

'Deeply disappointed black parents are seriously upset at repeatedly being told that the matter is under consideration.

'The accommodation is there and the teachers are available, but black pupils are being denied an education. Those responsible are not Afrikaaners, not whites but Indian South Africans.

'Mr Rajbansi, Dr J N Reddy and their ministerial colleagues insist that they are fighting apartheid and proclaim their belief in a non-racial society,' he said.

Speaking from Cape Town last night, Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates, said that he was not in a position to say why the applications had been delayed.

Aircraft threat



# Apartheid education condemned at seminar

By Susan Fleming

The education at many white government schools amounts to brainwashing, said a member of the University of the Witwatersrand Student Representative Council, Ms Erica Elk, last night.

Addressing a National Education Union of South Africa meeting at Wits titled "Apartheid Education — what has it meant for white education?", Ms Elk said teachers in the white government schools did not allow pupils to think critically or to analyse situations.

"The teacher is the provider of knowledge who must not be questioned.

"We learnt from only one textbook and that was supposed to provide all the answers. We were not taught to be critical," she said.

Ms Elk criticised the prefect system and said prefects were imposed on pupils by the headmaster and staff.

"Prefects are not democratically elected by the student body and they remain unaccountable to that body," she told the meeting.

## PROPAGANDA

Ms Elk said she had attended two veld schools and they were "not pleasant".

"The marching and the propaganda espoused was extreme.

"I recall a friend of mine challenging one of the teachers. She was sent out of the room for questioning his authority."

Ms Elk also condemned the corporal punishment evident in some schools.

"There is often the 'rule of the stick' approach rather than finding out why a child is behaving in a certain manner and finding the root cause of the problem."

Discussing English literature Ms Elk said she was not taught about South African authors and poets.

A former history teacher at King David High School in Linksfield, Mr Don Lowry, said history teaching was full of bias. It did not teach pupils to be critical and the syllabuses left out vital information.

Mr Lowry described teachers as "dreadful simplifiers".

"We must look at the syllabus as an opportunity. Although there are certain elements which we must cover, this must not stop us from building up a really critical picture," he said.

# Minister says teacher can't be registered

Dispatch Reporter

EAST LONDON — A coloured teacher was refused permission to teach computer science at three Grahamstown white schools because she was not eligible to register with the Teachers' Federal Council.

This was said yesterday in a statement from the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, who did not say why Miss Thomas could not register with the council.

Mr Clase had been asked to react to a statement by the MP for Albany, Mr Errol Moorcroft, which said that the teacher, Miss Gail Thomas, had been refused the teaching post because of her colour.

Miss Thomas is a Rhodes University BSc graduate in information processing and also holds a Higher Education Diploma, a post-graduate qualification, from the university.

She was the only applicant for a post to teach computer science at the three schools, all of which had accepted her after interviewing her.

In his statement, Mr Clase said: "Under the present dispensation no teacher may be appointed to a post unless he/she is registered with the Teacher's Federal Council.

DD 24/1/87  
"As Miss Thomas is not eligible for registration it is not possible to appoint her to a post in this particular department."

Mr Moorcroft had petitioned the State President, Mr P. W. Botha, to overturn Mr Clase's decision after his advice had been sought by the school committees, but President Botha upheld the decision.

Mr Moorcroft then accused Mr Botha of "flagrant racial discrimination", saying that "it was a case of unadulterated apartheid, pure and simple, and gives lie to the State President's lofty claims that apartheid is dead".

"There can be no argument about the fact that Miss Thomas is being discriminated against because of the colour of her skin."

A liaison official in the office of the State President, Mr Jack Viviers, declined to comment on why President Botha had upheld the decision, or on Mr Moorcroft's attack, and referred the matter to Mr Clase.

When asked why President Botha had upheld the decision, Mr Clase said he did not know, and referred the matter back to the office of the State President. By last night, no response had been received from Mr Viviers.



# Pupils turned away at 18 closed PE schools

CP Correspondent

THOUSANDS of pupils in troubled Port Elizabeth returned to school on Monday after two-and-a-half years of intermittent boycotts.

But pandemonium reigned at 18 schools when the pupils were unable to attend classes because the schools

had not opened yet. About 800 pupils at Johnson Marwanqa Higher Primary School in New Brighton were turned away by the principal. At Newell High, students milled around the school buildings and later dispersed when the teachers failed to turn up.

DET chief liaison officer Job Schoeman said that of 60 schools shut down by the department last year, 42 have been officially re-opened. This followed an agreement by parents to assume responsibility for their children's behaviour and attendance, he said.

~~50~~ (50) of News 25/1/87

MOST of the 73 schools closed by the government in Soweto, the Eastern Cape and Durban last year have re-opened, Department of Education and Training chief liaison officer Job Schoeman said this week.

Schoeman said the DET expected the remaining ones to re-open "by the latest" next Monday.

Of the 60 schools closed

## Most of DET's 73 closed schools have re-opened

in the Eastern Cape 42 started last week.

He said "at least" five of the 10 high schools closed in Soweto had re-opened and the rest were expected to open next Monday.

The two closed on the

East Rand would open next Monday and Durban's Lamont High had re-opened.

He said since the closure of the 73 schools, the DET had appealed to parents - not pupils - to decide on whether they wanted the

schools to re-open.

"We wanted to get the parents involved at each individual school. It is not the pupils who must decide, but the parents."

Schoeman said the parents at each individual

school had decided "almost unanimously" that they wanted the schools opened. He said the DET had laid down conditions - one of which was that parents agreed to take responsibility for the "behaviour and attendance" of their children.

"There was an almost unanimous decision that they would undertake to do this," he said. - Sapa.





Young pupils greet staff members during the assembly at Clermont's Christianianburg Lower Primary School yesterday.

## 1,3 m expected to flock to KwaZulu schools

**Mercury Reporter**  
KWAZULU education officials said they expected more than 1 300 000 pupils to register at their 2 900 schools which reopened for the new academic year yesterday.

A senior spokesman for the KwaZulu Department of Education and Culture, Mr Enock S Khumalo, said

the reopening was incident-free and pupils would register during the whole of this week.

The department has put aside R6 500 000 for stationery and R9 500 000 is to be spent on text books.

In three townships visited by the Mercury yesterday, parents and pupils were registering at several

schools. Principals indicated they were expecting more pupils than last year.

'I am expecting this year's enrolment to exceed last year's by thousands. We have already had more than we expected today,' said Mrs Annie Motsino, the head of Christianianburg Lower Primary School in Clermont.

Senior schools in Umlazi, Kwa Mashu, Clermont, KwaMakhutha and KwaNdengezi townships reported satisfactory attendances.

Education organisations, including the National Education Crisis Committee, which had urged pupils to return to school, said the attendances were encouraging

## Fare play for pupils

**Mercury Reporter**

THREE Umlazi taxi associations have agreed to take pupils to school at a reduced fare in an effort to ease the high cost of transport following the withdrawal of the Putco bus company from the township two months ago.

Pupils have been advised to wear their school uniforms so they can be clearly identifiable. The service is planned for the periods 6 a m to 9 a m and noon to 4 p m.

# State told: run farm schools

Dispatch Reporter

GRAHAMSTOWN — Albany farmers want to shift the responsibility of educating rural blacks to the state, it was said at this week's meeting of the Belton-Salem Farmers' Association.

Farmers say they are tired of receiving inadequate subsidies.

The chairman of the association, Mr Andre Boucher, said: "Agriculture is the only sector which pays for educating blacks."

"We on the farms are required to provide

land, buildings and housing for teachers. Yet agriculture is constantly plagued by droughts, inflation and rising debt."

He said a memorandum would be submitted to the Department of Education and Training (DET) requesting:

- Boarding facilities for high school pupils to be provided in Grahamstown as a matter of urgency.

"None of our schools have educational facilities beyond Std 5. We are frustrating young people if we give them a taste of education and do not follow through."

- The DET to acquire sites of five to six hectares adjacent to public roads from farmers on which to build schools.

The schools should be security fenced to prevent trespassing.

Mr Boucher said it was estimated that two or three such schools would serve the area. They should be sited near Salem and Gar-

dener's Gate.

- Facilities to be provided for pupils to do their homework at schools, which should also be available at night for adult literacy classes for farm workers. The DET should foster healthy inter-schools competition.

- There should be a maximum of ten teachers including a pre-primary teacher.

- The schools should be under the direct control of the state.

"We are aware of the need for adequate housing for our staff as well as good training for our labourers. A good education for the children goes hand in hand."

Mr Boucher said farm labourers were aware of the inadequacies of education for blacks in rural areas, where farmers had to manage schools where sports facilities in some instances were non-existent and schools had no water or electricity.

28/1/87



# School boycotts have backfired

Minister

28/11/87

By Sue Leeman, Pretoria Bureau  
School boycotts have backfired by producing "a whole generation of illiterates, innumerates and misfits", according to Deputy Minister of Education and Training, Mr Sam de Beer.

Paying a visit to Mamelodi near Pretoria yesterday, Mr de Beer said the DET had tried to sort out pupils' grievances.

"But as certain matters were attended to, so other 'demands' were added, many of them going outside the department's jurisdiction, for example the release of detainees and the unbanning of Cosas," he said.

"Some of you will be all too familiar with tactics which ranged from the abuse of teachers to the open use of alcohol and drugs on school premises and the outbreak of vandalism and violence."

Mr de Beer said the result was "a whole generation who, in the normal course of events, should have been the leaders and shapers of the brave new worlds they think they are creating but who, in fact, will be among the ranks of the also-rans, the camp followers, because they lack the necessary education, skills and know-

ledge that are required of leaders".  
Mr de Beer said surveys showed that 93 percent of black parents wanted to see their children's education continue uninterrupted. But there was now pressure for black parents to take their children out of private schools as well as state institutions.

This, he said, had resulted in the closure of Soweto's Pace Commercial College and Immaculata High School. Among the reasons for the closure of these facilities was that parents did not involve themselves closely enough in the school.

"Pupil power" then took over and pupils used threats to close the schools.

This rift between adult and child, he said, had been "carefully engineered by third parties. Their policy is to destroy everything that is near and dear to you and me: our family life and our moral principles."

Mr de Beer added: "In spite of the blaze of publicity given to the boycotts by the media, only two percent of our 7 362 schools were seriously disrupted (in 1986) and something like four percent of the total number of school-going children absented themselves from

He said the media had also ignored the fact that the number of trained teachers passing through universities and education colleges every year was growing "by leaps and bounds".

"For instance, in 1984, there were 1 916 third year students enrolled at colleges. In 1985 the figure increased to 2 330.

"Ignored also is the fact that the 1985 census reflects 401 black doctors, 166 black engineers and 352 black lawyers as registered practitioners — all products of the 'infamous' DET."

The mayor of Mamelodi, Mr Bennett Ndlazi, said the security forces had "played an invaluable role in our area last year in protecting those children who were interested in learning.

"Conclusive evidence that those who were bent on destroying our children's future were only hooligans, masquerading as political activists, is the call late last year by various black political, community and church organisations that pupils return to school this year."

# ESSY takes reins

THE Council for Black Education and Research, a community-based project of non-formal education, has appointed Ms Essy Letsoalo (35) as its first full-time director from January 5 this year.

Professor Es'kia Mphahlele, a member of the Board of Trustees, said they considered Ms Letsoalo's appointment as a milestone in the history of the council.

The council, which is situated at Soweto's Funda Centre campus, was founded six years ago by Prof Mphahlele, Mr Fanyana Mazibuko and Mr Lekgau Mathabathe.

**By NKOPANE**

Since its birth, Prof Mphahlele has directed the council in an honorary capacity. He has also planned its teaching programmes whose Saturday morning lectures have almost recently hit an average of 100 participants.

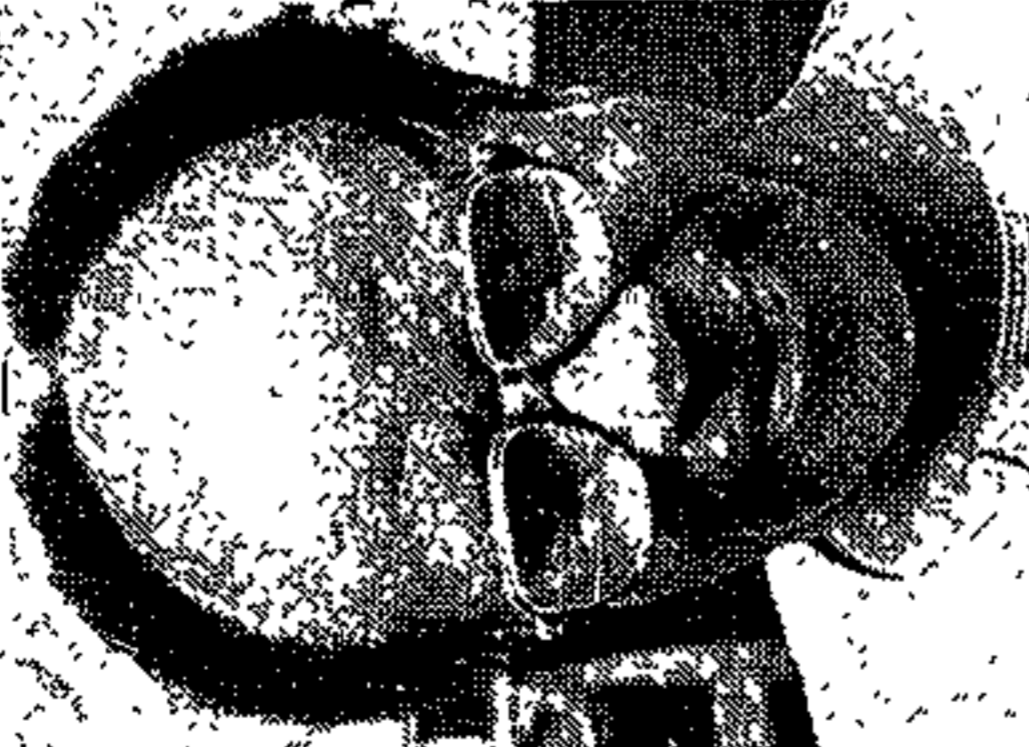
### Project

He will continue as chairperson of the board, as executive projects adviser and as a teacher on the lecture series.

Ms Letsoalo was researcher in economic planning in the northern Transvaal. She holds an MA degree in Geography and Environment Studies from Wits University (1982). She also holds a junior degree and honours from the University of the North.

She spent two years in the Federal Republic of Germany engaged in post-graduate studies related to development planning and settlement. Recently she spent a year at Cornell University, USA pursuing further studies in Rural Development Planning.

She has published several articles in rural development, displaced urbanisation, the land tenure system, settlement system, resettlement and road transportation.



PROF Es'kia Mphahlele ... founder member.

Sowetan 28/1/87 (S)



# 'Time to <sup>SO</sup> ~~stop~~ co-operate 29/11/81 on schools'

By Sol Makgabutlane,  
Education Reporter

This is not time to be apportion blame for the crisis in black education, but rather to help black pupils reach their maximum potential, says Mr Ken Andrew, Progressive Federal Party spokesman on black education.

He was commenting on the speech by Deputy Minister of Education and Training Mr Sam de Beer, who toured Mamelodi on Tuesday and spoke to teachers and governing councils.

Mr De Beer said school boycotts had backfired by producing a generation of "illiterates, innumerates and misfits". He said children boycotting schools "are their own executioners".

## DESIRABLE

Mr Andrew said: "It is highly desirable that as many children as possible in South Africa, can get good education.

"We should not think in terms of winners and losers, but rather about how we can encourage co-operation."

Mr Andrews said everyone should be joining hands to "rectify the matter".

The chairman of the All African Student Action Committee, Mr Lawrence Ngandela, accused Mr De Beer of "opening old wounds".

"We want to correct the misconception by Mr De Beer. Students have never boycotted education, as such, because we all are aware that illiteracy is a disease.

"Students had grievances and merely wanted to show their displeasure."

A spokesman for the National Student Co-ordinating Committee said: "There's nothing new in what Mr De Beer is saying. His department should instead be negotiating to the National Education and Crisis Committee."

# Big bursary shortage 'desperate'

By ROGER WILLIAMS  
Chief Reporter

THOUSANDS of applicants for bursaries for higher education in 1987 are being turned away for lack of funds, in a bursary crisis in the Western Cape.

Mrs Esther Wides, chairman of the SA Institute of Race Relations's regional bursary committee, said yesterday that need for university and technikon education among black and coloured students had made the situation "desperate".

Bursary schemes administered by the SAIRR in the Western Cape, including the Cape Times Bursary Fund, could offer a total of only 400 bursaries (including 60 from the Cape Times fund) for 5 000 applicants.

Between 250 and 300 of these 400 awards would be renewals, meaning that very few new awards could be made this year.

The overall shortfall for 1987, in the funds administered by the bursary department, was R800 000.

Miss Anne Mager, the SAIRR's regional bursary administrator, said that in spite of general unrest last year, "fantastic" results had been achieved by black matric students.

Just under R400 000 was available to the bursary department. It now cost an average R2 000 a year for university, and R3 000 more for hostel fees.

Inflation, increased tuition fees, the economic recession and the fall in interest rates had made serious inroads into available resources.

□ The Cape Times Bursary Fund is still more than R330 000 short of its initial target of R1-million. Further donations would be welcomed. The fund is registered as an educational trust, and donations to it are therefore tax-deductible in the hands of the donors.

Donations should be addressed to: Cape Times Bursary Fund, PO Box 11, Cape Town 8000.



# Takeover will ensure better service

The Sandton Public Library is to take over the administration of two library depots previously run by the Pretoria regional library, at Leeukop Prison and the Waterval Islamic Institute.

This is part of a rationalisation programme being investigated by the Transvaal Provincial Library in order to provide a better service.

All public libraries within close range of depots are being approached with a view to transferring the administration of these depots to a public library in the area.

The Leeukop and Waterval Islamic depots will now be run by Sandton and will be regarded as an extension of the services already rendered to Rosehaven, Tara and Bryanston Village.

As the service involves the exchange of books there will be no reduction in the stock of the

Sandton Library and no financial implications except the delivery costs four times a year to each depot.

But as there will now be two additional points of service to draw on the Sandton Library's bookstock, the library may experience a problem in providing these depots with new titles because the allocation of books at the moment makes provision only for the branches and existing depots of the Sandton Library.

At its monthly meeting last night, the Sandton Town Council resolved to request the Provincial Library Services to provide one additional copy of each fiction title and an additional copy of each popular non-fiction title for the two new depots.

# 'No blacks at Indian schools' <sup>20/11/87</sup> <sup>23</sup> <sup>6/Day</sup> (50)

HUNDREDS of black pupils who have applied for entrance to Indian schools will not be admitted, Minister of Indian Education in the House of Delegates Kassie Ramduth says.

Up to 300 pupils from Soweto have applied to be admitted to six high schools in Lenasia, a spokesman for the Transvaal Indian Congress says.

A number of applications have also been made to Indian schools in Pretoria and Actonville, Benoni.

The spokesman says headmasters referred the applications 11 days ago to the Indian education department for approval, but no response has been forthcoming.

He says: "House of Delegates

THELMA TUCH

leaders were dishonest by claiming early last year that Indian schools have been opened to all races."

The department's delay in responding to the applications, he says, is a "deliberate ploy" to exclude many black pupils.

Responding to the claims, Ramduth says Indian education policy regarding the provision for education for pupils other than Indian pupils has been misunderstood.

Indian schools, he says, are not open to all races — they are open to all races only on an ad hoc basis.

This means the department is likely to grant permission for a black pupil to attend an Indian

school only if such a pupil faces extraordinary personal difficulties.

"It will not be possible to admit large numbers because that would require a deviation from our set policy," he says.

The policy states that black applicants would be considered only after provision for Indian pupils has been made.

Further, they would be considered only under the following circumstances: sufficient accommodation and facilities are available; no additional staff and special arrangements are necessary as a result of such admissions; and such pupils can be provided for from the monetary allocation to the schools.



# Syncom's schools plan is 'misdirected'

Syncom, the private sector "think tank", recently released a report entitled "Moving Towards a Community Based System of Education", which forms part of Syncom's participation in the debate surrounding the privatisation of essential public services.

While that title may sound encouraging to some, this article attempts to indicate, from the point of view of educationists and teachers, why the Syncom report is educationally inappropriate.

I shall not dwell on those features of the report which are positive; suffice it to say that I do not challenge the notion of privatisation *per se*, but rather the manner in which Syncom approaches the possibility of privatising schooling.

First, Syncom claims that such a move would "depoliticise" schooling. It is questionable that schooling could ever be politically neutral.

One reason is that since at least the time of Napoleon in France and Bismarck in Germany, the content of schooling has been controlled and manipulated by governments, who have sought to use schooling to fulfil political and ideological ends.

In this regard, South Africa's successive Nationalist regimes have been no different. Syncom is naive if it thinks the present Nationalists are going to forgo the privilege of controlling what is taught in schools.

Second, the report accepts the existence of regional services councils and that other Nationalist Franken-

stein, "own affairs" and "general affairs". It supports the notion of rigidly defined cultures and distinct differences between cultures, which is one of the cornerstones of apartheid schooling.

Syncom's fealty to its Nationalist lord will ultimately render void any suggestions it chooses to make.

A third area of concern is the cavalier manner with which Syncom's "educational experts" dispense with the potential expertise and involvement of teachers and educationists in any structuring of an alternative system of schooling.

According to Syncom, "teachers have no first hand knowledge of the social and economic structures for which they prepare those entrusted to them".

The report demands "new" types of teacher training and training techniques. It seems that Syncom does not want schools which might broaden the mind and heighten the sensitivities, but production lines which will spew out obedient workers.

It is in this area that the Syncom report is particularly suspect. One of its "five basic demands for a viable education system" is the need to reform stagnating curricula which have failed to keep pace with the "rapidly advancing information age" of the 20th century.

Educationist Leon Benadé challenges the private sector's think-tank on the issue of privatising education. He says Syncom is naive if it thinks the Nationalists are going to forgo the privilege of controlling what is taught in schools.

No sensible educationist will advocate that schooling should follow a specific course regardless of the cost. However, at some point educational criteria will need to predominate over economic ones. Syncom does not intend that local communities control the content and process of schooling (as the title of its report suggests) but that big business does so.

Syncom wishes to eliminate a State bureaucracy, only to replace it with a capitalistic one. In this way, big business will be guaranteed the kind of worker it desires to ensure continued profitability, and be damned with the educational implications of such a move.

Now while enlightened teachers will agree that many syllabi (the content of specific subjects) are stagnant and/or static, it is another matter to speak of stagnant curricula (various "packages" or groupings of subjects into courses).

What Syncom calls for is curricula which will reflect the "information age"? Presumably then, any subject area which does not fit the bill should be excluded from the curriculum.

This must by definition include areas such as languages, literature, history and the various arts — all of which must be superfluous in an information age. This kind of "rationalisation" must be a spin-off of Syncom's loyalty to profiteering.

Syncom's ambitions are not limited to schools. It is claimed that universities will (should?) no longer exist in their present form, due to the increasing obsolescence of knowledge. "Knowledge" will be renegotiated by employers, who will become involved in "syllabus design and teaching".

Syncom seems to wish to curtail the autonomy of universities, thus denying them their function as critics of society. Arrogantly, Syncom assures the universities that "academic freedom and research can no doubt be accommodated".

Syncom's solution is misdirected. By all means, give control of schooling to local communities and smash the bureaucratic stranglehold of the ubiquitous "departments". This effort needs, however, to be directed by a combination of educational and economic motives, and not purely economic ones.

Syncom's alternative will further destroy any possibility which may exist to turn schools into places of education.

# Bureau's campaign moves to libraries

By Claire Robertson,  
Pretoria Bureau

The Bureau for Information has taken its campaign to "promote positive attitudes among all population groups" into whites-only public libraries.

Bureau representatives yesterday officially opened an information stand in the Pretoria public library in the city centre. It, like the city's 13 other libraries, is closed to blacks.

The stand comprises a display explaining the bureau's aims and functions and a selection of booklets.

Mr Chris Lauffs, regional director of the Bureau for Information in Pretoria, said the display had drawn a good response, with "ten to 12 people signing up for literature every day".

The Star could find only nine names in the book put on the display for such signatures.

Samples of bureau literature — for which R1,7 million is budgeted every year — are on display, including the controversial booklet on the African National Congress (without Nelson Mandela's photograph) and a booklet entitled "PAC, ANC, SA Communist Party, PLO, Libya ... Partners in Terror".

The latter is excerpts from a speech by Mr P W Botha.

## NOT PROPAGANDA

Mr Lauffs said the booklets did not represent party-political propaganda but "tell the people about the ANC as the Government sees it".

One of the bureau's aims, according to a plaque, is:

"The promotion of positive attitudes among all population groups through the dissemination of information regarding Government policy, national achievements and matters of national concern.

"South Africans must be given information so meaningful discussions can take place regarding future developments."

The stand — and plans to set up similar displays in Pretoria's remaining libraries — is the brainchild of the bureau's Pretoria regional office.

Mr Hennie Collins, the bureau's Johannesburg regional director, said it was possible some local authorities could reject such a display as being "a little dicey", but this had not yet happened.



# Inquiry inspects primitive conditions at Tsolo school

Dispatch Reporter

UMTATA — An inspection of a new school in the Tsolo district, where conditions were described as "appalling and primitive", was made by the commission of inquiry into the Department of Works and Energy yesterday.

The school, built of pre-fabricated materials, is situated in a shallow hole with trenches dug around the building to drain the water.

The Upper Esinxaku Junior Secondary School, which cost about R200 000, should have been built in three months but took more than a year to complete, the principal, Mr John Madasa, told officials of the commission under the chairmanship of Mr G. A. Alexander, SC.

The officials were shown that the taps on the water tanks were installed at the base of the tank, and a hole had

had to be dug beneath the tap so that the children could draw water.

The commission was shown the condition of the latrines, and was told the floor was unstable and, if broken, could mean a deep plunge for an unsuspecting child.

Mr Madasa said the community had tried to show the builders how to improve the manner of construction, but they had refused to listen.

"Here you see dongas made by experts who are supposed to prevent soil erosion. These trenches were dug after the school was built," he said.

The chairman commented that the construction of the school was amongst the most primitive work he had seen.

Mr Madasa explained that water rose above the gutter and seeped into the classrooms.

The commission hearing continues today.

## People's Education ban 'folly'

THE government's clampdown on "people's education" could set off renewed tensions in black schools, according to a leading educationist.

Ken Hartshorne, an educational consultant to the Centre for Continuing Education at the University of the Witwatersrand, says government moves to bar debate on the issue will only move discussion underground.

And he describes as "unproductive" the government's Emergency order effectively banning the presentation of alternative educational courses on the premises of black schools.

An order gazetted on December 29 last year gives the Director General of Education and Training the power to issue orders prohibiting the offering at any school of any syllabus, work programme, class or course which has not been approved in terms of the

Education Act. Another, subsequent order prohibits discussions of "people's education" at meetings held under the auspices of the National Education Crisis Committee.

Hartshorne served for many years as chief planner at the Department of Education and Training. He characterises "people's education" as inextricably bound up with "people's power", aiming to channel the militancy of youth into disciplined action. It represents a transition, he says: having rejected black education as inferior and stayed away from classes, the community is now trying to implement an alternative system of learning.

"People's education" offers both a challenge and an opportunity to consider, debate and negotiate the future of education in a post-apartheid South Africa," Hartshorne says.

6-12/2/87 (50) w/m/11



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## Migration: Jewish schools lose pupils

Weekend Argus  
Reporter

PRIVATE Jewish schools in Cape Town, which are running under-capacity because of a declining white birth-rate, are losing more pupils through emigration.

Between 20 and 30 children left the Herzlia school in Kendal Road, Constantia, last year after their parents decided to emigrate.

As a result of the fall in numbers two teachers were retrenched.

Principal Mr Jim Goodacre said parents were leaving for Israel, America, Australia, Canada and the United Kingdom.

### "Uncertainty"

"People don't usually tell you the reason, but I think uncertainty about the political future here is definitely a factor," he said.

"However, our enrolment this year has increased and I don't think the school is in any jeopardy."

Emigration was "not a serious problem", the chairman of the United Herzlia Schools, Mr Ivan Harris, said.

Pupil numbers at the two senior and four primary Herzlia schools were higher this year than they were in December last year, thanks mainly to a recruitment drive, he said.

# Faint help for school first-aid

Weekend Post Reporter

THE Government has given only "half-hearted" support to a move to have first-aid introduced at schools in the Eastern Cape on a compulsory basis.

The proposal has been in the pipeline for the past two years.

Mrs Tessa van Antwerpen, director of St John Ambulance in Port Elizabeth, said she and other members had been working for some time to ensure that basic life-

saving courses eventually found their way into the classroom.

But to date they had met with "half-hearted" response and, at one stage, she had almost given up hope.

First-aid lessons already formed part of the school curriculum in several overseas countries and Mrs Van Antwerpen saw no reason why the same could not happen here.

St John Ambulance envisaged that, apart

from making first-aid a compulsory subject, each school would have its own team of first-aiders to attend rugby matches and other school events.

Merit awards similar to those made for sporting or academic achievements could also be introduced, she said.

"First-aid could form a very valuable part of school life. Not every pupil is cut out to play sport. Some could perform an important function as first-aiders in-

stead." Mrs Van Antwerpen said the idea arose after she read an article in a British magazine about first-aid courses being launched at schools there. It was estimated these courses would help save as many as 10 000 lives a year.

"I wrote to the Minister of Education about this. We told him what we envisaged in the Eastern Cape and sent him a list of our objectives."

Although his reply had been positive, he said he

could not support any courses during normal school hours or anything that involved expenditure by the department.

"I don't know why first-aid cannot take the place of youth preparedness, religious education or such like. Surely knowledge of saving a life is just as important?"

Mrs Van Antwerpen said St John Ambulance hoped initially to instruct teachers who, in turn, would be able to teach pupils basic first-aid.

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Fletcher Shelton Coordination P.E. ARM/1601

Tik Borna, nas written to Ciskei's President. Sebe urg-

Geoff Grylls, the only swimmer to win afternoon, yacht racing, in the



# Singh is strict on black kids

By S'BU MNGADI

CONTROVERSIAL guidelines aimed at curbing the admission of applicants at Indian schools countrywide were revealed in a House of Delegates circular marked "Strictly Confidential" this week.

In the circular, Indian Education executive director AK Singh made it extremely difficult for sympathetic principals to admit black pupils to their schools without discriminating against them.

This comes in the wake of criticism by the Transvaal Indian Congress that the House of Delegates was applying a "permit system" to control the admission of black pupils to several schools where scores of them had applied.

"We urge principals to admit these pupils unconditionally. We will give them whole-hearted support as they would not be breaking any law," a TIC spokesman said at the weekend.

Meanwhile, Indian principals have referred applications to Singh for approval. And his response this week was the circular, which asked them to ensure that all the necessary documents were attached to the applications before being submitted to him for consideration.

The principals must give an undertaking that the instructions would be carried out.

"Under no circumstances must a black pupil be admitted - even provisionally, without prior approval from the department," said Singh.

Certain conditions and guidelines must be adhered to when admitting black pupils. These include preference at all times to be given to Indian pupils and the character of the school must not be prejudiced as a result of the admission of any black pupils.

Political comment and newsbills by ZB Molefe; headlines and subediting by Jon Swift, all of 204 Ellof Street Ext, Johannesburg.

ARGUS 10/3/51 (50)

## Board 'asked to quit again'

The Argus Correspondent

PRETORIA. — The board of Menlo Park High School has again been asked to resign by education authorities, according to the leader of a parents group at the school, Mr Albert Murphy.

The request was made when the board was called to a "very informal meeting" with the Director of Transvaal Education, Dr P H Bredenkamp, yesterday, Mr Murphy said today.

This follows a similar request by the Minister of Education and Culture, Mr Piet Clase, last week.

The board has been pressed to quit since its decision to ban a black athlete from a school sports meeting last month.

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# Sonn slates Minister over regulations

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NEW education regulations promulgated by the House of Representatives "only served to harden the resentment" of pupils and students, rather than solving a situation it's "diminished the rights of the people," a leading educationist has warned.

Mr Franklin Sonn, president of the Union of South African Teachers' Associations, said the latest move was another sign that the Ministers' Council in the house of Representatives resorted to oppressive measures "instead of trying to establish the confidence that they are dealing with fundamental grievances" such as dismantling apartheid and towards an open education system.

According to the regulations published in the latest *Government Gazette*, the Department of Education and Culture in the House of Representatives may

summarily expel any pupil, trainee or apprentice in circumstances of serious unrest where it would be inexpedient to implement other disciplinary procedures.

Expelled pupils and students also face a fine of R100 or one month's imprisonment if they are found on the premises of any college, school or hostel in which he or she has been forbidden to live without the consent of the principal concerned.

Mr Carter Ebrahim, Minister of education and Culture has defended the regulations in a statement as a "preventative measure" to ensure that disruptions did not re-occur at schools and colleges.

He said the department stood powerless in the face of disruptions and sometimes incidents of violence in the past. — *Sowetan Correspondent*.

10/3/87

Sowetan

and/or other assistance. (b) why, (c) who took the decision in this regard and (d) what is the name of this party?

The MINISTER OF FOREIGN AFFAIRS:

As a matter of principle I do not consider it to be in the interest of the country to reply to a question of this nature even if the reply would have been in the negative. I would like to add however that the Department renders support to South Africans from a variety of professions and of differing political persuasions, i.a. to undertake overseas visits to promote the interests of South Africa.

Fingo Village: shooting incident

\*29. Mr E K MOORCROFT asked the Minister of Law and Order:

- (1) Whether, on or about 2 February 1987, a shooting incident took place in Fingo Village, Grahamstown, at a certain address which has been furnished to the South African Police for the purpose of the Minister's reply: if so, (a) what were the circumstances surrounding this incident and (b) who was responsible for the shooting incident;
- (2) whether any persons were (a) killed and (b) injured; if so, how many in each case;
- (3) whether the South African Police have (a) investigated this incident and (b) taken any action as a result: if not, why not; if so, what action was taken;
- (4) whether he will make a statement on the matter?

†The MINISTER OF LAW AND ORDER:

- (1) to (3) I refer the hon member to my speech in the House of Assembly on 4 February 1987 during which I supplied the particulars.

(4) No.

Own Affairs:

Residential universities: other population groups

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 3 on 25 March 1986, his Department has completed its investigation into the admission of members of other population groups to residential universities under its control; if not, (a) why not and (b) when is it anticipated that this investigation will be completed; if so, what were the findings?

The MINISTER OF EDUCATION AND CULTURE:

No.

- (a) the investigation referred to is a small but integral part of the continuing and comprehensive investigation into the provision of facilities for tertiary education with a view to supplying manpower for the country. Such an investigation is, in the first place, time-consuming, since it has to proceed in close co-operation with all the universities under the control of the Department, and, secondly, it actually entails an ongoing monitoring of trends;
- (b) as soon as the current round of negotiations with the universities has been completed, a statement will be issued regarding the results of the investigation up to that stage.

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether, with reference to his replies to Question No 8 of 4 March 1986 and Question No 1 on 17 June 1986, further consideration has been given to the establishment of criteria for the

recognition of organised parent bodies; if not, why not; if so,

- (2) whether these criteria have been established; if not, why not; if so, (a) when, (b) what are the criteria and (c) what bodies participated in negotiations concerning these criteria before they were finalised;
- (3) whether any provincial education departments have recognised parent bodies for negotiation purposes; if so, what bodies have been so recognised by each of these departments;
- (4) whether he has met with representatives of organised parent bodies in the current year; if so, (a) of what bodies and (b) on what dates;
- (5) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes;
- (2) yes, criteria for the recognition of organised parents' bodies have been determined:
  - (a) during 1986;
  - (b) the criteria are available to any parent body interested in recognition as an organised parents' association by this Department.
  - (c) None.
- (3) Prior to the transfer of the Education Ordinances to the Minister on 1 April 1986, two parent associations were recognised by the Administrator of Transvaal, viz
  - Die Transvaalse Afrikaanse Ouervereniging (TAO), and The Transvaal English Medium Parents' Association (TEMPA);
- (4) No.

Teacher training colleges

\*3. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he has or intends to make any decisions regarding the rationalisation, closing and disposal of any teacher training colleges falling under his control; if so, (a) what colleges are or will be affected and (b) what (i) decisions have been made and (ii) bodies were or are to be consulted in each case;
- (2) whether the proposed closing of the Natal College of Education in Pietermaritzburg is the final step in the rationalisation process in Natal; if not, what further steps have been considered in this connection;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, our aim is to arrive at decisions regarding the rationalisation, closure and disposal of teacher training colleges under my control on the basis of continuous evaluation but, with the exception of the teacher training colleges in Natal, no final decisions have been taken since negotiations have not been completed;
  - (a) In the process of rationalisation the position of each college is investigated.
  - (b) (i) none, except in respect of the colleges mentioned in (1).
  - (ii) College Councils, the organised profession and should it be necessary, local representative organisations;
- (2) no decision has been made that the Natal College of Education will close.



*Handwritten: Howard*  
 Books/stationery *10/12/87 (50)*  
 \*20 Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether all schools in the Cape Peninsula had supplies of (a) exercise books, (b) stationery and (c) text books when teaching commenced in January 1987; if not, (i) why not, (ii) how many schools did not have such supplies at the time and (iii) when will these schools be provided with them?

The DEPUTY MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a), (b) and (c) No.

(i) Stocks could not be delivered by the private contractors during the school holidays as schools were closed.

(ii) and (iii) All supplies on order were delivered by 1987-02-02. Due, however, to the unexpected increase in the number of pupils shortages exist in some schools. Shortages have also been caused by the refusal or failure of students at the end of last year to return textbooks to their schools. Arrangements have been made for immediate attention to be given to this problem.

Mr H H SCHWARZ: Mr Speaker, arising from the reply given by the hon the Minister, has he asked any policemen to make lists of the names of people who have not returned books? [Interjections.]

Mr SPEAKER: Order!

*Handwritten: Howard*  
 Detainees: hunger strikes *(Signature)*  
 \*21. Dr M S BARNARD asked the Minister of Justice:

Whether any detainees have gone on hunger strikes since 12 June 1986; if so, (a) how many as at the latest specified date for which information is available, (b) in what prisons, (c) in terms of what statutory provisions were the hunger strikers being held and (d) what action was taken as a result?

The MINISTER OF JUSTICE:

Yes.

(a) It occurs from time to time that prisoners, including emergency regulation detainees, refuse to eat. In some cases it is indicated to be the start of a so-called hunger strike, but then food is taken at the next mealtime. In other cases meals are refused at successive meal times while other foodstuffs, bought with private cash and which are in the possession of the detainee, are eaten. This process, with all its variations, may be repeated by one detainee or groups on several occasions within a few days. From 12 June 1986 to 31 January 1987, 1 456 persons detained in terms of the emergency regulations were involved in such cases. As the hon member is probably interested in these cases, a survey of sentenced or awaiting trial prisoners has not been made. These so-called hunger strikes are mostly undertaken by large groups of detainees on an obviously orchestrated basis. On 9 February 1987 no detainee was on a hunger strike.

(b) At various times such incidents occurred at the following prisons:

Grootvlei Prison  
 Durban Male Prison  
 Durban Female Prison  
 George Female Prison  
 Groenpunt Maximum Prison  
 Vereeniging Prison  
 Johannesburg Male Prison  
 Johannesburg Female Prison  
 Potchefstroom Prison  
 Kroonstad Prison  
 Bethlehem Prison  
 East London Male Prison  
 Pollsmoor Male Prison  
 Pollsmoor Female Prison  
 General J C Steyn Prison  
 St Alban's Medium Prison  
 Modderbee Prison

(c) The regulations published by Proclamation R109 of 12 June 1986.

(d) In cases where a detainee or any other prisoner indicates his refusal to eat or when the staff notice that food has not been taken during successive meal-times, the heads of prison consistently act in accordance with the internationally accepted practice as set out in the Tokyo declaration. Standard procedure includes that:

— The serving of the prescribed balanced diet at every mealtime is continued with.

— The opportunity is still given to buy edibles at prisons shops.

— Participants are cautioned regularly of the disadvantageous effects that such an action may have on their health.

— Medical treatment is continually available.

— Complainants and requests are formally registered on a daily basis and all complainants, requests, causes or imagined reasons advanced for the hunger strike, if any, are thoroughly investigated, attended to and resolved within reasonable limits.

This is indeed the record of a very civilized institution.

Detainees: hunger strikes

\*22. Dr M S BARNARD asked the Minister of Law and Order:

Whether any detainees have gone on hunger strikes since 12 June 1986; if so, (a) how many as at the latest specified date for which information is available, (b) in what police station cells, (c) in terms of what statutory provisions were the hunger strikers being held and (d) what action was taken as a result?

The MINISTER OF LAW AND ORDER:

I do not consider it in the interest of the public to furnish information of this nature.

*Handwritten: Howard*  
 Tear-gas

\*23. Mr J VAN ECK asked the Minister of Justice:

(1) Whether tear-gas was used against detainees in the Victor Verster Prison in August 1986; if so, (a) on what date, (b) what were the circumstances surrounding this incident, (c) how many detainees were involved and (d) who took the decision to use tear-gas;

(2) whether any detainees were injured in this incident; if so, (a) how many and (b) what was the (i) cause and (ii) nature of the injury in each case;

(3) whether tear-gas has been used against detainees in any other prisons since the declaration of a state of emergency in 1985; if so, (a) at what prisons, (b) on what dates, (c) why and (d) what were the circumstances surrounding each of these incidents?

†The MINISTER OF JUSTICE:

(1) Yes.

(a) 20 August 1986.

(b) On 20 August 1986 after lunch 43 detainees gathered in the courtyard of the prison and ignored instructions from members of the SA Prisons Service to return to their section.

The head of the prison personally requested the group to go to their section. This request was ignored. A further request was also ignored.

The head of the prison then reported the matter to his commanding officer and reinforcements were summoned. The head of the prison again went to the courtyard where the detainees still refused to go to their section.

The head of the prison again instructed the group to move to their section and in the process the detainees threw their stanzas



(1) No.

(a) Because the public prosecutor withdrew the charge before a "plea" was tendered. In the circumstances prosecution can be instituted at any time because the crime has not yet prescribed.

(b) In terms of Section 25 of the Criminal Procedure Act, 1977.

(c) It will be determined which items can be handed over to Mr Sparks as soon as the legal procedure has followed its course.

(i) None.

(ii) I refer the hon member to question no 5 (2) (b) (iv) (bb) and question no 6 (2) (b) (iv) (aa) and (bb) which were answered by the Minister of Law and Order on 30 March 1983.

(2) No.

Mr D J DALLING: Mr Speaker, arising out of the reply of the hon the Minister, I want to ask him whether he does not think that the period of three years which has elapsed is long enough for the department to make up its mind about this particular matter?

The MINISTER: Mr Speaker, I have nothing to add to the reply that I have given to the hon member.

Mr D J DALLING: Mr Speaker, arising further from the hon the Minister's reply, I realise that this is a new appointment but is the hon the Minister able to reply to my question?

Mr SPEAKER: Order!

Financing formulae

\*17. Mr R M BURROWS asked the Minister of National Education:

HOA

10/2/87

(1) Whether he has drafted common financing formulae for education departments in South Africa; if not, why not; if so, (a) what are the formulae and (b) when were they drafted;

(2) whether the departmental budgets for the 1987-88 budgetary year have been or are being prepared on the basis of common financing formulae; if not, why not; if so, (a) which bodies were consulted prior to these formulae being applied and (b) when were they consulted;

(3) whether the respective education departments are required to make contributions towards the overall financing of their activities; if so, (a) when is it anticipated that departments will start levying tuition fees and (b) what amount has been decided on in respect of such fees;

(4) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID (for the Minister of National Education):

(1) Common financing formulae for education departments in South Africa have already been drafted, but have not been formalised as general policy, as certain parties concerned still have to be consulted.

(a) The actual formulae as well as a strategy for implementation will be announced as soon as the negotiations have been completed.

(b) During the past six years.

(2) Yes, but only as an interim frame of reference.

(a) The South African Council for Education in respect of these formulae as such, and the Universities and Technikon Advisory Council in respect of the use of the formulae for universities and

technikons as a frame of reference for the calculation of the budgets for 1987-88.

(b) The former on 25 November 1985 and the latter on 22 September 1986.

(3) No, not by the Minister of National Education. The levying of tuition fees, if at all, is an own affair.

(a) and (b) Lapse.

(4) No.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he give us an indication as to whether the financing formula for education will be made available before the date of the election?

†The MINISTER: Mr Speaker, I do not have the information at my disposal, but I think it is highly unlikely. [Interjections.]

Examinations

\*18. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any Standard 10 pupils registered at schools in his Department at any time during 1986, failed to write their full year-end examinations, if so, how many (a) wrote and (b) failed to write all such examinations?

The DEPUTY MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

(a) 18 626 pupils wrote the examination. 2 087 of them did not write all the papers.

(b) 8 943 pupils did not report for the examinations.

Transvaal Provincial Institute of Architects

\*19. Mr K M ANDREW asked the Minister of Law and Order:

HOA

(1) Whether any (a) documents, (b) tapes and (c) other specified items were removed by the South African Police from the offices of the Transvaal Provincial Institute of Architects in 1986; if so, (i) what (aa) documents, (bb) tapes and (cc) other items and (ii) (aa) why and (bb) on whose instructions were these items so removed;

(2) whether any further action was taken by the Police in this regard; if not, why not; if so, (a) what action, (b) when, (c) why and (d) with what result?

†The MINISTER OF LAW AND ORDER:

(1)

(a) Yes.

(b) and (c) No.

(1) (aa) A copy of a list of names.

(bb) and (cc) fall away

(ii) (aa) to determine whether an offence was committed.

(bb) No instructions in this regard were issued.

(2) No, since no reasons for criminal action existed

Note: The member of the South African Police who removed the list of names unfortunately committed an error of judgment and the necessary remedial steps were taken.

Mr H H SCHWARZ: Mr Speaker, arising out of the hon the Minister's reply, could he tell us whether the Police came there of their own volition or whether they were asked specifically to come there? Did the Police therefore just happen to decide to go to collect these items or were they asked to come there?



Cape Times 12/2/87 (50)

# School kitchens: Sponsors sought

By ROGER WILLIAMS  
Chief Reporter

THE Peninsula School Feeding Association, which provided supplementary nutrition for 161 800 children last year, is seeking sponsors for 12 school kitchens it is building at Langa and Guguletu.

Each kitchen will cost between R8 500 and R9 000.

Mr Norman Freeman, the association's organizer, said yesterday: "The names of the sponsors will be inscribed on 'their' kitchens, and if they so wish they will be supplied with regular reports on the progress of the schools.

"We aim to involve the teachers and pupils in each school to paint the outside walls in motifs of their own choosing. We hope that by involving the community we will reduce the incidence of vandalism."

Mr Freeman added that plans had just been approved for a nutritional centre at Khayelitsha which, the association hoped, would provide for the

needs of the schools in the township for at least five years.

This project would be undertaken in co-operation with the UCT Students' Health and Welfare Clinics Organization (Shawco). The feeding association's share of the cost would be about R100 000.

## Unemployment

□ The cost to the association of providing supplementary nutrition to children in 1986, in an area reaching out as far as the Northern Cape and Mossel Bay, was R718 000. Mr Freeman said indications were that more than R850 000 would have to be raised to carry on during 1987.

He added that "the human story behind these figures" could be found in the downturned economy and the consequent rise in unemployment. He said the association depends entirely on the public to provide the funds it needs to continue its work.

The Peninsula School Feeding Association's office is at 35 Loop Street, Cape Town ☎ 25-3984.

# Nest: Education for the future

Articles 12/2/87

50

## Education Reporter

THE New Era Schools' Trust (Nest) aims to give education a new identity.

Nest, which plans to open a non-racial school in Cape Town next year, wants to set a pattern for the education of the future and to act as catalyst for others to move in the same direction.

Its new indigenous education will differ radically in content and methodology from the present approach "which is too closely prescribed along the lines of Christian National Education," according to a statement by Professor R B Burns, chairman of Nest's publicity committee in the city.

Professor Burns said South Africans had tried in vain to persuade themselves it was possible to provide equal opportunities in education at racially separated institutions.

## Solution

"The time has come for us to stop talking and planning and to act. The only solution is to set the pattern for an educational system which is common to all and open to all without racial ideologies and prejudices of any one group setting the tone for all the others. It is precisely this which Nest intends to do," the statement said.

Nest plans to open four schools in South Africa.

Uthongathi, the first school where Nest's philosophies have been put into operation, opened in Natal in January with 29 white, 27 African, 24 coloured and 27 Indian pupils.

This ethnic representation is in line with Nest's belief that no group "should be present in such a minority that its identity is submerged by that of another group".

All groups will be fully and fairly represented at Nest schools which will be fully non-racial in ethos, attitude and approach.

The principles have been successfully applied in pilot schemes in Botswana, Swaziland and Transvaal where it has been proved that non-racial education works and easily bridges the communication gap between people.

"It offers an exciting challenge and a real prospect for positive, peaceful and meaningful change," Professor Burns said.

Nest schools planned to create a sense of social responsibility, divorced from racial connotation.

"They will create a community awareness in their pupils by encouraging parents and other members of the community to make full use of their many facilities."

Many white private schools in the Cape had "courageously set the pattern by admitting non-white pupils for several years".

Professor Burns said these schools had a long tradition of "whiteness" and black pupils felt that they were in a white environment.

He predicted that a Nest school would usher in a new era of education in the Western Cape.

Negotiations were underway for a site for an unpretentious, functional, but aesthetically pleasing school.

The principal would be appointed at the end of next month. Initially pupils would be accepted for Standards 7 and 8, but the ultimate aim was to cater for pupils from pre-school to matric.

An ambitious bursary scheme would enable pupils to afford the fees which will be kept as low as possible. Boarders and day pupils will be accepted.

Aspiring pupils would write an entrance exam "not to cream off the top, but to ensure that all who attend the school will be able to benefit from what it has to offer, as high academic standards will be set from the outset".



# Ticklish issue of mixed schooling

DD 13/2/83

Echoes from the continuing row over multi-racial schools in South Africa have reached us in Zimbabwe, with some South African black parents vainly trying to enrol their children here in order to escape recurrent boycotts and the "politicisation" of township classrooms.

One reads that, as in Rhodesia under the Rhodesian Front, the South African Government is applying pressure to limit the proportion of black children at private schools in the white areas. Meanwhile, as in Rhodesia, you are reported to have a surfeit of women teachers in the "white" educational system. Hence married women with exceptional flair for the classroom and 20 years experience have to find jobs as receptionists despite the fact that there are just not enough qualified teachers, country-wide.

Segregation is a difficult subject to discuss honestly. In Zimbabwe, people are terrified of appearing to justify any degree of it, although many members of Zanu (PF) try to get their children enrolled in schools with a white majority among the pupils, in the mistaken belief that educational standards are proportionate to white faces.

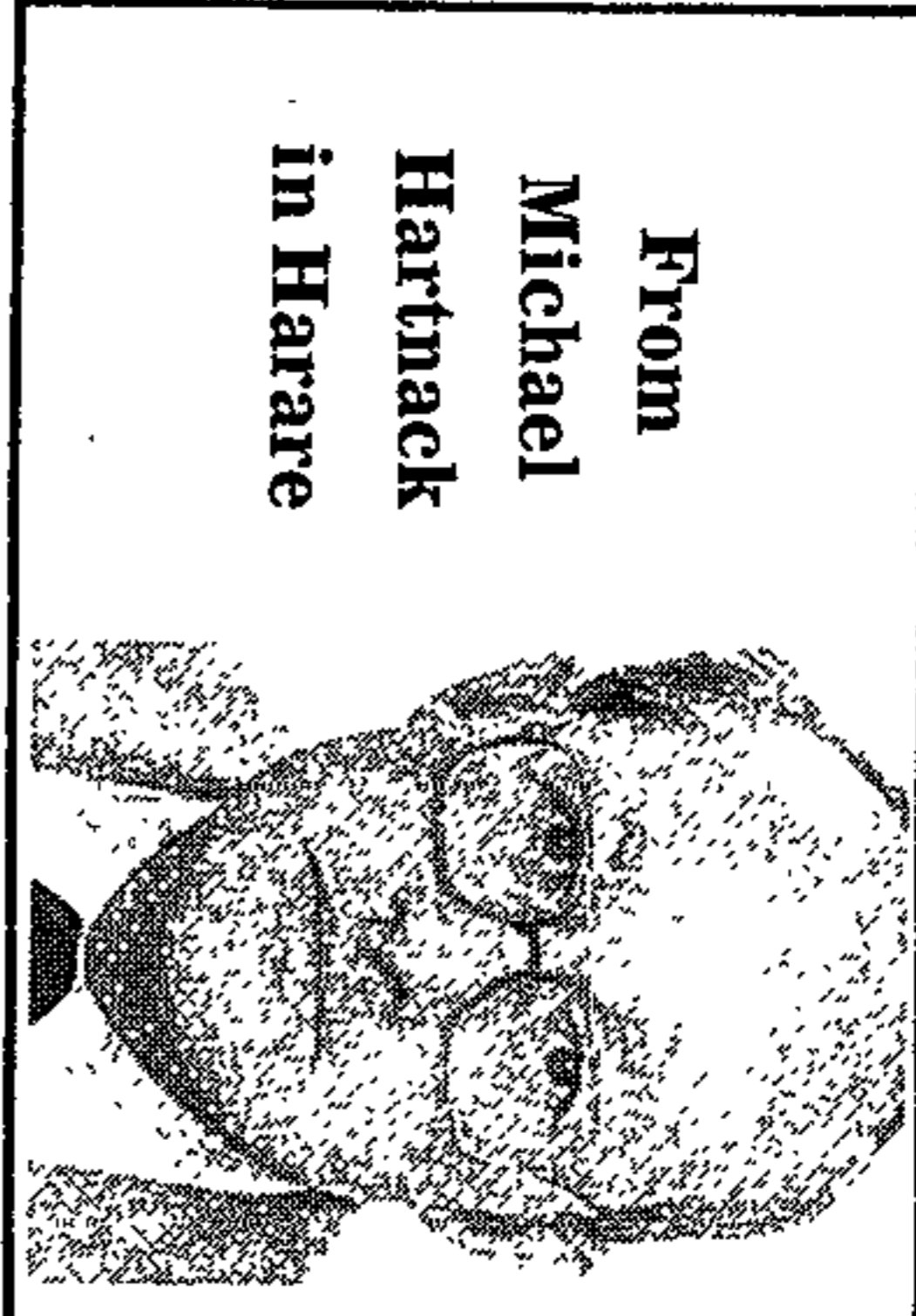
● To become receptive to conservation ideas, a boy needed a minimum of six years' education — by which time, of course, he aspired to an urban lifestyle far removed from humble tillers of the soil.

There were a few far-sighted souls who be- seached that instead of mobilising its young men (at enormous expense to their employers and to the taxpayer) in the Rhodesian forces, the court should be sending out its sons and daughters in a frantic effort to get its black children, particularly its girls, that basic grounding in literacy and the way to a better life. The country's population was four millions at the time (compared to today's nine millions) making the problem proportionately so much less.

The validity of their arguments has been amply demonstrated in practice by Mr Mugabe's government. Although the Zanu (PF) policy of education for all is yielding dubious results at the top end of the scale with abysmal GCE "O" level pass rates in some government high schools, the dramatic fall in the infant mortality rate simply reflects the fact that more young mothers have had at least three or four years schooling. The birth rate is falling, too (to some 2.7 per cent), although with declining mortality rates the overall population

● Management of the land in the Tribal Trust Areas, which made up 50 per cent of Rhodesia, was largely left in the hands of the women while the men went off to work in towns. ● To become receptive to conservation ideas, mothercraft clubs, baby care groups, etc, the average girl needed only three years of basic education.

From  
Michael  
Hartnack  
in Harare



growth rate still remains approximately four per cent — for the moment. Despite a heroic effort by many educationalists, black and white, and the sacrifice of millions of dollars by white taxpayers, by church missions, and self-sacrificing black parents themselves, Rhodesia lost the battle to educate its peoples for modern life. In the words of Leon Trotsky: "The fundamental premise of a revolution is that the existing social structure has become incapable of solving the urgent problems of development of the nation."

The Rhodesian "Division of African Education" concentrated on trying to educate boys to meet the needs of (white) employers — in its own eyes, to take up the career opportunities on offer, but in the eyes of black radicals, "to perpetuate capitalist exploitation of the masses."

In the quest to produce an illusory "black middle class", the Rhodesian authorities were ignorant of the deeply egalitarian nature of Shona society and the bitter sense of alienation their schooling methods produced in the sons of simple, traditionalist parents. The driving force of all nationalist fanatics is a craving to reconcile themselves with "their people" by some spectacular act of revenge against supposed enemies.

the University of Rhodesia, the Rev Professor Robert Craig declared that in the 1960s and 1970s white children here probably attended the best staterun schools in the English-speaking world.

Public-spirited white parents could claim part of the credit for the excellence of the schools that were built up; the state provided the ground and the basic classrooms, but parent-teachers' association and old boys' clubs built halls, swimming baths, and extra facilities, from their own dedicated fund-raising activities. They boosted teachers' morale, halting the rapid turnover of staff that stigmatised the early days.

It must be bluntly stated that one of the greatest secret sources of bitterness to whites in Zimbabwe today is the sight of old-established schools, which their parents and grandparents helped build up from a few ant-eaten pre-fabs on the bare veld, which now have not one white pupil left in their enrolment. If only, they say, the schools had been independent of government (and multi-racial) from the outset.

Which brings one to the explosive question of proportions. Although few people are prepared to admit it publicly in Zimbabwe, children of racial minorities (and that includes Asians and people of mixed-race) do suffer an identity crisis where they constitute less than ten per cent of the class, regardless, it seems, of whether the teacher is black or white. It has been shown that there can be over 60 per cent Shona-speaking children in a class without any ill effects on the educational attainments of minority members. And many black teachers have been great successes with predominantly white classes.

And once the proportion of Shona-speaking children gets beyond 70 per cent, most white, Asian, or mixed-race parents feel obliged, rightly or wrongly, to try to get their children into one of the newly established private schools. These are ruinously expensive since land and facilities have to be acquired at 1980s prices. Worries about being able to meet the cost of private schooling remain a major reason for Zimbabwe's "brain drain" among skilled blacks and whites.

Of passing interest is the fact that there are numbers of children in Zimbabwe today who have, for example, a Shona father and a West African or Caribbean origin mother. These black children, often born abroad, show definite signs of stress if not educated among children whose home lan-

guage and culture is basically Indo-European. In short, then, the wisdom of hindsight shows that the whites should have kicked the government out of the whole arena of schooling their children, and concentrated from the start on building up a network of independent, multi-racial schools, which should have complemented the African education drive by enrolling large numbers of children from the more sophisticated urban households. Clearly, such a policy could not have been divorced from the scrapping of the Land Apportionment and Land Tenure Acts, which Mr Ian Smith's ministers now privately confess were their other great mistake.

The hysterical fears of some white parents that multi-racial schools lead inevitably to outbreaks of typhus and trench mouth, to miscegenation, dagga-smoking, and "going native", have been shown to be so much laughable racist cant by the practical experience of the past nine years since segregation was abolished in government schools. Fifty years ago, be it remembered, "More English than the English" old Rhodesians raised similar pro-ostentous objections to the enrolment of "Dutch" children beside their own.





MAYOR Nelson Botile.

# Library opens doors

Soweto  
28/2/87

THE mayor of Soweto, Mr Nelson Botile, will officially open the R350 000 public library in Phiri, Soweto township at 11am next Friday.

This was disclosed yesterday by Miss A C Jonker, the council's chief librarian. She said the deputy mayor, Mr T P Ndaba and Miss Doreen Shoba, librarian of the United States Information Services, will give speeches.

Construction of the building was started in October 1985 and the completed building was handed over to the council in November last year. The council spent R350 000 from its funds to erect the building.

# TAKE ME

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February 13, 1987

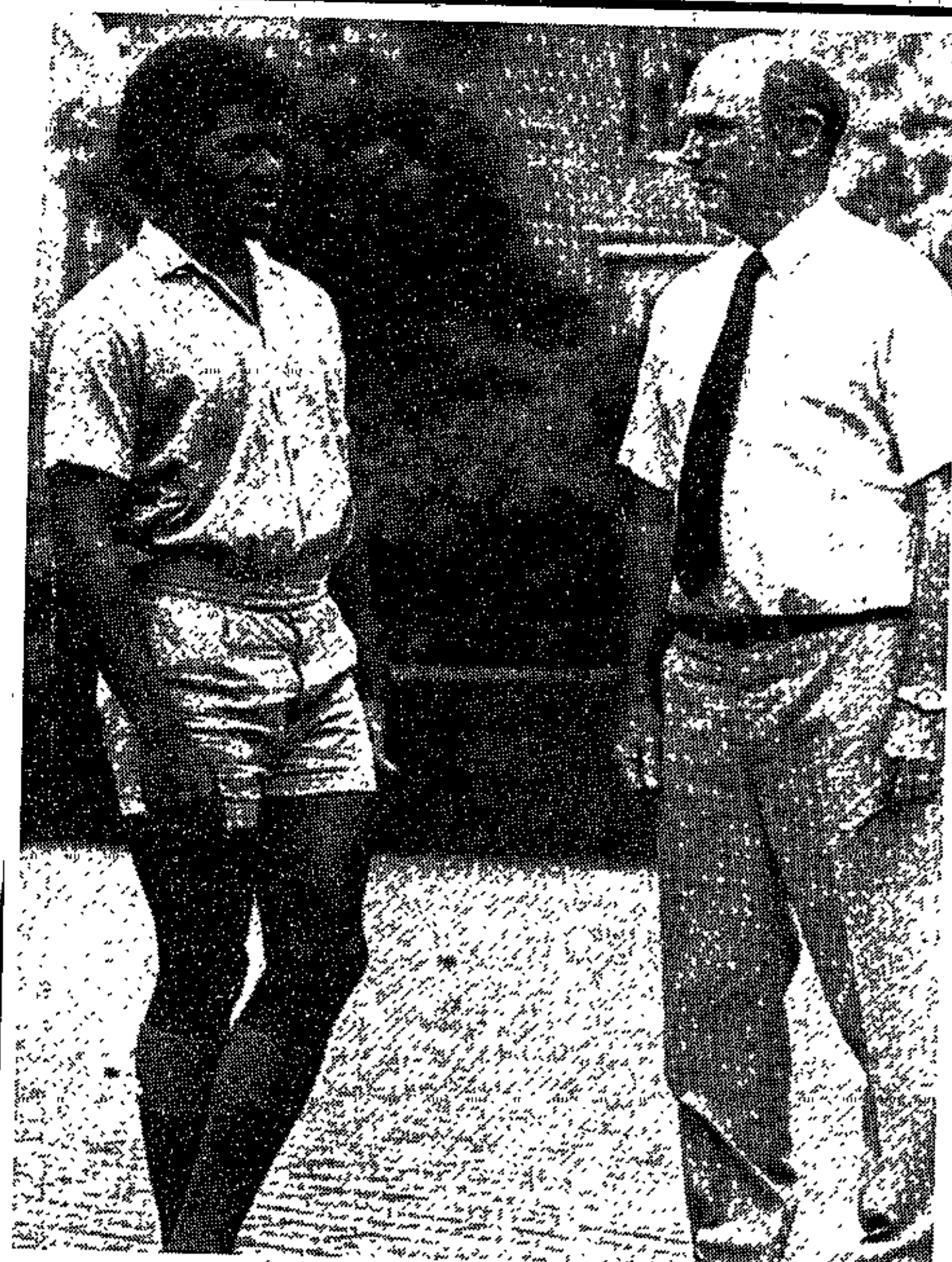
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Nkululeko Skweyiya, star athlete at Kearnsey College, with the headmaster, Mr Colin Silcock. He expressed concern yesterday that he was "responsible" for so many athletes who had trained hard for the meeting not taking part. "I'm sad about all the other guys having pulled out, but it is good to know there are so many people out there supporting me," he said. Nkululeko, son of Durban advocate Mr Thembile Skweyiya, said he did not feel bitter or resentful.

# Boycott after ban on black athlete

13/2/87  
C.M.K. Tim 6  
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Own Correspondent

DURBAN. — At least 100 athletes — representing 13 schools — have withdrawn from a national athletics meeting in Pretoria in protest against the banning of Natal school-boy sports star Nkululeko Skweyiya.

Nkululeko, a Kearsney College matric pupil, was told he would be excluded from the athletics meeting at Menlo Park Hoërskool in Pretoria this weekend because he was black.

His three teammates have decided to join the boycott and at least three officials have withdrawn.

Newspapers received many calls from people expressing their abhorrence at Nkululeko's treatment.

The irate father of an Afrikaans-speaking pupil, at a conservative Durban school, said his son had also decided to boycott the games.

"It's time the people of Natal formed a laager around this boy and expressed their disapproval by staying away," he said.

The headmaster of Menlo Park High School, Dr H S van der Merwe, declined to comment referring all queries to the Transvaal Education Department (TED).

However, the director of the TED, Dr Piet Bredenkamp, said their policy did not prohibit black pupils from taking part in activities at provincial schools meetings.

The Natal Amateur Athletic Association has called on its athletes to withdraw from the meeting and Hilton College, headmaster Mr Paul Marsh called for the meeting to be banned.

over of around R1,75m.

Last year, says director Les Kellen, BHC had about 600 applicants for 220 places in the school although main growth was through the school's national computer centres. An industry source says these centres have grown at about 300% a year.

Notes one investor: "The increasing demand for private education as well as management education, the high growth rate and the fact that fees are secured at the start of each course means private colleges and their management training schools are prime candidates for a listing on the Development Capital Market."

This is a possibility that Simpson doesn't entirely discount. "Clearly," he says, "the growth potential suggests a listing would be an attractive option."

Although management education is tax deductible, secondary school education is not. If it were, college growth would accelerate even more. "The fact that recipients of educational donations may not be specified precludes companies from sponsoring employees' children," says Kellen.

But township unrest last year, which disrupted so much education, also served to heighten employers' awareness of employees' problems. As a result, an increasing number found ways to help employees fund children's education in non-racial private schools.

"We don't know how they do it, whether by grant, loan or donation," says Harold Idesis, principal of Rosebank College. "But even two years ago this was a rare occurrence. Today, we have quite a few students sponsored in this way."

Adds Kellen: "Universities would be equally grateful if the Act were changed so that grants to specific students could be made tax deductible. Hopefully, the Margo Commission will recommend that contributions for education are fully tax deductible."

EDUCATION

(50) FIM 13/2/87

## School for profits

There was much speculation last year when Professor John Simpson, former Dean of UCT's commerce faculty and head of UCT's Graduate School of Business, resigned to head Abbots College, a private matric school in Cape Town. However, Simpson, who bought Abbots with a partner for an undisclosed amount, had also secured Cape rights to Damelin Management School and he knew exactly what he was doing.

"SA is totally undermanaged," he says. "Here there are 40 workers to every manager, whereas in the US the ratio is 10:1. We simply have to train more people to move into management positions."

As a result, management training, along with the development of private schools as commercial enterprises, has turned into a growth industry. Simpson is adamant that profit is not his only motive and that he's equally committed to black advancement.

"There's less tokenism today than in the past and companies are interested in real advancement for black managers," he says. Many companies which made token appointments have come short. Now they're trying to improve their human resources."

Initially Simpson will be more involved with the college than with management training, but it's in the latter area that he envisages growth. He expects at least 25% annual growth for Damelin in existing courses and even greater growth when additional courses are added to the curriculum.

Another Cape Town private school, Boston House College (BHC), established seven years ago, has also experienced phenomenal growth through its affiliated management education division. Today, BHC has a turn-



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# INSIDE THE 'A'

**IN a dramatic turn-about, "The Boss" - leader of the notorious "A-Team" vigilantes - has called for peace with the "comrades" in Durban townships.**

"The Boss" this week conceded that the bloody fights between the warring factions were a "futile exercise".

In an exclusive interview with *City Press*, the 27-year-old leader of the "A-Team" said he wished to remain unidentified at this stage.

He said his decision to declare a truce with the "comrades" came after a recent *City Press* report highlighting the "genuine concern" of the community for the war to come to an end.

"The report really moved us," said "The Boss".

However, he was quick to warn "This must not be construed as throwing in the towel. If the 'comrades' and their leaders wish to continue the fight, let it be. We have the means to fight a full-scale war until the end."

He said he has called for a truce because he deemed it in the best interests of the community and also because "my organisation subscribes to the noble ideal

**By S'BU MNGADI**

of a liberated South Africa which we have been blamed for suppressing".

Community leaders were expected to meet this weekend to consider the vigilantes' peace initiative.

During the interview, "The Boss", a qualified teacher, vehemently attacked the Press for failing to present an objective picture of the "war".

He revealed that the history of the "A-Team" dated back to 1983, when it was formed as a secret protection squad following the gruesome murder of his father, a Lamontville high school teacher.

The group went public in September 1985 - but, said "The Boss", they regarded their name as a meaningless label given to them by the community.

"The Boss" said that an attack on the Mpanza family, which claimed the life of a colleague, Langa Zondi, in September 1985, was a turning point "Bloody violence soon erupted as vigilantes defended themselves."

When reminded that, in fact, it was the "A-Team" who first attacked pupils and community leaders before the Mpanza incident, he leapt from his chair and barked, "You outsiders are the main instigators of all the trouble in our area."

He maintained that the vigilantes never attacked, but only defended their members.

However, he agreed that many people in the "A-Team" were employed by the State - but denied that they were police informers. "They are just ordinary people. The State employs so many people that in any group at least one will have a State link."

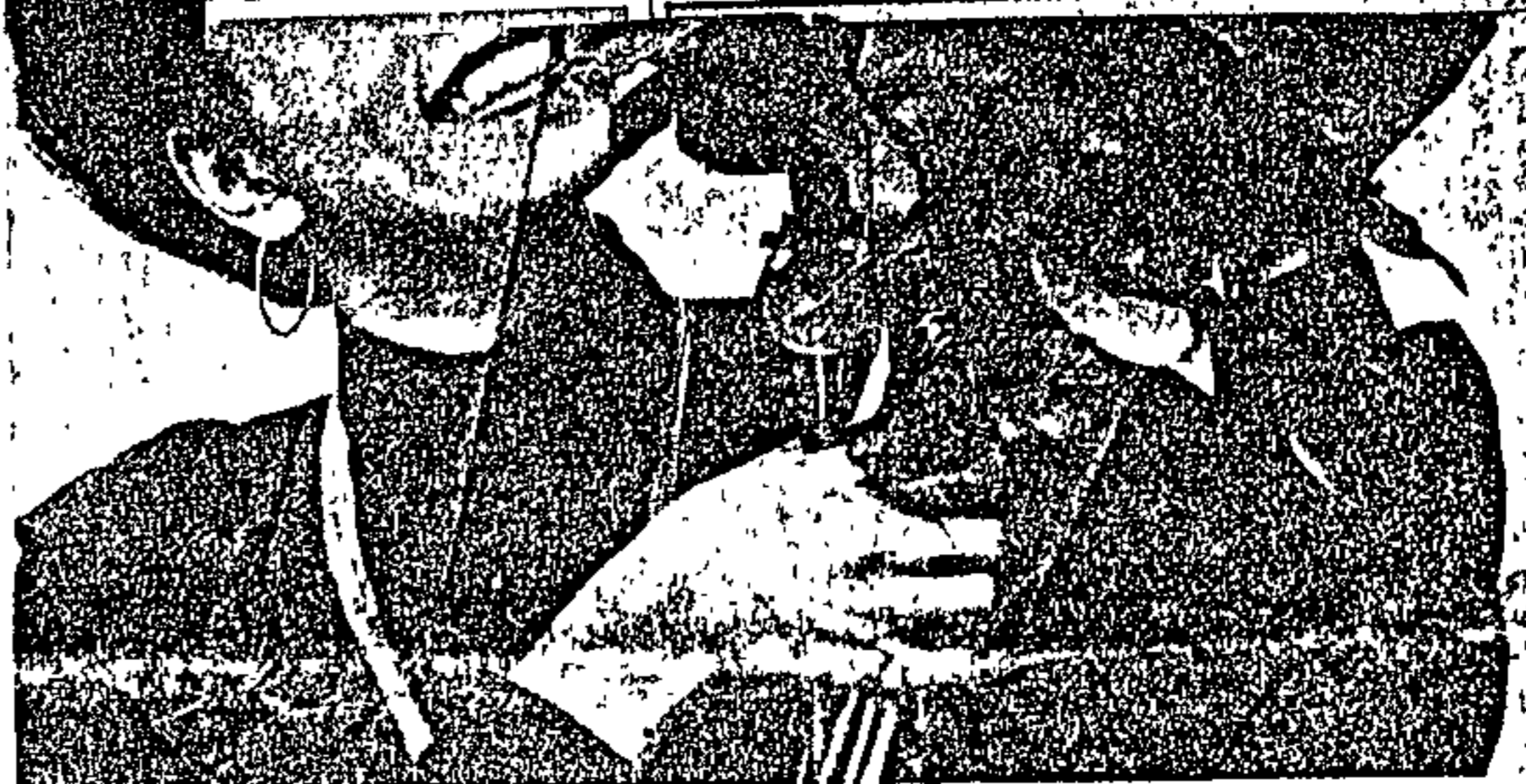
The group had no declared leader except for "The Boss", who acted as spokesman. Allegations that they worked in cahoots with the security forces were unfounded, he said.

"Eight of our members have been arrested for possessing unlicensed firearms, but they were not charged after appearing in court three times," he said.

Meanwhile, the PFP's director in Natal, Roy Ainslie, described the initiative as a giant step towards the establishment of peace in the area.

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 (Plus 5c GST) February 15, 1987 ★ ★ ★

## 'A-TEAM'



*City Press - 15/2/87*

### Natal feud over school fees erupts

**By S'BU MNGADI**

A LONG feud over the payment of fees and lack of placement of thousands of pupils at some schools in Natal, erupted into student protest in KwaMashu and Ntuzuma this week.

It started at KwaMashu's JL Dube High school and Ntuzuma's Bhekisisa Junior Secondary school on Wednesday when students demanded a refund of their school and enrolment fees.

When this was ignored, other schools unaffected by the two issues joined the two schools in a solidarity march to the local KwaZulu Department of Education and Culture office.

The protest comes almost a year after about 5 000 students marched to the inspector's office, demanding the immediate delivery of stationery and a refunding of school fees.

The major cause of the protest is said to be that, while students at some schools did not pay any fees, others had to pay fees ranging from R26 and R50 a year. This was contrary to the DEC's recommended 40c per year for lower primary students, R1,20 for higher primary students and R4 for high school students.

Since the KwaZulu schools opened three weeks ago, principals and teachers have reported that about 1 000 pupils have been turned away from each school because of overcrowding.

The problem is said to be especially acute in the Durban region where secondary schools are greatly outnumbered by higher primary schools.

KwaZulu DEC PRO Enoch Khumalo said his department has called on communities affected by the overcrowding to discuss the issue themselves and come up with a suggestion.

"Whatever suggestions they may come up with, will be looked into seriously," said Khumalo.

A GROUP of 110 South African legal academics, including a number from Afrikaans-speaking universities, have called for the release from detention of Raymond Suttner, senior lecturer in law at the University of the Witwatersrand.

Suttner, a leading figure in the United Democratic Front, has been in detention since the emergency was declared on June 12 last year.

The academics all signed a petition, which said: "As legal colleagues, we urge the Minister to release Mr Suttner immediately."

Among those who signed

### Release Suttner call by 110

the petition are Prof Marinus Wicchers, of the University of SA, who recently said he had made a mistake by supporting a "yes" vote in the 1983 referendum, Prof John Middleton, also of Unisa, who headed the commission of inquiry into the disturbances at the University of Zululand,

Prof Lourens du Plessis of Potchefstroom University and four professors from the law faculty at Stellenbosch University - Professors MG Erasmus, GF Lubbe, MA Rabc and MM Loubser.

Another signatory was South Africa's trans-Atlantic yachting hero, Bruce Dalling, who lectures in law at Maritzburg.

It was signed by 29 law lecturers at Wits, 19 law lecturers at Unisa, one at Rhodes University, 16 law lecturers at the University of Cape Town, 11 law lecturers at Stellenbosch University and four law lecturers at the University of the Western Cape.



The ECC Valentine's Day card that says it all.

### Valentine's Day - the ECC way

**By S'BU MNGADI**

THE END Conscriptio Campaign has added a new dimension to Valentine's Day by distributing thousands of "different" Valentine cards and stickers.

They all bear the slogan "Make Love Not War".

Natal's ECC spokesman Richard Steele said this was a symbolic campaign, and that ECC wished to assist in the peaceful transition of society.

ECC maintains that the traditional Valentine's Day message of love and understanding should be extended to each day of the year, and to the country as a whole.

LOVELY Shirley Rakgomotsi, the reigning made a point to remind lovers all over South tomorrow is St Valentine's day. Shirley, who received her bouquet of red roses and can tell us who the lucky fella is who sent her

### 'Forced to jog'

DURBAN'S city police became embroiled in controversy this week with claims that a white policeman acted "inhumanely" towards a black man he had arrested.

The municipal police are investigating claims that, watched by hundreds of people, a white policeman cuffed a man to the crash bar of his motorbike and then drove off - with his unfortunate "prisoner" forced to run alongside.

The alleged incident came to light when a man, who claimed to have witnessed it, complained to a Durban newspaper.

A city police official said no direct complaint was made, but that they were investigating the paper's report.

He said the man - presumed to be the prisoner in handcuffs - was taken to the Point police station on Tuesday and handed over to the SAP.

He was released without bail and warned to appear in court next month.

### Unionists slam Seifsa

**By ZB MOLEFE**

THE Metal and Allied Workers' Union this week slated the giant Steel and Engineering Industries Federation of SA for refusing to ask the authorities to grant bail to detained Mawu general secretary Moses Mayiseko, 38. Seifsa told Mawu on Wednesday it would not intervene on Mayiseko's behalf.

Mayiseko and seven Alexandra residents appeared in the Randburg Magistrate's

*City Press 15/2/87*



292 50

## Parents to meet over Squeegee ban

### The Argus Correspondent

PRETORIA. — Parents of pupils at Menlo Park High School are to hold a meeting this week to demand the resignation of the school board.

They have already lodged a motion of no confidence in the board, which was responsible for the decision to bar black Natal athlete Nkululeko "Squeegee" Skweyiya, a Kearsney College student, from Saturday's national schools athletics meeting.

Sponsors and dozens of athletes pulled out in protest but the event went ahead with the stands half empty. Many parents boycotted the meeting.

There have been serious repercussions, including the withdrawal of the board's director-general of finance, Dr Chris Stals. In a statement, he said he was resigning, among other reasons, in protest over the affair.

### PROTEST ADVICE

The Conservative Party supported the ban, saying Kearsney College was trying to cause embarrassment by including "Squeegee" in its team.

The decision to exclude Skweyiya has angered Opposition politicians and local National Party MP Dr Org Marais has advised parents and pupils to protest.

The Minister of Home Affairs and leader of the National Party in Natal, Mr Stoffel Botha, said he regretted the board's decision, saying the Government was not opposed to mixed school sport.

The Department of Education and Culture in the House of Assembly said such a decision rested with individual schools.

● Skweyiya was second in the long-jump at the "alternative" meeting at King's Park, Durban, on Saturday. He said he was disappointed not to have competed in the national meeting. — Sapa.



# Govt clamp feared

By MATHATA TSEDU

16/2/87  
Somerton

(25)

(S)

A GOVERNMENT clampdown on various community, church and independent educational organisations is being feared following disclosures that several of these organisations are being investigated.

Organisations known to have been visited by inspectors from the fund-raising section of the Department of National Health and Population Development, include the Northern Transvaal Advice Office (NTAO), the Wilgespruit Fellowship Centre, the National Education Crisis Committee (NECC), the South African Council for Higher Education (Sached) and the Kagiso Trust.

Other organisations mentioned include the End Conscription Campaign (ECC), the Council for Black Education Research and Diakonia, but this could not be confirmed.

## Income

The organisations being currently investigated are involved in various aspects of community service and operate independently of the government. They all derive their income from donations raised both internally and externally. It is feared that the investigations could lead to their being declared "affected organisations".

An affected organisation is prohibited from raising funds overseas. The Democratic Front was last year declared "affected".

maintained its good hu- lent incidents.

when she spoke of her music," he said.

Sadly remem  
Fondly remem



# Squeegee: Bid to axe committee

50  
CMT Ticks 16/287

**Own Correspondent**

**JOHANNESBURG.** — Menlo Park High School's verkrampste management committee is certain to be ousted from office after a special parents' meeting to be held on Thursday.

The convener of the meeting, Dr Stroebel Hoffmeyer, said he believed most parents deplored the committee's action in barring black athlete Nkululeko "Squeegee" Skweyiya from the sports meeting.

A motion to be submitted to the meeting states that the committee had failed in its educational task of furthering healthy race and group relations.

The motion claims the committee acted improperly to an extent where it was considered "permanently incompetent" to be the mouthpiece of the school, the parents and pupils. Parents spoken to said the school's

fine reputation as an educational institution and its outstanding record on the sportsfield had been badly damaged by the committee's action.

Most senior pupils at the school boycotted the sports meeting.

The Conservative Party in Natal backed the Menlo Park decision, saying it was in line with the principle of separate schools.

The decision has, however, been strongly condemned by various PFP and NP spokesmen.

Meanwhile, most of the 79 Durban and District High Schools' Association athletes who boycotted the SA Sport Foundation meeting at Menlo Park, took part in an "alternative" meeting at King's Park in Durban on Saturday.

Nkululeko, who came second in the long-jump event, said he was disappointed at not being able to take part in the national meeting.

The Durban school-boy at the centre of the sports row ... Nkululeko "Squeegee" Skweyiya

**'Offers'**



SO

SOMETANI

17/2/87

# Govt inspectors

## spread net

**FEARS of a Government clampdown on various community, church and independent educational organisations reached a crescendo last night with news that more organisations are being investigated.**

The latest organisations to join the list of those which have been visited by inspectors from the fund-raising section of the Department of National Health and Population Development include the Al-

**By ALI MPHAKI**

Ian Boesak Foundation, the Black Lawyers Association, Montagu Project in the Cape and numerous organisations in Natal.

Observers see the investigations as a prelude to more drastic action against the organisations, most of which derive

their income from donations raised both internally and from overseas.

It is also feared that the investigations could lead to their being declared "affected" organisations — a move which will prohibit them from raising funds overseas.

President of the Soweto Civic Association, Dr Nihato Mottlana, said

instead of the Government being grateful for the work done by these organisations it seeks to make their work impossible.

**Azapo**

"We can only condemn the Government for trying to destroy or-

ganisations which are doing tremendous work that in fact should have been done by it," he said.

The Azanian Peoples' Organisation's (Azapo) publicity secretary, Mr Muntu Myeza, said the Government was engaged in moves to destabilise the organisa-



**DR NTHATO Mottlana... condemns action.**

tions. Mrs Sheena Duncan, director of the Black Sash, said their offices in the Cape were also visited by the director of fund-raising.



vision sets payable to the South African Broadcasting Corporation (hereafter called SABC).

- (4) M-Net will apply strict norms in its programmes in regard to programmes about physical disabilities, deformities, racial or colour issues, crime, drunkenness, addiction to drugs, lottery and gambling or containing indecent details about or reference to parts of the human body and all such reports and programmes must comply with the generally accepted norms of good taste in the South African community. In addition, M-Net televises nothing which
- is blasphemous, improper, objectionable or indecent in nature;
  - contains unsavoury details of torture, human or animal suffering or executions;
  - is pornographic or smutty;
  - is in violation of any legal rule;
  - incites public opinion or which could directly lead to breach of the law or could threaten the national security;
  - could upset relations between the different population groups;
  - could cause unrest or panic;
  - may hinder any state department in the execution of its duties; or
  - is aimed at damaging the Republic's image abroad.
- (5) A maximum of 70 transmission hours per week is allowed. Any extension of broadcasting hours must be approved by the Minister.
- (6) Transmission will be in both official languages with a minimum of 25% in any official national language when M-Net reached a subscriber figure of 150 000 or more, which minimum would be extended to 40% when a subscriber figure of 300 000 or more is reached.
- (7) M-Net will have as its aim the promotion of the making of local productions in the broad programme spectrum, including drama. When a subscriber figure of 150 000 or more is reached, a minimum of 10% of the permissible broadcasting time will consist of local productions, which would be extended to a minimum of 20% when a subscriber figure of 300 000 or more is reached and which would be further increased to a minimum of 30% when the subscriber figure of 150 000 or more is reached.
- (8) The SABC must be given the opportunity to exercise a choice beforehand whether it intends televising a sporting event, local or international. M-Net accordingly does not negotiate or obtain any rights for sports transmissions in such a way or on conditions which deny the viewing public of South Africa access to sporting events to which they presently have access.
- (9) M-Net will use a maximum of 8% of the permitted broadcasting time to televise advertisements: On condition that an increase of the said maximum could only take place with the approval of the Minister.
- (10) Advertisements are presented in both official languages with a minimum of 40% in any of the two official national languages.
- (11) Advertisements are subject to the same conditions as mentioned in paragraph 4 above, as well as the rules, regulations, codes and minimum standards of the Advertising Standards Authority.
- (12) M-Net will co-ordinate with the SABC in respect of programme scheduling in order to ensure that the

educational and information function of the SABC is not interfered with.

- (13) M-Net shall not operate its broadcasting service in collaboration with another person or become involved in the joint operation of any other broadcasting service, except with the approval of the Minister and according to the conditions and requirements stipulated by him.
- (14) No clause of the Agreement of Shareholders as reached on 17 January 1985 by the present shareholders of M-Net, will be amended, except with the approval of the Minister and according to the conditions or requirements stipulated by him.

(15) The Minister reserves the right to amend these conditions as he may deem advisable.

The MINISTER: Mr Chairman, I am prepared to release the full terms of the relevant licence. However, seeing that these terms and conditions are very lengthy I ask for leave to table them.

The CHAIRMAN OF THE HOUSE: Order! Any objection?

Mr D J DALLING: Mr Chairman, we object.

The CHAIRMAN OF THE HOUSE: Order! There is an objection.

The MINISTER: Mr Chairman, I ask for your leave.

The CHAIRMAN OF THE HOUSE: Order! Actually it is by the leave of the House that a reply is tabled. Is there an objection to having all the terms and conditions tabled?

Mr D J DALLING: Very well. Mr Chairman, we withdraw our objection.

Sandton: pollution of rivers/streams

\*11. Mr D J DALLING asked the Minister of Water Affairs:

Whether his Department took any action in 1986 in regard to the pollution of rivers and streams which flow through Sandton; if so, (a) what action, (b) in respect of which rivers and streams and (c) with what result?

The MINISTER OF WATER AFFAIRS:

Yes, (a), (b) and (c). The hon member is referred to the reply to his question 35 (for written reply) in 1984. The action is being continued and the results have thus far remained unchanged.

I may add, for the information of the hon member, that analytical results of regular sampling and electronic monitoring reveal no significant deviation from normal water qualities in the area.

Admission to schools

\*12. Mr A SAVAGE asked the Minister of Education and Development Aid:

(1) Whether any Black children are unable to gain admission to schools in 1987; if so, how many Black children were unable to gain such admission as at the latest specified date for which figures are available;

(2) whether any additional classrooms are to be built in 1987; if not, why not; if so, (a) how many and (b) where will they be built?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes. Final figures are not available because the process of enrolment has not yet been completed. The situation can be attributed to the unexpected inflow of pupils during 1987 in some areas.

(2) Yes, (a) and (b). Additional classrooms and other tuition rooms are being erected during 1987 in all seven regions of the Department. It is expected that 1 371 classrooms for secondary schools and 816 classrooms for primary schools will be completed during 1987.

Howard 17/2/87



Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply I would like to ask him whether there are not any possible short-term steps that can be taken—for example in the Cape Peninsula—with regard to the many children who want to go back to school but who cannot now get into schools?

The MINISTER: Mr Chairman, a variety of short-term steps are being taken. For example, two-shift classes are being offered in a single school, something which is not a satisfactory arrangement but which is the best available in order to make maximum use of the facilities. In this regard the co-operation of the teachers also need to be gained as they have to do this extra work. Furthermore, arrangements are being made in several areas to obtain access to halls or other suitable venues for accommodating the children in the interim.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, has his department considered taking over temporary or prefabricated classrooms that are now no longer being used at underutilised White schools?

The MINISTER: Mr Chairman, in our approach to this matter we have confined ourselves to schools and facilities which are within easy reach of the residential areas where the students concerned are living.

#### Bureau for Information

\*13. Mr P G SOAL asked the Deputy Minister of Information:

- (1) Whether the Bureau for Information has granted any (a) financial and (b) other assistance to a certain organisation, the name of which has been furnished to the Bureau for the purpose of the Deputy Minister's reply; if so, (i) what (aa) financial and (bb) other assistance, (ii) when, (iii) for what purpose and (iv) what is the name of this organisation;

- (2) whether any officials attached to the Bureau are connected to this organisation; if so, (a) in what capacity are

they employed by the Bureau and (b) what is the nature of their involvement with this organisation;

- (3) whether the Bureau has connections with any other community organisations; if so, (a) with which organisations and (b) why?

The DEPUTY MINISTER OF INFORMATION:

- (1) (a) No.  
(b) No.  
(i) to (iv) Fall away.

- (2) There are no official links between officials of the Bureau and the organisation whose name was supplied to the Bureau, nor is the Bureau aware of any other links between its officials and the organisation concerned.

- (3) In the course of its activities the Bureau liaises informally with a wide range of community organisations. However, it has no formal connections with any such organisation.

\*14 Mr S S VAN DER MERWE—Law and Order. [Withdrawn].

#### Internal Security Act: detainees

\*15. Mr P C CRONJÉ asked the Minister of Law and Order:

How many persons detained under section 28 of the Internal Security Act, No 74 of 1982, (a) made written representations to him in 1986 relating to their detention or release and (b) had been released from detention as a result of these representations as at the latest specified date for which information is available?

†The MINISTER OF LAW AND ORDER:

- (a) None.  
(b) Falls away.

#### Promotion of Creative and Other Arts

\*16. Mr B R BAMFORD asked the Minister of National Education:

- (1) Whether, with reference to his reply to Question No 27 on 8 April 1986, final decisions have now been taken on the recommendations of the Commission of Inquiry into the Promotion of Creative and Other Arts; if not, why not; if so, what are these decisions;

- (2) whether any steps have been taken to implement any of these decisions; if not, why not; if so, (a) what steps and (b) with what result?

The MINISTER OF NATIONAL EDUCATION:

- (1) Yes. In the light of the recommendations of the Commission of Inquiry into the Promotion of the Creative Arts the Government made known its views on the creative arts in the White Paper on the Promotion of the Creative Arts in the RSA.

- (2) Yes.

- (a) A working committee is at present investigating the possibility of the voluntary institution of an umbrella body or bodies with a view to the promotion of the creative arts.

- (b) The working committee has not yet completed its work.

#### Detainee

\*17. Mr G B D McINTOSH asked the Minister of Law and Order:

- (1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, has been detained by the South African Police; if so, (a) on what date, (b) (i) where and (ii) in terms of what statutory provisions

was he detained and (c) what is his name;

- (2) whether this person has been released; if so, on what date?

†The MINISTER OF LAW AND ORDER:

- (1) No, not in terms of security legislation.  
(a) to (c) Falls away.

- (2) Falls away.

#### Restriction orders

\*18. Mr S S VAN DER MERWE asked the Minister of Law and Order:

- (1) Whether any persons or organisations have been issued with restriction orders in terms of the emergency regulations prohibiting them from issuing or making statements critical of the Government; if so, (a) what persons or organisations, (b) on what dates, (c) why and (d) by whom were these restriction orders issued in each case;

- (2) whether he will make a statement on the matter?

The MINISTER OF LAW AND ORDER:

- (1) and (2) I refer the hon member to my summarised reply on oral question number 2.

#### Requests to publish articles

\*19. Mr D J DALLING asked the Minister of Law and Order:

- (a) How many requests for permission to publish articles dealing with matters covered by the emergency regulations have been received by the South African Police since 12 June 1986, (b) on how many occasions was permission refused, (c) what was the reason for refusing permission to publish in each case and (d) in

which the Department of Foreign Affairs incurred in connection with the Klaas de Jonge case, the position is still as set out in my replies submitted on 11 February and 4 March 1986. His is, of course, in practice being detained by the Netherlands Government and that Government is also responsible for the payment of the rent of the premises, his food and maintenance and the Dutch officials who look after him.

- (2) Yes.  
(3) No, not at this time.

**UK/Ireland: new post of sales manager**

\*37. Mr W V RAW asked the Minister of Transport Affairs:

- (1) Whether a new post of sales manager for the United Kingdom and Ireland has been established by the South African Transport Services; if so, when;  
(2) whether any person has been appointed or selected for appointment in this post; if so,  
(3) whether the nomination procedure for filling such posts has been observed; if not, why not;

(4) whether the South African Transport Services have received any complaints and/or reports of irregularities committed by the incumbent of this post in relation to his duties in the South African Airways; if so, what is the nature of these irregularities;

(5) whether any action has been taken against this person as a result of such complaints and/or reports; if so, what action?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes, on 1 July 1986.  
(2) Yes.

(3) No, the post has been filled by means of a transfer.

- (4) No.  
(5) Falls away.

**Jan Smuts: fruit delayed**

\*38. Mr W V RAW asked the Minister of Transport Affairs:

- (1) Whether any fruit delivered for export by airfreight was delayed at Jan Smuts Airport in December 1986; if so, why;  
(2) whether any losses were incurred by the exporters in question; if so, what was the cost to the exporters of this delay;  
(3) whether these exporters were compensated; if so, what was the total amount involved;  
(4) whether any steps have been taken to prevent a recurrence of a delay of this nature; if so, what steps?

The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes. Due to lack of cargo space on all carriers unbooked consignments could not be accepted for conveyance.

(2) Not known

(3) No.

(4) Yes. Additional flights have been instituted and non-stop flights to Europe re-arranged to land and Ilha Do Sal for refuelling thereby enabling it to convey more cargo. In addition charter flights have been introduced where necessary.

**Air-tours to Zimbabwe**

\*39. Mr W V RAW asked the Minister of Transport Affairs:

- (1) Whether the South African Airways

are operating so-called air-tours to Zimbabwe; if so, what is the nature of this venture;

- (2) whether these tours are being advertised; if so, (a) at what total cost, (b) how many tours have been sold or booked since the inception of this venture and (c) in respect of what date is this information furnished?

The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes. South African Airways in association with Sartravel, United Touring Company and Zimbabwe Sun Hotel Group compiled a tour package consisting of four tours which range from two to seven days each.

(2) Yes.

(a) R100 000,00.

(b) 10.

(c) 9 February 1987.

*Own Affairs:*

**Libraries/museums**

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether a date has been determined for the transfer to his Department of the functions of provincial departments of libraries and museums; if not, (a) why not and (b) when will a date be determined; if so, (i) what date has been so determined and (ii) what functions will be transferred;

(2) whether the provincial library and museum services will be divided amongst Own Affairs Departments on (a) the basis of readership/visitorship or (b) any other specified basis; if so, why;

(3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

(a) because it has been decided that second-level administrations will retain provincial library services as a general affair and

(b) (i) and (ii) The question falls away in respect of libraries and in respect of museums as soon as negotiations have been finalised.

(2) The question falls away in respect of libraries and in respect of museums:

(a) No.

(b) are being negotiated.

(3) No.

Mr R M BURROWS: Mr Chairman, answering from the hon Minister's clarification in respect of paragraph 1 (a) that library services will be viewed as a general affair for second-level administration, has there been any decision as to whether museums will be so regarded as well?

†The MINISTER: Mr Chairman, my reply was that it is under consideration and under discussion.

**Pietermaritzburg: old-age home**

\*2. Mr G B D McINTOSH asked the Minister of the Budget and Welfare:

(1) Whether his Department has received any requests for financial assistance for a home for the aged in Pietermaritzburg; if so, (a) by whom and (b) when were these requests made;

(2) whether his Department has considered these requests; if so, with what result; if not, why not?



# Menlo Park KO's big fight

CAME THORP'S  
17/2/87  
50

By CHRIS  
BATEMAN

**GERRIE COETZEE'S** chances of fighting top-rated American James Broad in South Africa next month have been wrecked by the racist banning of Kearsney College schoolboy Nkululeku Skweyiya from a national schools athletics meeting in Pretoria at the weekend.

Broad, ranked fourth in the world by the International Boxing Federation, yesterday refused to fight in the same city in which the schoolboy athlete was spurned.

He was scheduled to meet Coetzee at Loftus Versfeld on March 21, but the promoters have failed to find an alternative venue and the sponsors have refused to change venues.

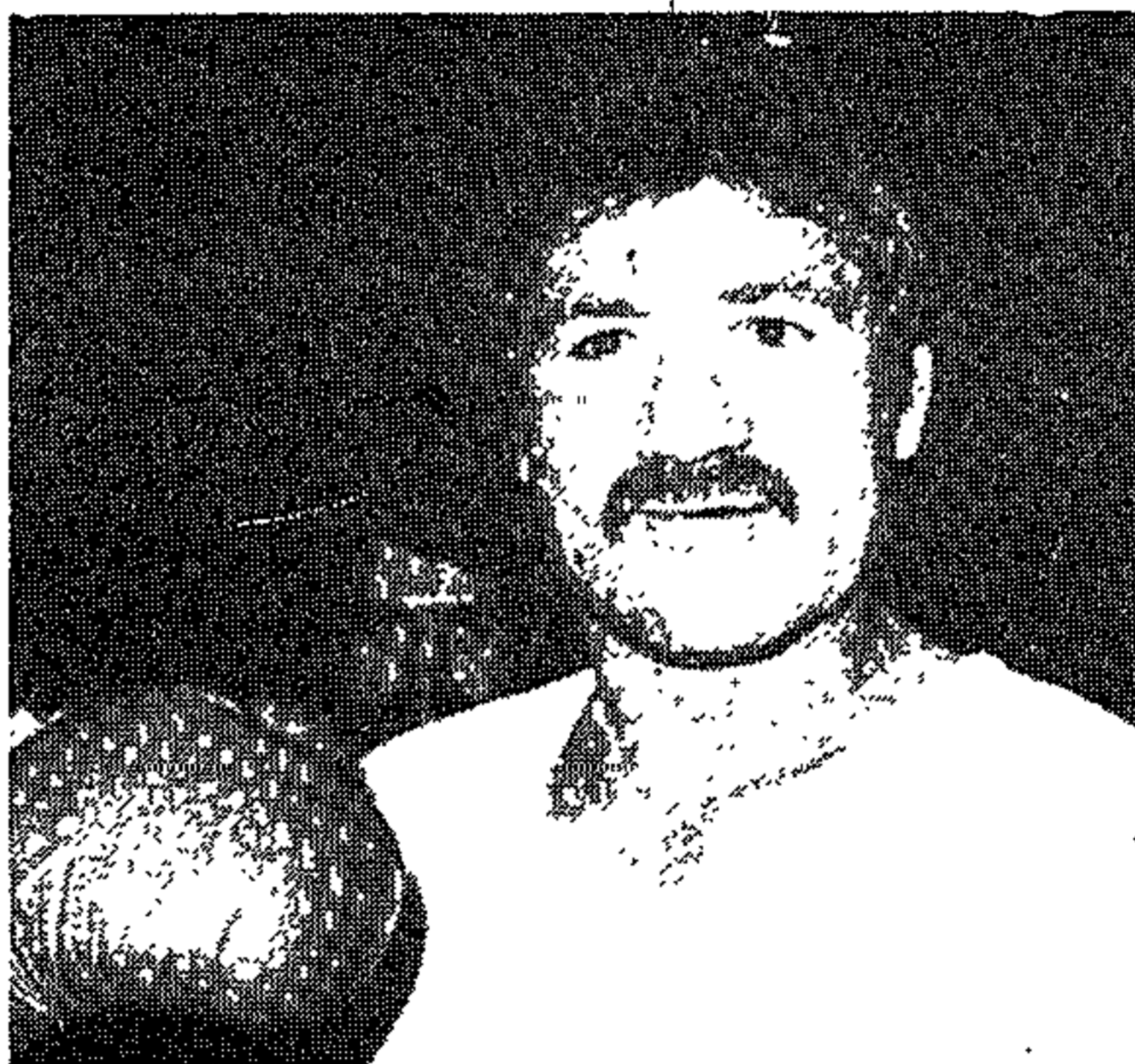
### 'Infested'

Coetzee recently regained his boxing licence from the South African Boxing Board of Control and has been in intensive training ever since. He expressed bitter disappointment last night.

"This country is still infested with racists like those of the Menlo Park school board, who judge people by their skin colour.

"I don't want to be drawn into the political arena, but I must say that the Menlo Park incident should not happen in this country.

"It's very unlikely that



Gerrie Coetzee



Nkululeku Skweyiya

we'll find Americans so high on the world rankings to come and fight in this country again," he said.

The racial ban on Skweyiya was imposed by the hosts of the athletics meeting, Menlo Park High School, prompting 100 athletes from 13 Natal schools to boycott the event and evoking

strong condemnation from both government and Progressive Federal Party spokesmen.

Sapa reports that the international outcry sparked the deployment of more than a dozen police and Defence Force vehicles just out of view of the Menlo Park Sports Stadium on Saturday.

A top boxing commentator and editor of SA Boxing World, Mr Bert Blewett, said last night that Broad's decision would "not make one iota of difference to the people at Menlo Park — I don't think they care a damn".

The people who cared most were those who had integrated South African boxing at heart. There was tremendous pressure for black boxers not to come to this country and "those who do are really going out on a limb. I can appreciate Broad's point of view".

### Meeting off

Meanwhile an extraordinary meeting of the controversial Menlo Park High School management board was cancelled last night, because the school principal, Dr C van der Merwe, had a "prior engagement". Parents at the school have called for the board's disbandment, charging that it was "hijacked by a clique of right-wingers".

In other developments surrounding the controversy, the Conservative Party in Natal yesterday accused Kearsney College of deliberately provoking "an embarrassing incident in the Transvaal", and Labour Party leader the Rev Allan Hendrickse compared the schoolboy's banning to former prime minister Mr John Vorster's ban on England cricketer Basil D'Oliviera.

A spokesman for the fight promoters said: "It is tragic that the actions of irresponsible individuals can do so much damage to South African sport, which is already fighting an uphill battle."

# Many blacks seeking a place in a classroom

## Mercury Reporter

THREE weeks after the re-opening of KwaZulu schools, some pupils in Durban's townships were yesterday still on the streets searching for a place in a classroom.

Several pupils interviewed in Kwa Mashu and Umlazi said they had been looking for schools since the day of reopening.

'We have been to schools in Kwa Mashu, Umlazi and Lamontville but we were told classrooms were already overcrowded and we could not be accommodated,' a pupil said.

Some said they passed their matric with senior certificate but were turned away from their schools when they wanted to make a second attempt for matric

exemption.

The problem of overcrowding is facing senior schools and colleges alike.

Parents of more than 100 pupils seeking registration at Appelsbosch College of Education near Verulam have undertaken to pay R100 each for the renovations of old classrooms.

The chairman of the Parents Committee, the Rev Isaya Mngadi, said the governing council of the college recommended that since the KwaZulu Government had limited funds parents should help towards the renovation of old classrooms.

At the Mpumalanga College of Education in Hammarsdale, a meeting was held to discuss overcrowding.



50 (23) CAPS time 18/2/07.

## Sex teaching at school

Education Reporter

THE birds and the bees will take a rest — about 20 000 primary and high school pupils at 19 schools in the Peninsula will receive sex education after the Department of Education and Culture (DEC) launched a programme as part of the teaching syllabus.

According to a spokesman for DEC, the programme — a pilot project named Family Guidance, for Sub A to Std 10 — follows two years of research by the Human Sciences Research Council (HRSC).

Four regions, Athlone, Bellville, Mitchells Plain and Wynberg, were identified for the implementation of the programme which will be monitored for its effectiveness and to locate and eliminate problems.

Two teachers and a principal of each of the 19 schools recently took part in a training programme offered by the Tygerberg Hospital Family Planning Unit and the Youth Health Services of the Department of National Health and Population Development at the Karl Bremer Hospital, Bellville.

The MINISTER OF MANPOWER:

(a) (i) Whites 254  
 Coloureds 11 538  
 Asians 1 340  
 Blacks 310 676

(ii) Whites 1  
 Coloureds 2 406  
 Asians 26  
 Blacks 98 099

(b) (i) and (ii)  
 Whites 15 832 hours  
 Coloureds 442 496 hours  
 Asians 65 512 hours  
 Blacks 9 947 824 hours  
 (Separate statistics not available)

Own Affairs:

Private schools: subsidies

2. Mr D J DALLING asked the Minister of Education and Culture:

(1) Whether any private schools in (a) the Transvaal, (b) Natal, (c) the Cape Province and (d) the Orange Free State (i) have applied for and (ii) have been granted a subsidy for private schools in terms of the Private Schools Act (House of Assembly), No 104 of 1986; if so, which schools in each case;

(2) whether any registered private schools have not applied for this subsidy, if so, which schools;

(3) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(a) Transvaal.  
 (1) (i) Yes,  
 Assumption Convent (Germiston)  
 Assumption Convent High School (Maryvale)

Assumption Convent High School (Pretoria)  
 Auckland Park Preparatory School  
 Bellavista School  
 Beth Jacob Girls' High School  
 Brescia House Ursuline College  
 Broadlands School  
 Carmel Primary School  
 Carmel High School  
 Christian Brother's College (Boksburg)  
 Christian Brother's College (Pretoria)  
 Christian Brother's College (Springs)  
 Convent of the Holy Family  
 Convent of Our Lady of Mercy  
 Crossroads School  
 Damelin College  
 De la Salle Holy Cross College  
 Deutsche Schule (Johannesburg)  
 Deutsche Schule (Pretoria)  
 Dominican Convent  
 Eden College  
 Flamboyant School  
 Gerdauer Gemeinde Schule  
 Gereformeerde Laerskool "Johannes Calvyn"  
 Glenoaks School  
 Hillel School  
 Holy Rosary Convent  
 Iona Convent  
 Japari School  
 King David Primary School  
 King David School (Linkfield)  
 King David School (Victory Park)  
 Kingsmead College  
 Kroondal Deutsche Schule  
 La Salle College  
 Loreto Convent (Skinner Street)  
 Loreto Convent (Queenswood)  
 Marist Brothers College  
 Max Stibbe School  
 Mayfair Convent  
 McAuley House School

Menora Primary School (Glenhazel)  
 Michael Mount Waldorf School  
 Modern Methods Business College  
 Our Lady of Mercy School  
 Paterson Park School  
 Presda Laerskool  
 Pretoria Chinese School  
 Pretoria Preparatory School  
 Prindwin Preparatory School  
 Redhill School  
 Roedean School (South Africa)  
 Sacred Heart College  
 Saheti Preparatory School  
 Sancta Maria Junior Convent  
 Sedaven High School  
 Sedaven Primary School  
 Selly Park Convent  
 Sha-Arei Torah Primary School  
 St Andrews School  
 St Benedict's College  
 St Catherine's Convent  
 St Catherine's Dominican Convent  
 St Columbas School  
 St Conrad's College  
 St David's Marist Brothers College  
 St Dominic's Convent  
 St Dunstan's Memorial Diocesan School  
 St Katherine's Preparatory School  
 St John's Preparatory School  
 St John's College  
 St John Bosco College  
 St Martin's School  
 St Mary's School for Girls  
 St Paul's Parochial School  
 St Paulus Laerskool  
 St Peter's School  
 St. Peter's Preparatory School  
 St Suthans College  
 Studwell Tutorial College  
 St. Teresa's Convent of Mercy  
 St. Thomas Aquinas Convent  
 St. Ursula's Convent

St. Ursula's Primary School  
 The The King's School  
 The Ridge School  
 The Torah Academy High School  
 Uplands Preparatory School  
 Windsor House Academy  
 Woodmead School  
 Yeshiva College of S.A.  
 Yeshiva Torah Emmeth College

(ii) Yes, the grants are being finalised and the schools concerned will be informed as agreed on with the representatives of the schools by the end of February.

(2) Yes.

Boys' Town School  
 Capital Tutorial College  
 Efficiency Business Academy  
 Grantley School  
 Kelly Greenoaks School  
 Rand Tutorial College  
 Sagewood School  
 St. Albans College  
 St. Mary's Diocesan Convent (Pretoria)  
 Japanese School  
 Verney College  
 Waterkloof House Preparatory School

(3) 19 January 1987;

(b) Natal.

(2) (i) Yes, primary schools:  
 Akiwa  
 Clifton (Durban)  
 Clifton (Nottingham Road)  
 Cordwalles  
 Cowan House  
 Drakensberg Choir  
 Highbury  
 Kings  
 Michaelis  
 New Hanover  
 Our Lady of Natal  
 Phoenix  
 Pinetown  
 Sharona



St. Elmo's  
Treverton  
Nardini  
Keitsleigh  
Maresda  
Deutsche Schule  
Holy Childhood Convent

Secondary schools/  
combined:

Carmel College  
Convent High  
Durban Girls' College  
Epworth  
Girls' Collegiate  
Hermansburg  
Hilton  
Kearsney  
Maris Stella  
Marist Brothers  
Michaelhouse  
Our Lady of Fatima  
St. Anne's  
St. Catherine's  
St. Charles  
St. Dominics  
St. Johns  
St. Mary's  
S.A. Jockey Academy  
Thomas Moore  
Treverton College  
Wykeham;

(ii) Yes, the grants are being finalised and the schools concerned will be informed as agreed on with the representatives of the schools by the end of February.

(2) Yes,

Chelmsford School  
Kenmore School  
Faith Outreach School  
Uthongati School  
Domini Servite School  
The Waldorf School  
Kanon School;

(3) 6 February 1987;

(c) the Cape Province.

(1) (i) Yes,

Christian Brothers' College (St. John's College), Green Point  
Christian Brothers College, Kimberley  
Deutsche Schule, Tamboerskloof  
Diocesan College, Rondebosch  
Diocesan High School for Girls, Grahamstown  
Forres Preparatory, Rondebosch  
Hebrew Academy, Mowbray  
Helderberg Hoër, Somerset-Wes  
Helderberg Laer, Somerset-Wes  
Herschel Girls High, Claremont  
Herzlia High, Highlands Estate  
Herzlia Primary, Highlands-Estate  
Herzlia Primary, (Southern Suburbs), Constantia  
Herzlia Primary, Milnerston  
Herzlia Weizmann, Seepunt  
Hillcrest, Mowbray  
Holy Cross Convent, Brooklyn  
Holy Cross Convent, Maitland  
Holy Cross Sisters, Bellville  
Kingswood College, Grahamstown  
Loreto Convent, Strand  
Michael Oak, Kenilworth  
Mickelfield, Rondebosch  
Somerset House Preparatory, Somerset West  
Springfield Convent, Wynberg  
St. Andrew's College, Grahamstown  
St. Andrew's Preparatory, Grahamstown  
St. Cyprian's, Oranjezicht  
St. Dominic's, Port Elizabeth  
St. George's Grammar, Mowbray  
St. George's Preparatory, Port Elizabeth

St. Joseph's College, (Marist Brothers), Rondebosch  
Theodor Herzl, Port Elizabeth  
Trinity High, Port Elizabeth  
Waldorf, Constantia  
Western Province Preparatory, Claremont  
Woodridge College and Preparatory, Port Elizabeth

(ii) Yes, the grants are being finalised and the schools concerned will be informed as agreed on with the representatives of the schools by the end of February.

(2) Yes,

Abbott's College, Clareinch  
American International School of Cape Town, Rosebank  
Boston House College, Cape Town  
Cape Tutorial College, Rondebosch  
Gereformeerde Laerskool, Bellville  
Hill College, Port Elizabeth  
Holy Cross Convent, Alwal-North  
Kleinzee (Namakwaland) Northside Christian School, Bellville  
Olyfkrans-Kollege, Swellendam  
Progress College, Rosebank  
Rosebank College, Rosebank  
Stormsvlei, Swellendam.

(3) 6 February 1987;

(d) the Orange Free State.

(1) (i) Yes.

Christian Brothers' College, Bloemfontein

Christian Brothers' College, Welkom  
Convent of St. Agnes, Welkom  
St. Andrew's Primary, Welkom;

(ii) Yes, the grants are being finalised and the schools concerned will be informed as agreed on with the representatives of the schools by the end of February.

(2) No.

(3) 11 February 1987.

#### School buildings

4. Mr R M BURROWS asked the Minister of Education and Culture:

Whether, since his reply to Question No 5 on 18 March 1986, (a) he or (b) his Department has been approached to sell or otherwise dispose of any school buildings under his control; if so, (i) (aa) by which person or group of persons, (bb) when and (cc) in respect of which schools were these approaches made and (ii) what was his response to each of these approaches?

The MINISTER OF EDUCATION AND CULTURE:

(a) No.

(b) Yes.

Case 1:

(i) (aa) Department of Local Government, Housing and Agriculture, Administration: House of Representatives.

(bb) 86-10-07

(cc) F J van Niekerk Primary School, Sishen.

(ii) The matter has been referred to the Works Department of the

Cape Provincial Administration which is concerned with the alienation of property and is being investigated.

## Case 2:

(i) (aa) N G Congregation Bloemfontein, Signal Hill.

(bb) 86-09-18.

(cc) President Brand Primary School, Bloemfontein

(ii) No, the building is being utilised as music school.

## Case 3:

(i) (aa) N G Congregation, Bainsvlei.

(bb) 86-12-10.

(cc) Bainsvlei Primary School.

(ii) None, negotiations are continuing.

## Case 4:

(i) (aa) Judge H A Kotzé.

(bb) 86-11-20.

(cc) Glen Primary School.

(ii) None, negotiations are continuing. In this case only the ground is under discussion as the temporary buildings were removed.

## Case 5:

(i) (aa) Local Board, Bainsvlei.

(bb) 86-12-11.

(cc) Willem Pretorius Primary School and Bainsvlei Primary School.

(ii) None, negotiations are continuing. In this case only halls and the temporary buildings are being removed.

## Case 6:

(i) (aa) Town Council, Viljoens-kroon.

(bb) 86-08-06.

(cc) Classrooms being utilised as a primary school.

(ii) No, buildings are still being used as a school.

## Case 7:

(i) (aa) Baptist Union, Mayfair Convent, the Post Office and the South African Defence Force.

(bb) 86-10; 86-10; 86-11 and 87-01.

(cc) John Ware Primary School.

(ii) It has been recommended that the Transvaal Works Department consider letting the property.

## Case 8:

(i) (aa) City Council, Germiston.

(bb) 87-02.

(cc) Margaret Brammer Primary School.

(ii) The matter is under consideration by the Transvaal Education Department.

FRIDAY, 20 FEBRUARY 1987

†Indicates translated version.

For written reply:

General Affairs:

Assault/unlawful arrest

26. Mr S S VAN DER MERWE asked the Minister of Law and Order:

HoA

Whether any money was paid to members of the public in 1986 in respect of (a) assault by members of the Police Force and (b) unlawful arrest; if so, (i) what was the total amount paid and (ii) in respect of how many complaints in each category?

The MINISTER OF LAW AND ORDER:

(a) Yes.

(i) R1 209 780.46.

(ii) 124 complaints (a decrease of 82 complaints compared to 1986).

(b) Yes.

(i) R196 723.23.

(ii) 79 complaints (a decrease of 39 complaints compared to 1986).

Note: 1. Cases dating back to 1978, were finalised during 1986.

2. So called assaults also include shooting incidents and injuries sustained during the application of police dogs.

3. A large volume of the functions of the South African Police unfortunately transpires directly and indirectly in the handling of violence and unrest situations—with accompanying frequent opportunity for injuries etcetera to persons involved or present at scenes.

## Fire-arms

28. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(a) How many (i) pistols, (ii) revolvers and (iii) rifles issued to members of the South African Police Force were reported (aa) lost and (bb) stolen during the latest specified 12 month period for which information is available and (b) how many of these (i) pistols, (ii) revolvers and (iii) rifles had been recovered as at the latest specified date for which information is available?

HoA

The MINISTER OF LAW AND ORDER:

(a) (i) (aa) 189

(bb) 144

(ii) (aa) 77

(bb) 40

(iii) (aa) 55

(bb) 23

(b) (i) 44

(ii) 12

(iii) 14.

Particulars are furnished until 31 January 1987.

Note: Many of these arms were stolen during unrest related incidents where members of the Force were murdered or overpowered by mobs.

All incidents of thefts or losses are investigated and although some of the arms have since been recovered, I am confident that most of the lost arms will still be recovered.

## Internal Security Act

29. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) (a) How many persons were detained in terms of the Internal Security Act, No 74 of 1982, in 1986 and (b) (i) in terms of which section or sections of the said Act and (ii) for what period was each such person detained;

(2) whether any persons so detained were (a) charged and (b) convicted; if so, how many in each case in respect of the above-mentioned year?

The MINISTER OF LAW AND ORDER:

(1) (a) 3 989 persons.

(b) (i) 3 989 persons.

Hansard

20/2/87



OWN TIMES  
19/2/82

# Menlo racism protest grows

Own Correspondent

CONDEMNATION by cricket hero Eddie Barlow and the leader of the House of Deputies, Mr Amichand Rajbansi, have combined with a Pretoria mother's resignation to ensure that Menlo Park High School's racist sports bans continue to be a major controversy.

Mr Barlow, director of the SA Sports Office in London, said in a letter to the school's headmaster the decision to ban Nkululeko Skweyiya violated basic human rights and the individual's dignity.

The Menlo Park management council secretary, Mrs Marie Spruyt, told the council on resigning she had no objection whatsoever to mixed sport.

Speaking in the second-reading debate on the mini-budget for the House of Delegates, Mr Rajbansi said Menlo Park's ruling stank to the highest heavens.

And Mr Douglas Barrow, chairman of the Squash Racquets Association of South Africa, said: "We cannot condone the Menlo Park action in preventing two black schoolboys from playing squash at the school."

Angry parents will vent their frustration over the race bans at a meeting at the school tonight, reports Sapa.

They plan a motion that will lead to the resignation of the management council which barred Nkululeko.

Liberal parents have vowed to withdraw their children from the school if the matter was not settled satisfactorily.

19/2/87 (50)

# Menlo Park: Minister slates white racists

By FRANS ESTERHUYSE  
Parliamentary Staff

DR DAWIE de Villiers, the Minister of the Budget and Welfare in the Assembly, has made a scathing attack on white racist attitudes in the Menlo Park controversy.

It was not in the interests of whites to avoid contact with other races and to "push other people away".

Dr de Villiers was replying to a fiery debate in which the exclusion of black athlete Nkululeko 'Squeegie' Skweyiya from a sports meeting of Menlo Park High School became a major issue.

The issue was raised by opposition speakers on the right and left during the second-reading debate on the white own affairs mini-budget.

Replying, Dr de Villiers said it was a sound principle that local communities and organisations should decide for themselves on the handling of their own affairs.

But this right did not preclude others from differing from local decisions, especially when these had implications for many other communities and could even have international repercussions.



Dr de Villiers



Mr Stofberg

He rejected criticism from Mr Louis Stofberg (HNP Sasolburg) that the Government had done nothing to protect the interests of whites in the Menlo Park affair.

Mr Stofberg's attitude was "blatantly racist".

The HNP's stand that South Africa was a "white man's country" and that all other groups were intruders was not in the interests of peaceful relations.

It was in the interests of whites to establish harmonious relations with all people in the country. If whites did not succeed in this, they would face "a dark and dismal future".

Earlier, Mr Stofberg said the National Party and its newspapers had "stormed in" to criticise the Menlo Park school's management committee for its decision to exclude the black athlete.

An impression was created that the Government did not care about the rights of white people in this matter.

Mr Roger Burrows (PFP Pine-town) said the Menlo Park incident was a clear warning of the dangers of a lack of foresight.

Members of the Government who supported the need for open sport should search their consciences.

### "Loaded gun"

"They handed a loaded gun to every racist in South Africa and now they are squealing that it has gone off," Mr Burrows said.

Menlo Park was not the first incident of its kind, nor would it be the last. The time had come to revise the National Party's "absurd" school sport policy. It should be revised to exclude the racists.

"Let those who choose racism suffer the consequences and move into their lonely laager," Mr Burrows said.

## 'Squeegie ban stinks to high heavens'

THE decision by the Menlo Park school management board to ban a black school athlete from competing at the school "stinks to the highest heavens", the chairman of the Ministers' Council, Mr Amichand Rajbansi, said.

Speaking in the second-reading debate on the mini-budget for the House of Delegates, he said he condemned the decision in the strongest terms.

He was glad that whites had rallied round the black athlete who was barred and that it had affected an international boxing contest.

"These narrow-minded, bigoted people should realise that one act like this will tear down thousands of hours of trying to build up the image of South Africa," Mr Rajbansi said. "We must not allow this to continue."

The decision to bar Nkululeko Skweyiya had knocked out boxer Gerrie Coetzee without his opponent even having to throw a punch.

"Decisions like this stink to the highest heavens," he said. — Sapa.



Mr Rajbansi



# Menlo Park meeting tonight over sport ban on 'Squeegee'

The Argus Correspondent

PRETORIA. — The "battle of Menlo Park High School" is expected to come to a head tonight when hundreds of parents are due to attend a protest meeting.

They are aiming to censure the school's governing body for banning black athlete Nkululeko "Squeegee" Skweyiya from an athletics meeting at the school.

Parents organising the meeting said it would go ahead, in spite of the governing body's "explanation of events" which was sent to parents yesterday.

The governing body claimed that it was only told of Skweyiya's inclusion in a Natal team 48 hours before the event.

Parents said it was hiding behind regulations which said applications for such "mixed" meetings had to be submitted 30 days beforehand.

A parent claimed that the Minister of Education and Culture was "standing by" late last week to approve Skweyiya's participation after newspapers broke the story of his ban.

He said he had information that the Minister, Mr Piet Clase, was keen to give "immediate" permission for Skweyiya to attend.

However, the body repeatedly refused to apply for permission, saying that in terms of the regulations it had to do so 30 days before the sports meeting.

Parents also claimed the body was trying to shift the blame on to a teacher involved in the arrangements for the meeting.

While parents against the ban have been canvassing support, right-wing groups have also been active and both sides claimed to

have most parents behind them.

It was unclear whether tonight's meeting will be able to achieve much, other than to voice parental disapproval of the ban.

Some sources said the governing body had been properly elected, albeit by a small minority of parents, and that it could not be removed from office until the term expired next year.

It was also considered unlikely that verligte parents would be able to gain a greater say on the body. Both of the members who resigned, Dr Chris Stals and Mrs Marie Spruyt, were in favour of mixed sport.

Some members of the governing body are expected to attend tonight's meeting.

# Row looms over admission of blacks to Indian schools

By Sol Makgabutlane, Education Reporter

A major political row is threatening to break out as the Indian Department of Education quietly looks for a way to handle the sensitive issue of the increasing number of applications by black pupils to attend Indian schools.

At the same time, 30 organisations have placed advertisements in newspapers calling for the unconditional acceptance of children of all races into Indian schools.

More than 300 black children, anxious to escape the crises that have plagued black schools in the past two years, are still awaiting the outcome of their applications to Indian schools — four weeks after Indian schools reopened.

All applications are being referred to Indian education authorities' headquarters in Durban.

## CLEAR STATEMENT

Mr Pat Samuels, leader of 5 000 Indian teachers throughout South Africa, said: "We need to tell black parents clearly where we stand. In order to do this we need a clear policy statement from the Minister (of Education), Mr Kassie Ramduth."

Mr Samuels, president of the Teachers' Association of South Africa, said the delay in approving or rejecting the applications exposed principals to being seen as "agents of the system".

Mr Ramduth was unavailable for comment last night but Mr A K Singh, executive director in the Department of Education and Culture, pointed out that the Indian Education Minister had approved "in principle" the admission of black pupils into Indian schools.

"The department has issued clear guidelines to principals for the admission of black pupils to schools under its control. The availability of accommodation and the need to create additional class units will to a large extent govern such admissions."

Adding that first preference would be given to Indian pupils, Mr Singh claimed that some black pupils had already been accepted by some schools, although he declined to say which.

Mr Samuels said it appeared Mr Ramduth did not have a clear policy on the admission of other races: "Double talk and ambiguities are not helping principals."

He said the only answer to the crisis was for the Government to scrap ethnic education and replace it with one education system.

Mr Samuels said while principals were "quite happy" to accept black pupils their hands were tied by tough conditions that included not asking for money to accommodate an increased pupil population.

"As it is we cannot handle an influx of pupils with our present resources."

Mr Ameen Akhalwaya, a Lenasia community leader who also edits *The Indicator*, said of the Indian education authorities: "They are learning the Nats' language very quickly. They told us they were going to fight apartheid. How utterly disgraceful."

Mr Ismail Momoniat, spokesman for the Transvaal Indian Congress, said: "Black applicants to Indian schools have still received no firm reply from the House of Delegates. This is irresponsible and unethical."



# St George's proves races can learn together

Cape Times 20/2/87 (50)

From P D CANNON (Mowbray):

I REFER to "A new era in Cape education" by Professor Burns (Cape Times, February 13) on the Nest schools, one of which is scheduled to open in the Cape area in 1988.

A third or a quarter of Nest's total intake has to be drawn from each of three or four racial groups. Although I have a problem about automatically accepting the validity of Nest being able to achieve genuine non-racialism through a system of artificially regimented racial groupings, I nevertheless admire Deane Yates for his determination to create what he would call an educational alternative based on non-racialism.

However, Professor Burns has implied that successful non-racialism has thus far not been achieved at any Cape school, and he has stated that the "traditional whiteness" of some private schools which have admitted blacks, has resulted in those pupils "continuing to feel that they are in an essentially white environment".

This is simply not true of the situation at St George's Grammar School — the oldest independent school in South Africa (founded in 1848).

In 1977, we were the first non-Catholic school to accept pupils of all races; since then, the number of these pupils has increased to such an extent that today we are a truly non-racial school. Although we are usually "colour-blind" and are not concerned about the race of our pupils, for the purposes of this letter I have taken a long, hard look at our racial composition. The percentages of those other than white are as follows:

- In standards six to 10, 34,4%.
- In sub A to standard five, 47,8%.
- In our pre-primary, 46,5%.
- In the whole school, 41,9%.

In our school, no one group dominates, and our boys do "work, play and live together in harmony". Again, the figures speak for themselves:

● In 1984, only two of our eight Prep School councillors were non-black, while our first cricket, rugby and hockey teams contained 8,7 and five non-whites respectively;

● In 1985, our first cricket and rugby teams had five and six non-whites respectively, while the entire squash team was non-white;

● In 1986, eight of our rugby touring team which travelled to the Private Schools' Rugby Festival in Natal were non-white;

● In 1987, our new intake into sub A consists of 12 non-whites and 13 non-blacks, while our first cricket team has six non-blacks and five non-whites;

● We have had one headboy, two deputy headboys and many prefects who have not been white;

● A coloured boy reached the final 10 of the National English Olympiad two years ago.

Professor Burns talks about Nest creating community awareness and encouraging the use of school facilities by parents. This has been achieved at St George's, where we have a vital and enthusiastic parents' association made up of parents from all racial groups; not only do these folk work incredibly well together, but many see one another socially. In the holidays, parents and boys from all groups use our squash, tennis and badminton facilities, our fields, our hall and our swimming-pool.

So easy and natural is the relationship between all boys here, that during the unrest of 1985, my staff and I could identify no polarization whatsoever of the various racial groups.

In only three ways do we not, as yet, measure up to the aims that Nest aspires to:

● We are not co-educational;  
● Only one staff member is black: Staff are appointed not on account of race, but according to qualifications and experience; I have received only two applications from teachers who are not white;

● Although we have a bursary scheme open to boys of all racial groups, our bursary funds are limited because I have not yet been able to persuade business giants (some of whom have poured money into black or limited multi-racial education) that St George's has already moved into "a new era in Cape education", and that we need the support and understanding of anyone who thinks as we do.

We look forward to Nest joining us on our exciting non-racial journey — already begun and going well.

Menlo

Park

CAME THIS 20/2/87  
body

ousted

PRETORIA. — A motion that the Menlo Park High School management committee disband was carried by 755 votes to 155 last night.

Parents who attended the meeting following the ban on Kearsney College matriculant Nkululeko "Squeegie" Skweyiya from an athletics meeting voted that the members resign within a week.

If they fail to do this, the Administrator of the Transvaal or "relevant minister" will be approached by the ad-hoc committee.

The motion was introduced by Dr Stoffel Hofmeyer, father of the school's headboy.

The parents filed past uniformed AWB members near the school gates to attend the protest meeting.

Watched by policemen, 120 AWB members sang "Die Lied van jong Suid Afrika" before dispersing when they couldn't get past stringent security.

□ A committee document, distributed among pupils yesterday to be given to their parents before the meeting, said Nkululeko was prevented from competing by Menlo Park's athletics organizer and the manager of the Durban and Districts team.

The teachers were unavailable for comment.

In response, Mr Stu Davis, chairman of the Durban and Districts High Schools Athletics Association, said last night: "It's absolute nonsense." — Sapa



# State subsidies a poser to SA universities

20/2/87. Sowetan

SOWETAN REPORTER

UNIVERSITIES had not yet been told how to implement the Government decision to limit undergraduate students, University of Cape Town vice-chancellor Dr Stuart Saunders said this week.

Mr Piet Clase, Minister of Education and training, in the House of Assembly, announced that the State was to restrict the number of students it would subsidise in future.

Although universities would be free to admit any number of students, the number of subsidies would be pegged.

Dr Saunders questioned whether limited student numbers was "The best way of handling a complex problem".

Dr Saunders said universities had not been informed "how we have to restrict the number of undergraduates".

## Problems

He said he appreciated the economic problems facing South Africa.

"But I have reservations whether what has been suggested is the best way of handling a complex problem. The needs of all South Africans must be taken into account in matters such as these. One cannot plan university education in isolation," he said.

Professor Mike de Vries, rector of the Stellenbosch University said the State had a "real problem" in subsidising university students.

"It is debatable whether this problem can be solved by limiting numbers or by some

other means," he said.

Mr Clase said: "I have no intention of encroaching upon the field of autonomy of universities. The universities are free to make their own decisions regarding the

admission of students, but the State will link its subsidy to universities to a restriction on the number of full-time students."

He said Professor S J Schoeman, former rec-

tor of the University of Pretoria, had conducted a thorough investigation into State spending on universities.

He said the number of students admitted to universities and technicians would have to be adjusted.

W/C ARGUS

2/2/87

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NEWS

# Menlo Park's man in the middle speaks out

by GARY van STADEN

JOHANNESBURG.— Adriaan Lotriet — the man at the centre of the Hoërskool Menlo Park race-row which has snowballed into an international incident — this week hit back at parents for attempting to force him and his school board to resign.

"If parents cannot be bothered to become involved then they have no right to complain afterwards," Mr Lotriet said and added that ultimately the parents of Menlo Park pupils had to take responsibility for their actions (or non-actions).

He also attacked parents for being ignorant of the facts and of making no attempt to gain information from the board which would have explained its position and its action.

The row began last week when the school board of Menlo Park barred a black Natal pupil — Nkululeko "Squeegee" Skweyiya of Kersney College, Durban — from competing at an athletics meeting at the school.

Speaking to the Press for the first time on the decision of the school board — of which he is chairman — to bar the black pupil, Mr Lotriet said that:

● HE and the school board would only consider acting upon a vote of no confidence passed at a

meeting on Thursday night after he had been fully informed of the facts and had been given the relevant documents.

"In addition the so-called action committee has made no attempt to find out the facts of the story. They simply decided to go-ahead no matter what and without asking for an explanation from us went ahead and organised the protest meeting. For that reason we (the board) saw little point in attending a meeting which had already decided what it wanted to do," Mr Lotriet added.

● Explaining the board's action, Mr Lotriet said that when an earlier decision not to include the black pupil — "Squeegee" Skweyiya — in the Durban District team was recinded at the last minute, the board did not have enough time to comply with education department regulations regarding permission for him to compete.

"Because there was not enough time for this we decided it was a matter for the school alone to decide.

"It was a school affair because the contribution of the SA Sports Foundation to the meeting (the Foundation subsequently withdrew) was small in comparison to that of the school itself.

● Claims that the Conservative Party had "hijacked" the school board were "absurd", he said.



# Race clamp on Natal school

12/2/70  
S

## Mercury Reporters

A CONVENT school in Northern Natal has been barred from all sporting contact with other local schools for the past 10 years solely because it admits black pupils.

Pupils from the Nardini Convent in Vryheid will be unable to compete against about eight other schools in the North-Eastern Natal swimming championships today.

The North-Eastern Natal School Sport Association's constitution allows only 'suiwer wit' (pure white) schools to be affiliated.

The constitution was changed to incorporate the provision when the convent began admitting blacks about 10 years ago.

It is understood that other private schools in Northern Natal have been experiencing similar problems for years.

A spokesman for the Nardini Convent declined to comment yesterday and a spokesman for the school's parents' association said it were better that nothing be published at this stage.

Slow but tangible progress was being made in relations with other schools which he did not wish to jeopardise by seeking publicity.

The furore over the Menlo Park affair, when Kearsney athlete Nkululeko 'Squeegee' Skweyiya was barred from competing in a national athletics meeting, has not yet subsided.

### Hampered

News of the discrimination in Northern Natal, which emerged yesterday, is likely to surprise some people and to provoke a similar outcry.

Mr Hilton Johnstone, Natal Teacher's Society president, said last night: 'In this day and age we cannot afford to hamper all the good relations that we would like to see develop between the different population groups.'

The NTS has asked the acting director of Education to reformulate the schools sports policy as we believe the present policy is inappropriate in the changing situation in South Africa and the reform approach.

'We have always said that if people object to their child taking part in events in which schools with non-whites take part, it should be for them to withdraw and not the school with the non-whites,' he said.

# SCHOOLS PUZZLE

NO pupil from neighbouring Soweto has yet been given Government approval to enrol at a high school in the Indian township of Lenasia — more than six weeks after the start of the school year.

The delay in processing the applications has aroused widespread controversy in the Indian community.

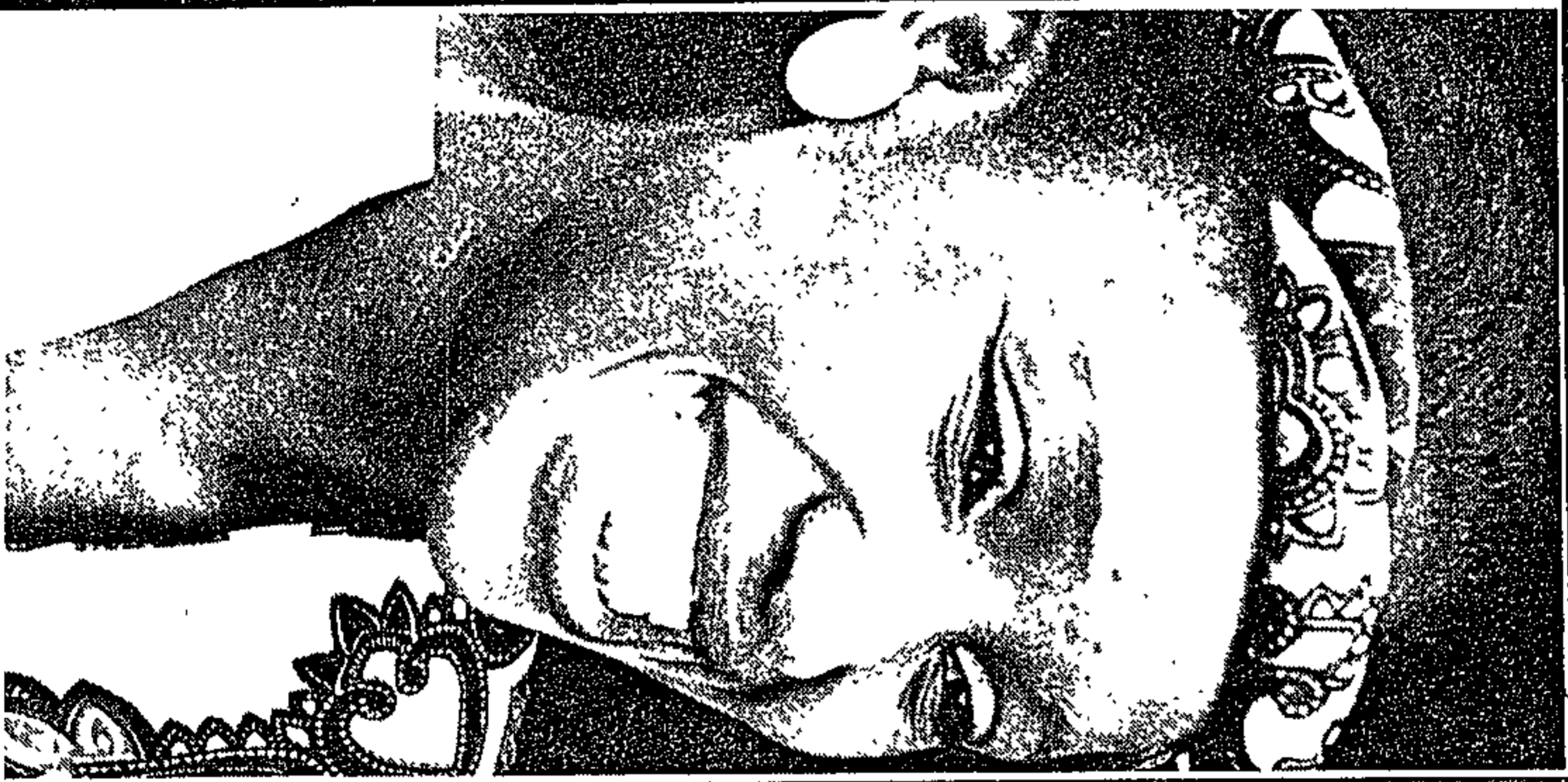
The Transvaal Indian Congress this week published a full page advertisement in the Lenasia newspaper, *The Indicator*, calling on schools to be opened to all.

## Advert

The ad was signed by 41 organisations, representing a broad spectrum of political, religious, welfare, labour, youth and sports organisations.

The advertisement said that last year, the House of Delegates, which controls Indian schools, had claimed Indian schools were open to all.

This year, about 300 African pupils have applied for admission to high schools in Lenasia. • The Government



It's all in the head

WITH-IT beauty, JabuileMnguni (22), of Soweto, works as a top hairstylist in Joburg. She loves music and going out with good people.

## Still no African kids at Lenasia high schools

has lost an opportunity to demonstrate genuine commitment to the best education for all by refusing Cape Town Teachers' College permission to admit all races, according to the South African Teachers' Union.

Mr P J Clase, Minister of Education and Culture in the House of Assembly, this week turned down the college's application to open to all.

Chief executive officer of the union Mr C Roos said in a statement the union was saddened by the decision.

"This decision makes no sense either educationally or economically and appears to be based purely on an ideology which allows for the exercise of no local option falling outside the rigid concept of separate education", the statement said.

It was indefensible on economic grounds to allow the facilities and expertise available at the college to continue to be "under-utilised", he said.

"This demonstrates once again the Union's condemnation of apartheid as detrimental to education. Yet another opportunity to demonstrate a genuine commitment to providing the best education for the people of this country has been missed", Mr Roos said.

The constitutional concept of the provision of services on an agency basis by one own affairs department for another had to be used constructively "in cases such as these".

## Storm over pull out

A STORM is brewing over a decision by a Uitenhage School to pull out of a junior cricket tournament because of participation by coloured players. Staff and members of the committee of the Handhaaf Laerskool will not comment publicly on decision, but privately some are furious.

An anonymous parent tipped off Port Elizabeth newspapers and said the withdrawal was believed to have been forced by a single dissenter on the school committee.

This is the first time that the tournament, part of the National Bakers mini-cricket sponsorship, is to be played in Uitenhage and organiser Mr

Ivan Strydom said Handhaaf Laerskool's decision to pull out came as a complete shock.

He said the school was very keen to take part initially and was on the fixture list.

Five white schools and three coloured schools were to take part.

National marketing manager for Bakers Mr Barry Fowle said a condition of the sponsorship was that the tournament be non-racial. This had been the case since its inception six years ago.

"If any school cannot abide by that rule we are sorry, but it's their decision," he said.

*Handwritten notes:*  
 28/2/72  
 M. Strydom  
 (Signature)

*Handwritten initials:* ST



**Internal Security Act**

112. Mr S S VAN DER MERWE asked the Minister of Law and Order:

Whether any persons detained in 1986 in terms of section 50 of the Internal Security Act, No 74 of 1982, were subsequently detained in terms of section 29 (1) of the said Act; if so, how many?

The MINISTER OF LAW AND ORDER:

Yes, 11 persons.

**Stayaways/boycotts**

117. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any schools administered by his Department (a) were closed, (b) remained closed and (c) suffered from stayaways and/or boycotts in 1986; if so, what total number of (i) schools and (ii) pupils were affected?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) Yes.
  - (i) 73 schools;
  - (ii) 42 865 pupils.
- (b) Yes.
  - (i) 73 schools;
  - (ii) 42 865 pupils.
- (c) Yes.
  - (i) 146 schools;
  - (ii) 72 000 pupils.

**Student representative councils**

119. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any schools falling under the

control of his Department have student representative councils; if not, why not; if so, (a) how many such councils had been established (i) in total and (ii) in each departmental region, and (b) how many schools did not have such councils, as at the latest specified date for which information is available?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

(a) (i) Total: 123.

(ii) Cape	0
Natal	24
Northern Transvaal	16
Johannesburg	0
Orange Vaal	6
Orange Free State	27
Highveld	50

(b) Cape	45
Natal	14
Northern Transvaal	52
Johannesburg	61
Orange Vaal	26
Orange Free State	15
Highveld	7
Total	220

Note: In some regions the process for the institution of the election of SRC's, at some schools is still in progress.

**KTC**

120. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

Whether, with reference to his reply to Question No 16 on 24 June 1986, any progress has been made in the upgrading of the KTC area; if not, why not; if so, what aspects of this upgrading (a) has been and (b) remained to be completed as at the latest specified date for which information is available?

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

Yes.

(a) Provisional planning of the layout and services have been drawn up and is presently receiving the attention of the Cape Provincial Administration.

(b) Falls away.

**Internal Security Act**

122. Mrs H SUZMAN asked the Minister of Law and Order:

- (1) How many persons were being detained under section 29 (1) of the Internal Security Act, No 74 of 1982, as at the latest specified date for which figures are available;
- (2) whether any persons had been detained for longer than three months; if so, (a) how many and (b) for what period in each case?

The MINISTER OF LAW AND ORDER:

(1) 199 persons until 5 February 1987.

(2) Yes.

(a) 69 persons.

(b) Longer than 3 months—24 persons; longer than 4 months—11 persons; longer than 5 months—21 persons; longer than 6 months—13 persons.

Where persons were detained longer than six months, their cases were considered by the review board in terms of section 29 (2) (ii) who recommended their further detention.

**Internal Security Act**

123. Mrs H SUZMAN asked the Minister of Law and Order:

- (1) (a) What total number of persons had been detained in terms of the Inter-

The MINISTER OF LAW AND ORDER:

(1) (a) 310 persons on 9 February 1987.

(b) 310 persons in terms of section 29 of the Internal Security Act, 1982.

(2) No. (a) and (b) Fall away.

Note: Arrests of an unspecified number of persons in terms of section 50 did occur on 12 June 1986, but, because of the promulgation for State Emergency on that date they were then detained on the same day in terms of the Emergency Regulations. Subsequently no detentions took place in terms of section 50.

**Internal Security Act**

124. Mrs H SUZMAN asked the Minister of Law and Order:

(a) How many persons were detained in 1986 under section 29 (1) of the Internal Security Act, No 74 of 1982, (b) for how long was each of these persons detained and (c) how many of them were still being detained as at the latest specified date for which information is available?

The MINISTER OF LAW AND ORDER:

(a) and (b) I refer the honourable member

section 13 of the Abuse of Dependence-producing Substances and Rehabilitation Centres Act, No 41 of 1971; if so, (a) how many and (b) for what period was each detained;

- (2) whether any of these persons were subsequently (a) charged with and (b) convicted of peddling drugs; if so, how many in each case;
- (3) whether any of the persons arrested in 1986 are still in detention for interrogation; if so, (a) how many and (b) for what period has each been so detained?

The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) 46 persons.

(b) 2 for 1 day  
1 for 3 days  
2 for 4 days  
4 for 5 days  
1 for 6 days  
3 for 7 days  
1 for 11 days  
1 for 12 days  
3 for 14 days  
5 for 15 days  
2 for 16 days  
4 for 20 days  
1 for 23 days  
1 for 26 days  
5 for 28 days  
1 for 29 days  
2 for 30 days  
1 for 31 days  
1 for 33 days  
1 for 35 days  
1 for 45 days  
1 for 55 days  
1 for 58 days  
1 for 91 days

(2) Yes.

(a) 41 persons.

(b) 12 persons.

(3) No.

(a) and (b) Fall away.

#### Teachers

199. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) (a) How many Black teachers were employed by his Department in (i) primary, (ii) secondary and (iii) high schools in the Republic as at the latest specified date for which figures are available and (b) what was the increase of decrease in numbers for each type of school compared with those as at a date one year earlier;

- (2) what percentage of such teachers are in possession of a (a) university degree, (b) teaching diploma, (c) matriculation certificate and (d) junior certificate?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) (i) 36 937.

(ii) 10 380.

(iii) Numbers included in secondary schools.

(b) The increase from 1985 to 1986 was—

(i) 1 629.

(ii) 1 069.

(iii) Numbers included in secondary schools.

(2) (a) 2.74%

(b) 82.83%.

(c) 43.33% (included are the 2.74% graduates).

(d) 56.67% (Junior certificate or lower).

Figures as on 4 March 1986.

#### Members suspended/dismissed

201. Mr K M ANDREW asked the Minister of Law and Order:

Whether any members of the South African Police were (a) suspended and (b) dismissed in 1986 as a result of arrests, interrogations, detentions or other unrest-related activities; if so, how many in each case?

The MINISTER OF LAW AND ORDER:

Yes.

(a) 7

(b) 1

#### Citizen Force/Commandos

202. Mr K M ANDREW asked the Minister of Defence:

- (1) Whether, with reference to his replies to Question No 1 on 12 February 1986 and Question No 879 on 2 May 1986, he will now furnish information on the number of persons who failed to report for service in the South African Defence Force; if not, why not; if so, how many persons failed to report for (a) military service in July 1986 and February 1987, respectively, and (b) (i) Citizen Force camps and (ii) Commando duty in 1986;

- (2) whether any of those who failed to report in 1986 were traced; if so, how many in each case;

- (3) whether the South African Defence Force took any steps against those traced; if so, (a) what steps, and (b) against how many persons, in each case?

The MINISTER OF DEFENCE:

(1) No. The situation is unchanged.

(2) and (3) The hon member is referred to the reply to section (2) and (3) of

the written question No 879 of 15 April 1986.

#### Military service/Citizen Force camps/Commando duty

203. Mr K M ANDREW asked the Minister of Justice:

Whether his Department keeps statistics on the number of persons who were charged in magistrates' courts with failure or refusal to report for service in the South African Defence Force; if not, why not; if so, (a) how many persons were so charged with failure or refusal to report for (i) military service, (ii) Citizen Force camps and (iii) Commando duty in 1986 and (b) what was the outcome in each case?

The MINISTER OF JUSTICE:

No. The hon member is referred to my reply to written Question No 35 of 1986 (Hansard column 399).

#### Black townships: members deployed

204. Mr K M ANDREW asked the Minister of Defence:

Whether any (a) Coloured and (b) Indian members of the South African Defence Force were deployed in Black townships in 1986; if so, how many in each case?

The MINISTER OF DEFENCE:

(a) and (b) Yes. It is policy not to divulge personnel strengths.

#### National servicemen

205. Mr K M ANDREW asked the Minister of Defence:

- (1) Whether any national servicemen requested the South African Defence Force in 1986 not to require them to do duty in any Black townships in the Republic; if so, how many;

- (2) whether these requests were acceded



# Menlo board not budging

Call Times 23/2/87

50

## Own Correspondent

**JOHANNESBURG.** — The refusal of the Menlo Park High School governing body to resign is angering parents and prominent National Party politicians.

Last Thursday night the majority of parents voted against the board continuing in office after it had barred a black Natal school athlete from taking part in the national school sports meeting there.

Parents estimated that not more than 15% of them supported the board's action.

Chairman of the board Mr A H Lotriet said that whether or not the board would resign would probably be discussed at its next meeting but would not say when that would be.

Chairman of the parents' action committee Mr Stroebe Hofmeyr said letters had gone out to members of the board officially informing them of the result of Thursday night's meeting.

Deadline for the board to decide is the end of the week. If they refuse to resign, the own affairs Minister of Education and Culture, Mr Piet Clase, will be asked to dissolve the board.

Meanwhile, Mr Lotriet was given the choice of resigning from his position as a director of a large Pretoria engineering firm or resigning from the school board.

Yesterday Menlo Park's head boy, Rauten Hofmeyr, and head girl, Liese van der Walt, supported the move against the governing board.

They said they were totally opposed to discrimination and had no objection to open schools and churches.

Waterkloof's National Party MP, Mr Org Marais, has called on the board to "get out".

Northern Transvaal's rugby chief, Professor Fritz Eloff, said the Menlo Park fuss would make his and SA Rugby Board chairman Dr Danie Craven's task more difficult at next month's meeting in London of the International Rugby Board.

□ The exclusion of a black athlete from a sport meeting at Menlo Park had caused South Africa a great deal of damage, the Foreign Minister, Mr Pik Botha, said on Friday night.

He commented for the first time on the incident at a National Party dinner in Roodepoort, SATV news reports.

charged merely by the fact that he or she is being detained. The vacancy of posts or re-employment is therefore not applicable.

**Re-employment of detainees**

War Veterans Pensions	13 243
Disability Pensions	34 879
Maintenance Grants	16 769
Family Allowances	57
Foster Parent Grants	5 097
Total	213 854

Details as at February 1987.

25. Mr S S VAN DER MERWE asked the Minister of Agriculture and Water Supply:

**Re-employment of detainees**

Whether it is the policy of his Department to (a) keep open the jobs of persons, and/or (b) re-employ persons, who have been detained in terms of security regulations without being charged; if not, (i) why not, (ii) what is the policy of his Department in this regard and (iii) who formulated this policy; if so, on what basis is this policy carried out?

The MINISTER OF AGRICULTURE AND WATER SUPPLY:

No civil servant can or will be discharged merely by the fact that he or she is being detained. Vacancy of posts or re-employment is therefore not applicable.

**Re-employment of detainees**

28. Mr S S VAN DER MERWE asked the Minister of Health Services.

Whether it is the policy of his Department to (a) keep open the jobs of persons, and/or (b) re-employ persons, who have been detained in terms of security regulations without being charged; if not, (i) why not, (ii) what is the policy of his Department in this regard and (iii) who formulated this policy; if so, on what basis is this policy carried out?

The MINISTER OF THE BUDGET AND WELFARE:

No civil servant can or will be discharged merely by the fact that he or she is being detained. The vacancy of posts or re-employment is therefore not applicable.

**Re-employment of detainees**

24. Mr S S VAN DER MERWE asked the Minister of the Budget and Welfare:

Whether it is the policy of the Department of Welfare to (a) keep open the jobs of persons, and/or (b) re-employ persons, who have been detained in terms of security regulations without being charged; if not, (i) why not, (ii) what is the policy of this Department in this regard and (iii) who formulated this policy; if so, on what basis is this policy carried out?

The MINISTER OF THE BUDGET AND WELFARE:

No civil servant can or will be discharged merely by the fact that he or she is being detained. The vacancy of posts or re-employment is therefore not applicable.

**Drought relief**

29. Mr H H SCHWARZ asked the Minister of Agriculture and Water Supply:

What was the total amount of financial assistance rendered by his Department in the form of drought relief during 1986 or the latest specified 12-month period for which figures are available?

The MINISTER OF AGRICULTURE AND WATER SUPPLY:

R159 261 758 (1 April 1986—31 January 1987)

**Conducting of activities**

31. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

Whether he has given any instructions with regard to the conducting of activities on 29 May 1987 at schools under this control; if so, what instructions?

Applications received:

University	White	Coloured	Indian	Black	Other	Total
Orange Free State	447	52	371	332	1	447
Witwatersrand	792	—	—	—	—	1 548
Pretoria	838	—	—	—	—	838
Stellenbosch	693	124	—	—	—	817
Cape Town	260	43	81	53	—	437
Natal	—	25	344	153	—	522

Applications accepted:

University	White	Coloured	Indian	Black	Other	Total
Orange Free State	123	12	33	23	1	123
Witwatersrand	142	—	—	—	—	211
Pretoria	224	—	—	—	—	224
Stellenbosch	165	18	—	—	—	183
Cape Town	116	20	7	7	—	150
Natal	—	2	39	37	—	78

**Private schools**

33. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any English-medium private primary or high schools falling under his Department have admitted pupils who are not White; if so, how many of these schools (a) did and (b) did not admit such pupils in 1986 or as at the latest specified date for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

Yes.

	(a)	(b)
	Admitted	Not admitted
Cape	40	7
Natal	46	5
OFS	3	1
Transvaal	80	37

23/2/87 H. H. Schwarz

50 23/2/87 H. H. Schwarz



Information regarding Cape and OFS as of 1986; information regarding Natal and Transvaal as of 19 February 1987.

#### Old-age homes

38. Mr B B GOODALL asked the Minister of Budget and Welfare:

- (1) (a) How many old-age homes for White persons were there in the Republic as at the latest specified date for which figures are available and (b) how many aged persons can be accommodated in these homes;
- (2) what total amount was spent by his Department in the 1986-87 financial year on old-age homes and facilities for aged persons;
- (3) whether there is a shortage of (a) old-age homes and (b) facilities for the care of the aged; if so, (i) what is the nature of the shortage and (ii) what steps is his Department taking to overcome this shortage?

The MINISTER OF THE BUDGET AND WELFARE:

- (1) (a) 405 subsidised homes. 4 homes run by the private sector for the State. 4 departmental homes. 106 private homes not subsidised.
- (b) 34 550.
- (2) R74 749 000 for 1985-86. Final figures for 1986-87 are not yet available.
- (3) (a) Yes.
- (b) Yes.
- (i) The shortage is in respect of provision for frail aged and service centres.
- (ii) By the subsidisation of additional aged persons in homes and service centres to be established.

#### War veterans' pensions

39. Mr B B GOODALL asked the Minister of the Budget and Welfare:

How many White (a) male and (b) female persons over the age of 85 years were in receipt of war veterans' pensions as at the latest specified date for which figures are available?

The MINISTER OF THE BUDGET AND WELFARE:

- (a) 931 December 1986.
- (b) 154 December 1986.

#### Old-age pensions

40. Mr B B GOODALL asked the Minister of the Budget and Welfare:

- (1) How many White persons applied for old-age pensions in 1986;
- (2) how many of these applications (a) were granted, (b) were refused and (c) are still under consideration;
- (3) how many of the refusals were attributable to the applicant's assets exceeding the limits laid down by the means test;
- (4) What total number of White persons were in receipt of old-age pensions as at the end of 1986?

The MINISTER OF THE BUDGET AND WELFARE:

- (1) 15 236.
- (2) (a) 10 778.
- (b) 3 513.
- (c) 945.
- (3) 983.
- (4) 142 858.

#### Provincial services transferred

43. Dr M S BARNARD asked the Minister of Health Services:

- (1) Whether, with reference to his reply to Question No 1 on 22 April 1986, a decision has been taken regarding the report of the project team of the Commission for Administration on the transfer of provincial health and hospital services; if not, why not; if so,
- (2) whether provincial health and hospital services have been transferred to his Department; if not, (a) why not and (b) when is it anticipated that they will be transferred; if so, when;
- (3) whether any changes will be made to the (a) structure and (b) functioning of these provincial services when they are transferred to his Department; if so, (i) what changes and (ii) what is the reason for each of these changes?

The MINISTER OF HEALTH SERVICES:

- (1) Yes, the report of the project team was accepted.
- (2) No, but certain services and hospitals were identified for transfer.
  - (a) Falls away.
  - (b) It is planned to effect the transfer on 1 April 1987 or as soon as is practically possible.
  - (3) (a) and (b) No changes to the structure and functioning of provincial services are envisaged.
    - (i) and (ii) Fall away.

#### Pupils: number enrolled

44. Mr A SAVAGE asked the Minister of Education and Culture:

- (1) What total number of pupils enrolled in (a) primary and (b) secondary

schools falling under the control of his Department in the Port Elizabeth/Uitenhage area at the beginning of each school year from 1980 to 1987;

- (2) whether his Department keeps a record of teachers who have been unable to gain employment; if so, how many White teachers were unable to find posts in this area in each of the above years?

The MINISTER OF EDUCATION AND CULTURE:

(1)	(a)	(b)
1980	23 078	13 731
1981	23 099	13 209
1982	23 198	13 924
1983	23 168	14 341
1984	22 521	14 994
1985	21 602	15 459
1986	20 451	15 426
1987	19 728	16 631

These numbers do not include numbers of pupils at schools for special education which were transferred to the Cape Education Department after 1 April 1986;

- (2) The Department endeavours to keep a record of teachers who have been unable to gain employment, but as the records are incomplete accurate statistics are not available.

#### Medium of instruction

45. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) How many (a) primary and (b) secondary schools falling under his Department use (i) Afrikaans and (ii) English as their medium of instruction;
- (2) how many such (a) primary and (b) secondary schools offer (i) Afrikaans and (ii) English as a (aa) first and (bb) second language;
- (3) what are the relevant particulars, in each of the above categories, in respect of parallel-medium schools;



**Medical schools**

13. Mr H E J VAN RENSBURG asked the Minister of Education and Culture:

How many students in each race group qualified as doctors at the end of 1986 at each specified medical school falling under the control of his Department?

The MINISTER OF EDUCATION AND CULTURE:

The information is not yet available.

**Medical students**

14. Mr H E J VAN RENSBURG asked the Minister of Education and Culture:

(a) What is the present estimated cost to the State of the training per student for the MB Ch B degree at each of the medical schools falling under the control of his Department and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(a) Estimated cost per student per annum:

R	University
6 850	Cape Town
6 606	Stellenbosch
6 649	OFS
6 506	Pretoria
6 747	Natal
6 630	Witwatersrand

(b) The estimates are based on the subsidy formula used for calculating the 1987 subsidies.

**Teachers**

15. Mr H E J VAN RENSBURG asked the Minister of Education and Culture:

What total number of White male teachers falling under his Department were doing their national service (a) in 1986 and (b) as at the latest specified date in 1987 for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

(a) 1 216.

(b) 1 258 (as on 13 February 1987).

**Per capita expenditure**

16. Mr H E J VAN RENSBURG asked the Minister of Education and Culture:

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils in (i) each province and (ii) the Republic in the 1985-86 financial year?

The MINISTER OF EDUCATION AND CULTURE:

	(a) R	(b) R
(i) Transvaal	2 108	1 892
Orange Free State	2 660	2 310
Cape	2 517	2 372
Natal	2 206	2 106
Department of Education and Culture	10 470	8 784
(ii) Republic	2 374	2 160

Notes:

(1) Training centres for mentally retarded children included.

(2) Private schools excluded.

**Dias quinquenary celebrations**

17. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

(1) Whether his Department is concerned with the central committee and regional committees charged with the preparations for the Dias quinquenary celebrations; if so, (a) why and (b) to what extent;

(2) whether these committees were previously connected to any other Government Department; if so, (a) to which Department and (b) why were they transferred to his Department;

(3) whether any members of these committees are non-Whites; if so, what is the race classification of these persons;

(4) whether any of these persons have resigned from these committees; if so, (a) how many, (b) why and (c) when;

(5) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) the responsibility of the State for the Dias Festival has been assigned by the Cabinet to the Department of Education and Culture, Administration: House of Assembly;

(b) (i) the Department is represented in the National Dias 88 Festival Committee and the regional committee for Natal;

(ii) the Department is responsible for partially financing the national festival;

(2) Yes.

(a) the Department of National Education;

(b) the Department has no information regarding the factors which motivated the Cabinet;

(3) Yes, a Coloured, an Indian and a Black man;

(4) Yes.

(a) one;

(b) he was a departmental representative and had reached retirement age. In addition a member of the local committee in Cape Town also resigned;

(c) May 1986 and November 1986 respectively;

(5) No.

**Expenditure**

18. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

What was the average expenditure, excluding expenditure of a capital nature, per school falling under the control of this Department in 1986?

The MINISTER OF EDUCATION AND CULTURE:

R860 613.

**Old-age homes**

21. Mr S S VAN DER MERWE asked the Minister of the Budget and Welfare:

What, in each category, was the per capita subsidy paid to old-age homes for Whites in 1986?

The MINISTER OF THE BUDGET AND WELFARE:

The maximum average subsidy payable per sub-economic aged per month during 1986/87 is as follows:

Category A	R166,83
Category B	R252,89
Category C	R481,96

**Pensioners**

22. Mr H H SCHWARZ asked the Minister of the Budget and Welfare:

How many White social pensioners in each specified category were there in the Republic as at the latest specified date for which figures are available?

The MINISTER OF THE BUDGET AND WELFARE:

Old Age Pensioners	143 047
Blind Persons' Pensions	762



(3) Yes. (b) Administration: House of Representatives.

Case 1: (a) Dundee School.

(b) Administration: House of Delegates.

Case 2: (a) Epsom Road School.

(b) Administration: House of Delegates.

Case 3: (a) Mayville School.

(b) Administration: House of Delegates.

Case 4: (a) Mount Edgecombe School.

(b) Administration: House of Delegates.

Case 5: (a) Park Rynie School.

(b) Administration: House of Delegates.

Case 6: (a) Pinetown School.

(b) Administration: House of Delegates.

Case 7: (a) Stanger School.

(b) Administration: House of Delegates.

Case 8: (a) Bechet College.

(b) Administration: House of Delegates.

Case 9: (a) Umbilo School.

(b) Administration: House of Representatives.

Case 10: (a) Nongoma boarding establishment.

(b) KwaZulu.

Case 11: (a) Umgeni School.

(b) Kupagani.

Case 12: (a) Bultfontein Primary School.

(b) KwaNdebele.

Case 13: (a) Hartbeesspruit Primary School.

(b) KwaNdebele.

Case 14: (a) Crown Reef Junior School.

(b) Indian community.

Case 15: (a) F J van Niekerk Primary School.

(b) Department of Local Government, Housing and Agriculture, Administration: House of Representatives.

Foreign Black students

7. Mr H E J VAN RENSBURG asked the Minister of Education and Culture:

(a) How many foreign Black students

(b) Year of Study (1) (2) (3) (4)

(i) (aa) Stellenbosch 10 8 12 17

(bb) Cape Town 2 4 1 3

(cc) UPE 1 5 7 3

(ii) Rhodes 1 3 — —

Primary, high schools/training colleges

6. Mr G B D McINTOSH asked the Minister of Education and Culture:

(1) What was the (a) total potential capacity of, and (b) enrolment in, (i) primary and (ii) high schools and (iii) training colleges in each province as at 30 January 1987;

(2) whether any (a) schools and (b) hostels owned or controlled by his Department are unutilised or utilised for

purposes other than education; if so, (i) how many as at the latest specified date for which information is available and (ii) for what other purposes were they being utilised;

(3) whether any unutilised or underutilised facilities have been made available for other population groups; if not, why not; if so, (a) which facilities and (b) to whom have they been made available?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Total potential capacity	(b) Number of enrolments	
	(i) (aa) Primary schools	(ii) Training colleges
Natal .....	83 700	2 100
Free State ..	55 330	750
*Transvaal	331 963	7 350
Cape .....	(300 089 together)	2 450
	(aa) Primary schools	(bb) Secondary schools
	57 192	44 307
	43 709	31 527
	291 586	220 592
	130 156	101 483
	(ii) Training colleges	(iii) Training colleges
	2 100	1 017
	750	590
	7 350	6 655
	2 450	1 547

\*These figures do not include temporary movable accommodation.

(2) (a) (i) Yes.

Natal .. 2  
Free State .. 5  
Transvaal .. 10  
Cape (Data is not available)

(b) (i) Yes.

Natal .. 2  
Free State .. 0  
Transvaal .. 0  
Cape (Data is not available)

(ii) Cape Province: One school

is utilised by the Department of Local Government, Housing and Agriculture, Administration: House of Representatives.

Free State: One school is utilised as offices for a traffic department and negotiations regarding two other properties are in progress.

No other buildings are utilised for non-educational purposes.

# OPEN OUR SCHOOLS TO ALL

- ★ Last year the House of Delegates claimed Indian schools are open to all
- ★ This year over 300 black pupils have applied for admission to Indian schools
- ★ Now Education Minister Ramduth restricts admission with a list of conditions

THE HOUSE OF DELEGATES DOES NOT SPEAK FOR THE INDIAN COMMUNITY

## WE BELIEVE EDUCATION SHOULD BE

- ★ NON-RACIAL ★ FREE ★ EQUAL
- ★ UNITARY ★ RELEVANT ★ DEMOCRATIC

We the undersigned organisations call on our community to:

- ★ Unite against apartheid in education and society
- ★ Oppose the House of Delegates exclusion of black students
- ★ Reject racist permits for admission

Transvaal Indian Congress (TIC) (an affiliate of the UDF), United Democratic Front (Tvl), World Conference of Religion and Peace (WCPRP), South African Tamil Federation, Transvaal Cricket Board (TCB), Natal Indian Congress (NIC), Progressive Teachers League (PTL), Call of Islam, Lenasia Yuvak Mandal, Health Workers Association (HWA), Pretoria Indian Child and Family Welfare Society, Central Islamic Trust (CIT), Federation of Residents Association (FRA), Lenasia Youth League (LYL), Laudium Tennis Association (LTA), Azaadville Youth Movement (AYM), Actonville Bursary Fund (ABF), Kagiso Chamber of Commerce (KAFCCOC), Via Christi Church (Lenasia), Nur-ul-Islam Centre (Lenasia), Pretoria Muslim Trust (PMT), Laudium Inter-Primary Sports Association (LIPSA), Azaadville United Sporting Club, Pretoria and Districts Football Association (PDFA), Lenasia Student Congress (LESCO), Northern Transvaal Darts Association, Islamic Medical Association (IMA), Benoni Independent Traders and Professionals Association (BITPA), Lenasia Medical Circle, Azaadville Ratepayers and Residents Asso Medical Doctors Discussion Group, Peoples Education Committee (PEC, Lenasia), Lenasia Muslim Association (LMA), Anti Drug Abuse Society — Azaadville (ADASA), Peoples Education Committee (PEC, Laudium), General and Allied Workers Union (GAWU), Johannesburg Youth Congress (JOYCO), Muslim Youth Movement (MYM), Lenasia Traders and Professionals Association, Eastern Transvaal Squash Rackets Federation (ETSRF).

Other organisations willing to support the campaign may contact officials of the TIC or write to the address below.

Issued by: TRANSVAAL INDIAN CONGRESS, PO BOX 658, CROWN MINES 2025.

**THE DOORS OF LEARNING SHALL BE OPENED TO ALL**

23/2/87 Sametun (50)



## Two-year wait for new school facilities

### Education Reporter

Pupils attending overcrowded schools in Oukasi, Brits, will have to wait at least two years before their accommodation problems can be attended to by the Department of Education and Training (DET).

Mr Peter Mundell, liaison officer for DET in Pretoria, said planning for 1987 and 1988 was done about three years ago. His department was presently planning for 1989 onwards.

When Itumeleng Primary School, one of two in Oukasi, was moved to the Lethlabile resettlement area on Bophuthatswana border, the remaining one, Bothabelo, became overcrowded.

"Many pupils were encouraged to come to Oukasi to create this problem," he said.

"It takes two to three years to get an extra school or extensions to an existing school. Temporary classrooms are not acceptable to many."

The charge that pupils from outlying areas were being "encouraged to enrol at Oukasi" has been rejected by Oukasi community leaders.

Mr Mundell said his department was in constant contact with parent groups from Oukasi to try to solve the accommodation problems.

The DET has been accused of moving Itumeleng school to encourage families to move to Lethlabile, where the Government has been demanding that they move.

Mr Mundell said: "The new schools in Lethlabile, which people said were superfluous, are overcrowded."

# New plans for school sports after Boksburg mixed race row

The Argus Correspondent

JOHANNESBURG. — The South African Sports Federation has expressed disgust at the latest mixed-sport school row and is to announce plans for a new sports dispensation at a news conference in Pretoria today.

The director of the federation, Mr Dupie du Plessis, would not comment further on a decision by Boksburg's Dr E G Jansen High School to bar its pupils from taking part in a multiracial road race in Sandton on March 14.

"Our full views will be known later when our president introduces our plans for a new sports dispensation," he said.

## "Parents are upset"

The chairman of the parents-teachers association at the school, Mr Johan van der Spuy, said many parents were upset with the decision by the school's management committee.

"Several parents want their children to take part in multiracial sports events with the school's consent," he said.

Another row is brewing at the school over plans by the management committee to hold a rugby day on March 21 — the day President P W Botha is to receive the freedom of Boksburg as part of its centenary celebrations.

Some parents apparently feel the rugby matches will detract from the honour being conferred on him, and that it is an attempt to keep children from taking part in the centenary celebrations.

## "High-level" talks

Mr van der Spuy said "high-level" talks were under way to avert "a second Menlo Park situation".

A rumpus broke out at Menlo Park High School this month when the management committee barred a black athlete from taking part in an athletics meeting at the school.

Mr van der Spuy said he had talked for two-and-a-half hours yesterday to the headmaster, Mr P J Conradie, and two members of the management committee.

Mr Conradie has refused to comment and referred inquiries to the Transvaal Education Department in Pretoria.



# Heunis in new school race row

CAPE TIMES 25/2/87 (50)



Mr Chris Heunis

By HILARY VENABLES, TONY WEAVER and ANTHONY JOHNSON

A NEW school race row is brewing — this time in Mr Chris Heunis's Helderberg constituency, where the government has refused a white Stellenbosch primary school permission to admit the daughters of a black Malawian priest.

And in another apartheid education move, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, yesterday refused the Cape Town Teachers' College in Mowbray permission to throw open its doors to all races.

In Stellenbosch, the English-medium Rhenish Primary School has been told it may not admit the daughters of the Rev Jonathan Kamwana, a priest of the Central African Presbyterian Church who is currently studying for a doctorate at Stellenbosch University.

Instead Tyamike, 8, and Joyce, 7, who speak no South African language other than English, have been forced to attend an Afrikaans medium coloured primary school in Ida's Valley.

The local Presbyterian Church minister, the Rev Jimmy Stevenson, who submitted the Kamwanas' original application to Rhenish, said the entire school committee was in favour of admitting the children.

Members of the Stellenbosch School Board are also known to be upset at the government's decision.

## 'Regulations'

Mr Heunis, currently facing an election battle in Helderberg against Dr Denis Worrall, was yesterday not prepared to comment on the issue.

But a spokesman for the Department of Education and Culture confirmed yesterday that an application from Rhenish to admit the two girls had been refused.

"There have been appeals against the decision, but at the moment we're tied by the regulations," she said. "The rule of opening white schools to blacks applies only to children of diplomats."

In Cape Town, a unanimous resolution of the

To page 2



The centre of the race row: Rev Father Jonathan Kamwana and the children. The children, clockwise, are Ruth Nwakanandi, 12, Joseph Kamwana, 12, Joyce Kamwana, 7, Tyamike Kamwana, 6, and Chifundo Kamwana, 9.

## 'Strange' language of pupil apartheid

Staff Reporters

"AT HOME in Malawi, my children are taught in English and our local vernacular. They know no Afrikaans. But now they must learn Afrikaans all because they are black? It seems strange to me."

That's how Rev Jonathan Kamwana, who is studying for a doctorate in theology at Stellenbosch University, reacted yesterday to the Department of Education barring his daughters Tyamike, 8, and Joyce, 7, from attending an all-white English-medium primary school in the Boland town.

He has also been unable to find an English-medium school in the area for his sons, Joseph and Chifundo.

Instead, his children have been forced to attend an Afrikaans school in Ida's Valley.

"Before I came to the university, I was told that it was all right that my children could attend the Rhenish Primary School. That was last year.

"That was the only reason I brought my wife and children with me to South

Africa. I thought they would be able to carry on with their studies in English — so they could progress," Father Kamwana said.

Although his children have been welcomed with "open arms" at the Afrikaans school, Father Kamwana voiced his doubts about their being able to receive an education in Afrikaans.

He was also concerned that they would find difficulty readjusting to their schools in their native Malawi after he had completed his studies at the university.

Speaking to the children — who answered questions readily, although hesitantly, in English — it was clear that, even with the help of tapes given to them by their new headmaster, they were hopelessly inadequate at understanding Afrikaans.

"I can speak English, not Afrikaans," 12-year-old Joseph Kamwana replied to questions put to him in Afrikaans.

His younger sisters, too shy to reply, looked to their brother for an answer.

"We all can't speak Afrikaans," Joseph said.

From Page 1

## School row

CAPE TIMES 25/2/87 (50)

Mowbray Teachers' Training College Council to admit students of all races has been overruled by Mr Clase.

A delegation led by the council's chairman, Mr Francis Thompson, yesterday presented the application to the minister.

The delegation included council members, Professor Michael Ashley of the University of Cape Town and Mr Jan van Eck, PFP MP for Claremont.

Mr Thompson said yesterday that negotiations between the council and the minister for the use by all races of "underutilized facilities at the college" would continue.

"Since the council is committed to the concept of opening this college and working towards that goal, the minister's decision comes as a great disap-

pointment to me and to the council," he said.

Mr Clase yesterday confirmed that the daughters of Mr Kamwana had been refused permission to attend Rhenish.

Asked to spell out why this had been done, Mr Clase said: "It is not possible to explain the policy briefly. We have given these matters careful consideration and that is one of those things."

On the Mowbray college issue, Mr Clase said he was "satisfied" with the statement issued by Mr Thompson: "We had friendly discussions and I have a lot of appreciation for the manner in which the matter was handled."

He said the reasons for the policy had been outlined "many times in Parliament" and could not be satisfactorily summarized in a single

sentence.

Reacting to both incidents, Mr Van Eck, who is also the PFP's Cape spokesman on education, said: "It is shocking that in 1987 we are still saddled with a government that puts its objectionable apartheid ideology above the educational needs of people."

The two incidents were more shocking than the recent banning by the Menlo Park school board of black athlete Nkululeko "Squeegee" Skweyiya, and the government, guilty of "blatant racism", could not claim to be "reformist".

"This time the government cannot blame a school committee for having caused an incident that will damage South Africa's image. This time it must blame itself," he said.

AY-BYE

Pay date for loan

# Open schools to all races — TIC

A STRONG call for the opening of schools to all races was made by the Transvaal Indian Congress in a statement released to the Press this week.

The call was a reaction to the exclusion of black pupils from Indian schools and the admission by the House of Delegates that it could not assist.

The TIC has placed advertisements in several newspapers calling for the opening of schools to all races. It has also called for a unitary, non-racial, equal, democratic, free and rel-

evant education system.

TIC pointed out in the statement that the

House of Delegates did

not speak for the Indian

people. It added: "Over

35 organisations based

in the Indian areas of

the Transvaal have

strongly condemned the

House of Delegates for

excluding black students

from Indian schools."

The organisations in-

cluded those of the

youth, religion, traders,

welfare, civic, the TIC,

Natal Indian Congress

and the United Demo-

cratic Front.



"You feel funny when you leave school because you walk straight into apartheid. It's like returning to South Africa from abroad."

ARBUS 23/2/87  
50

# Thumbs up for open schools

**J**UST over a decade has passed since Springfield Convent took the plunge and became the first private school in the Pensinsula to throw open its doors to pupils of all races.

Since those first pioneering steps a quiet revolution has started and the number of non-white pupils — blacks if you like — at private schools in the city is increasing rapidly.

The mixing of the different races has been so successful that schools taking part in the survey stressed they did not divide their pupils into different race groups.

Principals said pupils mixed freely at school, many socialised outside school hours, and not one of their pupils suffered the humiliation as recently experienced by black Natal athlete Nkululeko Skweyiya when he was banned from a schools' athletics meeting at Menlo Park High School in Pretoria.

Mr Ron Taylor, principal of St Joseph's, said his school had gone from "strength to strength" since it began admitting pupils of all races in 1976.

## No racial incidents

"It works incredibly well. I have been at the school since 1983 and we have had no racial incidents," he said.

He compared being at St Joseph's — pupil or a member of the staff — with being in another country where there was no racial discrimination.

"You feel funny when you leave school because you walk straight into apartheid. It's like returning to South Africa from abroad. Our pupils have become firm friends, and they mix after school. Parents also socialise often. The venture has turned out to be an educational experience for all concerned."

Mr Taylor said the opening of the school had dispelled unfounded rumours that non-whites were not as intelligent and intellectual as whites.

He said 45 percent of the pupils at St Joseph's were not white.

Critics of private schools argue that they only cater for the cream of the black community. Not so at St Joseph's.

## Children from all social classes

"As a Catholic school our reason for being is that children from all social classes should mix."

Sport at St Joseph's is compulsory. "We have not had an incident like that which occurred at Menlo Park. Our sportsmen are accepted



Making friends and going through their early paces as scholars at St Joseph's co-ed school.

## Word is mixed schools working well in Natal

Dateline: DURBAN

**A**BOUT 10 percent of the enrolment at Natal's private schools is made up of blacks, according to a recent survey.

Topping this particular poll is St John's Diocesan School for Girls in Maritzburg, where 14 percent of the 306 scholars are black.

The word from the schools interviewed is that in every instance the black boys or girls assimilate well.

Hilton headmaster, Mr Paul Marsh, summed it up when he said: "Once boys come through our gates here, they become Hiltonians".

Today, seven percent of Hilton's 475 pupils are black.

Mr Marsh describes them as "hand-picked, bright boys, nearly all of whom are sponsored. We think it is marvelous".

Hilton also takes in black teenagers, as other schools

do, who can pay the fees. Three Standard Six boys were admitted this year, all of them on bursaries.

Michaelhouse's Mr John Cluke has 47 blacks attending his school at Balgowan, near Mooi River.

Michaelhouse welcomed its first black students in 1979, and already, says Mr Cluke, "we have had a few of them as prefects and they win first team places at cricket and rugby."

Again, scholarships and sponsorships are the vogue — the fees at Michaelhouse aren't "chicken feed".

Most of the boys arrive at the school in the Standard Six class, the most junior provided at Michaelhouse, and go through to matriculate or remain for the post-matric year.

In that time, says Mr Cluke, "they are turned out Michaelhouse men".

At Kearsney College, midway between Durban and Maritzburg at Botha's Hill, best known of 26 blacks in a schoolboy population of 516, is Nkululeko "Squeegie" Skweyiya — the boy that Pretoria's Menlo Park High School refused to accept at an inter-schools athletics meeting.

Headmaster Mr Colin Silcock describes Skweyiya and the others as "boys who have assimilated well", although none of the other black students have approached the sporting standards of "Squeegie", chosen last year to play on the wing for Natal Schools in Craven Week at Graaff-Reinet.

At fashionable Kloof, on the heights above Pinetown, there is still jubilation at St Mary's Diocesan school for girls at last year's matriculation of the school's black pupil.

Now the school is waiting with expectant hope for news that she has been granted admission as a bursary student to the renowned Smith College for Women in the USA.

The word from Kloof echoes that from other educational institutions in this province — "they are assimilating well". St Mary's has an enrolment of 531, six percent of them black.

Other girls schools which have opened doors to blacks in Natal include St Anne's and St John's in Maritzburg, as well as Durban Girls' College. — Sapa.

## SPECIAL REPORT



By DENNIS CRUYWAGEN  
Education Reporter

wherever they go."

St George's Grammar School, the first non-Catholic school opting to join the "open" crowd, is colour blind, said principal, Mr P Cannon.

About 42 percent of pupils — from pre-school to matric — at St George's are non-whites.

The school first accepted non-white pupils 1977. The presence of these pupils has not caused the school's standards to slump.

Mr Cannon said assimilation had been first class at St George's.

Sport is an important facet of school life at St George's.

He said it was natural that pupils should socialise. "They visit each other socially. We have a very vital and enthusiastic Parent Teachers' Asso-



Mr Ron Taylor... school has gone from "strength to strength."

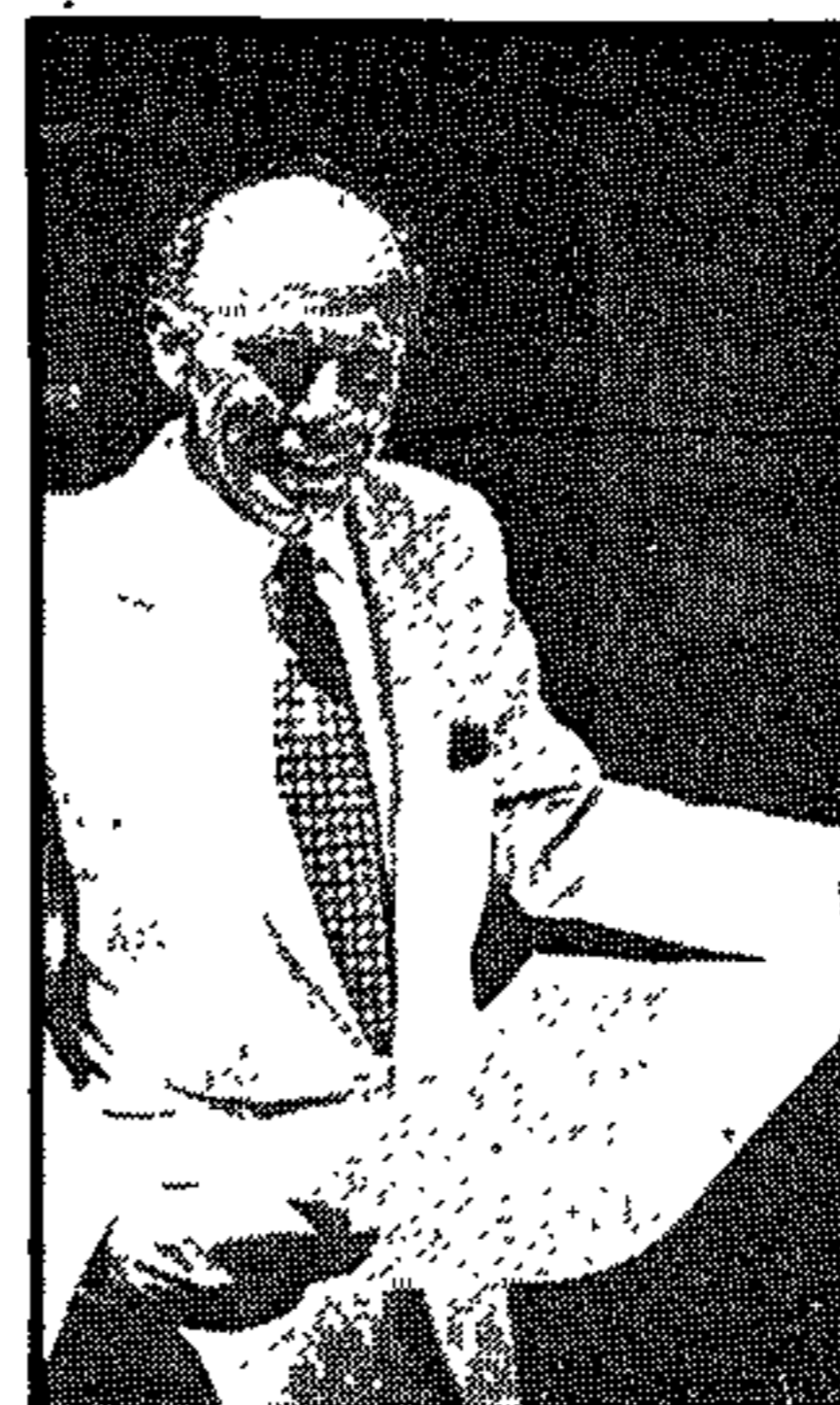
ciation. They work well together."

Herschel School in Claremont does not have a policy of discrimination, according to principal Mrs P J Duff.

"It is irrelevant. They are girls who have a stake in the future of South Africa," she said.

Race, religion or political beliefs are not considered when pupils apply for admission to the school. "Our only admission policy is that they pass our entrance examinations."

The Diocesan College —



Mr John Peake... pleased at the way things have worked out.

open to pupils from pre-school to matric — is pleased at the way things have worked out since the school took the plunge in 1976, said the principal, Mr John Peake.

He said about 30 percent of his pupils were non-whites.

"We have had no racial incidents and other schools have never refused to meet us on the sportfields because we have non-whites in our teams."

He did not believe in relating a pupil's academic progress with his race. "One does not look at marks on these terms."



Mr Paul Cannon... race is not important to us... we are "colour blind."

Open schools are not without their critics. Recently Dr Alex Boraine, co-director of the Institute for Democratic Alternatives in South Africa, said they only catered for the cream of the community.

Only wealthy blacks could afford to enrol their children at private schools, he said.

Open schools would remain a myth while society was divided into different groups by the Population Registration Act. The abolition of this law, one of the cornerstones of apartheid, would open society and schools, Dr Boraine said.



Own Correspondent

WHITE Natal education enrolment figures were the worst in the country and well below the national average, Education and Culture Minister Piet Clase said yesterday. He said teacher training colleges were less than half full and schools in the province were 30% under-utilised.

# Natal schools are SA's emptiest

Figures in a written reply to a question from Graham McIntosh (PFP Pietermaritzburg North), show that training colleges are operating at only 48,43% of capacity, primary schools at 68,33% and secondary schools at 69,58%.

The national average for college enrolment is 77,54%, and 85,7% for primary and secondary schools.

In the Free State, primary schools are operating at 78,99% of

capacity, secondary schools at 90,95% and teacher training colleges at 78,57%.

In the Cape, primary and secondary schools are under-utilised by 22,18% and training colleges by 36,86%.

Transvaal primary schools have an enrolment of 87,84% while temporary accommodation has to be used in secondary schools to cater for nearly 6 000 more children than there is space for.

However, teacher training colleges are operating at 9,46% below their capacity.



# Father's hope to move girls on 'hold'

Cape Times  
26/2/87  
(50) (57)

Staff Reporters

PUBLICITY given to the government's refusal to allow the daughters of a black Malawian priest to enrol at Rhenish Primary School in Stellenbosch has prompted their father, the Rev Jonathan Kamwana, to drop the idea of trying to get them into another school "at present".

A statement issued last night said that while Mr Kamwana still felt his children would be best served by attending an English-medium school, the publicity given the case made it "inadvisable" for the children to move for the time being.

The priest is studying for a doctorate at Stellenbosch University. His daughters, who have little knowledge of Afrikaans, are attending the Afrikaans-medium coloured Dominican Sisters School in Ida's Valley.

Yesterday the chairman of the committee of the school, Professor Justus Potgieter, said Mr Chris Heunis was the first person approached by the committee in their attempts to admit the two black children to the school.

Publicly, Mr Heunis has not gone beyond the "no comment" he issued in his capacity as MP for Helderberg when the incident in his constituency first came to the attention of the Cape Times on Tuesday.

Professor Potgieter said yesterday that the school committee had sent Mr Heunis two letters asking for permission for the girls to attend the school.

"Mr Heunis wrote back to acknowledge receipt of the first letter, but when we heard nothing more, we wrote to him again.

"We then received a letter from him in which he said he had referred the matter to the Minister of Education and Culture, Mr Piet Clase," Professor Potgieter said.

Mr Clase has subsequently refused the school permission to admit the two children.

The chief executive director in the Department of Education and Culture, Mr J D V Terblanche, said yesterday that permission for the two black girls to

Cape Times 26/2/87 (50) (57)  
From page 1

attend the white school had been refused as such a move would conflict with the Constitution.

However, it is reliably understood that Mr Heunis is involved in moves to have the decision — which could become a major embarrassment for the National Party in the tough Helderberg election campaign — reversed.

A source close to the NP's Helderberg campaign said the party's offices in Somerset West had been "inundated" with callers as a result of the Cape Times report on the barring of the children from the school. "It has been very damaging," he said.

One government source yesterday indicated that a meeting between Mr Heunis and Mr Clase to resolve the issue was on the cards.

However, another government source said he was "not aware of any such talks being planned".

Professor Potgieter said yesterday that the committee had also been working with "other members of Parliament" to see if they could have Mr Clase's decision reversed. He would not identify the MPs concerned.

In the joint statement with Presbyterian minister the Rev Jimmy Stevenson, Mr Kamwana apparently denied an afternoon newspaper report quoting him as being "adamant" that he would not transfer his children from the Afrikaans-medium Dominican Sisters Primary School in Ida's Valley if the government refusal was reversed.

The statement, issued by the senior elder of the Presbyterian Church in Stellenbosch, Professor Stanley Ridge, said Mr Kamwana had thought all along that his children would be best served attending an English medium school.

"... Rev Kamwana thinks it inadvisable for the children to move from the Convent at present... However, he would like his children to attend an English-medium school when that becomes practically possible," the statement said.

Mr Kamwana could not be contacted for comment last night.

Cape Times 26/2/87

# Heunis headline was misleading

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THE impression was given in a headline in the Cape Times yesterday ("Heunis in new school race row") that Mr Chris Heunis was involved in the controversy over Rhenish Primary School. The Stellenbosch English-medium primary school had been told by the government that it could not admit two daughters of a black Malawian priest, the Rev Father Jonathan Kamwana.

The accompanying report, however, made no suggestion about Mr Heunis personally.

It did note that the school fell inside Mr Heunis's Helderberg constituency.

It is obvious that Mr Heunis as a senior member of the government must share responsibility for government decisions, but the report did not substantiate the headline's contention that there was a new school race row. Nor did it state that he was involved in a row over the matter.

The impression left by the headline was accordingly misleading.



# Heunis ducks question on girls

By BARRY STREEK  
Political Staff

THE Minister of Constitutional Development and Planning, Mr. Chris Heunis, yesterday ducked a PFP challenge to say publicly whether he supported the admission of two Malawian children to a white school in his constituency — and instead attacked the Cape Times for manufacturing propaganda against him and the National Party.

Mr. Heunis has consistently refused to say whether he supports or opposes the admission of the two black children to Rhenish Primary School in the Stellenbosch part of his Helderberg constituency.

On the day before the news broke that the Minister of Education and Culture, Mr. Piet Clase, had refused permission for the two children, Tyamike and Joyce Kamwana, to go to the school, the Cape Times approached Mr. Heunis in his capacity as MP for Helderberg, in which the Rhenish Primary School is located, for his comments.

But Mr. Heunis would not be drawn and all he would say then was: "No comment."

The next day, four questions, to which there has been no response, were submitted to Mr. Heunis. They were:

Have you received a letter or any communication from the committee of Rhenish Primary School or any person connected to the school regarding Mr. Piet Clase's decision not to allow the school to admit Tyamike and Joyce Kamwana?

Were you informed of Mr. Clase's decision through any other channels? If so, by whom and when?

Have you been involved in any negotiations, or you aware of any negotiations between any government department, official or cabinet minister and the Rhenish School regarding Mr. Clase's decision?

Have you or do you intend to intervene in any way on behalf of the school in its attempts to have Mr. Clase's decision reversed?

## 'Come clean'

A day later, on Thursday, in response to a request, Mr. Heunis said through a spokesman that he had no further comment on the matter.

Later on Thursday, the PFP's federal executive chairman, Mr. Ken Andrew, MP, challenged Mr. Heunis to say publicly whether he supported the application by the Rhenish Primary School committee to admit the two black children from Malawi.

Mr. Andrew also said Mr. Heunis should "come clean and stop trying to run away from the apartheid policies he has helped create simply because they are now embarrassing him".

Approached for comment on the challenge on Thursday night, Mr. Heunis said: "I am not prepared to say anything further on the matter." He did, however, point out that the application had not come from the children's father, the Rev. Jonathan Kamwana.

Despite these statements that he would not comment further, Mr. Heunis did in fact issue a statement on the matter yesterday.

In it, he ignored the PFP challenge and said: "The Cape Times created a storm around two innocent black children in Stellenbosch to manufacture political propaganda against the National Party and to discredit me personally.

"In this propaganda project dubious methods were used against me and the Cape Times itself had to place a correction.

"This has now resulted in two innocent children, that were happily attending school, becoming political pawns of the Progressive Party and the Cape Times.

"In as much as they have elevated this matter for their own propaganda goals, they must themselves put the matter right and not draw me into it.

"After this politically scandalous action, it is very clear that the Cape Times is now trying to save face in a rescue operation.

"It now wants to use me to wipe out the harm which it has brought upon itself.

"I especially take exception to the fact that in the process, racial sentiment against Afrikaans has been aroused.

"According to the evidence of Rev. Kamwana himself, both he and his children are very keen to learn Afrikaans," Mr. Heunis said.

WLE Park 28/2/87

## Schools opt out of carnival over blacks

Weekend Post  
Correspondent

JOHANNESBURG — Several Afrikaans schools boycotted today's Benoni Carnival because of the participation of blacks in the charity street march and the inclusion of an SA Police brass band consisting mostly of black musicians.

Five Afrikaans schools on the East Rand withdrew from the event once they heard it had become "multiracial".

The rumpus began when the world champion drum majorettes from St Dominic's Convent asked the organisers to replace the school pipe band with a brass band. The help of the SA Police was sought and the new band was brought in, consisting mainly of black players.

The Afrikaans schools withdrew from the street procession after the organisers refused to back down on the issue.

Other events which made the Afrikaans schools oppose the carnival as multiracial were the appearance at the Willowmore Park stadium of ERPM gumboot dancers and the Daveyton choir and a gymnastic dis-

play by black police trainees from Hammanskraal.

● In the latest development in the Menlo Park High School row, the Parents' Action Committee is to ask the Minister of Education, Mr Piet Clase, to fire the school's management board following the failure of the board to resign by 5.30pm yesterday.

The board was responsible for a decision to ban a black Natal athlete from competing at the school and this blew up into a major rumpus.

The parents' committee denounced the board at a strongly supported protest meeting last week, saying it had besmirched the school's name.

Attempts to unseat the board yesterday took a dramatic turn with the emergence of a rival parents' group prepared to back the board and fight "just as hard as the anti-faction".

The advent of the new group was announced by Mr Albert Murphy, a Menlo Park parent, shortly after the deadline for the board to resign expired.

The Parents' Action Committee then announced it would ask Mr Clase to disband the committee.



Afrikaans schools pull out of Benoni festivities

# Boycott of carnival Over blacks in band

Star 2/28

GLEND SPIRO AND MIKE COHEN

Several Afrikaans schools have boycotted today's Benoni Carnival because of the participation of blacks in the charity event and the inclusion of a South African Police brass band consisting mostly of black musicians.

Although this has been strongly denied by a member of the carnival committee sources told The Saturday Star that five Afrikaans schools on the East Rand had withdrawn their acceptance to participate in the event once they heard it had become "multiracial".

The advent of the black police band apparently sparked the latest row which carnival officials are trying to prevent becoming "another Menlo Park".

Other events which made the Afrikaans schools decide that the carnival would be multiracial are the EREM gumboot dancers, the Daveyton choir and the Hammanskraal police gymnastic display.

These events will all be performed by black participants at the Willowmore Park Stadium.

Today's itinerary lists only English schools participation.

The row began early this week when the world champion drum majorettes, those from St Dominique's Convent, asked the organisers to replace the school pipe band with a brass band. The help of the South African Police was sought and the new band was brought in.

But, the majority of the players in the SAP band are black and the huge storm began. Organisers desperately tried to resolve the situation and several meetings were held during the week.

The decision was final. The Afrikaans schools withdrew from the street procession after the organisers refused to back down.

Only English school pupils are taking part in the march past in honour of the out-going mayor and in recognition of the new mayor. Several charities are to benefit from the carnival.

According to a source close to the organisers and spokesmen for the schools, scholars will be used in other capacities today.

The out-going Mayor of Benoni, Mr John Watson, said last night: "I am the mayor. I am not going to

● To Page 2

## Boycott

● From Page 1

get politically involved until I step down."

A retired policeman and chairman of the Southern Cross Fund Colonel Gawie Myburgh said: "We are not aware of how many schools will attend. We don't want another Menlo Park story. We are depending on the public to attend and support the various charities.

"It is not our fault. We approached the schools and asked them voluntarily to attend. If they don't want there is nothing we can do," he said.

Although Colonel Myburgh said they withdrew because they did not have time to prepare, sources told The Saturday Star that the reason was as a direct result of the inclusion of the black band and the multiracial nature of the carnival.

Meanwhile The Saturday Star's Pretoria correspondent reports that attempts to unseat the Hoërskool Menlo Park management committee took a dramatic turn yesterday with the emergence of a rival parents' group prepared to back the board and fight "just as hard as the anti-management committee faction".

The new group's existence and their solid backing for the management committee, was announced by Mr Albert Murphy, a Menlo Park parent, shortly after the deadline for the committee to resign expired. The Parents' Action Committee then announced that it would ask the Minister of Education and Culture, Mr Piet Klase, to disband the committee.

Dr Louis Raubenheimer, a spokesman for the Action Committee said the deadline for the council to resign expired at 5.30 pm yesterday (FRI) without any response from the council in spite of attempts to get it to meet the Action Committee, formally or informally.

As a result, he said, the Action Committee had to decide to go ahead and approach Mr Klase as soon as possible to have the school management council disbanded.

He said this course of action was necessary to halt the unpleasantness which was "certainly not in the best interests of the school."



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1/3/87  
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# Teachers speak out on their frustration

## Special report: SANDILE MEMELA

SUPPRESSED anger and frustration surfaced at the Transvaal United African Teachers' Association's annual conference - which discussed *Community-based education* - last Saturday.

Over 500 teachers attended the conference at the National Exhibition Centre, Crown Mines.

It was part of the new trend by black organisations to explore new channels to find an alternative education system catering for black needs and aspirations.

Deep rumbles of discontent were heard when DET chief director of planning Dr HE Mocke told the gathering that "South Africa has the best teachers in the world."

"How can you say that - when retrenched, unqualified whites have been appointed as teachers in our schools by DET? Does that not pose a problem for our education?" asked a teacher.

In his speech, Mocke heavily criticized the National Education Crisis Committee, the Azanian Students' Organisation (now Sansco) and "people's education".

"Alternative education structures do not serve the aim of education, which should be to prepare the child for adulthood," he said.

"The (black) child is the

victim of political and other ideological interests."

But Bernadette Mosala, director of studies of the Education Program Centre in Johannesburg, had a different perception of the black child's needs.

"Community-based education must recognize that today's students are battle-scarred children who have been over-exposed to detention and atrocities.

"Thus their demands and aspirations just cannot be satisfied by the current curriculum offered in schools," said Mosala.

She said that because black teachers come from the "brutalized section of

society" they are in a far better position to determine the kind of help needed in the education system.

"All the constraints that prevent the community from playing its role in determining the education of its children must be removed," she said.

"The kind of problems we have today are directly linked to the political nature of our society."

Mosala called for more parent-teacher involvement.

"Parents must work with teachers to find solutions for the education problems," said Mosala.

She criticized the current education system for

emphasizing qualifications and money-earning.

"Community-based education must make persons more important than pieces of paper. The community must be the focus.

"The black community cannot be sustained by graduates only - there is a need for other services as well," said Mosala.

Andre Spier, director of Syncom, a private-sector think-tank on policy formulation, said there is no meaningful communication between education authorities and representatives of the black community.

"Education should be community-based - and this means taking it out of party politics. Political manipulation of education is present world-wide, but in South Africa it is overlapped by race," said Spier.

He said decisions that affect education must be taken by the community.

● Following the deepening crisis in black education, various conferences have been convened in an attempt to come up with an education system that answers the needs and aspirations of black people.

One proposed alternative model is "people's education" - a term coined at a landmark education crisis conference at the University of Witwatersrand two years ago.

The conference was a milestone - as the NECC established a commission of inquiry to examine people's education.

Subject committees were appointed and the English and History committees have nearly completed their syllabuses and were to implement them this year.

But the proposed introduction of an alternative system was dealt a heavy blow by the publication last month - shortly after schools reopened - of an extraordinary *Government Gazette* giving DET Director-General Braam Fourie wide powers.

Among the powers he got was the power to stop anyone introducing any lessons or material not prescribed in the official curriculum.

Despite the strict regulations, moves are still underway to found a community-based, non-racial and democratic education system.



# Govt refusal 'saddens' teachers

SO STAR 2/3/87

Education Reporter

CAPE TOWN — The Government has lost an opportunity to demonstrate genuine commitment to the best education for all by refusing Cape Town Teachers' College permission to

admit all races, according to the South African Teachers' Union.

Mr P J Clase, Minister of Education and Culture in the House of Assembly, this week turned down the college's application to open to all.

Chief executive officer of the union Mr C Roos said in a statement the union was saddened by the decision.

"It makes no sense either educationally or economically and appears to be based purely on an ideology which allows for the exercise of no local option falling outside the rigid concept of separate education," the statement said.

It was indefensible on economic grounds to allow the facilities and expertise available at the college to continue to be "under-utilised".

"This demonstrates once again the union's condemnation of apartheid as detrimental to education.

"Yet another opportunity to demonstrate a genuine commitment to providing the best education for the people of this country has been missed," Mr Roos said.

## Vaccinations in Maputo at 90 pc level

The Star's Africa  
News Service

MAPUTO — Ninety percent of all children and pregnant women in Maputo have been vaccinated, the head of the city's vaccination services, Dr Oscar Monteiro, has said.

The diseases against which the children are immunised are tuberculosis, polio, diphtheria, tetanus, whooping cough and measles.

The Mozambique News Agency, Aim, said it is believed Maputo has the highest vaccination rate in sub-Saharan Africa.

Last year, immunisations covered 84 percent of the city's children under the age of five.

# Menlo Park parents see Minister today

MRG:ms 2/3/87 (50) 210  
The Argus Correspondent

PRETORIA. — The simmering row involving the Hoërskool Menlo Park management council is "on the agenda" of the Minister of Education, Mr Piet Clase, for today, a ministry source confirmed.

The Menlo Park Parents' Action Committee is to demand that Mr Clase dismiss the school's rightwing-dominated management council.

The action committee is headed by Mr Stroebe Hofmeyr and Dr Louis Raubheimer.

The council caused a storm when it banned Natal schoolboy athlete Nkululeko "Squeegee" Skweyiya from a sports meeting last month.

The ministry official could not say whether a rival "rightwing" Menlo Park parents' action committee, formed at the weekend in support of the management council, would also seek an interview with Mr Clase on the affair.



*Carte 1915 4/2/87 (50) 200*

## Right-wing parents see Clase

PRETORIA. — In a further development yesterday in the Menlo Park High School row, an action group of parents who support the school's right wing-dominated management council met the Minister of Education and Culture, Mr Piet Clase.

On Monday Mr Clase met an opposing group of parents, the Menlo Park Parents Action Committee, who demanded the resignation of the council on the grounds that its action had not represented the viewpoint of the majority of pupils' parents. In a brief statement on Monday Mr Clase said he had undertaken to consider the demand and that he would "announce his decision as soon as possible".

A spokesman for the minister yesterday said Mr Clase would also consider the case put by the right-wing group.

It is understood Mr Clase will not make a full statement on the issue until some time next week. — Sapa

and Works, hereby declare that the undermentioned premises are exempted from rent control three calendar months from date of publication hereof:

- (a) The dwelling mentioned in the Schedule hereto; and
- (b) the garage situated anywhere upon land forming part of the land occupied by or used in connection with the dwelling mentioned in (a) above.

A. A. VENTER,  
Minister of Local Government, Housing and Works.

#### SCHEDULE

*Address of premises.*—45 Eliana Court, Norwood, Johannesburg.

*Situation of premises.*—Portion 110 of the farm Klipfontein 58 JR.

### ADMINISTRATION: HOUSE OF REPRESENTATIVES

#### DEPARTMENT OF EDUCATION AND CULTURE

No. 435 6 March 1987

#### COLOURED PERSONS EDUCATION ACT, 1963

#### AMENDMENT OF REGULATIONS

The Minister of Education and Culture has, in terms of section 34 of the Coloured Persons Education Act, 1963 (Act 47 of 1963), made regulations contained in the Schedule hereto.

#### SCHEDULE

1. In this Schedule "the Regulations" means the regulations published by Government Notice R. 1898 of 21 November 1963 in *Regulation Gazette* 257 of 4 December 1963, as amended.
2. Regulation S1 of the Regulations, and the heading to the said regulation, are hereby withdrawn.
3. Regulation S2 of the Regulations is hereby amended by the deletion of the expression "that the child is a coloured".
4. Regulation S5 of the Regulations, and the heading to the said regulation, are hereby withdrawn.

#### DEPARTMENT OF EDUCATION AND CULTURE

No. 457 6 March 1987

#### COLOURED PERSONS EDUCATION ACT, 1963

#### AMENDMENT OF REGULATIONS

The Minister of Education and Culture has, in terms of section 34 of the Coloured Persons Education Act, 1963 (Act 47 of 1963), made the regulations contained in the schedule hereto.

#### SCHEDULE

1. In this Schedule "the Regulations" means the regulations published by Government Notice R. 1898 of 21 November 1963 in *Regulation Gazette* 257 of 4 December 1963, as amended.

Bestuur, Behuising en Werke, hiermee dat die ondergemelde perseel drie kalender maande vanaf datum van publikasie hiervan, van huurbeheer onthef is:

- (a) Die woning genoem in die Bylae hiervan; en
- (b) die motorhuis geleë op enige plek op grond wat deel uitmaak van grond wat geokkupeer word deur of gebruik word in verband met die wonings in (a) hierbo genoem.

A. A. VENTER,  
Minister van Plaaslike Bestuur, Behuising en Werke.

#### BYLAE

*Adres van eiendom.*—Eliannahof 45, Norwood, Johannesburg.

*Ligging van eiendom.*—Gedeelte 110 van die plaas Klipfontein 58 JR.

### ADMINISTRASIE: RAAD VAN VERTEENWOORDIGERS

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 435 6 Maart 1987

#### WET OP ONDERWYS VIR KLEURLINGE, 1963

#### WYSIGING VAN REGULASIES

Die Minister van Onderwys en Kultuur het kragtens artikel 34 van die Wet op Onderwys vir Kleurlinge, 1963 (Wet 47 van 1963), die regulasies in die Bylae uiteengesit, uitgevaardig.

#### BYLAE

1. In hierdie Bylae beteken "die Regulasies" die regulasies afgekondig by Goewermentskennisgewing R. 1898 van 21 November 1963 in *Regulasiekoerant* 257 van 4 Desember 1963, soos gewysig.
2. Regulasie S1 van die Regulasies, en die opskrif van genoemde regulasie, word hierby herroep.
3. Regulasie S2 van die Regulasies word hierby gewysig deur die uitdrukking "dat die kind 'n Kleurling is," te skrap.
4. Regulasie S5 van die Regulasies, en die opskrif van genoemde regulasie, word hierby herroep.

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 457 6 Maart 1987

#### WET OP ONDERWYS VIR KLEURLINGE, 1963

#### WYSIGING VAN REGULASIES

Die Minister van Onderwys en Kultuur het kragtens artikel 34 van die Wet op Onderwys vir Kleurlinge, 1963 (Wet 47 van 1963), die regulasies in die Bylae hiervan vervat, uitgevaardig.

#### BYLAE

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# Call to let schools decide on admitting all races

Staff Reporter

ARGUS 6/3/87

THE Cape Town School Board has asked the Department of Education to allow Peninsula schools in favour of open schools to open their doors to all races.

A motion proposed by Mrs Hillary Elliot, was accepted by the board this week.

Seven members of the board voted in favour of the motion, one voted against and two abstained. Two members were not present.

At least one of the four Government-nominated members of the board supported the request.

According to the chairman of the school board, veteran city councillor Mr Dick Friedlander, the motion refers to the fact that certain schools in the board's constituency had tested the opinion of parents and had found them to be in favour of opening their schools.

## EIGHT MEMBERS

"We are asking the department to consider this decision and to implement it," he said.

The school board consists of eight members elected by parents in the board's wards and four nominated by Government.

"They control the administration of schools in their area.

It is reliably understood that all four nominated members of the board were present at the meeting — which means that at least one voted in favour of the motion and only one of the four could have voted against the motion, which is directly in conflict with present Government policy.

Mr Friedlander said there were 32 high schools and 70 primary schools in the area controlled by the board. Of these, 12 high schools and 24 primary schools were either Afrikaans-medium or dual-medium.

## 35 483 PUPILS

The total number of pupils in the area was 35 483, of whom 30 010 were English-speaking and 5 473 Afrikaans-speaking.

Mrs Elliot, who represents Ward 1, which includes the Camps Bay schools and Cape Town High, said she had put the item on the agenda at the request of the schools in her ward.

She expressed delight at the result and said it was significant that an overwhelming majority of a elected body representative of parents should come out in favour of open schools.

Parents of about 12 schools in Wynberg, Constantia and Sea Point have indicated that they are in favour of opening their schools.

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**Class distinctions**

White "own affairs" Education Minister Piet Clase last week announced government's qualified rejection of proposals to "privatise" some State schools. The proposals include the purchase of schools by parent bodies or other interested groups with a view



**Piet Clase ... questions of race at schools and universities**

to opening them to all races.

Clase holds that the implications for education of the conversion of State schools into private schools is a "sensitive matter" that was thoroughly investigated.

"The opening of public schools (to all races) affects the principle of own schools as

embodied in the Constitution. The country is currently in a phase of transition and reform. White education has always been a source of stability and security and this must be maintained," he says.

For these reasons, government had decided that "for the time being," State schools would not be sold or handed over to private organisations.

People or organisations who want to make donations specifically for private education are advised to give the money to existing private schools, or to finance the construction of new private schools, he says.

The matter will receive further attention when policy aspects in connection with "the protection of own community life" are discussed, says Clase.

PFP National Education spokesman Rog-

er Burrows, however, sees Clase's announcement as a mere delaying tactic related to the election. He says the recent announcement by BP that it is backing a R20m plan for open education has put the Nationalists in a dilemma.

"In the past, State schools have been sold or disposed of to various kinds of organisations. Now, when pressure is put on apartheid education, they prevaricate." Burrows adds that by using words like "transition," and "for the time being," Clase is not rejecting the proposals outright, but merely fence-sitting in an attempt to appease both camps.

"The link of open schools to the abolition of the Group Areas Act is inescapable and, as with the latter, the National Party has ducked this issue. Voters will not be taken in by this double talk," he says.

Meanwhile, criteria to be used by government to restrict the growth in the number of students at "white" universities remain unclear two weeks after Clase announced the new curbs.

Concern has been expressed in some opposition quarters that the new measures will be used to limit further the number of black students at white universities by a sophisticated type of quota system.

In his statement, Clase says government subsidies to universities cannot keep pace with the growth in student numbers "unless other equally important sectors were adversely affected." The options are restrictions on numbers or subsidy cuts.

"Consequently, measures were considered and discussed with university leaders whereby negative trends could be curbed in the

interests of the universities themselves and the country as a whole," Clase says.

He adds that the failure rate at universities and the "large number" of students who quit before graduating indicate a need to apply more stringent admission requirements "to affect a more economical disbursement of State and other funds allocated to universities."

According to Clase, investigations have also shown that the proportion of students admitted to technikons and universities will have to be adjusted to cope with demands for "technological manpower."

"I have accordingly decided to impose a general restriction upon student numbers at universities. The steps intended are aimed

only at undergraduate students, as post-graduate training must continue to cater for the country's high level of manpower needs. Regional requirements will be taken into consideration," he says.

Clase asserts that he does not intend to encroach on the autonomy of universities.

"The universities are free to make their own decisions regarding admission of students," he says, "but the State will link its subsidy to universities to a restriction of the number of full-time equivalent students that are deemed to be in the interest of the country and within the means of the Treasury."

Burrows reckons the curbs have to be seen against the background of "racially segmented" education. "Unless this is done,

there is a danger that one will accept the minister's facile argument that the existing universities reflect the needs of the whole South African population, and that students need to be diverted to technikons.

"It must be noted that university admissions are grossly skewed racially and tend to favour a particular group," he says.

The new rules, he adds, pose a great danger that race will again become a criterion for university admission. Technikons are currently governed by racial quotas and 92%-99% of students have to be white.

Burrows says the PFP supports the need to divert students to technikons, but this could be better achieved, he argues, if racial quotas were removed. ■



D D. 6/3/07

# Inquiry tells of lack of school facilities

122  
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## Dispatch Reporter

UMTATA — An inspection of a school near here showed an "utter lack" of facilities which should be provided for the education of children, the commission of inquiry into the Department of Works and Energy said here yesterday after the inspection.

The commission, chaired by Mr G.A. Alexander SC, visited the E. W. Pearce School north of the city which consists of a complex of four buildings including two old timber structures built in the 1940s and still in use.

The complex also contained an old pre-fab building and a new classroom built in the

conventional method.

The commission said a think-tank should be created to look into the various problems confronting both the schools and clinics programmes.

The commission observed that the broken windows in the timber structure, which were set low, constituted a hazard to children who might brush against them.

A procedure existed for reporting broken windows. However, the principal had not reported the broken windows which have been in that condition since December. The windows would be reported in the near future, the

principal told the commission.

The commission reported that the principal's office stood in a sad state of disrepair and called for urgent attention.

The new classroom had windows at a height which did not endanger passing pupils and which utilised plastic glass, further lessening the danger.

The commission described the state of disrepair of the complex as "appalling neglect" with the school in an unkept state with stagnant water, green pools and eroded ground.

The inquiry continues today.



# Cash-in colleges sprout in schools crisis



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6-12/3/87 w/Mail

## Colleges cash in on boycotts

● From PAGE 1

Methodist Church and Braamfontein Recreation Centre. Started more than a month ago. Fees R65 a month, although at the moment Katz claims she is only in the process of selecting students for her Robin Hood College.

Saturday classes: R40 registration plus R20 a month for juniors, R30 for seniors. There is also a R12 compulsory fee for sports

● Tswelopele Secondary School, Commissioner Street. R100 registration fee, plus R60 a month. Twenty teachers for 360 pupils. Not registered.

● St Michel School, Market Street. R137 admission fees, plus R65 a month for senior school pupils. Classes, due to begin on Monday, have failed to materialise. Classrooms are not partitioned, there are no desks — and no teachers.

● Uwezo College, Nugget Street, R50 a month. Founded on January 20 in response to parents' demands. An active parents' committee remains involved in determining registration fees of R20 and monthly fees of R50. Students complain about lack of desks and desertion of underpaid teachers. There are 21 teachers, for 480 students.

● Ipede School, De Villiers Street. Offers classes for all standards. R5 fee, which the co-ordinator says is for administrative purposes. Students were told it was for an entrance examination.

Schools outside central Johannesburg: ... 1 000 more black, w

By SEFAKO NYAKA and JO-ANN EKKER

FLY-BY-NIGHT operators are stepping into the black education vacuum, setting up schools in central Johannesburg. Most are ill-equipped, run by unqualified teachers, offer no certificates at the end of the day — and charge exorbitant fees

Parents are sinking well over R1 000 a year into such institutions in their determination to salvage their children's education after three years of township schooling disrupted by unrest and boycotts

The *Weekly Mail* this week visited black city schools in venues ranging from a five-star hotel to a Red Cross centre to cheap, shabby buildings. Some appeared to be genuine non-profit operations. All were inadequate. Most charged high fees which did not include text books or stationery.

The Department of Education and Training — a central party to the education crisis which has spawned these schools — said it was aware of their existence and had issued principals with registration forms. However, none of the schools had yet applied for registration.

Registration — compulsory since the introduction of Bantu Education in the Fifties — might assist parents by weeding out profit-makers posing as educators and by imposing minimum standards for classrooms and equipment.

But it would also pose a threat to those schools trying to broaden the official syllabi by including alternative education courses popularly known as "people's education" — which is effectively banned in terms of the Emergency regulations. In much the same way, registration snuffed out non-government schools run by groups such as the African National Congress Youth League in the Fifties.

Principals interviewed said schools in central Johannesburg must tread a fine line between encouraging students to participate democratically and enforcing strict discipline. A protest demonstration in the city centre is likely to elicit a far stronger response from the authorities than similar actions in the townships — a reaction which could threaten the already precarious existence of the schools

Here is a breakdown of the schools canvassed by the *Mail*: In all of these schools, pupils have to buy their own books and stationery and make their own transport arrangements

● Gillian Katz Studio of Speech and English at the Carlton Hotel, Central

● To PAGE 2

back on the road again, this week with and charge exorbitant fees.

Parents are sinking well over R1 000 a year into such institutions in their determination to salvage their children's education after three years of township schooling disrupted by unrest and boycotts.

The *Weekly Mail* this week visited black city schools in venues ranging from a five-star hotel to a Red Cross centre to cheap, shabby buildings. Some appeared to be genuine non-profit operations. All were inadequate. Most charged high fees which did not include text books or stationery.

The Department of Education and



PRETORIA — Education and Culture Minister Piet Clase yesterday appealed "urgently" to Menlo Park High School's management committee to resign.

# Call for Menlo Park resignation

He said he did not have the power to dissolve the council, and had taken legal advice on the issue.

The council last month banned a black Natal athlete from taking part in a sports meeting at the school.

Clase said parents of children at the school should see to it that a management committee able to in-

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GERALD REILLY

Interpret majority views was elected. Most parents slated the banning.

The school's management council chairman A H Lotriet declined to comment last night on Clase's appeal.

6/2/87 B/Day

CAPE TOWN 6/3/84  
Menlo Park  
council asked  
to resign 50

PRETORIA. — The Minister of Education in the House of Assembly, Mr Piet Clase, has appealed to the Menlopark High School's right-wing dominated management council to resign.

In a statement today following discussions with opposing parent's bodies who supported and opposed the council's decision to bar a black athlete from an athletics meeting last month, Mr Clase said he did not have the power to dissolve the body or to dismiss individual members.

He said there was clear indication the council did not enjoy the confidence of the majority of parents. — Sapa

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# History network is apartheid boost

Weekend Post  
Correspondent

JOHANNESBURG — Higher grade history taught at Transvaal Education Department (TED) schools has been attacked by pupils, teachers and headmasters as "apartheid propaganda" directly furthered by the Government.

They have condemned the new version of the only textbook permitted by the TED as a "disgrace" and an "embarrassment" to black pupils who use the same book.

One well-known principal has come out in open attack on the setwork, calling it "demoralising" to both pupils and teachers.

They claim the new book, by C J Joubert, the same author who produced the previous higher grade history Standard 10 edition in 1975, contains very similar information on the Verwoerdian separate development policy.

The previous book was published, they point out, just a year before the

original June 16 Soweto riots.

A headmaster who did not wish to be named for fear of reprisals against his school by the TED, told a reporter: "Surely in the light of recent events, at least some changes would have been made?"

"It makes apartheid sound like the most considerate, humane and constructive phenomenon since sliced bread.

He added: "It confirms exactly what black students have been saying about the black education system."

The setwork is shortly to be introduced in TED schools.

Another headmaster pointed out that in addition to being riddled with grammatical errors, it made many blatantly racialistic statements.

The Transvaal Teachers' Association said it was aware of pupils' and teachers' complaints about the textbook and the matter was being investigated. The Department of Education would be approached.

West 7/3/87

# Govt can expel 'suspects'

JOHANNESBURG. —  
The government yesterday assumed extraordinary powers to expel from state-run schools coloured pupils and trainee teachers suspected of anti-government activities.

Officials can arbitrarily eject pupils, apprentices and junior teachers caught up in "circumstances of serious unrest" under powers detailed in an official Government Gazette.

Education officials are entitled to expel coloured pupils summarily if "other disciplinary procedures" are deemed inappropriate.

"Such notice of expulsion may, if necessary, be conveyed verbally to the pupil, trainee, apprentice or student teacher concerned by the head of the institution concerned," the gazette says. Pupils evicted face prosecution if found on school premises. — UPI



# Private schools get subsidies at last

50  
MAR 12/3/87

By Sol Makgabutlane, Education Reporter

Private schools have now received their first government subsidy cheques — nearly two years after it was first announced they would receive financial aid.

Dr Chris Pretorius of the Department of Education and Culture confirmed yesterday that the schools had received the subsidies but would not say how much money was involved. There are about 300 private schools in South Africa.

The subsidies come at a time when many schools are having difficulty surviving and are operating on overdrafts with high interest rates.

Mr Peter Loveday, chairman of the Association of Private Schools, said the schools that received the subsidies were divided into two categories. At some schools the cost of teaching each child was subsidised by 15 percent; at others by 45 percent.

## 'Still monitoring'

"The schools themselves will be inquiring directly from the Government department the reasons for the categories."

The schools had received a subsidy for the second, third and fourth quarters of 1986.

He said this year private schools would receive subsidies on a quarterly basis.

Brother Jude Pieterse, director of the Catholic Institute of Education, said: "We are still monitoring the whole situation. At this stage we do not have an idea of the overall position."

The Government announced in May 1985 it proposed to subsidise private schools. The schools were later told they would receive funds from April 1986.

A spokesman for the Department of Education and Culture in the House of Assembly said last November that schools would receive a lump sum in February 1987 for the period from April to December last year. The grant for the first quarter of this year would be given to schools after March 31 1987, the spokesman added.

The money had not been paid earlier because of a delay in passing the Private Schools Act of 1986. This was eventually passed in August 1986 after the Government backed down on racial clauses.

The Government had stipulated the admission of pupils be done "in accordance with the new Constitution". Most English-medium private schools accept black pupils and these schools would have been affected.

The Government had also dropped other draft regulations which would have given it more control over private schools.

# History syllabus attacked as propaganda

SARA MARTIN

Pupils, teachers and headmasters have attacked higher grade history taught at Transvaal Education Department schools as "apartheid propaganda" directly furthered by the Government.

They have condemned the new version of the only textbook permitted by the TED as a "disgrace" and in "embarrassment" to black pupils, who use the same book. One well-known principal has come out in open attack on the set-work, calling it "demoralising" to both pupils and teachers.

They claim the new book, by C J Joubert, the same author who produced the previous higher grade history Std 10 edition in 1975, contains very similar information on the Verwoerdian separate development policy. The previous book was published, they point out, just a year before the original June 16 Soweto riots.

"Surely in the light of recent events, at least some changes would have been made," said a headmaster who, like many who contacted The Saturday Star, did not wish to be named for fear of reprisals against his school by the TED.

"It makes apartheid sound like the most considerate, humane and constructive phenomenon since sliced bread! It seems to say: 'How could any black possibly oppose such an orderly and just system?'"

He added: "It confirms exactly what black students have been saying about the black education system."

The network is shortly to be introduced in TED schools. One headmaster pointed out that in addition to being riddled with grammatical errors —

● To Page 2

## Text book

● From Page 1

four on page 338 alone — it makes many blatantly racialistic statements. Referring to the role of border industries in decentralisation, for example, it says: "In the first place it was an attempt to keep the Blacks within White South Africa at an even number in relation to the number of Whites."

Another statement reads: "The White recognised and accepted that, like himself, the Black man have (sic) the right to realise his national identity. To allow this to happen in as just a way as possible and to allow every group for national self-realisation the policy of separate development was implemented by Verwoerd."

One principal who openly lashed the TED over its handling of history in Transvaal schools was Dr I J Kriel, principal and senior history teacher at Damelin College.

"It is not the duty of a student to write an apologia for the apartheid regime," he said.

"It is an aberration to be subjected to one book only instead of encouraging pupils to read more widely, and rewarding them for the additional research. The TED is turning a textbook into a gospel and encouraging cramming and parrot learning."

Dr Kriel said Damelin's results were outstanding, but the history results were disappointing in the light of achievements in previous years.

"Last year's matric results came as a blow, especially for the more outstanding pupils who were aiming at bursaries such as that offered by Standard Bank which

is based to a large extent on scoring in the matric exam," Dr Kriel said.

"As long as this discrepancy of standards remains, we will turn pupils away from history," he said.

English-speaking pupils were becoming wary of history as a subject and preferred to concentrate on others like accountancy, where the chances of obtaining a distinction were better.

This was a direct result of the emphasis on racism and the way the subject was "slanted" in a pro-Government fashion, said Dr Kriel.

He described the history textbook as "demoralising" for teachers and students.

The Transvaal Teachers' Association says it is aware of pupils' and teachers' complaints about the marking of last year's higher grade history paper, and their dissatisfaction about the textbook. The matter was being investigated and the Department of Education would be approached.

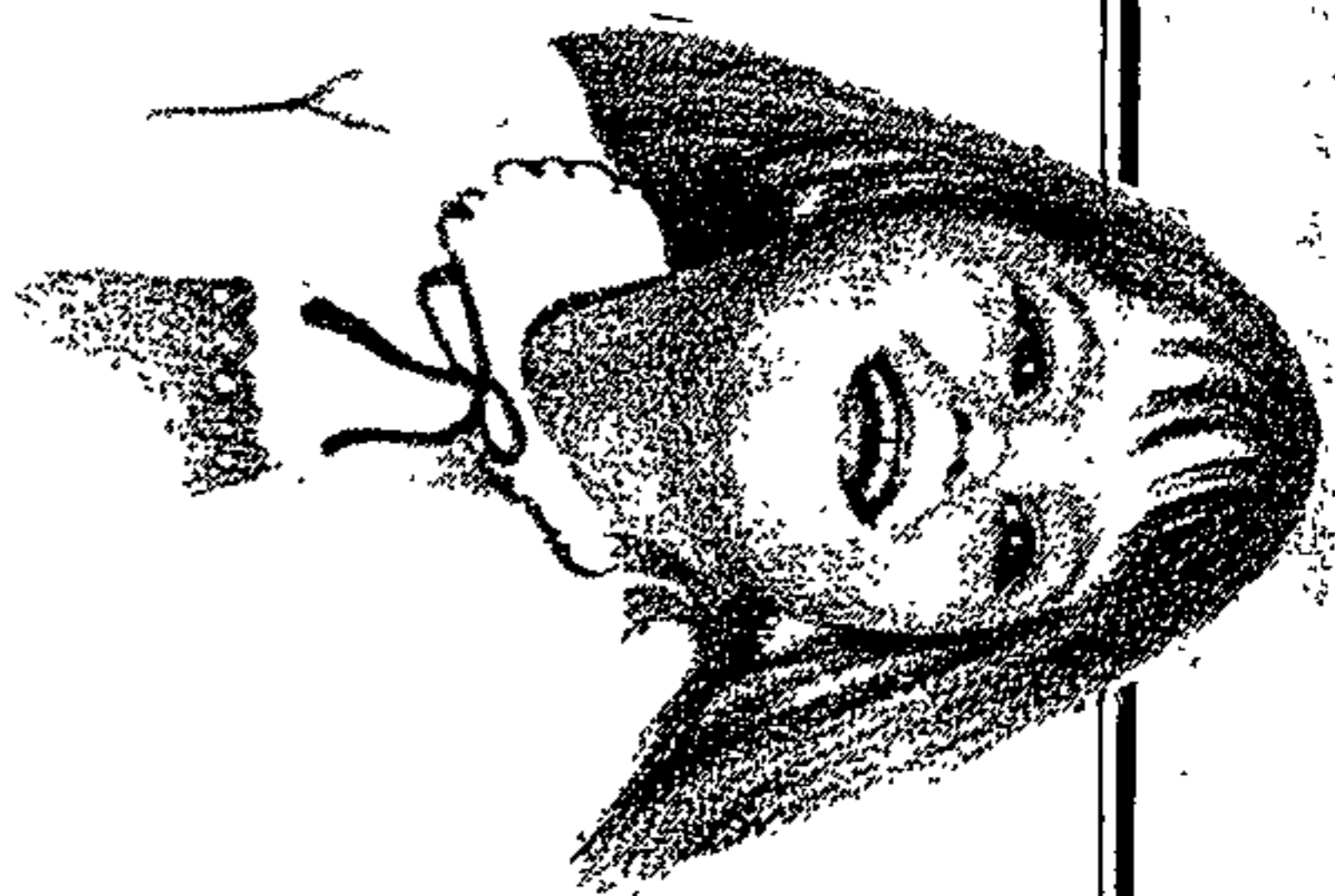
"We know there was a shortage of teachers to mark the history paper," said Mr Jack Ballard, general secretary of the TTA.

Concern over the future of history as a subject is so serious that it is to be brought up at the 1987 subject conference for history teachers on March 21 at the Johannesburg College of Education.

The first question to be asked will be: "Why are the numbers of pupils who select history for specialised study in Std 8 to 10 on the decrease?"

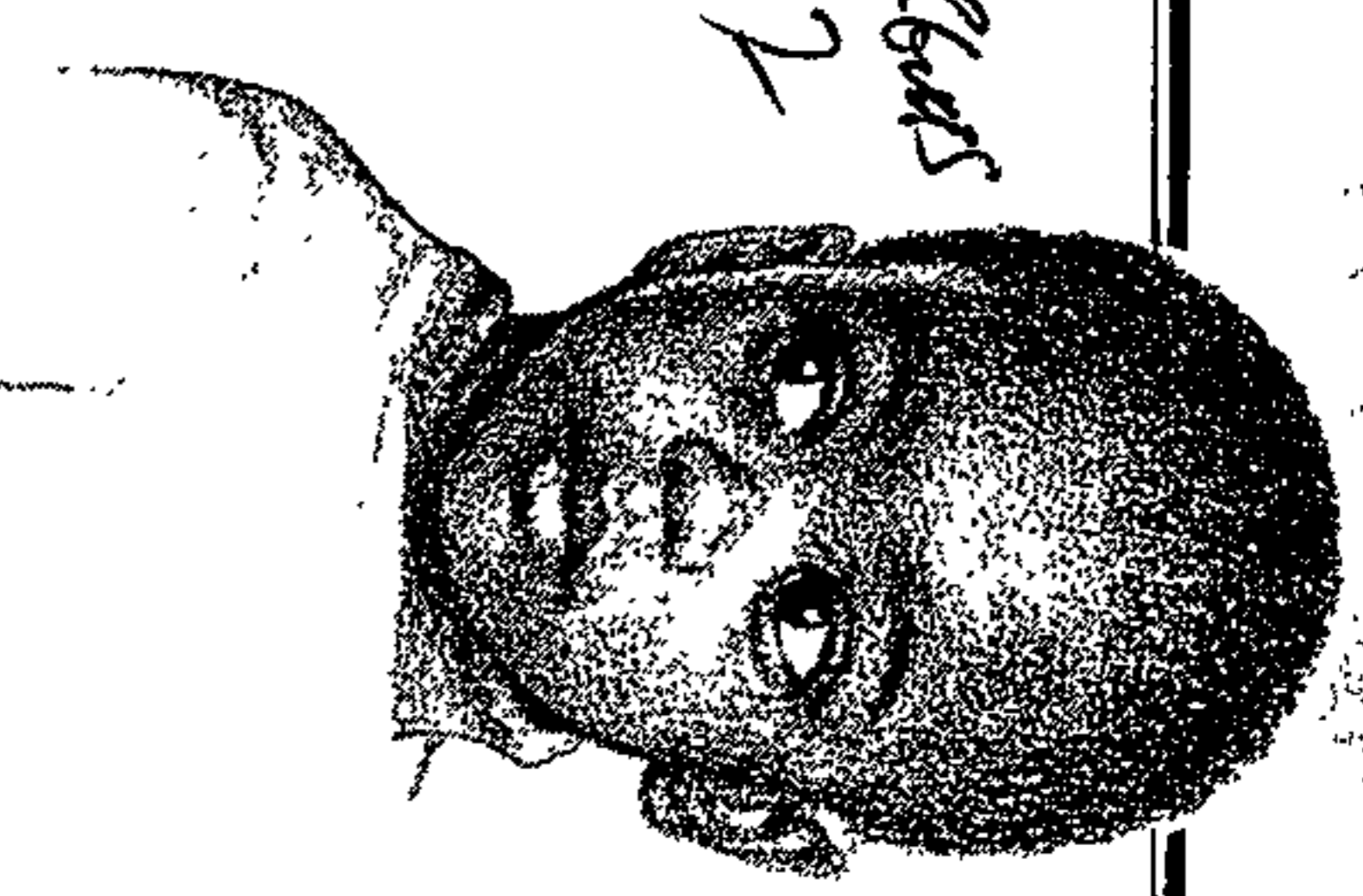
Asked to comment on the matter, Dr I J V Mans, Senior Deputy Director of Education, said that "an accountable answer to the questions submitted to the TED cannot be given at such short notice. Detailed answers will be available in due course."





# Training Centres faces

*w/c McGee's  
7/13/82  
SP*



A CAPE-based organisation responsible for training desperately needed preschool staff is threatened with closure by a lack of funds.

Thousands of disadvantaged children throughout the country have been given a head-start in life at the hands of people trained by the Early Learning Resource Unit (Elru) in Athlone.

A non-racial organisation set up with private funds in 1978, Elru works against a backdrop of a chronic, nationwide shortage of preschool facilities for black and coloured children and an even more crippling lack of trained staff.

It has strived to fill a yawning gap left by the state in equipping hundreds of adults with skills not only to care properly for and educate the very young, but also to

pass those skills on to others engaged in child-care.

## NO SUBSIDY

But while it has shouldered most of the state's burden in this regard, it receives no government subsidy and is entirely dependent on private funds.

Now it faces having to close its doors at the end of the year if funds are not forthcoming, director Ann Short said this week.

Uncertainty over funding had forced Elru to do "little more than maintain a holding operation" since 1984, she said.

Staff resources have been stretched to the limit and we have not been able to keep up with the growing demand for our services.

"As things stand at present we have enough money to see

SPECIAL REPORT by GAYE DAVIS,  
Weekend Argus Reporter

# Shutdown

this year through and fulfill our current training commitments. But we can't expand or plan ahead, nor offer our staff any job security.

"To function effectively, we need at least R2.3-million to see us through the next five years. At present we have just R300 000.

"We're desperately trying to raise funds. If we don't get funding, we will have to close down."

Elru trains the poorly edu-

cated, unskilled child-care workers who form the backbone of staff in the few centres which exist for underprivileged children, providing para-professional, in-service training.

But it also reaches into shanty towns, neglected townships and distant rural areas, showing parents how to help a child learn and develop and teaching child-minders that an infant under two years old needs stimulation as well as physical care.

and therefore on its young children during a crucially important part of their lives," the report states.

One-sixth of South Africa's population was made up of children aged six and under — a very large proportion of which were classified black and likely to grow up with malnutrition, poor housing and overcrowding.

Within a decade, no fewer than 17 of every 20 children aged six and under would be black, yet existing preschool facilities catered overwhelmingly for white children — a small, dwindling, more privileged sector of the population.

School dropout rates showed that in 1984 only 55 per cent of black and 74 per cent of coloured children reached standard 4 and could therefore be regarded as functionally illiterate.

"Manpower strategies that ignore the enormous wastage resulting from neglect of the individual development of young children must be called into question," the report warns.

Of the "extremely few" state preschools, only one catered for all races.

But when private agencies tried to step into the breach, they came up against a "wall" of red tape and a mountain of stringent regulations which are inflexible and unrealistic, further entrenching inequality and deprivation."

Private initiatives were "severely inhibited" and warped by regulations and conditions laid down by the various "own affairs" departments of health, education and welfare.

"The terrible irony of this

Research shows that well over 94 percent of South Africa's nearly six million black children under the age of seven don't attend preschool centres — underscoring the need for parents and communities to get help and support to do the job themselves.

Unlike their white counterparts less than 10 percent of black and coloured children in the south-western Cape (one of the better-off areas, according to Short) — get to preschool. She estimates that there are between four and five hundred thousand children under seven years old in the region, yet only 32 000 are catered for in 430 centres.

Researchers Professor Owen van den Berg and Tania Vergnani, in a major report detailing South Africa's critical shortage of preschool facilities, described Elru's influence in the field as "incalculable."

situation is that the state makes unequal provision, but when others seek to make good the deficit, the state places obstacles in their way by arguing that all provision must be equal," the report says.

Urging a complete rethink of preschool provision, the report calls for a "strategy of tolerance" to replace unrealistic standards. The report says that while conditions that could be damaging to the child should not be tolerated, in some cases any service was better than none.

Different standards would make it easier for communities and non-state organisations to provide basic facilities which could then be upgraded.

Staff training was another

"Virtually all para-professional preschool training in South Africa is either based on Elru materials and methods or is heavily influenced by them . . .

"In a society where formal accreditation is close to being a national malaise, Elru has filled the gap by training the para-professionals that make up the majority of staff in preschool facilities catering for the poorer sections of society.

"What is more, many of those working in other centres that now offer para-professional training are also Elru products or heavily influenced by Elru.

"Such is the calibre of its work that in many cases Elru has bridged the gap between 'formal' and 'non-formal' training by having its qualifications recognised by official bodies," they said.

crucial area needing urgent attention.

Preprimary training institutions were segregated, each allowing enough students to cater for its own expected needs.

No provision was made for the vast number of staff needed in privately funded centres and the burden of training staff for such centres fell on private organisations which received no state support for this crucial task.

Pressure should also be exerted to remove legislation that forced all preschooling to be segregated. Young children had the right to grow up in settings which did not attempt to force them into racist modes of thinking.

## STATE PRESCHOOL PROVISION 'TOTALLY INADEQUATE' — FINDING

care and education in South Africa.

Commissioned by the Southern African Association for Early Childhood Education, it was carried out over 15 months by Professor Owen van den Berg, dean of education at the University of the Western Cape, and co-researcher Tania Vergnani.

They indict state preschool provision as "totally inadequate" and say the government has not committed "anything approaching the necessary resources" in this area.

"Legacies of segregation and economic exploitation under apartheid have had — and continue to have — an excessively negative impact on the lives of a significant percentage of the population

MILLIONS of South African children — most of them already disadvantaged by poverty and deprivation — are further discriminated against because of "totally inadequate" preschool education and care.

While research shows that a child's earliest years are crucial for development and school success, of the country's estimated 6.5 million children aged six and under only 160 000 had some form of preschooling in 1985.

This bleak picture of educational opportunities for the very young — and its implications for a country already in the grip of an education crisis and facing a critical shortage of skilled manpower — emerges from a major investigation into preschool



**'No' to  
open school**

THE Van Riebeeck Primary School has disassociated itself from a call by the Cape School Board to open schools to all races.

The school board, which represents all Cape schools administered by the Department of Education, made its appeal for open schools last week. — Sapa.

Sowetan  
SD  
11/3/87



# Committee to rationalise Natal school uniforms

Mercury Reporter

A COMMITTEE, with representatives from the Natal Education Department, parent bodies, manufacturers and retailers of school uniforms; is to be formed to produce a rationalised uniform for Natal schools.

This follows an outcry by parents of school-going children about the rising cost of school uniforms.

A meeting was held in Durban yesterday at which about 270 teachers, representatives of parent associations, uniform manufacturers and retailers expressed their concern and agreed unanimously that there was a need for rationalisation but not standardisation.

The conference was called by the Durban Metropolitan Chamber of Commerce.

The object of the committee is to produce a rationalised uniform, samples of which will be offered to schools for consideration.

Mr M Kieser of Darnall Primary School was elected convener.

In his opening address, the acting director of the NED, Mr P W Mans, said although the department encouraged the wearing of uniforms it had no jurisdiction and could not enforce it.

In the handbook given to headmasters it also stated that the option of wearing uniform was given to the parent and no pupil could be penalised for not doing so.

'In other countries they don't wear uniforms but I feel its untidy, sloppy and doesn't make for good discipline,' he said.

'But consideration should be given to all aspects which can be achieved by moderation.'

Mr Walter Frost, a Durban supplier of uniforms, said it was everyone's belief that the basic costs of education would soar dramatically soon.

'Nobody will be able to afford expensive uniforms soon but the parents themselves are to blame for the price hikes because they decide on what type of uniform the school will have.'

'We need to cut down on the number of articles, colours, shades and styles and, of course, the extras.'

Directors of uniform manufacturers said that rationalisation had already taken place at their factories and further rationalisation could only cut costs by 10% at the most.

They agreed that mass production would be cheaper.



Part of the crowd of teachers, parents and representatives of school uniform manufacturers and retailers who attended the meeting on uniform rationalisation yesterday.



**CYNTHIA HUGO**

## Singular mission

Cynthia Hugo, the national director of Read, sits in the organisation's Braamfontein offices surrounded by activity that appears more corporate than charitable.

She has been the dynamo behind Read (short for Read, Educate and Develop) since its formation seven years ago. A teacher for more than 20 years, she was spurred into positive action after a visit to Soweto schools in 1979. The paucity of reading materials and absence of libraries instilled in her a desire to fill the void.

Widespread involvement and support from the private sector eased the initial financial difficulties, and the Read movement was underway.

A librarian at St John's College in those days, Hugo remembers with gratitude the school's early support for the organisation. Business has been generous, she says, but the funding of Read is obviously her central concern.

Without sentiment, Hugo quietly emphasises that Read's role has never been more important. The division of our society is especially painful when it manifests itself in the written word of black children who are completely alienated.

Hugo states with some passion that "the tragedy of SA is that the children are not being educated for the future that they are going to share." They do not know who they are, or where they are going, and reading is the one skill that would enable them to be part of a new SA.

But the problem is not as insurmountable as it appears to be elsewhere in Africa. Hugo believes that SA still has within its grasp the opportunity to make a practical reality of a large-scale literacy programme for juveniles.

The book, as ancient a medium as it may seem in comparison to contemporary educational media, is wholeheartedly promoted as the central source of multicultural education — it's the main medium of Read's message.

Teaching teachers is the prime concern of the organisation. Black children earn praise from Hugo for their responsiveness to the written word —

they are in many ways more mature than their white peers, "more capable of independence."

Hugo also has strong views on the role of parents. Black children are often educated in a vacuum, because their parents are illiterate. But, while education for blacks is in serious disarray, the contribution of white parents is also inadequate — they are too accepting of what is offered, and too few actively encourage reading.

A spell in publishing was a great advantage in establishing contacts. Hugo is quick to praise publishers for their ready support in the form of special discounts. In spite of constantly increasing prices, the books still reach the schools, either in the form of a box library that might contain 60 works for children in primary levels, or more comprehensive shelf libraries for senior schools.

A point that is stressed is the need for a more indigenous publishing programme for children. European seasonal changes, for instance, are difficult enough to explain in any African circumstances.

On a table in Cynthia Hugo's office, intelligent faces gaze from photographs. A daughter's graduation portrait reflects her mother's obsession with education, as well as the access to this privilege enjoyed by educated minorities.

According to Hugo, more than 80% of black children leave school functionally illiterate. This effectively deprives them of all opportunity in the market place. It's a tragic indictment — wasted lives and time.

But the response from more than 7 000 teachers already in contact with the Read programme has been overwhelmingly positive, and it is paramount that an already generous private sector should continue to aid this dedicated and professional team. ■



**Hugo ... filling the void**



# Not just another child's policy

press (50) 29/3/87



**It will cost R500 000 to educate them in 20 years' time.**

IN 20 years' time, an education costing R60 000 today is likely to cost over R500 000. AA Mutual Life, a leading innovator in the life assurance industry, has incorporated its strategy of improving benefits for the living to launch a plan to combat rising costs in education and to ensure a financially secure future for young dependants.

The Gold Key Plan is not just another child's policy. It has been specially designed to cater for a young person's financial planning requirements from childhood to early middle age.

Innovative features of the plan are no limit on the number of withdrawals and guaranteed future insurability.

The new policy ensures tax-free income in future years to provide an education, home or even a start in business. At the same time, important death and disability benefits have been attached to the policy which will ensure that even if something untimely should happen to the parent, the policy will continue.

"Our points of departure is that all parents naturally want their children to be successful, both personally and professionally.

"The advantages of the new policy are three-fold: The parent or grandparent ensures the availability of

money for the children for their major financial needs such as education, a business venture, a deposit on a home or for a car. The future insurability of the policyholder's children is guaranteed should they later become ill or disabled; and special cover is provided when a young person is called up for military duty," explained Bruce Howard, assistant general manager, marketing, for AA Mutual Life.

By adding these important benefits, the policy is transformed into a dynamic instrument which offers unique flexibility for meeting financial requirements.

There is also options to upgrade premiums annually to counter the effects of inflation. Initially, the premium may be paid by the child's parent, grandparent, guardian or any benefactor until age 21, when the child may take over premium payments. Should the payer of premiums die or become disabled, premiums will be paid automatically until the child turns 21. Full life cover is provided for the child from the age of 14.

"In addition, your son or daughter is guaranteed that one day they can take out large life policies at standard rates, irrespective of their state of health, occupation or their recreational activities when they turn 21 and every three years thereafter," said Howard.



# Appeal to P W over Indian schools 'crisis'

SO  
M/M  
30/3/87

## Mercury Reporter

THE current 'crisis in Indian education' was causing grave concern in the community, and the Ministers' Council in the House of Delegates appeared 'totally unconcerned and unmoved', President Botha has been told.

In an urgent telegram to Mr Botha, Mr Mahmoud Rajab,

the Progressive Reform Party's spokesman on home affairs said: 'We believe there is something rotten in the state of Indian education that requires serious and immediate attention.'

'The morale in the profession is now at an all-time low and a thorough investigation is necessary to give teachers the status, respect and securi-

ty they deserve.

'We are all of the opinion that ultimately the current problems will detrimentally affect the standard of Indian education which has been jealously attained, firstly, by the community itself, and, since 1961, by the State.'

'We are preparing a comprehensive dossier on the crisis and wish to seek an urgent interview with you to discuss the matter more fully. Please advise us when you would be available to meet our leader and members of our caucus,' he said.

## Interference

Mr Rajab said some of the problems were over the non-employment of nearly 300 newly qualified teachers after training at the State's expense; retrenchment of about 250 lowly-qualified teachers, frustration among teachers over a new evaluation system; confusion over admission policy of the department on black pupils; and growing concern over allegations of nepotism, discrepancies and political interference.

The Teachers' Association of South Africa, which represents more than 6 000 Indian teachers, is also unhappy with Indian Education and has requested an inquiry.

However, Mr Amichand Rajbansi, chairman of the Ministers' Council in the House of Delegates, and Mr Kassie Ramduth, own affairs Minister of Education and Welfare, have repeatedly stated that there were no problems in Indian Education.

Mr Rajbansi said the problem was 'in the minds of political mischief-makers'.



# DD Alarm at EL pupils behaviour

Dispatch Reporter

EAST LONDON — Principals from high schools here have called on the police, traffic and beach authorities to assist them in an all-out campaign to stamp out drunkenness, drunken driving and general anti-social behaviour among school children in East London.

In a letter sent to parents, the heads claim that feedback from around the city revealed that unacceptable social activity was occurring among the younger people of the town.

The letter signed by the principals of Cambridge High, Clarendon High, George Randell High, Hoërskool Grens, Hudson Park High, Port Rex Technical High School, Selborne College and Stirling High said that the matter had been discussed by principals who had become concerned about the habits and practices which influenced the conduct of teenagers and undermined the standards which sensible parents and teachers were trying to inculcate in young people.

The letter pointed out that, although smoking and drug taking were not the major problems, alcohol abuse was rife and driving cars or riding motorcycles under the influence of alcohol had become common practice.

Sexual activities were also on the increase.

In a statement issued on behalf of the schools, the convener of the East London Head Teachers' Association (senior schools), Mr P. A. Venter, said authorities in a variety of fields had expressed their concern about the city's youngsters.

Problems identified by the authorities included an alarming increase in excessive alcohol consumption, unlicensed driving as well as the problems being experienced with litter, broken bottles, and rowdiness at beach parties.

The statement said it appeared that so-called "after parties" were often organised to follow official school matric farewell dances, and other unchaperoned "house and beach parties" were on the increase. The last official day at school had also become the day 10 pupils indulged in "undignified excesses".

The statement warned that in future authorities would take a firm line on any breaches of the law.

On "high-risk" days, law enforcement authorities would even mount roadblocks, criminal charges could be laid against offenders and authorities would also inform parents and principals.

The statement said that the co-ordinated action was aimed at protecting the majority of youngsters from a minority who abused alcohol and who had an unacceptable standard of social behaviour.

Principals would co-operate fully with parents and the law enforcement authorities.

A spokesman for the South African Police in East London confirmed that a meeting had been held with the headmasters, but declined to comment or disclose any information on the behaviour of local school pupils.

MRG. US 11/3/87

# Don't close our hospital schools, pleads Van Eck

Staff Reporter

70 90 50

THE Cape education department has been asked to reconsider its decision to close hospital schools.

Mr Jan van Eck, the Progressive Federal Party spokesman on Cape education, said he had approached the department to have the decision reversed.

Dr F L Knoetze, deputy-director of education in the Cape, said his department had recommended that the schools be closed because it lacked the money to run them. He had not yet received a reply.

Mr Van Eck said Mr Knoetze had assured him that the decision would be reviewed.

"In view of the valuable service being provided by the hospital schools, some of which have been in existence for 50 years, steps have been taken to prevent them being closed," Mr Van Eck said.

He was told that because the Cape Department of Education received subsidies for white pupils only, and as most pupils in the hospital schools were not white, the department could not afford to run them.

## ABSURD 'TRICAMERAL LOGIC'

"I was told the department would gladly continue to provide this service, but because of the absurd tricameral logic of own affairs and general affairs, the department does not have the finance needed.

"It would be a disgrace if these schools were to close down because the white education department was not given money to teach pupils of other races in hospital schools," he said.

Earlier this year school principals at Tygerberg, Red Cross, Lady Michaelis, Princess Alice and Groote Schuur received circulars advising them that the schools would be closed next year. This move would put nearly 30 teachers out of work.

The combined committee of the SA Teachers' Association and the Onderwysers Unie appealed to the Minister of National Education to reverse the decision. Hospital administrators also made representations.

Children who are in hospital for long periods are taught either at their beds or in small classrooms, a service which is recognised by doctors as having therapeutic as well as educational benefits.



# A ray of hope for Soweto schools

THE feeling of despair and frustration in black education circles seems to be fading, the teaching profession appears no longer in distress and black pupils' parents are less worried about their children's academic futures.

At least for the moment, teachers seem relieved at high attendances and the absence of turmoil at schools plagued by unrest last year.

But there is still concern at the slow pace of catching up on a lost academic year — and violence has left teachers in an authority vacuum, clearly afraid of challenging or reprimanding pupils.

*Business Day* made a two-day tour of Soweto schools recently. Those plagued by the worst class boycotts, and which were centres of continuing unrest last year, appear to have a new lease of life.

At each school visited, an atmosphere of normal learning was evident. Teachers confirmed satisfactory pupil attendance. The lowest attendance figure given was 80%.

"Amazing! Amazing!" is how one teacher described the sudden change at her school.

Her amazement is not surprising — during a visit to the same school last year, *Business Day* found pupils had turned the premises into a shebeen. Pistols in hand, they

SIPHO NGCOBO

staggered around the school yard, hurling insults at girls and waving weapons in their teachers' faces.

One teacher was seriously assaulted by a schoolboy.

Countrywide class boycotts last year involved about 300 000 pupils protesting against the proclamation of the state of emergency and the detention of scores of pupils, and demanding the withdrawal of troops from the townships.

The areas affected most seriously by boycotts and subsequent unrest were the Witwatersrand and the Eastern Cape.

On average, 260 schools out of more than 7 300 were disrupted at any one time. The disruptions resulted in the closure of 54 schools.

The dramatic change can be ascribed in large part to the efforts of the National Education Crisis Committee, the UDF, the Azanian People's Organisation, the Azanian Students Movement, the Azanian National Youth Unity and others who joined in calling on pupils to go back to school.

Visible signs of last year's turmoil at schools remain in shattered windows and other damage to property.

Although relief is widespread, teachers at some schools disclosed

there were still problems, albeit not as serious as last year's.

These teachers pointed out that the pupils' attitude towards learning was still negative.

"We are still experiencing difficulties, especially from boys who sometimes come to classes drunk and those who move in and out of classes as they wish.

Others simply run away whenever they are called into classes for lessons," said one teacher, who was marking exercises supposed to have been submitted a month earlier.

Other teachers expressed concern about petty clashes among the pupils.

"Granted, they all appear prepared to learn normally this year. But there is so much fighting among them. Girls are daily victims of beatings by boys, and the most painful thing is that we're scared to reprimand them," one teacher said.

Generally, teachers could not hide the fact they are scared of pupils.

Said a disgruntled teacher: "I have decided to adopt a look-and-avoid attitude. Under no circumstances am I prepared to risk my life and reprimand a schoolboy if he does anything wrong. I would rather just keep quiet."

# Leaders confront education issue

Education Reporter

Community and education leaders are attending a two-day conference which started yesterday to discuss problems in black education.

The conference was addressed yesterday by Dr Van Zyl Slabbert, former Progressive Federal Party leader, Professor R Charlton, vice-principal of the University of the Witwatersrand, and Mr J Samuel, director of the South African Committee for Higher Education Trust (Sached).

Those who will give presentations today include Professor Eskia Mphahlele, of the african studies department at Wits, Mr Curtis Nkondo, president of the National Education Union of South Africa, and Mrs Sebolelo Mohajane, director of the Soweto Careers Centre.

50  
12/3/87



# Louw replies to union broadside

50  
S.M.  
12/3/87

By Zenaide Vendeiro,  
Transport Reporter

Minister of Transport Affairs Mr Eli Louw was taken by surprise by a scathing attack from one of South Africa's most powerful white trade union leaders.

In his presidential address to the Artisans Staff Association (ASA), Mr Jimmy Zurich, who is also chairman of the South African Transport Services Federation of Trade Unions, condemned "blatant discrimination" towards black apprentices.

He criticised the Government for failing to grant salary increases to railway workers and for appointing a deputy Minister of Transport.

Mr Zurich said though there was salary- and service-condition parity for apprentices of all races, black apprentices were barred from attending technical colleges and had to do theoretical training by correspondence.

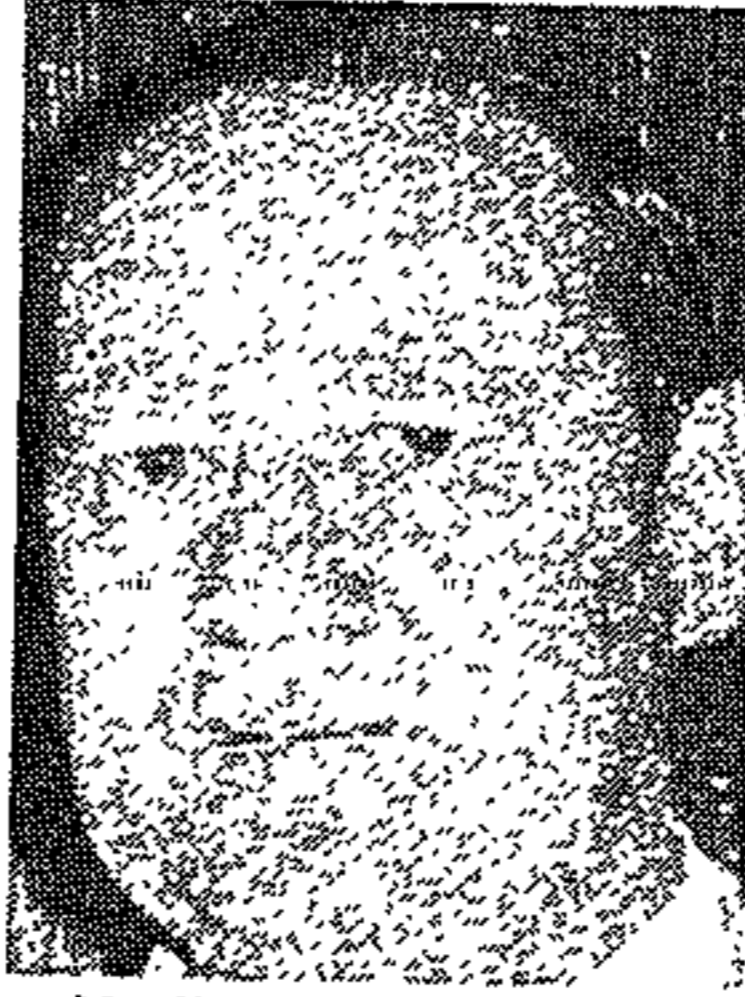
He urged trade unions to reconsider their decision to allow blacks to be trained as artisans if Government continued "blatant discrimination".

## Education question

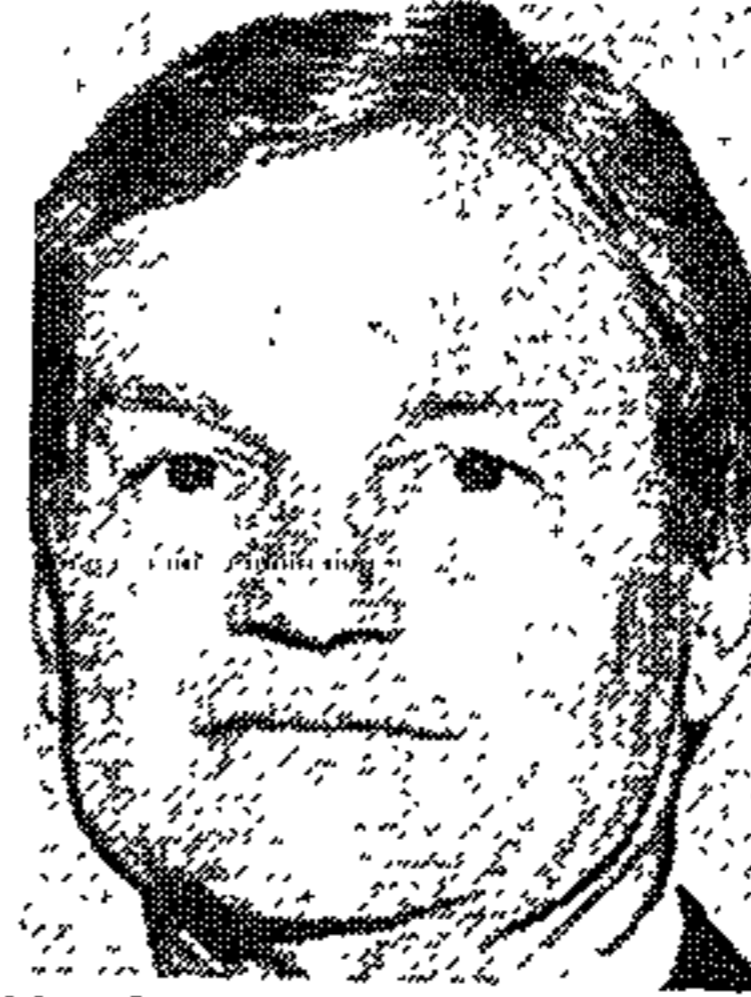
In reaction, a spokesman for Mr Louw said today the Minister was committed to achieving parity for all workers in SATS but had no jurisdiction over technical colleges.

This should be raised with the Minister of Education and Development Aid, Dr Gerrit Viljoen.

The spokesman, Mr Leon Els, said this was the first time the union had raised the issue. The grievance ought to have "gone through the proper channels".



Mr Jimmy Zurich . . . blatant Government discrimination alleged.



Mr Eli Louw . . . grievance should go through proper channels.

On the pay issue, Mr Zurich had said it was regrettable the Government did not have the courage of its convictions to clearly tell workers it was going to give them a raise and when.

In response, Mr Els said Mr Louw had confidentially addressed the unions two days before the Part Appropriation Bill was tabled on why he could not deal with pay and pension adjustments until the main Budget on May 26.

Mr Zurich also attacked the appointment of the fourth Minister of Transport Affairs in about 14 years, in what was a specialised portfolio, and said the union saw no need for the appointment of a deputy Minister of Transport.

He said the duties of the deputy Minister had still not been defined, and "whether or not he is necessary, the fact remains he was appointed and the taxpayer pays."

In reply today, Mr Els said the appointment and term of office of Ministers and deputy Ministers was the prerogative of the State President, Mr P W Botha.

He added: "The State President fully covered reasons for the appointment of a deputy Minister."

# Call for more education on computers

MICK COLLINS

RECENT surveys of the computer industry indicate the drain of personnel from SA is increasing at an alarming rate, an organiser of a computer camp for children says.

Irvine Green, a director of Computer Camps, says: "When the economy returns to positive growth there will be a shortage of computer-literate people." Many knowledgeable people had left the industry, he says.

"Added to this is the fact that many children are not exposed to computers at school because of a lack of funds, experienced computer teachers and a lack of direction in computer education by various education departments."

In order to keep the industry supplied with people who have computer experience (whether in programming or in special business applications), the private sector must take the lead in training and providing education and access to computers for children.

Computer Camps, Green says, has already helped more than 1 000 children aged 10 and upwards to achieve a level of computer literacy that is acknowledged as being of as high a standard as that overseas.

"This education has achieved by means of computer camps, held in the school holidays, where children are given the opportunity to learn about computers in industry and business, and to learn computer programming in the Basic language."

The next computer camp will be held from April 6-15. Phone (011) 886-1047 for details.

A POLICE constable charged with murdering two Soweto schoolboys during the first state of emergency in 1985 was not protected from prosecution by the emergency regulations, it was argued in the Rand Supreme Court yesterday.

State Counsel J A Swanepoel, SC, argued that regulation 11, in force in 1985, had prevented State or civil action against policemen during that period, but was repealed in March 1986.

He said 11(3) did not exist any more and if the legislature had intended that that protection or indemnity was going to be indefinite, a law to that effect would have been passed.

Jakobus Johannes Laubscher has pleaded not guilty to murdering Spencer Simelane, 17, on August 28, 1985.

He has also pleaded not guilty to murdering Godfrey Phuroe, 17, on September 18, 1985, and attempting to murder a 15-year-old youth.

Both teenagers were fatally shot during school hours.

Laubscher has pleaded not guilty on the grounds that on both occasions he acted in self-defence and in pursuance of his duty.

His defence is also that he may not

# Constable 'not indemnified'

SUSAN RUSSELL

be prosecuted because the incidents occurred during a state of emergency.

After both incidents Laubscher reported to his superior officer that he had fired after stones were thrown at his car.

At the time he was seconded to the Moroka Unrest Investigation Unit.

Swanepoel also argued that as a constable Laubscher would not have been protected by regulation 2, because that only allowed the use of force by a commissioned officer or warrant-officer of a force.

Counsel for Laubscher submitted that the onus was on the State to prove that the constable had exceeded the bounds of duty.

It was argued that as a policeman it had been Laubscher's duty to act when confronted with an incident of public violence.

Argument continues today.

# Hoechst sells Cassella-Med

DAVID FURLONGER

GERMAN-CONTROLLED chemicals group Hoechst SA has sold its Cassella-Med pharmaceuticals operation to a South African company for an undisclosed sum.

East London-based Pharmador has bought rights to all Cassella-Med's products and brand names. These include such well-known brands as Fibre Trim, Yogurtrim, Histalix, Cold Stop, Tensolve, Cough Med, Vita Fiber and Fat Off.

Hoechst SA stressed yesterday the sale should not be seen as a disinvest-

ment. Director Volker Schmidt said the group simply wanted to concentrate on developing its traditional business, such as plastics, synthetic fibres, chemicals, plant protection and ethical pharmaceuticals.

Pharmador MD Pierre Greyvensteyn said: "We are delighted with the acquisition. Cassella-Med's products will complement our own range. The acquisition makes very good business sense to us."

... 'Top' ...



price of other goods to people

ceived. — Sapa.

beginning to move again and

very selective."

THE New Era Schools Trust (Nest) is starting a second co-educational, non-racial school between Johannesburg and Pretoria next year.

Schools will also be established in Grahamstown and Cape Town next year. The Transvaal school will be

# Nest to open more multiracial schools

built and equipped on funds donated by the Johannesburg Chamber of Industries. Pupils from standards 5 to 7 will be admitted after an entrance examination to test edu-

capability up to matric. Nest's first school — at Uthongathi, Natal — opened this year with 29 white, 27 black, 27 Indian and 24 coloured pupils. "The Nest schools will create

a community awareness in their pupils and a sense of social responsibility totally divorced from racial connotations," Nest claims. — Sapa.

OPEN SCHOOLS

(50) FM  
13/3/87

## The eyes have it

The Cape Town School Board has taken what is probably the most significant move so far in the campaign to scrap apartheid in education.

Last week the board, which represents 102 schools in the Peninsula, voted overwhelmingly to recommend to government that State schools in the region should have the discretion to admit pupils of any race.

The move comes less than a month after the idea of "open" State schools was conditionally rejected by white Own Affairs Education Minister Piet Clase.

The board has 12 members, eight elected by school committees in the eight wards in the region and four appointed by government. It represents 32 high schools and 70 primary schools, of which 12 high schools and 24 primary schools are Afrikaans or dual-medium.

There has been growing pressure on government from some school committees in the Cape Town area for the right to open their schools to pupils of all races. So far government has resisted.

In a statement last month, Clase refused to allow the "privatisation" of State schools (*Current Affairs* March 6).

Proposals by a number of Cape Town school committees have included the purchase of schools by parent bodies or other interested groups with a view to opening them to all races.

Clase says the implications for education of the conversion of State schools into private schools is a "sensitive matter" and was thoroughly investigated. "The opening of public schools (to all races) affects the principle of own schools as embodied in the constitution. The country is currently in a phase of transition and reform. White education has always been a source of stability and security and this must be maintained," he says.

For these reasons, government has decided that "for the time being" State schools will not be sold or handed over to private organisations.

Clase says the matter will receive further attention in due course when policy aspects in connection with the "protection of own community life" are discussed.

The motion calling on government to allow school committees to decide for themselves on admission was tabled at a board meeting last week by Hillary Elliot, who says she was asked to do so by a number of school committees in the ward she represents.

Of the 12 board members, seven supported the motion, two abstained, one opposed it and two were absent. Interestingly, three of

the four government appointees on the board supported the motion.

It was also supported by Pieter le Roux, a professor at the University of the Western Cape and chairman of the school committee of Jan van Riebeeck Laerskool, one of Cape Town's most prestigious Afrikaans schools.

Elliot says the extent of the support she received was unexpected, but pleasing.

The board is not trying to be prescriptive. The motion does not call for the opening of all schools, but for school committees to have the right to decide for themselves, she says. This means that board members who supported the motion do not necessarily support the opening of the schools they represent, but are in favour of school committees having the right to carry out their own decisions.

Reacting to the board's decision PFP education spokesman Roger Burrows says it is high time government came to terms with the increasing pressure by individual parents and schools to open their facilities. He says: "Government is prevaricating to appease the right wing, while many of their followers fully accept open residential areas and the corollary, open schools."

The motion is in the process of being forwarded to the Cape Director of Education.



# Spend 'much more' on black education, says nun

50  
SMR  
14/3/83

An Ursuline nun has appealed to South Africa to spend "much, much more" on education if it wants peace and harmony in the country.

Sister Zavier Rowntree, who founded Brescia House in Bryanston 21 years ago, said this week many black schools were not functioning adequately because they lacked essential basic equipment such as books.

Sister Zavier returned to Britain in 1970 after starting a school in co-operation with Anglo American Property, owners of Bryanston. She is back for Brescia's coming-of-age celebrations and since her arrival several weeks ago has visited a number of black schools both in the townships and in the independent homelands.

"This country is not poor. Yet I have been in classrooms where there is not a book on a child's desk. There are not enough teachers. Classrooms are overcrowded. Schools cannot function without basic needs.

"Young people are all-important to the future of this lovely country. I know the government is now subsidising black education, but much, much more will have to be done if people are to live in peace and harmony."

Sister Zavier said she had always been in favour of integrated schools. Apartheid was particularly abhorrent to Catholic nuns. At Brescia House there were eight black and two coloured pupils.

"There would probably be more, but the school is far from Soweto," she said. "When the Group Areas Act goes the situation could change."

At the Sacred Heart College in Observatory she had

## WINNIE GRAHAM

found children of so many races she thought she was back at Westgate (an Ursuline convent in England).

"We have a commonwealth of nations at our schools," she said. "They do not always mix but by studying together they develop an understanding of each other's cultures and that is important."

She said South Africa needed to train more teachers for black schools. Classes should be smaller and subsidies considerably larger.

"Provide them with the best you can," she exhorted.

Sister Zavier said she had been asked by Bishop Hugh Boyle more than 22 years ago to start Brescia House.

She had selected the site because she liked the view.

"In those days sisters didn't get around as much as they do today," she added.

When the school opened in 1966 there were 65 children on the register compared with 419 today.

There was no electricity or water and the sisters lived "in nooks and crannies".

Brescia House celebrates its coming of age next Sunday (March 22) when past pupils and friends have been invited to join a bring-and-braai in the grounds. This will be followed by Mass at 2.30 pm.

The school will also be producing "The Boyfriend" as part of the birthday celebrations.

# No DET action yet on quick cash colleges

By SEFAKO NYAKA

ALTHOUGH the Department of Education and Training has admitted it regards the emergence of "cash-in colleges" in a "very serious" light, it is not going to take drastic action against them yet.

The department said in a statement this week: "If we take action without proper consideration, hundreds of parents stand to lose a lot of money."

The statement was issued in response to a series of articles in the *Weekly Mail* last week, outlining how schools had been set up in the centre of Johannesburg in an attempt to fill the vacuum created by the township school crisis.

The DET said any of the schools applying for registration will have to undergo a stringent grading system. Issues such as classroom size, toilet facilities and teachers' qualifications are taken into consideration.

Applications are scrutinised by regional offices and the DET's head office in Pretoria — and no school will be allowed to register unless it subscribes to basic needs.

The DET said schools have to be registered before writing an official department exam.

It said those schools that applied for registration were "clearly informed that they must not start teaching or even admit pupils unless registration has been finalised."

"None of these schools have told us they have children in class."

Some of the schools wanted provisional registration but "we told them we could not commit ourselves and demanded an assurance that they had not yet started."

w/Mail

13-19/3/87

(10)

(52)



w/6 ARGUS 14/3/87 (50)

NEWS

R2,3-MILLION NEEDED OVER THE NEXT FIVE YEARS

# ELRU — we can't just let it die, says ex-pupil

GRASSY Park principal Mr Cecil Jacobs is one of hundreds of pre-school staffers trained by the Early Learning Resource Unit in Athlone — and he's not prepared to let it die.

He was appalled when he read in Weekend Argus last week that ELRU faced closure because of a desperate lack of funds — and decided to do something about it.

Now he has approached ELRU-trained supervisors of pre-schools throughout the Peninsula and asked them to pledge "whatever they can afford" on a monthly basis to the stricken organisation.

"The money raised in this way won't come anywhere near the amount needed but at least it's something," he said this week.

"I am indebted to ELRU. Instead of always being on the receiving end, I think we should now give something back."

Mr Jacobs is principal of one of 15 Western Cape pre-school centres — catering for 4 000 children — operated by the Foundation for Community Welfare (FCW).

Like similar organisations throughout the country, the majority of the FCW's staff were trained by ELRU and are heavily-dependent on ELRU resources and materials.

FCW director Mrs Beulah Fredericks said: "Our pre-schools won't be able to operate without ELRU. We are very worried about the possibility of it closing down."

Mr Franklin Sonn, FCW

By GAYE DAVIS, Weekend Argus Reporter

## SA illiterates: National campaign or scrapheap

MILLIONS of South African youth are destined for the economic scrapheap because of illiteracy.

Almost half of the country's estimated six-million illiterates — and the number could be as high as nine-million — are between 10 and 24 years old.

These figures give the lie to the widespread assumption that the majority of illiterates are over 50 and that the reason they can neither read nor write is because of poor educational chances in the past.

The same goes for the assumption that because the number of children now receiving education has dramatically increased the problem is a thing of the past.

According to University of Cape Town academic Linda Wedepohl, author of a survey of illiteracy in South Africa, the implications of so many young illiterates are serious.

"Society might still make allowances for older persons who are functionally illiterate but who will somehow be able to cope during the rest of their lives.

"However, future prospects are less favourable for young people who might still live another 60 years, during which time technology advances increasingly leaving them farther and farther behind," she said.

The high school drop-out rate — almost half the black children who enter school leave before reaching Standard 2 — is one reason for the country's high illiteracy rate.

Little short of a national campaign, with mass mobilisation of resources, is likely to have an adequate impact on the situation.

Those involved in literacy training in South Africa face a challenge of overwhelming proportions.

Firstly, there is no single method of training which guarantees success.

Those who come to learn have different backgrounds and varying levels of education.

Of South Africa's estimated six-million illiterates in 1980 only 90 000 were enrolled in official, private and voluntary literacy programmes. But no more than 25 000 actually completed their courses.

chairman, praised Mr Jacobs's initiative.

"His plan represents a community response to ELRU's

dilemma. Perhaps if the private sector sees that the people are prepared to make sacrifices to save it, companies will come forward and offer funds.

"We're not asking them to bail ELRU out — just to match our effort."

Since it was set up with private funds in 1978, ELRU has played a leading role in training the unskilled, often poorly educated child-care workers forming the majority of staff in the few pre-school centres which exist for black and coloured children.

More importantly it has given people the skills to pass on what they have learned to others — creating a snowballing effect which has given thousands of children throughout the country a head-start in life they might otherwise never have received.

Director Ann Short said ELRU needed R2,3-million to operate effectively over the next five years. So far it had R300 000.

Since Weekend Argus highlighted the organisation's plight — and its implications for a country already experiencing a crippling shortage of skilled manpower — many people had shown interest.

"No-one has actually offered us any money, although two companies — the Standard Bank and the pharmaceuticals company Warner Lambert — have said they will give us serious consideration.

"But there has been no definite offer of money and the target is huge," she said.

It could be argued that since most mineworkers are migrant workers supporting families in rural areas...

# Schools now to focus on career skills

SOPHIE TEMA

MINISTERS of Education of the self-governing homelands have decided in principle to introduce a career-education project.

The decision follows a meeting on Friday and a visit to two schools in Atteridgeville, Pretoria, where the project has already been introduced by the Department of Education and Training.

The project is being expanded this year to include 1 533 schools country-wide.

The Ministers said in a statement that the "unique" project was a direct result of the recommendations of the De Lange report on the imbalance between "career" and "academic" education.

"The first phase of the project provides for the introduction of all primary school pupils to skills and technical development," they said.

"In the junior secondary classes, at least 70% of all pupils will be accommodated in an exploratory phase, exposing them to specific career direction and trades.

"Ultimately, 21% of all senior secondary pupils will be accommodated in specialisation courses in specific technical directions," they said.



Cape Times 11/3/87

# Foreign cash: Sached expects to be charged

Own Correspondent

JOHANNESBURG. — The SA Council for Higher Education, one of the organizations being investigated by the Directorate of Fund-Raising (DFR), was told yesterday to expect charges arising from its foreign funding.

Sached is one of several organizations critical of government that have been visited in the past three months by DFR inspectors.

But DFR chief director Mr J C Visser denied that anti-apartheid funding was now under investigation by government. He said all groups collecting funds from the public were investigated.

Sached director Mr John Samuel said he had been called by a Colonel

Pretorius and told a docket had been opened and that he was to expect charges relating to receiving foreign funds.

The following organizations have told our correspondent they have been visited by DFR inspectors:

- The National Education Crisis Committee (NECC).
- The Black Sash in Port Elizabeth and Grahamstown.
- The Wilgespruit Fellowship Centre.
- The Rev Allan Boesak's Peace and Justice Foundation.
- The United Democratic Front.
- Several small organizations including the Northern Transvaal Advice Office and the Cape-based Montagu Project.

Blacks 'not consulted', so ...

*Blacks*  
*SD 16/10/87*

# Millions wasted on education projects

A SUBSTANTIAL amount of the millions of rand companies spent annually in efforts to improve black education is wasted in unsuccessful projects because the private sector has failed to consult the community concerned.

That is the view of prominent education consultant Ken Hartshorne, who was among the speakers who addressed a two-day conference last week.

Forty-five delegates from major South African companies met educationists and community representatives in an unprecedented attempt to establish a process of communication between the two groups.

The conference — held at a hotel near Johannesburg — was closed to the Press, but a briefing was held for reporters on Friday.

At the briefing Hartshorne said companies had invested in many misdirected education projects because they were unaware of the needs and perceptions of the black community.

Consultation between the private

sector and the community was necessary if the private sector wanted to introduce relevant initiatives to combat the black education crisis.

The black community's grave scepticism of free enterprise constituted an obstacle to the community's acceptance of private sector involvement.

However, Hartshorne said: "We were trying to create the opportunity for representatives of both these communities to talk openly to each other, and some common ground was found."

Both sides realised there were possibilities of working together without either of them having to give up their values.

Other speakers to address the conference were Frederik van Zyl Slabbert, director of the Institute for a Democratic Alternative for South Africa; John Samuel, director of the South African Council for Higher Education; education consultant Neville Alexander; and Fanyana Mazibuko, director of the University Preparation Programme.



He pleaded guilty to culpable homi- of society".

THE private sector has to take note of the movement towards alternative education, if its intervention in the process of educational change is to be effective, credible and authentic, says educationist Ken Hartshorne.

He delivered a paper on "Private Sector Involvement in Education 1960-1986" at a conference outside Johannesburg last week.

This was attended by delegates from the private sector and community representatives.

Hartshorne said: "The concepts of community education, liberation education, workers' education, post-apartheid education are all new voices in the community that the private sector has to listen to."

However, he said, private sector intervention was difficult in view of black scepticism about the free enterprise system.

"The credibility of the funder is now

# Private sector schooled on education role

17/3/87 B/Dary (50)

THELMA TUCH

as much an issue as the credibility of the programme being funded," he said.

The private sector, he said, should support, both in terms of funds and human energy, the alternative programmes which meet the following requirements.

□ Those that are not concerned with reinforcing the present model of apartheid education, but are guided by a philosophy of working towards a non-racial and just society.

□ They should be part of the process by which a non-racial society will come about.

□ They must be innovative in character, educationally soundly based, aimed at both quality and relevance, and open to evaluation and subsequent adjustment.

Co-operation between the private sector and the community was difficult but necessary, he said.

"Lying at the heart of this co-operative action will be a readiness on the part of the private-sector funder to accept and welcome initiatives from the community."

In spite of the constraints and tensions of such co-operation, the private sector, could continue to play an important role in the process of fundamental change in education.

This it could do through the sensitive and imaginative allocation of its resources, said Hartshorne.

## Economic sanctions no answer — Suzman

COPENHAGEN — Helen Suzman (PFP, Houghton) said in an interview published in Copenhagen yesterday economic sanctions would not end apartheid.

"Sanctions are exclusively destructive. I am convinced they will just drain the economy. Many blacks will lose their jobs and this is a country (SA) with little or no social security," she told the daily *Politiken*.

"If, on the other hand, the economy were allowed to grow, there would be a need for more black workers and they would gain in influence through their trade unions," she said. — Sapa-Reuter.



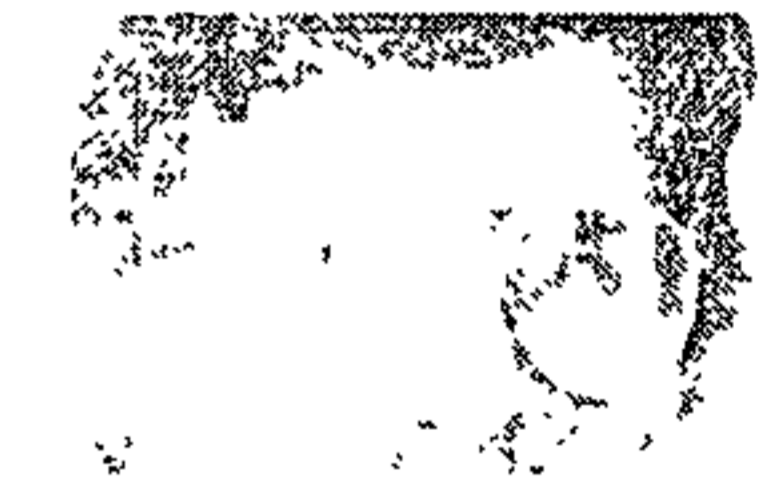
RICK GRIFFITHS has been appointed MD of SA Warehousing Services.



ROY PARKHURST has been appointed alternate director, McCarthy Group.



TREVOR CONLYN, elected deputy chairman, Airlines Association of SA.



# Black student 'humiliated' by library apartheid

SDWETAN 17/3/87 (SD) LIBRARY (RHS)

A POST-GRADUATE student at the University of Potchefstroom yesterday said she felt "humiliated and unfairly treated" when she was barred from using Vanderbijlpark public library because she is black.

Miss Naomi Mositsa (27), a teacher at Lebohang High School in Boipatong, said she was concerned about the incident because many blacks would be unable to use this well-

By JOSHUA RABOROKO

equipped library because of apartheid.

The incident happened in the constituency of the Minister of Education and Training

and Development Aid, Dr Gerrit Viljoen, whose National Party has pledged to abolish "petty apartheid" by opening public amenities to all races.

The NP recently expressed concern when a black athlete was barred from participating in athletics at a white school.

## Policy

The Minister was yesterday not available for comment.

The local town council said it was their policy that the public library was there for the sole use of the town's residents. It felt facilities such as the public library was an "own affair".

It said the town was geared to comply with all requirements of university students,

whereas the campus library provided books and other facilities for all students.

The council also said there were libraries in Sebokeng and Evaton where blacks could loan books and study. However, there was an agreement between libraries to inter-loan books.

Faculty members at the University of Potchefstroom branch in Vanderbijlpark have lashed out at the town council and voiced their concern over the unfair and humiliating way in which Miss Mositsa was treated at the library.

The university's education faculty spokesman said Miss Mositsa was a highly qualified teacher, yet she was treated in an unfair and humiliating way by being barred from using li-

brary facilities because she was black.

Miss Mositsa, who holds a BA (Paed) degree, told the *Sowetan* that she had gone to the library to study when she was told by staff that she was not allowed to use the library's facilities.

## Explain

She said: "I tried to explain to them that the literature I needed was not available anywhere other than at the library and that I needed to study at the library because it is well-equipped. But this was all in vain."

"I felt humiliated by the way I was treated — I thought the Government had pledged itself to open all amenities for all races," she said.



Talk of probes into 50 groups

# Sached faces charges over foreign funds

*(Handwritten initials)*

*17/3/87 B. Dew*

THE SA Council for Higher Education (Sached), one of many organisations currently under investigation by the Directorate of Fund-Raising (DFR), was told yesterday to expect charges arising from its foreign funding.

Sached is one of several organisations critical of government that have been visited in the past three months by DFR inspectors.

One source said he knew of about 50 organisations being investigated.

But DFR chief director J C Visser yesterday denied in a telex to *Business Day* that anti-apartheid funding was under investigation by government. He stressed that all groups collecting funds from the public were investigated on an ongoing basis.

Sached director John Samuel said he had been called by a Colonel Pretorius and told a docket had been opened and he could expect charges relating to receiving foreign funds. Sached is an independent education agency. Pretorius was not available for comment yesterday. The following organisations have told

PATRICK BULGER

*Business Day* they have been visited by DFR inspectors:

- The National Education Crisis Committee (NECC), a signatory to the "Umban the ANC" adverts which are under investigation by the Munnik Commission;
- The Black Sash in Port Elizabeth and Grahamstown;
- The Wilgespruit Fellowship Centre, which is linked to the SA Council of Churches;
- The Rev Allan Boesak's Cape Town-based Peace and Justice Foundation;
- The United Democratic Front; and
- A number of smaller community organisations, including the Northern Transvaal Advice Office and the Cape-based Montagu Project.

Wilgespruit Fellowship Centre executive director Rev Dale White said he had been told of about 50 groups under

● To Page 2

# Sached faces charges over foreign funding

*17/3/87 B. Dew*

investigation. "The churches regard this in a very serious light," said White.

He added the centre and other religious bodies were being asked whether they were in fact bona fide religious groups. In terms of the Act, religious groups do not need a welfare number to raise funds.

Black Sash national president Mary Burton said she had heard that a number of rural-based groups were being investigated. She said she regarded the investigations into two Black Sash branches as an "invasion of privacy", but said they had received no communication from the DFR since the initial visits six weeks ago.

The DFR refuses to provide information about its investigations.

"Details regarding inspections are confidential and could be sub judice. A list of organisations cannot be supplied as such information may embarrass the

● From Page 1

organisations and incriminate the department," the DFR said in a telex in reply to an earlier series of questions. Investigations are being conducted in terms of two main sections of the Act: section 30 (5), which deals with "irregularities" in the collection of funds as laid down by the Act; and section 2, a blanket prohibition of illegal fund-raising.

The DFR is part of the Department of National Health and Population Development, headed by Minister Dr Willie van Niekerk.

50 5/11/84

End of the calmest quarter in four years

# All's quiet on the education front

By Sol Makgabatlane, Education Reporter

Black schools close for first-term vacations on Friday in what must rank as the quietest quarter since tumult hit black education in 1984.

It is too early to say which way the mood will swing in the coming months, but the feeling of despair and frustration in black education circles seems to be lessening, and teachers are crossing their fingers that this will prove to be the first academic year unhindered by stayaways and boycotts in four years.

Besides, a boycott presently centred on six schools around Alice in the Ciskei, black education in South Africa is plodding on with renewed determination.

There has been an overwhelming return to school after a number of black groups, including the National Education and Crisis Committee, the All-African Students Action Committee, Azan-

ian Student's Movement, the Soweto Students Congress, the Azanian People's Organisation and the Azanian National Youth Unity, appealed to pupils to wage their battle while learning at the same time.

Few of the pupil demands have been met, a factor which still riles a significant number of pupils. The Soweto Students' Congress is to meet soon to analyse the situation.

School children, church leaders and anti-Government organisations have called on the Government to release detained pupils, lift the state of emergency, reinstate dismissed and transferred teachers, unban the Congress of South African Students, withdraw troops from the townships, repair damaged schools and provide free tuition and books.

In the present pre-election climate, these demands have fallen largely on deaf ears.

Most of the leaders closely involved with the watershed congress in Durban on March 29 1986, including editor Zwe-

lakhe Sisulu, the Rev Molefe Tsele and Mr Vusi Khanyile, are in detention.

The conference, attended by 1 500 parents, pupils and teachers, was called to decide whether black pupils should continue their boycott of schools.

"We are speaking to many parents and pupils and the pendulum has swung," said the liaison officer of the Department of Education and Training, Mr Peter Mundell.

"They realise they were getting nowhere. I remember speaking at a big gathering of pupils and they wanted to know if stayaways and boycotts had achieved anything."

He pointed out that there had also been a "rude shock" when the Government closed 73 schools last year "where there was no progress". The schools were all reopened this year.

"Even in areas such as Alexandra there has been a big shake-up in attitudes. But the parents, pupils and the department are partners in this. It is happening from all directions and the department is happy."

He said black students were working to catch up on lost time.

"We do not want to make any predictions about the future. If we can build on a solid foundation, then some positive results will flow from this."

Dr Kenneth Hartshorne, consultant to the Centre for Continuing Education at the University of the Witwatersrand, preferred to withhold comment until the next quarter.

"I am not sure how long this situation is going to hold," he said.

"There still lies the second quarter — with My Day and June 16 still to come. I prefer to hold my comments until I am sure about the scenario."

Mr Leepile Taunyan, the president of the Transvaal United African Teachers Association (Tuata), said: "We have already lost thousands of youngsters who will never get the schooling they need."

"Teachers, parents and community leaders must do everything in their power to get the schools humming again. We owe it to our children and their future."



# Science councils must earn cash — Minister

50  
18/3/87  
SAC

PRETORIA — Scientific councils will in future have to earn a large portion of their funds through contract research and services in line with the Government's commitment to privatisation, the Minister of National Education, Mr FW de Klerk, said yesterday.

In a statement in Pretoria, he said the councils would at the same time be granted greater freedom in managing their own affairs.

This "important policy change" applied to the Council for Mineral Technology, the Human Sciences Research Council (HSRC), the Medical Re-

search Council and the S A Bureau of Standards.

The Government's contribution to the funding of the scientific councils would no longer be based on a budget submitted by the councils.

The funding, for which the State had to accept responsibility, would be calculated on a "baseline approach".

Mr de Klerk said the policy change meant the Scientific Priorities Committee would be dissolved, and that the composition of the Scientific Advisory Council (SAC) would be changed to enable it to fulfill a modified advisory function. — Sapa.

# Easing the teacher's load

50  
N/M  
18/3/8

**A group of unemployed teachers has come up with a solution to their dilemma, and that of the overworked teachers who have packed classrooms. DEBBIE REYNOLDS spoke to them.**

'TO MY amazement I found I was either too stupid or too clever for anything other than teaching,' said Coreen Keal, managing director of Edubooks, a newly-formed publishing house printing school worksheets.

'I taught for 18 years, nine of which as temporary staff. The uncertainty of not knowing if I would have a job from year to year was dreadful, so in July last year I decided to jump the queue and get into the working place before the rush.

'When I resigned I realised there was no place for me in the commercial market, although I had completed a public relations course.'

But far from accepting her fate, Coreen decided to use her time at home to make decorative worksheets for teachers, who agree they unfortunately do not have the time to produce anything nearly

as exciting to hold pupil interest.

Soon Coreen was incorporating the worksheets into booklets which she showed her colleagues.

'I got such positive vibes I thought why not turn it into a commercial venture?' she said.

## Advert

After making contact with about 85 schools in Natal, Coreen realised the demand was going to be more than she could cope with, so she placed an advertisement calling for unemployed teachers.

She was looking for inspired, creative teachers who could hand-script and illustrate worksheets for junior and senior primary

schools, to ease the time pressure under which all teachers work.

She didn't have long to wait. Cheryl Kincade came along as director of senior primary studies; Sue Alborough as director of junior primary studies; and Cherry Sephton (who has completed a course with the Graduate School of Marketing and is the only non-teacher), as director of marketing.

Cheryl's and Sue's task is to co-ordinate the 25 teachers who are producing for Edubooks, and collect the hand scripts which are passed on to Coreen to be published in a glossy colour-coded cover.

Distribution will be han-

dled by Logans, which has agreed to act as an agent and will distribute the books to other educational suppliers in Natal.

The workbooks, each consisting of about 30 worksheets, will retail at R11 to R18, but, as Coreen explains, there are no photostat or copyright problems, except that copies for one class only may be made.

Teachers have warmed to the venture already, with Coreen getting feedback such as: 'Of the books I have seen, I've been very impressed by the careful planning and presentation of the worksheets. I would definitely be interested in purchasing these books, because

they would save me a lot of time — and energy!'

However, what teachers really find useful is that Edubooks breaks the syllabi into small sections, so they can choose on which sections their class needs to concentrate.

## Planning

About 10 books are ready for production and Coreen hopes that by the end of the year 100 different titles will be available.

'We're also planning a Bridging the Gap series for pupils going from Std 5 to Std 6, and a self-corrective series which will be sold through a chain store,' said Coreen.

And with so much work to do where once there was the prospect of none, Coreen has appealed to all teachers who have exciting ideas to contact her. The number is Durban 473011.



The Natal Mercury



# 'Blacks are being helped'

LIBRARY  
18/3/87  
SOWETAN

THE Minister of Education and Training and Development Aid, Dr Gerrit Viljoen, has indirectly endorsed the Vanderbijlpark City Council's decision to bar blacks from using its public library.

In a statement to the *Sowetan* yesterday, Dr Viljoen did not condemn the decision, but said the council was prepared to help blacks requiring reference material and reading facilities at the library.

He was reacting to an incident in which a post-graduate student, Miss Naomi Mositsa (27), of Boipatong, was barred from the library because she is black.

By JOSHUA RABOROKO

Miss Mositsa, a teacher at the Lebohang High School, holds a BA (Paed) degree and is now doing a post-graduate BEd course part-time at the Vaal River branch of the University of Potchefstroom in Vanderbijlpark.

She wanted to make use of the facilities at the Vanderbijlpark public library when she was barred and told there were many convenient libraries in black townships of Sebokeng and Evaton. This is not so.

In reply to our questions, Dr Viljoen, who is the National Party MP

for Vanderbijlpark, said he had been assured by the local city council that its library policy was to assist blacks.

In terms of its policy, black researchers and readers requiring reference material such as books and reading material would be assisted.

Dr Viljoen said both Sebokeng and Evaton have well-stocked libraries for their communities and were assisted by the mutual exchange arrangement of books with the Vanderbijlpark library.

He added that the Potchefstroom Univer-

sity campus in Vanderbijlpark also granted full library facilities to its registered students of whatever race.

Miss Mositsa said libraries in black townships were small and did not have enough facilities.

"A lot of youths patronise these libraries and reading in most instances is almost made impossible because of noise and lack of facilities," she said.

She felt humiliated by the town council's policies because they displayed apartheid at its best when the Government vowed that it was intending to "remove petty apartheid."

# The Star



## A fragile peace in black schools

BLACK SCHOOLS close for first-term holidays tomorrow after one of the quietest quarters since chaos hit black education in 1984. Parents, educationists and various organisations including the National Education Crisis Committee (NECC) are quietly rejoicing that pupils heeded the call to go back to school. But they also have their fingers crossed that the year will continue in the way it has started.

There are several reasons for the outbreak of peace. There are those who argue that the iron fist of the security forces, the state of emergency and the get-tough attitude of the Department of Education and Training have forced a necessary truce.

Others believe that the pupils found school boycotts were not effective in bringing about changes in government attitude and at the same time were deeply damaging to the boycotters — who are now working hard to make up for lost education. Still others point to the grassroots power

of the NECC and other community bodies which have successfully appealed to pupils to wage their battle against apartheid while learning at the same time.

At least one veteran educationist, Dr Ken Hartshorne, is reluctant to comment on the calm start to the year. He warns that the second quarter, with May Day and June 16 on the calendar, will be the litmus test for peace. Fears that the calm will not endure are based on the fact that the fundamental causes of the school tumult have not yet been addressed. Schoolchildren, church leaders and anti-apartheid organisations have called on the State to lift the emergency, unban the Congress of SA Students, withdraw troops from the townships and provide free tuition and books.

At base, black education is still separate from and unequal to white education. Until such time as more basic causes of the pupils' dissatisfaction are tackled, only a fragile peace can prevail.



Cape Times 19/3/87 (50)

# Minister responds to Menlo decision

Staff Reporter

THE Minister of Education, House of Representatives, Mr Piet Clase, said yesterday that the Menlo Park High School management council's main consideration should be whether it still had the confidence of most parents.

He was responding to the council's decision this week not to resign.

In a statement released by Mr

Clase yesterday, he said that the committee of heads of education "will in due course advise me on possible amendments to the relevant legislation".

"I have nothing to add except to point out the following by way of elucidation:

□ "The procedure to be followed when submitting applications for the participation of pupils of other population groups in official school sports at State

schools, under the jurisdiction of the Transvaal Education Department, is defined in 'Departmental Guide for General School Organization' and not in the ordinance or the regulations; and

□ "In this case the principal informed the management council that the specific directive would pose no problem if the management council decided that the black athlete could participate."

can be obtained from Mr  
Minter, Forestry  
X9005

# PRP calls for education investigation

Mercury Reporter

THE Progressive Reform Party in the House of Delegates decided at its meeting in Durban yesterday to make urgent representations to President Botha for a full and thorough investigation into Indian education.

Mr Mamoo Rajab, the party's spokesman on home affairs, said Indian education seemed to be 'living from crisis to crisis'.

'The question of the evaluation system is another one of the many problems that has arisen in that department.

'We are of the opinion that this is not the only problem that will be arising in the near future.

'There will always be crises precisely because those in authority are either incompetent or not concerned about the standard of education that should be imparted to the Indian child, but are concentrating more on stupid and petty issues to maintain the bureaucracy.'

Mr Rajab said the PRP would draw up a fully motivated dossier on Indian education highlighting the

tremendous sacrifices that were made by the Indian people themselves initially in providing for the education of their children

'We will also refer to the massive strides in education after the Government assumed control over it in 1961.

'We will then be highlighting what happened after control was passed to the Indian Council and now to the House of Delegates under the direct control of the Ministers' Council of Mr Amichand Rajbansi.

'Our fear is that in the next couple of years the community will see the adverse effects of all that has been happening in the general standard of education in the Indian community.

'Instead of making improvements on the structures that have been created we fear there will be a dramatic and adverse fall in standards.'

## Beirut blast

BEIRUT—Three people were killed when a bomb blast destroyed a car in east Beirut yesterday. — (Sapa-AP)

# Nurses in KwaZulu win right to join

African Affairs Correspondent

ULUNDI—Nurses in KwaZulu have won a six-year battle to retain their membership of the South African Nursing Association.

A statement from the KwaZulu Minister of Health, Dr Frank Mdlalose, yesterday said the KwaZulu Department of Health and Welfare had been advised in July, 1980, that membership by KwaZulu nurses of the SA Nursing Association had been illegal since 1977 since KwaZulu was a region in its own right.

The statement said talks on this issue with senior Government representatives had taken place from 1980

Dr Mdlalose said the view of his department was that it had never wanted KwaZulu nurses to be excluded from membership of the association since the region was a part of South Africa.

He said a letter had now been received from the Director-General of the Department of National Health and

Population Development, stating that the South African Government intended to amend legislation to make it possible to incorporate nurses in self-governing territories into mandatory membership of the association

Dr Mdlalose said that, after the nurses of self-governing territories had been excluded from membership of the national association, the KwaZulu Nurses' Organisation had taken over the functions of the association in the region as an interim body.

## Buffalo bought

THE Karkloof Falls Nature Reserve near Pietermaritzburg has imported 30 disease-free buffalos from the Regent's Park Zoo in London — (Sapa)

## P O plan

PRETORIA—The Post Office plans to instal another ten public electronic franking machines country-wide. — (Sapa)

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File Anders 21/3/81

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# Getting the message across

"I am a mother.  
I am a married mother.  
My daughter is a teacher.  
I paid her fees when she  
was at school.

Luckily, she finished her  
schooling without getting  
into trouble.

Now I myself can learn  
something.

I want to learn to read  
and write English.

I want to read the Bible."

— ESTHER LETSATSI. (From We  
Came to Town, a collection of sto-  
ries written by workers learning  
English.)

● For more information,  
telephone 64-4572 or 65-2970.

v) the petrol- and the coal mi  
Affiliation: F  
Journal: ISSAV

by GAYE DAVIS, Week-  
end Argus Reporter

ANYONE who has spent time  
in a foreign country without  
knowing the language has had  
a taste of the anxiety and con-  
fusion which daily confronts  
millions of South Africans.

They are the people for  
whom being illiterate means  
being unable to make sense of  
the signs and labels on which  
city life so much depends.

Unable to understand, read,  
speak or write English, they  
are the people who more often  
than not find themselves cast  
in the role of victim.

Among them number the  
countless domestic workers ac-  
cused by their white employers  
of laziness or stupidity, the  
pensioners cheated by unscrup-  
ulous clerks, the hire-pur-

## Six million in SA are illiterate

OFFICIAL statistics starkly illustrate the enormous chal-  
lenge facing those engaged in literacy training in South Af-  
rica — and the low priority the Government accords the  
basic human right of being able to read and write:

● In 1984-85 the total education budget was R709-million.  
Of this, only R6-million was set aside for adult education.

● While 98 percent of whites are literate, the correspond-  
ing figure for blacks is between 50 and 60 percent. It is esti-  
mated that six million South Africans are illiterate — but  
the number could be as high as nine million.

● In 1980 only 90 000 adults were enrolled in literacy pro-  
grammes — but only 25 000 completed their courses.

A high dropout rate means that only 0,5 percent of the  
total number of illiterates (six million) become literate.

chase defaulters who haven't  
understood the small print.

USWE — Using and Learn-  
ing Written English — is a pri-  
vately funded literacy scheme  
operating in Cape Town which

kitchen hands who can't get to  
literacy centres in the town-  
ships — achieve some control  
over their lives.

The scheme's unique pro-  
gramme equips them with the  
skills to survive in the big city,  
according to regional organ-  
iser, Caroline Kerfoot.

Unlike some literacy pro-  
grammes which use children's  
readers bearing no relevance  
on the reality of their lives,  
USWE uses material giving in-  
formation they can use.

"The students decide what  
they want to learn — we don't  
say to them, you will learn this.

"People are often terribly  
ashamed that they can't read  
or write. We try to get across  
the message that you don't  
have to be able to do so in or-  
der to have something to say.

"They might discuss a topic

and the teacher writes down  
what they say, using this as a  
basis for the lesson."

The students thus learn how  
to cope — with filling in offi-  
cial forms, bank slips, making  
out postal orders, job applica-  
tions and taking messages.

They also get the self-confi-  
dence to stand up for them-  
selves when unfairly accused.

"Generally, our learners are  
too afraid to speak out. They  
know they risk losing their jobs  
if they question their employ-  
ers. As a result they can't voice  
complaints — about their  
room, for example. They know  
the effect saying 'I want' has  
on an employer, but they  
haven't the language skills to  
say 'could I have, please'.

"Most whites are simply un-  
aware of the problem. The  
state isn't doing nearly enough

# Optimism as stability returns to black schools

By DENNIS CRUYWAGEN  
Education Reporter

STABILITY was the feature of the first quarter at black schools in South Africa this year, except for a few isolated exceptions, according to the Department of Education and Training.

The schools have closed for the Easter holidays.

Mr Peter Mundell, a department spokesman, said: "If the department presses ahead with its initiatives and projects, if parents continue to play an ever-increasing role and if pupils find the whole process meaningful and beneficial we should build up on the good work and things will improve."

This year pupils brought an end to two years of boycotts, class disruptions and confrontations with the security forces when they responded to calls from a number of organisations to return to schools.

However, some of the key figures in getting pupils to return, including newspaper editor Mr Zwelakhe Sisulu, Mr Vusi Khanyile and the Rev Molefe Tsele, were still in detention under the emergency regulations.

## Prominent role

Mr Mundell said: "Parents are playing a more prominent role and there is a strong feeling in the community that schools must play a bigger part."

In his comment, Mr Leepile Taunyane, president of the Transvaal United African Teachers Association, said: "Our education system has suffered severe disruption for more than two years and we have already lost thousands of youngsters who will never get the schooling they need."

"Teachers, parents and community leaders must do everything in their power to get the schools humming again. We owe it to our children and their future."



**S**TABILITY, apart from a few isolated exceptions, was the feature of the first quarter at black schools in South Africa in 1987, according to the Department of Education and Training.

The schools "broke up" for the Easter Holidays on Friday.

Spokesman Mr Peter Mundell said: "If the department presses ahead with its initiatives and projects, if parents continue to play an ever-increasing role, and if pupils find the whole process meaningful and beneficial we should build up on the good work and things will improve."

This year pupils brought an end to two years of boycotts, class disruptions and confrontations with the security forces when they responded to calls from a number of organisations to return to schools.

### **Demands**

However, some of the key figures in getting pupils to return, including newspaper editor Mr Zwelakhe Sisulu, Mr Vusi Khanyile and the Rev Molefe Tsele, are still detained under the emergency regulations.

And, some of the pupils' demands — the withdrawal of troops from the townships, an end to overcrowding and the shortage of textbooks at schools, unbanning the Congress of South African Students, the release of detained pupils, the lifting of the state of emergency and the re-instatement of dismissed and transferred teachers — have not been addressed.

Mr Mundell said: "We are not prepared to comment on public appeals for pupils to return to school. Our research has shown a sense of realism has returned. There has been a very fundamental change in attitudes.

"Parents are playing a more prominent role and there is a strong feeling in the community that schools must play a bigger part. Pupils, too, have re-

used that they have nothing to show after two years of boycotts and have returned to school."

On the surface, Mr Mundell's words are reassuring.

But few, if any, of the pupil demands have been met, a factor which still riles a significant number of them.

### **June 16**

The Soweto Students Congress is to meet soon to analyse the situation.

Dr Kenneth Harts-horne, consultant to the Centre for Continuing Education at the University of the Witwaters-rand, preferred to withhold any comments until the next academic quarter.

"I am not sure how long this situation is going to hold," he said "The second quarter - which includes May Day

# All quiet in the classroom

SO  
Sowetan  
24/3/87



Dr KENNETH Harts-horne ... no comment.

**FOCUS**  
SOWETAN Correspondent

## Pupils end 2 years of boycotts

and June 16 — is still to come. I prefer to hold my comments until I am sure about the whole scenario."

### **Future**

Mr Leepile Taunyane, president of the Transvaal United African Teachers Association (Tuata), said: "Our education system has suffered severe disruption for more than two years and we have already lost thousands of youngsters who will never get the schooling they need.

"Teachers, parents and community leaders must do everything in their power to get the schools humming again. We owe it to our children and their future."



Mr LEEPILE Taunyane ... 'owe children.'

Lest we



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No  
 problem,  
 says  
 Rajbansi

24/3/87  
 50

By Mariah Vengtas

THERE were no problems in Indian education, Mr Amichand Rajbansi said yesterday.

The only problems were in the minds of 'political mischief makers', he said.

Mr Rajbansi, chairman of the Ministers' Council in the House of Delegates, was responding to a call by Mr Mamoo Rajab, of the Progressive Reform Party, for a judicial commission of inquiry into Indian education.

'My revelations of what certain Indians could achieve with former white officials of the Department of Education are in parliamentary records. Under an Indian administration, nepotism and practices that may be regarded as corrupt have been wiped out.'

'Mr Mamoo Rajab, after having fallen from grace through his expulsion from Solidarity, is engaging in teacher-baiting techniques which is a common ground for organisations to gain popular support.'

'We had the same cry in 1976 when Indian education came under the control of the former South African Indian Council.'

'Years have elapsed and we have seen the improvement in standards.'

Mr Rajab said yesterday: 'In normal circumstances I would not have responded to his comments because it is typical of the man, but when he says there are no problems in Indian Education it is quite obvious he is living in a cuckoo land.'

● See Editorial Opinion



# Ramduth says teachers should stop complaining

24/3/87  
19c/hk  
H/A  
②

## Mercury Reporter

THE Minister of Education and Culture in the House of Delegates, Mr Kassie Ramduth, yesterday said that teachers should stop complaining because there were no problems in Indian education.

He told the Mercury the main aim of the new system of teacher inspection — which triggered widespread anger and condemnation by educationists — was to obtain data for merit assessments for future promotions.

'We need the data now for input into the computers. Teachers will be subjected to this sort of inspection once in four years. The vast majority have welcomed this. Only those not up to date in their work will complain,' he said.

Mr Ramduth, a retired school teacher, said when teachers were inspected under the old system where a single inspector assessed teachers there had been a 'hue and cry' that some inspectors were biased.

'We changed the system and sent out two inspectors to assess teachers. This time some teachers complained that the second inspector was being influenced by the first one. Now we are doing panel inspection and they still don't like it. What do the teachers want?' he asked.

'Teachers are not being prevented from making inputs to improve the system. It is their democratic right to do so,' he added.

Mr Pat Samuels, president of the Teachers' Association of South Africa, could not be reached for comment yesterday but a spokesman said most of the problems in Indian education would not have arisen had the education department consulted Tasa before implementing new measures.

Meanwhile, the National Education Council, at its meeting in Durban at the weekend, decided to support Tasa in its call for an urgent inquiry into the problems in Indian education, Mr Ebrahim Goga, a spokesman for the NEC, said yesterday.

Mr Goga said the NEC would be rallying support in the community for the probe.

ARGUS 28/3/87

# 'Pig' barred me, says black soccer chief

## Menlo Park out of all-race tourney

The Argus Correspondent

PRETORIA. — Controversial Menlo Park Hoërskool has withdrawn its teams from a multiracial tennis tournament, giving a busy sports schedule as its reason.

This was confirmed today by the organiser of the Hyperama's nationwide tournament, Mr Robin Binks. Menlo Park headmaster Dr C J van der Merwe declined to comment.

Although Dr van der Merwe told Mr Binks the teams were withdrawn after they had entered the tournament because the school would not be able to field its strongest side due to league pressure, it is known that the school's management committee does not allow black children to play on the school-grounds.

### BARRED ATHLETE

The school recently made headlines when a black Natal athlete was barred from a school sports meeting.

In terms of the competition, preliminary matches are played on the school's own courts, and the school undertakes to play whichever team is drawn against it. About 150 schools catering for all races have entered, including some from Pretoria's black and coloured townships.

Earlier this week it became known that Waterkloof Hoërskool had declined to enter because the tournament was not a Transvaal Education Department fixture. The tournament, however, already has the department's approval and is classified as a junior sporting event by the department.

### MANY COMPETITIONS

A spokesman for the South African Tennis Union said today there were so many competitions in the Northern Transvaal at the moment that several schools felt they could not fit the Hyperama tournament into their schedules.

The winning boys' and girls' teams in the tournament will be sent overseas to compete against international schools teams.

Staff Reporter

THE PIG 'n Whistle pub in Rondebosch is embroiled in another controversy after an alleged racial incident.

Mr Thembi Mtokwana, 32, president of the Western Province Soccer Association and vice-president of the South African Soccer Association, said he and friends were not allowed into the multiracial pub last Saturday night.

A man "who appeared to be the manager" looked at them and pointed to the door, Mr Mtokwana said.

"He did not even speak — just pointed to the door," Mr Mtokwana said.

"I asked him what was going on and he said we had to get out. When I asked him why, he said he did not have to give reasons.

"He was adamant that we had to leave and was quite rude.

### "Humiliation"

"At first I thought I should forget about the incident, but then I decided to pursue it because other people might also have to face that kind of humiliation if they go there.

"How is it that a pub in that area, frequented by students, would not allow all races to enter?"

The manager of the pub, Mr Ronnie Peggs, declined to comment other than to say his pub was open to all races and that Mr Mtokwana's story was "cock and bull".

### Spy charges

WASHINGTON. — A second Marine has been arrested on suspicion of espionage at the US embassy in Moscow. He is Corporal Arnold Bracy, 21, of New York. — Sapa-Reuter.



# Search for witness stops ANC ads inquiry

**Staff Reporter**

THE Munnik commission, inquiring into the financing of newspaper advertisements calling for the African National Congress to be unbanned, did not sit today — and may have finished its business in the Cape.

When yesterday's hearing closed Mr H F van Zyl, who is leading evidence, said he was trying to find a witness.

Commission secretary Mr A van den Bergh said today the

witness had not yet been found.

The commission is investigating the financing of the advertisements, published in January. It was appointed by President P W Botha last month after he linked Barclays Bank managing director Mr Chris Ball to the funding.

The commission yesterday heard evidence from Dr Allan Boesak, patron of the United Democratic Front and president of the World Alliance of Reformed Churches, and Mr J Ettisch, manager of a Barclays sub-branch at Kuils River,

where Dr Boesak held several personal and church accounts.

Dr Boesak said he was not aware of the decision to place ANC advertisements in newspapers and he was not asked to help finance them nor consulted about them.

But he told the commission he was "pleasantly surprised, but surprised" when his secretary, Miss Thelma Sacco, told him on January 8 about the advertisements.

Dr Boesak said he was in New York at the time.

"That was the first time I heard about the advertisements. I had no knowledge about them whatsoever," he added.

UDF national treasurer Mr Azur Cachalia, who placed the advertisements, had not asked him for financial assistance. By the time he arrived home from America in January it was common knowledge that the UDF was responsible for the advertisements.

He arranged with his bank to transfer R50 000 to Mr Yusuf Surtee's account. The money had been requested to help families of detainees.

He could have paid the contribution directly into the UDF's account, but the organisation had been declared an affected organisation and he feared the Government would ban it.

Paying the money to Mr Surtee and asking him to pass it on to UDF treasurer Mr Azur Cachalia would circumvent this, he said.

Archbishop Desmond Tutu introduced him to Mr Surtee, the man who originally paid for the advertisements, in Johannesburg two years ago when Senator Edward Kennedy arrived.

He approached Mr Surtee to serve on a small trust fund for Mrs Winnie Mandela.

**Planned film**

Mrs Camille Cosby, wife of American comedian Bill Cosby, planned to make a film on the life of Mrs Mandela and profits would be placed in a fund for bursaries.

"The trust has not been started. Mr Surtee said he would think about it."

He knew Mrs Mandela well and used to see her often, but had not seen her for several months.

Dr Boesak described Mr Surtee as a "very resourceful and decent" person.

He did not know if Mr Surtee was a member of a UDF affiliate.

After being introduced to Mr Ball, they agreed they would meet later. They had dinner in Cape Town and discussed the general political situation.

Last month Dr Boesak went to Johannesburg to address businessmen at Mr Ball's home.



Picture: HANNES THIART, The Argus

**MUNNIK COMMISSION:** Dr Allan Boesak chats with his wife Dorothy, left, Mr Matt Esau, personal assistant to Archbishop Desmond Tutu, and the Rev Syd Lockett after yesterday's hearing in Cape Town.

## Floggings: principal "apologises"

THE PRINCIPAL of an Athlone school where pupils were stripped and caned has apologised. attended by the principal, some teachers and an inspector of the Department of Education and Culture, Mr Viveiros said.

Mr Mike Viveiros, guardian of a pupil at the school, said he was called to a meeting last Sunday "to settle the matter". The principal apologised saying the regulations would be adhered to. The meeting was "The principal asked if I would consider the matter settled. I told him all I wanted was for the illegal corporal punishment to end."

26/3 - 114/87



# Menlo Park parents plan action

3/3/87  
The Argus

Correspondent

PRETORIA. — Steps will be taken by the Menlo Park parents' action group to neutralise the school committee's ban of all mixed sport on the school grounds, the convener of the parents group, Dr Louis Raubenheimer, said today.

He said the group had already met, and was upset by the contents of the school committee's letter addressed to conservative parents yesterday.

Mr Raubenheimer said parents supporting the action group yesterday expressed their shock over the committee's ruling and its implications for the school and its sport activities.

He said it now became clear the mixed sports ban was already being implemented when Menlo Park withdrew from a mixed tennis tournament last week.

# Call for mother-tongue education

By Susan Fleming

Segregated schools should be abolished and replaced with a system where they are categorised by language rather than race, says a recent policy statement by Jeugkrag SA (Youth for South Africa).

At its executive committee meeting in Johannesburg this month Jeugkrag said it was concerned about the unequal provision of education in South Africa and forced segregation.

"Jeugkrag favours education based on mother-tongue, rather than the present system based on race. This means anyone can attend the school

where he feels most comfortable regarding the medium of instruction.

"The fundamental issue is freedom of choice, as opposed to the present prescriptive policy based on colour."

Jeugkrag formulated several policy standpoints and stressed that there should be one education department and equal spending on all.

Jeugkrag's policy on several important issues was outlined:

● The rejection of any discriminatory legislation, such as the Group Areas Act, the Separate Amenities Act and the Population Registration Act. Equal opportunities

should be given to all race groups and a free-market system promoted.

● Jeugkrag did not believe the State of Emergency would provide a solution to South Africa's problems, but it would diffuse a potentially dangerous situation.

● Jeugkrag opposed detention without trial and said it believed in the right of each individual to free access to legislative procedures.

● Military service should be compulsory and should be extended to all race groups. Jeugkrag condemned the activities of the End Conscription Campaign.

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27/3/87



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“THE VITAL VIEWPOINT”

## Machel crash pilots: Pik denies drink claim

27/11/87  
218



PIK BOTHA

FOREIGN minister Pik Botha said yesterday any negative inferences drawn from his statement that the crew members of the Tupolev jet in which President Samora Machel of Mozambique died had alcohol in their blood were unfortunate.

While testifying before the Johannesburg commission of inquiry into the crash, he denied saying they had been drinking. He had merely read from a medical report that they had small amounts of alcohol in their blood. It had not been his intention to allege

that they were drinking. Any such inferences were to be regretted, he said. But he agreed that it was not far-fetched that this conclusion could have been reached.

The information was contained in a medical report he had requested. It confirmed that Machel had died instantly, and not four hours after the crash, as was being alleged at the time. Answering a question on why he had said the aircraft did not have a ground

DIANNA GAMES

warning system when evidence had proved it did, Botha said: "My task was to try and alleviate the damaging effects of allegations against South Africa. I am not a technician. These were the facts given to me."

Any incorrect technical information he had received and made public was to be regretted. He had assumed when given it that it was correct.

He said Mozambique's representative at the crash site, Security Minister Sergio Vieira, had asked if he could take away the documents scattered around

the plane because they were personal and state documents. Botha said he was not in a position to give permission, but had asked the commissioner of police who had told him they could be taken away. Police had made copies of all documents.

Botha said it was clear from the start of the extreme importance to SA of securing the co-operation of the Mozambican government.

He knew accusations would start flying even without such an incident.



GERALD REILLY

LEGISLATION is likely to be amended to bring to heel rebellious school management councils that have lost the support of a majority of parents.

Education and Culture Minister Piet Clase said yesterday he would ask the Committee of Heads of Education to advise him on possible amendments to the relevant legislation.

# Clase to amend schools legislation

Referring to Hoërskool Menlo Park's management council, Clase said when considering the resignation demand, the council's main consideration should have been whether the members still had the confidence of the majority of parents. The council had rejected a demand

from parents, supported by Clase, to resign.

The school's Parents Action Committee is pressuring the council to rescind an earlier decision to refuse the use of the school's squash courts to black pupils from mixed schools.

SD B/10/87 19/3/87

BUSINESS □

This has disrupted the fixtures — they had played none for the past four weeks — of the schools 26 squash teams.

The management council's term of office only expires at the end of the year.

"So, unless legislation can be changed to give a majority of parents the right to sack a council, it looks as if we are saddled with this one until then," says Raubenheimer.

## '250 000 refugees have fled'

# Mozambican Exodus claim

HARARE — Up to 250 000 Mozambicans have fled into neighbouring countries and 11% of the country's 14-million people have been displaced from their home areas by war and famine, US roving ambassador for refugee affairs Jonathan Moore said in Harare yesterday.

He told *Business Day* he had heard estimates of 30 000 Mozambicans in SA, more than 75 000 in Zimbabwe (against official Zimbabwean estimates of 48 000) and between 100 000 and 140 000 in Malawi.

Moore, on a tour of Malawi, Zimbabwe and Mozambique, said he aimed to focus on humanitarian is-

MICHAEL HARTNACK

sues, avoiding the military and political complexities of the civil war as far as possible.

He believed strict monitoring would prevent US aid being diverted to become logistical support for the MNR, the right-wing Mozambique resistance movement.

Food is being distributed in eight border refugee settlements and subsidiary villages in Malawi under a US\$15m-a-year programme channelled through the United Nations High Commission for Refugees (UNHCR).

Moore said he had held frank discussions with top government officials in Zimbabwe, who showed no

## IN BRIEF

### FCI and Assocom in 'talks about talks'

THE presidents of Assocom and the Federated Chamber of Industries (FCI) held talks this week amid business pressure for closer co-operation between the two bodies. Assocom's Harold Groom and the FCI's Hugo Snyckers met on Tuesday for what were described as "talks about talks".

Both confirmed yesterday an informal meeting took place, but said no firm proposals were made. They added the issue of an Assocom-FCI merger was not raised.

### Group Areas 'destructive'

BUSINESS should put its collective weight behind pressures to abolish the "destructive" Group Areas Act, Urban Foundation executive chairman Jan Steyn told the Association of General Banks last night.

"While this Act is in existence, black management development will not succeed, because successful managers are a product of an urban middle and upper-middle class culture, the development of which the Group Areas Act denies to black people," Steyn said.

# Scientific subsidies about to fall away

PRETORIA — The multi-million-rand government subsidisation of scientific councils could be slashed by expanding services paid for by the private sector.

That is why, earlier in the week, National Education Minister P W de Klerk said the councils would have to earn a larger part of their funds through contract research and services.

The councils affected are the Council for Mineral Technology, the CSIR, the Medical Research Council and the SABS.

SABS director-general G P Verster said yesterday that during the past few years the bureau had earned up to 70% of its funds from the private sector.

He said: "Our view is the bureau's activities and investigations must be paid for by those benefiting from the mark scheme, testing inspections and other services." Basically the aim was that taxpay-

GERALD REILLY

ers' money should not be used to subsidise those services. However, the preparation and publication of specifications which did not directly benefit any particular organisation was a national responsibility, where State subsidisation was justified. Verster said there was still scope for expansion of the bureau's services to the private sector. He said: "We strive continually to become more independent of State aid."

A CSIR spokesman said in 1985 about 26,3% of total income derived from services to the private sector. That was a 7,9% growth compared with the previous year. In 1985, 120 research projects were undertaken for the private sector.

He said a decision had been taken to make the council more industry orientated so private sector contracts could be expected to increase.



# Challenge to criticism of Syncom proposals

Leon Benadé, in *The Star* of February 3, described the solution of Syncom in proposing a "community based system of education" for South Africa as "misdirected". He based this judgment on certain conclusions which he drew from the report of Syncom. I query the validity of many of those conclusions.

1. Benadé: Schools cannot be politically neutral and therefore cannot be "depoliticised".

Of course, schools are social units and their impact is not neutral. That is why the State will attempt to manipulate these units. However, considerable decentralisation of control and day-to-day management of schools to the community, as advocated by Syncom, will go a long way to dismantling the total control that exists at present. Is this not desirable and worth working towards?

2. Benadé: The report accepts the existence of Regional Services Councils and the division into "own affairs" and "general affairs" and condemns (Syncom's) "fealty to its Nationalist lord".

This is simply unfair. The report emphasises the obvious fact that "black education cannot be put right without reforming the total system"; it is of the opinion that "it is doubtful whether such an arrangement (Regional Services Councils) can be functional unless accompanied by far-going deregulation, privatisation and the dismantling of many bureaucratic structures"; it describes the division into "general" and "own affairs" as "an arrangement not conducive to a unified educational policy" and concludes that "it is futile to expect people to operate as a team within our various modern economic and social structures, while coming from racially and culturally segregated educational institutions".

Hardly the language of people bowing to the idol of apartheid!

3. Benadé: Syncom does not want

Educationist Peter Nixon takes up the cudgels on behalf of the private sector's think-tank report, "Moving Towards a Community Based System of Education", which is part of the debate on the privatisation of essential public services.



schools which might broaden the mind and heighten the sensibilities, but production lines which will spew out obedient workers.

Did Mr Benadé really study the report carefully? In calling for more relevant curricula, the report specifically asks for a curriculum in which "young people learn to probe, to ask questions, to look for alternatives, to solve problems".

It stresses the need for moral issues to be addressed, for values related to the future to be adopted, for perspectives to be opened up which would help young people to make considered career choices.

It stresses the need for increased spending on social needs outside of education, eg housing, transport, health, nutrition, which will improve the quality of life.

The authors of the report are concerned that education assists young people to be prepared to contribute in the workplace (does Mr Benadé reject this as an irrelevancy?), not by producing passive children who have been exposed to a rigid course, but who have the skills to make value judgments and choices and who have entrepreneurial and non-conformist skills.

4. Benadé: Syncom wishes to replace State bureaucracy with a capitalistic one. It wants big business to control the content and process of schooling.

This is another dubious conclusion. The report does see education, among other things, as an investment not for "big business" but for the individual, the community and the country. For the individual, it

stresses the need for skills to cope with a changing society and these include the development of self, the ability to communicate in language and numbers, to think, learn and create and to get on with others.

The community requires responsible adults who will share in the tasks of the community. For this reason, the report sees the need for communities (and not the capitalists!) to become more involved in controlling the content and process of schooling.

The country, too, sees education as an investment because a democratic society (which we will hopefully become) and one which is also becoming industrialised will function better if people are literate and numerate, understand common value systems, can relate their learning to their environment and understand the rudiments of science, mathematics and economics.

Most people in the future will find new jobs developing in small businesses or in avenues of self-employment, not in big businesses, and it is this fact that demands that individuals are equipped to cope with this new set of circumstances.

The report asks for its contents to be scrutinised closely by pupils, parents, educationists and policy makers in the public and private sectors. I would hope that Mr Benadé will respond to that request and make a contribution towards formulating an alternative educational approach of greater depth than that of his initial outburst.

● Peter Nixon is former principal of Woodmead School.

EDUCATION - General

April 1987



# Plea for release of Vusi Khanyile

50 SMC 214/87

By Lesley Cowling

Detaining the chairman of the National Education Crisis Committee (NECC) — an "honest broker" in the crisis in black education — was the last thing the authorities should do, it was argued in the Rand Supreme Court yesterday.

The court was hearing an urgent application for the release of Mr Vusi Khanyile, national chairman of the NECC and special adviser to the Vice-Chancellor of the University of Cape Town.

He has asked the court to declare his detention in terms of the emergency regulations unlawful.

Mr Denis Kuny SC yesterday argued there were other alternatives the authorities could have used to "circumscribe" Mr Khanyile if they felt he was a threat to public safety and the maintenance of order. Detention without trial should be a last resort.

It appeared from answering affidavits filed by the Minister of Law and

Order and senior police officers that the reason for Mr Khanyile's detention was his position in the NECC, Mr Kuny said.

He said the authorities' argument was that because he was a member of the NECC, he was involved with the Christmas against the Emergency and the National United Action campaigns, which were a threat to public order.

But these campaigns had been prohibited by police orders, so they could no longer pose a threat, he argued.

Another allegation made was that Mr Khanyile was involved in street committees. This allegation was based on hearsay evidence, Mr Kuny said. Mr Khanyile emphatically denied it.

The State attempted to link the NECC with the African National Congress. Because the ANC mentioned the NECC in its documents, "riding on its back, as it were", it did not mean the NECC was linked with the organisation, he said.

M&amp;G 6/4/87

# Education in SA 'needs developed curriculum'

## Education Reporter

SOUTH AFRICA has never had a curriculum representing the educational dreams of the whole nation, delegates at an international conference on education have concluded.

The World Confederation of Organisations of the Teaching Profession (WCOTP) found at a recent seminar in Manzini, Swaziland, that South African education did not possess a curriculum, but a loose collection of syllabuses, text-books and prescriptions.

## Centre needed

The Union of Teachers' Associations of South Africa (Utasa) and the African Teachers' Association of South Africa (Atasa) represented South Africa at the seminar, chaired by Nigerian educationist Professor Pal Obanya.

Utasa representative Mr Randall van den Heever said in his report-back that it was imperative for the philosophy of alternative education to be integrated into a meaningful educational content if a viable al-

ternative to government syllabuses was to be structured.

He said a curriculum development centre with a conscious programme of developing an alternative curriculum for South Africa had to be established.

He said delegates analysed efforts to define the concepts of people's education and alternative education.

## Commendable

They acknowledged a number of commendable efforts, particularly under the auspices of the National Education Crisis Committee, at developing a more community-based education, he said.

However, the conference felt all the effort should be channelled into one unit.

As a first step, the WCOTP appointed a curriculum developer to work under Atasa in Johannesburg.

Utasa is investigating establishing a similar post in Cape Town.



# Corporal punishment - widespread ignorance about rules

THERE have been no further incidents of illegal corporal punishment at the Athlone school which SOUTH exposed recently.

It has been found that many pupils do not know their rights about corporal punishment. The regulations say that no girl may be given corporal punishment. When inflicted on

boys, it may only be as a last resort. It can only be inflicted after thorough investigation.

Only the principal or a teacher in the presence of the principal may inflict corporal punishment.

In no case shall corporal punishment be administered in the presence of other pupils, except in the case of "joint

offenders".

It may only be inflicted on the buttocks with a "suitable strap or cane" and "with due regard to the age and physical condition of the pupil". It must still then only be administered "in a reasonable manner" without causing "permanent bodily injury or disfigurement".

The principal has to keep a register showing the date and nature of the offence and the punishment and the name of the teacher who administered the punishment.

Punishment of whatever nature shall always be reasonable and just, and shall as far as possible fit the offence that has been

committed," according to the regulations.

IF you believe corporal punishment is being administered illegally at your school, please phone SOUTH at 021-4152012 and we will investigate it. Your identity will be protected.

SD SOUTH 2-8/4/87

STANDARD INFORMATION

# W Cape

## NECC branch 50

*Cape Times 11/4/87*

Staff Reporter

TEACHERS, pupils and parents from black schools throughout the Western Cape, have launched a regional branch of the National Education Crisis Committee (NECC).

The regional committee was launched by 120 delegates at a secret conference in Cape Town on Monday.

The conference was opened by the rector of the University of the Western Cape, Professor Jakes Gerwel, and addressed by speakers from Cosatu and the NECC national executive.

At a press conference yesterday, executive members of the NECC (Western Cape) said one of its first tasks would be to assist the Western Cape Students Congress (Weesco), a major affiliate, to set up student representative councils at schools in the townships.



SD

# NECC MAN'S APPLICATION DISMISSED WITH COSTS

By **MARTINO  
NTSOELENCOE**

AN urgent application brought before the Rand Supreme Court by a high-ranking official of the National Education Crisis Committee, was this week dismissed with costs.

Judge Gordon said that there were no good reasons provided for the release of

Vusi Khanyile.

Khanyile, who holds a BComm degree (accountancy) from the University of Birmingham in the United Kingdom, was detained a few days before he was to start lecturing at the University of Cape Town on December 12 last year.

In papers before the court, he stated that his

detention was wrong and unlawful.

At the height of the school boycott in Soweto, he joined the Soweto Civic Association in December 1984 and became an executive member later the same year.

He was also a member of the Soweto Parents' Crisis Committee, which gave birth to the NECC.

According to papers in court, the aim of the SPCC was to restore normality in black education.

In October the same year, he was elected chairman and travelled with other members of the NECC to Lusaka where they held talks with the African National Congress.

Khanyile added that to defuse the alarming school boycott in Soweto, he and other members of the NECC held many meetings with deputy Department of Education and Training chief, Sam De Beer and Law and Order Minister Adriaan Vlok.

He was detained during the 1985 state of emergency and was held at the Diepkloof Prison.

The NECC held a conference in March 1986 in Durban where a resolution was adopted to find ways and means of implementing "people's education".

## LETTERS

# Poor schooling not incidental

Dear Sir,  
YOUR leading article (*Business Day* April 1) correctly pinpoints sound education as a necessity for effective industrialisation.

What is not generally recognised is that poor educational standards in SA are not incidental.

Apartheid was imposed in 1948 as a total system based on the racist philosophies of National Socialism.

Our whole education system has been manipulated and debased by the policy described by Professor L M Thompson in the 50s as one that was not Christian, not national

and certainly not education.

Parrot learning, poor text books, authoritarian attitudes and political indoctrination have eroded educational standards in all spheres, but have been particularly marked in black education.

The tragedy is that the damage done is probably almost irreversible and has the potential to doom SA — more than any other factor — to a future of poverty and insecurity as a Third World and increasingly fourth-rate State.

Only a complete change in overall political attitudes and political control, combined with imaginative and innovative policies can

begin the long, hard struggle to retrieve this appalling situation.

**ELIZABETH CLOGG**  
PO Box 6888  
Bryanston 2021

□ □ □



# Struggle to keep up with learning

TOWNSHIP pupils are enrolling at "coloured" high schools in growing numbers in an attempt to escape the disruption and appalling standard of education at Department of Education and Training schools.

Although Cape Flats schools have always drawn pupils from neighbouring Guguletu, the number of applicants has increased considerably in the past two years.

But this year, rather than face the prospect of ostracism from their communities, and the continuing struggle to keep up with their fellow pupils, some pupils have decided to return to township schools.

A principal, who did not want to be named, said the flood of township applicants in the past two years was drying up, with some pupils pulling out shortly after the new term began.

## Barrier

A tough barrier was the use of English and Afrikaans in the classrooms. And the different school curriculum meant that some pupils, many already as far advanced as standard nine or ten, had to start two new subjects because Xhosa and agricultural science were not taught at "coloured" schools.

The principal of a Cape Town high school said of 25 township pupils enrolled last year, only three passed.

A teacher at the same school warned: "The problems encountered by the African pupils are endemic to the education system. They run so deep that the students are unable to benefit at all."

The pupils encountered no discrimination at their new schools. Yet a problem was the hostility and anger of fellow pupils they left behind.

## Private

"Last year the pupils often didn't come to school, or if they did we told them to leave their uniforms behind and to store their books in the classrooms so that they would not be identified as a pupil at one of the 'coloured' schools," he said.

Private colleges boomed at the time of the troubles. Several new colleges sprang up at the height of the boycott, but they were still unable to meet the growing demand for education from both "coloured" and African pupils.

Private school principals deny charges that they exploited the crisis in black schools.

Ms Beth McGleggan, headmistress of Libra College in Observatory, said: "The pupils were pretty desperate. We had to turn some away. Since schools were disrupted in 1976, there are pupils in their twenties still trying to get an education."

(50) SOUTH  
9-15/4/87

50 STAR 16/4/87

Official sources have screwed the silencer on an emergency plan for selected "pistol-packing" teachers and parents at white Transvaal schools.

The emergency plan to protect white schools against terrorist attacks was outlined in three separate documents forwarded to headmasters by the Transvaal Department of Education.

The report allowed for "selected" teachers and parents to carry firearms, but weapons should be carried out of sight so as not to upset children,

## No comment on schools security

the report specified.

It did not say how the "selected" teachers would be chosen.

A spokesman for the Department of Education and Culture in the House of Assembly, Dr Chris Pretorius, said the security situation of schools was a sensitive matter and could not be discussed. The department requested that the issue

was not publicised, he said.

Earlier the Transvaal Director of Education, Dr PH Bredenkamp, refused to comment.

The TED reportedly devised the emergency plan after consulting the police, the Defence Force and other security organisations.

The emergency plan specified that:

- Pupils are taught how to take cover in the event of a grenade attack.

- Pupils know how to act should the headmaster be kidnapped.

- Pupils know when they are legally allowed to shoot a person.

- How to react to a bomb scare or an actual explosion.

The report stated that police and the Defence Force would provide day-to-day protection for schools, but that parents and pupils should be drawn into the emergency plan.



## NO TO OPEN SCHOOLS

50

Government has dug in its heels and turned down a recommendation by the Cape Town School Board that State schools in the city be allowed to open their doors to all races if they so wish.

The recommendation was made last month by the board, which represents 102 schools in the Peninsula, and was seen as a significant move towards scrapping apartheid in education (*Current Affairs* March 13).

But in response to the board's decision — tabled at a meeting last week — the Cape education department turned down the recommendation saying it was beyond the board's jurisdiction to make such a

proposal.

However, chairman Dick Friedlander disagrees. He says it is very much the board's function to discuss and make recommendations on such issues.

According to Friedlander, the provincial ordinance setting out a school board's functions states that it shall be the official mouthpiece of parents of pupils at schools in the area for which it is established.

The Cape Town School Board's recommendation followed majority decisions by the parents' committees of at least 10 white State schools in the city to press the authorities to allow them to admit pupils of all races.

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# Secret launch of West Cape NECC

"IF THE sewers hadn't been blocked, we would have found our way through them to get to the rally," a student said after police stopped what is believed to be hundreds of pupils from reaching a University of Cape Town meeting a fortnight ago.

He was joking, but his words point to a seriousness and determination among the youth that is evident in the new Western Cape National Education Crisis Committee (NECC).

The Western Cape NECC was launched last week, amid total secrecy and stringent security.

The executive, appearing in public for the first time, is made up predominantly of students.

And, as an older executive member pointed out, that is not surprising. "After all, the youth have a lot to teach the parents."

The establishment of the Western Cape region of the NECC follows the launch in Cape Town a week earlier of the South African Youth Congress (Sayco).

The fact that both inaugural meetings were held in spite of the state of emergency points to a degree of organisation and discipline among the youth.

The NECC Western Cape's launch was held in virtual secrecy. The venue of the Press conference, held to announce its formation, was kept under wraps until the last minute, while executive members refused to give their names.

The launch comes after months of talks between about 20 constituent organisations which include the UDF, the United Womens' Congress, the Cape Youth Congress, the National Union of South African Students, the South African National Students Congress as well as representatives from Boland and the West Coast.

## Democratic process

Executive members said a democratic process of negotiation and consultation had preceded its launch.

After the first state of emergency, youth and student organisations had to find new ways of functioning, executive members said.

"We consider it a triumph that under the state of emergency organisations have adapted to the point where they can launch this initiative."

The West Cape launch follows the decision at the Durban NECC conference a year ago to form regional structures.

The committee was criticised in some quarters for calling for a return to classes last year.

"Although most of our demands weren't met, we felt we should end the boycott as we did not want to produce a generation of uneducated children. Neither did we want to produce people for a cheap labour market," a West Cape executive member said.

The NECC supported the workers' demand for a paid May Day holiday and have already linked up with the giant trade union federation. A Cosatu speaker gave the keynote address at the NECC launch.

The NECC has also pledged to work closely with the Western Cape Students Congress. "We support their right to organise, to form SRCs and we support the Parents Teachers Students Associations."

They intend highlighting the problem at Langa High School, where some classes are apparently behind with this year's work due to overcrowding, lack of books and stationery, and teacher shortages.



W/Mail 16-23/4/87  
SO  
16-23/4/87  
W/Mail

# Teachers go on full alert for May Day

By GAVIN EVANS

WHITE school principals in the Transvaal have been instructed to ensure that teachers patrol their schools in pairs on "sensitive" days in the calendar, according to the National Education Union of South Africa.

This initiative forms part of the Transvaal Education Department's "emergency plan" to combat guerrilla attacks on white schools, which has been implemented with the cooperation of the Joint Management Committees.

A document listing several "sensitive" days on which schools were to be placed on special alert because of fear of guerrilla attacks was shown to the *Weekly Mail* by a Neusa representative. Among the days listed were March 21 (Sharpeville day), May 1 (May Day), June 16 (Soweto Day) and September 4 (Sebokeng Day).

The Neusa representative said the school-patrolling programme had already been implemented on these days last year, and that in some schools pupils were also involved in the process.

One of the plan's provisions is that where children are transported to or through unrest areas they should be accompanied in each vehicle by two teachers armed with guns. The children should not be made aware that their teachers are armed.

According to Neusa, the secret document, "Emergency Plan for Colleges, Schools and Hostels", has been handed to the principals of all TED high schools in the PWV area. The document may also have been circulated elsewhere, throughout the Transvaal. A Neusa representative said she was also aware of several junior school principals who had received the document.

"Principals received this plan with instructions that it was only to be shown to selected heads of department and not to other members of staff, possibly because many teachers are opposed to the government and they

●To PAGE 2

WORLD WIDE NEWS

# Bomb searches planned on white schools' buses

fear its exposure would provoke hysteria," she said.

She said the plan was not being taken seriously by all principals; it was regarded as "a bit of a joke".

Among the sections of the document regarded as absurd were the curt instructions on how to respond in the event of the abduction of a principal of staff member, she said.

"If principal is abducted and ordered to give instructions to staff and pupils, make use of a code-word, as a warning NOT to follow instructions .... Change in form of address can be used as code-word," the document notes.

In the event of a "terrorist attack or tornado during breaks ... or during change of classes" the appropriate action suggested is for children to "drop to ground at once" and "crawl for cover (eg rocks, tree, ditch etc) and lie still until danger has past".

In a section on "conduct of hostages" the following instructions are given: "Do not be afraid of taking food and drink given to you by the terrorists. It will almost certainly have been provided by the police, and as such will not contain any harmful substances."

Some of the key provisions of the

●From PAGE 1

"emergency plan" are the following:

●The appointment of a teacher as a school security officer who should address staff and pupils monthly on security matters.

●The selection of block leaders who are to be equipped with radios.

●A system of checking and controlling all persons and vehicles entering or leaving the school site.

●Routine bomb searches in likely bomb sites and in school buses.

●People opening school post should be aware of "possible undesirable reading matter" and of letter bombs.

●Careful noting of telephoned bomb threats.

●The provision of an emergency alarm system. When the signal is given "all concerned must drop to the ground, crawl or roll to shelter as practised".

●"Training in the use of rifles is essential and will be given by commandos."

The TED was not prepared to comment on the *Weekly Mail's* enquiries about the role of the JMCs in drawing up the document, how widely it had been distributed or whether there was any imminent threat of guerrilla attack.

# Schools on alert — but

SARA MARTIN

# no panic

SO  
SMR  
ALERT

Principals of white schools in the Transvaal are taking contingency steps to protect their establishments in case of emergency — but not to the extent of ensuring that certain staff are armed.

Even though an official spokesman of the Transvaal Education Department said he would prefer not to comment on the matter as "it is a sensitive and confidential matter", several headmasters, who may not be named — because it is against TED policy for principals to talk to the Press — revealed this week that it would be "negligent for them" not to take emergency steps.

But, they emphasised, the whole issue had to be "seen in perspective".

"They (the measures) are no different than the ones we would adopt in case of a fire drill," said one principal. "The pupils are not even aware of what is going on when we practise from time to time, so as not to make them panic."

"I definitely would not go as far as to allow my colleagues to carry guns, but we have plans to meet a variety of events that could happen," he said.

According to Press reports this week, the TED had a secret emergency plan for colleges, schools and hostels, which had been circulated to headmasters.

According to the reports, the principals were only to show the plan to selected heads of departments because they feared large-scale exposure of the plans might provoke hysteria.

### BOMB SEARCHES

Some of the key provisions of the "emergency plan" were said to be:

- The appointment of a teacher as a school security officer, who should address staff and pupils monthly on security matters.
- The selection of block leaders, who are to be equipped with radios.
- A system of checking and controlling all persons and vehicles entering or leaving the school site.
- Routine searches in likely bomb sites and school buses.
- People opening school post should be aware of "possible undesirable reading matter" and of letter bombs.
- Careful noting of telephoned bomb threats.
- The provision of an emergency alarm system. When the signal is given, "all concerned must drop to the ground, crawl or roll to shelter, as practised."
- "Training in the use of rifles is essential and will be given by commandos."
- How to act should headmasters be kidnapped.

Even though the headmasters spoken to would not reveal whether they had actually received such a document, they dismissed most of the measures mentioned as "old hat".

"Let's get this whole thing in perspective. We've been implementing such measures for the past 10 years," said one headmaster. "Many of them could just as easily apply to any fire drill — or a chemical going off in a laboratory."



# PFP: no equality in separate education

DD 5/1/87

Dispatch Correspondent

DURBAN — There could never be separate but equal education, only equal education, the Progressive Federal Party candidate in Durban North, Mr Mike Ellis, told an election meeting here.

Education, or the lack of it among a large section of the population, was at the heart of the unrest in the country at present, he said.

Not all the blame could be laid at the National Party's door but it was Dr. Hendrik Verwoerd's policy to give blacks an inferior education which had resulted in a country of millions of illiterates.

The education system had been at the heart of unrest for the past 12 or 13 years and the optimism created by the De Lange report turned to despair when the government published its reaction.

Further rioting and violence erupted.

"Education is very much at the heart of the discontent many feel towards the government," Mr Ellis said.

The government had had a golden opportunity to correct the inequalities in education but turned its back on it, opting for white supremacy and apartheid.

Inequalities continued and in 1984 it cost the state R1 511 a year to educate a white child compared with R985 for an Indian child, R501 for a coloured child and R167 for a black child.

Last year the teacher/pupil ratio was 20 to 1 for whites, 27 to 1 for Indians, 38 to 1 for coloureds and 66 to 1 for blacks.

The PFP believed in one education system for all people. In the proposed federal system each federal unit would have control over its own education.

It also believed that primary and secondary education should be free and compulsory and that pre-primary and tertiary education should be subsidised by the state.

"If we wish to restore peace and security and build a winning nation education has got to be seen as a major priority," Mr Ellis said.

(Report by O. Pollok, 12 Devonshire Place, Durban.)

## Call for more black language tuition time

SME 30/9/77

50

Pretoria Correspondent

The teaching of black languages at white primary schools should be continued and more time should be made available for this exercise, a recent Human Sciences Research Council (HSRC) investigation has found.

In a report released yesterday at a function attended by Mr Piet Clase, Minister of Education and Culture in the House of Assembly, it was disclosed that serious consideration would be given to black languages with a view to having them as compulsory examination subjects.

The HSRC investigation found about 73 percent of white primary pupils were now studying one of nine black languages.

The subjects have been offered to pupils since the mid 1970s.

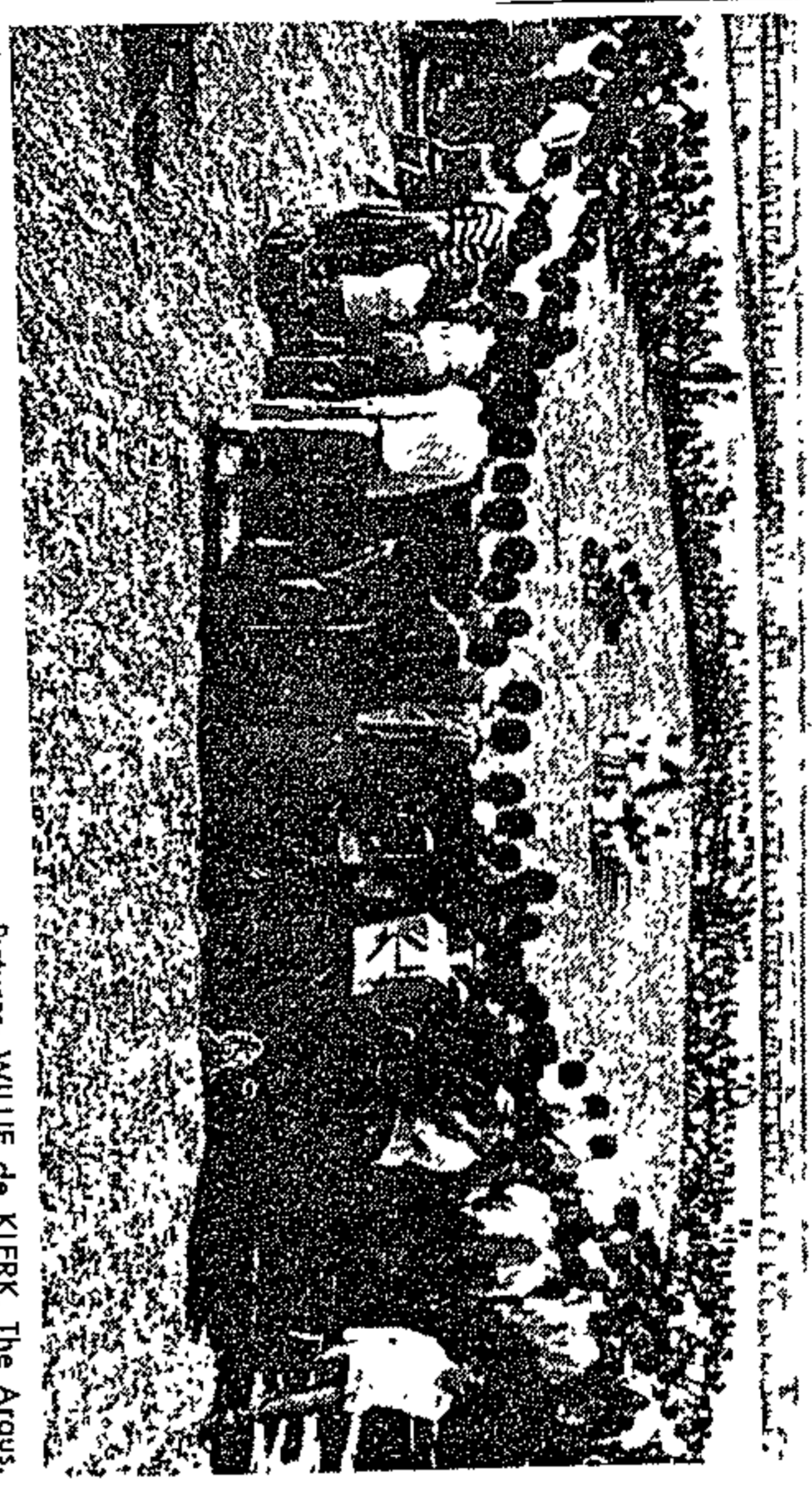
A catalogue compiled by Miss Esme de Preez of the HSRC, contains information on each language course, including the nature of the course, whether it is taught through self-study or by classroom instruction the level of presentation (basic, intermediary or advanced) and a brief exposition of the course content its length.

The catalogue can be ordered from the HSRC at a cost of R17,25.



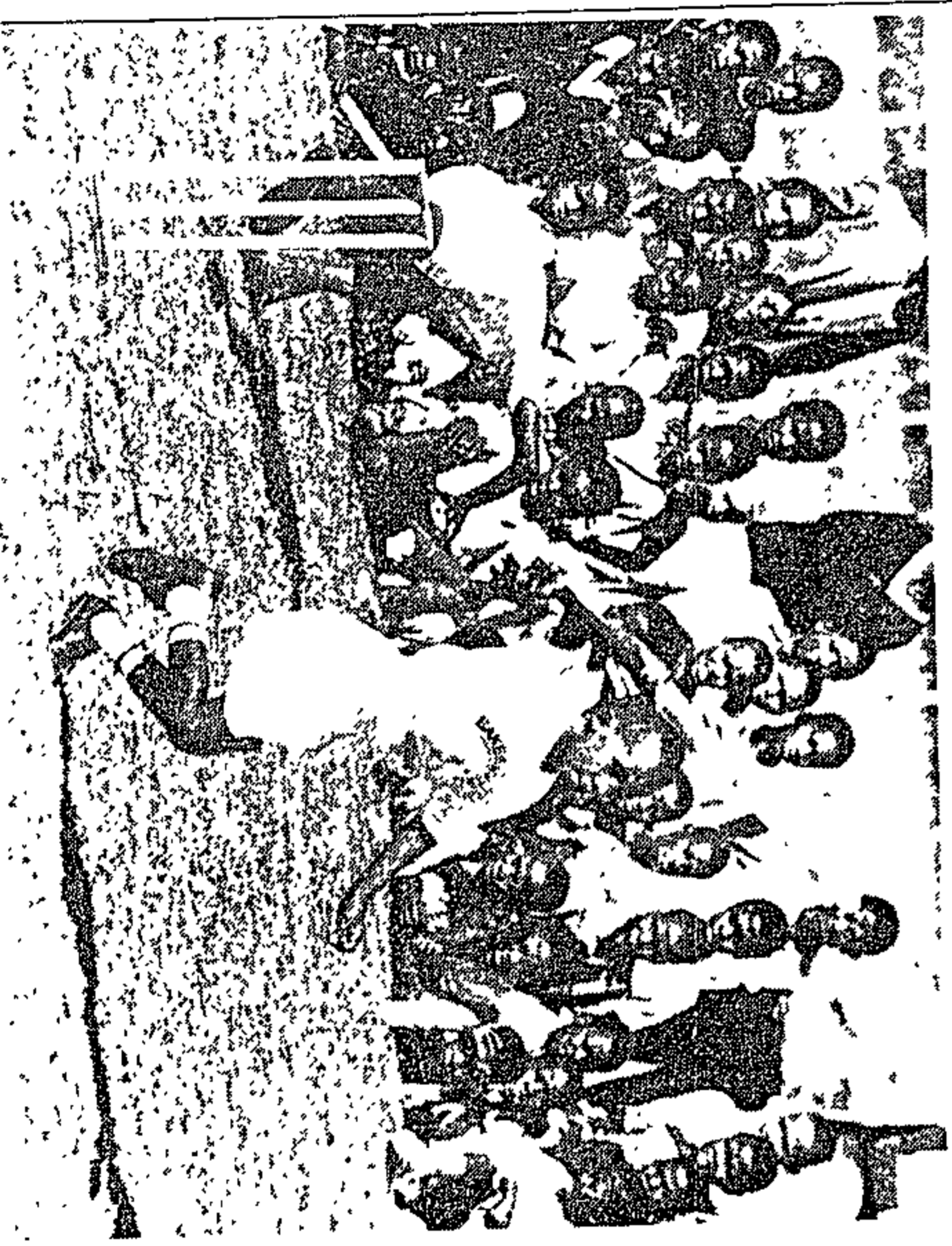
NEWS 30/4/87 (50)

# Mini-cricket launched at Khayelitsha



Pictures: WILLIE de KLERK, The Argus.

**Above:** More than 1 000 aspiring cricketers crowd round as youngsters are coached in batting at Khayelitsha yesterday. **Below:** Action cricket as one of the Langa under-10s sets out for a sharp single in a demonstration match.



**By MICHAEL OWEN-SMITH**  
CRICKET will be played all year in Cape Town for the foreseeable future.

That may sound like a brave move, taking the winter weather into account, but it is the ambitious plan of the new South African Executive Cricket Club which launched mini-cricket at Khayelitsha yesterday.

The Executive Club is the brainchild of South African Cricket Union managing director Dr Ali Bacher and consists of 20 businessmen who intend to raise R1-million a year for the next 10 years to promote, coach and develop the game in underprivileged areas.

## More than 1 000

Yesterday's launch attracted more than 1 000 children under the age of 11 and, after a demonstration by the Langa under-10s, which has done well in competition with white schools, the children were divided into groups directed by Western Province Cricket Union coaches.

"We will run coaching courses throughout the winter so that the children can reach a standard that will enable them to compete in school leagues by the start of next cricket season," Dr Bacher said.

"At the moment we have mini-cricket organised on a sound basis at Langa and in the Transvaal areas of

Dobsonville, Soweto and Alexandra — and now we want to expand our activities through the country.

"Our next launch will be next Saturday at Kwa Mashu outside Durban and we will then move to other areas — Tembisa (Northern Transvaal), Kagiso (Krugersdorp) and New Brighton (Port Elizabeth).

"We decided to start our Western Cape operation at Khayelitsha because none of these children has ever seen a cricket match. The support from the community and education leaders here has been phenomenal."

Dr Cyril O'Connor, who will head the Western Province operation, said there would be a two-pronged plan, based on developing cricket in new areas while also improving the standard in established areas.

Dr Bacher said one of the most pleasing aspects of the whole operation was the enthusiasm.

"Most people think the black population is only interested in soccer, boxing and athletics, but we have a regular attendance of more than 1 000 at all our clinics in the Johannesburg area. The game has taken off particularly strongly in Alexandra.

"While we are obviously concentrating on cricket, we hope at the same time to make a contribution to improving race relations throughout the country."



## R10m boost for black

### cricket in W Cape

*Cape Times 30/4/87*  
BLACK cricket in the W Cape received an unprecedented boost yesterday when a R10-million national coaching scheme moved to Khayelitsha.

Thousands of Khayelitsha schoolchildren watched a demonstration of "mini-cricket" — the basis of a mass coaching project funded to the tune of R1-million a year over 10 years.

Initiated by a group of businessmen, the project received an overwhelming response when launched in Soweto in October last year. An estimated 10 000 children attended Sowetan coaching clinics over the first 10 weeks.

At present, facilities in the townships here run to three turf pitches, nets and a clubhouse in Langa, two gravel wickets in Nyanga and a gravel wicket and two nets in Guguletu.

Dr Ali Bacher, general manager of the scheme's governing body, the SA Executive Cricket Club, said yesterday the SA ECC had received a "totally positive response" from teachers in Khayelitsha.

The project will run throughout the year and expand from Khayelitsha to Nyanga, Guguletu and Langa.

Picture, back page



**NATIONAL/INTERNATIONAL**

# Indaba urges major changes in education

## Political Staff

DURBAN. — The Natal-Kwazulu indaba has recommended major changes to education in the region, making schools multiracial, putting them under a single education department and restricting entrance on a geographical basis with exceptions on cultural and language grounds.

The indaba has released proposals for equal education in the region and has repudiated National Party claims that standards would be reduced.

Major recommendation of the education report are:

- Six departments which control education in Natal and Kwazulu would be scrapped and a single controlling body formed.
- Race would no longer be considered a criterion for admission.
- Schools would serve specific geographic areas.
- School committees would play a major role in deciding language medium, curriculum and staff appointments.
- A school system would be instituted to satisfy the language, religious and philosophical needs of all communities.

In a statement accompanying the report indaba director Professor Dawid van Wyk firmly rejects claims by the National Party in the election campaign without mentioning the party by name.

He said: "These documents show quite clearly that it is false to suggest that the indaba proposals require an equalising of education in one year.

"Nor do they involve a lowering of standards or a withdrawal of subsidies from private schools."

Professor van Wyk said discrimination in education is to be removed by the systematic improvement of what is inferior until it reaches acceptable standards.

(Report by B Cameron, 85 Field Street, Durban)

# Single education system proposed for KwaZulu/Natal

THE report of a high-powered committee on a non-racial, single education system for KwaZulu and Natal has been based on the Indaba-agreed Bill of Rights that "every person shall have the same right to public education."

The committee under the chairmanship of former head of education at the University of Natal (Maritzburg), Professor Jack Niven, has called its report a "Charter for Education."

Although it concedes that the proposals would not be immediately attainable, they would form the basis of a policy in a future educational dispensation.

## Principles and objectives

The capital costs alone would require R82-million to provide an additional 4 530 classrooms.

Many of the principles and objectives are similar to the Government-appointed de Lange Report on Education.

The most important recommendations of the report are:

- All education be brought under one department, instead of it being administered, as at present, by six different departments;

- Equal education be assured irrespective of race, language or religion, with the only differences being made in the provision of facilities being based on language or sex;

- There should be a transitional programme to upgrade education for all to acceptable standards.

A high priority would be placed on reducing the enormous backlog and reaching a teacher:pupil ratio of 1:30;

Reports by  
BRUCE CAMERON 50  
Political Staff

Dateline: DURBAN

- The appointment of school committees serving geographic areas which would contribute to decisions on language medium, curriculum and staff selection;

- The system would be flexible to allow schools to serve particular language, religious, cultural and philosophical values;

- Formal school education should be child-centred providing for cultural identities but seeking to promote universal values;

- Non-formal education as a supplement to formal education should be recognised and encouraged;

- Private schools, on a subsidised basis, would be retained;

- The region's education department would co-ordinate policy with the Department of National Education (This would include salaries, teacher qualifications, examination standards and core curriculum);

- The Province would continue to receive financial support from central government on at least the same formula basis as other education departments;

- Additional sources of financial support would have to be found to improve and extend services and eliminate backlogs, and;

- The full utilisation of existing school and teacher training facilities, many of which are under-utilised.

In concluding the report the committee said: "Careful arrangements will have to be

## Signatories to report

THE signatories to the Natal/KwaZulu Indaba education report were:

Professor Jack Niven (chairman), Emeritus Professor of Education, University of Natal, Mrs Nicky Armstrong, a teacher and former Mayor of Westville, Mr Roger Burrows MP (PFP Pinetown) former secretary of the Natal Teachers' Society, Mr Ray Haslam, former Natal MEC in charge of education, Dr P Hiddleston, principal of the Durban Girls' College and representative of the Association of Private Schools and Principals Conference.

Dr Gerald Hosking, former Natal Director of Education and current white own affairs education Ministerial Representative for Natal, Professor Andre le Roux, Rector Edgewood College of Education and former President of

the Natal Teachers' Society, Mr Morris Lewis MP (LP Natal Mid-East) former President Natal Society of Teachers.

Professor Shan Maharaj, former professor of Education, University of Durban/Westville, Mr M T Moerane, former Editor of World, and vice President of the Black Allied Workers Union, Mr J E Ndlovu, former KwaZulu Secretary of Education and Culture, Mr S M Rahman, Islamic Council of South Africa.

Mr Dave Ryman, secretary Natal Teachers' Society, Professor Alex Thembela, vice-principal of the University of Zululand and president of the Natal African Teachers Union, Mr J Twynham, school principal and former secretary of the Society of Natal Teachers, and Mr Coliun Webb, vice-principal of the University of Natal.

made to ensure a smooth transition from the present divided system ... to one of unified control.

"While it will not be possible to achieve this overnight, there should be no undue delay in commencing the process.

"While there is undoubtedly scope for rationalisation, there are also such glaring faults in parts of the present system that there can be no question of continuing retrenchments, nor the closure of facilities which are at present under-utilised."

It points out that the Government had already acknowledged that there would be an enormous growth in

funding in education which was primarily required to reduce teacher-pupil ratios to acceptable levels.

Concern was expressed about the large number of qualified teachers who were not being utilised.

It also said a major area of further investigation was how "many hundreds of qualified teachers ... could be moved to deprived areas."

"In short, the new single education department in Natal faces two pre-eminent challenges: the supply and deployment of trained power, and the raising of adequate finance."

(Reports by B Cameron, 85 Field Street, Durban.)



# TED draws up 'anti-guerrilla' school strategy

AN emergency plan to combat guerrilla attacks on white schools has been launched by the Transvaal Education Department with the co-operation of the Joint Management Committee system.

The plan, outlined in three confidential documents distributed to all TED school principals and selected heads of departments, seems to indicate that the shadowy JMC web has extended beyond the townships and into the heart of white society: the government school.

If implemented, it will take the militarisation of white schooling significantly beyond cadet and youth preparedness programmes.

One of its provisions is the increased use of young teachers who have completed their national service in implementing the proposed civil-military alert system.

The plan includes frank instructions on "When may I shoot", how to drop and roll away in the event of a handgrenade attack, what to do when your principal is abducted by "terrorists" and how to avoid the distribution of "undesirable reading matter".

The 40-page "Emergency Plan for Colleges, Schools and Hostels", warns that "the present situation facing our country has made it essential that an EMERGENCY PLAN make provision for the protection and safeguarding of children, staff and black workers."

A second document, stamped "secret" and entitled "Memorandum to Heads of Education Institutions" states that the SA Police and SA

By GAVIN EVANS

Defence Force will provide the necessary protection, "but for day-to-day safety of children entrusted to their care, teachers and parents will have to assume greater responsibility."

For "selected parents and education officials" this includes carrying firearms — with the proviso that "as far as possible pupils should not be aware of the firearm."

The document states that the decision to carry firearms must be made by the principal after consultation with the mini-JMC or the SAP.

A third document entitled "Life or Death" begins with the following disclaimer: "The heading could equally well have been 'When may I shoot?', as this is a very topical question."

It states that "one cannot casually shoot someone else", but goes on to stress that "certain circumstances justify and legalise squeezing the trigger."

The *Weekly Mail* addressed several questions on the plan to the TED in Pretoria. Director of education, Dr. HP Bredenkamp, said: "The security measures that were responsibly implemented at schools by the department in the interests of pupils and staff and for the protection of property are, by their very nature, not given publicity. The department therefore would prefer not to comment on this sensitive and confidential matter."

... it is possible

# Indaba plan to desegregate Natal schools

By Bruce Cameron,  
Political Staff

The Natal/KwaZulu Indaba has recommended major changes to education in the region which would make schools multiracial and controlled by a single education department.

However, entrance would be restricted on a geographical basis and exceptions made for cultural and language differences.

The Indaba proposals for equal education contradict National Party claims that standards would be reduced.

Major recommendations of the report are:

- The scrapping of the six departments that control education in Natal and KwaZulu to bring it under a single controlling body.
- Race no longer a criterion for admission.
- Schools serve specific geographic areas.
- Committees help decide language medium, curriculum and staff appointments.
- A system which would satisfy language, religious and philosophical needs of all.

Indaba director Professor Dawid van Wyk said: "These documents show clearly it is false to suggest that the Indaba proposals require an equalising of education in one year."

(Report by B Cameron, 85 Field Street, Durban.)

● See Page 17. ●



# Black education: details of co-operation before court

5 May 1987

DETAILS of co-operation between the Urban Foundation and the National Education Crisis Committee in attempts to solve problems in black education emerged in papers before the Rand Supreme Court this week.

The Uf urbanisation unit's director, Sara Ann Bernstein, said in an affidavit that NECC chairman Vusumuzi Khanyile had approached her organisation to assist in holding two conferences in Durban to try to solve the black education crisis.

Bernstein said the NECC had also approached the Uf before the first conference and asked the organisation to speak to the authorities, to ensure they understood the purpose and significance of the meeting and allowed it to go ahead.

These approaches were successful, she said, and the conference was held. Bernstein's affidavit was sub-

mitted in support of Khanyile's application to have his further detention under the emergency regulations declared unlawful. The application was dismissed with costs — including the costs of two counsel — by Mr Justice Van der Walt.

Reasons given by the Minister of Law and Order for Khanyile's further detention were his chairmanship of the NECC and involvement in the "Christmas campaign against the Emergency" and "Campaign for National United Action" campaigns. The Minister said these constituted a threat to public order and safety.

Khanyile — who obtained a B Comm (accounting) Honours degree from Birmingham University — is employed by the University of Cape Town as special adviser to the chancellor and vice-principal. He was first detained between June 12 and August 12 last year and re-arrested on December 12.

SUSAN RUSSELL

Bernstein's affidavit chronicled the dealings she and the Uf had had with Khanyile and the NECC until his final arrest and detention. She said she had maintained regular contact with Khanyile — first while he was secretary of the Soweto Parents Crisis Committee and later NECC chairman — between November 1985 and June last year.

"Throughout this period I was of the view his activities and objectives were, at no stage, incompatible with a peaceful, non-violent and negotiation-based approach to the resolution of the conflict in SA," she said.

Bernstein said when Khanyile first approached the Uf to assist in holding a conference in Durban in December 1985, he was concerned it should be as representative as possible of parents, students and teachers from all regions of the

country.

After the conference the NECC again approached the Uf to meet the authorities and see they understood and accepted that meetings were to be held around the country to inform communities of decisions taken.

"During the course of dealings with Khanyile, I was struck by his desire to provide a peaceful, negotiated settlement of disputes and avoid violent confrontations," she said.

Bernstein said after the Uf had assisted with a second conference in Durban she had the impression Khanyile remained committed to finding peaceful and negotiated solutions.

She said it was also her impression he was doing his utmost to resolve problems — both with the communities he sought to represent and the government agencies responsible for the administration of education.

"I am of the view from what he said to me that he persisted resolutely in his efforts to negotiate with the authorities, despite pressure by certain other groups active in the educational field."

Bernstein kept contact with Khanyile between his release from detention last August and his re-arrest in December.

"He did not say anything which led me to believe he had departed from his earlier approach to solving educational difficulties."

In his own affidavit, Khanyile described how as secretary of the SPCC difficulties in negotiating with both his own communities and the education authorities quickly became apparent.

"As the committee settled down to its work," he said, "it became clear there was little room for manoeuvre, as on one hand the SPCC was pressurised by community demands and on the other by the DET."

Affairs 11/4/87 (50)

# Stand against open schools condemned

Education Reporter

THERE was strong reaction to the Cape Education Department's refusal to allow Government schools in the Peninsula to open to all.

Cape Town School Board chairman Dr Dick Friedlander and Progressive Federal Party education spokesman Mr Ken Andrew today condemned the department's refusal to open Government schools.

Mr Andrew said it was time the National Party stopped forcing its apartheid ideologies down the throats of people who wanted to exercise their freedom of choice and give their children the opportunity of learning to live together.

## Education an "own affair"

The department told the board that education at all levels was an "own affair" and that the provincial authority could not approve the request to desegregate schools if the parents voted to open them.

It also criticised the board for exceeding the scope of its duties in making the request.

Mr Friedlander said: "We are disappointed, but we still want open schools."

He denied that the board, which represents all white Government schools in Cape Town, had acted beyond the scope of its duties.

"We are the official mouthpiece of parents of pupils as defined by the provincial ordinance and it is very much our function to discuss and make recommendations on issues of this kind," he said.

Mr Andrew said it was tragic that the Government was not prepared to take the opportunities offered to bring about real reform.

"Parents have shown the foresight required to bring about a new and better South Africa, but they get slapped down by the Government rather than being encouraged," he said.

Parents of pupils at Cape Town High, Camps Bay High, South African College Schools (Sacs), Westerford, Rondebosch Boys, Wynberg Boys and Grove Primary School want all races admitted.

(Report by D Cruywagen, 122 St George's Street, Cape Town.)



# NO TO open city schools

Cape Times  
9/4/87 (50)

Staff Reporter

**THE Cape Education Department has flatly refused a request from the Cape Town School Board to scrap apartheid at government schools where parents support the admission of pupils of all races.**

The board represents all white government schools in Cape Town.

It adopted a motion earlier this year calling for parents to be allowed to decide whether the schools their children attend should be open to all.

During the past few months, parents of at least 10 all-white government schools in Cape Town have supported the admission of all races.

They include Camps Bay, Cape Town High, South African College Schools (Sacs), Westerford, Rondebosch, Wynberg and Grove Primary School.

In its response, the Cape Education Department said education at all levels was an "own affair" and that the Provincial authority could not comply with the board's request.

The board met yesterday to consider the reply from the CED, which also

rapped the board over the knuckles for making the request, saying it was acting beyond the scope of its duties.

The board's chairman, Mr Dick Friedlander, said it was "very much the board's function" to discuss and make recommendations on issues of this kind.

According to the Provincial Ordinance, which details the duties and functions of school boards, "a board shall be the official mouthpiece of the parents of pupils of the school or schools in its area".

Another member of the school board, Mrs Hillary Elliot, said she found it "distressing" that the school board had been told the matter was "none of its business".

"The general feeling among parents is that if South Africans are going to learn to live together, it makes sense to start off at school," she said.

The director of the Cape Education Department, Mr Schalk Walters, is in Kimberley and was not available for comment yesterday and his deputy, Dr F L Koetze, said he knew nothing about the matter.

□ Mr Ken Andrew, a PFP spokesman on education, said the continued refusal to allow schools to be open to children of all races — even where the overwhelming majority of parents had expressed a desire that this should happen — "illustrates once again the government's arrogance and its determination to force its apartheid ideology down people's throats, whether they like it or not".

## It's a tanned Charles

Own Correspondent

LONDON. — Prince Charles and his "guru", Sir Laurens van der Post, yesterday came out of Africa and back to Western civilization.

The heir to the throne was suntanned and looked a few kilograms lighter as he arrived at Heathrow Airport after his two-week tour.

With him was his friend and great spiritual influence, Sir Laurens. The veteran South African explorer had been the prince's guide on a private journey into the Kalahari Desert.

Just to make Prince Charles feel at home, it was cold and drizzling.

EDUCATION- General

May 1987



By SANDILE MEMELA

INSUFFICIENT funds is one major factor behind the high drop-out rate among thousands of township school children, a leading educationist has said.

According to the executive director of Educational Development Concepts in Johannesburg, Musa Ngwena, vast sums are needed to provide the means to address the serious problems faced by school children.

"I am always astonished and gratified by the desire to learn of most school children in the face of some of the most daunting obstacles and difficulties.

"But overcrowded classrooms and poor living conditions do not encourage academic achievement. There is also a chronic shortage of reference works and frequently parents are unable to help with the academic problems encountered by their children," said Ngwena.

He said that children had to battle it out alone with the result that a high percentage of school children lose the opportunity to play their rightful role in society.

# Lack of money forces the kids to leave — educationist

31/5/87  
C/P/10

(50)

Musa Ngwena



Ngwena said that the identification of this problem led to the establishment of Educational Development Concepts to develop a broad spectrum of help for children.

"Now we want companies and other concerned organisations to get involved in the widespread dissemination of our educational assistance programs," said

Ngwena.

The EDC has devised various programs which have been approved for use in both black and white schools.

However, attempts by *City Press* to get more details on the programs were successful.

"We have taken the syllabuses of all standards apart and prepared guides,

using high standards, to give children the assistance they need with problem-solving at home.

"These worksheets are in most languages. We have also looked at projects required to be done and prepared books which encapsulate all the information required," said Ngwena.

(50) SPAR  
29/5/87

## R100 000 a boon for village library

A cheque for R100 000 was handed to the GaPhaahla village in Sekhukhuneland, in the north-eastern Transvaal, on Friday for the building of a public library.

An executive member of South African Breweries, Mr David Motlatla, handed the money to the chairman of the village's library committee, Mr M P Phaahla, at a function in the Lebowa village.

Mr Motlatla said the library was "an investment in the minds of the people".

"Educated people are the cornerstone of the future. Without education we have no tomorrow."

Initially, the library will be stocked with 1 600 books. The village community has collected 100 books.



(50)

# Inkatha can't sue on clash deaths claims

INKATHA has lost its defamation case against the Sunday Tribune over a report on fighting at the National Education Crisis Committee conference held in Durban last Easter.

Two people were killed and 20 were hurt in clashes at the NECC meeting and the Tribune subsequently carried a story headed "Two killed as violence flares" with a sub-heading "Inkatha clash with conference delegates".

Inkatha secretary general Oscar Dhlomo said that from the article, readers would form the impression that Inkatha attacked the NECC with the intention of stopping the conference; that Inkatha had the intention of killing delegates and that Inkatha, contrary to its stated policy, sanctioned or condoned the use of vio-

By CARMEL RICKARD,  
Durban

lence to achieve political aims.

Dhlomo claimed R20,000 in damages on behalf of the organisation.

When the matter was argued last December, Malcom Wallis SC, for the Tribune, said that before the question of whether the report was defamatory could be argued, it had first to be established whether Inkatha, as a corporate body, could be defamed.

Both sides agreed the issue was a question which still had to be settled in South African law.

According to Wallis, if political organisations could be defamed it would create a situation where any critical comment directed at a political or quasi-political body could be the

basis for defamation.

Archie Findlay SC, for Inkatha, argued there was no reason why, if a non-trading corporation had a measure of esteem which could be injured, it should not be protected by way of punitive damages.

In his judgement, handed down yesterday in the Durban Supreme Court, Justice van Heerden said the key issue was whether an "artificial person" could bring an action for defamation.

After reviewing a number of cases and authorities he ruled that "injuria" was concerned "with the person, dignity or reputation of a human being and not with that of an artificial person", and he dismissed the suit with costs.

50 STW 26/8/87

## 54 blacks too many for free tuition scheme

By Sam Mabe

The Science and Engineering Academy of South Africa (SEASA), formed recently to develop engineering and scientific skills among blacks, has been inundated with applications from Soweto pupils who want to participate in its weekend programmes.

The chairman of SEASA, Dr Gordon Sibuya, yesterday said 54 pupils were sent away on Saturday because there were too many pupils for the small team of voluntary tutors who have been helping him with lectures.

He said: "Sending some of these pupils away was most distressing but unavoidable. What did encourage me though was the enthusiastic response our efforts have drawn from Soweto pupils."

"Although the service we offer is free we are sensitive about the establishment and maintenance of a high standard of teaching."

He said SEASA was dedicated to promoting the development of skills, expertise and professional competency in science and engineering. Awareness of such subjects could not be injected at university level but had to start in early life.

He added that attempts were being made to secure one or two more classrooms at Funda Centre in Soweto.

Soweto-born Dr Sibuya, holder of a Masters degree in electrical engineering and a doctorate in nuclear engineering, has appealed to higher learning centres and professional bodies to give advice and guidance on national issues affecting the science and engineering professions.



# Millions go into black learning

A RECORD R3,7 million in bursaries has been awarded to black students by the South African Institute of Race Relations.

The Institute announced in Johannesburg on Wednesday that 2 415 students and pupils had been awarded bursaries for 1987, and that R3,7 million was the largest it had ever spent on bursaries.

The awards were made from more than 22 000 applications countrywide.

About a third of the bursaries are for university students, 10 per cent teacher training college students, three per cent technician students, and 52 per cent pupils at primary and secondary schools.

The awards were made by the SAIRR head office in Johannesburg, as well as by its branches in Cape Town, Durban, Pietermaritzburg and East London.

The Institute said its awards were made according to the academic ability and the financial circumstances of the applicants.

SAIRR said its bursaries were open to black, coloured and Indian students from all over the country, including all 10 homelands.- Sapa

# Warning on major education crisis in the Cape

By CLARE HARPER  
Education Reporter

THE recently launched Western Cape National Education Crisis Committee (NECC) yesterday warned that the region was "on the brink of a major educational crisis" in an already "tense and volatile" situation.

The Western Cape NECC comprises teachers, pupils and parent organizations from black and "coloured" schools throughout the region.

Citing grievances that have dogged almost every educational institution, including schools, technikons and universities, the NECC said the crisis could be resolved "if handled correctly".

The NECC appealed to the authorities to "approach the issues in a manner that puts educational priorities before political considerations".

School and teacher organizations affiliated with the NECC yesterday highlighted the following grievances which demanded urgent attention:

- Representatives of the Bonteheuwel Inter-Student Congress (Bisco) said there had been a concerted campaign by security forces to break student organizations under Bisco.

- Western Cape Teachers' Union (Wectu) representatives said the Department of Education and Culture, House of Representatives, had threatened to investigate and take disciplinary action against some of the 560 teachers who stayed away from work on May 5 and 6.

NECC said the grievances were "the result of an unequal, divided and racist education system" and said the response from the authorities was "harsh and unsympathetic".

NECC said two immediate steps could lead to a solution:

- All repression and police disruption had to cease immediately. Detainees had to be released and charges dropped against students and teachers.

- The right of parents, teachers and students to organize had to be recognized.

SWEETMAKING INDUSTRY, EAST LONDON

Parties, Employer Organisation: Wilson-Rowntree (Pty) Ltd.  
Trade Union: Sweet Workers' Union

Area  
Magisterial Districts of East London



# Schools crisis shifts focus to Western Cape

By GAYE DAVIS, Cape Town

DISCONTENT in the educational arena has brought the Western Cape to the brink of a major crisis, according to the region's National Education Crisis Committee. The NECC this week appealed to education authorities to address the issues "in a way which puts educational priorities before political considerations."

"The NECC believes that there are real grievances that must be addressed. If handled correctly, the crisis can be resolved to the satisfaction of teachers, students, parents and the broad community."

"If, as we fear, the crisis is handled in a heavy handed and unsympathetic manner, there is a very real possibility of a major disruption of education and an explosion of disastrous consequences," the NECC warned.

During the past two months discontent has been manifest in boycotts and protest action at colleges, universities and schools in the region.

Students at teacher training colleges boycotted classes over late payment of bursaries and confusion over whether first year students would receive loans — which have to be re-paid — instead.

High school pupils boycotted classes over specific issues: At Cathkin senior secondary in Athlone, an education inspector's car was set alight earlier this month. Pupils refused to attend class in support of their demand that a teacher, whom they claimed collaborated with police, be removed; pupils at Bonteheuwel high school also boycotted in protest against the arrest and detention of fellow pupils.

The NECC identified three areas as particular flash-points in need of urgent attention from education authorities:

- Conditions at Langa High School, where there is dissatisfaction over cramped classrooms and a shortage of textbooks and furniture. This has fuelled conflict over the participation of students and a teacher in a Department of Education and Training-sponsored multi-racial sports event in Durban. According to the NECC they took part against the wishes of the community.

- Bonteheuwel, where at least 14 pupils have been detained or arrested during the past fortnight according to the NECC. A 16-year-old Bonteheuwel High pupil, Colleen Williams, has entered her 11th month in detention.

Several community based campaigns and student protests have taken place for the release of detained students and school pupils have stopped sleeping at home for fear of arrest, the NECC said.

- Coloured education authorities' investigation into the stayaway by more than 500 teachers on May 5 and 6.

The NECC warned that threatened disciplinary action against teachers would be provocative. "The education authorities must immediately state their intention to halt all investigations," the NECC demanded.

In the NECC's view, an end to repression, releasing detainees and teachers was one step leading towards a satisfactory solution of these grievances. The other was for authorities to recognise the right of parents, teachers and students to organise democratically through students' representative councils, parent, teacher and student associations as well as community and trade union bodies.

# Transkei education must be reviewed says Sigcau

Dispatch Reporter

UMTATA — The Transkei Minister of Posts and Telecommunications, Miss Nomzamo Sigcau, has blamed "politics of inheritance" for the country's ailing economy.

Taking part in the debate on the second reading of the Appropriation Bill in the National Assembly, Miss Sigcau said: "We are unfortunate to being victims of what we have inherited".

She said the position of Transkeians was bitter right from the onset because of the inherited system of education which lacked fields of

technical and industrial specialisation.

Miss Sigcau said the country found itself dependent on recruiting and engaging specialists in various fields on contract basis for its survival.

To be able to do this the government had to go deep into its coffers which negatively affected the economy, she said.

Miss Sigcau said for a number of years, it was stamped in the minds of Transkeians that certain professions were not meant for blacks.

Even after their eyes were open, Transkeians

were reluctant to encourage their families to pursue such specialised fields, she said.

Miss Sigcau urged that MPs be informed of the new trends in education so as to disseminate the information to their people. Seminars should be organised where experts from various fields exchanged ideas.

She urged that the education system of Transkei should be geared to equip its youth in such a way as to be able to meet the needs and demands of various fields. It was no use learning in order to speak English "as it alone helped nobody anywhere these days".

Turning to the land, Miss Sigcau said if Transkei was to develop to an economically viable state, something had to be done about its land tenure system.

She said as long as the people occupying the farms in the country were merely caretakers, they would never be good farmers.

Miss Sigcau urged that a start be made of selling the farms to the prospective occupants with title deeds.

She hoped that might, on the other hand, boost the country's economy.

On the other hand, Miss Sigcau said the government would have to step up a special fund for loans which would be given to the prospective buyers.



# Warning on black education

(50)

Suppos  
22/5/87

JOHANNESBURG — South Africa was warned last night by Prof J.C.G. J. van Vuuren, vice-principal (tuition) of Unisa, to brace itself for a "major educational explosion" soon in the demand for education by blacks.

Prof Van Vuuren, addressing the Distance Education International conference in Pretoria, said educational planners should not mistake the expected sudden increase in the demand for black education as a "one off" occurrence.

It would not level off fairly soon as had happened in Western Europe where the birth rate shot up briefly after the Second World War.

In the case of the black people in SA, a high birth rate was being compounded by a general backlog in the provision of education.

# Mixed school catches the world's eye

By Therese Anders

WITBANK — A television documentary on the St Thomas Aquinas School in Witbank, filmed recently by the BBC's Michael Buerk, has led to "an outpouring of global love towards the school and towards South Africa", it is claimed.

The headmistress of the school says the documentary was shown to millions of viewers in the Western world in March.

"Judging from the response — more than 150 letters from overseas and numerous international phone calls — there is still a feeling of empathy and goodwill towards South Africa," said Sister Sofie Sirch. Mr Buerk has been ordered to leave

South Africa by Sunday, when his work permit expires.

Sister Sirch said the programme, showing the plight of a committed nonracial school in the middle of a verkramppt platteland town, had touched many viewers.

"Seeing our school with its black pupils and white pupils happily learning and playing together represented a ray of hope," said Sister Sofie.

She believes the programme has done more good for South Africa internationally than millions of rands spent on advertising.

"Some writers said they were surprised to see blacks and whites at one school. They said they were touched to see the children playing happily together."

The programme was shown in Britain, Europe, Canada, the United States, Australasia and Hong Kong.

Not only do the letters come from every corner of the world, they come from as varied a selection of viewers as possible.

Wrote a woman in Scotland: "My fears about your country and its future have not come to pass — not yet. There seems little to offer hope of peace except places like your school."

An English educationalist wrote: "It is my hope that St Thomas will continue to flourish and to receive support from people of goodwill to enable it to educate South Africa's greatest resource — its children of all races."



Mr Michael Buerk . . . documentary touched many viewers.

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SOUTH African companies are injecting increasing amounts of money into black educational projects, but vast sums are needed to provide the means to address the serious problems faced by thousands of schoolchildren.

This is the opinion of Mr Musa Ngwenya, an executive director of Educational Concepts in Johannesburg. He is also a director of a leading management consultant

# Call for more education aid

cy involved with industrial training programmes.

"I am always astonished and gratified by the desire of most schoolchildren to learn in the face of some of the most daunting obstacles and difficulties.

"But overcrowded classrooms and poor living conditions do not encourage academic

achievement. There is also a chronic shortage of reference works and frequently parents are unable to help with the academic problems encountered by their children.

"This means that the children must battle on alone. As a result the drop-out rate is high.

These children are losing the opportunity to play their rightful role in society," he says.

"We identified this need for basic academic problem solving assistance and set up Educational Concepts to develop a broad spectrum of aids for children of all ages. A team of academics

and leading educationists spent many months putting together various programmes and these have now been approved for use in all schools, both white and black.

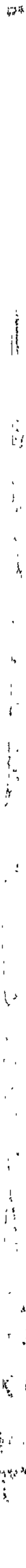
"The aids for pre-school children combine fun with learning. They teach eye-to-hand coordination, fine motor

## Creativity

co-ordination, number concepts, colour and shape concepts, word recognition, language development and creativity and imagination.

"Now we want companies and other concerned organisations to get involved in the widespread dissemination of our educational assistance programmes," says Mr Ngwenya.

MR MUSA NGWENYA



# Adult school is waste of time



SIR — I am a student in one of the adult education centres. We have paid school fees to attend classes at this centre, but it seems we have wasted our money and we are wasting our time.

Many youngsters have joined us in this centre because they hope to benefit from the adult education centre.

This is the third year that I have been attending classes and writing examinations as a private student. During the past two years I managed to pass two subjects a year.

In the first year we received some tuition, but towards the end we experienced problems, because teachers were no longer attending regularly.

It became worse in 1986. We had one or no teacher attending classes. This type of thing happened throughout the year. Early this year I hoped that things would improve because I read in the Press that teachers' salaries were adjusted. I hoped that more teachers would be attracted and be eager to join this adult school to come and help us. But that was not to be, things are even worse than in the previous years. Right now we do not have standard 10 Afrikaans and North Sotho teachers at this school. We have paid R12 to attend.

The complaint we have had from the teachers is that they are not paid. Some did not get their pay for 1986. They claim that the principal is telling them stories when they ask about their money. Others say that they have been to the inspector at Booyens, but to no avail.

We have lost good teachers who were dedicated to their work. There are very few people who can work for nothing these days. But I wouldn't agree with those teachers who left us because of their payments. They should fight their case.

*PREFERENCE will be given to short, signed letters. Readers are reminded to provide their names and addresses, even if they want pseudonyms used.*

*Write to Letters to the Editor, PO Box 6663, Johannesburg.*

## WORD OF GOD

Think not that I am come to destroy the law, or the prophets. I am not come to destroy, but to fulfil.

For verily I say unto you, Till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

Whosoever therefore shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven; but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

For I say unto you, That except your righteousness shall exceed the righteousness of the scribes and Pharisees, ye shall in no case enter into the kingdom of heaven.

Matthew 5:17-20



with the Regional Director of Pretoria so that they are paid properly.

And from the look of things it seems the principals are afraid of approaching their

department or their inspector about the teachers' pay.

In the meantime we suffer

ZR

Orlando West

## Points from Letters

SIR — After studying the comments by political leaders just after the whites-only elections, I was stunned by the tone of Chief Mangosuthu Buthelezi's comments. He sounded like he is black again.

One wonders why, he, a former ANC member, could call these gentlemen names when he knows very well why the ANC resorted to violence, perhaps civil disorder as the means to the liberation of blacks.

I grow sick of opportunists.

Did he ever hope to benefit from these elections? He always opposes progressive organisations, why? I don't deny him being an orator but may he also realise we are not like pliable plebeians in Caesar's days who



CHIEF Buthelezi

supported Brutus and later Antonio. Cosatu was formed and he supported an anti-union.

You name it

A M KANAKA

Pretoria.

SIR — The far right parties supporters are terrorising peace loving Africans in the Northern Transvaal.

I will cite a case in point: on May 3, my relatives were travelling from Pietersburg to Pretoria by car to attend a funeral.

When near Pietersburg they were blocked by a car which had white passengers. My relatives were, without provocation, attacked and severely assaulted.

I wanted this to be published so that all Africans travelling up north must be aware of these barbarians who go about assaulting innocent people.

C S KHWINANA  
Tshiawelo Flats, Soweto.

SIR — I would like to congratulate Yvonne Chaka Chaka for her song *Let Me Be Free*. I like it very much. She is a real star I would like to see her beautiful photo and I want her address or

## TER SPECIALS NDS SATURDAY 30 MAY FOOL JERSEYS

GIRLS FROM

**8.99**

BOYS FROM

**6.99**

PARAFIN HEATER

2-BAR HEATERS



and R274 322 in the full 1984/85 year. Sapa

*CASE TINK 17/8/87 (50)*  
**R2,2m for black bursaries**

JOHANNESBURG. — The W K Kellogg Foundation of the US has donated R2,2m to provide bursaries for black South African students, the South African Institute of Race Relations said.

The independent institute said it would distribute the money to blacks wishing to follow degree courses in agriculture, health, education, business or public administration.

Ten students have been awarded Kellogg bursaries to study at SA universities next year. — Reuter

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# Education only weapon against poverty — Manona

## Dispatch Reporter

MDANTSANE — Better education was what everybody yearned for, the first diploma day audience at the Dr W. B. Rubusana Training College was told at the weekend.

A research officer and lecturer in social anthropology at Rhodes University, Mr C. W. Manona, said education was the only weapon which black people had realised would extricate them from poverty.

Fifty-four senior primary and secondary teachers were awarded their diplomas.

Seven in the Senior Primary Teachers Diploma (SPTD) category obtained first class passes. They were: Nomakhosazana Dilimani, Mandisa Filita, Vukuthu Gxasheka, Mzolisi Mdlangu, Zodwa Mpetsheni, Ncumisa Sikundla and Alice Yalazo.

In the Secondary Teaching Diploma (STP) section, Bongani Makuzeni, Nombulelo Meleni, Ntombizandile Mnyimba, Susan Ntethe and Nomthandazo Sompunzi obtained first class passes.

The occasion was attended by many academics, including the Director-General for Education in Ciskei, Mr K. B. Tabata.

Mr Manona said that as early as the mid-18th century black people quested for education, with an educated elite, comprising the Reverend Elijah Makiwane, the Reverend Bokwe and the Reverend Mzimba,

demanding better educational facilities.

He said a hard core of well-trained and devoted teachers was needed.

"The quality of the education will be determined by the quality of people who teach, and such a man was Dr Rubusana, who was well-trained and a devoted leader of his people."

He said black education had suffered many setbacks and could not afford any more disasters.

In the 1950's, a system of education had been introduced by the white government which would reduce blacks to hewers of wood and drawers of water, Mr Manona said, quoting Dr H. F. Verwoerd in 1953.

Blacks were being given a kind of education which would never make them equal to whites, he said.

"But these setbacks should give us even greater strength to contribute to the upliftment of our fellow men through education.

"The people see education as a means of escaping poverty," Mr Manona said.

But only a small fraction who entered schools got anywhere, with many dropping out before they acquired any meaningful education or skills, he said.

"This tends to make education a sort of lottery in which you can win or lose," he said.

One good thing was that children here, un-

like in other countries, were keen and ready to learn, he added.

He told the recipients of the diploma that they must contribute their share to the huge task of providing basic education because it was the right of every child to receive education, and to develop his or her talents fully.

He said the good quality education which men of the past like the Reverend Elijah Makiwane clamoured for, was still an Utopia, if not an impossible dream.

He added that the phenomenal growth of children in various schools militated against the improvement of the quality of education.

He reminded the audience that there were talented children everywhere, waiting to be discovered.

Others who received their diplomas were:

SPTD: Snowy Boqwana; Sebenzile Boyce; Bukelwa Goniwe; Nonkoliseko Gova; Nontuthuzelo Jonas; Nolundi Jozana; Thulisa Kildase; Linda Lelengwana; Zewu Ludidi; Mzwandile Mde; Cikizwa Mateta; Andile Matomela; Makhaya Matshisi; Lindiwe Maxegwana; Gladys Mbele; Siphokazi Mbena; Tutu Mdukiso; Nomasundu Mtongana; Nompiliso Ndiki; Mbulelo Nkungwini; Tobile Ntunja; Ntombizandile Nyusile; Pumla Skeyi; Zinyusile Skosana; Bukelwa Swaartbooi; Pumla Tom; Story Tom and Zukile Tuku.

STD: Sikelelwa Billie; Andile Bolo; Zandisile Dakada; Sicelo Diki; Mandla Kekana; Ntomboxolo Magwevana; Phelokazi Majangaza; Buntu Matsha, Nokwazi Mngcongela; Mandisa Mpofo; Bhejile Mzinda; Zolani Nama; Thandiswa Panyana and Anele Siyo.



# Call for <sup>(50)</sup> changes in SA <sup>18/5/87</sup> education

## Dispatch Reporter

EAST LONDON — An Africanisation of the content, curriculum, and presentation of education in this country was needed, the principal and vice-chancellor of the University of South Africa (UNISA), Professor T. van Wijk, said here at the weekend.

Prof Van Wijk was speaking at Unisa's 19th graduation ceremony.

He said the problem of education in first and third world communities, in what kind of education would be common to them, had not really been addressed in South Africa.

Prof Van Wijk said the education system was still modelled on Western European tradition, which was

perhaps not entirely relevant to South Africa.

He said the majority of pupils were from the third world and acknowledged that the present educational system could be at fault, and asked if the reason could be attributed to a lack of money, or whether or not parents and teachers were to blame.

The vice-principal of Unisa, Professor J. C. G. J. van Vuuren, echoed Prof Van Wijk, saying that for some reason there had been a loss of public confidence in universities as institutions of learning, because of what had been regarded as institutional inflexibility and reluctance, or even a refusal to adapt, as well as a suspected lowering of quality, or at least of the kind of

quality expected by an increasingly professionalised world.

"In more developed countries of which South Africa is part, universities are faced by recessionary economies, a shrinking pool of students, diminishing budgets and escalating costs.

"In less developed countries of which South Africa is equally part, there are also depressed economic conditions, an inadequate supply of suitably qualified entrants from an underdeveloped school system, and reliance upon often inappropriate models of higher education."

Facts had it that there was something seriously wrong with education worldwide, and more recently, the US Department of

Education had reported that nearly one in five American adults was functionally illiterate, in the sense of being unable to write and read English, he said.

He said although the level of education in this country was improving, the American situation could serve as a warning, because the present level of education in South Africa was not even near that at which American education reached its turning-point.

"Our situation, as previously said, represents a meeting of the first and third worlds.

"The educational demands are first world, whereas culturally the majority of pupils belong to the third world," Prof Van Vuuren said.

# 77 teaching posts to go

Tygerberg Bureau

11/6/83 14/5/87  
SEVENTY-SEVEN white teaching jobs will have to be dropped in 1988 in the Parow School Board district because of a decrease in white pupil enrolment.

This was announced by chairman Mr Koos Moolman at a meeting of the board yesterday.

Thirteen high schools, 61 primary schools and three hospital schools have been advised by the Education Department to select which teaching posts should be permanently removed with effect from next year.

The board is the negotiating 14-

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member body between the Cape Department of Education and white schools in the Tygerberg area.

The Parow School Board area includes Table View, Goodwood, Durbanville, Parow, Bellville, Kraaifontein and Kuils River.

Mr Moolman said decisions on which jobs should be dropped would have to be made by school principals and school committees.

Teachers who were phased out, at white schools because of falling enrolment figures and who did not take up new posts, would be entitled to government pensions.



# Blacks more willing to learn new tech

By Michael Chester

Upper-income black families may prove faster off the mark than urban whites in steering the next generation into the electronic age, according to a new survey.

Black parents are also far keener to provide their children with personal computers to learn to cope with the future — probably because of a deeper concern than white parents about the education of their offspring.

These are the key findings of a Markinor-Gallop Poll carried out among white adults in the big metro-

politan centres and higher-income black families on the Reef.

The researchers found that upper-income blacks are already ahead of urban whites in familiarity with electronic banking facilities such as automatic teller machines — and not far behind in the use of video-cassette recorders.

Use of ATMs and video machines, said Markinor, is the first experience being encountered as families meet the electronic revolution — and realise the future necessity of computers.

Upper-income blacks appeared to be far more willing than urban whites to embrace new electronic technology.

Says Mr Nick Green, managing director of the research unit: "Generally, there is acceptance that computers are a good thing for children. However, upper-income blacks feel more strongly than whites that they will have to buy a personal computer for their children to use."

"This probably reflects a greater commitment to their children's education on the part of black parents.

"In the case of blacks, there is a high level of apprehension about computers taking away jobs and that the growth in electronics will emphasise the gap between the rich and the poor."

The researchers found that as many as 47 percent of whites and 39 percent of blacks would like to work from home — and many believe a personal computer should enable them to do so.

EDUCATION

**KwaNatal blueprint**

A blueprint for nonracial education in Natal was released last week by the KwaZulu/Natal Indaba's education committee.

In a covering statement, Indaba Director Dawid van Wyk says the recommendations do not envisage racial equality in education within one year. Nor would they result in lower (white) education standards, or threaten subsidised (white) private schools. Such allegations, he says, are false, as are suggestions that the Indaba favours bussing to enforce racial integration.

In terms of the recommendations, race would cease to be a criterion for admission. However, schools would continue to serve specific geographic communities "which might, or might not be racially mixed." Elected school committees would effectively decide the composition of schools, since they would have authority over language medium, curriculums and staff appointments.

Established by resolution of the Indaba in May 1986, the committee was instructed "in

the first instance" to pen a paragraph for the Indaba's proposed Bill of Rights for Natal.

This was done at the committee's first meeting on June 19 last year and the paragraph reads: "Every person shall have the right to public education in an institution that will cater for his interests, aptitudes and abilities and the Province shall make provision for this right without discrimination: Provided that . . . it may, in providing facilities, distinguish between persons on grounds of language or sex."

It was this paragraph, and a clause in the Bill of Rights which provides for the scrapping of all racially discriminatory laws, that led to misconceptions about the Indaba seeking instant equality in education says Van Wyk. Inequality, he observes, is an outcome of past policy. "The truth is that it is not possible to upgrade all schools overnight. But there will be steady and meaningful progress toward equal education of a high standard."

The committee, chaired by former professor of education at the University of Natal (Maritzburg) Jack Niven, met 18 times and submitted five interim reports during the Indaba's deliberations. Its final report recommends:

- A single ministry bound to principles and objectives broadly similar to those contained in the 1982 Human Sciences Research Council report on education. These include the provision in Natal of "open-ended, nonracial, public education which re-

spects and protects the language and cultural rights of all its inhabitants;" priority to eliminating racial inequality in the training of teachers and continued assistance to private schools;

□ An administrative hierarchy consisting of a Provincial Education Council, which must advise the minister and co-ordinate and monitor education planning; regional co-ordinating committees responsible for physical planning and financial control; and school committees, which may decide on the language of instruction, participate in selecting staff and the subjects to be taught.

□ Private schools which "conform to criteria determined on educational grounds" would be entitled to operate and claim a State subsidy.

Natal's pupil population is estimated in

the report to be 1 713 568, of which 69% is Zulu. Total expenditure on education in the province last year amounted to R959,4m. Per capita expenditure ranges from R2 127 a year on white pupils, to R255 on black pupils and teacher/pupil ratios from 1:17 for whites to 1:48 for blacks.

The report notes that 85% of expenditure on education goes towards salaries, and that government itself is committed to equal pay for equal work. Excluding salaries, an estimated R405m would be required annually to upgrade current expenditure on items such as books, stationery, maintenance, hostels and teaching loans to standards enjoyed by whites. Meeting the estimated shortage of 9 472 classrooms for Zulu pupils would cost some R470m.

According to Van Wyk, the committee

concerned itself with "the principles to underpin a new system" rather than precise detail. "Such things as the precise composition of the council and detailed powers of school committees should be matters for a new Education Act to be passed by the Provincial Legislature.

"The educational criteria for subsidisation for private schools would obviously be the same as those which obtain today — syllabus and standards — and the extent of the subsidy would depend on transfers from central government."

Costs of equalising the system, he added, would have to be met by government. The extent of these costs will be directly addressed in the report of the Indaba's economics committee which is still to be released.



## Ad company offers bursaries

Education Reporter

A Johannesburg advertising company has announced a bursary fund for three black students at the University of the Witwatersrand.

Chairman of Key Advertising, Mr Darryl Phillips, said the bursaries were meant to encourage black participation in advertising and to develop top black management.

The Darryl Phillips Bursary Fund comes into effect next February. Three students from the faculties of arts and commerce who have completed their first academic years will be awarded a bursary worth R10 000 a year. Those interested should write to Box 11553, Johannesburg 2000.

Closing date is June 30.

① 5/2/82

SAIRR slams 'political funding'

Own Correspondent

JOHANNESBURG. — The SA Institute of Race Relations (SAIRR) has condemned the Kagiso Trust's rejection of R40 million in humanitarian aid which it said could have been used to fund some of the 8 000 bursary applications it had received this year.

Although director Mr John Kane-Berman did not mention the trust by name, he said it was "tragic that particular political viewpoints had been allowed to enter into educational funding". Kagiso Trust negotiators Dr

Beyers Naude and Mr Ahmed Dango recently rejected the R40 million being offered by European governments after a disagreement with the donors over how the funds would be administered, and over the EEC's insistence that they be used for strictly "humanitarian" and not "political purposes". The South African negotiators argued it was impossible to separate the two in South Africa.

"We have had more than 8 000 applications for bursaries this year and have been able to satisfy fewer than 10% of these. It is heartbreaking to have to turn so many people down," Mr John Kane-Berman said.





Mrs Edna Freinkel ...  
"inexcusable that school  
leavers can't read."

## She leads way to better literacy in SA

By Sol Makgabutlane,  
Education Reporter

A notice is fixed to the door of Mrs Edna Freinkel's Germiston South office. "Loving principal"

"Every time I look at it it reminds me how I should be," she says.

Mrs Freinkel has devoted 30 years to improving the art of reading among black and white South Africans, adults and children.

"Reading can and should be used to increase understanding and respect among people," she says.

Mrs Freinkel, principal and co-founder of the multiracial Rebecca Ostrowiak School of Reading, was the only South African to speak at the recent Third International Symposium on Encouraging Reading held under the auspices of the Jerusalem International Book Fair.

Her topic was "Is it literature or the way that it is taught that affects co-existence?"

"I based my talk on the premise that whether it is the Bible, a book like 'Cry the Beloved Country' or a newspaper article, it is the teacher's approach that will guide students towards prejudice or harmony."

She said the emphasis of the symposium was the improvement of race relations through reading.

The conference was lively, with speakers from several countries.

"An Austrian delegate, Dr Richard Bamberger, suggested that there should be a world library of simple, interesting books about people in every country — their way of life, their norms, beliefs and indigenous legends."

### PROGRAMME

"These should constantly be shuttled from one country to another so that children can grow up knowing and respecting other nations, races and creeds."

Mrs Freinkel, whose school has five "qualified reading specialists and five others still in training", has brought out a programme which can be used at home. The programme includes books, guides and explanatory cassette tapes.

Its aim is to enhance learners' fluency in English spelling, comprehending, memory training and writing.

White and black parents who want to improve their children's reading skills are often invited to workshops at the schools to discuss common problems.

"I find it inexcusable that children are being allowed to leave schools still not knowing how to write or read properly."

But it was not only children who needed help. "We found there's a huge army of functionally illiterate white adults in South Africa. This affects their marriages because they have a chip on their shoulder. It also affects the child-parent relationship because sometimes a parent is unable to help their children with homework."

"They say the white literacy rate in South Africa is 95 percent. This is just not true. Because one has gone to school does not mean that a person can read, write, study, comprehend, memorise or spell adequately. Many of them can't even fill in job application forms."

Mrs Freinkel can be reached at (011) 873-1012.

CAPE TOWN  
1/5/87

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# Minister rescinds move on schools

By CLARE HARPER

HOURS after the promulgation yesterday of a regulation obliging principals of coloured schools and colleges to report students who commit acts of intimidation to police, the chairman of the Ministers' Council of the House of Representatives, the Rev Allan Hendrickse, withdrew it.

The regulation, which appeared in yesterday's Government Gazette, was according to Mr Hendrickse "declared inadvertently" and "was being rescinded immediately".

## 'Error'

The notice, signed by the Minister of Education and Culture, Mr Carter Ebrahim, said principals "shall forthwith report to the police any person who commits any act (at the school or college) which, in the opinion of such principal or head, constitutes an offence under the Intimidation Act of 1982".

In a statement Mr Hendrickse said "the particular regulation was not approved by the Ministers' Council and must be seen as an error".

It was "immediately withdrawn", he said.

Education bodies yesterday expressed surprise over the move.

## 'Estranged'

Before the withdrawal, the president of the Cape Teachers' Professional Association, Mr Franklin Sonn, described the regulation as "outrageous and provocative".

He said the regulation would have "finally estranged principals from their students, and teachers from their community".

After the withdrawal, Mr Sonn said: "It's about right, because further repression is not going to help anybody. In the light of this we have withdrawn instructions to our lawyers."



# UCT closed today, blacks schools deserted

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THE senate of the University of Cape Town resolved at a special meeting yesterday to close UCT today "given the recent events on the campus" and "in solidarity with those calling for democratic change and an end to violence".

Many black schools in the Peninsula were deserted yesterday, as were schools in Port Elizabeth, Soweto and Durban.

The universities of the Western Cape, the Witwatersrand and the North have also been closed following special senate meetings at the respective campuses.

And last night lectures at the University of Durban-Westville were suspended till Monday in an attempt to prevent outbreaks of violence on the campus.

Meanwhile, the two-day boycott of lectures called for yesterday and today did not disrupt lectures at the University of Natal's Durban and Maritzburg campuses, according to a university spokesman.

The council of Wits University closed the campus "to protect staff and students

from harm and the university property from damage".

In a separate statement released by the senate of the university the academics condemned the police action on Monday.

The acting chairman of UCT Council, Mr Justice M A Diemont, said in a statement that he decided to close the university on the advice of the Vice-Chancellor, Dr Stuart Saunders, and the senate.

Meanwhile, a statement released yesterday by 49 academics at Wits, including four deans, indicated their distress at the SABC's version of Monday's events at the university.

Earlier in the day, many UCT students boycotted classes and held a mass meeting of the student body in the Jameson Hall, where students resolved to call on Dr Saunders to close the university and thereby cancel today's proposed march.

Following the meeting, about 200 students filed out of the hall and along University Avenue, where two delegates from

among the marchers went into classes informing those attending lectures of the stayaway call.

Speakers from the United Democratic Front and the National Union of South African Students (Nusas) from the University of Stellenbosch addressed students later at a luncheon votes-for-all rally. (Pictures, page 3.)

□ The Joint Academic Staff Association of the University of Natal expressed its firm support for all those at UCT, the principal, staff and students who protested against the police action on campus.

□ The University of the Witwatersrand is closed today in protest against campus violence on Monday during which 121 students were arrested, and to protect staff and students from harm.

At the University of the North, a total two-day boycott began yesterday. A source at the university said police had visited the campus briefly but left without incident.

†THE DEPUTY MINISTER OF INFORMATION (for the Minister of Constitutional Development and Planning):

The total amount in respect of arrear rent and service charges for which figures are available as at 31 March 1987 is R271 584 554.

Separate figures for (a) rent and (b) service charges are not available.

†Dr W J SNYMAN: Mr Chairman, arising out of the hon the Deputy Minister's reply, I want to ask him whether he can tell the House why separate amounts for services and rents are not available.

†THE DEPUTY MINISTER: Mr Chairman, once again I am not in a position to reply to that question. I shall appreciate it if the hon member would place it on the Question Paper.

\*16. Dr W J SNYMAN—Constitutional Development and Planning [Reply standing over].

Own Affairs:

Provincial education councils

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether a date has been set or suggested for the coming into operation of the provincial education councils; if not, why not; if so, what is this date;

(2) whether any organisations were consulted prior to the setting of this date; if not, why not; if so, what organisations;

(3) whether, prior to this date, the functions of these provincial education councils are being performed by another body; if so, by what body?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. The education councils are in the process of being constituted and it is planned that they be implemented on 1 August 1987.

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(2) No. Such consultation beforehand is in practice quite impossible.

(3) No.

School hostels: vacant places

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

What was the total number of vacant places in school hostels for (a) male and (b) female pupils at schools falling under the control of his Department as at the latest specified date for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Natal 87-04-30	849	582
Cape 86-12-31	4 156	4 368
OFS 87-05-20	1 316	1 173
TEDE 87-01-20	5 864	5 041
Total	12 185	11 164

Married women teachers

\*3. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether (a) his Department and/or (b) the provincial education departments employ or employed married women teachers in a temporary capacity; if so, how many were so employed as at the latest specified date for which information is available;

(2) whether any married women employed as temporary teachers have had their services terminated as a result of their marital status; if so, (a) how many, (b) for what reasons and (c) in respect of what date is this information furnished;

(3) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND CULTURE:

(1) (a) and (b) Yes.  
732—Natal 87-05-01  
4 699—TEDE 86-09-30  
1 475—Cape 87-02-10  
1 293—OFS 87-03-01.

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(2) No.  
(a), (b) and (c) fall away.

(3) No.

For written reply:

General Affairs:

Pamphlets

7. Mr P G SOAL asked the Deputy Minister of Information:

Whether the Bureau for Information produced any pamphlets during the course of the past three months; if so, (a) what was the (i) title and (ii) cost of each such pamphlet, (b) on what date was each printed and (c) how many copies of each were printed?

The DEPUTY MINISTER OF INFORMATION:

Yes

(a) (i) (aa) 1st Friday in May.

(bb) Message by the State President.

(cc) Message by the State President The Hon P W Botha.

(dd) Purpose and function of the Bureau for Information in the Northern Cape.

(ii) (aa) R1 400.

(bb) R18 000.

(cc) R20 000.

(dd) R40.

(b) (aa) 25 April 1987.

(bb) 4 May 1987.

(cc) 2 May 1987.

(dd) February 1987.

(c) (aa) 46 000.

(bb) 1 300 000.

(cc) 500 000.

(dd) 2 000.

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Decentralisation incentive benefits

45. Mr J J WALSH asked the Minister of Constitutional Development and Planning:

Whether any industries that have been awarded decentralisation incentive benefits (a) have had these incentive benefits (i) removed and (ii) reduced, (b) were place-bound industries and (c) have since ceased to operate; if so, (aa) how many in each case and (bb) in respect of what date is this information furnished?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(a) (i) A total number of 110 firms have been notified that the incentives which they presently enjoy will be phased out over a period of two years ending on 31 August 1987 and, in the case of one company, on 30 June 1987. In the case of a number of firms falling under the sawmilling industry the incentives will be withdrawn only in respect of part of their production, namely wet sawmilling, which does not qualify for incentives while certain secondary stages of processing do qualify.

(ii) A total of 124 firms have been notified that certain components of the incentives package granted to them will be phased out. In the case of producers of certain cement products and tombstone manufacturers the transport rebates will be withdrawn on 31 August 1987 and in the case of industries established at coloured and indian preference employment points the long term incentive will be withdrawn on 29 February 1988.

(b) The withdrawal of the incentives of the 92 firms mentioned in (a) (i) above and of 38 of the firms mentioned in (a) (ii) above. A total of 130 firms, is being affected in terms of multilateral guidelines on the consideration of applications for incentives by material orientated and local-

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Education - General

1987

JUNE.

# Money won't solve crisis in education?

By Sol Makgabutlane,  
Education Reporter

Leading black educationists have welcomed the increase in expenditure for black education, but have said that money alone will not solve the crisis in their field.

Some said the establishment of a single education Ministry would drastically cut the costs of education in South Africa.

Finance Minister Mr Barend du Plessis granted education 19,6 percent of the entire Budget, which is almost 20 percent higher than last year.

This will result in an increase of about 40 percent in expenditure on black education. The budget for the coming financial year will rocket to R1 487 million, compared to R1 132 million in the current year.

Mr Leepile Taunyane, president of the Transvaal United African Teachers Association (Tuata), which has 33 000 members, said:

"Fine, the increase is okay, but the cry has always been for equal education. The amount of money put into black education is welcome."

But to a large extent blacks were interested more in the content of education, he said.

They would show greater appreciation if more could be done to develop black education and to bring it on to a par with the education of other racial groups.

"It must be an education system that prepares the black child not only for citizenship in a new, broader South Africa, but a system that enables him to compete equally in the labour market and to contribute positively to the manpower needs of South Africa."

Mr Fanyana Mazibuko, Soweto educationist and director of the University Preparation Programme Trust, said:

"One has to look at this (the Budget increase) in relation to what the present budget of white education is.

The increase will make a positive contribution in solving the material problems in black schools but non-material prob-

lems will never be solved. Black people will always be suspicious of racially segregated education."

Mr H H Dlamlenze, secretary-general of the African Teachers Association of South Africa (Atasa), said:

"The provision of money in itself may be the right thing, but the core of the problem is concerned with the training of teachers. Also, so long as education remains segregated, one cannot expect it to be equal."

Mr Raschin Naidoo, publicity secretary of the Azanian Students Movement, said:

"We regard the increase in black education expenditure as giving further support for an education system that has been vehemently rejected by the oppressed and exploited masses of this country."



# Closing racial gap

SMC  
4/6/87  
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By Janine Simon

The 86,93 percent increase in funding for education of black handicapped children has been welcomed as a move to redress the huge backlogs in the area.

The increase, to R22,2 million, was announced in an explanatory memorandum by the Department of Education and Training following yesterday's Budget speech.

According to Mr Lage Vitus, director of the South African National Council for Mental Health, almost 60 percent of the needs of white handicapped people were being met while only six to seven percent of the needs of handicapped blacks were met.

"Until now education facilities for mildly handicapped black children — and the majority of handicaps are mild — have not existed," he said.

"I am very pleased that the Government is realising that the absence of special education is a major hazard for South Africa."

Sept 4-9/69

# Police probe NECC (9)

THE NATIONAL Education Crisis Committee (NECC) is being investigated by the police for an alleged contravention under the Fund-raising Act.

Police confirmed this week that a docket had been referred to the attorney-general's office for decision.

The NECC's attorney, Mr Krish Naidoo, said police had taken statements from certain people.



SD

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10/5/87

# 1986 stable year for schools says minister

**By NCEBA NDULAMA**  
at the Ciskei  
National Assembly

**BISHO** — The year 1986 could be regarded as the year of stabilisation in Ciskei's secondary schools, the Minister of Education, Mr B. N. Pitso, told the National Assembly in his policy speech yesterday.

He said the majority of schools in various circuits functioned and operated for the whole year. He added that he was pleased to announce that all secondary schools in Ciskei were functioning in full force.

"For the return to normality any department

is indebted to the guiding hand of His Excellency the President who in our moments of stress proved a source of encouragement and inspiration."

He said the police and security forces could never be thanked adequately for their assistance and co-operation during the stability and normalisation.

He said the STD results were very pleasing as 56,05 per cent of 8 631 passed the examination. This showed a marked improvement on the 1985 results when the pass rate was only 37 per cent, he said.

The Std 10 results in

1986 showed a pass rate of 53,86 per cent as against 35,86 per cent in 1985, he said.

He said 12,4 per cent of the successful candidates had obtained university exemptions.

"The general impression is that of satisfaction especially when one takes into consideration that the percentage pass rate of Black Std 10 candidates was 51 per cent," the minister said.

He added that the department was indebted to the parents for the improvement who despite many obstacles encouraged their children to remain in school.

Buthlezi: 50

Educate now

for liberty

Own Correspondent

KWAKHANDISA. — Black students should use education to achieve black liberation and survival, Chief Mangosuthu Buthelezi, Chief Minister of KwaZulu, said here at the weekend.

Addressing a public meeting, he criticized the "radical" slogan "liberation now, education later", citing graduates like Mr Nelson Mandela and ANC president Mr Oliver Tambo as examples of blacks who had overcome the obstacles of black education in South Africa.

Mr Mandela's "heroic path" had "traversed those desolate places of black education and he came through it all triumphant", he said.

Calling on black students to "educate now for liberty tomorrow", he said black democracy was being threatened not only by apartheid, but also by the politics of violence and intimidation and mass poverty.



# A master plan for education

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28/10/87

Post-apartheid South Africa has become a discussion point in many levels of South African society and whenever divisions are spotlighted, education is held up as one of the worst aspects of apartheid.

The principal of the University of Transkei, Professor Wiseman Nkuhlu, outlines his master plan for education in an apartheid-free Southern Africa.

In a speech to the Transkei Teachers' Association conference in Butterworth, Professor Nkuhlu addressed what he calls the wasteful social investment in South African education where there are 17 education departments (including the independent and self-governing states).

He suggested appropriate education expenditure designed for the needs of the country which he believed should be neither capitalist nor socialist, but a social market system (social democracy) founded on the principles of individual freedom, private ownership of the means of production, participatory democracy and social

responsibility of government.

Analysing the imbalances of education expenditure along racial lines, Professor Nkuhlu demonstrates a deracialised situation based on 1985 statistics when there were 8 009 347 pupils doing primary and secondary education in South Africa and the TBVC states.

Expenditure on each pupil varied from R218 in Kwazulu, R272 in Transkei and R2 324 in the Cape Province.

"Had the budget been utilised on a non-racial basis, expenditure per pupil would have been R611. The increased budget for 1987-88, if distributed on a non-racial basis, will yield approximately R1 250 per pupil which is good."

Professor Nkuhlu says there is a strong need to equalise the allocation of funds and to rationalise educational management at all levels, including the utilisation of existing facilities.

"In South Africa, education has been an extremely sensitive issue for more than three decades. The cause of this state of affairs is that during this period, the

government has consistently followed a policy of using education as a means of pursuing political objectives of the minority group in power rather than use it for enhancing the productivity of all the people of South Africa.

"This has led to an economically inefficient system that fails to take into account the long-term interests of the country."

The economic and human costs of this situation, says Professor Nkuhlu, is high as the system fails to develop the potential of many which results in their economic contribution remaining low.

He summarises the state of education as follows:

The Southern African system is economically wasteful because there is unnecessary duplication of administrative structures;

There is no clearly defined generally accepted education plan which takes into account the needs of all the people and manpower needs of the economy; There is a high disparity in expenditure and facilities between white and black schools;

By MATTHEW MOONIEYA



Professor Wiseman Nkuhlu

Teachers in black schools, in particular, are under qualified; There is a high failure and drop out rate in both primary and sec-

ondary schools;

The output of the school system is very low and does not possess the skills and attitudes essential for meaningful participation in the socio-economic process;

Compulsory free education is available only to whites.

"If Southern Africa is to enter a period of reconciliation, consolidation and socio-economic progress after apartheid, it is imperative that there be a comprehensive master plan for education and training.

"Such a master plan should be designed through a process of negotiation and consultation among all the peoples of Southern Africa and must be based on a scientific study of the current situation, the needs of the people, socio-economic development priorities and above all, the availability of resources.

"This should precede all radical changes except the deracialisation of the school system cannot wait. The creation of a single ministry of education is another decision that cannot be delayed."

Professor Nkuhlu

cites the following short-term goals which would have to be adopted:

- Production of a new comprehensive educational master plan setting out objectives, policies and strategies;
- Deracialisation of the education system;
- Equalisation of expenditure on pupils;
- Introduction of compulsory free primary education to all South Africans; and
- Decentralisation of the control of education to regions.

"The adoption of a uniform education system for the whole country coupled with the consolidation of the planning and control of education under a single ministry would mark the end of an era which has caused much pain and humiliation to blacks for over 30 years.

"Above all, resources which now pay for the duplication of services would be available for more productive purposes.

"In general, facilities would be better utilised. The ridiculous situation of overcrowding in black schools while school buildings reserved for whites are half empty

would be something of the past."

Professor Nkuhlu, an economist, argues that equalisation of expenditure of all pupils in the short term does not imply increased state expenditure on education.

"It only means that the budget will not be allocated on racial lines. In my view expenditure on education as a percentage of the total annual budget is already high. Therefore, in attempting to improve the quality of education it would be wrong to focus solely on increasing state expenditure."

In his summary and conclusion, Professor Nkuhlu says education after apartheid should be based on an educational master plan founded on a national development plan.

The objective should be to prepare all South Africans for meaningful participation in the socio-economic development of the country. This entails a focus on appropriate values, attitudes and skills. The planning must be based on accepted educational principles and private sector participation should be encouraged. Education must be free and compulsory.



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SPR 21 6 87

# READ needs R15-m to spread literacy

Education Reporter  
Read, Educate and Develop (READ) — which, together with The Star, pioneered the Adopt-a-School programme — has launched a nationwide campaign to raise R15 million over the next five years.

The organisation's main objective is to improve reading and language skills among South Africans, particularly at school level.

Mrs Cynthia Hugo, READ's national director, said: "Almost half the children in South Africa cannot read. Of black school-leavers, almost half cannot read or write at a level to help

them acquire the skills needed in modern urban society.

"By improving reading and language levels among South Africans, we will help achieve the communications skills necessary to cope with the complex demands of modern society."

READ has so far reached 1 000 schools, but this is only eight percent of the 12 800 South Africa's black schools.

READ's activities in teaching effective communication include:

- Co-operation with teachers' colleges.
- Helping companies install libraries for employees and run supplementing literacy classes.

● Teaching parents to encourage their children to read.

Mrs Hugo said schools were the most cost-effective method of reaching the greatest numbers of children.

"The organisation's methods are based on a systems approach. We get commitment from all parties concerned before launching new programmes. We analyse students' academic and development needs to establish the books and aids needed.

"We stock libraries with carefully chosen books and train staff at schools to monitor pupils and parents in the use of books."

She said READ's entire operation cost about R½ million annually.

"One way READ would like to tackle the general upgrading of black education positively in South Africa is to establish six regional models in strategic locations. This would cost about R10 000 a school, or R10 a child.

"We would need to finance the scheme for five years to achieve meaningful results," she said. "Working on a cost-escalation of 16 percent a year this works out to R2 476 000 a model, or a total of under R15 million for six models."

Each model would be devised at regional levels in full consultation with the black community.

Mrs Hugo stressed that there was every justification for the private sector to finance such an educational project. "Firstly, there is the need for an educated workforce and, secondly, there is the need for social stability in order to operate profitably.

"Once the regional models have proved their worth, this would be the time for the private sector to lobby the Government to provide the funding to maintain the operations and to establish additional centres."

READ, formed eight years ago, is a nonracial, non-profit organisation that is funded entirely by the private sector. It has 35 employees countrywide, but most are based at READ's head office in Braamfontein, Johannesburg.



# College gets grant

CP Reporter

28/6/87  
A GRANT of R660 000 has been given to St Barnabas College in Bosmont, Johannesburg, by the Kellogg Foundation, in support of the school's compensatory education program.

Michael Corke, headmaster of the school, said the grant would be used to purchase special computer equipment, employ a specialist teacher in compensatory education and for student scholarships.

"The non-racial policies of the school have been implemented over many years and the school has developed into a microcosm of a community which will reflect SA as a whole one day," said Corke.

In a statement released earlier this year, Dr Russel G Mawby, chief executive officer of the Kellogg Foundation, said as many people in Southern Africa had not had equal education opportunities, the foundation's commitment to education was appropriate for reaching out to people in Southern Africa.



DD. 25/6/87

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# It's the younger ones who need most attention

It has always seemed to me strange that, in 10 years of Establishment wailing and gnashing of teeth about the low educational standards of 16-year-old school-leavers, so little has been heard about school beginners.

Five-year-olds are the raw material with which the teachers, who are so often blamed for all our national ills, have to work.

And, while politicians and educationists have concentrated on secondary schools, there has been a startling growth in the already large body of evidence corroborating the old Jesuit maxim, "Give me a child for the first seven years, and you may do what you like with him afterwards."

Indeed, much modern research suggests that the Jesuits could safely part with their charges even earlier, and that teachers may have only a slim chance of turning an untutored, five-year-old sow's ear into a silk purse. The Har-

have been largely

sceptical about the value of pre-school education and British politicians have missed the point of it, regarding it as an optional and for working mothers rather than a vital resource for growing brains.

With the publication of this month by the Oxford University Press of Osborn and Milbank's book, *The Effects of Early Education*, these attitudes must surely change. For this is the first British study to show conclusively that nursery schools and playgrounds give children a lasting educational advantage.

Based on data from the national Child Health and Education Study of all the children born in Britain in one week during 1970, plus a 1975 survey of all pre-school institutions and a battery of tests on the children

at five and 10 years, the study offers a unique evaluation of Britain's eccentric and haphazard arrangements for the under-fives. The policy implications are often surprising.



Pre-school children are a precious national resource ... but do we pay enough attention to their educational needs?

For example, small playgrounds run from somebody's dining-room consistently produced the best results, and nursery classes tacked onto primary schools — currently the favoured technique for improving our notoriously skimpy state-provided nursery education —

consistently produced the worst. Local authority nursery schools, as opposed to classes, were seen to perform creditably after allowing for the fact that they specialise in poor and problem children.

(There are so few places that there is only room for "priority" cases). Children did not learn to be particularly well there, but they did learn to think. At 10, they were still well ahead of non-attendees in reading and maths. Osborn and Milbank found

that any sort of early education is better than none, but before local authorities use this book as an excuse to close nursery schools and disperse the expensive trained staff, and opt for sponsoring cheap playgrounds using free labour (mothers) instead, they should heed the researchers' warning: well-educated, middle-class mothers may be able to make the most of a playground with a small number of well-adjusted children, but the hard cases in state nursery schools need trained staff who can

compensate for the children's inauspicious background.

Above all, we must urgently review the way that nursery classes in primary schools are run. If they are treating three-year-olds like five-year-olds, as Osborn and Milbank suspect, it is no wonder they fail.

Neurophysiologists and psychologists now believe the brain of a child passes through distinct stages associated with specific kinds of learning, after which it will never be easy — may even be impossible — to mas-

ter these things. Thus, missing the boat with, say, language in infancy may mean missing the boat for life.

Primary teachers have been ticked off by headmistresses and college tutors for teaching five-year-olds to read, because "the first year of school is for teaching children to relate to one another." Goodness, did Maria Montessori not teach children to do both these things, and more besides at an earlier age, back in the early 1900s?



# 'Phambili' Natal education



CP Correspondent

CAMPAIGNS to beat the black education crisis and promote a self-help philosophy have received a double boost from two associated initiatives.

Progress was spelt out in an interview in Durban by Professor Fatima Meer, director of the Institute for Black Research and an internationally noted sociologist, and by the Natal Education Organisation.

Meer, in conjunction with NEO, has established the first black-controlled non-racial private school in

Durban and is running a project to supplement school tutorial classes.

The project has centres in Ndwedwe, Inanda, Ohlange, central Durban and the University of Natal.

More than 1 200 students come from all over the greater Durban area to attend NEO's tutorial project every Saturday. The full-time school has 430 Std 9 and 10 pupils.

NEO's school has been named Phambili Institute (Phambili meaning forward) and is presently financed by the US Agency

for International Development Aid.

This funding has made it possible to acquire a 16-classroom school building in the centre of town within easy reach of the main transport services. The building has been renovated at US Aid expenses.

The school has a library, a small theatre, two laboratories (physics and biology), two resources centres (audio-visual and computer), a principal's office, staff room, sick bay and store room. "We have a complement

of more than 42 trained graduate teachers. They are men and women of all races with a high sense of commitment," said Meer.

There are about 3,5 million people in the greater Durban area and only about one million of these are employed. Almost half of the entire greater population lives in the "informal" peripheral areas.

A leading South African campaigner for civil liberties, Meer indicated that NEO could soon establish a chain of tutorial centres

throughout Natal.

Meer said that African education had been in a state of acute disrepair since 1976.

She said that NEO had embarked on the long-term project to improve both the quality and role of African matriculants.

It also wanted to ensure that every African matriculant was trained at a post-matriculation level to acquire the necessary training to play a determining role in the organisation and government of the new society.



Prof Fatima Meer



# Nearly 1,7 million with little or no schooling

By ROGER KENYON

LAST year, 13-year-old Martha Snyders was top of her class at a school on a farm near Montagu in the Overberg.

She was in Std 5 and should have had another five years of schooling ahead of her, but the closest high school was nearly 80 kilometres away in Robertson.

Her farm-worker parents couldn't afford boarding fees, so she was forced to drop out of school.

This bright child has now found work as a domestic servant.

Martha is typical of some 640 000 children at farm schools throughout South Africa.

The Government, which should be responsible for ensuring a basic education for all our children, is not facing up to its duty.

Even though teachers are often dedicated and farmers generous with aid, most black and coloured children in rural areas are given a hopelessly inadequate education.

Worse, it is estimated that another one million children have no access to schooling whatsoever.

"There are few things more tragic than a child being robbed of its potential," says Mrs Margaret Gaganakis of the University of the Witwatersrand's Education Department, who has just completed a study on farm schools.

"Yet this is happening to hundreds of thousands of children who have no legal right to schooling.

"Simply, if there is no school on a farm or nearby, the children get no education."

There are some 6 300 Government-registered farm schools — including fully 68% of the country's schools for blacks.

Typical is a school called Tsebong (South Sotho for "Place of Wisdom") in the Free State.

Here, in a whitewashed block under a tin roof, are six classrooms for 156

## Plight of South Africa's farm school pupils



pupils.

Though in the shadow of Sasol I and the powerhouse of Vanderbijlpark, the only available electricity comes from a hand generator which is not used during the day.

In one classroom, a teacher has 50 Std 1 and 2 children huddled into desks bought by the farm from a white primary school that had discarded them.

The children are fresh-faced and eager to learn.

The Std 1s share reading books: there are not enough to go around.

At the same time, the teacher tries to get the older ones to concentrate on arithmetic.

For these children, there are no text books at all: the Department of Education and Training (DET) has not sent any.

The whole lesson has to be written on the blackboard and the children copy the exercises on to note pads.

All the stationery, from chalk to notepads, was bought by the farm because the free issue has not been delivered.

Headmaster Mr Moses

Thekiso has given up complaining to the department.

"Compared with other farm schools, we're well off," he says.

"Even our six teachers are better qualified than most, and only three of them have matric.

Unfortunately, the majority of lower-qualified teachers are sent to farm schools.

No matter how enthusiastic a teacher is, there is no substitute for basic training.

Facilities at Tsebong are better than most.

Many schools consist of a couple of cramped whitewashed rooms, often with broken windows and cold concrete floors.

Some children have no desks or seats and sit and write on the floor.

The farmer pays half the building costs, and his annual State maintenance grant falls far short of expenses.

The farmer or a nominee, such as a minister of religion, is expected to manage the school.

Teachers' salaries and equipment costs are State-funded.

However, the farmer interviews teachers, provides housing for them and handles their salaries — wielding awesome influence.

The Government has pledged itself to equal education through similar syllabuses for both black and white children, yet as Mrs Gaganakis points out, "with such inadequate facilities and poorly qualified teachers, how can farm school pupils and their teachers possibly cope?"

While the budget for black education has been boosted by 148% during the past four years, little of this money has filtered through to farm schools.

Most of the increased expenditure went to improve teacher-training facilities — often inaccessible to rural teachers hundreds of kilometres from the nearest college — and classroom building programmes.

Since farm schools are only erected on the initiative of the farmer, fewer than 500 new classrooms were built on farms in 1985 compared with more than 2 000 in the urban areas.

The Government owes a great debt to South African farmers for taking on the responsibility of — and often nurturing — a system that was foisted on to them.

The time has come for them to get out of the business of education and for the State to take over its rightful responsibility.

(By arrangement with Reader's Digest.)



what are the names of the (aa) publishers and (bb) publication in question?  
The DEPUTY MINISTER OF INFORMATION:

(a) No.		
(b) (i) (ii) (iii) The Bureau for Information from time to time when approached, gives assistance to private organisations and individuals within the constraints of available manpower. It is also the policy of the Bureau not to reveal the names of organisations and individuals who request assistance from the Bureau as the willingness of such organisations and individuals to approach the Bureau might thereby be prejudiced.		
<b>Organised strikes</b>		
217. Mr A GERBER asked the Minister of Manpower:†		
How many organised strikes by (a) Whites, (b) Blacks, (c) Coloureds and (d) Indians occurred in the Republic in each specified year from 1980 up to and including 1986? The MINISTER OF MANPOWER:		
(a), (b), (c) and (d) Particulars on the number of organised strikes and by whom they were organised are not available.		
<b>Unemployment insurance fund contributions</b>		
231. Mr J J WALSH asked the Minister of Manpower:		
What amount was paid to each of the four independent Black states in respect of unemployment insurance fund contributions by citizens of those Black states during the latest specified 12-month period for which information is available? The MINISTER OF MANPOWER:		
<i>Bophuthatswana</i>		
1.1.86-30.6.86	R3 989 529,91	
1.7.86-31.12.86	R4 459 926,63	
1.1.87-31.5.87	R4 551 840,31	
Total.....	R13 001 296,85	
<i>Ciskei</i>		
1.1.86-30.6.86	R1 924 830,33	
1.7.86-31.12.86	R2 011 286,96	
Total.....	R3 936 117,29	
<i>Transkei</i>		
1.1.86-30.6.86	R8 232 067,08	
1.7.86-31.12.86	R9 439 907,44	
1.1.87-31.5.87	R9 729 611,18	
Total.....	R27 401 585,70	
<i>Venda</i>		
1.1.86-30.6.86	R686 931,13	
1.7.86-31.12.86	R804 597,19	
1.1.87-31.5.87	R760 426,71	
Total.....	R2 251 955,03	

**Own Affairs:**

**Primary/secondary schools**

28. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

What are the criteria applied by his Department in determining the number of teaching staff allocated to (a) primary and (b) secondary schools for Whites? The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) The criteria for the determining of the number of teaching staff allocated to (a) primary and (b) secondary schools are contained in uniform staffing scales which are related inter alia to the pupil/teacher ratios and which are currently approximately 24:1 for primary schools and 18:1 for secondary schools. Due to financial and staffing implications for the provincial education departments, it has not been possible to implement the staffing scales fully.

29. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

What subsidy was paid by his Department in respect of the purchase of text-books for (a) primary and (b) secondary schools for

Whites in each of the latest specified three financial years for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

	1984/85	1985/86	1986/87
OFS	360 000	600 000	618 400
Natal	540 000	900 000	927 600
Cape	399 000	393 000	354 000
Transvaal	777 000	919 000	1 099 000
(1)	1 214 673	1 488 402	1 338 964
(2)	3 494 021	5 505 611	5 044 491
(3)	570 313	837 573	790 344
(4)	6 215 621	6 118 385	6 148 029
(5)	11 899 680	12 288 433	13 668 517

**Amount spent on education**

31. Mr A GERBER asked the Minister of Education and Culture:†

What average annual percentage of the total State budget was spent on White education in the periods (a) 1951 to 1960, (b) 1961 to 1970, (c) 1971 to 1980 and (d) 1981 to 1986? The MINISTER OF EDUCATION AND CULTURE:

On account of the divided control of White education before 1 April 1986 the information requested in regard to the period before April 1986 is not readily available. The following data are provided.

Financial year	Percentage of total budget
1986/87	9,196
1987/88	8,942

**Redundant teachers**

32. Mr J VAN ECK asked the Minister of Education and Culture:

(1) Whether any (a) high and (b) primary school teachers employed by his Department were made redundant in (i) 1986 and (ii) the first term of 1987; if so, (aa) how many in each case in each province and (bb) what subjects were being taught by the high school teachers at the time of their being made redundant;

(2) whether any of these teachers were subsequently employed in another capacity within his Department; if so, (a) how many and (b) in what capacity was each of these teachers employed in each province?

The MINISTER OF EDUCATION AND CULTURE:

	1986	1987
(1) (a) (i) and (ii) Yes.	34	0
(b) (i) and (ii) Yes.	67	0
(2) (a) (i) and (ii) Yes.	0	0
(b) (i) and (ii) Yes.	15	3

22/6/87

Howard

22/6/87

Howard

HOA

22/6/87

HOA

22/6/87

Howard

EP 2/19/87

# Naude: Whites at root of 50 education crisis

By MICHEL DESMIDT

THERE could be no solving of the crisis in education until a solution was found to the country's political problems, Dr Beyers Naude, the general secretary of the South African Council of Churches, said in Port Elizabeth today.

Dr Naude addressed a capacity audience at the Dower Training College Hall on the final day of the 20th annual congress of the Cape Teachers Professional Association's 20th annual congress.

He said the crisis was not restricted to black education but struck deeply into the heart of white education, because white educationalists were unaware of the depth of the crisis. On the other hand, their black colleagues had perceived the problems and were striving for solutions.

A fundamental process of change was taking place in South Africa in outlook and the search for a new vision. It would be the white community who would bear the brunt of change since they were ignorant of the struggle.

The education crisis had resulted in whites accepting discrimination as the norm and had led to their misguided perception that whites were "more worthy, had a higher potential intelligence and a richer culture" than other ethnic groups.

This philosophy, embodied by the Verwoerdian doctrine of "whites above, blacks below" made it easier to justify inferior black education.

Although there had been some efforts within the system to implement change, the differences in expenditure per pupil between the race groups highlighted the extent of discrimination.

In 1982/83 annual expenditure per black pupil was R148, R1 200 for whites, R498 for coloureds and R711 for Asians. In 1985/86 black pupils received R290, whites R2 160 and coloureds R818. Figures for Asians were not available.



(ii) failed their examinations in all subjects at the end of the year? **The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

	(i)	(ii)
(a) University of Zululand	244	78
University of the North	40	321
Medical University of Southern Africa	12	25
Vista University	830	925
(b) University of Zululand	19.8	6.3
University of the North	2.75	22.14
Medical University of Southern Africa	2.85	11.16
Vista University	12.5	13.9

**Per capita expenditure**

40. Mr R M BURROWS asked the Minister of Education and Development Aid:

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on Black school pupils in the 1985-86 financial year?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (a) R387.02
- (b) R303.23

*Own Affairs:*

**State housing sale**

16. Mr P C CRONJÉ asked the Minister of Local Government, Housing and Works:

(a) How many houses had been sold by his Department in each province under the State housing sale announced by the then Minister of Community Development on 3 March 1983, as at the latest specified date for which figures are available and (b) how many houses remained to be sold in each province as at that date?

**The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:**

H.O.A.

18/6/87

18/6/87

**FRIDAY, 19 JUNE 1987**

†Indicates translated version.

*For written reply:*

*General Affairs:*

**Group Areas Act**

5 Mr S S VAN DER MERWE asked the Minister of Law and Order:

How many investigations had been held by the South African Police into alleged contraventions of the Group Areas Act, No 36 of 1966, since 1 January 1987 as at the latest specified date for which information is available?

**The MINISTER OF LAW AND ORDER:**

394 cases until 30 April 1987.

**Joint management centres**

9. Mr P G SOAL asked the Minister of Law and Order:

With reference to his reply to Question No 114 on 20 February 1987, (a) what are the names of the members of each of the eleven joint management centres, (b) on what basis were they appointed and (c) what tasks do these members perform in these joint management centres?

**The MINISTER OF LAW AND ORDER:**

(a) and (b) I refer the honourable member to my reply to written questions numbers 114 and 565 which I regard as sufficient.

Sandra Steward

10. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, was detained in terms

of the emergency regulations in 1986; if so, (a) when, (b) where and (c) what is the name of this person;

(2) whether he received a request from or on behalf of this person to furnish reasons for her detention; if so, when;

(3) whether he has furnished this person with such reasons; if not, why not; if so, on what date?

**The MINISTER OF LAW AND ORDER:**

(1) Yes.

(a) 14 June 1986.

(b) The Female Prison, North End, Port Elizabeth.

(c) Sandra Steward.

(3) Falls away.

*Note:* This person was already released from detention on 5 September 1986.

**Gold/silver/platinum**

107. Mr C J DERBY-LEWIS asked the Minister of Economic Affairs and Technology:

How many fine ounces of (a) gold, (b) silver and (c) platinum were (i) mined and (ii) marketed in 1984, 1985 and 1986, respectively?

**The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:**

	1984	1985	1986
(a) (i)	21 861 000	21 524 000	20 514 000
(ii)	Classified information.		
(b) (i)	6 978 907	6 699 708	7 172 113
(ii)	7 625 159	7 077 593	7 629 781
(c) (i)	Classified information.		
(ii)	Classified information.		

(ii) Classified information.

(b) (i) 6 978 907 6 699 708 7 172 113

(ii) 7 625 159 7 077 593 7 629 781

(c) (i) Classified information.

(ii) Classified information.

**Uitenhage: crime**

123. Mr D J N MALCOMESS asked the Minister of Law and Order:

Uitenhage: crime

19/6/87

19/6/87

**EDUCATION**

Mr Franklin Sonn

## Teachers call for change in school system

**The Argus Bureau**  
**PORT ELIZABETH.** — Apartheid was labelled the root of all evil in South Africa at the Congress of the Cape Teachers Professional Association here.

Delegates were told yesterday that apartheid in education had a "devastating effect on children" and contributed to polarisation.

A unanimous motion was adopted rejecting apartheid education and its destructive consequences, "compounded by the oppressive and inefficient manner in which it is dispensed under the tricameral system of government".

### Demand

The congress demanded one system of education for all.

Mr D Roberts of the University of the Western Cape said until apartheid was removed there could be no significant change in South Africa.

"When it comes to apartheid the Government plays with words but has done little other than confuse."

Mr George Strauss said children should be taught they were equal.

### Rewritten

"History books have to be rewritten to show South African history did not start with the arrival of Jan van Riebeeck."

Several teachers spoke of problems they had with textbooks, saying the children they taught could not relate to pictures and illustrations relating to white communities.

"People's education" was discussed widely.

Mr Randall van den Heever, deputy president of the association, said he preferred the term "alternative education".

### Democratic

"Alternative education must be democratic, offering a system catering for all population groups.

"This has to be reflected in textbooks and it would be pointless simply to replace a 'white' syllabus with a 'brown' one."

Afrikaans should not simply be seen as the language of the oppressor but as a language of freedom, which could be used to teach children about "the Mandelas and Bikos of this world."

Mr Franklin Sonn, president of the association, said strife in black education stemmed from the teacher's conflicting tasks.

### Must choose

"As the liberation struggle increases teachers may reach a stage where they must choose between being rejected by either the authorities or the community.

"Commitment means dealing with your individual position. You can't use the language of apartheid and claim to be part of the liberation struggle."

The congress decided seminars should be held and publications prepared to lay the groundwork for a workable alternative education system, without lowering or dropping standards.



EP 12/6/87 SR.  
(50)

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# Appeal for all Govt education depts to set up co-ordinated sex education plan

12 July 1985

CAPE TOWN — All Government education departments should investigate and set up a balanced, responsible, co-ordinated programme of sex education, commencing in primary school, Mrs A C Routier, said yesterday.

Speaking in the debate on the report of the Committee for Social Affairs on the youth of South Africa, she said she considered it a national priority to prepare suitable staff and curricula to undertake this important task.

Statistics showed that more than 500 000 black school children entering school in a particular year would not go beyond standard five.

Each one was a potential parent but did not have the economic resources to bring up and educate their babies.

"So, if these children are to be reached, authorities must enlighten them before that time."

In recent surveys by two women's magazines, South African teenagers showed a crying need for more information.

"And these are children

whose parents are in a class which can afford glossy magazines."

A well-known Afrikaans editor visited a leading high school in Cape Town in the past few weeks and was horrified at the total ignorance of certain 15-year-olds.

"To those children the 'birds and the bees' were things that flutter around flowers and trees. One 14-year-old wrote asking if she could become pregnant by kissing," Mrs Routier said.

Among the black leaders she spoke to some "went so far as to plead that suitable instruction be given to their children".

They felt that in traditional extended families children conceived out of wedlock were more easily accommodated. But, in an urbanised shifting society, often in straightened circumstances, no grandmother or older relative was available to care for illegitimate offspring.

"Thus they are often abandoned to grow as weeds — untended, uncared for, unwanted."

— Sapa

for a copy of  
Unions, as detailed

By ANTHONY JOHNSON

Political Correspondent

HOUSE OF ASSEMBLY.

— The government's rejection of requests from 19 white State schools to admit pupils of other races was "racist and amounts to nothing short of cultural imperialism", Mr Ken Andrew (PFP Gardens) said last night.

He was responding to a disclosure by Mr Piet Clase, Minister of Education and Culture, that he had "turned down" requests from State schools — 11 of them in Cape Town — to admit pupils who were not white.

Schools unsuccessfully requesting general permission were Rustenburg Girls' Primary and High Schools, Rondebosch Boys' Primary and High Schools, SACS,

CMT TABS 17/6/82

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# Govt attacked over schools 'racism'

Westerford High, Camps Bay High, Cape Town High, Wynberg Boys' Primary and High Schools, Grove Primary School and Glenwood Boys' High in Durban.

Schools unsuccessfully requesting permission to enrol individual pupils were Rhenish Primary School (Stellenbosch area), Plettenberg Bay Primary, Brebnor High, Pietersburg Primary and Fulton School.

Mr Clase said he had not consulted with other

ministers responsible for education before making his response.

He said 19 State schools had admitted 120 pupils who are not white as of January 31, 1987. However, these pupils were all children of diplomats and members of consular missions.

□ Replying to another question from Mr Roger Burrows (PFP Pine-town), Mr Clase said neither he nor his department would take any

steps to restrict the admission of students to universities falling under his control on the basis of racial criteria.

Mr Clase also disclosed that his department had made changes to the policy of race quotas or restrictions in regard to the admission of students to technikons. This had been done "in the sense that the minister maintains dialogue with rectors of technikons under his jurisdiction regarding the rendering of service to members of other population groups, taking into consideration the provisions of the Constitution, academic merit, regional needs, the character and ethos of the institutions and ensuring that other and smaller technikons are not deprived of potential students".



**Decentralisation concessions/incentives**

47. Mr J J WALSH asked the Minister of Education and Development Aid:

As at the latest specified date for which figures are available, what was the total (a) number of (i) manufacturing concerns and (ii) persons employed and (b) amount invested by development corporations in each of the self-governing national states where decentralisation concessions or incentives are applicable?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

The powers concerning work opportunities created by the national development corporations vest in the governments of the respective self-governing territories and I can therefore not furnish the information requested in that regard

Particulars regarding work opportunities created by the South African Development Trust Corporation, Limited, are as follows:

- (a) (i) 38.  
(ii) 5 918.  
(b) R63 283 321 (as at 31 December 1986).

**Human Sciences Research Council**

55. Mr P G SOAL asked the Minister of National Education:

Whether the Government has given any research directives to the Human Sciences Research Council since 1 January 1986; if so, (a) (i) how many and (ii) what is the nature of each of these directives and (b) in respect of what date is this information furnished?

The MINISTER OF NATIONAL EDUCATION:

- Yes.  
(a) (i) 71.  
(ii) 1. The informal sector and zoning in Black residential areas.  
2. The value of training received by prisoners as per-

achievement of pupils in the junior primary education phase.

27. Teenage pregnancies among Blacks and Coloureds.

18. The degree to which the content and the teaching of the official languages satisfies the needs of employers.

28. The transfer and acceptability of the appropriate technology in combating cholera and other waterborne diseases.

19. Determination of the necessity of knowledge of grammar in (a) first language and (b) second language teaching in both primary and secondary schools.

29. An investigation into the psychodynamics of over-controlled and under-controlled violent personality types amongst Black prisoners in South African prisons.

20. Comparative research into syllabi and examination system for Afrikaans and English (first and second language) in the senior secondary phase.

30. The prediction of violence.  
31. An assessment of the treatment needs of various categories of violent offenders  
32. Treatment methods or programmes for violent offenders.

21. An analysis of the use of language of pupils in each of the official languages at school entrance and at the end of each of the school phases.

33. A literature review of qualitative and quantitative research designs that have been implemented in evaluation studies.

22. The ways in which micro-computers can be implemented for more efficient education in teacher training colleges and secondary schools of the Department of Education and Culture (House of Delegates).

34. The implementation of a treatment programme in a South African prison.

23. Calculation of indicators of socioeconomic development among all population groups in the various development regions.

35. The nature, extent and patterns of violence in South African prisons.

24. Evaluation of family-planning clinic services of the National Family-Planning Programme.

36. An investigation into the preparation for release of violent offenders.

25. Country-wide survey concerning fertility trends and child health (White area and the ten Black states).

37. The perceptions of family members and employers regarding the release and reintegration of violent offenders.

26. Urban Blacks' perceptions of the general state of emergency.

38. Supervision of violent offenders after release.

27. The South African public's perception of the rehabilitation and reintegration of released violent offenders.

39. A study of gang activities amongst Black prisoners in South African prisons.

41. Gang activities in reform schools and other institutions falling under the Children's Act.
42. Investigation into the structure, functions and organisations of Black and Coloured street gangs in the open community.
43. The processing and treatment of juvenile offenders: South African policy and practice.
44. A study of overseas models for the processing and treatment of juvenile violent offenders.
45. A psycho-sociological investigation of juveniles who have been sent to prison as a result of committing violent and other types of crime.
46. An evaluation of services provided by aftercare centres in the RSA.
47. Aftercare systems for ex-offenders: A literature survey with the purpose of developing a model for aftercare.
48. The perceptions of families receiving reconstruction services of the welfare service.
49. The provision of services by social and assistant workers to Black male board prisoners: An exploratory study.
50. An evaluation of aftercare services provided for ex-offenders and their families by state, private and church welfare organisations in the RSA.
51. The development of an integral system whereby official information regarding offenders (eg court reports, test results) can be stored and evaluated: A literature study.

52. The effect of environmental factors on inmate functioning and behaviour.
53. Juvenile delinquency: (a) The appearance and extent of juvenile delinquency in the RSA according to official crime statistics and (b) the etiology of juvenile delinquency and the processing and treatment of juvenile offenders.
54. The aim and value of reconstruction services for the family of the offender with special reference to some systems overseas.
55. Gauging the attitudes of the South African public toward ex-offenders and other possible methods of treatment of offenders.
56. The influence of imprisonment on family relations of a group of white male board prisoners.
57. The construction of a classification system for prisoners.
58. Pre-release preparation of prisoners: A literature survey.
59. The aim and value of halfway houses and other community based corrections: A literature survey.
60. An investigation into the provision of tuition for the offender.
61. The effect of imprisonment on prisoners and the care given to prisoners: Attitudes and perceptions of prisoners and Prisons Service staff.
62. Rumours among Black women concerning the side effects of various clinical contraceptives.
63. Determination of the need for guidance on the combat-

ing of First World diseases among Blacks.

64. Identification of the need for communication skills in negotiations among the participants in the SATBVC multilateral dispensation.

65. Formative evaluation research concerning reading matter on nutritional guidance.

66. Evaluation of the Tuberculosis Guidance Programme of SANTA (South African National Tuberculosis Association) and the Department of National Health and Population Development in selected areas.

67. The training of black managers.

68. An investigation into the development concept and appropriate training.

69. An investigation into the impact of an agricultural project in northern Natal.

70. The development of a programme for the handling of female victims of sexual assaults.

71. Research in African languages: Standard and colloquial languages.

(b) 31 May 1987.

#### Strikes

91. Mr F J LE ROUX asked the Minister of Manpower:†

- (a) How many illegal strikes occurred in the public sector in the latest specified 12-month period for which figures are available, (b) in which State Departments were the persons who took part in these strikes employed, (c) what total number of such persons was involved in the strikes and (d) what total amount in salaries and/or bonuses was paid to these persons in

respect of the periods during which they were on strike illegally?

The MINISTER OF MANPOWER:

- (a) The Labour Relations Act, 1956, is not applicable to the State (vide section 2), and thus strikes in the public sector are not reported to the Department of Manpower in terms of section 65A.
- (b) Falls away.
- (c) Falls away.
- (d) Falls away.

#### Crude oil

96. Mr R R HULLEY asked the Minister of Economic Affairs and Technology:

In respect of the latest specified date for which figures are available, (a) what was the landed cost in South Africa of crude oil in United States dollars per barrel, (b) what, in respect of 93-octane petrol, was this cost expressed in cents per litre at the pump and (c) what elements comprised the marketing margin in the latest petrol price composition?

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

(a) Landed price during May 1987: United States Dollar 17,92.

(b) The above-mentioned cost is not directly taken into account in the South African price for 93 octane petrol. The average landed cost of 93 octane petrol for 4 refineries—three in Singapore and one in Bahrain—is being used as basis to determine the South African price. The landed cost presently being reflected in the price of 93 octane is 34,442 c/ℓ. The over-recovery presently experienced, is accommodated in the cumulative over and under-recovery account.

(c) The marketing margins for the oil companies and the retailers consist of all those costs normally incurred to distribute and market petrol and both margins are subjected to price control.

Handwritten notes: "Handwritten" and "16/6/87" with a signature.

Handwritten notes: "16/6/87" with a signature.



bays on the B-level of last-mentioned parking garage;

(iv) in respect of (b) (iv)—A-level of the Stalplein parking garage;

(v) in respect of (b) (v)—53 bays on the B-level of the H F Verwoerd Building garage; 11 bays on the A-level of the Stalplein parking garage and 11 bays on the C-level of last-mentioned parking garage;

(iv) in respect of (b) (vi)—6 bays on the A-level of the H F Verwoerd Building garage; 1 bay on the B-level of the H F Verwoerd Building garage, 6 bays on the A-level of the Stalplein parking garage and 1 bay on the C-level of the Stalplein parking garage.

- (d) (i) All Ministers.
- (ii) All Deputy Ministers.
- (iii) All members of Parliament.
- (iv) 36.
- (v) 344.
- (vi) 117. These are mainly members of the President's Council, the British Embassy, service vehicles of the Department of Public Works and Land Affairs and the company who maintains the lifts, the Provincial Secretaries of Transvaal, Natal and the Orange Free State and persons such as the Governor of the SA Reserve Bank and the Chairman of Armscor.

(2) No. I have however approved that a number of permits be issued to the Press Gallery Association in respect of

the basement parking area beneath Stalplein. Ten permits in total have been issued to representatives of The Argus, "Beeld", "Die Burger", Cape Times, Natal Mercury, SAPA, SABC and "Die Transvaler".

**Community councils/local authorities**

100. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) What total amount was in the reserve funds of community councils and Black local authorities in each specified area for the 1985-86 financial year;
- (2) whether any portion of these reserve funds had been transferred to any Black local authorities as at the end of the 1984-85 financial year; if not, why not; if so, what was the amount involved;
- (3) whether any of these funds were transferred to meet deficits on any revenue accounts; if so, (a) what amounts and (b) when?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1)

Western Cape	R4 634 928
Eastern Cape	R22 177 382
Northern Cape	R12 883 251
Southern OFS	R3 020 368
Natal	R2 496 616
East Rand	R17 384 580
Central TvI	R3 427 655
Northern TvI	Nil
Eastern TvI	R4 717 806
West Rand	R86 624 212

(2) Western Cape—No funds were transferred due to the fact that separate bookkeeping had not yet been implemented at that stage.

Eastern Cape—Yes .....R9 498 619  
 Northern Cape—Yes .....R1 379 154  
 Southern OFS—Yes .....R3 082 328

Natal—No funds were transferred due to the fact that the local authorities had not yet been vested with the function of financial control.

East Rand—Yes .....R7 691 071  
 Central TvI—Yes .....R3 427 655  
 Northern TvI .....Nil  
 Western TvI—Yes .....R285 233  
 Eastern TvI—Yes .....R4 717 806  
 West Rand—Yes .....R61 864 554

(3) No. (a) and (b) Fall away.

**Average expenditure**

102. Mr S S VAN DER MERWE asked the Minister of Education and Development Aid:

What was the average expenditure, excluding expenditure of a capital nature, per school falling under the control of his Department in 1986?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

In view of the diversity of size, location and composition of the schools, the calculation of the figure asked for, would be without any real meaning or value.

**School buildings constructed**

103. Mr S S VAN DER MERWE asked the Minister of Education and Development Aid:

(a) How many school buildings were constructed or caused to be constructed by his Department in 1986 and (b) what was the average capital cost of constructing these buildings?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) 53 new schools.  
 (b) R1 821 000.

Note: 25 Primary and 28 secondary schools were completed. The average capital cost per primary school amounted to R1 043 000, whereas that of a secondary school amounted to R2 517 000. The primary and so also the secondary schools, respectively are not all of the same size. The above-mentioned figures do not include

classrooms erected at existing school buildings.

**Shortage of housing**

120. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) What was the estimated shortage of housing for Blacks outside the national states at the end of 1986;
- (2) how many houses were provided in 1986 for Blacks outside the national states and in each province by (a) the State, (b) local authorities and (c) the private sector;
- (3) when is it expected that the shortages will be eliminated in areas outside the national states?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) ±342 478  
 (2) Transvaal

(a) Nil

(b) 2 184

(c) 8 450

Natal

(a) Nil

(b) 20

(c) Nil

Orange Free State

(a) Nil

(b) 859

(c) Accurate figures not available. However 3 792 building plans were approved.

Cape Province

(a) Nil

(b) 5 933

(c) 1 938

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ATTENTION was required for black education so that thousands of children with Standard 6 or Standard 8 qualifications could be absorbed into the job market without time-consuming vocational training, the report of the Committee for Social Affairs of the President's Council has found in its study on the youth of South Africa.

Furthermore, the committee reported that the loss of youth potential in the coloured population was "alarming."

# LOST POTENTIAL

## President's Council on youth

On the black youth problem, the report says: "In spite of the efforts by the authorities to create educational opportunities, raise standards and improve infrastructure, the large number of unskilled people is increased annually by hundreds of thousands of young people.

"If one adds the fact that school syllabi are mainly academically

Standard 8 certificate have not received career-orientated training and will therefore have to undergo time-consuming vocational training.

orientated, the effect is that thousands who have obtained a Standard 6 or

"This introduces a cost factor for the employer, which is not conducive to the employment of such academically semi-skilled people. "In the light of the process of

organisation, which is gaining great momentum in the RSA, one realises that this problem lies at the root of many social problems," the report says.

Figures showed that of 558 085 who started in Sub A in 1975, the number reaching Standard 5 in 1981 was 250 578 and Standard 8 in 1984 was 109 968. Out of a total who started, more than 300 000 left school up to Standard 6 and would therefore find it hard to get jobs as other than skilled labourers.



African involvement in the transport of Israeli weapons to Iran.

- (2) No.
- (3) No.

Laboria Building: improvements

\*41. Mr C D DE JAGER asked the Minister of Public Works:—

Whether he had any improvements effected to his office in the Laboria Building in Pretoria in the latest specified 12-month period for which information is available, if so, (a) why and (b) what is the (i) nature and (ii) cost thereof?

†The MINISTER OF PUBLIC WORKS.

Yes.

(a) The Department of Public Works and Land Affairs has with effect from 1 December 1986 been added to my portfolio. The additional work required that my personnel had to be increased. The Department of Manpower in consultation with the South African Police and the Department of Public Works and Land Affairs also recommended that the security at my office be improved.

(b) (i) The building work involves structural improvements for the provi-

- Hospital
- Brenthurst Clinic .....
- Chasama Clinic .....
- City Park Hospital .....
- Claremont Surgical Clinic .....
- Durdac Clinic .....
- Eagle Clinic .....
- Empangeni Private Hospital .....
- Entabeni Hospital .....
- Eugene Marais Hospital .....
- Florence Ngingale Hospital .....
- Hydromed Trichardt .....
- Jan. S. Marais Clinic .....
- Kathu Clinic .....
- Kingsway Hospital .....
- Lady Dudley Nursing Home .....
- Lamprecht Clinic .....
- Libertas Hospital .....
- Little Company of Mary Hospital .....
- Louis Leipoldt Hospital .....

sion of a vault, the closing up of a passage and the installing of an emergency door, the installing of bars at the windows and painting work. The additional accommodation also had to be provided with furniture, carpets and curtains

(ii) The total cost amounts to R40 000.

*Own Affairs.*

Hospitals: facilities integrated

\*1. Dr M S BARNARD asked the Minister of Health Services

Whether any facilities in private hospitals are integrated, if not, why not; if so, (a) what specified facilities and (b) in which hospitals are these facilities integrated?

†The MINISTER OF HEALTH SERVICES.

Yes. In certain registered private hospitals

(a) All facilities which are provided for the treatment of the patient concerned as well as supportive and supplementary facilities which are needed during the period of stay—according to the wishes of the patient.

(b) As per attached list.

- Situated at
- Parktown, Johannesburg
- East London
- Cape Town
- Claremont, Cape Town
- Durban
- Durban
- Empangeni
- Durban
- Les Marais, Pretoria
- Hillbrow, Johannesburg
- Trichardt
- Belville
- Kathu
- Amanzimtoti
- Johannesburg
- George
- Goodwood
- Groenkloof, Pretoria
- Belville

Hospital

- Marifont Maternity Home .....
- Marymount Maternity Home .....
- Mater Dei Hospital .....
- Medforum Hospital .....
- Medicity Worcester .....
- Morningside Clinic .....
- Oasim Private Hospital .....
- Panorama Med-Clinic .....
- Poli-clinic Greenacres .....
- Robinson Hospital .....
- Roseacres Clinic .....
- Sandton Clinic .....
- St Augustines Hospital .....
- St Joseph's Hospital .....
- The Princess Nursing Home .....
- Union Hospital .....
- Vincent Pallotti Hospital .....
- Westville Hospital .....
- Wynberg Surgical Clinic .....

Situated at

- Sunnyside, Pretoria
- Kensington, Johannesburg
- Southernwood, East London
- Pretoria
- Worcester
- Morningside, Sandton
- Port Elizabeth
- Panorama
- Greenacres, Port Elizabeth
- Randfontein
- Germiston
- Lyme Park, Sandton
- Berea, Durban
- Port Elizabeth
- Hillbrow, Johannesburg
- Alberton
- Pinelands, Cape Town
- Westville
- Wynberg, Cape Town

†Dr M S BARNARD: Mr Speaker, arising from the hon the Minister's reply, are the beds integrated as well?

†The MINISTER: Mr Speaker, if the hon member did not listen to what I said, I can read him the reply once more. [Interjections.] All facilities which are provided in the treatment of the patient concerned, as well as supportive and supplementary facilities which are needed during the period of stay are used according to the wishes of the patient.

†Dr W J SNYMAN: Mr Speaker, further arising out of the hon the Minister's reply, I would like to ask him whether the same situation applies to some provincial hospitals?

†The MINISTER: Mr Speaker, the reply is only in intensive care units and intensive care units of operative theatres.

School sport: injuries

\*2. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether any records are kept of injuries sustained by pupils while participating in school sport; if not, why not; if so, (a) by whom, (b) as from what date and (c) what is the nature of the records so kept;

(2) whether any information on such injuries is published; if not, why not; if so,

(a) what information and (b) in what publications;

(3) whether his Department has taken any steps to reduce the number of injuries so sustained; if so, what steps; if not, why not?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, in cases where the nature of the injuries warrants such a step.

(a) By principals of schools on behalf of the provincial education departments.

(b) Cape: 1981;

Natal: date unknown;

OFS: 1962;

Transvaal: at least since 1960.

(c) Detail such as the name and age of the person injured, the date on which the injury occurred, the nature of the injury and the resultant period of absence.

(2) Not as a rule. The information is of a personal nature and is therefore not published. It can on occasion be made available for research purposes.

- (a) Falls away.
- (b) Falls away.

11/1/87

Handwritten signature

Handwritten initials

Handwritten signature and date 16/1/87



(3) Yes, principals are responsible for safety measures, prevention of potentially dangerous situations on sports fields, ensuring adequate supervision by staff and arranging for first aid. Guidelines in this respect are periodically given and relevant research findings are made available to schools.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, may I ask him why his Department does not, as a matter of course or as a regular procedure, collate the information recorded at various schools to be able to get a national or provincial picture of what is happening and whether there is a major or only a minor problem?

†The MINISTER: Mr Speaker, the fact of the matter is that it is available to any body wanting to do research. As far as the department is concerned, we have not yet seen the necessity of it, because it is impressed upon school principals to try to take all precautions to prevent this type of injury. The hon member will also know that a record of injuries of a less serious nature naturally cannot be kept, but when serious injuries are involved, the cases are recorded. Up to this stage we have not yet found it necessary to collate everything for a specific purpose.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether he does not consider it necessary or desirable that his Department does ongoing research in terms of these statistics, as opposed to waiting and providing the information if someone else is interested in doing such research?

†The MINISTER: Mr Speaker, my Department does not consider the matter to be of secondary importance, but I shall ask the Committee of School Principals to investigate the matter, and if it appears necessary that we should have some system to keep record of this for research purposes, we shall do so.

Cape Province: Education Council

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

Whether the Education Council for the Cape Province has been constituted; if not,

(a) why not and (b) when will it be constituted; if so, (i) who are the members of this council and (ii) whom does each such member represent?

The MINISTER OF EDUCATION AND CULTURE:

No.

(a) The Council is in the process of being constituted.

(b) It is planned that it be implemented 1 August 1987.

- (i) Falls away.  
(ii) Falls away.

#### Admission of non-White pupils

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether he has received any requests from State schools to be allowed to admit pupils of other race groups; if so, (a) from which schools and (b) what was his response in each case;

(2) whether he consulted any other Ministers responsible for education before making this response; if not, why not; if so, (a) which Ministers, (b) when, (c) on what basis did the consultation take place and (d) what was the result of this consultation;

(3) whether any State Schools for Whites have admitted pupils who are not White; if so, (a) how many (i) schools and (ii) pupils are involved, (b) on what grounds were these pupils admitted and (c) in respect of what date is this information furnished?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) (i) schools requesting general permission:

Rustenburg Girls' Primary School

#### Registration of teachers

\*5. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether he or his Department has been involved in any discussions concerning the general registration of teachers; if not, why not; if so, (a) with whom have these discussions been held, (b) on what dates were they held and (c) what was the outcome in each case;

(2) whether he or his Department has taken any steps to promote the general registration of all teachers under a single registering authority; if not, why not; if so, (a) what steps, (b) what bodies or persons were involved and (c) what was the result;

(3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) I attended discussions with the FTC on various dates on the invitation of the Minister of National Education who is responsible for the policy regarding the registration of teachers in terms of section 2 (1) (c) of the National Policy for General Education Affairs, (Act No 76 of 1984). The matter was also discussed at a meeting of the Committee of Ministers of Education on 13 January 1987. Officials of my Department also attended a meeting of the CHED on 20 May 1987 at which the matter was discussed.

(b) See (a) above.

(c) The bodies mentioned in (a) support the principle of a general registration body for teachers.

(2) See (1) above.

(3) No.

Mr R M BURROWS: Mr Speaker, arising

Rustenburg School	Girls' Primary School	High School
Rondebosch School	Boys' High School	High School
South African Schools	African College	High School
Westerford High School	Camps Bay High School	High School
Cape Town High School	Wynberg Boys' High School	High School
Grove Primary School	Boys' High School	High School
Glenwood School	Boys' High School	High School
Plettenberg School	Bay Primary School	Primary School
Brebnor High School	Rhensish Primary School	Primary School
Pietersburg Primary School	Malvern Primary School	Primary School
Fulton School		

(b) the requests were turned down;

(2) no, because control regarding the admission of pupils to schools of the Department of Education and Culture, Administration: House of Assembly has been assigned to me in terms of Proclamations No. 53, 54, 55 and 56 of 1986, dated 27 March 1986.

- (a) falls away.  
(b) falls away.  
(c) falls away.  
(d) falls away;

(3) yes.

- (a) (i) 19,  
(ii) 120,

(b) the children concerned are the children of diplomats and members of consular missions.

(c) as of 31 January 1987

Cape Province: Education Council

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

Whether the Education Council for the Cape Province has been constituted; if not,

(a) why not and (b) when will it be constituted; if so, (i) who are the members of this council and (ii) whom does each such member represent?

The MINISTER OF EDUCATION AND CULTURE:

No.

(a) The Council is in the process of being constituted.

(b) It is planned that it be implemented 1 August 1987.

- (i) Falls away.  
(ii) Falls away.

#### Admission of non-White pupils

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether he has received any requests from State schools to be allowed to admit pupils of other race groups; if so, (a) from which schools and (b) what was his response in each case;

(2) whether he consulted any other Ministers responsible for education before making this response; if not, why not; if so, (a) which Ministers, (b) when, (c) on what basis did the consultation take place and (d) what was the result of this consultation;

(3) whether any State Schools for Whites have admitted pupils who are not White; if so, (a) how many (i) schools and (ii) pupils are involved, (b) on what grounds were these pupils admitted and (c) in respect of what date is this information furnished?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) (i) schools requesting general permission:

Rustenburg Girls' Primary School





By SANDILE MEMELA

TODAY marks the end of the second term of the academic year in township schools - a period that has seen pupils throughout the country reach the point of no return in their academic progress.

Observers and educationists believe that with the second term almost over - which included dates like May Day - without any serious disturbances, township pupils may now be set to write their final year-end examinations without any problems.

This signifies a milestone in black education as, since the first eruption of student anger exploded into violence in 1976, black education has never completed a year without boycotts, violence and arson which have become permanent features of black education.

The past decade - especially since September 3, 1984 - has witnessed black education plunged into turmoil, with a large number of pupils waging running battles with police and SADF personnel.

However, the scene has changed since the beginning of this year with pupils clutching tightly onto their rucksacks and trudging along the streets to school.

Thousands are sitting behind desks in pursuit of educational progress. Hundreds of others are bracing themselves to cover themselves in warm clothing during the winter holidays to attend winter school

# SCHOOLS ARE OUT — BUT THIS TIME IT IS FOR A HOLIDAY

Center or sauntering on pavements in the city.

The desperate passion for learning and school can be ascribed in large part to the efforts of the National Education Crisis Committee, the UDF, the Azanian Peoples' Organization and others who called on pupils to go back to school.

This call came after there was hesitancy and confusion among many township pupils as to whether to return to class or not.

The initial trickle soon turned into a tide as thousands of pupils flooded back to class.

As a result, authorities, teachers, parents and pupils themselves appear to be relieved at the high attendance and the absence of turmoil at schools plagued by unrest last year.

Scenes of pupils writing the examination and facing gruelling long nights of hard study in preparation returned to Soweto this week.

Said an overworked teacher: "At present we are mostly busy with officiating over examinations, marking papers and writing out the children's half-yearly reports."

"This is really a positive sign for the future," she said.

Amid the dilapidated buildings, charred walls, mangled desks and shattered windows, for the first time since 1976, end-of-year examinations have a better chance of taking place and more candidates are looking forward to the challenge.

programs in various centres in the city

Once again, pupils will be seen on chilly mornings boarding buses and taxis and hitching lifts from passing motorists on their way to attend the popular winter school program at the University of the Witwatersrand.

A large measure of normality has returned to black education in the past few weeks as thousands of pupils countrywide are busy with examinations.

It has become a normal sight in Soweto and other townships countrywide to see many black-and-white clad pupils frolicking in school yards or gathered together, excitedly chatting away about their day's experiences. A ray of hope has fal-

ten on black education, with parents less worried about their kids' academic future and teachers having been relieved of fear - to a certain extent - and endemic violence.

Student activists have temporarily shifted their focus from predominantly political issues to matters that affect their day-to-day lives inside schools - like engaging in talks with school authorities in preparation for half-yearly examinations.

This attitude was reflected in a Senaoane student leader who was shot dead inside his

school shortly after emerging from a meeting with his school's staff to discuss arrangements for examinations.

The pupil, Solomon Mahlangu - a Std 9 pupil at Senaoane Secondary - was shot in broad daylight as fellow-pupils watched in horror.

It is believed that his death was part of the on-going clashes between members of rival political organisations in the townships.

However, it is widely believed that the feelings of anger and frustration that exploded into violence and arson

in black education circles seems to be fading away - though the causes still exist.

The dramatic change is also reflected in the scores of schools which have mushroomed in the centre of Johannesburg as a result of widespread boycotts which ground black education to a halt last year.

Hundreds of pupils flooded to these institutions to escape from disruptions, disturbances and upheavals which left thousands of pupils in Soweto and other areas without places of learning.

With almost half the



SANDILE MEMELA

14/6/87  
UPPER  
SD



of the same area on 1987-02-16, the tape in respect of the 1986-87 edition had in the meantime been overwritten with the data in respect of the 1987-88 edition and consequently the tape produced for the latter edition was supplied to the National Party.

#### Langa High School

\*27. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether Langa High School was required to admit Standard 6 pupils for the first time in 1987; if not, when was this high school required to admit such pupils for the first time; if so, when was the decision made that Standard 6 pupils should attend this high school;
- (2) how many such pupils registered at this high school in 1987;
- (3) whether any additional classrooms were provided at the beginning of 1987 to accommodate Standard 6 classes; if so, how many; if not, why not;
- (4) whether the Standard 6 pupils have been provided with (a) exercise books and (b) stationery; if so, as from what date; if not, why not;
- (5) whether additional exercise books were supplied to Langa High School in 1987 for Standard 6 pupils; if so, on what date; if not, why not?

†THE DEPUTY MINISTER OF EDUCATION:

The circumstances surrounding Langa High School have been investigated by a departmental committee. A report is being prepared, on receipt of which more clarity on questions concerning this matter will be attained.

Mr K M ANDREW: Mr Speaker, arising out of the reply of the hon the Deputy Minister, may I ask him whether this enquiry which he refers to, is having to investigate his own Department's instructions to schools as to whether to admit Std 6 pupils or not?

†THE DEPUTY MINISTER: Mr Speaker, the investigation deals with the circumstances in connection with the Langa school matter.

HOA

It will investigate all circumstances, including those where instructions were given and where they were also not carried out.

Mr K M ANDREW: Mr Speaker, further arising out of the reply of the hon the Deputy Minister, in view of his suggestion that the information will be forthcoming out of that enquiry, may I ask him whether the report of that enquiry is to be made public?

†THE DEPUTY MINISTER: Mr Speaker, if there is certain information in that report which the hon member would like to obtain, we shall gladly make it available to him.

#### Schools closed

\*28. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether any schools (a) have been closed and (b) have remained closed during the second quarter of 1987 owing to non-attendance, unrest or any other form of disruption of normal school activities; if so, how many in each case;
- (2) whether his Department is considering closing schools on account of the disruption of normal school activities at such schools; if so, which schools?

†THE DEPUTY MINISTER OF EDUCATION:

- (1) (a) No.
- (b) No.

(2) This possibility is considered where closing a school is required to allow time to investigate, consult, rectify, address problems and restore order (which is a precondition for effective education) before reopening such a school under normal conditions at the earliest possible date.

As investigations are still in progress names of schools cannot be disclosed at this stage.

#### Meetings prohibited

\*29. Mr S S VAN DER MERWE asked the Minister of Justice:

Whether any meetings involving a certain organization, the name of which has been furnished to the Minister's Department for the purpose of his reply, have been prohibited; if so, (a) how many, (b) on what dates, (c) why in each case and (d) what is the name of this organisation?

†THE MINISTER OF HOME AFFAIRS (for the Minister of Justice):

No specific gathering of the organization concerned has been prohibited in terms of section 46 of the Internal Security Act, 1982 (Act 74 of 1982) since 1 January 1987 up to 10 June 1987. The hon member's attention is also drawn to the provisions of Government Notice No. 750 of 1 April 1987 (*Government Gazette* No. 10691) in which the general prohibition on certain gatherings was promulgated.

#### End Conscription Campaign

\*30. Mr S S VAN DER MERWE asked the Minister of Law and Order:

Whether any persons have been detained for reasons relating to their participation in the activities of a certain organization, the name of which has been furnished to the South African Police for the purpose of the Minister's reply; if so, (a) How many, (b) why and (c) what is the name of this organization?

†THE DEPUTY MINISTER OF LAW AND ORDER:

- Yes.
- (a) 23 persons.

(b) Because their activities posed a threat to the maintenance of public order which activities would not contribute to the termination of the state of emergency.

(c) The End Conscription Campaign.

HOA

#### Leon Howard Sullivan: visa

\*31. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

- (1) Whether a certain citizen of the United States of America, whose name has been furnished to the Minister's Department for the purpose of his reply, recently applied for a visa to visit the Republic; if so, (a) on what date, (b) what reason was given for requesting a visa and (c) what is the name of this person;
- (2) whether the application was granted, if not, (a) why not and (b) who took the decision in this regard;
- (3) whether an explanation was given for refusing the visa; if not, why not; if so, what was the explanation given;
- (4) whether he will make a statement on the matter?

†THE MINISTER OF HOME AFFAIRS.

- (1) Yes.
  - (a) 11 April 1987.
  - (b) Business visit to review progress of US companies in South Africa.
  - (c) Leon Howard Sullivan.
- (2) The application was not granted.
  - (a) The visit was considered inopportune.
  - (b) The Minister of Home Affairs.
- (3) Yes, that the visit was inopportune.
- (4) No.

†Mr S S VAN DER MERWE: Mr Speaker, arising out of the reply of the hon the Minister, I would just like to know the following: Given the fact that the explanation given to Mr Sullivan was that his visit was inopportune, does it imply that Mr Sullivan would have been allowed at another time in the past or that he may still be allowed in the future?

†THE MINISTER: Mr Speaker, it will all depend on circumstances if and when Mr Sullivan applies again.

HOA



# NECC will not retire — Molobi

14/6/87  
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C/11/20

By SELLO SERIPE

THE only executive member of the National Education Crisis Committee not in detention, Eric Molobi, this week emerged from hiding and said that the NECC "will not retire until people's education had been implemented".

Molobi, the national co-ordinator of the NECC, was speaking at a Press conference called by the SA National Students' Congress and the National Union of SA Students held at Wits University on Tuesday to endorse the UDF-Cosatu call to observe June 16 and June 26 in an orderly way.

The UDF-Cosatu call was also endorsed by the National Student Co-ordinating Committee and the SA Youth Congress.

"We also call on Law and Order Minister Adriaan Vlok to release all detained NECC members and other South Africans," said Molobi.

He added that people should not be surprised if the state of emergency was reimposed.

"The State President has invited black leaders to negotiate the future of the country with his government, while, at the same time, the authorities keep stuffing them in prisons.

"Contrarily, the imprisonment of our leaders



NECC's Eric Molobi ... emerged from hiding.

serves to boost their anti-apartheid spirit and also contributes towards the multiplicity of extra-parliamentary organisations," said Molobi.

The conference was also addressed by the Nascoc publicity secretary, Bridgeman Khumalo, who

slammed the DET's re-education ventures.

"Our main demand is that the system of Bantu education should be eradicated, but the authorities decided to replace it with these disastrous programs," said Khumalo.

He also referred to Umtata leader Dr Jonas Savimbi and called on him to stop his "poaching" exercises.

Last week, Savimbi secretly visited Johannesburg and addressed a lunch-hour meeting attended by about 400 businessmen. The meeting was also attended by SA's Foreign Minister, Pik Botha.

"How could Savimbi call on black leaders to negotiate with the State while his masters do not want to release them from jails?" asked Khumalo.

# White schools petition to stop race bars

A PETITION calling for non-racial schooling is being distributed by white high school pupils to schools in Johannesburg's northern suburbs.

The drive is being co-ordinated by Linx, a white schools group launched this month which claims over 50 members from 15 government and private schools.

The petition, which begins with the preamble, "I believe that non-racial schooling would not only be beneficial to the quality of my education but also enrich my understanding of people of my own age across the, as yet, unpenetrated colour bar", has been signed by over 2 000 pupils, according to Linx members.

Their initial target in Johannesburg is 5 000 signatures and they are considering "going national".

By GAVIN EVANS

"The response has been phenomenal," said Linx representative Saul Tobias, a pupil at a private school in Johannesburg. "At some schools we've run out of forms and the pupils are clamouring to sign.

"A lot of us are tired of being forced into racially segregated cocoons and we want to do something to make this known," he said.

Linx's launch follows the formation of the Pupils Awareness Action Group in Cape Town two years ago and similar groups in Pietermaritzburg and Grahamstown last year. These developments mark the first time that white pupils have been given a forum for entering the world of extra-parliamentary politics.

"We have a vital role to play in this country; a role which has till now remained largely unfulfilled," Tobias said.

He said their main task at the moment was to make Linx known at Johannesburg's white schools.

"We want to make ourselves aware of what is going on in South Africa, to give ourselves a forum to discuss ideas and a voice to speak out about the problems in our country.

"A lot of us have had our ideas challenged and Linx also provides an important social outlet for many people," Tobias said.

He said they had recently launched an art and literature competition with the theme of "Hope for South Africa" and had distributed a pamphlet about June 16 to 15 schools. The

school group has held meetings with non-racial groups, such as the Johannesburg Youth Congress.

Linx holds weekly meetings featuring speakers representing a wide range of political backgrounds and viewpoints.

"One of our main aims is to provide a link between the white suburbs and the black townships. Getting a glimpse of life outside of the white suburbs has been very important for many of us," he said.

Tobias said a few Linx members had been harassed by conservative pupils, teachers and principals at government schools, and that the security police had shown some interest. However, he said, the support from pupils had been much greater than expected.

## VACANCIES

**PSYCHOLOGY GRADUATE**  
Honours or masters graduates in psychology

**LECTURER/JNR. LECTURER**  
Department: Philosophy of Education

*Sached is an independent educational to non-racial education. The SACHED in 1960 and operates in 8 regions emp staff of over 200. Its projects include:*

12-18/6/87  
W/Mount

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THE MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:

(1) (a) and (b)—all population groups

- (i) R5 412 × 309-6 030 × 339-7 725/5 721-6 030 × 339-8 064 × 384-9 600
- (ii) R8 448 × 384-10 368 × 510-12 918
- (iii) R11 898 × 510-13 428 × 702-18 342
- (iv) R22 542 × 1 047-26 730
- (v) R33 468 × 1 275-38 568

(2) Yes. (a), (b) and (c) Fall away.

(Note: Full parity i.r.o. salaries and measures for all nursing personnel were implemented with effect from 1 September 1986, as a result of the announcement by the Minister of National Health and Population Development during the opening of the 5th Meeting of the 9th Council of the S.A. Nursing Council, on 18 March 1986.)

THURSDAY, 11 JUNE 1987

Indicates translated version.

For written reply:

Own Affairs:

Children attending schools

17. Dr F HARTZENBERG asked the Minister of Education and Culture:†

(1) (a) How many (i) Black, (ii) Coloured and (iii) Indian children were attending schools for Whites in the Republic as at the latest specified date for which figures are available and (b) how many of these schools are (i) State-controlled, (ii) State subsidized, (iii) private and (iv) other specified kinds of schools;

(2) with what total amount did his Department subsidize schools attended by White children as well as children from other population groups, in the latest specified 12-month period for which figures are available?

THE MINISTER OF EDUCATION AND CULTURE:

(1)	(a)	(i)	(ii)	(iii)	(iv)			
Cape	(i)	509	1 917	391	6	9	44	0
Natal	(ii)	575	464	585	2	1	50	0
OFS	(iii)	38	25	6	0	0	4	0
Transvaal	(b)	1 848	602	648	5	0	132	0

National Liquor Board

44. Mr D J N MALCOMMESS asked the Minister of Economic Affairs and Technology:

What was the cost of operating the National Liquor Board in the latest specified year of which figures are available?

THE MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

R847 480 during the 1986/87 financial year. This amount includes the expenditure in respect of the Directorate: Liquor Affairs in the Department of Trade and Industry.

FRIDAY, 12 JUNE 1987

†Indicates translated version.

For written reply:

General Affairs:

HOA

12/6/87

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# Varsity in space: promises of support

By Michael Chester

Business leaders and academics were yesterday given pledges of Government support in planning the launch of a private sector "Varsity in Space", operated by satellite and tailored to boost the supply of skilled manpower to increase the economic tempo.

Government approval was voiced by Mr Danie Steyn, Minister of Economic Affairs and Technology at a special conference at the Council for Scientific and Industrial Research in Pretoria, on the creation of a Learning Network Corporation to run the satellite project.

The Minister was clearly impressed by blueprints showing how the "Varsity in Space" was capable of covering not only South Africa but countries as far north as Zaire.

## WATERSHED SITUATION

"South Africa is entering a watershed situation," he said. "Our decisions in the years to come will determine whether we turn Southern Africa into a modern economy — or whether the sheer weight of the Third World component will threaten to drag us down into permanent underdevelopment.

Mr Steyn said that though some of the decisions were political, there was much businessmen could do.

"A national commitment by the private sector, in close consultation with the educational authorities and institutions, to the full development of our human potential over the next two decades, is a decision that cannot wait any longer.

"It seems to me that the proposed Learning Network Corporation has the possibility to provide a vehicle to turn such a commitment into reality.

"For a future political dispensation to succeed, the rising social and economic expectations of a growing population have to be met. They will not be met by slogans and irresponsible promises. Only the drastic expansion of our economy and planned technological progress will provide the wealth and substance needed for creating a stable Southern Africa."

● See Page 15.



By late last night, Mr Parker had not been released.

applicants. Dr W E Cooper SC, with Mr B Griesel and instructed by Ernst Strauss and Haasbroek, appeared for the municipality.

# Patrols 'to protect school grounds'

By CHRIS BATEMAN

SPECIAL constables patrolled Peninsula township school grounds in the afternoons and overnight to protect school property against "any possible vandalism", the Department of Education and Training (DET) said yesterday.

Mr Bill Staude, regional director of the DET, was responding to telexed inquiries by the Cape Times about the disruptions at black Peninsula schools and claims by Parent Teacher Student Associations (PTSAs) that the presence of kitskonstables was provocative.

Asked about the participation by Langa High School athletes in the annual DET national athletics championships in Durban — which was the initial incident which sparked widespread school violence in the Peninsula last month, Mr Staude said: "Regrettably, for reasons apparently unconnected with sport, an initial inter-zonal athletics meeting from which two Western Cape teams would be chosen did not take place."

Langa High School athletes had decided to act as representatives of the Western Cape, he said.

The participation of Langa High School pupils resulted in fights between the athletes and other pupils which later spread to confrontations between pupils and officialdom at most other township schools.

Mr Staude rejected the PTSA's request that they be consulted instead of the "defunct" high school committees.

PTSAs were non-statutory bodies and did "not attract the recognition that statutory school committees do", he said.

Black schools closed for the winter holidays yesterday.

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... after reluctant tow

# 'More look towards People's Education'

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PEOPLE's education was being taken and explored seriously by a growing number of academics at the University of the Western Cape.

This was said by Professor Jakes Gerwel at his installation as vice-chancellor of UWC last week.

People's education, he said, provided a "rich and suggestive concept for educational renewal towards a changed society". And it was for this changed society — "beyond the destructiveness of an apartheid order" — that the university was educating people.

People's education was

thus "deserving of the attention of scholars that it is increasingly receiving", Gerwel said.

"UWC's emancipation from its academic and intellectual deprivation as an 'ethnic college' makes it today intellectually one of the most exciting and charged institutions of higher learning in the country," he said.

It has become an institution where "the examination and pursuit of progressive ideas are not only protected, but actively encouraged".

The fact that UWC has been guided by students and the communities from which they come has

historically made it "an intellectual home for the left".

As such the university is "part of the process working for a non-racial and majoritarian democracy", Gerwel said.

"I can with every bit of conscience and honesty declare to this congregation that this university remains true and committed to the values and vigour of critical scholarship.

"I consider that I may rightly ask, or that I have the duty to ask, that those in power attend urgently and fundamentally to the political crisis of the nation through the creation of

conditions for legitimate democracy: The abolition of apartheid laws, the release of political prisoners, the recognition of organisations like the African National Congress as integral and essential to any solution to the country's problems and their legal admission by political processes of the country."

"If legitimate government by consent is established there will be greater justification for censuring us as university vice-chancellors for not containing adequately the conflicts and tensions in our universities," Gerwel said.



and should it be necessary, such an announcement will be made later.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether there is currently an investigation under way or discussions taking place, in respect of the possibility of implementing school fees in the Cape Province?

†The MINISTER: The possibility of such a levy was in fact mentioned last year already and since that time there have been continuous investigations and consultations with various people in this regard. As soon as we are ready, we shall make an announcement on that.

**Cape Province: reduction in funds**

\*2. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether there has been any reduction in the funds available to schools in the Cape Province in respect of (a) textbooks, (b) exercise books, (c) stationery, (d) the maintenance of grounds, buildings, equipment and facilities and (e) any other specified items; if so, (i) why and (ii) what is the nature of these reductions; if not.
- (2) whether any such reductions are planned in the near future; if so, what are the relevant details?

**\*The MINISTER OF EDUCATION AND CULTURE:**

- (1) (a), (b), (c), and (d) Yes.

(e) Yes, in respect of all items which do not include compulsory or essential expenditure.

(i) As a result of a general decrease in pupil numbers the total amount in real terms available for 1987-88 is less than for the previous financial year.

(ii) Schools have been requested to effect the following economies:

- (1) (a) 25%.
- (b) 10%.

- (c) 10%.
- (d) Up to 40%.
- (e) Varying percentages.

(2) Falls away.

Mr K M ANDREW: Mr Chairman, arising out of the hon the Minister's reply, can he tell us whether these reduction also apply to schools in which there have been no reduction or possibly even an increase in the number of pupils?

†The MINISTER: Mr Chairman, naturally the question was put against the background of economic measures in the whole province. One cannot apply individual economies at schools. Something I would also like to bring to the attention of the hon member is that if there is for example a 25% saving in respect of text-books, it may seem as though there might be pupils who will be without text-books. That is not the case as there are text-books in use at the present moment. All that happens now, is that savings are effected in a more meaningful way and that we ask new text books be not made available in excessive numbers. The same applies to stationery, etc.

For written reply:

**General Affairs:**

**Complaints about 6 May**

15. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

Whether his Department has received any complaints from persons eligible to vote who were unable to cast their votes on 6 May 1987 on account of (a) their names not appearing on any voters' roll and (b) their having been registered in a different constituency without their knowledge; if so, (i) how many complaints in each category and (ii) what was his Department's response?

**The MINISTER OF HOME AFFAIRS:**

- (a) Yes.
- (b) Yes.
- (i) The Department did not record the number of complaints.
- (ii) Every complaint received before polling day was investigated and

where applicable the necessary steps were taken to rectify mistakes. Complaints received after polling day are being investigated and written replies will be forwarded to voters personally.

**Citizens repatriated**

49. Mr P G SOAL asked the Minister of Home Affairs:

Whether any citizens of the four independent Black states were repatriated from the Republic in 1986; if so, how many in respect of each such state?

**The MINISTER OF HOME AFFAIRS:**

Yes. Transkei 143; Bophuthatwana Ntl; Venda 2; Ciskei 1. Repatriations were effected in terms of the Blacks (Urban Areas) Consolidation Act, 1945 (Act No 25 of 1945) which was repealed with effect from 1 July 1986. The above figures are therefore only for the period 1 January to 30 June 1986.

**Veld type: conservation status**

94. Mr R R HULLEY asked the Minister of Environment Affairs:

What is the present conservation status of each specified veld type occurring in the Republic?

**The MINISTER OF ENVIRONMENT AFFAIRS:**

	Veld type	Present percentage conservation status			
1	Coastal forest and thornveld	1,63	10	Lowveld	23,65
2	Alexandra Forest	0,11	11	Arid lowveld	31,27
3	Pondoland coastal plateau sourveld	3,91	12	Springbok Flats turf thornveld	—
4	Knysna forest	4,28	13	Other turf thornveld	0,05
5	Ngononi veld	0,6	14	Arid sweet bushveld	0,37
6	Zululand thornveld	5,45	15	Mopani veld	42,46
7	Eastern Province thornveld	0,04	16	Kalahari thornveld	8,68
8	North-eastern mountain sourveld	7,61	17	Kalahari thornveld invaded by Karoo	0,04
9	Lowveld sour bushveld	4,81	18	Mixed bushveld	2,14
			19	Sourish mixed bushveld	0,03
			20	Sour bushveld	1,29
			21	False thornveld of Eastern Cape	0,009
			22	Invasion of grassveld by thorn	—
			23	Valley bushveld	1,40
			24	Noorsveld	—
			25	Succulent mountain scrub	0,73
			26	Karrooid broken veld	0,85
			27	Central upper Karoo	0,02
			28	Western mountain Karoo	0,09
			29	Arid Karoo	0,01
			30	Central lower Karoo	—
			31	Succulent Karoo	0,41
			32	Orange River broken veld	0,83
			33	Namaqualand broken veld	1,91
			34	Strandveld	0,51
			35	False arid Karoo	—
			36	False upper Karoo	1,70
			37	False karrooid broken veld	1,23
			38	False central lower Karoo	0,48
			39	False succulent Karoo	—
			40	False Orange River broken veld	5,66
			41	Pan turf veld invaded by Karoo	—
			42	Karrooid Merxmullera mountain veld replaced by Karoo	8,43
			43	Mountain rhenost-erboosveld	2,46
			44	Highland sourveld and Dohne sourveld	4,30
			45	Natal mist belt Ngononiveld	0,30
			46	Coastal rhenosterbosveld	0,48
			47	Coastal machia	1,76

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effected (a) by persons other than, and (b) without the knowledge of, the voters concerned; if so, in terms of what statutory provisions; if not,

(2) whether any such changes were effected to the voters' roll recently; if so, what measures have been or are to be taken to prevent a recurrence?

The MINISTER OF HOME AFFAIRS:

(1) (a) and (b) Yes. In terms of section 12 of the Identification Act, 1986 (Act No 72 of 1986) which lays down the procedure for the notification of change of addresses in the population register, a person must be advised in the prescribed manner of such change. Voters' lists are compiled from that register.

(2) Falls away.

#### Ballot papers

\*11. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

What formula is used by his Department in deciding on the number of ballot papers to be printed and issued for each constituency?

†The MINISTER OF HOME AFFAIRS:

The number of ballot papers to be printed in respect of each electoral division, is determined by the number of registered voters in the relevant division, plus an additional number of ballot papers per polling station to make provision for the re-issue of ballot papers in case of spoilt ballot papers, and also to provide for declaration votes.

#### Voters' roll

\*12. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

Whether changes may be effected telephonically to particulars appearing in the voters' roll; if so, (a) why, (b) by whom and (c) in terms of what statutory provisions?

The MINISTER OF HOME AFFAIRS:

No. (a), (b) and (c) Fall away.

#### Saldanha-Sishen railway line

\*13. Mr C D DE JAGER asked the Minister of Transport Affairs:†

Whether it is the intention to extend the Saldanha-Sishen railway line across Kuruman to Pudimo; if not, (a) why not and (b) what is envisaged in this connection; if so, when is it expected that construction work in this connection (i) will commence and (ii) will be completed?

†The DEPUTY MINISTER OF TRANSPORT AFFAIRS:

The need for such an extension was investigated during April 1986. Although it was decided in principle to build the extension a start has not been made as yet.

(a) It is not economically justified at present and a third party who is willing to bear the capital cost and operating losses has not been identified.

(b) If a party of financial standing would be prepared to provide the capital as well as to indemnify SA Transport Services against any losses which may be incurred in the exploitation of the desired railway line, the project could receive further consideration

#### Riots: Schools damaged

\*14. Dr F HARTZENBERG asked the Minister of Education and Development Aid:†

(a) To how many school and other buildings under the control of the Department of Education and Training that were damaged as a result of riots were repairs done in the latest specified 12-month period for which figures are available and (b) what was the total cost of such repairs?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) 45 (1 May 1986 to 30 April 1987).

(b) R758 430. The repairs have mainly been undertaken for the prevention of further damage and the protection of Government property. I should like to add that a considerable part of the costs was borne by the parent com-

munities in a large number of these schools.

†Mr F J LE ROUX: Mr Chairman, arising out of the hon the Minister's reply, could he perhaps tell us what the amount is that is paid by the parents' associations?

†The MINISTER: Mr Chairman, I do not have an indication of the total amount here. I can try and add it. It was not always in the short time available as an exact amount. I might mention that in the case of the Vereeniging area, there are for example six schools where the contributions of parents vary between R2 300 and R2 660. In the case of KwaNobuhle-Litenhage, R116 000, was contributed from the school levy fund, which was established on local government level. In other cases the contributions vary from a few hundred rand to as much as R7 000 per school.

#### Riots: schools damaged

\*15. Dr F HARTZENBERG asked the Minister of Education and Development Aid:†

(a) How many school and other buildings falling under the control of the Department of Education and Training have been damaged as a result of riots in the current calendar year, (b) what is the estimated cost of the damage and (c) in respect of what date is this information furnished?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) 30.

(b) R267 390.

(c) 1 January to 30 April 1987.

Pietersburg/Louis Trichardt: Passenger train

\*16. Mr T LANGLEY asked the Minister of Transport Affairs:†

Whether consideration is being given to changing the passenger train service from Pietersburg to Louis Trichardt; if so, (a) in what way, (b) with effect from what date and (c) why?

The DEPUTY MINISTER OF TRANSPORT AFFAIRS:

Yes.

(a) and (b) As from 2 November 1987 the daily train will depart at 05h57 instead of 03h30 from Pietersburg and arrive at Louis Trichardt at 09h30 instead of 07h30. In the opposite direction the train will depart at 16h00 from Louis Trichardt instead of 18h20 and arrive at Pietersburg at 20h25 instead of 22h45. Additional stops will also be made.

(c) As part of an overall rationalisation scheme aimed at greater economic viability.

†Mr T LANGLEY: Mr Chairman, arising out of the hon the Deputy Minister's reply, is he able to tell at what time those trains will depart from Johannesburg and arrive there again?

†The DEPUTY MINISTER: Mr Chairman, I would like to assist the hon member, but I do not have that specific times at my disposal. We can obtain it for him. [Interjections.]

#### Kruger National Park

\*17. Mr T LANGLEY asked the Minister of Law and Order:†

(1) Whether an explosion occurred at or near Skukuza in the Kruger National Park on or about 13 May 1987; if so, (a) on what date, (b) where and (c) what was the cause of the explosion;

(2) whether the South African Police has taken any action with regard to this explosion; if so, (a) what action, (b) when and (c) with what result?

†The MINISTER OF LAW AND ORDER:

(1) No. (a) to (c) Fall away.

(2) (a) to (c) Fall away.

#### Bophelong, Vanderbijlpark

\*18. Mr J H VAN DER MERWE asked the Minister of Constitutional Development and Planning:†

(1) Whether consideration is being given to moving the Black residential area of Bophelong at Vanderbijlpark; if not, (a) why not and (b) what steps are



envisaged in respect of this residential area; if so, (i) when, (ii) where to and (iii) in what way;

- (2) whether he will make a statement on the matter?

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No.

(a) Due to the cost (estimated at nearly R40 million) to replace the existing facilities it cannot be afforded to do away with existing good housing and other facilities for blacks in an area where there is a considerable backlog in black housing. Bophelong is conveniently situated in respect of work opportunities for blacks.

(b) Upgrading of the existing improvements and infrastructure

- (i), (ii) and (iii) Fall away

- (2) No.

**Riots: buildings damaged**

\*19. Dr F HARTZENBERG asked the Minister of Education and Development Aid:†

(a) How many buildings falling under the control of the Department of Development Aid have been damaged as a result of riots in the current calendar year. (b) what is the estimated cost of the damage and (c) in respect of what date is this information furnished?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) 3.

(b) R30 700.

(c) 23 May 1987.

Onverwacht

\*20. Mr P C CRONJÉ asked the Minister of Constitutional Development and Planning:

- (1) Whether, with reference to his reply to Question No 22 on 17 February 1987, any further consultations and discussions have been held regarding the date for the incorporation of Onverwacht into Owaqwa; if so, (a) with whom, (b) on what dates and (c) what was the outcome in each case;

(2) whether a referendum is to be held amongst the resident of Onverwacht on incorporation into Owaqwa; if not, why not; if so, (a) when and (b) how will it be conducted;

(3) whether the Government of Owaqwa has made any representations to the South African Government regarding independence; if so, (a) when and (b) what was the (i) nature of these representations and (ii) response thereto?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) No, no further consultations or discussions were held.

(a), (b) and (c) Fall away.

(2) No decision regarding a referendum has been taken.

(a) and (b) Fall away.

(3) No, (a) and (b) Fall away.

**Group Areas Act**

\*21 Mr J S Prinsloo asked the Minister of Constitutional Development and Planning:†

(1) Whether a body or person falling under his Department issued a residence permit in terms of the provisions of the Group Areas Act to a White person who is living with his Coloured wife in a White group area at an address furnished to the Minister's Department for the purposes of his reply; if so, (a) when, (b) by whom and (c) on whose recommendation was the permit issued; if not,

(2) whether any steps have been taken or are contemplated against the above-mentioned persons; if so, what steps; if not, why not?

†The DEPUTY MINISTER OF DEVELOPMENT AND PLANNING:

(1) No, (a), (b) and (c) Fall away.

(2) Yes, the person concerned was indicted on a criminal charge and convicted in a court of law.

**Beroni: illegal squatting**

\*22. Mr D G H NOLTE asked the Minister of Constitutional Development and Planning:†

(1) Whether any illegal squatting is taking place on a certain piece of land in the Benoni District situated next to the Benoni/Babstfontein/Pretoria through road and further particulars of which have been furnished to the Minister's Department for the purposes of his reply; if so, (a) how many persons are squatting on this piece of land and (b) in respect of what date is this information furnished?

(2) whether any charges are being collected from the squatters; if not, why not; if so, (a) by whom, (b) for what purposes and (c) at what rate;

(3) whether his Department has investigated the consequences and possible consequences of this squatting; if not, why not; if so, (a) what consequences have been investigated and (b) what were the findings in each case;

(4) whether his Department has taken or is going to take any steps in respect of this squatting; if not, why not; if so, (a) what steps and (b) when?

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) Yes.

(a) Approximately 1 500 people in approximately 250 structures.

(b) 15 May 1987.

(2) Yes.

(a) Mr Giel Nieuwoudt.

(b) Unknown.

(c) According to information obtained from some of the squat-

ters, Mr Nieuwoudt is collecting R30 per structure per month.

(3) No, because the administration of the Prevention of Illegal Squatting Act, 1951, has been assigned to the Provincial Administrators.

(a) and (b) Fall away.

(4) No, But the Transvaal Provincial Administration intends to pursue the matter as soon as the criminal charges, brought by the South African Police against Mr Nieuwoudt and in respect of which he is to appear in the magistrate's court on 9 June 1987, have been disposed of.

(a) Possible action in terms of the Prevention of Illegal Squatting Act, 1951, and/or the Group Areas Act, 1966.

(b) As soon as the criminal case has been determined.

**Cape Town: vagrants**

\*23. Mr K M ANDREW asked the Minister of National Health and Population Development:

(1) Whether any facilities are available for the rehabilitation of vagrants of each race group from the central Cape Town area; if not, (a) why not and (b) what action is being taken in this regard; if so, (i) what facilities, (ii) (aa) where, (bb) when and (cc) by whom was each such facility provided and (iii) by whom are they financed;

(2) whether any additional facilities for the rehabilitation of such vagrants were provided during the past five years; if so, (a) what facilities, (b) (i) where, (ii) when and (iii) by whom were they provided, (c) by whom are they financed and (d) what total number of vagrants can be accommodated in these facilities?

†The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) Asians: None.

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and should it be necessary, such an announcement will be made later.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether there is currently an investigation under way or discussions taking place, in respect of the possibility of implementing school fees in the Cape Province?

†The MINISTER: The possibility of such a levy was in fact mentioned last year already and since that time there have been continuous investigations and consultations with various people in this regard. As soon as we are ready, we shall make an announcement on that.

**Cape Province: reduction in funds**

\*2. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether there has been any reduction in the funds available to schools in the Cape Province in respect of (a) textbooks, (b) exercise books, (c) stationery, (d) the maintenance of grounds, buildings, equipment and facilities and (e) any other specified items: if so, (i) why and (ii) what is the nature of these reductions: if not.
- (2) whether any such reductions are planned in the near future: if so, what are the relevant details?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) (a), (b), (c), and (d) Yes.
- (e) Yes, in respect of all items which do not include compulsory or essential expenditure.
  - (i) As a result of a general decrease in pupil numbers the total amount in real terms available for 1987-88 is less than for the previous financial year.
  - (ii) Schools have been requested to effect the following economies:
    - (1) (a) 25%.
    - (b) 10%.

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- (c) 10%.
- (d) Up to 40%.
- (e) Varying percentages.

(2) Falls away.  
Mr K M ANDREW: Mr Chairman, arising out of the hon the Minister's reply, can he tell us whether these reduction also apply to schools in which there have been no reduction or possibly even an increase in the number of pupils?

†The MINISTER: Mr Chairman, naturally the question was put against the background of economic measures in the whole province. One cannot apply individual economies at schools. Something I would also like to bring to the attention of the hon member is that if there is for example a 25% saving in respect of text-books, it may seem as though there might be pupils who will be without text-books. That is not the case as there are text-books in use at the present moment. All that happens now, is that savings are effected in a more meaningful way and that we ask new text books be not made available in excessive numbers. The same applies to stationery, etc.

For written reply:  
General Affairs:

**Complaints about 6 May**

15. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

Whether his Department has received any complaints from persons eligible to vote who were unable to cast their votes on 6 May 1987 on account of (a) their names not appearing on any voters' roll and (b) their having been registered in a different constituency without their knowledge: if so, (i) how many complaints in each category and (ii) what was his Department's response?

The MINISTER OF HOME AFFAIRS:

- (a) Yes.
- (b) Yes.
  - (i) The Department did not record the number of complaints.
  - (ii) Every complaint received before polling day was investigated and

where applicable the necessary steps were taken to rectify mistakes. Complaints received after polling day are being investigated and written replies will be forwarded to voters personally.

**Citizens repatriated**

49. Mr P G SOAL asked the Minister of Home Affairs:

Whether any citizens of the four independent Black states were repatriated from the Republic in 1986; if so, how many in respect of each such state?

The MINISTER OF HOME AFFAIRS:

Yes. Transkei 143; Bophuthatswana Nil; Venda 2; Ciskei 1. Repatriations were effected in terms of the Blacks (Urban Areas) Consolidation Act, 1945 (Act No 25 of 1945) which was repealed with effect from 1 July 1986. The above figures are therefore only for the period 1 January to 30 June 1986.

Yeld type: conservation status

94 Mr R R HULLEY asked the Minister of Environment Affairs:

What is the present conservation status of each specified veld type occurring in the Republic?

The MINISTER OF ENVIRONMENT AFFAIRS:

	Veld type	Present percentage conservation status		
1	Coastal forest and thornveld	1,63	41	—
2	Alexandria Forest	0,11	42	Karrooid Merxmullera mountain veld replaced by Karoo
3	Pondoland coastal plateau sourveld	3,91	43	Mountain rhenost-erbosveld
4	Knysna forest	4,28	44	Highland sourveld and Dohne sourveld
5	Ngonong veld	0,6	45	Natal must belt Ngonongveld
6	Zuliland thornveld	5,45	46	Coastal rhenost-erbosveld
7	Eastern Province thornveld	0,04	47	Coastal macchia
8	North-eastern mountain sourveld	7,61		
9	Lowveld sour bushveld	4,81		

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# How the satellite system would involve business and professional bodies and reach students

## Boffins Plan lift-off for Varsity in Space

By Michael Chester

Business leaders and academics were gathering in Pretoria today to discuss the launch of South Africa's "Varsity in Space" — a crash programme to solve the worsening skills shortage.

The use of satellite links to bring skills programmes to workers and executives has been proposed by the Syncom think tank in a joint planning exercise with the Laboratory for Advanced Engineering at the University of Pretoria.

Planners urge the creation of a Learning Network Corporation (LNC) to pull in the private sector and help finance the multi-million-rand venture.

They visualise the LNC as main catalyst in the running of space-age classrooms to develop a new generation of workers — from skilled artisans to top corporate executives. The programme would draw on the potential talent of all race groups.

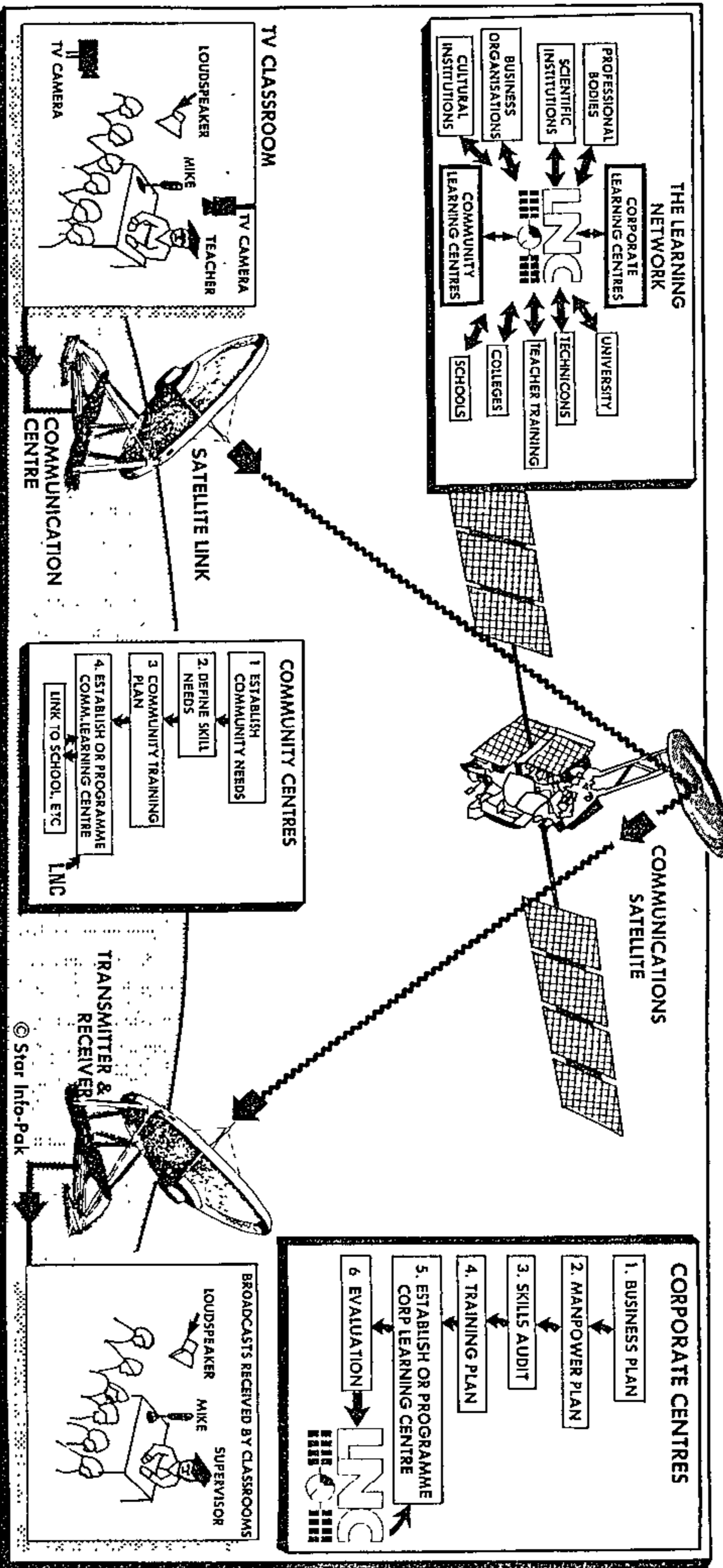
The system would be available not only at university and technician level, but inside schools, business schools, community centres, factories and offices even in the most remote areas.

Mr Andre Spier, head of Syncom, is convinced the involvement of the private sector is crucial to supplement the present education system and ensure a bigger and better-skilled labour force.

Primary users of the "Varsity in Space" would be:

- Universities and technicians, feeding in programmes from their own material, exchanging high-technology information and drawing on international expertise in specialised spheres.
- Teacher training colleges, which could use the system without hindrance from racial segregation barriers.
- Scientific institutions, in worldwide, two-way exchanges to share knowledge of hi-tech innovations.
- Professional bodies, laying out future needs and levels of competence and using the system to meet training needs.
- Business organisations, such as the Small Business Development Corporation and Institute of Personnel Management, using the system to disseminate information and plot international trends.
- Schools and various cultural organisations, putting the system to use at community level.

How will the "Varsity in Space" work? It is envisaged that the LNC will co-ordinate the operation of classrooms run by specialists, feeding in audio-visual programmes.



# Boffins <sup>(50)</sup> <sup>(24)</sup> plan lift-off for Varsity in Space

By Michael Chester

Business leaders and academics were gathering in Pretoria today to discuss the launch of South Africa's "Varsity in Space" — a crash programme to solve the worsening skills shortage.

The use of satellite links to bring skills programmes to workers and executives has been proposed by the Syncom think tank in a joint planning exercise with the Laboratory for Advanced Engineering at the University of Pretoria.

Planners urge the creation of a Learning Network Corporation (LNC) to pull in the private sector and help finance the multimillion-rand venture.

They visualise the LNC as main catalyst in the running of space-age classrooms to develop a new generation of workers — from skilled artisans to top corporate executives. The programme would draw on the potential talent of all race groups.

The system would be available not only at university and technician level, but inside schools, business schools, community centres, factories and offices even in the most remote areas.

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- Schools and various cultural organisations, putting the system to use at community level.

How will the "Varsity in Space" work?

It is envisaged that the LNC will co-ordinate the operation of classrooms run by specialists, feeding in audio-visual programmes. These might start with adult literacy courses in community centres and climb to managerial courses of university and business school standard.

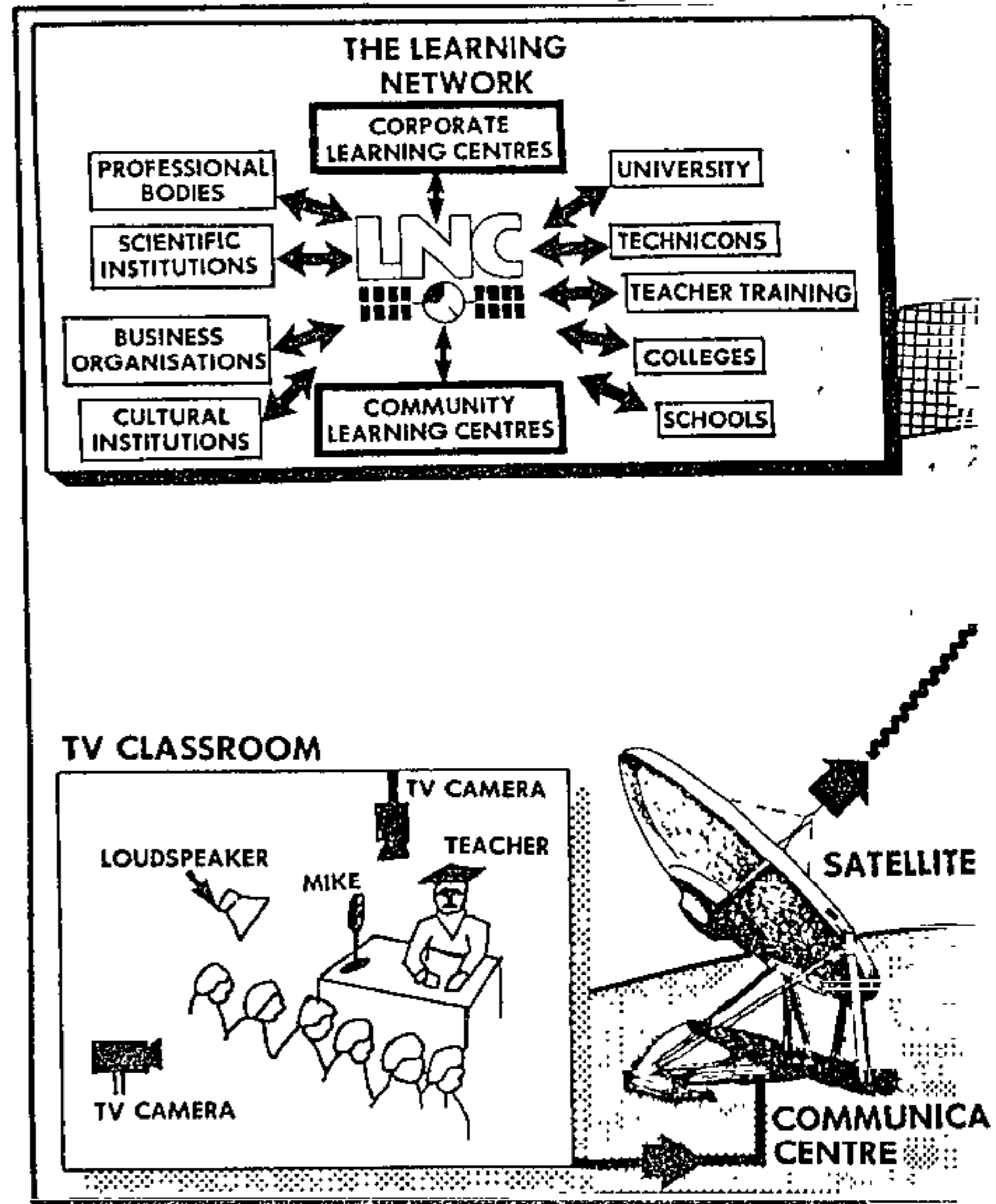
Programmes would be fed to a satellite orbiting about 36 000 km above South Africa and then bounced back to earth stations.

Material would be channelled to microwave TV towers that would transmit programmes to receivers and connect classrooms back to source, enabling two-way communication between students and lecturers.

Community centres will be asked to set out local needs — everything from housing schemes to adult education classes.

Said Professor Louis van Biljon, executive chairman of the Laboratory for Advanced Engineering (LGI): "We have the technology to instruct all our population and open vast new vistas.

"To keep this country thriving, we have to create 1 000 jobs every day. We must fit 100 years of educational evolution into a five- or 10-year cycle."





arising out of the hon the Minister's reply, may I enquire, firstly, whether any fishing rods or fishing tackle was taken along in the helicopter; secondly, whether the hon Ministers concerned spent a considerable amount of time on the island—the preponderance of the time that they were there—engaged in fishing; and, thirdly, whether this was, in fact, really nothing other than a fishing expedition?

†The MINISTER: Mr Chairman, the hon member knows that when the Minister of Defence carries out a task he does it quickly. [Interjections.] The result is that I quickly dealt with my official visit. I did take a fishing rod with and I did some pleasant fishing—in accordance with the permitted sizes and numbers—and we had good fish to eat.

Mr D J N MALCOMESS: That was a very expensive fishing expedition. [Interjections.] At 15h02, Questions on General Affairs interrupted in accordance with Joint Rule 59.

**SAA flights to USA**

\*34. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

- (1) Whether the South African Airways have instituted legal proceedings in the United States of America in connection with the termination of all South African Airways flights from the Republic to the United States; if so, what were the costs incurred in respect of these proceedings as at the latest specified date for which information is available;
- (2) whether he will make a statement on the matter?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes. The costs incurred as at 2 June 1987 amounted to R265 877.64.
- (2) No.

**Emergency regulations**

\*36. Mrs H SUZMAN asked the Minister of Law and Order:

- (a) How many persons were detained for up to 30 days under the emergency regulations?

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lations from 12 June 1986 until the latest specified date for which figures are available and (b) how many of these persons were under the age of 18 when they were in detention?

The MINISTER OF LAW AND ORDER:

- (a) I do not consider it in the public interest to furnish the information.
- (b) Falls away.

**Distribution of literature**

\*37. Mr P G SOAL asked the Deputy Minister of Information:

Whether the Bureau for Information has at any time been involved in the (a) (i) preparation, (ii) printing, (iii) distribution and (iv) financing of any literature and (b) provision of financial or other support to any group campaigning against a certain organisation, the name of which has been furnished to the Bureau for the purpose of the Deputy Minister's reply; if so, (aa) on what dates, (bb) why, (cc) what was the nature of the Bureau's involvement in each case, (dd) on whose instructions was this done and (ee) what is the name of the organisation in question?

The DEPUTY MINISTER OF INFORMATION:

- No.
- (a) and (b) fall away.

**South African Certification Council**

\*38. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether he has appointed any persons to serve on the South African Certification Council; if not, why not; if so, (a) what are the names of the persons appointed, (b) what are their qualifications for serving on this council in each case and (c) with effect from what date were they appointed;
- (2) whether he called for nominations for persons to serve on this Council; if not, why not; if so, (a) what organisations and/or persons were contacted to submit nominations for this purpose.

(b) on what dates were these organisations and/or persons contacted and (c) what was their response;

- (3) whether he will make a statement on the matter?

The MINISTER OF NATIONAL EDUCATION:

- (1) No. The constitution of the Council is at present being considered by me.
  - (a) Falls away.
  - (b) Falls away.
  - (c) Falls away.
- (2) Yes.
  - (a) (i) The Education Ministers.
  - (ii) Bodies, societies or organisations were requested in terms of section 4 (1) (b) (ii) of the South African Certification Council Act, No. 85 of 1986, by notice in the Gazette to submit names of persons to me for appointment to the Council.
  - (b) The Government Notice in (a) was published on 16 January 1987. The period within which names of persons were to be submitted to me was extended on 16 April 1987 by notice in the Gazette to 15 May 1987.
  - (c) Names of 44 persons were submitted to me by 20 different bodies, societies or organisations.

- (3) No.

**Negotiations with Black leaders**

\*39. Mr S S VAN DER MERWE asked the Deputy Minister of Information:

- (1) (a) What was the total cost of the advertisements in connection with negotiations with Black leaders which appeared in the name of the State President in newspapers on 24 May 1987, (b) from what account were these advertisements financed, (c) in which newspapers did they appear and (d) what was the purpose thereof;

(2) whether any responses to these advertisements have been received; if so, (a) from whom and (b) what was the nature of the responses?

The DEPUTY MINISTER OF INFORMATION:

- (1) (a) R78 000.
- (b) Advertising budget of the Bureau for Information (Programme No 5).
- (c) Sunday Times, Sunday Star, Rapport, Sowetan, City Press, New Nation, Indaba, Ilanga, Imvo.
- (d) To convey to the public particular facets of the State President's opening address in Parliament on 19 May 1987 as well as his commitment to peaceful negotiations.
- (2) The advertisements did not put questions to which replies were expected. (a) and (b) Fall away.

**Own Affairs:**

**Cape Province: school fees**

\*41. Mr K M ANDREW asked the Minister of Education and Culture:

Whether it is the intention to charge school fees at schools in the Cape Province; if so, (a) on what basis, (b) with effect from what date and (c) what fees will be charged?

The MINISTER OF EDUCATION AND CULTURE:

- No final decision has been taken in this regard;
  - (a) falls away.
  - (b) falls away.
  - (c) falls away.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, could he give us an indication of whether it is the intention to make such a decision in the near future?

†The MINISTER: Mr Chairman, it is very clear from the reply that no final decision has yet been made. We will investigate the matter

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invited to visit any overseas countries by his Department in 1986; if so, (a) how many, (b) what are their names, (c) which countries did they visit in each case, (d) what was the purpose of each visit and (e) what was the total cost to the State, including the cost of air travel, of these visits?

The MINISTER OF FOREIGN AFFAIRS:

Yes. Under the present circumstances it is not considered in the interest of the country to make public these details. Should the hon member be interested in obtaining further details, the Director-General of Foreign Affairs would gladly furnish them to him.

#### Passengers

42. Mr D J N MALCOMNESS asked the Minister of Transport Affairs:

What was the total number of (a) first and (b) third-class (i) mainline and (ii) commuter passengers transported by the rail services of the South African Transport Services in the Republic in the 1985-86 financial year?

The MINISTER OF TRANSPORT AFFAIRS:

- |                 |             |
|-----------------|-------------|
| (a)             | (b)         |
| (i) 356 384     | 18 237 402  |
| (ii) 89 826 391 | 548 440 793 |

#### Invitations to foreign nationals

53. Mr P G SOAL asked the Minister of Foreign Affairs:

(1) Whether any South African embassy officials extended invitations to any foreign nationals to visit the Republic in 1986; if so, (a) what are the names of the persons to whom invitations were extended and (b) why was each invitation extended;

(2) whether any of these persons accept-

ed these invitations; if so, (a) who accepted the invitations, (b) in which month did each such person visit the Republic and (c) what was the total cost incurred by the State in respect of such foreign visitors in 1986?

The MINISTER OF FOREIGN AFFAIRS:

(1) Yes.

(a) It is the policy of the Department of Foreign Affairs, for reasons which will be understood by the hon member, to leave it to the guest himself to disclose whether or not he is or was a guest of the Department of Foreign Affairs. The information can, however, be made available to the hon member by the Department of Foreign Affairs for perusal.

(b) To provide foreign opinion forms the opportunity to become personally acquainted with the facts and the realities of the situation in the RSA.

(2) Yes.

(a) and (b) See (1) (a).

Own Affairs:

#### School buildings

14. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

(a) How many school buildings were constructed or caused to be constructed by his Department in 1986 and (b) what was the average capital cost of constructing these buildings?

The MINISTER OF EDUCATION AND CULTURE:

(a) 35.

(b) R2 621 211.

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# SA will teach from the sky <sup>SMZ 9/6/87</sup>

By Michael Chester

South Africa is planning new satellite links for a multiracial "Varsity in Space" — run by the private sector and beaming services to all main urban centres and even the most remote rural corners.

It is expected that the first phase of the project will be in operation within the next two years, and is likely to trigger a revolution in approaches to education from school level to industrial manpower training programmes.

The aim is to mobilise space-age technology to ensure that South Africa draws on all racial groups to produce the vast new reservoir of highly-skilled manpower needed to increase the economic tempo.

Planning is being handled by the Syncom think tank and the Laboratory for Advanced Engineering at the University of Pretoria, which have studied world-wide high technology developments in educa-

tion to prove the viability of the exercise.

Minister of Economic Affairs and Technology Mr Danie Steyn will open a special conference of business leaders at the Council for Scientific and Industrial Research in Pretoria tomorrow. It has been called to discuss details of the satellite scheme and how the private sector will finance it.

It is being regarded as a significant signal of the potential role of privatisation in the education system. Agreement by Mr Steyn to make the opening address is seen as Government blessing for the project.

The support of business and leading educationists is indicated by the four-man panel which will outline the concept: Mr Harold Groom, president of the Association of Chambers of Commerce; Professor Rod Conacher, rector of the Johannesburg College of Education; Professor Cas Crouse, rector of Vista

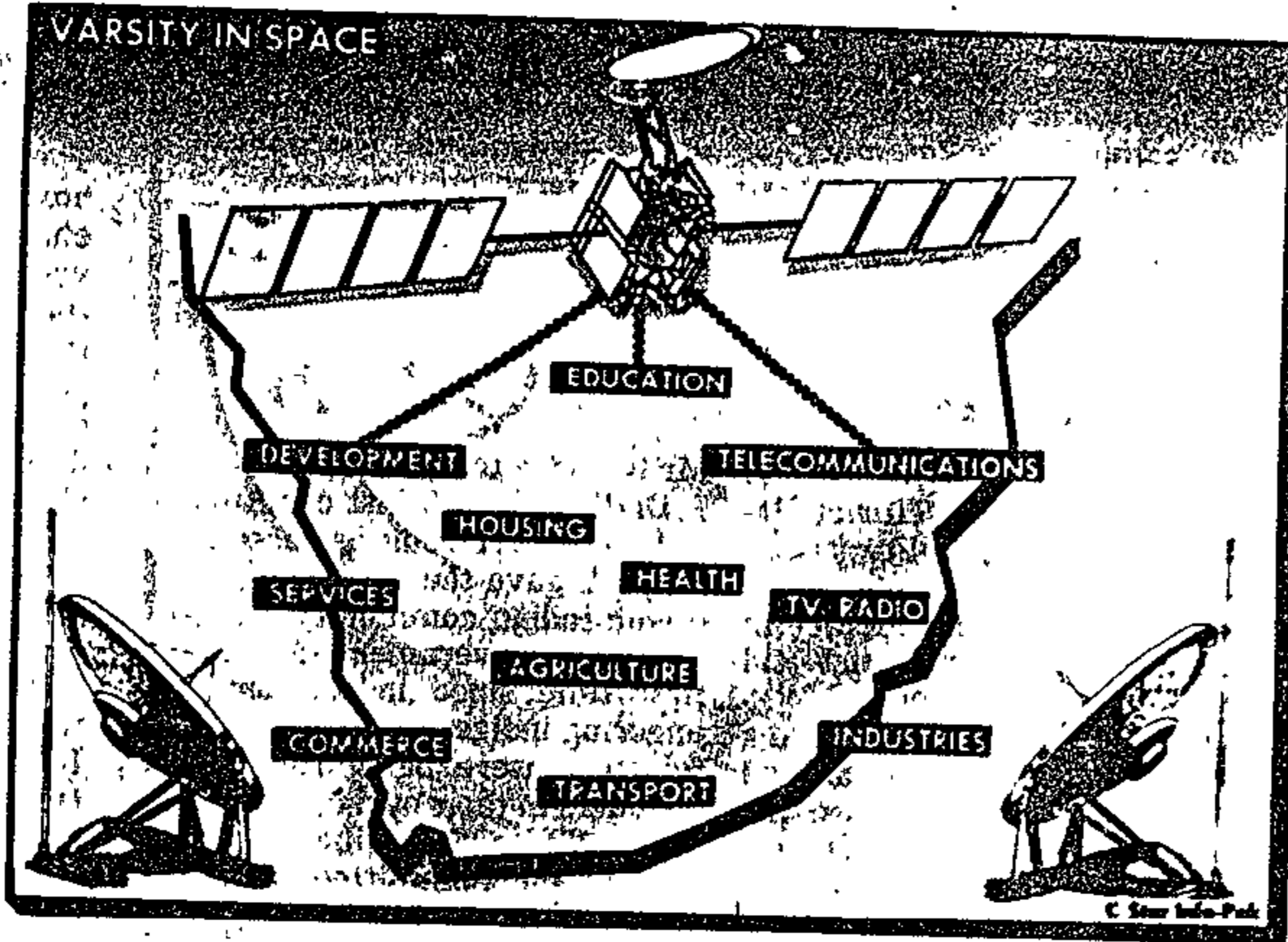
University; and Mr Lee-pile Taunyane, president of the Transvaal United African Teachers' Association.

A first objective at the conference will be to create a special new company to run the "Varsity in Space".

"South Africa faces a blunt choice," says Dr Niko Stutterheim, chairman of Syncom.

"It can develop technologically — or deteriorate into permanent underdeveloped status.

"The blueprints and hardware are available for rapid technological advancement, but they will be useless without the necessary skilled and high-level manpower."



CAC Times 11/8/87 (50)

# New law on access to schools

Political Staff

HOUSE OF ASSEMBLY. — The entry of black pupils to schools has been strictly controlled in terms of the Education Laws (Education and Training) Amendment Bill, which was released in Parliament yesterday.

In a memorandum, the Department of Education and Training said pupils may not visit a school or enter its grounds — without the written permission of the Director-General — outside periods of instruction or for any

other purpose other than to attend a sports meeting, a concert or "any other event" at the school.

The bill also empowers the Minister of Education and Training to suspend the activities of a public school or any class at a school for any period he may determine.

Another provision stipulates that teachers will have "discharged" themselves if they are absent from duty for longer than 14 days without the permission of the director-general.



(a) to (d) Fall away.

Teachers' Federal Council

\*2 Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether the Teachers' Federal Council is permitted to register teachers who are not White; if not, why not; if so, (a) how many such teachers have been registered, (b) what total number of applications from such teachers have been received by this council and (c) in respect of what date is this information furnished;
- (2) whether this council has met with him to consider the registration of teachers who are not White; if so, (a) when and (b) what was the outcome of the meeting;
- (3) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) The Federal Teachers' Council is an independent body. The decision whether the Council can register teachers who are not White consequently rests with the Council. The Council is at present considering this matter.
  - (a) None.
  - (b) a few, according to the Council.
  - (c) June 1987.
- (2) Yes,

- (a) on more than one occasion, the most recent date on which we met the Council being 28 April 1987;
- (b) the matter was discussed but no final decisions were taken;

(3) No.

Mr R M BURROWS: Mr Chairman, arising out of the reply of the hon the Minister, can he give us an indication as to whether the legal advisers of the council say that they can register teachers who are not White, but that the Minister's legal advisers say that they cannot register teachers who are not White?

†The MINISTER: Mr Chairman, the reply to the question is that we are having talks with the Federal Teachers' Council on this whole affair. As soon as finality has been reached, a statement on this will be made. As I have indicated, these are matters that fall under an autonomous body, the Federal Teachers' Council, and I am not prepared to debate the matters of such an autonomous body across the floor of this House.

Mr R M BURROWS: Mr Chairman, further arising out of the reply of the hon the Minister, is the Teachers' Federal Council, as I understand it is called—not Federal Teachers' Council—not governed by a statutory law of this Parliament?

†The MINISTER: Mr Chairman, of course the Federal Teachers' Council was established in terms of an Act of this House, in other words, it enjoys statutory recognition. That specific council therefore has, as a result of the legislation, certain rights and powers which it exercises itself. [Interjections.]

Admission of non-Whites

\*3. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether pupils who are not White are admitted to schools falling under his Department; if not, in terms of what statutory provision are they not so admitted;
- (2) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes; however, in state controlled schools only children of diplomats and members of consular missions are admitted.
- (2) No.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, can he tell us the statutory provision in terms of which children—I am referring to those who are not children of diplomats or consular representatives—are not admitted to these schools? What prevents them from being admitted?

†The MINISTER: Mr Chairman, the hon

member may put the question on the Question Paper.

Mr R M BURROWS: That is the question!

Cape Province: pupils enrolled

\*4 Mr K M ANDREW asked the Minister of Education and Culture:

How many pupils were enrolled at State schools in the Cape Province in (a) 1985 and (b) 1987?

THE MINISTER OF EDUCATION AND CULTURE:

- (a) 237 082.
- (b) 229 438.

Cape Province: amount to schools

\*5. Mr K M ANDREW asked the Minister of Education and Culture:

What total amount was made available to schools in the Cape Province in the (a) 1985-86 and (b) 1986-87 financial year in respect of the five categories of items referred to in his reply to Question No 2 on 9 June 1987?

†THE MINISTER OF EDUCATION AND CULTURE:

- (a) R42 673 747.
- (b) R46 848 341.

Rent control

\*6. Mr K M ANDREW asked the Minister of Local Government, Housing and Works:

What total amount was made available to schools in the Cape Province in the (a) 1985-86 and (b) 1986-87 financial year in respect of the five categories of items referred to in his reply to Question No 2 on 9 June 1987?

Population group	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Cape Province												
Whites . . . . .	2	2	0	1	0	1	0	2	5	2	1	0
Coloureds . . . . .	0	2	4	1	2	1	3	2	1	0	0	2
Asians . . . . .	0	0	0	0	0	0	0	0	0	0	0	0
Blacks . . . . .	15	11	8	18	5	3	6	2	3	5	2	6
Natal												
Whites . . . . .	0	5	1	0	1	1	1	0	0	1	0	0
Coloureds . . . . .	1	0	1	0	0	0	1	2	0	3	1	2
Asians . . . . .	2	4	2	4	1	0	3	3	3	1	1	0
Blacks . . . . .	108	83	37	72	34	21	40	30	28	58	37	12

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"(i) The funeral shall take place on SATURDAY the 31st day of JANUARY 1987 between the hours 10h00 and 13h00. All proceedings in connection with the funeral including the service in the PHILLIP SMITH HALL, and the burial in the CEMETERY must be completed between the abovementioned hours.

(ii) The number of persons attending the funeral shall not exceed 250.

(iii) Only the ordained ministers, to wit, the Rev Mei of the Methodist Church, Thabong and the Rev Thothlahlemajoe of the Assemblies of God, Thabong are allowed to conduct the burial service and to be speakers in the PHILLIP SMITH HALL and at the burial in the CEMETERY

(iv) The bodies of the two deceased are to be transported from their home to the PHILLIP SMITH HALL and from there to the CEMETERY, by mechanically driven vehicles only.

(v) The cortège as a whole and at all relevant times during the proceedings shall consist of motor vehicles only and no pedestrians shall form part of the funeral procession.

(vi) The hearses carrying the bodies of the deceased and the funeral procession as a whole, shall follow the shortest possible route from the home of the deceased to the PHILLIP SMITH HALL and to the CEMETERY.

(vii) No speeches of a political nature or the singing of freedom songs are allowed as part of the night watch or the burial proceedings. No banners, posters, T-shirts, pamphlets, handbills or stickers bearing political slogans and aimed at the furtherance of the objectives of any organisation shall be displayed or distributed during the proceedings.

(viii) That all people attending the burial shall leave the CEMETERY immediately after the conclusion of the burial and in an orderly manner".

#### Children detained

\*31. Mr R M BURROWS asked the Minister of Law and Order:

Whether any children as defined in the Child Care Act, No 74 of 1983, were being detained in the Republic as at 10 June 1987; if so, (a) how many children who were under the age of (i) 18 and (ii) 16 were being detained as at the above date or the latest specified date for which information is available and (b) at what places were they being held?

#### The MINISTER OF LAW AND ORDER:

In commencing I wish to point out that the hon member gave no indication to which category of detainees he refers. Therefore I furnish particulars in respect of children who were in detention on criminal charges.

Yes.

(a) (i) 51 children.

(ii) 190 children.

(b) At different places in the Republic

Note. I want to point out to the hon member that these persons were detained only to ensure their presence in court and because of the seriousness of the reasons for their detention, it was not feasible to detain them in places of safety, or to release them on bail, or to hand them to their parents or custodians.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, do I understand him correctly that his definition of "detention" refers simply and solely to criminal charges?

The MINISTER: Mr Chairman, I have just replied to the question that the hon member put on the Question Paper. If he wants any further particulars, I am prepared to try to help him, but then he must table his question, please

Mr R M BURROWS: Mr Chairman, further arising out of the hon the Minister's reply, do I understand that his definition of "detention" refers exclusively to criminal charges? If not, then the definition of "detention" is a broad one.

The MINISTER: Mr Chairman, as I have said, I replied to the question the hon member put to me. If he wants further information he must please put his questions on the Question Paper.

#### Education moneys: financing formula

\*32. Mr R M BURROWS asked the Minister of National Education:

(1) Whether a certain common financing formula for the allocation of education moneys, particulars of which have been furnished to the Minister's Department for the purpose of his reply, is available for public information; if not, why not;

(2) whether he is obliged to (a) table and (b) publish any general policy on education; if so, (i) in terms of what statutory provisions and (ii) what is this policy;

(3) whether he will make a statement on the matter?

#### †The MINISTER OF NATIONAL EDUCATION:

(1) No. General financing formulae for education have already been drafted, but have not been formalised as general education policy, as certain parties concerned still have to be consulted. Although these formulae are already being used as an interim frame of reference for the calculation of the education budget, these formulae will be announced later as part of general education policy.

(2) (a) and (b) Yes.

(i) Section 2 (2A) of the National Policy of General Education Affairs Act, 1984 (Act No. 76 of 1984).

(ii) Policy on any matter referred to in section 2 (1) of the said Act

50  
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A. M. and

#### Khayelitsha: housing

\*33. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

(1) What was the estimated number of persons living at Khayelitsha in (a) conventional or starter-core housing and (b) informal or squatter-type housing or tents as at the latest specified date for which information is available;

(2) whether the development of Khayelitsha differs in any way from the original development plan announced in March 1984; if so, (a) why, (b) in what respect, (c) (i) when was it decided to deviate from the original plan and (ii) who took this decision and (d) what will be the effects of these deviations on the economic viability of Khayelitsha.

(3) whether any members of the Black community were consulted in regard to changes in this development plan; if not, why not; if so, (a) what persons were consulted, (b) why were they chosen to be consulted, (c) when were they consulted and (d) what were their views;

(4) whether a new development or structure plan for Khayelitsha has been drawn up; if not, why not; if so, (a) (i) by whom and (ii) when was it drawn up, (b) who was consulted in the matter, (c) how does it differ from the original plan and (d) where can copies of this plan be obtained by members of the public?

#### The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

(1) (a) ±36 000.

(b) ±100 000. 15 June 1987.

(2) Yes.

(a) To accommodate the increasing number of squatters in the Peninsula area.

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(b) The density in Village III and IV of Town I and portions of Town II and III east of the railway line was increased. With the establishment of site C a relocation of the major land uses was carried out.

(c) (i) May 1985.

(ii) The Department of Co-operation and Development.

(d) It will not have an effect on the economic viability.

(3) Yes.

(a) The Cape Town Community Council.

(b) They were the elected "Local authority".

(c) Prior to the revision of the Development plan.

(d) The Community Council was represented on the Khayelitsha Development Committee which recommended the amendment to the Department.

(4) (a), (b) and (c) No, in respect of a structure plan and in respect of a development plan see 2 and 3 above.

(d) Office for Community Services, Private Bag X7, Goodwood.

Khayelitsha: railway line

\*34. Mr K M ANDREW asked the Minister of Transport Affairs:

Whether any progress has been made in constructing a railway line to Khayelitsha; if not, why not; (a) what progress, (b) when will it be brought into use, (c) what will be the capacity of the line and (d) what is the estimated cost of constructing the line?

†The MINISTER OF TRANSPORT AFFAIRS:

Yes.

(a) The work is 55% complete.

(b) During January 1988.

HOA

(c) 45 000 passengers will be conveyed daily in each direction during peak periods.

(d) R63 million.

Khayelitsha: housing

\*35. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

Whether any funds are to be spent on housing in Khayelitsha in the 1987-88 financial year; if not, why not; if so, (a) what total amount and (b) on what types of housing?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

No.

It is Government policy that the private sector should get involved in the provision of housing for black communities. The Office of Community Services Western Cape is currently negotiating with private developers to fulfil this role.

(a) and (b) Fall away.

Milk shortage

\*36. Mr R W HARDINGHAM asked the Minister of Agriculture:

(1) Whether a milk shortage is being experienced at present; if so, in what areas;

(2) whether any action has been taken to prevent a resultant shortage of dairy products; if not, why not; if so, what action?

†The MINISTER OF AGRICULTURE:

(1) Yes, country wide.

(2) Yes, milk processors may, and in fact do, pay prices higher than the minimum prices fixed by the Dairy Board for fresh milk and industrial milk to encourage milk production, and the Board also allows the importation of milk solids, in the form of milk powder and cheese, by local manufacturers.

Livestock: unsterilised chicken litter

\*37. Mr R W HARDINGHAM asked the Minister of Agriculture:

(1) Whether unsterilised chicken litter is being fed to livestock; if so,

(2) whether his Department intends taking any action in this regard; if not, why not; if so, (a) what action and (b) when?

The MINISTER OF AGRICULTURE:

(1) Yes, farmers do so at own risk.

(2) No, although tests are being conducted, no economic and effective sterilisation method exists at present.

(a) and (b) Fall away

Own Affairs.

Text-books

\*1. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether his Department reviews all school text-books prior to allowing them to be prescribed for use in schools; if not, (a) why not and (b) who is responsible for selecting text-books for schools; if so, (i) what is the position held by the person or persons responsible for reviewing text-books for use in schools and (ii) what qualifications are held by such person or persons;

(2) whether his Department has received any complaints from (a) teachers, (b) pupils, (c) parents and/or (d) any other specified persons regarding a certain history text/book which has been prescribed for matric pupils in the Transvaal, particulars of which have been furnished to the Minister's Department for the purpose of his reply; if so, (i) what was the (aa) nature of the complaints and (bb) response thereto and (ii) what are the particulars of the textbook in question;

(3) whether he has received any representations regarding the standard of any prescribed text/books; if so, (a) from whom (b) when, (c) in respect of what

text-books and (d) what was his response in each case?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, (a) and (b) Falls away.

(i) Members of an evaluation panel comprising senior teachers in the subject and Departmental officials who are professionally highly qualified subject specialists.

(ii) The qualifications of evaluators range from bachelor's to doctor's degrees, with professional teaching diplomas.

(2) (a) No.

(b) No.

(c) No.

(d) The *Sunday-Tribune* made enquiries on the strength of allegations from a Dr Farquharson of Pretoria and others in letters to the press

(i) (aa) Serious errors of fact and lack of balance.

Tortuous style.  
Grammatical errors which make it unintelligible in places, as well as spelling errors.

(bb) The answer is in paragraph 3 of the press release, a copy of which is available.

(ii) Title: History Sid 10, Higher Grade and Standard Grade.

Authors: C J Joubert and J J Britz.

Publishers: Perskor Publishers, Johannesburg and Cape Town.

Edition: First edition, first impression, 1986.

ISBN: 0 628 03151 3.

(3) None, up to and including 19 June 1987.

HOA

23/6/87

Howard

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(a) to (d) Fall away.

**Teachers' Federal Council**

\*2 Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether the Teachers' Federal Council is permitted to register teachers who are not White; if not, why not; if so, (a) how many such teachers have been registered, (b) what total number of applications from such teachers have been received by this council and (c) in respect of what date is this information furnished;
- (2) whether this council has met with him to consider the registration of teachers who are not White; if so, (a) when and (b) what was the outcome of the meeting;
- (3) whether he will make a statement on the matter?

**The MINISTER OF EDUCATION AND CULTURE:**

- (1) The Federal Teachers' Council is an independent body. The decision whether the Council can register teachers who are not White consequently rests with the Council. The Council is at present considering this matter,
  - (a) None.
  - (b) a few, according to the Council.
  - (c) June 1987.
- (2) Yes,
  - (a) on more than one occasion, the most recent date on which we met the Council being 28 April 1987;
  - (b) the matter was discussed but no final decisions were taken;
  - (3) No.

Mr R M BURROWS: Mr Chairman, arising out of the reply of the hon the Minister, can he give us an indication as to whether the legal advisers of the council say that they can register teachers who are not White, but that the Minister's legal advisers say that they cannot register teachers who are not White?

HoA

*Handwritten: 23/6/87 Howard*

member may put the question on the Question Paper.

Mr R M BURROWS: That is the question!

**Cape Province: pupils enrolled**

\*4 Mr K M ANDREW asked the Minister of Education and Culture:

How many pupils were enrolled at State schools in the Cape Province in (a) 1985 and (b) 1987?

**The MINISTER OF EDUCATION AND CULTURE:**

- (a) 237 082
- (b) 229 438.

**Cape Province: amount to schools**

\*5 Mr K M ANDREW asked the Minister of Education and Culture:

What total amount was made available to schools in the Cape Province in the (a) 1985-86 and (b) 1986-87 financial year in respect of the five categories of items referred to in his reply to Question No 2 on 9 June 1987?

**The MINISTER OF EDUCATION AND CULTURE:**

- (a) R42 673 747.
- (b) R46 848 341.

**Rent control**

\*6 Mr K M ANDREW asked the Minister of Local Government, Housing and Works:

Whether any notices have been sent to property owners or agents in respect of changes or proposed changes in rent control; if so, (a) what notices, (b) in respect of what changes, (c) when are these changes to take effect and (d) in terms of what statutory provisions or regulations have these changes been effected?

**The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:**

No, but as indicated in my press release of 17 February 1987 discussions were held beforehand with organisations and institutions which represent property owners and agents.

- (a) to (d) Fall away.

*For written reply*

**General Affairs**

**Typhoid**

21. Dr M S BARNARD asked the Minister of National Health and Population Development:

How many (a) cases of and (b) deaths from typhoid were reported in respect of each race group in each province for each month in 1986?

**The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:**

- (a) Notification of typhoid cases per month per population group in each province in 1986.

Population group	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
<b>Cape Province</b>												
Whites.....	2	2	0	1	0	1	0	2	5	2	1	0
Coloureds...	0	2	4	1	2	1	3	2	1	0	0	2
Asians.....	0	0	0	0	0	0	0	0	0	0	0	0
Blacks.....	15	11	8	18	5	3	6	2	3	5	2	6
<b>Natal</b>												
Whites.....	0	5	1	0	1	1	1	0	0	1	0	0
Coloureds...	1	0	1	0	0	0	1	2	0	3	1	2
Asians.....	2	4	2	4	1	0	3	3	3	1	1	0
Blacks.....	108	83	37	72	34	21	40	30	28	58	37	12

HoA

*Handwritten: Howard 23/6/87*

*Handwritten: Approved 23/6/87*



**Group Areas Act**

\*26. Dr F HARTZENBERG asked the Minister of Justice:†

(1) Whether the Attorney-General of the Transvaal was recently requested to direct that prosecutions by suspended against persons contravening the provisions of the Group Areas Act, No 36 of 1966, in the White residential area of Zeerust; if so, (a) (i) on what date and (ii) by whom was this request made and (b) what was the Attorney-General's response to it;

(2) whether he will make a statement on the matter?

†The MINISTER OF LAW AND ORDER (for the Minister of Justice).

(1) I arranged for enquiries to be made at the Attorney-General and he states that he did not receive such a request. I myself am also not aware of such a request.

(2) Falls away.

**Own Affairs:**

**Accommodation units**

\*1. Mr P G SOAL asked the Minister of Local Government, Housing and Works:

How many accommodation units for aged White persons were built in the Johannesburg municipal area with financial assistance from the State in 1986?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

374 units.

**Parish Road Primary School**

\*2. Mr R R HULLEY asked the Minister of Education and Culture:

(1) Whether the proposed Parish Road Primary School in Constantia is to be built in the near future; if not, when is it anticipated that this school will be built; if so,

(2) whether the working plans for the construction of this school have been

vice of the Commission for Administration, decided to abolish one post of Chief Director (Deputy Director of Education) in each of the Transvaal, Orange Free State and Natal Education Departments.

In the course of establishing the Department of Education and Culture. Administration: House of Assembly as a policy-making education department, a particular need for senior managerial posts at the head office of the Department was identified. After the Commission for Administration had made the necessary evaluation, the Ministers' Council, on the recommendation of the Commission, decided to institute three additional posts of Chief Director at the head office of the Department. These posts are at present being filled in accordance with the normal procedures.

Mr R M BURROWS: Mr Speaker, may I enquire from the hon the Minister whether his department made submissions to the Commission for Administration on the functions that are to be carried out by the Deputy Director's Chief Director in his department.

†The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the reply to that question is that the head office of the Department of Education and Culture has a particular obligation and responsibility regarding the extent of the functions and the responsibility attached thereto. It was submitted to the Commission for Administration, who conducted an investigation, and decisions were taken on the grounds of their findings, as was set out in the reply to the question.

**Teachers' associations**

\*4. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether he or his Department has devised and/or suggested guidelines for the recognition of teachers' associations; if so, what are these guidelines;

(2) whether these guidelines have been submitted to any bodies for comment; if so, (a) to what bodies and

(b) what is the closing date for comment;

(3) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, draft guidelines have been drawn up but will only become available after final negotiation;

(2) Yes.

(a) to the Federal Teachers' Council,

(b) 30 June 1987;

(3) No.

**Director of Education**

\*5. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether he appointed the Director of Education of Natal in an acting capacity with effect from 1 April 1987; if so, why was he appointed in this capacity;

(2) whether, subsequent to appointing this person in an acting capacity, he appointed him in a permanent capacity with retrospective effect to 1 January 1987; if so, why was he appointed (a) in a permanent capacity and (b) with retrospective effect;

(3) whether the Natal Education Department had an acting as well as a permanent director of education during the period 1 January to 1 April 1987; if so, (a) why and (b) what additional cost did this involve;

(4) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, to effect continuity because permanent appointments at this level are made by the Cabinet on advice received from the Commission for Administration and a final decision from the bodies concerned was not yet available;



(2) No. see (1) above:

(a) and (b) because a vacancy for the post of Director of Education existed as from 1 January 1987.

(3) Technically, yes: executive authority was however vested in one person only during this period;

(a) the senior official available acted since a substantive vacancy existed.

(b) no additional costs were involved, since a person acting in a post of this nature is not paid acting allowances;

(4) No.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister to paragraph (1) of the question, did I understand him correctly to say that the approval of the Cabinet is required for the appointment of an own affairs Director of Education?

†The MINISTER: Mr Speaker, that is quite correct. Appointments in certain posts higher than a certain level are approved by the Cabinet.

WEDNESDAY, 3 JUNE 1987

†Indicates translated version.

For written reply:

General Affairs:

Financing formulae

13. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he has drafted common financing formulae for the spending of State moneys in education in South Africa; if not, why not; if so,

(a) when will they be made public and (b) what bodies were involved in the final discussions on these formulae:

(2) whether he will make a statement on the matter?

The MINISTER OF NATIONAL EDUCATION:

(1) Common financing formulae for education departments in South Africa have already been drafted, but have not been formalised as general policy, as certain parties concerned still have to be consulted.

(a) The actual formulae as well as a strategy for implementation will be announced as soon as the negotiations have been completed.

(b) The final discussions regarding the formulae for education, excluding universities and technicians, must still take place.

(2) No.

Own Affairs.

Housing assistance

2. Mr P G SOAL asked the Minister of Local Government, Housing and Works:

What amount was spent by the State in respect of housing assistance to the White population group in the latest specified financial year for which figures are available?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

R77 378 559.

Cape Town: housing units

12. Mr S S VAN DER MERWE asked the

Minister of Local Government, Housing and Works:

How many accommodation units for aged White persons were built in the Cape Town municipal area with financial assistance from the State in 1986?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

None, but various projects are being built and R3 694 259 has been spent on planning of projects as well as on the renovation of existing units.

School buildings

13. Mr S S VAN DER MERWE asked the Minister of Local Government, Housing and Works:

(a) How many school buildings were constructed by his Department in 1986 and (b) what was the average capital cost of constructing these buildings?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(a) 19 School buildings have been completed.

(b) R3 241 394.

3/2/87 50

THURSDAY, 4 JUNE 1987

†Indicates translated version.

For written reply:

General Affairs:

Westbrooke Estate

56. Mr P G SOAL asked the Minister of Public Works:

Whether his Department is undertaking any construction work on the Westbrooke

Estate in Cape Town: if so, (a) what construction work, (b) for what purpose, (c) at whose request is this work being undertaken and (d) what is the total estimated cost involved?

The MINISTER OF PUBLIC WORKS:

(a) Yes.

The erection of a durable and functional decorative fence (partially supplemented by a wall faced with Table Mountain sandstone) round the estate. Necessary repair and renovation work also had to be done in and to the dwelling including the upgrading of services like the electrical wiring. Paving has been laid in the vicinity of the dwelling and the storm-water drainage has been improved.

(b) To improve the safeguarding of the estate and the general condition of the dwelling as well as the access round the dwelling.

(c) The work in and round the dwelling has been undertaken on the initiative of the Department of Public Works and Land Affairs while the security measures have been executed at the request of the South African Police.

R1870 000.

FRIDAY, 5 JUNE 1987

†Indicates translated version.

For written reply:

General Affairs:

Members of Parliament: visits abroad

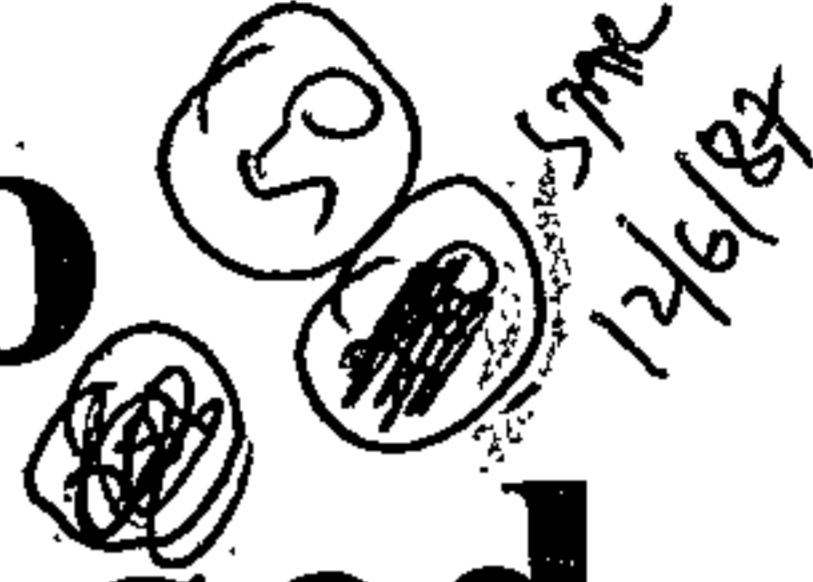
41. Mr D J N MALCOMESS asked the Minister of Foreign Affairs:

Whether any members of Parliament were



All tertiary training under one roof

# New educational institutions to be racially based



## Political Correspondent

A new educational institution is to be created combining university education, teacher training and technikon education, says Dr R. Venter, Director-General of the Department of National Education.

## No substitute

Contained in legislation published in Parliament, the new type of institution will not be a substitution for existing higher educational facilities.

## Bill not tabled, so debate adjourned

PARLIAMENT — The second-reading debate of the House of Assembly's Own Affairs budget was adjourned yesterday because the Bill had not been handed out or tabled.

Following several points of order by PFP Finance spokesman Mr. Harry Schwarz, opposed by the Leader of the House, Mr. F. W. de Klerk, the chairman, Mr. Rex le Roux, ruled that as the Bill had not been tabled, it had not been read a first time.

The chairman adjourned the debate until members had received a copy of the Bill — Sapa.

They will be racially based and controlled by the individual Ministers responsible for education.

Degrees, diplomas and certificates will be controlled by the University of South Africa (Unisa).

Dr Venter said in an interview that the new colleges would be adapted to the needs of a particular area and need not necessarily contain all the three elements of tertiary education.

Many areas could not support an institution that provided only

one type of education or another, but there were demands for two or three wings for different departments.

Similar colleges had been established in Namibia and Bophuthatswana.

In an explanatory memorandum it is stated that because the colleges would not be autonomous academic institutions university education would be provided in co-operation with an existing university and technikon.

Teacher training would be in terms of the existing structures.

(50) wP 27/6/87

# Compulsory school fees for whites?

By **PATRICK CULL**  
Political Correspondent

**CAPE TOWN** — Parents of white schoolchildren could be paying up to R220 a year in compulsory tuition fees next year in addition to the voluntary school fees they pay at present.

And voluntary fees are likely to rise as the Department of Education and Training drops its subsidy on a wide range of "non-basic" items such as textbooks, stationery and the upkeep of grounds.

PFP education spokesman Mr Roger Burrows, who has been at the forefront of moves to get the Government to spell out just what it has in mind for education, told Weekend Post there were going to be "significant" changes in spending on education.

The signs are evident in replies given by House of Assembly Education and Culture Minister Piet Clase:

- Subsidies on text books in the Cape have dropped by 25%.

- Subsidies on exercise books and stationery are down 10%.

- There has been a cut of up to 40% on money for the maintenance of grounds, buildings and equipment.

Explaining the cut in subsidies, Mr Clase said: "as a result of a general decrease in pupil numbers,

the total amount in real terms is less than for the previous financial year".

But Mr Burrows has pointed out that there are in fact just 11 000 fewer white pupils enrolled this year than last year — a drop of 1%. While the total amount allocated for white education this year is up by 2,7%, when inflation is taken into account, it means a drop of 12,5% in real terms.

Looking to the future, Mr Burrows says tuition fees are likely to range between R100 and R220, depending on standard. The size of classes will also increase.

Legislation allowing the Government to introduce school fees already exists and Mr Burrows maintains that if one looks at the budgets for 1986-87, it seems that the provinces will have no option but to introduce tuition fees.

On the size of classes, Mr Burrows says that in Natal the staff-pupil ratio in high schools is currently 1:21 and this can be expected to rise to 1:35 in the future.

To counter this growing trend at several schools in Natal, parents have "chipped in" to pay the salary of an additional teacher and so cut down the number of pupils per class.

A question mark also hangs over the future of pre-primary teachers and there are indications that the Government is planning

to divest itself of the responsibility for paying such teachers.

The Conservative Party has also been hammering the Government to spell out its policy on education, against the background of its belief that education should be strictly segregated, with each population group being responsible for financing the education of its children.

This, CP spokesman on education, Mr Andrew Gerber, said in an interview this week, did not mean that one population group would not support another, but that this would be done on a "voluntary" basis.

He contends that parity cannot be brought about without a drop in the standard of white education, which the CP is not prepared to allow.

The National Party, caught in noman'sland between the CP's segregationist option and the integrationist approach of the PFP, cannot go back and yet at the same time dares not go forward because of the effect it would have on the electorate, he says.

The problem for the NP, Mr Burrows pointed out in the House of Assembly, was that the Government had not told the constituencies that finance for white education was to be cut.



# EDUCATION - GENERAL 1987

JULY - NOV → DEC

AREA A: Alberton, Bellville, Benoni, Boksburg, The Cape, Durban, Germiston, Goodwood, Johannesburg, Kempton Park, Krugersdorp, Nigel, Oberholzer, Pinetown, Pretoria, Randburg, Randfontein, Roodepoort, Simonstown, Springs, Vanderbijlpark, Vereeniging, Westonia, Wonderboom and Wynberg.

Municipal Areas: Port Elizabeth and Sasolburg

AREA B: Kulis River and Paarl and  
Municipal Areas: Despatch, Uitenhage and Umhlanga

AREA C: Beacon Bay, Bloemfontein, Kimberley, East London and Pietermaritzburg

AREA D: Highveld Ridge and Klerksdorp,  
Municipal Areas: Oendaaistrus, Potchefstroom, Virginia, Welkom and Witbank

AREA E: Municipal Areas: Bethlehem, Koonstad, Ladysmith, Middelburg(Tvl), Newcastle, Pietersburg and Rustenburg

Footnotes

1. Length of the week - The week runs from Monday to Sunday, with the provision of a free period of 24 consecutive hours per week.

# Sports-loving leader READs like a book

By Nana Kutumela

What kind of an educationist is a soccer-crazed mother of three who spends some weekends on a football pitch cheering the winners and others beside the boxing ring screaming for her favourite boxer?

She is Mrs Thandi Chaane, education community manager for Read, Educate And Develop (READ), a non-profit trust.

She is also a national link between READ and literacy needs in black communities.

Mrs Chaane has an unusual personality. In education circles she has the dignity of a community leader and teacher, said Mrs Sue Hepker, READ book selector. In her leisure time she is the football and boxing "loud-mouth".

In 1977, Mrs Chaane and other black teachers, resigned en-masse from the Department of Education and Training (DET) in solidarity with students' demands.

Today she is in charge of 454 formal education schools in Soweto, and deals with a variety of national informal education groups.

In working with these informal education programmes, she says, the frustration was a lack of resources which resulted in failure to fulfill specific education needs.

Resigning from DET was in a way a blessing because it brought me face-

to-face with the dire literacy needs in black communities," says Mrs Chaane.

Before joining READ in 1983, she worked for community orientated education projects. Her success in READ during her four-year service, has taken her from field worker to co-ordinator and now to a managerial position.

As community manager and national link, her responsibilities include piloting and co-ordinating community orientated education programmes in Soweto. She trains school librarians

and makes sure that schools receive an adequate supply of books.

At a national level, she has to identify educational needs in the current education crisis and makes READ available as a support system to community education programmes.

"I am involved with reading programmes from the birth to the death of an individual. READ's distribution of education books starts from the early age of two years.

"The early ages are crucial in instilling in children a love for books.

"It is part of my responsibilities to reach a two-year-old through her parents who have to be educated about the importance of reading to children, telling them stories orally or through pictures," she said.

Her work is not confined to schools. It goes into churches, creches, day care-centres, community groups and any other situation which calls for literacy help.

"My work involves a lot of travelling and as such keeps me away from home a lot. But my husband understands and is very supportive. Our family has become a READ family. Without my husband's support, it would be difficult for me to be productive at work," says Chaane.



THANDI CHAANE: "My family has become the READ family and I would love to see more such families."

● Picture: RUPHIN COUDYZE.



# Education SA'S Achilles heel?

DURBAN — Non-racial and liberal education was vital in South Africa if the country's enormous potential was to be maximised, and a new generation prepared for a post-apartheid future, the chairman of the Anglo American Corporation, Mr Gavin Relly, said yesterday.

He was speaking at the opening of South Africa's first fully non-racial school, Uthongathi, at Tongaat on the Natal North coast.

Anglo American was a major financier of the school, which is the first of four planned by the New Era School's Trust (NEST).

"Until recently and then only in a small number of instances, our children were unable to participate in the important experience of growing up together and being edu-

cated together in a non-racial society. This is where the NEST movement is so important," Mr Relly said.

"At this school, unlike most others, South Africans from all groups have the opportunity to interact closely in their formative years and to develop a more broad and uninhibited South Africanism which can embrace narrower and often thinly held beliefs."

He said that education could lead South Africa to unity — or it could prove to be this country's Achilles heel. It was for this reason that the Anglo American and De Beer's Chairman's Fund concentrated its activities in

the area of education, particularly black education which had been disadvantaged so long.

The role which private enterprise could play in education was in no way in conflict with the State, but complemented it because companies could support innovations and experiment — and take risks — in a way that public institutions could not do.

"If we believe in freedom of association and of freedom of groups to do their own thing within broad limitations, there should be a place for groups of people to come together without being dictated to by the State," Mr Relly said. — Sapa

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50 B/Day 7/7/87

# Kane-Berman calls for education to be fully integrated



● KANE-BERMAN

MARITZBURG — SA schoolchildren could be better prepared for the future if increasing integration took place in educational institutions, SA Institute of Race Relations director John Kane-Berman said last night.

Opening the annual conference of the Natal Teachers' Society in Maritzburg, he said many white schools were half empty, while black schools were overcrowded. That waste was "enormous".

He questioned whether teachers and the educational authorities were preparing adequately for the future.

He said a white schoolchild of today would probably have a black secretary and a black boss when he started his first job in 15 years' time.

He asked whether people of different races would be willing and able to deal comfortably and naturally with one another in the South Africa that was emerging, or whether they would look back with regret "or even anger" that their schooling had prepared them for a racially segregated world that did not exist for them.

Government was caught between its

desire to "fix up" black education and growing pressures to stop public spending getting completely out of hand.

Increasing integration was the only way that stood a chance of reconciling these objectives. "Own affairs" was a luxury SA could not afford, he said.

Kane-Berman suggested strategies that could be implemented to increase the momentum towards a non-racial system. Among them were:

- To promote the education proposals of the KwaZulu Natal Indaba;
- Increasing privatisation of schools, including existing government schools;
- Removal of government schools from the jurisdiction of the Department of Education and Culture of the House of Assembly to the control of the Department of National Education; and
- A demand by the English-speaking community for self-determination over "own affairs".

Kane-Berman conceded the degree to which white schools could be desegregated depended on the pattern of racial segregation imposed by the Group Areas Act. — Sapa.

2011/11/11



# 'Mixed' school sport: Parents should decide

By ADA STUIJT  
Tygerberg Bureau

PARENTS should retain the right to either allow or disallow their children to take part in racially mixed school sport.

That is the opinion of the executive of the Suid Afrikaanse Onderwysersunie (SAOU), which is holding its congress in Paarl this week.

In a statement released yesterday, the SAOU said its basic policy on racially mixed sport was "to support the Constitution of South Africa and the rules laid down by the Cape Department of Education".

A human rights policy statement was also issued.

The three-day congress attended by 500 Afrikaans teachers was told that the SAOU's official viewpoint was that sport was an "own affair". Each parent should retain the right to decide whether or not their children would participate in racially mixed school sport.

## "Good order"

The executive recently sent a policy statement to the South African Law Commission in support of the protection of group and human rights for all South African residents, provided the "good order and safety of the State would not be compromised".

They supported basic human rights which included "freedom of association and freedom of non-association and the freedom to negotiate through petitions but without violence".

After a lengthy debate on making school funds compulsory, a motion was adopted that the Cape Education Department be asked to stop supplying free pens, pencils, and exercise books, but to continue supplying free textbooks until the executive had investigated the entire issue of financial contributions by parents to school and educational funds.

Chairman of the executive Mr H.R. Chamberlain said it had been found that it would cost the department about R25 million merely to collect the funds and it was not certain what percentage of this money, if any, would eventually end up at individual schools.

The congress heard that the Cape has budgeted R6,3-million for free textbooks and R2-million for exercise books and writing materials this year.

# 'Integrate schools to prepare for future'

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7/7/87

MARITZBURG — South African schoolchildren could be better prepared for the future if increasing integration took place in schools, Mr John Kane-Berman, director of the South African Institute of Race Relations (SAIRR), said last night.

Opening the annual conference of the Natal Teachers' Society in Maritzburg, he said many white schools were half empty, while black schools were overcrowded. This waste was "enormous".

He said in 1986 there had been 153 637 empty places in white schools in South Africa compared with a shortage of 193 575 places in black schools.

Mr Kane-Berman questioned whether teachers and the education authorities were preparing adequately for the future.

He pointed out that a white school child of today would probably have a black secretary and a black boss when he started his first job in 15 years' time.

He asked whether people of different races would be willing and able to deal comfortably and naturally with one another in the South Africa that was emerging, or whether they would look back with regret "or even anger" that their schooling had prepared them for a racially segregated world which did not exist for them.

Mr Kane-Berman said the government was caught between its desire to "fix up" black education and growing pressures to stop public spending getting completely out of hand.

Increasing integration was the only way which stood a chance of

reconciling these objectives. "Own affairs" was a luxury that South Africa could not afford, he said.

On strategies for change, he said one was more likely to be successful if one put one's energies into the "de facto erosion" of apartheid than into simply protesting about it, although protest might also have a role to play. He suggested strategies that could be implemented to increase the momentum towards a nonracial system:

## Financial support

- To promote the education proposals of the kwaZulu Natal Indaba.

- If the government could be persuaded to implement the Indaba's principles the battle for Natal would be half won, in that the structures of education would be more rational and manpower resources would be more cost-effectively employed.

- Increasing privatisation of schools, including existing government schools.

A case could be made out for nonracial semi-state, semi-private schools. The private sector could be approached to provide financial support for government schools that desegregated. A government increasingly short of finance would eventually have to react more favourably to proposals for privatisation than it had done previously.

- The removal of government schools from the jurisdiction of the Department of Education and Culture of the House of Assembly to the control of the Department of National Education. The latter department could act as the department of state with the responsibility and power to register nonracial state schools.

- The exposure at every opportunity of the waste of taxpayers' money, caused by the duplication of educational facilities.

- A demand by English-speakers for self-determination over "own affairs".

This demand involved the right to determine who should be admitted to English language schools — "which would of course imply a right to admit academically suited children of all races", he said.

— Sapa.

## Black students seen as 'traitors'

By Sol Makgabutlane, Education Reporter

Black students at white universities were often regarded by the black community as having been "co-opted into the system", a Witwatersrand University student said yesterday.

Mr Sibusiso Mcanyana, a final year social work student, was speaking at a social workers' conference at Wits on the topic "Black students in white universities — perceptions, experience, coping strategies, resources".

He said while the black community saw black people at "white" universities as having been drawn into the system, some sections of the white community saw Wits as becoming a "black communist institution".

Such whites often charged — when black students fared badly academically — that "blacks persistently complain about poor education, yet when given a chance in white universities they do not make the grade and just perpetuate their communist activities".

"I want to send this message to such communities: we do not want favours, we want to be

treated like capable human beings on the basis of merit. Our admission here is not a favour or a mistake. We owe nobody an apology or explanation for being here.

"We have a right which has been denied our fellow blacks and they are instead kept in destitute areas, in detention and others shunted to purposefully created ethnic universities."

Mr Mcanyana criticised the academic support programmes (ASPs) run by Wits to help freshmen attain a certain degree of academic efficiency. ASPs should not be approached in a spirit which regards "blacks as a problem", and Wits should go beyond the "first aid" of the ASP.

"Don't treat the symptoms but the cause. The time taken by the ASP should have been used for academic enrichment. ASPs should be viewed by multiracial universities as short-term responses to educational crises and not as long-term."

Mr Mcanyana also suggested that institutions such as Wits should "Africanise" themselves.

"Academic material must be seen to be addressing the need of indigenous populations."



9/7/87 4PM (50)

# Learning togetherness

RACIALLY separate schools, with separate living areas, remain an evidently non-negotiable basic of the "own affairs" credo. Yet it is precisely in the schools where the Government could best prepare the country for the nonracial society that is inexorably on the way. That it is not doing so — and in fact spent years resisting the efforts of private schools to integrate — must count as one of its great failings.

The dynamics of the economy make their own rules; already they have brought giant strides in integrating many areas of daily life and will continue to do so. The director of the Institute of Race Relations, Mr. John Kane-Berman, points out that a white schoolchild of today will probably have a black secretary and a

black boss when he starts his first job in 15 years' time.

In the new South Africa (he asked in a speech to Natal teachers) will people of different races be able to deal comfortably and naturally with each other — or will they look back with regret or anger that their schooling prepared them for a racially segregated world which no longer exists?

The present racial imbalance in school facilities provides another compelling reason to integrate. In 1986, said Mr Kane-Berman, there were 153 000 empty white school places and a shortage of 193 000 places in black schools. To maintain separate schools when such inequalities exist is wasteful, unjust and still less conducive to racial harmony.

**S**CHOOL children could be better prepared for the South Africa that lies ahead if common sense prevailed and increasing integration took place in educational institutions, according to Mr John Kane-Berman, director of the South African Institute of Race Relations.

Opening the annual conference of the Natal Teachers' Society in Pietermaritzburg on Monday night, Mr Kane-Berman pointed out that many white schools were half empty while black schools were overcrowded. This waste was "enormous".

He noted that in 1986 there had been 153 637 empty places in white schools in South Africa against a shortage of 193 575 places in black schools.

He questioned whether teachers and the educational authorities were preparing adequately for the future. He pointed out that a white school child of today would probably have a black secretary and a black boss when he started his first job in 15 years' time. He asked whether people of different races would be willing and able to deal comfortably and naturally with one another in the South Africa that was emerging or whether they would look back with regret "or even anger" that their schooling had prepared them for a racially segregated world which did not exist for them.

Mr Kane-Berman said the Government was caught between its desire to "fix up" black education and growing pressures to stop public spending getting completely out of hand. Increasing integration was the only way which stood a chance of reconciling these objectives. "Own affairs" was a luxury that South Africa could not afford.

### Strategies

Turning to strategies for change, Mr Kane-Berman said that one was more likely to be successful if one put one's energies into the *de facto* erosion of apartheid than into simply protesting about it, although protest might also have a role to play. He suggested six strategies that could be implemented to increase the momentum towards a non-racial system. These were:

## FOCUS

- To promote the education proposals of the KwaZulu Natal Indaba. If the Government could be persuaded to implement the indaba's principles the battle for Natal would be half won in that the structures of education would be more rational and manpower resources would be more cost-effectively employed;

- Increasing privatisation of schools, including existing Government schools. He suggested that a case could be made out for non-racial semi-state, semi-private schools.

The private sector could be approached to provide financial support for Government schools

# Let the kids be educated together

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8/7/87  
Sowetan



MR JOHN KANE-BERMAN of the South African Institute of Race Relations.

that desegregated. A Government increasingly short of finance would eventually have to react more favourably to proposals for privatisation than it had done hitherto.

- The removal of Government schools from the jurisdiction of the Department of Education and Culture of the House of Assembly to the control of the Department of National Education, which could act as the Department of State with the responsibility and power to register non-racial State schools;

### Exposure

- The exposure at every opportunity of the waste of taxpayers' money caused by the duplication of educational facilities as a result of the "own affairs" system;

- A demand by the English-speaking community for self-determination over "own affairs". This demand involved the right to determine who should be admitted to English language schools — "which would of course imply a right to admit academically suited children of all races".

The English-speaking teacher community should demand the same right for teacher training colleges;

- Research by the South African Institute of Race Relations indicates that such a demand would find considerable sympathy

in quarters that some people might find surprising, including teacher organisations, some at least of which would wish to remain segregated themselves nevertheless support the right of English-medium teacher colleges to open to all if they wish," Mr Kane-Berman said;

### Policies

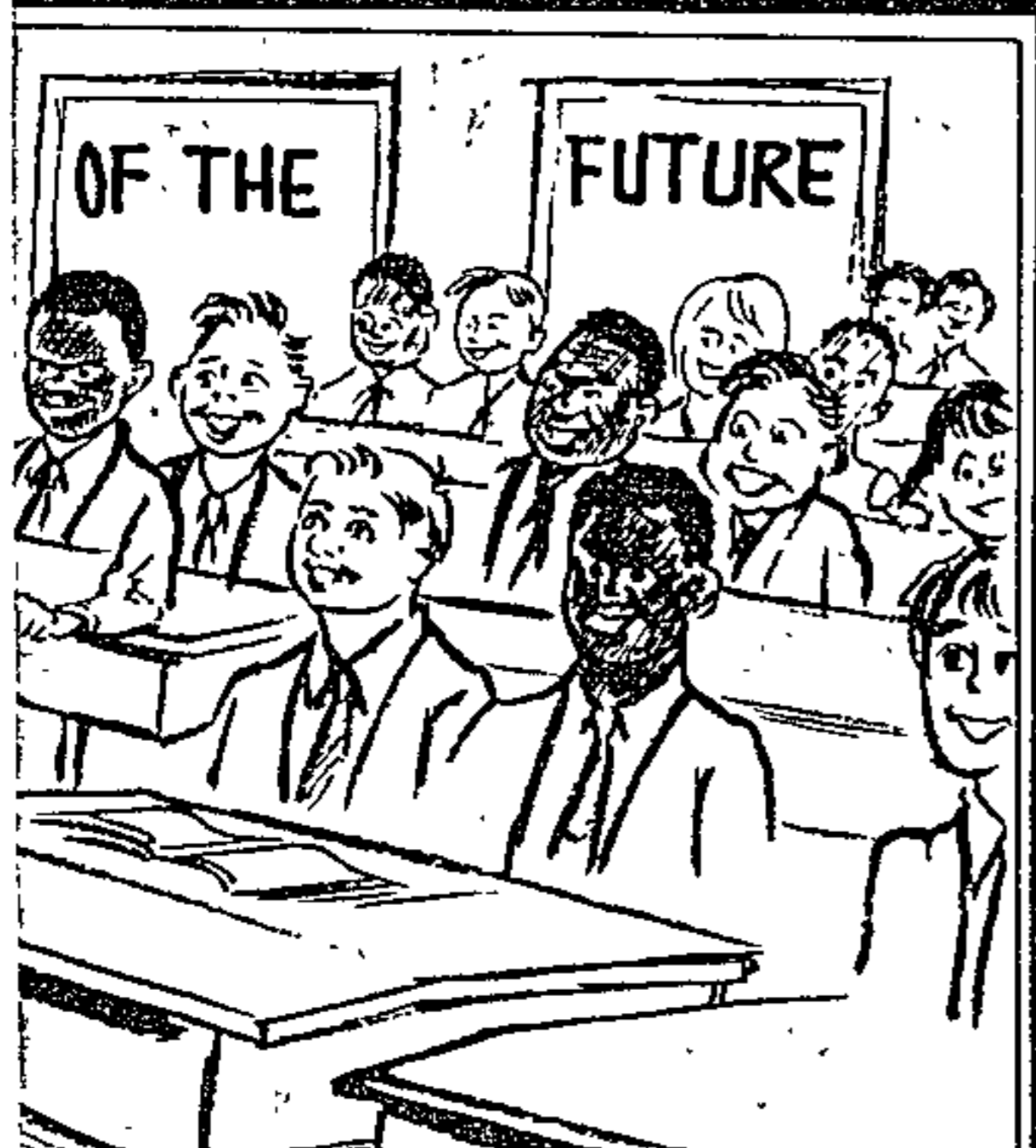
- Implementing policies where those of the Government had failed.

Government ministers were increasingly admitting the failure of their earlier policies. Admission of such failures should be exploited by challenging Government to allow alternative options to be given effect in the field of education.

Mr Kane-Berman conceded that the degree to which white schools could be desegregated depended on the pattern of racial segregation im-

posed by the Group Areas Act.

However, as the Act was eroded it would become impossible for larger numbers of black children to make use of schools in supposedly white areas without having to commute enormous distances.



## Lest we forget...

THE *Sowetan* today remembers journalists around the country who are in detention:

- Zwelakhe Sisulu, Editor of the *New Nation*, who has been in detention under the emergency regulations for 204 days;
- Mxolisi Jackson Fuzile, *Veritas News Agency*, who has been



# Govt says no to coloured scholars

CAPE TIMES 9/7/87

By CLARE HARPER  
Education Reporter

THE government has refused permission for two coloured children to attend a white English-medium school in George — in spite of the willingness of the school to accept the pupils, and there being no equivalent coloured school in the area.

The English-speaking Hamman family, who moved to Dellville Park, George, after Mr M B Hamman was transferred from Cape Town, have been battling since July last year to get their children, Chantal, 12, and Sholto, 14, placed in an English-medium school.

Mrs S Hamman said yesterday that at the beginning of this year, after receiving no help from the education authorities, she had sent Sholto to a local Afrikaans-medium school but he had struggled with his school work, which he first had to translate into English.

## Family divided

She said that "in sheer despair" they were forced to send their son to Wittebome High School in Wynberg and accept the division of the family and the extra expense involved in travelling.

Her daughter, Chantal, who is attending school at the Holy Cross Convent, a private primary school, will not be allowed to accompany her white classmates to the York High School next year, which is the only English-medium high school in George.

In a letter to the Minister of Education and Culture, House of Assembly, Mr Piet Clase, Mrs Hamman said: "Are we to face separation from both our children in the face of the government's policies and the lack of suitable

facilities? Or do we dare to hope that something will be done to rectify this situation?"

She said that under "normal circumstances it would not be necessary to bring a matter of this sort to the attention of a cabinet minister, but it would seem there are no normal channels by which this kind of thing can be resolved".

In a replying letter, Mr Clase said that the matter was "an own affairs" issue and his department had no jurisdiction "to allow pupils of other population groups into its institutions".

The Cape Times learnt yesterday that the headmaster of York High School, Mr Ron Dugmore, and the York school committee had recommended to the department that the pupils be accepted.

But the department's school board wrote to Mr Dugmore informing him that Sholto could not be granted admission, and suggested Mr Hamman approach a "suitable private school".

Mrs Hamman said they could not afford to send their children to private schools.

The Minister of Education and Culture, House of Representatives, Mr Carter Ebrahim, said yesterday that he would take up the matter with Mr Clase, and urged the parents of the children to direct their representations to him.

RESOWETHAN, Thursday, 12/17/91/0987

# Call to focus on education

BLACK businessmen have been called upon to focus their attention into introducing a constructive alternative education with full community participation.

A senior researcher at the University of Zululand, Mr Paul Zulu, said that black business should

## BY JOSHUA RABOROKO

intervene in the education crisis.

Mr Zulu said businessmen should set up pilot schools where the planning, administration and control of the buildings, the staff and

curriculum could be entrusted to the communities.

He was addressing delegates at the 23rd national conference of the National Federated Chamber of Commerce (Nafcoc) on the topic: 'Black Business and the Political Educational Challenges of the Nineties.' Mr Zulu said the setting up of such schools could function as private and follow the official syllabus to the extent that they met examination requirements, but still remained centres for democratic participation in education.





10/7/77  
Viljoen on black schools

THE government has not yet calculated how many black schoolchildren are not attending school, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday. He said details of non-attendance would only be available by the end of October. Dr Viljoen said he could not supply details of the situation in the homelands.

*Cap 10/7/87*  
**R208 for farm school pupils**

Political Correspondent

AN average subsidy of R208 a pupil had been budgeted for pupils at farm schools for the 1986/87 financial year, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

A total of R99 245 000 had been budgeted for the 477 260 pupils registered at the 5 484 farm schools falling under his department, Dr Viljoen said in reply to a written question by Mr Ken Andrew (PFPP Gardens).

Each farm school would receive an average of R18 007,42 for the next financial year, he said.



*Call Times 10/7/87*  
**R208 for farm school pupils**

Political Correspondent *(50)*

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and justice" (page 326).

In addition, apartheid legislations

sides in the battle between parliamentary and judicial supremacy.

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# Back-to-school call for SRCs

THOUSANDS of students reiterated their demands for SRC's and an end to the State of Emergency when schools reopened after a three-week recess.

Student congresses under the National Student Co-ordinating Committee met country-wide this week.

In a statement the Pretoria Student Congress, an affiliate of the Transvaal Student Congress, vowed "to

throw its weight in challenging the Department of Education and Training education tours and the introduction of the Bophuthatswana matric certificate".

It also called for the end of the Emergency, the unbanning of the Congress of South African Students and SRC meetings and the removal of the South African Defence Force from schools and townships.

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# School integration urged to prepare children for future

CAPL Times 11/7/82

## Education Reporter

CHILDREN would be better prepared for the South Africa of the future if increasing integration took place in schools, the director of the South African Institute of Race Relations, Mr John Kane-Berman, said this week.

Opening the annual conference of the Natal Teachers' Society in Maritzburg, Mr Kane-Berman said that many white schools were half empty while black schools were overcrowded.

In 1986 there were 153 637 empty places in white schools against a shortage of 193 575 places in black schools.

He questioned whether teachers and the educational authorities were preparing adequately for the future, saying that white schoolchildren would probably have black secretaries and black bosses when they started their first job 15 years hence.

Increasing integration was the only way which stood a chance of "fixing up black education and preparing for what lies ahead. Own affairs is a luxury that South Africa cannot afford".

Several strategies could be used to increase momentum to a non-racial system. These included:

- Promoting the KwaZulu/Natal Indaba education proposals;
- More privatization of schools, including existing government schools and the creation of integrated, semi-State, semi-private schools;
- Transferring schools from control of the Department of Education and Culture, House of Assembly, to the Department of National Education, which should be given the power to register non-racial state schools;
- Exposing the waste of taxpayers' money caused by the "own affairs" system;
- A demand by the English-speaking community for self-determination over "own affairs" and hence the right to determine who should be admitted to English-language schools; and
- Where government policies have failed, the government should be challenged to allow alternative options to be given effect.

# Good education for black children must be secured

THE South African Institute of Race Relations has published a study on farm schools in South Africa.

In the study, the institute emphasises the need for action to secure a good education for black children living on white farms.

The publication notes that a number of recommendations have been made in the past regarding farm schools. These recommendations fall into three categories:

- Transferring farms schools to State control and eliminating the role of the farmer who, the report makes clear, has excessive influence over teachers and the continuance of the school itself.
- Creating community centres which would include provision for sport and recreation facilities, health-care facilities, choirs and cultural activities, youth camps and other things on the farmer's land and
- Increasing the responsibility of the State while schools remain on privately-owned land.

Entitled "Farm

## Action needed down at farm

By NKOPANE MAKOBANE

Schools in South Africa — An Introductory Review", the study is written by Margaret Gaganakis and Mary Crewe, lecturers in the education department at Wits University.

The purpose of the review is to identify the major areas in which research into farm school education needs to be undertaken.

The authors emphasised that the recommendations that have been

made over the years and which they highlight in this study are in need of urgent attention.

They note that ultimate responsibility for education of black children on white-owned farms remains with the State.

### Tested

"However, given the numbers of children involved, the large disparities in education in South Africa, and the cumbersome nature of bureaucracy, these recommendations will

need detailed examination before being carried further.

"They are simply a range of alternatives which need to be thoroughly tested through further investigation. Changes in the farm school system are dependent upon wider structural change in South Africa.

The authors say they are recommending that farm schools should be transferred to State control because the educational prospects of some half-a-million

children who are in schools, let alone future generations of black children, seem bleak if education is left to the individual farmer.

### Initiative

They point out that in the present situation, schools are opened only on the farmer's initiative and are subject to closure after nine years and 11 months should he so wish, and not forgetting the widespread child labour.


Those who are interested in the study, can obtain it from the Institute Bookshop, PO Box 97, Johannesburg 2000.

The price is R6,50 plus 78 cents GST, and 52 cents postage and packing.

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2000/11/13  
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ARMS 14/7/87 (50) (2)

# Teachers urged to speak out against racism

## Education Reporter

AN American educationist has urged South African pre-school teachers to speak out against racism and unequal education, and to introduce programmes aimed at helping children understand the cultures of other races.

Dr Barbara Bowman, director of the Erikson Institute in Chicago, made the appeal in a paper at the S A Association for Early Childhood Education "Free to Be" symposium which began at the University of Cape Town yesterday.

Dr Bowman was to deliver the keynote address, but was forced to cancel her trip because of an ankle injury. Her paper on the basic needs of successful learners was distributed at the conference.

### "GROUP HOSTILITY AND OPPRESSION"

She said that experience in the United States and other countries had shown that an early start was essential in trying to cope with "the fall-out from group hostility and oppression".

Educational programmes in multicultural societies needed to be introduced early so that children of all races could learn about each others' differences and similarities.

"Teachers must understand, and help children understand, that when one group oppresses another the long-term effects are as destructive to the oppressor as to the oppressed."

One of the lessons to be learnt from the United States with regard to racism and attitudes towards the handicapped was that an end to legal segregation and discrimination did not end the effects of "these twin demons" on the lives of children.

### ALLOCATION OF RESOURCES

"Early childhood educators who understand how racism and other forms of prejudice can undermine the self-concept of children have no choice but to take an interest in public policy decisions.

"We must understand that what happens outside school shapes the resources children have with which to learn, and that we have an obligation to be active players in how resources are allocated."

Dr Cris Soobiah, acting-principal of Sastri Technical College in Durban, said in a lecture on "The human right to equality of opportunity in education" that it was difficult to envisage how the Government would achieve its stated intent of equalising educational facilities for all races.

He said recent studies indicated that the average teacher-pupil ratio in white pre-primary schools was 15:1 as opposed to ratios of 17:1 for "coloured" children, 19:1 for "Indian" children and 27:1 for black children.

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Cape Times 14/7/87

# 'Vast funds' needed for equal education

Staff Reporter

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A CALL for "a vast financial input" and discrimination in favour of the disadvantaged to redress the inequalities in education in South Africa was made at the "Free to Be" symposium on early childhood education at the University of Cape Town yesterday.

The conference, organized by the SA Association for Early Childhood Education (SAACE), is being held at UCT and has attracted about 2 000 teachers, adult educators, academics, community workers, social workers and parents.

Dr Cris Soobiah, acting principal of the Sastri Technical College in Durban, yesterday presented a lecture on "The human right to equality of opportunity in education".

"One race group is so far ahead that it is small wonder the government cannot fulfil its good intentions. If black education is to make the quantum leap necessary there will have to be a vast financial input," he said.

It was necessary to discriminate in favour of the disadvantaged in order to redress existing discrepancies, he said.

Dr Soobiah questioned how it was possible to achieve equal opportunity in education in a society "laden with inequality in every facet of life".

"Investment in education holds the promise of prosperity, and good employment prospects. Many of our youth go to school and at the other end they see nothing. Non-white groups in this country are disadvantaged and they are becoming frustrated.

"As an educator I am concerned about the existing dichotomy between the move towards educational equality and social equality."

Dr Soobiah said education in the early years of a child's life were more important than anything that happened between the ages of seven and 17.

Recent figures showed that the pupil-teacher ratio in pre-school education for whites was 15 to 1, as opposed to 27 to 1 for blacks.

"By the year 2 000, there will be 50 million black people in this country. If we have an educational backlog now, imagine the backlog in the year 2 000," he said.



# 'No subsidy' for black, Asian pre-schoolers

Cape Times 15/7/87

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By RENEÉ MOODIE

BLACK and Asian pre-schools effectively receive no government welfare subsidies because of a "discriminatory" means test to determine what funds will go to a particular school, according to Mr Eric Atmore, director of the Struben Memorial and Lady Buxton Homes in Cape Town.

He was addressing about 60 people during the South African Association for Early Childhood Education's (SAAECE) "Free To Be" conference at UCT yesterday.

The conference, which has attracted about 2 000 teachers, academics, educators and community health workers from all over the country, ends today.

## Inverse proportion

Mr Atmore, who was talking on "The myth of separate but equal provision of pre-school education and care", said that 6,5 million people (20%) of South Africa's population was under six years old — and 5,3 million of these children were black.

"Pre-school education in this country is in inverse proportion to need — those most in need are not catered for," he said.

State funding of pre-schools was given through educational grants and welfare subsidies. Educational subsidies were given to all groups, but were

also discriminatory.

"Welfare subsidies to a pre-school are based on a means test which effectively means that black and Asian children receive no subsidy. For instance a white family with one child earning less than R873 a month will be eligible for the subsidy. For Asians the family has to earn less than R280 a month while a black family has to earn less than R50," he said.

## Parent child centre

Mr Atmore's sentiments were echoed in another presentation by Dr Mary Lane, Professor Emeritus at the San Francisco State University, where she runs a parent child centre.

She said figures showed that about five times more money was spent per capita on white education than on black education. This meant that there were facets of black pre-school education and care simply not being attended to.

"A child may have health needs that are not identified. United States figures have shown that it costs 10 or 11 times more to attend to that problem later than if it is caught early," she said.

"The people who are neglected in society are more likely to get into trouble."

# Cape Times <sup>50</sup> Bursary Fund: Record pass

By ROGER WILLIAMS  
Chief Reporter

A RECORD pass rate of 89,3 % has been achieved by students helped by the Cape Times Bursary Fund to further their education at schools, universities, technikons and training colleges last year.

Of the 66 students awarded Cape Times bursaries in 1986, 59 passed. There were only two students who did not write the end-of-year examinations.

But a "desperate" situation was reported yesterday in which thousands of applicants for bursaries administered by the SA Institute of Race Relations (SAIRR) — including those from the Cape Times Bursary Fund — have had to be turned away for lack of money.

The record achieved by Cape Times bursars is reflected in the latest annual report, released yesterday, of the SAIRR's bursary department, which also records a highest-ever overall pass rate of 85% for bursars from all trusts administered by the department.

The pass rate for arts bursars was 80% in 1986, compared with 75% in 1985, while that for social science bursars was 88% — up 10% on 1985.

Mrs Esther Wides, chairman of the department, said in the report: "The results of examinations written in December 1986 were exceptionally good throughout the

Western Cape. This meant the pressure for funds for tertiary study at the beginning of 1987 was even more acute than it was a year ago."

Interviewed yesterday Mrs Wides said:

"The situation is heart-breaking. This year over 2 000 deserving applicants could not take up the places they were offered at universities and technikons, because of the shortage of funds.

"The sense of distress and frustration among these young people is acute. We are relying on the generosity of the people of Cape Town to help us avoid this situation being repeated next year."

● The trustees of the Cape Times Bursary Fund, launched in 1982 to help students without sufficient means to complete their studies, allocated R78 260 for bursaries in 1987.

The fund is still more than R300 000 short of its initial target of R1 million. The fund is registered as an educational trust, and donations to it are therefore tax-deductible in the hands of the donors.

□ Donations should be addressed to: The Cape Times Bursary Fund, PO Box 11, Cape Town 8000.





# Free books move to boost industry

GOVERNMENT'S new policy to supply free books to black schoolchildren will boost real growth in the paper industry by between 4% and 9%.

The Department of Education and Training (DET) decision last year to provide free school books is expected to see the market experience a real growth of between 10% and 15% over the next five to 10 years.

Johan Strauss, GM of Business and Marketing Intelligence (BMI), said these figures were realistic, yet if the government followed through with the De Lange Commission recommendations on compulsory education this growth could be as high as 25% to 35% after inflation.

However, because of the political implications and financial constraints, this was unlikely.

Haddons MD Frits Waldeck said the real growth markets were to be found in cut paper for office commu-

KAY TURVEY

nication, and scholastic books.

There are as many black children in Grade One as in all the other classes combined. Waldeck believed the industry would benefit tremendously once this potential came through, although he added this would hinge on the general political environment and on the extent of school boycotts.

He expected the textbook market to grow by about 10%.

Sappi product manager for exercise books Anton van Rooyen said the DET policy to provide free books would give the market a huge boost, although the effects were not yet being seen.

Growth would be easier to quantify once the tenders for 1988 had been awarded.

Probe into dirty tricks claims as firms fight to land contracts

# Row over school computers

By Michael Chester

The Advocate-General is leading a special investigation into a row that has broken out among rivals bidding for multimillion-rand contracts to supply schools with computer systems.

Computer firms put the potential value of contracts at well above R3 000 million over the next 10 years and agree that competition has become cut-throat as a full-scale launch of computer education draws near.

The formal probe has been requested by Dr Gerrit Viljoen, the Minister of Education and Development Aid, in the wake of allegations of intrigue involving civil servants, computer

companies and academics in winning official approval for various systems. Questions have also been posed over alleged irregularities in the choice of computer systems for trials by the Department of Education and Training, which holds the key to the huge potential market in supplying black schools.

Computer firms estimate that the cost of equipping black schools alone could run to more than R1 billion.

One leading contender in the battle to win contracts, Sergio, of Pretoria, has been burgled four times in the past few weeks — and confidential documents on its research and development programme have been stolen.

"The value of the information that has been stolen could be immeasurable to a 'rival' competitor," said Professor Herman Ohlhoff, a founder-director of the company.

"We have spent four years developing a system specifically designed to cope with the peculiarities of the structure of South African schools.

## HOURS OF WORK

"The value of results can be gauged by the fact that no less than 150 hours of work goes into the production of every hour of software instruction.

"The degree of dirty tricks, slanders, mud-slinging, bias and general skulduggery is incredible.

"All the competitors realise what may be at stake for the particular system or systems that win official approval at the outset."

Mr J C Ferriera, Deputy Advocate-General, confirmed that investigations were still in progress and numerous interviews had taken place. He said the findings would be tabled in Parliament.

The Ministry of Education declined comment. "The whole matter is sub judice until the Advocate-General completes his investigation," said a spokesman.



# Educators <sup>50</sup> see need for a children's charter now

CAPE TOWN 16/7/87

Staff Reporter

ABOUT 2 000 educators at an early childhood education conference yesterday resolved to work for one education system for all children starting from the beginning of the educational ladder on an equal basis regardless of race.

The resolution was taken at the closing session of the "Free to Be" symposium at the University of Cape Town which was attended by about 2 000 people from all over the country and was organized by the South African Association for Early Childhood Education (SAAECE). It is to be followed today and tomorrow by the biennial SAAECE Council meeting.

Yesterday's resolution read: "We, the SAAECE, resolve to work forthwith with determination to achieve the six guiding principles of 'Free to Be' through one education system for all our children under one minister with one budget, starting from the very beginning of the educational ladder on a basis of equality regardless of race."

The symposium also resolved that the incoming executive council be instructed to appoint a task force for this purpose within 30 days, that the task force report progress on a two-monthly basis and that a final report be given to the SAAECE Council at its next meeting for a review of strategy.

The six guiding principles of "Free to Be" are: "Free to be a child who, in his or her earliest years, lives fully, richly and constructively; free to be educated creatively, and to reach his or her full potential; free to be loved, cared for and respected; free to be adequately nourished and medically cared for; free to be raised in a spirit of peace and universal brotherhood and free to be-come."

## Childhood struggles

Earlier yesterday during a panel discussion on "Early Childhood Education as a Focus of Action", Mr Roy Padayachie, director of the Chatsworth Early Learning Centre, said one of the challenges facing early childhood education was to define a set of demands.

"We need to start thinking about drawing up a kind of charter for children. We also need to link the struggles of early childhood education with the broader democratic movement, to develop a national instrument that can weld the contributions of people in the field and provide a national leadership," he said.

In the same discussion, Professor Owen van den Berg, Dean of the Faculty of Education at the University of the Western Cape, said there was more "space" to be creative in the pre-school field because the State had abdicated its responsibility in the area.

□ About 200 University of Cape Town workers staged a placard demonstration in the courtyard of the new education building during the symposium's lunch break yesterday.

The chanting workers, bearing placards reading, among other things, "We demand a living wage", "UCT practise what you preach" and "35 hours for all", were regarded with varying degrees of interest, bemusement and indifference by delegates to the conference.

A spokesman said the workers from various UCT departments belonged to the University and Allied Workers' Union.



FREE TO BE... Singing at the closing session of the South African Association of Early Childhood Education "Free to Be" symposium yesterday are students of the Barkly House, Sallie Davies and Good Hope Colleges. They were dressed in the colours of the conference logo.

Picture: RICHARD BELL



# Multi-million plan for computer education

# 'looks positive'

By Michael Chester

The launch of a multimillion-rand programme to introduce computer education to South African schools may be imminent.

This optimism is based on moves by the Commission for Administration to invite rival computer companies to submit details of specifications and precise costs of their network systems.

The result is likely to be a list of the systems given formal approval, in turn to be used as guidelines when education departments come to sign contracts.

The exercise by the Commission for Administration coincides with the nearing completion of rigorous testing and evaluation of various computer packages by the Human Sciences Research Council (HSRC), which is also expected to produce guidelines.

Insiders estimate that the full cost of equipping black schools alone could run to well above R1 billion over the next 10 years, swelling to more than R3 billion if coloured, Indian and white schools are counted in.

Still to be decided is how costs will be shared between the Government and the private sector.

Most computer systems installed at schools have been financed by private donations though the Department of Education and Training has also been engaged in the evaluation of computer test

advise the Government on policy.

● A South African Centre for Computers in Education and Training (SACCET) to be financed jointly by the Government and the private sector, and to establish international contacts and co-ordinate school computer projects.

● Regional centres working on the evaluation of course material in liaison with universities, education departments, technikons and colleges for education.

All three levels are still missing. "It's a great pity," says Dr Schumann, with a hint of gross understatement.

Meanwhile, the HSRC presses ahead with its own independent and merciless tests and evaluations of a tidal wave of new computer education packages.

Three particular systems have come under its eagle eye and will be regarded as front runners if they survive the critical examinations:

● Sergio, devised by Professor Herman Ohlhoff, now of Vista University, and Professor Johann Engelbrecht of the University of Pretoria, two maths geniuses who joined forces four years ago to develop a system specifically designed to cope with the South African scenario.

The Sergio system is already in use at St Stithian's College in Randburg and St Mary's Girls' High School in Pretoria and under experiments at the Mamelodi campus of Vista at community-as-

programmes in selected black schools.

Emphasis is being laid not only on the use of computer systems at pupil level in primary and secondary schools, but also on the role of computers in teacher training and upgrading programmes.

"Action has been a long time coming," says Dr Aubrey Schumann of the Institute of Education Research at the HSRC. "South Africa has been wasting valuable time."

In fact, he recalls, it was as long ago as 1983 that the HSRC published a special report on "The computer in education and training", which summarised the findings of a special study committee that was created in the wake of the De Lange Commission.

"The committee underscored that it was imperative to launch into computer education immediately.

"That was four years ago and we are still groping to find a national policy that will ensure we select the most effective route.

"It may be little use filling the schools with computer systems unless there is a proper strategy that covers effectiveness and planning longer term objectives."

The structure recommended by the experts was based on the creation of:

● A National Advisory Council for Computers in Education and Training (NACCET) to be established at Ministerial level and drawing in experts from the National Training Board, the Council for Scientific and Industrial Research, the HSRC and other bodies to

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well as university level. "We have no intention of trying to replace the actual teacher," says Professor Ohlhoff. "But we can increase their numbers and make them better teachers." "There must always be a 'chalk and talk' approach in education, but computers can play a crucial role in improving education standards in all spheres of society." ● Toam, initially developed in Israel in the 1970s and marketed in South Africa by B & D Education Systems, set up as a joint operation between Barlow Rand and Degem Systems. B & D claims that Toam has already installed 56 of its systems, involving 1 800 terminals. Managing director Mr Ray Harling displays huge confidence about the results of evaluation tests carried out at the University of the Witwatersrand as well as by the HSRC. Mr Harling shrugs off criticisms that at the moment the system is "beginning to look out-moded." ● Learning Technologies, which claims to be leading the field in inter-active video screen techniques, allowing pupils and teachers wider individual two-way communication with instructors. "Its system is under tests with the Department of Education and Training."



(50) Savetor 18/8/87

# Literacy campaign in the hostels

A CAMPAIGN has been started in Soweto to enable hostel inmates to speak, read and write effectively in both English and the vernacular.

The campaign, called the "Hostels Literacy Project", follows more than a year of work by the Lembede Mda Foundation and Funda Adult Education Centre to satisfy the educational needs of the hostel dwellers.

The foundation is a service organisation established in September, 1985. It is named after Anton Muziwakhe Lembede and Ashby Peter Mda. The body preaches self-reliance and group effort.

## Funda

The literacy project is based at Funda Centre and operates under the auspices of the Council for Black Education and Research Trust.

According to Mr Gugu Ngema, the foundation's projects co-ordinator, the project is aimed at eradicating illiteracy among "the most disadvantaged segments

By NKOPANE MAKOBANE

of the black community" — the hostel dwellers.

Literacy classes started at Dube and Diepkloof hostels in June this year. More than 200 inmates have enrolled at Dube and about 90 at Diepkloof. The numbers are growing daily.

Mr Ngema said their aim was to reach the 43 062 people in the Soweto hostels.

They are: Diepkloof Men's Hostel (5 425), Meadowlands Hostel and Transit Camp (13 600), Nancefield (4 929), Lifateng (2 624), Dube (6 272), Mapetla (5 072), Jabulani (4 336) and Mzimhlophe Women's Hostel (804).

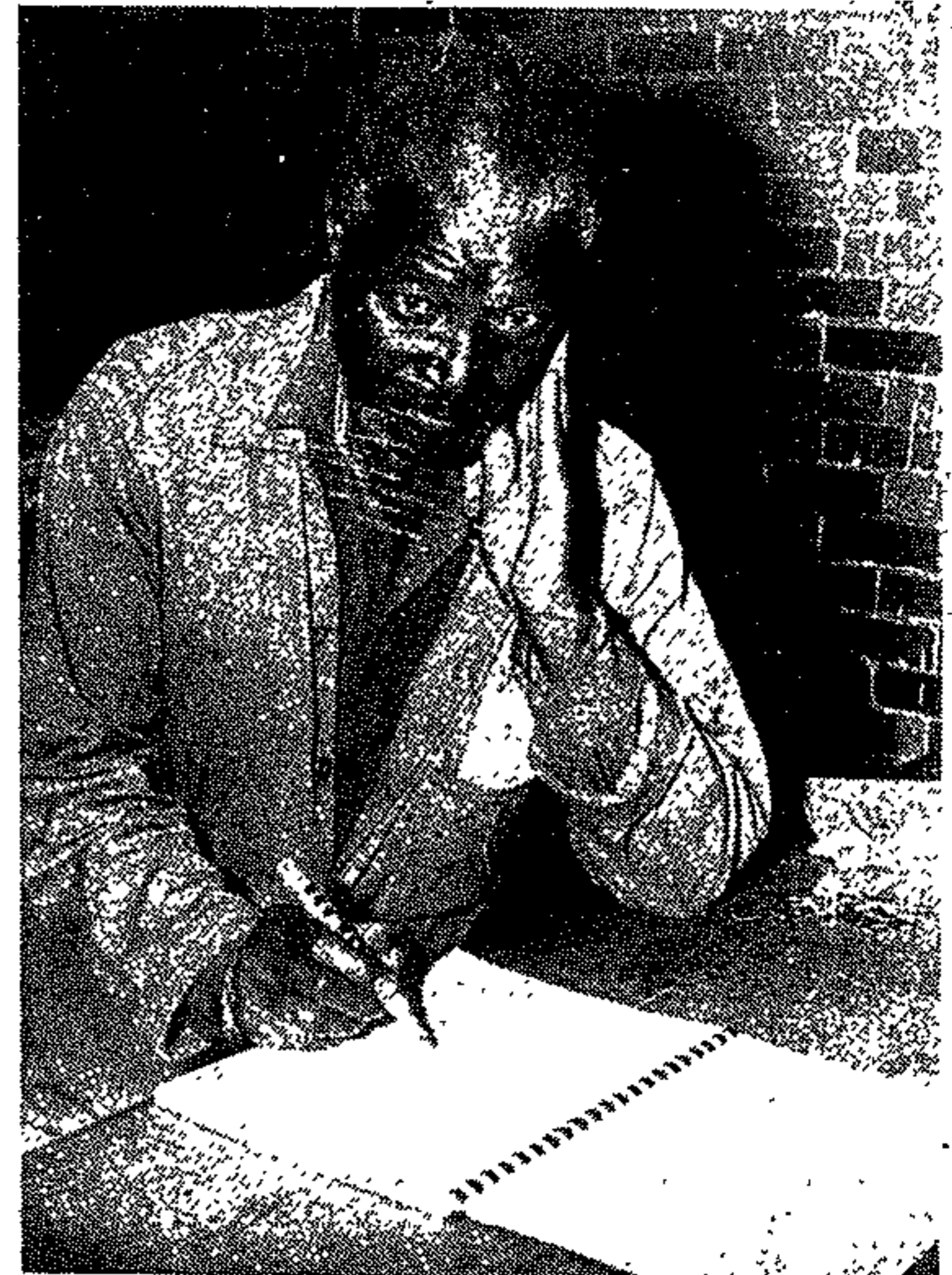
"Early this year, the foundation made extensive investigations at the

hostels. The literacy project is a manifestation of a mandate from the inmates and an indisputable expression of their will and expressed needs to learn.

"We view this education campaign as a turning point heralding a new era of sensitivity to the needs of inmates.

"This is more so because of the urgent challenges facing hostel dwellers who form a big part of the labour movement in South Africa.

"We hope that this project will eradicate illiteracy in order to achieve the standard that every hostel inmate is literate and remains literate. This is important because they must also participate effectively in economic, social and political activities of the country," he said.



MR DIONIS Ntuli (57), one of the oldest pupils at the Dube Literacy and Adult Education Project



DUBE Hostel inmates at one of the literacy classes.



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Sport

# 'Colour has no place in rugby'

From FRANCOIS KRIGE/

PAARL. — The colour of one's skin does not play any part in the set-up of schools' rugby in South Africa anymore, Mr Jan Preuyt, chairman of the SA Schools Rugby Association said in Paarl yesterday.

Addressing the AGM of the Schools Association he said his association was advocating mixed rugby for all scholars and he could state without a shadow of doubt — "and I want everybody in this country to realise this" — that the colour of one's skin does not play any part at all in schools rugby.

He said the game was played with and against each other by all schoolboys in South Africa and the same applied for administrators — the only qualification being that they must serve the game of rugby.

Mr Preuyt, who was unopposed as chairman of the Association, said he was very pleased with the standard of rugby produced by schoolboys in South Africa and that this standard had improved tremendously since the first Craven Week in 1964. He said he was of the opinion that schools rugby had reached a pinnacle.

Mr Preuyt paid tribute to the teacher-coaches and said they were the backbone of the game.

He said the policy of schools' rugby was to promote participation in rugby by all at school level.

"All schools and their pupils require regular participation and representation in the leagues offered. The SA Schools Rugby Association is advocating mixed rugby for all scholars; this has become an acceptable fact."

It was also his association's policy to create a platform for contact and the promotion of mutual trust between all

## 'It's our policy to eliminate discrimination and victimisation in schools' rugby' — Preuyt

schools' rugby administrators at all levels and to eliminate discrimination and victimisation in schools' rugby.

Turning to the Rugby Board's Rugby Project for High Schools which was held at Stellenbosch last week — and which will be called the Jan Preuyt Week in future — he asked all school unions to participate in the week next year.

In his annual report Mr Preuyt suggested that the Board should be approached on the ruling that a SA Schools side should only be picked to play against an overseas

team, either inside or outside the country. The feeling was that a SA Schools side should be picked on an annual basis as has been the done in the past.

This team should be allowed to play a curtain raiser to the Currie Cup final or an international and this would spur on South Africa's schools players to do even better.

The executive could make recommendations to the Board on opponents should there not be a tour.

He said not only a SA Schools side should be picked but that a Craven Invitation side comprising 10 white and eight non-white players, all in standard nine or lower, should also be picked to play against the Rugby Project XV annually.

He said the time was ripe for the Board to appoint a fulltime organising secretary for schools rugby.

Mr Preuyt and Mr Fonnier van der Vyfer were re-elected unopposed as chairman and vice-chairman of the Association.

Mr Dan Bandenhorst of WP was not available again as convenor of the Schools selectors and Mr Skip Henderson of Free State will take over from him with Mr Gawie Jooste of SWD replacing Mr Henderson as a selector.

Next year's Craven Week will be held in Port Elizabeth, with the 1989 Week allocated to the Transvaal and 1990 to Natal — Sapa



# PE librarian comes home with R6 000 books gift

By MIKE MABUSELA  
NEW BRIGHTON librarian Mr Zola Yeye has returned from a three-month course in England brimming with ideas to promote reading in Port Elizabeth's African community.

He has also returned from the United Kingdom with a donation of R6 000 worth of books.

Mr Yeye, a Fort Hare graduate, has been librarian in Port Elizabeth for six years. He attended a course on library information science at the Leeds Poly Technic from April 27 to July 10.

In an interview this week he said he was now a better equipped man whose overseas studies had helped him to identify the aims and objectives of a library and how it could serve the community better.

One of the most immediate benefits is that the British Council, which sponsored his overseas study trip, is already making arrangements to ship books worth R6 000 to the New Brighton library.

Mr Yeye said he was now planning to open more sat-



Mr ZOLA YEYE

ellite libraries in other townships.

Two satellite libraries, one in Kwazakele and another in Zwide, were opened shortly before he left for England.

"The New Brighton library is not centrally situated and is not providing good service to the community of Port Elizabeth because many people stay far from it."

Mr Yeye said he hoped to liaise with the schools and the community at large to promote reading.

He also plans to establish libraries in township pre-schools.

Mr Yeye said he found libraries overseas were well equipped with all the relevant information needed by the community.

"I visited libraries in Newcastle, Durham, Bradford and Harrogate. All of them offered a high standard of service to the communities in the areas. They have all the reading material needed by the community.

"Our township libraries have not got enough resources. We have got poor material and old, outdated books which have no local history."

At the Poly Technic Mr Yeye studied information gathering, community studies, library management and computer information. He passed all his subjects.

He has appealed to the community to make full use of the library services at their disposal "then the authorities will see the definite need for such a facility in areas."

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Black youth is shown the way back

# Out of unrest — leadership

WINNIE GRAHAM

South Africa's black youth, many of whom took a leading role during unrest, are being offered youth leadership training by the South African Association of Youth Clubs (SAAYC).

The programme hopes to provide young people, who have missed the chance of an education because of unrest, an opportunity of developing physically, mentally, spiritually and culturally.

SAAYC has received strong support from the country's top non-racial youth groups as well as from the South African Youth Congress (SAYCO), Azapo and the UDF, all of whom agree that, in addition to their role of protest, the youth should become involved in community reconstruction.

The Anglo American and De Beers chairman's fund has provided the capital enabling SAAYC to launch the initiative, and a fund-raising drive has now been started to collect sponsorship of R736 500 over the next 2½ years.

Mr Dave Jackson, the director of community projects and a member of SAAYC's board, said this week there was little doubt that positive youth leadership training was one of the "most urgently needed initiatives" in South Africa.

Up to the present, the thrust of black youth's leadership had been mainly towards protest, boycott, disruption and anarchic unrest.

"This is understandable given the injustices of the current situation and the high level of unemployment, but in the long run this dynamic must assume a more positive and constructive expression or else a generation will grow up unprepared to assume real responsibility in a more just and free South Africa," he said.

Youth, he added, recognised this necessity but lacked the skills, knowledge and the clear sense of direction to enable them to take effective action.

SAAYC believed that the project it had developed "with a great deal of grassroots consultation and carrying the whole-hearted endorsement of black youth leadership" could do much to resolve the problem.

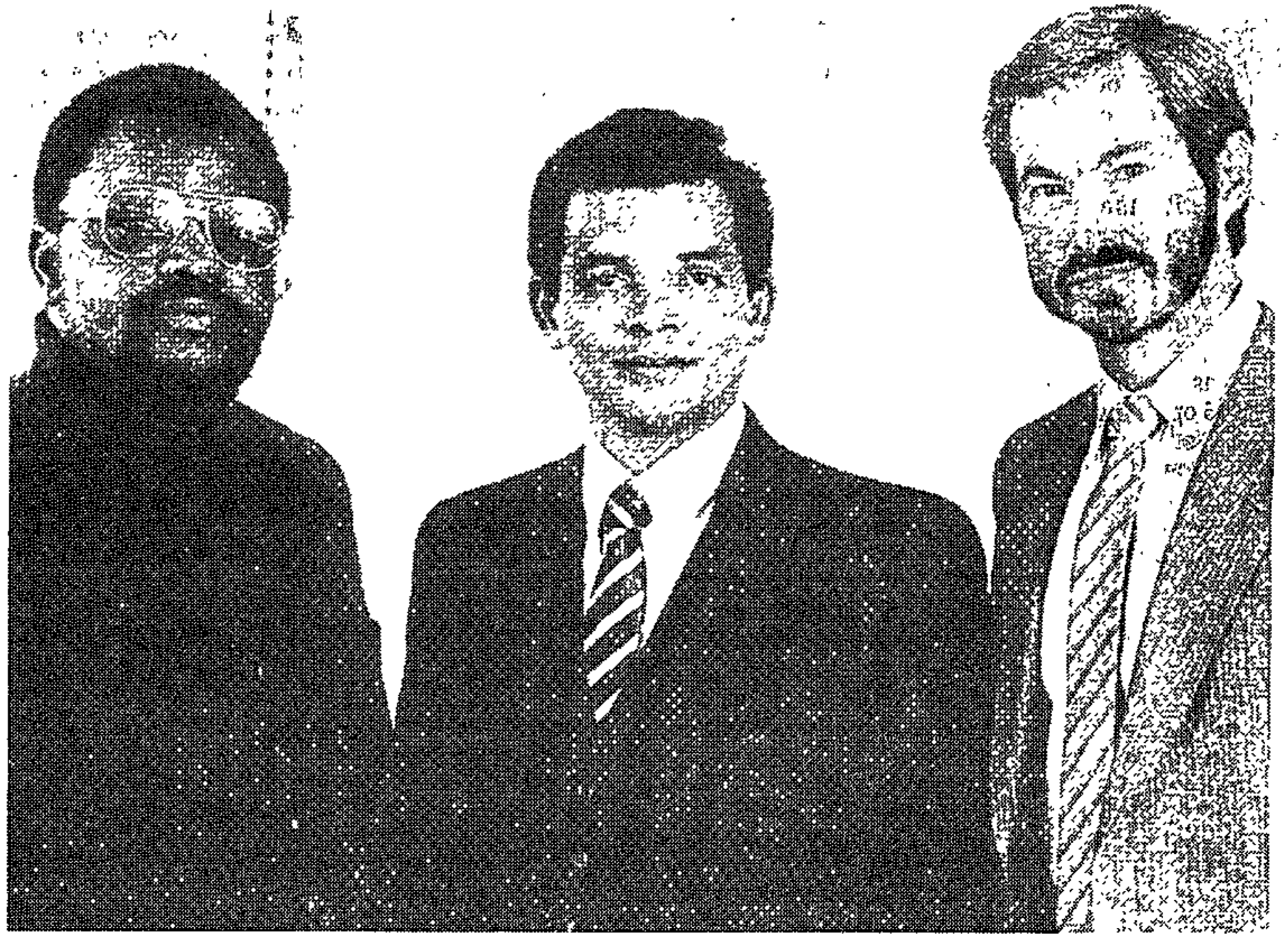
Mr Jackson said the concept of youth leadership training had been initiated at a workshop at the Alpha Centre at Broedersroom in March when delegates were asked to consider the resources needed to make youth programmes effective.

He added: "In short, the delegates said they wanted programmes which would develop the talents and potential of young people, would help them work through the challenges of the teenage years, prepare them for adulthood and would equip them to play a positive and meaningful role in bringing about a just, democratic and non-racial society in South Africa."

The programme would cover a wide variety of subjects ranging from nutrition and language usage through to spiritual values and cultural appreciation.

Young people would be taught how to handle strong emotions

One of South Africa's biggest problems is not reform, the ANC, unrest, crime, water, housing or terrorism. It is what to do with the many thousands of youngsters who became swept up in the urban violence of the last couple of years, who missed out on an education because of it, and who now need to be absorbed into society and become responsible, contributing citizens. If they are not shown how to live meaningful lives, South Africa's already mounting problems will be intensified by a mass of discontented people venting their frustrations through continuing civil disruptions. Fortunately, a group of concerned citizens has found a solution... and the Comrades are pitching in and helping.



REACHING OUT: Three men are behind the plan to help black youngsters develop their leadership skills. From left: the Rev Joe Tshawane, Mr Alroy Trout and Mr Dave Jackson.

such as anger and disappointment, civic and community affairs such as service projects and world issues, and would be encouraged to develop a strong awareness of environmental issues.

They will be helped in the choice of a career and be taught job-seeking skills. Consumerism, hire purchase agreements, budgeting, time management, relationships, recreational pursuits were among the subjects they would study.

SAAYC plans to run a pilot youth leaders' training workshop. It will also recruit and train a team of five youth field workers to establish and maintain contact with the youth groups in the Johannesburg/Witwatersrand area.

It will develop a number of "model" youth groups in each area to serve as the nuclei for networks of youth groups and as training bases for youth leadership.

SAAYC estimates the continuing cost of the project beyond the initial period will be about R290 000 a year and is asking the private sector and church groups to sponsor the training of selected individuals.

Mr Jackson said SAAYC had no wish to dominate other youth organisations or to create a centralised administration.

"This is probably the secret of the association's acceptability," he said.



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# Spending on education gets a 20% boost

By BARRY STREEK  
Political Staff

THE government has drafted formulas for ten-year strategy for equality in education in South Africa, involving millions of rands, and has committed itself to a real increase of 4.1% in spending on education over the next ten years.

This means that with the rate of inflation the actual increase in spending on education will be more than 20% a year over the ten-year period.

During the last financial year, R6 082.4 million was spent on education outside the homelands — and, at that rate, the annual increases over the next ten years are likely to be well over R1 200 million every year.

The government plan for equal education was disclosed yesterday by the Minister of National Education, Mr F W de Klerk, when he replied to a question tabled in Parliament by Mr Roger Burrows (PFP, Pinetown).

Mr De Klerk said certain formulas had already been drafted for phasing in the principle of parity and these, as well as a ten-year strategy for implementation, would be announced as soon as the consultations had been completed.

"This does not imply that after ten years the object of equal educational opportunities for all population groups will have been fully achieved."

It had not been decided what percentage of the State's budget would be set aside for the financing of education but "it has been decided that the real increase in expenditure on education during the next ten years will at least be 4.1% per annum".

Mr De Klerk said the policy of the government was: "Equal opportunities for education, including equal standards of education, are being strived after for every inhabitant of the Republic irrespective of race, colour, creed or sex."

At present, the State was financing about 65% of the total expenditure of universities.

# Row over schools computer systems

24/7/87  
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JOHANNESBURG — The Advocate-General is leading a special investigation into a row that has broken out among rivals bidding for multimillion rand contracts to supply schools with computer systems.

Computer firms put the potential value of contracts at well above R3.000 million over the next 10 years and agreed that competition had become cut-throat as a full-scale launch of computer education drew near.

The formal probe has been requested by Dr Gerrit Viljoen, the Minister of Education and Development Aid, in the wake of allegations of intrigue involving civil servants, computer companies and academics in winning official approval for various systems.

Questions have also

been posed over alleged irregularities in the choice of computer systems for trials by the Department of Education and Training, which holds the key to the huge potential market in supplying black schools.

Computer firms estimate that the cost of equipping black schools alone could run to more than R1 billion.

One leading contender in the battle to win contracts, Sergo, of Pretoria, has been burgled four times in the past few weeks — and confidential documents on its development programme have been stolen.

"The value of the information that has been stolen could be immeasurable to a ruthless competitor," said Professor Herman Ohlhoff, a director of the company.

"We have spent four years developing a system specially designed to cope with the peculiarities of the structure of South African schools.

"The value of results can be gauged by the fact that no less than 150 hours of work goes into the production of every hour of software instruction."

Mr J C Ferreira, Deputy Advocate-General, confirmed that investigations were in progress and numerous interviews had taken place. He said the findings would be tabled in Parliament.



## An early start

24/1/87

AECI is giving about R68 000 to improve literacy among black primary school pupils in Tembisa. The beneficiary is one of the programmes run by the Molteno Project, which aims at improving black scholars' ability to read and write in their mother tongue and to master English before Standard 3, when it becomes the medium of teaching.

The project was launched in 1975 by Rhodes University's Institute for the Study of English in Africa, and has since reached almost 1m scholars in southern Africa, says director of the Johannesburg office, Vic Rodseth.

The first course in the project is called "Breakthrough" and aims at getting children literate in their mother tongue during the first school year. From then on children are slowly introduced to English by the courses "Bridge to English" and "Bridge plus one." Rodseth claims "Breakthrough" has reached every Bophuthatswana school and almost every school in the Transkei.

He adds that the Molteno Project moves away from the "false theory that children are empty vessels to be filled — where teachers talk and children are bored." With "Breakthrough" some of the brighter children become fully literate within three to four months. After completing all three courses, children will not only be literate, but will also be fairly numerate, he says. The Molteno Project's materials also work "extremely well" with adults — but this potential has not yet been much exploited "due to lack of resources."

□ Another large contribution to the project of R100 000 has come from BP SA. ■

The Bureau wishes to apologise to Parliament and the hon the State President for supplying incomplete figures in this regard. We do not hesitate to put things right when we discover a mistake.

Females detained

\*4. Mrs H SUZMAN asked the Minister of Justice:

Whether any females were being detained in terms of section 28 of the Internal Security Act, No 74 of 1982, as at 31 July 1987; if so, how many?

The MINISTER OF JUSTICE:

No.

Females detained

\*5. Mrs H SUZMAN asked the Minister of Law and Order:

Whether any females were being detained in terms of section 29 of the Internal Security Act, No 74 of 1982, as at 31 July 1987; if so, how many?

The MINISTER OF LAW AND ORDER:

Yes—22 females

British Consulate, Johannesburg: alleged arrest

\*6. Mr P G SOAL asked the Minister of Law and Order:

(1) Whether, with reference to his reply to Question No 9 on 23 June 1987, the South African Police have established who was responsible for the alleged arrest outside the British Consulate in Johannesburg in May 1987 of a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply;

(2) whether the South African Police have received any reports that this person was abducted; if so, (a) when, (b) from whom, (c) what action was taken as a result and (d) what is the name of this person;

(3) whether this person has been found;

The MINISTER OF LAW AND ORDER:

if so, (a) where, (b) when, (c) what were the circumstances surrounding his disappearance and (d) who was responsible for his abduction; if not, what action is being taken in this regard?

(1) Yes.

(2) No.

(a) to (d) Fall away.

(3) Fall away.

Note: I refer the hon member to my oral reply to Question No 1 on 11 August 1987.

\*7. Mr S S VAN DER MERWE—Law and Order. [Reply standing over.]

\*8. Mr S S VAN DER MERWE—Law and Order. [Reply standing over.]

Promotion of adult education

\*9. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) Whether his Department has (a) developed and (b) implemented any programmes to promote adult education; if not, why not; if so, (i) (aa) when and (bb) in which areas were they implemented and (ii) what have been the results to date;

(2) whether he will make a statement regarding adult education for Black persons in the Republic and the self-governing territories?

The DEPUTY MINISTER OF EDUCATION:

(1) (a) Yes.

(b) Yes. Programmes have been implemented to promote literacy, to help in-service teachers to obtain a Std 10 certificate, to help all Black adults who want to study (from post-literacy to Std 10) in their studies and to promote personal enrichment (e.g. A Practical Course for Housewives and Domestic, Prepare your child for school, etc.)

(i) (aa) Since 1975.

(bb) In altogether 410 centres in schools and technical colleges in all 59 circuits of the seven regions of the Department of Education and Training and 161 centres at industries where programmes of this Department are utilised.

(ii) An average of 8 000 literacy certificates are issued every year.

The number of teachers without a Std 10 certificate has already been reduced from 73,6% in 1983 to 56,10% in 1986.

Private candidates for the National Senior Certificate entered by departmental centres for Adult Education obtained 31 269 subject successes in the November 1986 examinations.

The personal enrichment courses are very popular.

The literacy courses developed by the Department are also used by the private sector.

(2) No.

United Democratic Front

\*10. Mr J M BEYERS asked the Minister of Justice:

(1) Whether consideration has been given to declaring the United Democratic Front an unlawful organisation; if not, why not; if so, (a) when, (b) by whom and (c) with what result;

(2) whether a decision has been taken in this connection; if not, why not; if so, (a) what decision, (b) by whom, (c) when and (d) in terms of what statutory provisions;

(3) whether this decision has been made known; if so, (a) when and (b) in what manner; if not, why not;

(4) whether he will make a statement on the matter?

The MINISTER OF JUSTICE:

The circumstances in which an organisation may be declared an unlawful organisation on matters related thereto are set out fully in the Internal Security Act, 1982 (Act 74 of 1982) Section 4, 6, 7, 8, 9 and 10 are particularly relevant. In section 4 it is stated, *inter alia*, that the declaration of an organisation as unlawful takes place by notice in the *Government Gazette*. Such declaration can therefore not take place without public notice. The considerations which can give rise to such declaration are set out in section 4 (1) (a) to (d). The government institutions and functionaries which are concerned with security matters, are constantly monitoring organisations and persons who are or may be active in that sphere. Should their activities have an effect on the security of the State or maintenance of public order, a wide variety of *modi operandi* are considered. Although it may be found that a particular organisation's activities render it liable to be declared an unlawful organisation, it is, of course, not to say that declaration as an unlawful organisation is the most suitable *modus operandi* or that it is part of the most suitable *modus operandi*.

Against this background it will be impossible for me to obtain, and to furnish comprehensive details which can cover a long-continued period to the hon member. In addition hereto the hon member will understand when I tell him, as I am now doing, that it will not be in the interests of effective handling of such cases to furnish the type of information which he requests in respect of specific organisations. I, however, point out the United Democratic Front was declared an affected organisation on 9 October 1986 by public notice. I would also like to point out that should any member have a *bona fide* interest in security matters, I would be pleased to discuss it with him confidentially.



will be added to the farm Onverwacht 424-JR until the investigation is completed.

(a) (i) The present occupants of the farm include Whites, Coloureds and Blacks.

(ii) Ownership of the farm Onverwacht 424-JR is as follows:

Whites	1 005 ha*
State	115 ha
Coloureds	79 ha
Churches	9 ha
Total	1 208 ha

\* (rounded off)

(b) (i) The addition of land, or not, depends on the results of the investigation, the recommendations and final decisions.

(ii) No area, if any, can therefore be furnished.

(c) The future use of the land depends upon the findings and resolutions following the investigation.

(d) (i) and (ii) The local farmers' association and representatives of the farmers were consulted on 30 June 1987 and comments in writing regarding their views were requested.

(2) The question whether the present occupants are to be moved depends upon the findings of the investigation and the eventual decisions thereabout.

(a) Present occupants are Whites, Coloureds and Blacks.

(b) Decisions as to what steps are to be taken will only be taken after the investigation is completed.

1) If necessary, a statement will be made by the relevant bodies after the investigation has been completed.



Northern Transvaal Technikon

\*20. Mr A GERBER asked the Minister of Education and Development Aid:†

(1) (a) How many members of the (i) administrative and (ii) teaching staff of the Northern Transvaal Technikon resigned during the latest specified period of 12 months for which information is available and (b) for what reasons,

(2) whether his Department instituted an investigation into these resignations; if not, why not; if so, (a) what were the findings of the investigation and (b) what action was taken as a result of the findings?

†The DEPUTY MINISTER OF EDUCATION.

(1) (a) (i) 6.

(ii) 29.

1 July 1986 to 30 June 1987

(b) Since 1984 it has been the policy of the Northern Transvaal Technikon that the Council be informed by staff about the reasons for their resignation when they terminate their services.

The reasons given during the above-mentioned period were *inter alia*: promotion (10), ill health (2), joining the private sector (6) and family reasons (3).

None of the staff indicated that they resigned due to dissatisfaction with the Technikon or its management.

It must be pointed out that the Council had to reduce the number of academic posts from 145 to 106 as a part of the rationalisation process to remain within the limits and norms of the SAPSE-formula.

(2) No. The Northern Transvaal Technikon is an autonomous institution which is administered in terms of the

18/8/87 *Howard*

Technikons (Education and Training) Act, Act 27 of 1981.

By virtue of section 10 of the Act the Council of the Technikon has the authority to deal with all personnel matters.

The Department is not aware of any *prima facie* reasons why personnel resignations should be investigated. (a) and (b) Fall away.

Northern Transvaal Technikon

\*21. Mr A GERBER asked the Minister of Education and Development Aid:†

(a) What has been the average daily attendance figure at the Northern Transvaal Technikon since 27 June 1987 and (b) in respect of what date is this information furnished?

†The DEPUTY MINISTER OF EDUCATION.

(a) and (b) From 12 June 1987 to 6 July 1987 the Northern Transvaal Technikon had its normal winter vacation.

On 7 July 1987 980 students registered for the second semester.

From 7 July 1987 to 27 July 1987 classes were fully attended except for a number of absentees due to ill health and other acceptable reasons.

From 28 July to 17 August 1987 no classes on campus were attended by students due to boycotts and a compulsory recess from 4 to 11 August 1987. Today (18 August 1987) classes have normal attendance (more or less 950 students).

For written reply:

General Affairs: *SO*

Subsidies to schools of all population groups

131. Dr F HARTZENBERG asked the Minister of Education and Development Aid:†

Whether (a) White, (b) Coloured and (c) Indian children are attending schools fall-

HoA

ing under the Department of Education and Training; if so, (i) how many in each case, (ii) how many of these schools are (aa) State-controlled, (bb) State-subsidised, (cc) private and (dd) other specified kinds of schools and (iii) with what total amount did his Department subsidise schools attended by Black children as well as children from other population groups, in the latest specified 12-month period for which figures are available?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) No.

(b) Yes.

(c) No.

(i) (a) Falls away

(b) 4 203

(c) Falls away

(ii) (aa) Public schools: 386 (1 852 pupils)

(bb) State-aided schools: 510 (2 274 pupils)

(cc) Private schools: 11 (77 pupils)

(dd) None

(iii) The amount to which the individual schools have been subsidised, is not available. Calculated on the national per capita expenditure to pupils in the Department of Education and Training the following subsidies were spent on non-Black pupils

Public schools	1 852 pupils
and	
State-aided schools	2 274 pupils, together
Private schools	77 pupils
Total amount	R 23 100,00
Information as on 3.4.1986	R 1 619 945,00

Mathopestad

237. Mr P G SOAL asked the Minister of Education and Development Aid:

*11/11/87*



Whether, with reference to his reply to Question No 137 on 23 February 1987, a date has been determined for further negotiations with the residents of Mathopetad regarding resettlement; if not, why not; if so, (a) what is that date, (b) where will the negotiations be held and (c) who will be included in these negotiations?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

No Further negotiations are being prepared. (a) to (c) Cannot be answered at this stage.

**Crossroads**

277. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) How many (a) teachers, (b) pupils and (c) classrooms were there at each specified Black (i) pre-primary, (ii) primary and (iii) secondary school in (aa) Old Crossroads and (bb) New Crossroads in 1986;

(2) whether all children from (a) Old Crossroads and (b) New Crossroads who applied for accommodation in these schools were accepted, if not, how many children were unable to be accommodated in each specified school;

(3) whether any pre-primary schools are to be built in (a) Old Crossroads and (b) New Crossroads; if not, (i) why not and (ii) where are pre-primary pupils accommodated; if so, (aa) where, (bb) when and (cc) how many pupils will these schools be able to accommodate?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

	(i)	(ii)	(iii)
(1) (aa) (a)	0	28	0
(b)	0	1 190	0
(c)	0	27	0

*Andrew 18/8/87*

(b) (i) and (ii) Please refer to the written reply to Question No 552 of March 4, 1987.

(c) Please see paragraph (d) of the oral reply to Question No 22 of 2 September 1986.

(2) It is not general practice to supply information about the composition and functioning of Cabinet Committees (a) to (c) Fall away.

(3) (a) (i), (ii) and (iii) The Bureau did not pay separately for these services. The Bureau purchased a complete product from a private company who on its part subcontracted services. The amounts are included in the company's production costs of R1 930 242.

(iv) (aa) R548 828 for radio and R1 523 734 for television

(bb) Approximately 20% commission was paid by the Bureau for production work and 16.5% in respect of media expenditure (electronic and printed media). Commission fees are included in the aforementioned figures.

(v) R2 338 210 for all advertising.

(vi) An amount of R3 007 319 for the 1987-88 financial year for outdoor advertisements of which the "Together we will build a brighter future" campaign forms part.

(b) August 17, 1987.

*Andrew 18/8/87*

**WEDNESDAY, 19 AUGUST 1987**

+Indicates translated version.  
For written reply:  
General Affairs.

Reply submitting reply to Question No 225 on 27 July 1987 put by Mr D J Dalling (col 360):

**Sandton**

225. Mr D J DALLING asked the Minister of Constitutional Development and Planning:

(1) How many applications were received during the period 1 June 1986 to 31 May 1987 from (a) Coloured, (b) Indian and (c) Black persons to (i) occupy and (ii) own residential property in areas proclaimed for occupation by white persons in Sandton;

(2) how many such applications (a) had been (i) granted and (ii) refused and (b) were pending as at 31 May 1987?

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

	(1)	(2)
(a) Coloureds	2	
(b) Indians	1	
(c) Blacks	1	
(i) Occupation:		
Coloureds	1	
Indians	1	
Blacks	1	
(ii) Acquisition:		
Coloureds	1	
Indians	1	
Blacks	1	
(2) (a) (i) Approved: None		
(ii) Refused:		
Coloureds	1	
Indians	1	
Blacks	1	

*Andrew 19/8/87*





Part of the more than 100 janitors at a meeting in Elsies River at the weekend listen to a speaker complaining about low wages

# Janitors in wage row

SOUTH 13-19/8/87

MORE than a hundred school janitors, some from as far as Lamberts Bay, gathered at Elsies River at the weekend to voice their grievances.

They pledged to organise themselves and to unite for a better deal from the State and school principals.

Workers' grievances ranged from wages and benefits to working conditions and the attitude of some principals and teachers.

Workers also said they wanted to receive their year-end wages in mid-December instead of at the end of December because they had difficulty providing their families with food and clothes during the festive season.

All the workers were unhappy with their low wages and long working hours.

Some said they were expected to work up to 12 hours a day although policy was that they should work only 48 hours a week.

Janitors who had been

serving for more than 20 years, earned a maximum wage of about R425,00 a month.

Others earned about R378,00 a month before deductions.

A janitor, Mr Steven Lemboela, said workers were victimised and treated without respect.

He showed an envelope containing an invitation to the meeting, which he said had been opened by the principal.

The principal, he said, dismissed the issue with a token apology for opening the letter.

Workers also complained that at some schools no staff cloakroom was available.

It was alleged that workers had to spend their breaks in rooms opening into toilets.

Mr D Brown, a Cosatu member at the meeting in his private capacity said janitors should organise themselves to sort out their problems.

He said Cosatu had made "great strides because

workers were prepared to stand up for their rights".

He also said janitors should tell their children - the students - and civic organisations about their problems.

A spokesperson for the Public Servants League, which called the meeting, said it was the State's responsibility to "rectify our problems".

"Private sector workers go on strike when they are unhappy with low wages and poor working conditions, but it is illegal for public servants to go on strike.

"Therefore we must unite to tackle the problems we have through negotiation. However, negotiation on a master servant level will never work," he said.

A Department of Education and Culture spokesperson said they were not aware of the meeting and could not comment.

However, chances were good that demands could be addressed if tabled before the department.

...alleged to have introduced the guerrilla...



(84) (50) W 103 25/7/87

# Matrics get their books - at long last

**Weekend Post Reporter**  
MATRIC pupils at several Port Elizabeth high schools this week started getting geography textbooks — only four months before they write their final exams.

Parents of pupils at Grey and Victoria Park High are among those who have complained to Weekend Post that their children did not appear to have proper geography textbooks to study from and had been using proof sheets and notes.

However, it seems that this time "the department" is not at fault.

Speaking from Cape Town, Director of Education Dr D Walters said only one English matric geography textbook, published by Nasou, had been submitted and approved.

It was in print and available to all matric classes throughout the Cape.

Schools could order the approved book if they desired, and he believed it was in plentiful supply.

He said the problem at some schools had arisen because they had chosen to continue with a series of textbooks which had not been submitted to his department for approval.



**Grey High School matric pupil DONALD PUDNEY is relieved to have his geography book — just four months to final exams.**

Up to the end of last term his department had received no proofs for *New Window on the World*, by part-time TV1 presenter John Earl, a lecturer at the University of the Witwatersrand.

Dr Walters said he understood that the publish-

ers had supplied a number of proof chapters free of charge to the schools concerned to help them out.

A spokesman for the publishers of the series, Juta and Co, of Cape Town, said the company was hoping to get their book approved and in print by the end of this month.

The head of the geography department at Grey, Mr R McClelland, said this week they had received supplies of the approved textbook at the start of the new term and these would be distributed to the pupils.

He said that although both books contained the same material he felt the Earl series, issued to all standards at the school, was more effective and had a better presentation.

Mr McClelland said as far as he knew most English-medium high schools in the area had preferred to use the Earl series but had to stay with the approved book because no matric book in the Earl series was in print.



(b) subjects

Italian	
Spanish	
Tswana	
Metalwork	
Building Construction	
Hotelkeeping and Catering	
Woodworking	
Plumbing and Sheet Metalworking	
Electronics	
Technika (Mechanical)	
Technika (Civil)	
Functional Physical Science	
Practical Agricultural Science	
Agricultural Science	
Speech and Drama	
Sculpture	
History of Ballet, Costume and Theatre	
Anatomy and Music	
Practical Ballet	
National and Greek Dancing	
Graphic Art	
Painting	
Design	

(d)

Italian	15
Spanish	2
Tswana	10
Metalwork	77
Building Construction	5
Hotelkeeping and Catering	1
Woodworking	18
Plumbing and Sheet Metalworking	3
Electronics	12
Technika (Mechanical)	24
Technika (Civil)	13
Functional Physical Science	26
Practical Agricultural Science	6
Agricultural Science	9

(c) textbooks listed under (b) are not available as publishers, as a result of the limited numbers, are not interested in having these books written and published. There are thus no dates which these books could be delivered to schools. For these subjects notes are made available to the pupils,

Speech and Drama	1
Sculpture	2
History of Ballet, Costume and Theatre	1
Anatomy and Music	3
Practical Ballet	3
National and Greek Dancing	2
Graphic Art	3
Painting	2
Design	2

Parallel/dual medium schools

38. Mr J VAN ECK asked the Minister of Education and Culture:

- (1) How many predominantly (a) Afrikaans and (b) English (i) parallel and (ii) dual medium schools were there in each province as at the latest specified date for which information is available;
- (2) whether any new schools are to be built in the current year; if not, why not; if so, how many in each of the above-mentioned categories in each province?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a)	(i)	(ii)
Cape	495	0
Natal	38	0
OFS	162	0
Transvaal	408	0
(b)	(i)	(ii)
Cape	106	0
Natal	51	0
OFS	1	0
Transvaal	34	0

- (2) yes, all the schools being built and due for completion during 1987, have been planned as single medium schools.

The information is for the 1987 academic year.

Cape Province: unrest at schools

39. Mr J VAN ECK asked the Minister of Education and Culture:

27/7/87 Howard

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- (1) Whether any measures or regulations have been drafted regarding action to be taken by schools in the Cape Province in the event of unrest in the vicinity of or terror attacks on schools; if not, why not; if so, (a) what are the details of these measures or regulations and (b) by whom were they (i) drafted and (ii) approved;
- (2) whether these measures or regulations have been distributed to all schools in the Cape Province; if not, (a) why not, (b) to which schools were they distributed and (c) when were they so distributed; if so, on what date or dates?

The MINISTER OF EDUCATION AND CULTURE:

- It is, understandably, the policy of the Department not to divulge details regarding matters of security.
- (1) (a) Falls away, (b) (i) and (ii) Fall away;
  - (2) (a), (b) and (c) Fall away.

Per capita expenditure

40. Mr R M BURROWS asked the Minister of Education and Culture:

- What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils in (i) each province and (ii) the Republic in the 1985-86 financial year?

The MINISTER OF EDUCATION AND CULTURE:

The same question was asked by Mr H E J van Rensburg as Question 16. The hon member is therefore referred to the answer given on 23 February 1987.

Teachers: national service

41. Mr R M BURROWS asked the Minister of Education and Culture:

- What total number of White male teachers falling under the Department were doing their national service (a) in 1986 and (b) as at the latest specified date in 1987 for which figures are available?

HOA

27/7/87 Howard

The MINISTER OF EDUCATION AND CULTURE:

The same question was asked by Mr H E J van Rensburg as Question 15. The hon member is therefore referred to the answer given on 23 February 1987.

National Senior Certificate examination

42. Mr R M BURROWS asked the Minister of Education and Culture:

- (a) How many Whites entered for the full National Senior Certificate examination in 1986 and (b) how many entrants (i) passed, (ii) failed and (iii) obtained matriculation exemption?

The MINISTER OF EDUCATION AND CULTURE:

The same question was asked by Mr H E J van Rensburg as Question 12. The hon member is therefore referred to the answer given on 23 February 1987.

Matriculation/equivalent examination

43. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) How many White pupils (a) entered for and (b) passed the matriculation or an equivalent examination in 1986;
- (2) how many of these pupils passed in (a) mathematics and (b) physical science in that year?

The MINISTER OF EDUCATION AND CULTURE:

The same question was asked by Mr H E J van Rensburg as question 11. The hon member is therefore referred to the answer given on 23 February 1987.

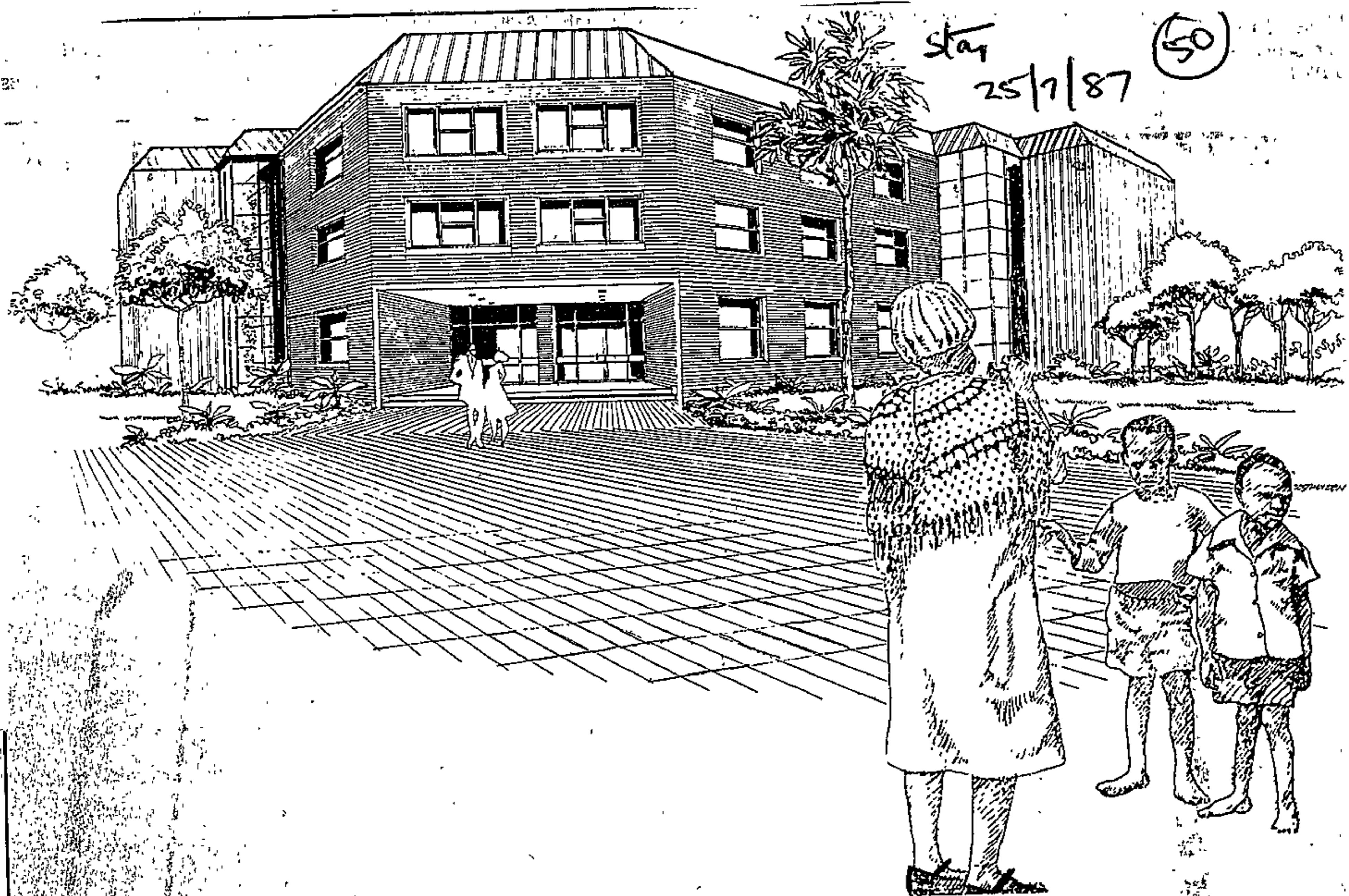
Hospitals: facilities

44. Dr M S BARNARD asked the Minister of Health Services:

- Whether any facilities in private hospitals are not integrated; if so, (a) why and (b) (i) what specified facilities and (ii) in which hospitals are these facilities not integrated?

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KRISTO NKOSI SCHOOL: The success of the creation of the school's study centre led to the idea of education centre.

## KwaThema to build a R2-m education centre

The people of KwaThema, near Springs, are to build a R2-million community education centre to help struggling students and unemployed young adults with their studies.

The chairman of the project committee, Mr Jerry Mathibela, has approached the United States Agency for International Development (AID) for financial assistance.

He says a community education centre will not only help the people of KwaThema obtain an academic education, but will

### WINNIE GRAHAM

provide them with opportunities to acquire many practical skills, "that will help us get better jobs".

The project was first mooted by a youth committee formed last year, which asked the Read Educational Trust for help. Sponsorship amounting to just less than R100 000 — which was enough to equip and stock a library and study centre at the Kristo Nkosi School — was obtained from the company 3M.

But because of the success of the project it was decided an education centre should be established.

The new centre will eventually comprise a multi-purpose hall seating 300, a classroom, a clinic which will serve as a primary health-care centre, a counselling and advice centre, a conference room, a music room and a venue for art classes.

Also included in the plans is a computer classroom and a science laboratory.

The committee has estimated that it will cost about R1,6 million to construct the 2 420-sq m building.

The cost of furnishing the centre has been estimated provisionally at R330 000 and the running costs estimated at about R195 000 for the first year.

A total of R2,2 million will be needed to keep the centre running for three years.

But Mr Mathibela says the project must, ultimately, become self-supportive.



CAPE TOWN 25/11/77

# READ to <sup>50</sup> raise R15m for schools

Education Reporter

READ, an educational organization aimed at improving reading and language skills among South Africans, has launched a campaign to raise R15 million over the next five years.

READ is a non-profit organization which runs programmes on library, reading and study skills.

At present it reaches almost 1 000 schools, only 8 percent of the total number of 12 800 black schools, and costs R500 000 a year to maintain.

The national director of READ, Ms Cynthia Hugo, said this week that in order to tackle the general upgrading of black education, READ wanted to establish six regional model schools in strategic locations, which would cost about R10 000 per school or R10 per child. Over five years the cost would be R15 million.

The "other" in the table refers to people that are divided into more than 500 occupational classes—amongst them engineers, scientists, administrative personnel, legal personnel, clerks, artisans, technicians and caretakers.

From this it can be deduced that the increases which did occur (educators, nursing and Services personnel) had nothing to do with the implementation of the constitutional dispensation.

- (d) 1 October 1985 to 30 September 1986.

**State Security Council**

194. Mr C W EGLIN asked the State President:

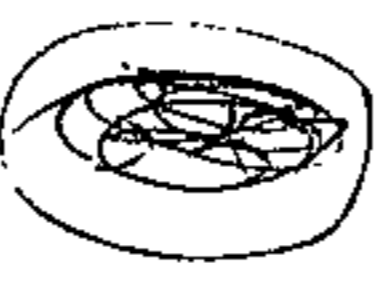
- (1) How many meetings of the (a) State Security Council and (b) working committee of this council were held in 1986;
- (2) whether any officials of the State have been seconded to work for the secretariat of the State Security Council; if so, (a) for what period in each case, (b) from what Departments, (c) how many officials from each such Department, (d) what percentage of the staff of the secretariat is seconded and (d) in respect of what date is this information furnished?

**The STATE PRESIDENT:**

- (1) The State Security Council and the work committee of this council meet as required. The time, place, attendance and frequency vary.
- (2) Officials from various departments are seconded to the Secretariat of the State Security Council according to varying requirements for undermined periods since the establishment thereof. If the honourable member requires more information about the Security Management System, he is welcome to discuss it with the State President.

HoA

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**GST**

199. Mr R R HULLEY asked the Minister of Finance:

What total revenue did the State receive from general sales tax on petrol sales during each of the latest specified five years for which figures are available?

**The MINISTER OF FINANCE:**

Statistics which distinguish between collections of sales tax in respect of the sale of petrol and the sale of other petroleum products are not maintained. At all events the disclosure of any information relating to petrol sales without the written permission of the Minister of Economic Affairs and Technology would be contrary to the regulations made under the provisions of section 4A of the Petroleum Products Act, 1977 (Act No 120 of 1977).

**Teacher/pupil ratio**

214. Prof N J J OLIVIER asked the Minister of Education and Development Aid:

What teacher/pupil ratio was applicable in each departmental region of the Department of Education and Training as at the latest specified date for which information is available?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

Region	(a)	(b)
Northern Transvaal	1:39.51	1:32.14
Highveld	1:39.99	1:30.50
Johannesburg	1:34.40	1:27.75
Orange-Vaal	1:42.20	1:38.55
OFS	1:40.95	1:35.11
Natal	1:37.98	1:28.90
Cape	1:39.71	1:28.36

Information as on 4 March 1986.

**Sandton**

225. Mr D J DALLING asked the Minister of Constitutional Development and Planning:

- (1) How many applications were received during the period 1 June 1986 to

*Handwritten:* 27/7/87 Howard

31 May 1987 from (a) Coloured, (b) Indian and (c) Black persons to (i) occupy and (ii) own residential property in areas proclaimed for occupation by White persons in Sandton;

- (2) how many such applications (a) had been (i) granted and (ii) refused and (b) were pending as at 31 May 1987

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

- (1) Yes.
- (a) Falls away.
- (b) The Department of Education and Training.

- (2) Yes
- (a) Further sports facilities will be provided according to the need, the development program and the availability of funds.
- (b) The estimated cost of providing the required sports facilities for the whole of Khayelitsha is ± R50 million.

- (c) (i), (ii), (iii) and (iv) The variety and quantity will depend on the need of the community.

**Blacks of school-going age**

226. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) Whether, with reference to his reply to Question No 72 on 20 February 1987, his Department has now made a calculation of the number of Black persons of school-going age in the Republic who are not attending school at present; if not, why not; if so, (a) what is the total number involved, (b) on what basis was the calculation made and (c) in respect of what date is this information furnished;
- (2) whether he will furnish information on the number of Black persons of school-going age in the national states who are not attending school at present; if not, why not; if so, (a) what is the total number involved in

respect of each of the national states, (b) on what basis was this number calculated in each case and (c) in respect of what date or dates is this information furnished?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (1) No. The information required will only be available by the end of October 1987.
- (a) Falls away.
- (b) Falls away.
- (c) Falls away.

- (2) No. The Departments of education of the various self-governing states are autonomous, and all information with the exception of that published with the permission of these departments in the annual reports of the Department of Education and Training, is the responsibility of the government of each state
- (a) Falls away.
- (b) Falls away.
- (c) Falls away.

**Detainees: doctors**

236. Dr M S BARNARD asked the Minister of National Health and Population Development:

- (1) Whether a panel of private doctors has been appointed by the Medical Association of South Africa to attend to detainees; if so, (a) when was it appointed and (b) what are the names of the doctors on this panel;
- (2) whether the names of these doctors are made available to detainees and their parents; if not, (a) why not and (b) what procedure are they to follow to find out the names of these doctors; if so, how are the names made available to detainees and their parents;
- (3) under what circumstances may detainees request that they be attended to by private doctors and (b) how many detainees (i) requested

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that they be attended to and (ii) were attended to by private doctors since the appointment of this panel up to the latest specified date for which information is available?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

- (1) Yes.
  - (a) The first names of panel doctors were made available on 3 September 1986. Additional names were added subsequently.
- (b) Names of doctors appointed on panels are confidential and can only be made available on request, to those concerned, by the SA Police or the District Surgeons when instructed by the SA Police.

- (2) Yes.
  - (a) Falls away.

(b) The District Surgeon will make the names available on verbal request by the detainee or his parents.

- (3) (a) If the detainee prefers to have a consultation with a doctor, selected from the panel and undertakes to accept responsibility for the cost.
  - (b) (i) 13.
  - (ii) 13 as on 25.6.87.

Unemployment Insurance Fund

242. Mr F J LE ROUX asked the Minister of Manpower:†

What total amounts were contributed to the Unemployment Insurance Fund in terms of the provisions of the Unemployment Insurance Act, No 30 of 1966, by (a) White, (b) Black, (c) Coloured and (d) Indian employees in the latest specified period of five years for which figures are available?

The MINISTER OF MANPOWER:

(a), (b), (c) and (d) The Unemployment Insurance Act, 1966, makes no distinction

HoA

between the different population groups and consequently the Fund does not have separate figures available.

The following total contributions, were received from employees of all population groups:

- 1982: R 74 521 972
- 1983: R 87 644 697
- 1984: R104 264 171
- 1985: R118 442 183
- 1986: R196 086 986

Unemployment Insurance Act

243. Mr F J LE ROUX asked the Minister of Manpower:†

What are the total amounts paid to (a) Whites, (b) Blacks, (c) Coloureds and (d) Asians in terms of the provisions of the Unemployment Insurance Act, No 30 of 1966, during the latest specified period of five years for which figures are available?

The MINISTER OF MANPOWER:

(a), (b), (c) and (d) The Unemployment Insurance Act, 1966, makes no distinction between the beneficiaries of the different population groups and consequently the Fund does not have separate figures available.

The following total amounts in benefits were paid to beneficiaries of all population groups:

- 1982: R120 347 613
- 1983: R188 363 953
- 1984: R195 961 492
- 1985: R325 133 883
- 1986: R386 467 103

Unemployment Insurance Fund

244. Mr F J LE ROUX asked the Minister of Manpower:†

What total amounts were contributed to the Unemployment Insurance Fund in terms of the provisions of the Unemployment Insurance Act, No 30 of 1966 by (a) White, (b) Black, (c) Coloured and (d) Indian employers in the latest specified period of five years for which figures are available?

The MINISTER OF MANPOWER:

(a), (b), (c) and (d). The Unemployment Insurance Act, 1966, makes no distinction between employers of different population groups who have to register with the Unemployment Insurance Fund and thus separate statistics are not available.

The following total contributions by employers of all population groups were paid to the Fund:

- 1982: R44 713 183
- 1983: R52 586 818
- 1984: R62 558 503
- 1985: R71 065 309
- 1986: R196 086 985

Pension schemes

251. Mr R M BURROWS asked the Minister of National Health and Population Development:

- (1) Whether his Department administers all government pension schemes; if not, which schemes does his Department administer;
- (2) whether his Department has determined the age at which contributors are required to retire; if so, what is the compulsory retirement age in respect of each pension fund;
- (3) whether his Department has determined a minimum age at which contributors to funds may retire; if not, why not; if so, (a) what is the minimum retirement age in respect of each pension fund and (b) in terms of what statutory provisions are these minimum ages determined;
- (4) whether he has received any representations calling for the standardisation of the retirement age for the various Government service pension schemes; if so, (a) from whom, (b) on what dates and (c) what was the response in each case;
- (5) whether he will make a statement on the matter?

- (1) Whether his Department administers all government pension schemes; if not, which schemes does his Department administer;
- (2) whether his Department has determined the age at which contributors are required to retire; if so, what is the compulsory retirement age in respect of each pension fund;
- (3) whether his Department has determined a minimum age at which contributors to funds may retire; if not, why not; if so, (a) what is the minimum retirement age in respect of each pension fund and (b) in terms of what statutory provisions are these minimum ages determined;
- (4) whether he has received any representations calling for the standardisation of the retirement age for the various Government service pension schemes; if so, (a) from whom, (b) on what dates and (c) what was the response in each case;
- (5) whether he will make a statement on the matter?

Parity in education

262. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether it is the policy of the Government to bring about parity in education for all population groups; if so, over what period is parity expected to be phased in;
- (2) whether a formula has been or is being devised for the manner in which the principle of parity in education is to be phased in over a period of 10 years; if so, what is that formula;
- (3) what percentage of the (a) State budget is expected to be set aside for the

HoA

Handwritten notes and signatures at the bottom of the page.



MONDAY, 27 JULY 1987

financing of education, including education for the national and independent Black states, and (b) total expenditure of universities is expected to be contributed by the State from the Treasury, in each of these 10 years;

- (4) whether further legislation in regard to compulsory education is being drafted with due regard to the parity calculations in order to make provision for the accommodation in the South African education system of the additional Black pupils expected to be attending school over the next 10 years; if so, what provision is to be made in this regard;
- (5) whether he will make a statement on the matter?

**THE MINISTER OF NATIONAL EDUCATION:**

- (1) Yes. Equal opportunities for education, including equal standards of education, are being strived after for every inhabitant of the Republic irrespective of race, colour, creed or sex. The period during which this object is to be achieved depends on the availability of funds.

- (2) Yes. Certain formulae have already been drafted. The formulae as well as a ten-year strategy for implementation will be announced as soon as the consultations have been completed. This does not imply that after ten years the object of equal educational opportunities for all population groups will have been fully achieved.

- (3) (a) The decisions have not been taken in terms of such a percentage. It has been decided that the real increase in expenditure on education during the next ten years will at least be 4,1% per annum.

(b) The State is financing approximately 65% of the total expenditure of universities at present. It is not possible to supply estimates of this percentage for future years.

- (4) No. At the moment I do not plan legislation regarding compulsory education. The expected increase in the participation of Black pupils in education has been taken into account in the calculations referred to in paragraph 2.

- (5) No.

**Sebokeng: clearing-up work**

263. Mr J H VAN DER MERWE asked the Minister of Defence:†

Whether before the State President's visit to Sebokeng in June 1987, the services of members of the South African Defence Force were used to assist with clearing-up work in this Black city; if so, (a) why, (b) on what dates, (c) what was the nature of the clearing-up work, (d) how many such members were involved in such work, (e) how many Defence Force vehicles were used for this purpose and (f) what was the total cost thereof to the Defence Force?

**THE MINISTER OF DEFENCE:**

Yes.

- (a) The town clerk requested the SA Defence Force to render the aid as the town council did not have the necessary manpower to complete the task alone.

- (b) 25 May 1987 to 3 June 1987.

- (c) The removal of refuse and soil by loading it on to tipper trucks with front end loaders.

- (d) 14.

- (e) 14.

- (f) R2 646,90.

*Own Affairs:*

*Employees detained*

6. Mr S S VAN DER MERWE asked the Minister of the Budget and Welfare:

- (1) Whether any persons employed by the Department of Budgetary and Auxiliary Services have been detained; if so, how many since 1 Sep-

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tember 1984 as at the latest specified date for which information is available;

- (2) whether the posts of such detained employees are filled by temporary employees; if not, what arrangements are made regarding these posts; if so, (a) how many temporary employees had been engaged to fill such posts as at the above date and (b) what steps are taken in respect of such temporary employees when the detained employees are released by the Police?

**THE MINISTER OF THE BUDGET AND WELFARE:**

- (1) No persons in the employ of the Department of Budgetary and Auxiliary Services have been detained in terms of the security regulations.

- (2) Not applicable

*Employees detained*

7. Mr S S VAN DER MERWE asked the Minister of the Budget and Welfare:

- (1) Whether any persons employed by the Department of Welfare have been detained; if so, how many since 1 September 1984 as at the latest specified date for which information is available;

- (2) whether the posts of such detained employees are filled by temporary employees; if not, what arrangements are made regarding these posts; if so, (a) how many temporary employees had been engaged to fill such posts as at the above date and (b) what steps are taken in respect of such temporary employees when the detained employees are released by the Police?

**THE MINISTER OF THE BUDGET AND WELFARE:**

- (1) No.

- (2) Falls away.

*Employees detained*

8. Mr S S VAN DER MERWE asked the Minister of Agriculture and Water Supply:

- (1) Whether any persons employed by his Department have been detained; if so, how many since 1 September 1984 as at the latest specified date for which information is available;

- (2) whether the posts of such detained employees are filled by temporary employees; if not, what arrangements are made regarding these posts; if so, (a) how many temporary employees had been engaged to fill such posts as at the above date and (b) what steps are taken in respect of such temporary employees when the detained employees are released by the Police?

**THE MINISTER OF AGRICULTURE AND WATER SUPPLY:**

- (1) No.

- (2) Falls away.

*Employees detained*

9. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

- (1) Whether any persons employed by his Department have been detained; if so, how many since 1 September 1984 as at the latest specified date for which information is available;

- (2) whether the posts of such detained employees are filled by temporary employees; if not, what arrangements are made regarding these posts; if so, (a) how many temporary employees had been engaged to fill such posts as at the above date and (b) what steps are taken in respect of such temporary employees when the detained employees are released by the Police?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes, four.

- (2) Yes, in one case.

- (a) One.

- (b) When the detained employee resumes duty, the temporary employee must vacate the post.



# Black schoolboy 'snubs' SA envoy



Picture: HANNES THIART, The Argus.

**SSSSLURP!** These exhibitions can drive one to drink ... Local dressmaker Sweetness Njikelana helps a sculpture by Dee Felder of Amazana Craft "drink" through a perspex straw made by Vic Messina of Impressive Designs. The picture was taken at the buyers' preview of the Contactmaker Fair, launched this year by the Small Business Development Corporation. The exhibition, at the SBDC building opposite the Good Hope Centre, will be open from August 3 to 8.

## Japanese workers refuse to take summer holidays

The Argus Foreign Service

**TOKYO** — The Japanese government has an unusual problem: it is battling to persuade the country's workers that a summer vacation is desirable.

The government's problem has been compounded by the case of a Tokyo journalist who took a month's paid leave for a working holiday to study nuclear plants in Europe. His newspaper believed two weeks was sufficient and deducted his year-end bonus.

The journalist sued his newspaper, but the court agreed with the employer and he lost the lawsuit.

In Japan the average summer vacation, traditionally the time for annual holidays, is about 5.3 days, but many workers never even take leave.

Now the Ministry of Labour has launched a major campaign with the slogan "To take a vacation is proof of your competence". It believes that more leisure time would boost domestic consumption, a critical factor in winning trade wars with the West.

The Ministry of Labour is calling for workers to take at least a week's vacation, but many Japanese are unhappy about this.

The Argus Foreign Service

**LONDON.** — South Africa's new Ambassador to Britain, Mr Ray Killen, and a black schoolboy are at the centre of an embarrassing incident at an embassy tea party.

The boy, one of a group of South African Science Olympiad pupils visiting London, "snubbed" Mr Killen. Now a complaint has been lodged with his school.

The pupil, who has not been named, "refused to speak" to the Ambassador at a reception laid on by the embassy.

The leader of the group, Dr Edward Malherbe, managing director of the Foundation for Education and Science Technology, said. "One of the 'non-white' youngsters snubbed the ambassador."

### Anti-SA badges

"It was in very poor taste and I have written to his school principal objecting in the strongest terms to his behaviour."

Dr Malherbe declined to name the boy.

Asked about claims that all or some of the pupils had been asked by embassy staff to remove anti-apartheid badges from their lapels before the reception, Dr Malherbe said: "I am not aware of that."

The embassy, clearly anxious to play down the incident, said in an earlier statement: "The pupils were invited to tea with the Ambassador. They arrived at 3.30 pm, had their tea and chatted to Mr Killen, and then left."

The group of 12 pupils — six whites and six "non-whites" — accompanied by Dr Malherbe and two teachers, Ms M X Mabunda of Gazankulu and Mr C K Kgadima of Lebowa, are visiting the British capital for the London International Science Fortnight.

### More than rest

They will return to South Africa on August 6.

Three hundred pupils from 30 countries are taking part in the two-week programme.

Dr Malherbe said: "Ironically, South Africa's group has more 'non-whites' than all the other countries' delegations put together."

The Science Fortnight was officially opened with a lecture demonstration by Sir George Porter, a Nobel Prize winner for pioneering work in chemistry.

During the fortnight participants will attend lectures, visit a host of science-related institutions and tourist sights, and present their own projects.



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## Boost for rural education

By Bruce Cameron  
Political Correspondent

PARLIAMENT — The Government is to step in to improve rural black education and will effectively stop the arbitrary closure by some farmers of some farm schools.

Details of a report of a departmental inquiry into black rural education were revealed in Parliament yesterday by Education and Development Aid Minister Dr Gerrit Viljoen.

Dr Viljoen told the House of Representatives, where his budget vote was under scrutiny, that the report would refute impressions that authorities were indifferent to shortcomings in rural education.

Clearly reacting to the arbitrary closure by many white farmers of black farm schools, the department has made three recommendations to ensure security of tenure of the schools, of which more than 5 000 are State aided. The three recommendations were:

- The centralisation of schools on State-owned land and the provision of transport and hostel facilities.
- The leasing of land and buildings from farmers.
- Where a farmer chooses, the existing system of subsidising farm schools could be retained.

## Lockey appeals to Viljoen

PARLIAMENT — An appeal to the Minister of National Education and Development Aid, Dr Gerrit Viljoen, to reconsider the decision to incorporate the 9 000-member group at Braklaagte, near Zeerust, into Bophuthatswana, was made by Mr Desmond Lockey, (LP Nominated) in the House of Representatives yesterday.

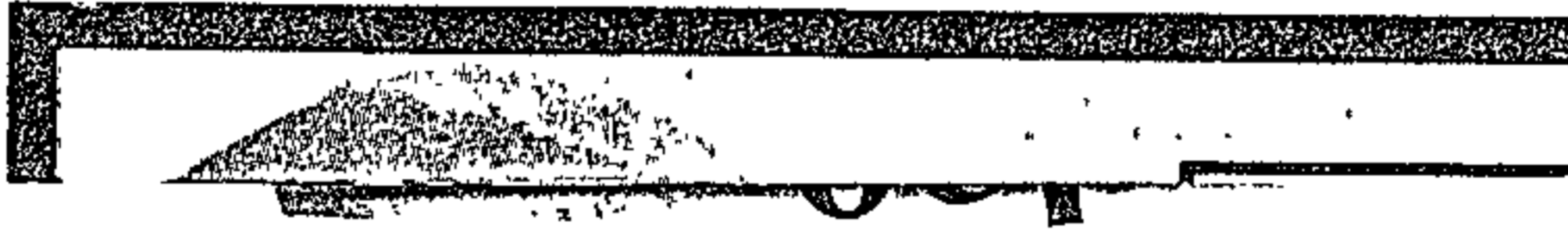
Speaking during the committee stage of the Minister's vote, Mr Lockey said he had spoken to the community which owned the land on which they had lived since 1907.

"Please, before the commandos have to be sent, before any lives are lost, reconsider this decision," Mr Lockey said.

Replying to the debate, Dr Viljoen said it was his information that there had been proper consultation and agreement had been reached before any move had been made.

"My information is that they are Tswanas and part of the Tswana nation," Dr Viljoen said.

"But if the majority do not want incorporation, they will not be forced into it." — Sapa.





no one authorized  
CME Imps 28/7/77 50

### Rural schools in 5kms

HOUSE OF REPRESENTATIVES. — Plans to locate rural schools for blacks so that no pupil has to walk further than 5kms are being implemented by the Department of Education and Training, the Minister of Education and Training, Dr Gerrit Viljoen, said yesterday. The Minister said it was a long-term plan. The department was also attending to possibly centralising schools on state land, providing transport or hostel facilities, subsidies to farm schools to be increased from the present 50%.

CAPC Times 28/7/77

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By ORMANDE POLLOK  
Political Staff

HOUSE OF ASSEMBLY. — Demands and counter-demands for less, and more, racism in education flew across the floor of Parliament yesterday on the opening day of the third shift of the year.

The right wing Conservative Party stridently condemned the government for attempting to achieve equal education standards for all groups — at the expense of whites — while the Progressive Federal Party demanded an end to separate education departments.

As was expected, the CP took the first opportunity of the sitting to introduce racial overtones, striking during the budget debate of the Department of National Education with the

## Lively education debate

young MP for Potgietersrust, Mr D S Pienaar, charging that the National Party would be identified with having lowered white education standards to improve standards for other groups.

In strong contrast, Mr Roger Burrows, the PFP's spokesman and MP for Pinetown, earlier said the country should glory in its cultural diversity but that it should reject colour as the sole criterion for educational differentiation. —

At the start of the debate, Mr A Gerber, the CP's chief education spokesman, said the different race groups should pay

for their own education, but Mr Pienaar strongly attacked the government for striving for equal education when other factors were not equal.

"There is the numerical difference between the groups, the difference in population growth and massive difference in productivity and contributions to state revenue," he said.

Expenditure on white education had increased by only 8%, while expenditure on black education had gone up by 40%.

The government's policies had resulted in financial shortages even for urgent

maintenance work at white schools, he said.

But Mr De Klerk hit back later, denying that an improvement in standards for others would result in a lowering of standards for whites.

"Every cent on education is an investment in the future for all groups — including whites," he said.

When Dr Ferdie Hartzenberg, the CP's deputy leader was a Minister in charge of black education, he worked hard to get more money for black education, Mr De Klerk added.

"When we talk of equal education opportunities we do not mean that standards we have reached will be broken down," he said, amid cries from the CP benches of "idle words!"



NK6-5 28/7/67

# Rural black education: Govt plan

Political Correspondent

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THE Government is to step in to improve rural black education and will effectively stop the arbitrary closure of farm schools by some farmers.

Details of a report of a Departmental inquiry into black rural education were revealed by Minister of Education and Development Aid, Dr Gerrit Viljoen, in Parliament yesterday.

Dr Viljoen told the House of Representatives, where his budget was under scrutiny, that the report would refute impressions that the education authorities were indifferent to shortcomings in rural education.

Clearly reacting to the arbitrary closure by many white farmers of black farm schools, the department has made three recommendations to ensure security of tenure of the

schools, of which more than 5 000 are State-aided already.

The three recommendations are:

- The centralisation of schools on State-owned land as well as the provision of transport and hostels;

- The leasing of land and buildings from farmers and the extension of existing facilities; or

- Where a farmer chooses the existing system of subsidising, farm schools could be retained.

Dr Viljoen said the report contained the principle that "the State accepts full responsibility for rural education". Recommendations include:

- Farm schools, where justified by numbers, should provide full education up to Standard 5; and

- No child should have to walk more than five kilometres to school.

in each such transfer and (c) what was the reason for transferring each of these teachers?

†The DEPUTY MINISTER OF EDUCATION:

- (1) Fourteen (14) of the 147 teachers are no longer in the Department's service.
  - (a) and (b) Two teachers resigned on 30 June 1986 and 12 February 1987 respectively; One teacher absconded on 30 June 1986; Five teachers' appointments on probation were terminated due to unsatisfactory service and/or conduct:
    - Two on 28 February 1986.
    - One on 6 June 1986.
    - Two on 31 December 1986.

Six teachers' temporary appointments were terminated due to unsatisfactory service and/or conduct:
One on 30 June 1986.
Three on 31 December 1986.
One on 31 July 1986 and one on 30 June 1987.

- (2) No, (a), (b) and (c) Fall away.
- (3) No, (a) and (b) Fall away.
- (4) Yes,
  - (a) One.
  - (b) From a mine school to a farm school.
  - (c) The manager of the school was not prepared to have him on the staff any longer.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Deputy Minister, may I ask whether in the case of any of the teachers whose services were not renewed or in the case of temporary teachers whose services were not retained, the fact that they had been placed in detention affected the continuation of their service?

†The DEPUTY MINISTER: Mr Speaker, it is very clear from my reply that the issue here was unsatisfactory work done.

Helicopter: pamphlets dropped

\*21. Mr P G SOAL asked the Minister of Law and Order:

- (1) Whether, with reference to his reply to Question No 7 on 16 June 1987, the investigation into the incident on 23 May 1987 in which pamphlets were dropped from a low-flying helicopter has been completed; if not, when is it anticipated that it will be completed; if so, (a) when, (b) what were the results of the investigation and (c) who is the owner of the helicopter;
- (2) whether, as a result of this incident, any action has been taken against the (a) owner of the helicopter and (b) group allegedly responsible for distributing these pamphlets; if not, why not; if so, (i) what action in each case and (ii) what is the name of this group;
- (3) whether he will make a statement on the matter?

The MINISTER OF LAW AND ORDER:

- (1) No. It is not possible to indicate when the investigation will be finalised.
- (2) (a) and (b) No, because the investigation regarding this matter is not yet finalised.
- (3) No.

Modderbee Prison: detainees

\*22. Mr P G SOAL asked the Minister of Justice:

- (a) On how many occasions did the district surgeon make visits to detainees held in the Modderbee Prison under the emergency regulations since 12 June 1986 up to the latest specified date for which information is available and (b) what total number of detainees were seen by the district surgeon during these visits?

†The MINISTER OF JUSTICE:

- (a) Five district surgeons are responsible for visits to Modderbee Prison and visits are made every weekday, excluding public holidays.
  - Arrangements for emergency cases involve registered nurses on standby and if necessary ill prisoners are taken to hospitals outside the prison for emergency treatment.
- (b) Until and including 22 June 1987, 472 detainees consulted the district surgeon on their own request and 228 of these persons were referred by the district surgeons concerned, for further visits to physicians, hospitals, and other medical services outside the prison.

Schools: civil-unrest

\*23. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether his Department has decided not to carry out repairs at certain schools that were damaged as a result of civil unrest; if so, (a) who decided on this policy, (b) who decides on the schools at which such repairs are not to be carried out, (c) what criteria are applied in making decisions of this nature, (d) why was this policy adopted and (e) (i) what are the names of the schools concerned and (ii) where are they situated;
- (2) whether any financial or other assistance has been (a) requested from and (b) offered by (i) parents, (ii) local communities, (iii) charitable organisations, (iv) commercial undertakings and (v) any other specified organisations in regard to repairing such damage to schools; if so, (aa) what assistance and (bb) what persons or bodies were involved;
- (3) whether any such assistance has been accepted; if not, why not; if so, (a) what assistance, (b) from whom, (c) when and (d) in respect of what schools;
- (4) whether any assistance has been offered

ferred in respect of repairing damage to schools in (a) the Cape Peninsula and (b) Alexandra, Johannesburg; if so, (i) what assistance and (ii) what was the response of his Department?

The DEPUTY MINISTER OF EDUCATION:

- (1) No. It is policy that damages caused by unrest may be repaired under certain conditions and the availability of funds. Obviously there is no budgeting for this expenditure.
  - (a) The Minister of Education and Development Aid.
  - (b) The considerations of repairs of damages caused by unrest are delegated to several officials according to the amount of the damages.
  - (c) Basically three criteria (i) availability of funds (ii) the risk of further damages (iii) protection of State property.
  - (d) To avoid disruptions and to furnish continuous services.
  - (e) (i) and (ii) Fall away.
- (2) (a) No. (i) to (v) Fall away.
  - (b) (i) Yes.
  - (ii) Yes.
  - (iii) Yes.
  - (iv) Yes.
  - (v) No.
- (3) Yes.
  - (a) Donations and labour as mentioned in (2) (aa).
  - (b) As mentioned in (2) (bb).



(c) Dates are not readily available.

(d) A large number of schools which ought not be identified without the permission of their benefactors.

(4) (a) No. (i) and (ii) Fall away.

(b) Yes.

(i) As in paragraph (2) (aa).

(ii) Assistance was accepted with appreciation.

**Voters' rolls**

\*24. Mr K M ANDREW asked the Minister of Home Affairs:

(1) Whether all persons who qualified in terms of the Electoral Act, No 45 of 1979, to be registered voters for the House of Assembly and who were in possession of identity documents were on a voters' roll for the general election of 6 May 1987; if not, (a) why not and (b) how many eligible persons were not on a voters' roll; if so,

(2) whether any objections have been received from voters in this regard; if so, what was the purport of these objections?

†The MINISTER OF HOME AFFAIRS:

(1) and (2) 4 532 persons who qualified as voters and who were included in the Population Register from which voters' lists are compiled, were excluded from the voters' lists. This was due to insufficient particulars regarding residential addresses which are necessary to determine voters' electoral divisions and polling districts.

Complaints regarding their exclusion from voters' lists were received from some of these voters. In these cases full particulars were obtained and they were duly included in the voters' lists of their appropriate electoral divisions.

Mr K ANDREW: Mr Speaker, arising from the hon the Minister's reply, may I ask him whether it was only because voters had in-

complete addresses in their identity document registration that they were not included in the voters' roll or whether there were any other reasons for voters' names being omitted?

†The MINISTER: Mr Speaker, as far as I know, it was only in the first-mentioned instance where people's names did not appear on the voters' roll. They may perhaps have been registered in a wrong constituency for other reasons, but if they were not on the voters' roll at all, it was because they had, for example, given a postbox number and could therefore not be placed in a specific constituency.

**Voters' rolls**

\*25. Mr K M ANDREW asked the Minister of Home Affairs:

(1) Whether his Department has any procedures for (a) removing from the voters' rolls persons who emigrated or ceased to be permanent residents and (b) reinstating on the voters' rolls persons who are returning emigrants or resuming their permanent residence; if not, why not; if so, (i) what procedures, (ii) who is responsible for implementing these procedures and (iii) how many persons have been (aa) removed from and (bb) reinstated on the voters' rolls in terms of these procedures since 29 April 1981;

(2) whether any complaints have been received in this regard; if so, (a) what complaints, (b) from whom and (c) what action has been taken as a result?

†The MINISTER OF HOME AFFAIRS:

(1) (a) Yes.

(b) Yes.

(i) The procedures are set out in section 14 of the Electoral Act, 1979 (Act 45 of 1979).

(ii) The Regional Representatives of the Department in their capacity as Electoral Officers.

(iii) (aa) 7 189

(bb) 3 503

(2) Yes.

(a) Complaints in respect of persons whose names appear on the voters' list but who had emigrated or whose names did not appear on the voters' list but who had resumed permanent residence in the RSA.

(b) From political parties and individual persons.

(c) Every complaint was investigated and where substantiated by the facts, the necessary adjustments were effected.

For the hon member's information, I have to mention that the procedures set out in section 14 can only be applied, if the Department is properly notified of a person's intention either to leave the country permanently or to resume permanent residence in the RSA. Unfortunately many people fail to furnish the Department with the required information.

**Germiston: premises occupied**

\*26. Mr D S PIENAAR asked the Minister of Foreign Affairs:†

(1) Whether a certain Black person, particulars of whom have been furnished to the Minister's Department for the purposes of his reply, is presently occupying premises and/or a house in Germiston; if so, (a) what is the (i) name of the person and (ii) address of the premises concerned, (b) what other persons occupy the said premises and/or house with this person and (c) (i) who is the present owner of the property and (ii) (aa) when and (bb) in terms of what statutory provisions was the title deed concerned issued;

(2) whether permission has been granted to these persons to occupy the premises and/or house concerned; if so, (a) when, (b) by whom and (c) in terms of what statutory provisions;

(3) whether his Department gave an instruction and/or addressed a request to the (a) South African Police and (b) Department of Justice about this matter; if so, (i) what was the purport thereof, (ii) (aa) by whom, (bb) to whom and (cc) when was it given or addressed, (iii) what action was taken as a result of this instruction and/or request and (iv) (aa) by whom and (bb) when was this action taken;

(4) whether his Department (a) consulted the Germiston town council about and (b) informed it of the occupation of this property by the Black person concerned; if not, why not; if so, (i) when, (ii) in what manner and (iii) what was the response thereto;

(5) whether he will make a statement on the matter?

†The MINISTER OF FOREIGN AFFAIRS.

(1) Yes.

(a) (i) The name furnished by the hon member. The person concerned is a representative in South Africa of another Government.

(ii) The address furnished by the hon member.

(b) It is not customary for details of this nature to be furnished.

(c) (i) The relative Representative's Government.

(ii) (aa) 1984, but the relative premises were already then occupied for many years by representatives of the Government of the country concerned.

(bb) Deeds Registries Act, 1937 (Act No 47 of 1937), as amended.

(2) In terms of an understanding as *inter alia* also confirmed in an agreement between the two Governments permission was not deemed necessary.



reckless and/or negligent driving. On 23 July 1987 the member was convicted on a charge of culpable homicide and sentenced to a fine of R400,00 or 12 months imprisonment.

- (3) No, but the facts raised during the criminal trial are presently being perused with the intention of taking possible departmental action.
- (4) (a) to (c) I refer the hon member to the above paragraph 2 (b) and my reply in paragraph 2 (a) and (c) to written Question No 48 of 18 February 1987.

Note: I want to point out to the hon member that during the incident the member of the South African Police was on his way to attend to an emergency alarm, and that the court accepted this evidence as extenuating circumstances.

#### Rooi Els/Betty's Bay/Kleinmond area

\*6. Mr R R HULLEY asked the Minister of Constitutional Development and Planning:

Whether he or his Department intends to proclaim the Rooi Els/Betty's Bay/Kleinmond area as a nature area; if not, why not; if so, when?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

Yes. Negotiations with regard to the establishment, in terms of section 9 of the Environment Conservation Act, Act 100 of 1982, of a management committee for the nature area to be established are under way. As soon as this aspect has been finalised, the formal proclamation of the nature area by the Administrator will follow.

#### Chronic spinal injuries

\*7. Dr M S BARNARD asked the Minister of National Health and Population Development:

Whether any facilities are available in the Transvaal for the rehabilitation of chronic spinal injuries in Black persons; if not, why not; if so, in what hospitals?

#### The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Yes. Natalspruit and Kalafong.

#### Underutilised institutions

\*8. Mr R M BURROWS asked the Minister of Education and Development Aid:

Whether (a) he and (b) any minister of education of a national state has approached the Minister of Education and Culture in the House of Assembly to admit Black students or pupils to underutilised institutions under the control of the Department of Education and Culture; if not, why not; if so, (i) when, (ii) in respect of what specified institutions and (iii) what was the response?

†The DEPUTY MINISTER OF EDUCATION:

- (a) Yes.  
(b) No.

(i) 27 November 1986.

(ii) Broad guidelines in respect of the possible utilisation of such educational institutions were discussed.

(iii) The response was positive.

#### Kwamevane Township

\*9. Mr R W HARDINGHAM asked the Minister of Constitutional Development and Planning:

Whether any decisions have been taken in regard to the upgrading of Kwamevane Township, near Howick; if not, why not; if so, (a) what decisions and (b) when?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

Yes.

(a) Kwamevane will be retained and upgraded within its present boundaries.

(b) The decision was conveyed to the relevant local authority on 14 July 1987.

#### Abuse of air-ticket privileges

\*10. Mr D J N MALCOMMESS asked the Minister of Transport Affairs:

(1) Whether, with reference to his reply to Question No 21 on 16 June 1987, the inquiry into the alleged abuse of air-ticket privileges at Jan Smuts Airport has now been completed; if not, (a) why not and (b) when is it anticipated that it will be completed; if so, (i) who was in charge of the inquiry and (ii) what were the findings;

(2) whether any action has been taken as a result of the inquiry; if not, why not; if so, (a) what action and (b) with what result;

(3) whether the matter has been referred to the South African Police; if so, (a) on what date and (b) with what result;

(4) whether he has studied the report of this inquiry; if not, why not; if so, when;

(5) whether he will make a statement on the matter?

†The MINISTER OF TRANSPORT AFFAIRS:

(1) No.

(a) Investigation by the SA Police is not yet completed.

(b) Presumably during the second week of August 1987. (i), (ii) and (2) Falls away.

(3) Yes.

(a) 2 March 1987.

(b) Matter is *sub judice*.

(4) Falls away.

(5) No.

Generic medicine: tests checked

\*11. Dr W J SNYMAN asked the Minister of National Health and Population Development:†

(1) Whether a team of experts appointed by the South African Medicines Commission:

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) A proposal for the development of a shopping complex, to be known as

(2) whether he will make a statement on the matter?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) Yes.

(a) Gestalt (Pty) Ltd

(b) 20.

(2) No, as the matter is still under investigation.

Clarendon Gardens Shopping Complex

\*12. Mr F J LE ROUX asked the Minister of Constitutional Development and Planning:†

(1) Whether a certain project, particulars of which have been furnished to the Minister's Department for the purposes of his reply, was submitted to the Administrator of the Cape Province for his approval; if so, (a) what (i) was the Administrator's decision and (ii) were the reasons for his decision, (b) where is the project being launched, (c) what is the (i) nature and (ii) name of the project and (d) by whom is it being undertaken;

(2) whether there was any objection to the project; if so, (a) by whom was objection lodged and (b) what was the nature thereof;

(3) whether the city council concerned has approved the project; if so, (a) what city council and (b) when;

(4) whether he will make a statement on the matter?

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) A proposal for the development of a shopping complex, to be known as



(i) Written representations were received from Mr P A Myburgh, former MP, and Mr J R Potgieter, Chairman of the Rhenish Primary School Committee. Some of these representations were conveyed by Mr J C Heunis, MP, and I replied to them in the customary fashion. In addition Mr Heunis also orally conveyed representations to me. It is not customary to make known representations by members of Parliament. Oral representations were also made to the Superintendent General: Education and Culture, by Mr P A Myburgh,

(b) 27 October 1986, in the case of Mr Myburgh, and 23 February 1987 in the case of Mr Potgieter.

**Provincial public libraries** 28/7/87

\*4. Mr M J ELLIS asked the Minister of Education and Culture: *M. J. Ellis*

Whether all provincial public libraries are open to members of all race groups; if not, (a) why not and (b) which libraries are not open to members of all race groups?

†The MINISTER OF EDUCATION AND CULTURE:

It has already been decided in principle that those provincial public libraries which have been identified as White own affairs, shall be transferred to the Department of Education and Culture, Administration: House of Assembly. This transfer has not yet taken place.

The question and its sub-questions fall away.

**Schools/colleges: unutilised space**

\*5. Mr M J ELLIS asked the Minister of Education and Culture:

Whether his Department has received requests from the governments of national states for permission to make use of unutilised space in (a) schools and (b) teacher training colleges falling under his Department; if so, (i) on what dates, (ii) from which national states, (iii) in respect of which schools and/or teacher training colleges and (iv) what was the response in each case?

The MINISTER OF EDUCATION AND CULTURE:

- (a) No.
- (b) Yes.

(i) 10 December 1986.

(ii) KwaZulu.

(iii) Underutilised teacher training facilities in general and the Natal College of Education.

(iv) The needs of kwaZulu in regard

their institutions independently. (a) and (b) Fall away.

(3) No.

**Durban: closure of schools**

\*2. Mr M J ELLIS asked the Minister of Education and Culture:

Whether any schools in the Durban area falling under the control of his Department are due to be closed; if so, (a) which schools, (b) why and (c) in what manner are the school buildings in question to be utilised once these schools have closed?

†The MINISTER OF EDUCATION AND CULTURE:

For the present no closure of schools is contemplated. (a), (b) and (c) Fall away.

**Rhenish-Primary School**

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether he received any (a) written and (b) verbal representations in respect of enrolling non-White pupils at a certain primary school, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (i) from whom, (ii) when, (iii) what was the purport of these representations and (iv) what is the name of the school in question;

(2) whether he consulted any (a) persons and (b) organisations before making his decision on the matter; if not, why not; if so, (i) what persons and organisations, (ii) what were their views and (iii) what was his response to these views;

(3) whether he conveyed his decision to those who had made these representations; if so, when did he (a) make his decision and (b) convey it to those concerned?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes.

(b) Yes.

ernment Gazette No 10807. In the case of DAP, MAP and mixtures the Board has made good progress with its investigation, but at this stage it is not possible to indicate exactly when the investigation will be finalised.

It should be added that Sasol Fertilizers (Pty) Ltd submitted a further tariff application in respect of ammonia and limestone ammonium nitrate (LAN) at the beginning of July 1987. It is expected that this application will be published in the Government Gazette on 31 July 1987 for general information and possible comments by interested parties.

**Own Affairs**

**University residences/Group Areas Act**

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether the investigation into the application of the provisions of the Group Areas Act at the residences of the universities falling under his control has been concluded; if not, why not; if so, (a) when and (b) what was the result of the investigation;

(2) whether his Department is taking steps to ensure that accommodation is available for students requiring residence at universities and technicians falling under his control; if not, why not; if so, (a) what steps and (b) what financing is being provided for this purpose;

(3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) No investigation into the application of the provisions of the Group Areas Act was conducted by my Department since the administration of this Act is not vested in me.

(a) and (b) Fall away.

(2) No, universities and technicians are autonomous and plan and manage

28/7/87

28/7/87



**Maintenance orders**

256. Mrs H SUZMAN asked the Minister of Home Affairs:

- (1) How many complaints of non-compliance with maintenance orders by Black persons were laid with the maintenance officer at the Observatory office of his Department in 1986.
- (a) how many applications for the variation of maintenance orders were made to the maintenance officer at the above-mentioned office by Black applicants in the first half of 1986 and
- (b) how many of these applications were (i) referred to the Wynberg magistrate's court and (ii) granted?

The MINISTER OF HOME AFFAIRS:

- (1) 780.
- (2) (a) 157.
- (b) (i) 157.
- (ii) 150.

**Matriculation examinations**

273. Mr K M ANDREW asked the Minister of National Education:

- (a) How many (i) Black, (ii) White, (iii) Coloured and (iv) Indian (aa) private and (bb) other candidates wrote the matriculation examinations of the Joint Matriculation Board in 1986 and (b) how many such candidates (i) passed and (ii) failed their examinations?

The MINISTER OF NATIONAL EDUCATION:

	Number that wrote	
	School Leaving	Matriculation
(i) Blacks ...	81	245
(ii) Whites ...	113	1 091
(iii) Coloureds ...	23	88
(iv) Indians ...	7	46

I have to explain that the JMB does not distinguish between private and other candidates in its statistics. The Board sets,

apart from the matriculation examination, also a school leaving examination.

(b)	(i) Number passed	(ii) Number failed
	School Leaving	Matriculation
Blacks...	138	81
Whites...	228	920
Coloureds ...	36	57
Indians...	11	33

I have to explain that a candidate who enrolled for the matriculation examination, but did not pass, could attain a school leaving certificate.

**Grants to schools**

34. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department administers the grants to State-aided schools falling under his control; if so, (a) how many private schools in each province receive these grants at the (i) 15 per cent and (ii) 45 per cent level, (b) what total number of pupils from (i) Standard A to Standard 7 and (ii) Standard 8 to Standard 10 was taken into account in respect of each province for the purposes of eligibility for these grants at the (aa) 15 per cent and (bb) 45 per cent level and (c) what was the total amount paid out in grants at the (i) 15 per cent and (ii) 45 per cent level in the latest specified financial year for which information is available;
- (2) to what financial year does the standard formula for grants, as referred to in clause 5 (2) of the appropriate regulations and as used by his Department for grants made in respect of the 1986-87 financial year, relate;
- (3) what total sum has been budgeted for grants to private schools in each province in respect of the 1987-88 financial year;

- (4) whether it is the intention of his Department to update the standard formula used for the calculation of private-school grants for the 1987-88 financial year; if so, (a) to which financial year will the formula relate in that case and (b) what will be the formula figure for (i) Substandard A to Standard 7 and (ii) Standard 8 to Standard 10;
- (5) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes; there is, however, a distinction between State-aided schools and private schools.

(a)	(i) 15%	(ii) 45%	(iii) more than 45%*
Cape .....	23	15	0
Natal .....	0	31	7
OFS .....	0	0	4
Transvaal ..	62	24	0

(b)	(i) grade-7	(ii) 8-10
	(aa)	(bb)
Cape .....	4 431	3 276
Natal** ..	0	6 679
OFS** ..	0	968
Transvaal ..	16 504	6 582
	6 365	2 104

\* In accordance with an undertaking made by the Minister of National Education  
 \*\* Including numbers related to schools subsidised at a rate of higher than 45%

- (c) (i) R6 817 063
- (ii) R17 252 735.

- (2) the formula is fixed and applies to all financial years until the formula itself is adapted. Variables in the formula are obtained from the date relating to the financial year in respect of which payment is to be made. The formula is determined by the Minister of National Education.
- (3) R29,9 million has been budgeted for the private schools sector but this

amount has not been finally allocated to the provincial education departments.

- (4) No, except for the normal adjustments to provide for inflation, see (2) above.
  - (a) and (b) (i) and (ii) Fall away.
  - (5) No.
- The information contained in (1) relates to the 1986-87 financial year.

**State schools: privatisation**

36. Mr. J VAN ECK asked the Minister of Education and Culture:

- (1) Whether he or his Department has been approached by any (a) (i) international and (ii) national organisation or company, (b) individual and/or (c) parent body regarding the privatisation of State schools; if so, (aa) by whom, (bb) what were the details of each approach and (cc) what was the response in each case;
- (2) whether he will consider further representations in this regard in the future?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) and (ii) No.
- (b) No.
- (c) No.

- (aa) Falls away.
- (bb) Falls away.
- (cc) Falls away.

- (2) Yes.

**Curriculating centre**

45. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether a curriculating centre has been or is to be established in his Department; if so, (a) when was or is this centre to be established, (b) where is it or will it be situated, (c) (i) what specified posts have been es-



**Maintenance orders**

256. Mrs H SUZMAN asked the Minister of Home Affairs:

- (1) How many complaints of non-compliance with maintenance orders by Black persons were made with the maintenance officer at the Observatory office of his Department in 1986;
- (2) (a) how many applications for the variation of maintenance orders were made to the maintenance officer at the above-mentioned office by Black applicants in the first half of 1986 and (b) how many of these applications were (i) referred to the Wynberg magistrate's court and (ii) granted?

The MINISTER OF HOME AFFAIRS:

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The MINISTER OF NATIONAL EDUCATION:

- (a) (aa) and (bb)

	Number that wrote	School Leaving	Matriculation
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I have to explain that the JMB does not distinguish between private and other candidates in its statistics. The Board sets,

- (4) whether it is the intention of his Department to update the standard formula used for the calculation of private-school grants for the 1987-88 financial year; if so, (a) to which financial year will the formula relate in that case and (b) what will be the formula figure for (i) Substandard A to Standard 7 and (ii) Standard 8 to Standard 10;
- (5) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

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Natal .....	0	31	7
OFS .....	0	0	4
Transvaal ..	62	24	0

(b)	(i) grade—7	(ii) 8—10		
(aa)	(bb)	(bb)		
Cape ...	4 431	3 276	1 846	1 276
Natal** ..	0	6 679	0	3 181
OFS** ..	0	968	0	262
Transvaal	16 504	6 582	6 365	2 104

\* In accordance with an undertaking made by the Minister of National Education

\*\* Including numbers related to schools subsidised at a rate of higher than 45%

- (c) (i) R6 817 063  
(ii) R17 252 735.

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- (3) R29,9 million has been budgeted for the private schools sector but this

amount has not been finally allocated to the provincial education departments.

- (4) No, except for the normal adjustments to provide for inflation, see (2) above.
- (a) and (b) (i) and (ii) Fall away.

(5) No.

The information contained in (1) relates to the 1986-87 financial year.

**State schools: privatisation**

36. Mr J VAN ECK asked the Minister of Education and Culture:

- (1) Whether he or his Department has been approached by any (a) (i) international and (ii) national organisation or company, (b) individual and/or (c) parent body regarding the privatisation of State schools: if so, (aa) by whom, (bb) what were the details of each approach and (cc) what was the response in each case;
- (2) whether he will consider further representations in this regard in the future?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) and (ii) No.  
(b) No.  
(c) No.

- (aa) Falls away.  
(bb) Falls away.  
(cc) Falls away.

(2) Yes.

**Curriculating centre**

45. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether a curriculating centre has been or is to be established in his Department; if so, (a) when was or is this centre to be established, (b) where is it or will it be situated, (c) (i) what specified posts have been es-



established for the staffing of this centre and (ii) how many persons have been employed in respect of each of these posts;

- (2) how are the functions divided between this curricular centre and the curriculum and/or syllabus division of provincial education departments;
- (3) whether any relationship exists between this curricular centre and the education departments of other race groups; if so, what is the nature of this relationship;
- (4) whether any functions are performed or are to be performed by this curricular centre on behalf of the education departments of other race groups; if so, (a) what specified functions and (b) why?

**The MINISTER OF EDUCATION AND CULTURE:**

- (1) No, however there is a Directorate for curriculum development.
- (a) This Directorate was established on 1 June 1985,
- (b) it is situated in Pretoria but functions in conjunction with the provincial education departments,
- (c)
 

	(i) post	(ii) establish- ment	filled
chief education specialist	1	1	1
senior deputy chief education specialist	4	3	3
deputy chief education specialist	7	7	1

- (2) the co-functioning referred to in (1) (b) occurs within a network for curriculum development which is managed by a network committee. The sections of provincial education departments responsible for curriculum development are each represented on the network committee. These sections undertake the research projects

which have been jointly planned, while the Directorate formulates policy advice. The network committee has separate curriculum committees for the individual areas of curriculum development;

- (3) yes, other education departments may send observers to the curriculum committees;
- (4) the Department is prepared to render specialised services to other education departments on request in accordance with item 14 of Schedule 1 to the Constitution of the Republic of South Africa, Act 110 of 1983.

- (a) any related functions requested by the departments,
- (b) on the grounds of a tradition of mutual rendering of services which exists between the respective education departments.

WEDNESDAY, 29 JULY 1987

†Indicates translated version.  
For written reply:  
General Affairs:

**Lethlabihle Township**

8. Mr P G SOAL asked the Minister of Education and Development Aid:

- (1) What is the total estimated cost of (a) building Lethlabihle Township and (b) providing the (i) (aa) water, (bb) sewerage and (cc) electricity reticulation systems, (ii) bulk (aa) water and (bb) electricity supplies, (iii) water storage facilities, (iv) sewage outfall and treatment plant, (v) (aa) trunk and (bb) internal roads and (vi)

storm water drainage in this township;

- (2) what types of roads are being provided in this township;
- (3) (a) what is the average cost of providing services per stand in the township and (b) how many serviced stands had been provided there as at the latest specified date for which information is available?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (1) (a) R20,2 million.
- (b) (i) (aa) R3,4 million. (bb) R2,5 million. (cc) R0,6 million.
- (ii) (aa) R5,8 million. (bb) R0,3 million.
- (iii) Enclosed in (ii) (aa).

**National states**

113. Mr P G SOAL asked the Minister of Education and Development Aid:

How many Blacks in each national state were employed in undertakings established (a) on an agency basis and (b) in development corporations for national states as at the latest specified date for which figures are available?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

	(a)	(b)	
KaNgwane	1 617	150	31 March 1987
KwaNdebele	4 800	236	31 March 1987
KwaZulu	35 764	3 024	31 March 1987
Lebowa	7 050	14 300	31 December 1986
Gazankulu	5 335	4 793	31 March 1987
Qwaqwa	20 160	1 391	31 March 1987

**Shortage of housing**

129. Mr P G SOAL asked the Minister of Education and Development Aid:

- (1) What was the estimated shortage of housing for Blacks in each national state at the end of 1986;
- (2) how many (a) houses were built in terms of self-build schemes, and (b) serviced sites were provided by the South African Development Trust,

for Blacks in each national state in 1986;

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (3) when is it expected that the shortage will be eliminated in each national state?
- (1) Although the functions relating to towns have been transferred to the



ernment Gazette No 10807. In the case of DAP, MAP and mixtures the Board has made good progress with its investigation, but at this stage it is not possible to indicate exactly when the investigation will be finalised.

It should be added that Sasol Fertilizers (Pty) Ltd submitted a further tariff application in respect of ammonia and limestone ammonium nitrate (LAN) at the beginning of July 1987. It is expected that this application will be published in the Government Gazette on 31 July 1987 for general information and possible comments by interested parties.

Own Affairs:

University residences/Group Areas Act

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether the investigation into the application of the provisions of the Group Areas Act at the residences of the universities falling under his control has been concluded; if not, why not; if so, (a) when and (b) what was the result of the investigation;
- (2) whether his Department is taking steps to ensure that accommodation is available for students requiring residence at universities and technikons falling under his control; if not, why not; if so, (a) what steps and (b) what financing is being provided for this purpose;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No investigation into the application of the provisions of the Group Areas Act was conducted by my Department since the administration of this Act is not vested in me. (a) and (b) Fall away.
- (2) No, universities and technikons are autonomous and plan and manage

their institutions independently. (a) and (b) Fall away.

(3) No.

Durban: closure of schools

\*2. Mr M J ELLIS asked the Minister of Education and Culture:

Whether any schools in the Durban area falling under the control of his Department are due to be closed; if so, (a) which schools, (b) why and (c) in what manner are the school buildings in question to be utilised once these schools have closed?

†The MINISTER OF EDUCATION AND CULTURE:

For the present no closure of schools is contemplated. (a), (b) and (c) Fall away

Rhenish-Primary School

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether he received any (a) written and (b) verbal representations in respect of enrolling non-White pupils at a certain primary school, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (i) from whom, (ii) when, (iii) what was the purport of these representations and (iv) what is the name of the school in question;

(2) whether he consulted any (a) persons and (b) organisations before making his decision on the matter; if not, why not; if so, (i) what persons and organisations, (ii) what were their views and (iii) what was his response to these views;

(3) whether he conveyed his decision to those who had made these representations; if so, when did he (a) make his decision and (b) convey it to those concerned?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Yes. (b) Yes.

(i) Written representations were received from Mr P A Myburgh, former MP, and Mr J R Potgieter, Chairman of the Rhenish Primary School Committee. Some of these representations were conveyed by Mr J C Heunis, MP, and I replied to them in the customary fashion. In addition Mr Heunis also orally conveyed representations to me. It is not customary to make known representations by members of Parliament. Oral representations were also made to the Superintendent General: Education and Culture, by Mr P A Myburgh,

(ii) 17 September 1986, 11 November 1986, 17 November 1986, 17 December 1986 and 14 February 1987,

(iii) the purport of the representations was that two daughters of the reverend J J Kamaana be admitted to the Rhenish Primary School in Stellenbosch,

(iv) Rhenish Primary School.

(2) (a) Yes.

(b) No, because it was an internal departmental matter,

(i) the Superintendent General: Education and Culture and the Director of Education, Cape Education Department,

(ii) that the Cape Education Department is responsible for the education of White pupils only (Section 14 (1) of the Constitution Act, Act No 110 of 1983),

(iii) these views were supported.

(3) Yes.

(a) 27 October 1986,

(b) 27 October 1986, in the case of Mr Myburgh, and 23 February 1987 in the case of Mr Potgieter.

Provincial public libraries 28/7/87

\*4. Mr M J ELLIS asked the Minister of Education and Culture:

Whether all provincial public libraries are open to members of all race groups; if not, (a) why not and (b) which libraries are not open to members of all race groups?

†The MINISTER OF EDUCATION AND CULTURE:

It has already been decided in principle that those provincial public libraries which have been identified as White own affairs, shall be transferred to the Department of Education and Culture, Administration: House of Assembly. This transfer has not yet taken place.

The question and its sub-questions fall away.

Schools/colleges: unutilised space

\*5. Mr M J ELLIS asked the Minister of Education and Culture:

Whether his Department has received requests from the governments of national states for permission to make use of unutilised space in (a) schools and (b) teacher training colleges falling under his Department; if so, (i) on what dates, (ii) from which national states, (iii) in respect of which schools and/or teacher training colleges and (iv) what was the response in each case?

The MINISTER OF EDUCATION AND CULTURE:

(a) No.

(b) Yes.

(i) 10 December 1986.

(ii) KwaZulu.

(iii) Underutilised teacher training facilities in general and the Natal College of Education.

(iv) The needs of kwaZulu in regard



to teacher training; the present position in regard to teacher training in the Natal Education Department, the financial implications of undertaking teacher training on behalf of another department as well as the Ministers' Council decision in regard to the disposal of redundant facilities were discussed.

Further discussions have subsequently been requested by Dr Dhlomo.

**Oudtshoorn: bursaries**

\*6. Mr A GERBER asked the Minister of Education and Culture:†

Whether any increase for bursary holders at the education college at Oudtshoorn has been announced this year; if not, why not; if so, (a) what does the increase amount to per year and (b) for which academic years does it apply?

†The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) R400,

(b) the 1987 academic year and the relevant subsequent years of study.

**Agricultural extension officers**

Mr D G H NOLTE asked the Minister of Agriculture and Water Supply:†

(a) How many agricultural extension officers were employed by his Department as at the latest specified date for which figures are available and (b) (i) for what average period do such officers remain in the employ of his Department and (ii) what are the main reasons for their leaving the service?

†The MINISTER OF AGRICULTURE AND WATER SUPPLY:

(a) 149 on 31 May 1987.

(i) 25,7 years in senior cadre. 11 years in junior cadre.

(ii) Better salaries and fringe benefits.

For written reply:

**General Affairs:**

**Full-time employees**

158 Mr R M BURROWS asked the Minister of Communications:

(1) What was the total number of persons employed in a full-time capacity in his Department as at the latest specified date for which information is available;

(2) (a) how many such persons were employed in each of the eight most senior post levels in his Department, (b) how many of these persons were (i) male and (ii) female and (c) to which population group did each of these persons belong;

(3) (a) what will be the applicable salaries and/or salary scales of each of the eight most senior post levels in his Department with effect from 1 July 1987 and (b) what financial and other specified benefits will be applicable to each of these post levels as at 1 July 1987?

The MINISTER OF COMMUNICATIONS:

(1) 96 941, as at 30 April 1987;

(2) (a)

Post level	Number of persons employed
1	1
2	4
3	16
4	48
5	1
6	76
7	224
8	1

(b) (i) and (ii) with the exception of one female on post level 7 all the persons referred to are male;

(c) to the White population group;

(3) (a)

Post level	Salary (fixed)
1	R131 031
2	R 75 990

186. Dr M S BARNARD asked the Minister of National Health and Population Development:

(1) Whether the acquired immune deficiency syndrome (Aids) is a notifiable disease; if not, why not; if so, how many cases have been recorded in South Africa as at the latest specified date for which information is available;

(2) whether he has received any representations regarding this disease; if so, (a) when, (b) from whom and (c) what was (i) the reason for these representations and (ii) his response thereto in each case;

(3) whether he will make a statement on the matter?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) No.

1.1 Aids can also be transmitted by

healthy carriers of the disease (with positive blood tests). However, all these persons are not necessarily contagious and not every carrier will get the disease. Blood tests are also not 100% reliable.

1.2 The Stigma and implications of wrongly being labelled as a potential Aids patient are far reaching.

1.3 Compulsory notification, with the stigma implied, might drive the disease underground. This will have a contra productive effect on the control of the problem. Compulsory notification is not general policy in Western countries.

1.4 An anonymous confidential register of Aids cases is kept at the SAIMR, Johannesburg, under the supervision of experts who ensure that all diagnoses are confirmed and verified. This protects people who suffer or may be suspected to suffer from Aids from unnecessary and unwarranted victimisation and harassment.

1.5 The Minister of National Health and Population Development has the power to take action should it be deemed necessary. The Advisory Group on Aids monitors the situation and advises regularly on suggested management.

1.6 By 25 June 1987 a total of 75 cases were diagnosed of which 55 were South Africans.

(2) Yes.

(a) 25 April 1987.

(b) Medical Association of South Africa.

(c) (i) A decision by the Executive Committee.

(ii) Discussions took place between officials of the Department and the Association.

28/7/87

HoA



50

# Rhenish wrangle: Heunis role in open

By BARRY STREEK  
Political Staff

**HOUSE OF ASSEMBLY.** — The Minister of Constitutional Development and Planning, Mr Chris Heunis, did make oral representations about the possible admission of two black children to a white school in his constituency, the Minister of Education of Culture in the House of Assembly, Mr Piet Clase, said yesterday.

However, Mr Clase refused to say what these representations were.

"It is not customary to make known representations by Members of Parliament," Mr Clase said in reply to a question tabled in Parliament by Mr Ken Andrew (PFP Gardens).

But he did say the purport of the representations he received — which were made by Mr Philip Myburgh, the former PFP MP for Wynberg, Mr J R Potgieter, chair-

man of the Rhenish Primary School Committee, and Mr Heunis — was that "two daughters of the Rev J J Kamuna be admitted to Rhenish Primary School in Stellenbosch".

## Refused permission

The Rhenish school controversy developed at the end of February this year when it was disclosed that the government had refused permission for the two girls to attend the school.

Mr Kamuna, a Malawian priest, is studying for a doctorate at Stellenbosch University and his children were forced to attend an Afrikaans-speaking "coloured" school after they were refused permission to go to Rhenish.

When news of the government's decision was made public, Mr Heunis declined to disclose whether he had made representations on the matter and if he had done so, what these representations were.

Yesterday Mr Clase said writ-

ten representations were received from Mr Myburgh and Mr Potgieter.

"Some of these representations were conveyed by Mr Heunis, and I replied to them in the customary fashion.

"In addition, Mr Heunis also orally conveyed representations to me."

Mr Myburgh also made oral representations to the Superintendent General of Education and Culture of the House of Assembly Administration.

The representations were made on September 17, 1986, November 11, 1986, November 17, 1986, and February 14, 1987.

Mr Clase said he consulted the Superintendent General and the Director of Education of the Cape Education Department, both of whom said the department was "responsible for the education of white pupils only".

Asked what his response was to these views, he replied: "These views were supported."

FRIDAY, 14 AUGUST 1987

(3) whether any money was spent on new facilities at Grey High School during the latest 10-year period for which information is available; if so, (a) what amounts, (b) in which year was each such amount spent and (c) what new facilities were provided in each such year;

R26 744

1985

conversion of classroom into science room

R5 998

1986

conversion of rooms into offices and a storeroom

(4) whether any money was spent on new facilities at any other boys' high schools in Port Elizabeth in the above 10-year period; if so, (a) what amount, (b) in respect of what new facilities, (c) in what year, and (d) at which high school, in each case?

(4) No, there are no other boys' high schools in Port Elizabeth. (a) to (d) Fall away.

FRIDAY, 14 AUGUST 1987

†Indicates translated version.

For written reply:

Own Affairs:

## Provincial public libraries

58. Mr M J ELLIS asked the Minister of Education and Culture:

(1) (a) With reference to his reply to Question No 4 on 28 July 1987, which provincial public libraries have been identified as White own affairs, (b) why have they been so identified, (c) when were they transferred or are they to be transferred to his Department and (d) who took the decision in this regard;

- (i) 9 Classrooms, which include the replacement of 4 prefabricated classrooms.
- (ii) 2 General Science laboratories.
- (iv) The architect is still busy with the final feasibility study.

(2) who will be responsible for (a) ordering and (b) buying books for such libraries?

## The MINISTER OF EDUCATION AND CULTURE:

(1) (a) The identification and functioning of provincial public libraries can only be finalised when the transfer of related local management functions have been concluded.

(b), (c) and (d) Fall away.

(2) (a) and (b) Fall away.

FRIDAY, 14 AUGUST 1987

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Parliament and Politics

# Viljoen warns school activists

By BARRY STREEK

"PEOPLE'S EDUCATION" and "undermining activities" would not be tolerated at black schools, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

He said activists were using the schools as an organizing base for their revolutionary actions and this could not be permitted.

Dr Viljoen, who was speaking in the committee stage debate of his budget vote in the House of Assembly, said the communists had launched a serious attack on the schools and had achieved a considerable measure of success.

He expressed his appreciation for all those who had restored order in the schools, including members of the black community and the security forces.

He said the Department of Education and Training was actively promoting the revision of syllabuses in the schools under its control.

Black people had called for greater relevance, particularly in subjects such as history, literature and even religious studies.

Proponents of "so-called 'People's

Education" had called for the rewriting of subject syllabuses, to reflect the experience and aspirations of the black community more fully, he said.

The main goal of these people was without doubt to politicize school subjects "so as to turn them into an instrument of promoting dissatisfaction, and consequently militant, radical and even revolutionary unrest and change.

"Nevertheless, we have to concede that some school syllabuses are in fact experienced by black teachers and students as irrelevant and strange in content.

"It is also a fact that the subject content has been defined and selected mainly by white educationists from the viewpoint, experience and values of the white community," Dr Viljoen said.

However, there was strong resistance from black educationalists to any differentiation between syllabuses for black and white schools because of the fear that any differences in content would imply inferior or restricted ethnic education.

The Council for Education and Training had discussed the matter and it was felt the new National Certification Council was the appropriate forum to thrash out "really representative and relevant syllabuses".

## Quest for parity in SAP — Vlok

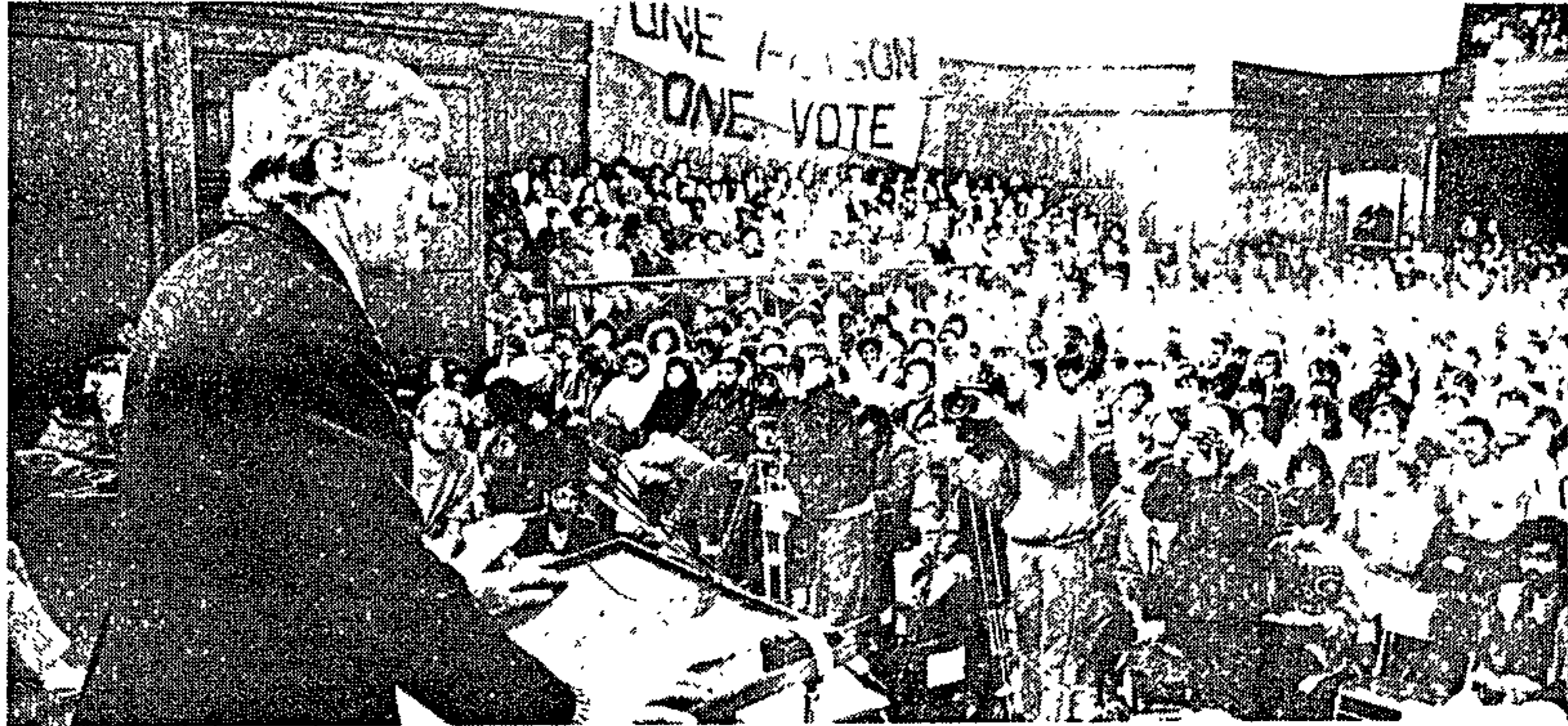
Political Staff

Election call by Solidarity

HOUSE OF DELEGATES. — The Chief

... unanimously, said yesterday.





**REPORT BACK . . .** An executive director of the Institute for a Democratic Alternative for South Africa, Dr Alex Boraine, yesterday at UCT, where he spoke about the Dakar talks.

Picture: RICHARD BELL

*CAT trips 30/7/87*

## End 'reign of terror' in KwaNdebele — Soal

By CHRIS CAIRNCROSS

**THE SA government** was yesterday called on to end the reign of terror in KwaNdebele and to place the concept of granting independence to the territory on the backburner.

The request was made in Parliament by Mr Peter Soal (PFP Johannesburg North) during the budget debate on the Education and Development Aid vote.

Mr Soal said the KwaNdebele homeland was in a state of virtual civil war and ruled by Chief Minister George Mahlangu, who was being described as an Idi Amin.

He said Mr Mahlangu had been holding a series of meetings around the homeland orchestrated to persuade the SA government that the KwaNdebele people were in favour of independence.

"What he is attempting to do cannot be a fair reflection of the will of the people of KwaNdebele."

*CAT trips 30/7/87*

## Warning on shortage, surplus in SA schools

**HOUSE OF REPRESENTATIVES.** — There would be catastrophic consequences for education in South Africa if attempts were not made to resolve shortcomings, Mr Desmond Lockey said yesterday.

Speaking in the committee stage of the budget, the nominated Labour Party MP said Minister of National Education Mr F W de Klerk's 10-year plan to bring about equality in education was an impressive proposal, but he doubted whether it would be possible within that period.

He said there was a shortage of about 100 000 teachers for black pupils, whereas in Natal alone, 200 white teachers were being sacked each year because they were no longer needed.

There was also a shortage of about 200 000 study places for blacks but a surplus existed at many white schools.

Sapa (25/7/87)

# Artist's R100 000 gift



Gregoire Boonzaier

By ROGER WILLIAMS  
Chief Reporter

**GREGOIRE BOONZAIER**, one of South Africa's best-known and respected artists, yesterday gave the SA Institute of Race Relations Educational Trust a massive boost — with a personal donation of R100 000.

He walked into the SAIRR's regional offices opposite Mowbray railway station to keep an appointment with Sir Richard Luyt, chairman of the trust, and Mrs Esther Wides, chairman of the institute's bursary department — and left them gasping with sur-

prise and delight.

Mrs Wides said afterwards: "We are tremendously excited about this wonderful gesture by Gregoire, who has supported the trust for some years.

"When he asked to see us this morning we guessed it would be to make one of his periodic donations to the trust — but had no idea the amount would be anything near what it turned out to be."

Mrs Wides said this was the biggest single donation to the SAIRR Educational Trust apart from a bequest by Professor Hansi Pol-

lak, founder of the trust, who left it the residue of her estate.

Professor Pollak, an eminent sociologist, died in 1982.

Income from Mr Boonzaier's gift, when invested, would enable the trust to award about 15 additional study bursaries a year, Mrs Wides added. A total of 350 awards were being made annually at present.

□ The Cape Times Bursary Fund is one of the trusts administered by the SAIRR. All these trusts are desperately in need of additional funds to meet the fast-growing call for bursaries.



what dates and (iv) where was each meeting held?

The MINISTER OF JUSTICE:

(a) and (b) No specific gathering of the End Conscription Campaign was prohibited in terms of section 46 of the Internal Security Act, 1982 (Act 74 of 1982) in 1985 and 1986.

(i), (ii), (iii) and (iv) Fall away.

#### Maintenance orders

254. Mrs H SUZMAN asked the Minister of Justice:

(1) Whether a task team was appointed by the Multilateral Technical Committee on Judicial Matters to investigate the issue of the enforcement of maintenance orders; if so, when;

(2) whether this task team has reported its findings; if not, when is it anticipated that it will report its findings; if so, (a) when, (b) what were the findings and (c) what action is to be taken as a result?

The MINISTER OF JUSTICE:

(1) Yes. The issue of reciprocal enforcement of maintenance orders between the SATBVC States was referred to a Task Team by the Multilateral Technical Committee on Judicial Matters on 16 April 1986.

(2) No. The Task Team is expected to report to the Multilateral Technical Committee on Judicial Matters on 20 August 1987.

#### Maintenance orders

255. Mrs H SUZMAN asked the Minister of Justice:

(1) (a) How many applications; for the variation of maintenance orders were referred to the Wynberg magistrate's court by the maintenance officer in Observatory in 1986 and (b) how many of these applications were granted;

(2) what, in respect of Black maintenance cases, was the average maintenance order per child per month ratified by the said magistrate's court in 1986;

(3) whether any cases concerning maintenance enquiries of Black persons normally heard in the Wynberg magistrate's court are to be transferred to the Athlone sub-magistracy in 1987; if so, (a) why, (b) when and (c) what types of cases are to be transferred?

The MINISTER OF JUSTICE:

(1) (a) and (b) The information is unfortunately not readily available in the Department.

(2) The information is not readily available in the Department. In an effort to be of assistance to the hon member, a random test consisting of fifty cases was carried out and it appears that the average amount of maintenance is R43,00 per month per child.

Yes.

(a) Athlone is more conveniently situated to witnesses and parties in maintenance matters involving Black persons.

(b) Since 30 January 1987.

(c) All cases except those that can more conveniently be disposed of at Wynberg Magistrate's Office.

#### Cruelty to animals

258. Mr R W HARDINGHAM asked the Minister of Justice:

How many convictions relating to cruelty to animals were obtained in the Republic of each of the latest specified three years for which information is available, in respect of contraventions of the provisions of the Animals Protection Act, No 71 of 1962, in regard to the transport of livestock?

The MINISTER OF JUSTICE:

The information is unfortunately not readily available in the Department.

#### Abattoirs

259. Mr R W HARDINGHAM asked the Minister of Agriculture:

(1) How many abattoirs fell under the control of the Abattoir Corporation as at the latest specified date for which information is available;

(2) whether it is the intention to construct additional abattoirs; if so, (a) where, (b) when, and (c) at what cost, in each case?

The MINISTER OF AGRICULTURE:

(1) 10 on 30 June 1987.

(2) No.

Whether his Department keeps statistics on the number of children attending schools of other population groups; if not, why not; if so, (a) (i) how many (aa) White, (bb) Coloured, (cc) Indian and (dd) Black children are attending such schools, (ii) how many of these schools are (aa) State-controlled, (bb) State-subsidised, (cc) private and (dd) other specified kinds of schools and (iii) in respect of what date is this information furnished and (b) with what total amount did the State subsidise schools attended by children from more than one population group, in the latest specified 12-month period for which figures are available?

The MINISTER OF NATIONAL EDUCATION:

Yes, but only in as far as these statistics are included in the information system used by the Department for determining general education policy.

(a) (i) This information is at present not available in the requested form. The available statistics indicate that less than 0,5% of all pupils in the RSA attend schools of other population groups.

(ii) This information is not included in the information system referred to above.

(iii) The information in (a) (i) pertains to 31 March 1986.

(b) This information is not included in the information system referred to above.

†Indicates translated version.

For written reply:

General Affairs:

Children attending schools of other population groups

132. Dr F HARTZENBERG asked the Minister of National Education:†

HOA

#### Management centres

200. Mr P H P GASTROW asked the Minister of Law and Order:

(1) (a) How many (i) sub-committees

4 to July 30, 1987

*W/Mail*  
*24-30/7/87* (SD) 

PROTEST at education authorities' action against teachers escalated in the Western Cape this week as students at eight training colleges boycotted classes while thousands of high school pupils and University of the Western Cape students staged a Peninsula-wide stayaway yesterday.

There were stayaways in at least 22 of the 60-odd Cape Flats high schools under the Department of Education and Culture in the House of Representatives (DEC) yesterday, while attendance plunged in at least a further 14, according to WM sources.

A department representative confirmed attendance was low at "most" Peninsula schools, but said at some it was 90 percent.

The one-day stayaway, called by the Western Cape Students' Congress (Weesco), follows similar action last Thursday, but was far more widespread.

Weesco said this week the already volatile situation in schools, colleges and universities could "explode" into another 1985", echoing earlier warnings from community and teacher organisations.

Police confirmed that three burning tyres were extinguished in a Mitchell's Plain street. Near Bonteheuwel, a post office vehicle was set alight and three Bonteheuwel youths were ar-

# Schools boycotts spread as training colleges join in

BY GAYE DAVIS  
in Cape Town

rested. They are expected to appear in court soon in connection with public violence charges.

At the University of the Western Cape, more than 2 000 students on Wednesday voted to stay away in support of Weesco's call. Exams, due to have been written by more than 2 000 students this week, have been postponed to August 10 and 11.

At issue are the misconduct charges the DEC is bringing against 73 teachers who allegedly refused to administer year-end exams in 1985, when ongoing boycotts left pupils unprepared.

Contributing factors are the unresolved situation at Langa High

School, closed recently by the Department of Education and Training and then defiantly reopened by parents, teachers and pupils, as well as harassment of Bonteheuwel pupils and public violence charges faced by a number of pupils.

Pupils at high schools in Cape Town's black townships boycotted classes this week in protest against public violence charges against 13 pupils as Langa High School parents, opposed to re-registering pupils at the school, decided to approach Minister of Education and Development Aid, Dr Gerrit Viljoen.

On Monday, at the first teacher's hearing, more than 2 000 teachers, students and parents gathered outside the department's Wynberg offices in a heavily policed demonstration of support.

After-a-subsequent meeting in the nearby Luxurama Cinema, a device police said was a home-made bomb was hurled into a police vehicle, slightly injuring one of the occupants.

The demonstration coincided with the start of a week-long boycott by students at eight DEC-controlled training colleges in the Peninsula and Boland, called by the Western Province Tertiary Student Representative Council in support of demands that the charges be dropped.

Students at some of the colleges were to have begun mandatory practice-teaching in primary and high schools this week but instead held awareness programmes. At other colleges, where students were to have attended classes, stayaways were staged, sources said.

Peninsula Technikon lecturers issued a statement supporting the students' stand and condemning "bureaucratic high-handedness" for heightening tensions at schools, colleges and universities.

Judgment in the case of the first teacher, Crestway High School deputy principal Phillip Tobias, was reserved and subsequent hearings, to have continued this Monday, were this week postponed indefinitely by the DEC, an attorney confirmed.



No. R. 1670 31 July 1987

## LABOUR RELATIONS ACT, 1956

AUTOMOBILE MANUFACTURING INDUSTRY, EASTERN PROVINCE.—RENEWAL OF MAIN AGREEMENT

I, Mattheus Willem Johannes le Roux, Director: Manpower, duly authorised thereto by the Minister of Manpower, hereby, in terms of section 48 (4) (a) (ii) of the Labour Relations Act, 1956, declare the provisions of Government Notice R. 445 of 9 March 1984, to be effective from the date of publication of this notice and for the period ending 31 December 1987.

M. W. J. LE ROUX,  
Director: Manpower.

No. R. 1671 31 July 1987

## LABOUR RELATIONS ACT, 1956

LIQUOR AND CATERING TRADE (WITWATERSRAND AND VEREENIGING).—RENEWAL OF MAIN AGREEMENT

I, Mattheus Willem Johannes le Roux, Director: Manpower, duly authorised thereto by the Minister of Manpower, hereby, in terms of section 48 (4) (a) (ii) of the Labour Relations Act, 1956, declare the provisions of Government Notices R. 179 of 6 February 1981, R. 2375 of 5 November 1982, R. 546 of 23 March 1984, R. 1903 of 31 August 1984 and R. 887 of 9 May 1986, to be effective from the date of publication of this notice and for the period ending 31 August 1987.

M. W. J. LE ROUX,  
Director: Manpower.

## DEPARTMENT OF NATIONAL EDUCATION

No. R. 1618 31 July 1987

CULTURAL INSTITUTIONS ACT, 1969  
(ACT 29 OF 1969)

OBJECTS AND FUNCTIONS OF THE STATE LIBRARY, PRETORIA, AND THE SOUTH AFRICAN LIBRARY, CAPE TOWN

It is hereby notified for general information that Government Notice R. 1971, dated 9 September 1983 is withdrawn with effect from the date of publication hereof.

F. W. DE KLERK,  
Minister of National Education.

No. R. 1619 31 July 1987

## NATIONAL LIBRARIES ACT, 1985 (ACT 56 OF 1985)

FUNCTIONS OF THE STATE LIBRARY, PRETORIA, AND THE SOUTH AFRICAN LIBRARY, CAPE TOWN

By virtue of the powers vested in me by section 4 (2) of the National Libraries Act, 1985 (Act 56 of 1985), I, Frederik Willem de Klerk, Minister of National Education, hereby determine the functions of the State Library, Pretoria, and the South African Library, Cape Town, as set out in the Schedule hereto.

F. W. DE KLERK,  
Minister of National Education.

No. R. 1670 31 Julie 1987

## WET OP ARBEIDSVERHOUDINGE, 1956

AUTOMOBIELNYWERHEID, OOSTELIKE PROVIN- SIE.—HERNUWING VAN HOOFOOREENKOMS

Ek, Mattheus Willem Johannes le Roux, Direkteur: Mannekrag, behoorlik daartoe gemagtig deur die Minister van Mannekrag, verklaar hierby, kragtens artikel 48 (4) (a) (ii) van die Wet op Arbeidsverhoudinge, 1956, dat die bepalinge van Goewermentskennisgewing R. 445 van 9 Maart 1984, van krag is vanaf die datum van publikasie van hierdie kennisgewing en vir die tydperk wat op 31 Desember 1987 eindig.

M. W. J. LE ROUX,  
Direkteur: Mannekrag.

No. R. 1671 31 Julie 1987

## WET OP ARBEIDSVERHOUDINGE, 1956

DRANK- EN SPYSENIERINGSBEDRYF (WITWATERSRAND EN VEREENIGING).—HERNUWING VAN HOOFOOREENKOMS

Ek, Mattheus Willem Johannes le Roux, Direkteur: Mannekrag, behoorlik daartoe gemagtig deur die Minister van Mannekrag, verklaar hierby, kragtens artikel 48 (4) (a) (ii) van die Wet op Arbeidsverhoudinge, 1956, dat die bepalinge van Goewermentskennisgewings R. 179 van 6 Februarie 1981, R. 2375 van 5 November 1982, R. 546 van 23 Maart 1984, R. 1903 van 31 Augustus 1984 en R. 887 van 9 Mei 1986, van krag is vanaf die datum van publikasie van hierdie kennisgewing en vir die tydperk wat op 31 Augustus 1987 eindig.

M. W. J. LE ROUX,  
Direkteur: Mannekrag.

## DEPARTEMENT VAN NASIONALE OPVOEDING

No. R. 1618 31 Julie 1987

WET OP KULTURELE INRIGTINGS, 1969  
(WET 29 VAN 1969)

OOGMERKE EN WERKSAAMHEDE VAN DIE STAATSBIBLIOTEEK, PRETORIA, EN DIE SUID-AFRIKAANSE BIBLIOTEEK, KAAPSTAD

Hierby word vir algemene inligting bekendgemaak dat Goewermentskennisgewing R. 1971 van 9 September 1983 met ingang van die datum van publikasie hiervan ingetrek word.

F. W. DE KLERK,  
Minister van Nasionale Opvoeding.

No. R. 1619 31 Julie 1987

WET OP NASIONALE BIBLIOTEKE, 1985  
(WET 56 VAN 1985)

WERKSAAMHEDE VAN DIE STAATSBIBLIOTEEK, PRETORIA, EN DIE SUID-AFRIKAANSE BIBLIOTEEK, KAAPSTAD

Kragtens die bevoegdheid my verleen by artikel 4 (2) van die Wet op Nasionale Biblioteke, 1985 (Wet 56 van 1985), bepaal ek, Frederik Willem de Klerk, Minister van Nasionale Opvoeding, hierby die werksaamhede van die Staatsbiblioteek, Pretoria, en die Suid-Afrikaanse Biblioteek, Kaapstad, soos uiteengesit in die Bylae hiervan.

F. W. DE KLERK,  
Minister van Nasionale Opvoeding.

50  
G1G 31/7/87



## SCHEDULE

## FUNCTIONS OF THE STATE LIBRARY AND THE SOUTH AFRICAN LIBRARY

The functions of a National Library are—

- 1 to build up a comprehensive collection of material from and about Southern Africa;
- 2 to supplement the Republic's possession of material with selected collections. Provided that—
  - 2.1 the State Library has the primary responsibility to act as a national centre for—
    - 2.1.1 the co-ordination of the extension of the national stock of both little-used and much-used material;
    - 2.1.2 the co-ordination of intergovernmental exchange agreements concluded with other countries; and
    - 2.1.3 the utilisation and redistribution of surplus material;
  - 2.2 the South African Library has the primary responsibility to act as a national centre for—
    - 2.2.1 the collection and preservation of all South African legal deposit material, including de luxe editions thereof;
    - 2.2.2 the collection and preservation of rare or unique material;
    - 2.2.3 the dissemination of information and advice with regard to the matters mentioned in subparagraphs 2.2.1 and 2.2.2 above;
  - 3 to collate, process, preserve and make available for use its collection of material;
  - 4 to facilitate access to the collection of material in Southern African libraries by means of bibliographic processing systems: Provided that the State Library has the primary responsibility for this task; provided, further, that this does not include the co-operative collection and dissemination of non-commercial data by means of centralised and computer-based infrastructures.
  - 5 To render bibliographic services on a country-wide basis: Provided that—
    - 5.1 the State Library has the primary responsibility to act as a national centre for—
      - 5.1.1 the compilation and distribution of bibliographies of current material from and about Southern Africa;
      - 5.1.2 the compilation and distribution of appropriate statistics on such material;
      - 5.1.3 the exchange of bibliographic records of South African material with bibliographic records created by national bibliographic centres in other countries;
      - 5.1.4 the registration and promotion of national bibliographic activities and the dissemination of information thereon;
      - 5.1.5 the promotion and application of national and international library publication and bibliographic standards and, where necessary, the implementation of such standards; and
      - 5.1.6 the dissemination of information and advice on legal deposit in respect of the matters referred to in subparagraphs 5.1.1 to 5.1.5 above;

## BYLAE

## WERKSAAMHEDE VAN DIE STAATSBIBLIOTEEK EN DIE SUID-AFRIKAANSE BIBLIOTEEK

Die werksaamhede van 'n Nasionale Bibliotek is—

- 1 om 'n volledige versameling materiaal afkomstig van en oor Suid-Afrika op te bou;
- 2 om die Republiek se materiaalbesit met geselekteerde versamelings aan te vul: Met dien verstande dat—
  - 2.1 die Staatsbibliotek die primêre verantwoordelikheid het om as nasionale sentrum op te tree vir—
    - 2.1.1 die koördinerende van die aanvulling van die nasionale voorraad van sowel veel- as min-gebruikte materiaal;
    - 2.1.2 die koördinerende van ruilvooreenkomste wat op regeringsvlak met ander state aangegaan word; en
    - 2.1.3 die benutting en herdistribusie van oortollige materiaal;
  - 2.2 die Suid-Afrikaanse Bibliotek die primêre verantwoordelikheid het om as nasionale sentrum op te tree vir—
    - 2.2.1 die versameling en bewaring van alle Suid-Afrikaanse pliglewingmateriaal, asook luukse uitgawes daarvan;
    - 2.2.2 die versameling en bewaring van seldsame of unieke materiaal;
    - 2.2.3 die verspreiding van inligting en advies oor die aangeleenthede genoem in subparagrafe 2.2.1 en 2.2.2 hierbo;
  - 3 om sy versameling materiaal te orden, te ontsluit, te bewaar en vir gebruik beskikbaar te stel;
  - 4 om deur bibliografiese ontstuitingsstelsels toegang tot die versamelingsmateriaal in Suid-Afrikaanse bibliotek te verskaf: Met dien verstande dat die taak die primêre verantwoordelikheid van die Staatsbibliotek is; met dien verstande verder dat dit nie die koöperatiewe versameling en verspreiding van nie-kommerisie data deur middel van gesentraliseerde en rekenaar-gebaseerde infrastrukture insluit nie.
  - 5 Om op landswye vlak bibliografiese dienste te lewer: Met dien verstande dat—
    - 5.1 die Staatsbibliotek die primêre verantwoordelikheid het om as nasionale sentrum op te tree vir—
      - 5.1.1 die samestelling en verspreiding van lopende bibliografie van materiaal van en oor Suid-Afrika;
      - 5.1.2 die samestelling en verspreiding van toepaslike statistieke ten opsigte van sulke materiaal;
      - 5.1.3 die uitruil van bibliografiese rekords van Suid-Afrikaanse materiaal met bibliografiese rekords geskep deur nasionale bibliografiese sentra in ander lande;
      - 5.1.4 die registrasie en bevordering van nasionale bibliografiese aktiwiteite en die verspreiding van inligting daaroor;
      - 5.1.5 die bevordering van die gebruik van nasionale en internasionale bibliotekpublikasie- en bibliografiese standarde en, waar nodig, vir die implementering daarvan; en
      - 5.1.6 die verspreiding van inligting en advies oor pliglewing met betrekking tot die aangeleenthede bedoel in subparagrafe 5.1.1 tot 5.1.5 hierbo;

5.2 the South African Library has the primary responsibility to act as a national centre for the compilation and distribution of retrospective bibliographies on and indexes to material from and about Southern Africa;

6 to act as a national centre for the making available of material: Provided that—

6.1 the State library has the primary responsibility to—

6.1.1 expand systems for the transfer of material from the collections of Southern African libraries, including its own collections;

6.1.2 formulate, in close collaboration with other Southern African libraries, a policy and rules for inter-library loans;

6.1.3 act as national centre for Southern African and international lending; and

6.1.4 make parts of its collection available on loan to other libraries for purposes of subject specialisation;

6.2 the South African Library as central reference library has the primary responsibility to make its collections of material available for reference purposes within the library, to publicise it, *inter alia* by means of publications, and to display it selectively;

7 to act as a national preservation library and to render a restoration service on a country-wide basis: Provided that the South African Library, as the national preservation library, has the primary responsibility to preserve legal deposit material and rare and unique material and to render a restoration service at national level; and

8 to maintain liaison with libraries and other institutions in and outside the Republic: Provided that the State Library and the South African Library must concentrate on the various fields assigned to them as their primary responsibilities.

No. R. 1620

31 July 1987

## NATIONAL LIBRARIES ACT, 1985

## REGULATIONS

The Minister of National Education has in terms of section 19 of the National Libraries Act, 1985 (Act 56 of 1985), made the regulations in the Schedule hereto.

## SCHEDULE

## ARRANGEMENT OF REGULATIONS

- Chapter I—Definitions.  
Chapter II—Board.  
Chapter III—Property.  
Chapter IV—Irregularities.  
Chapter V—Miscellaneous.

## CHAPTER I

## DEFINITIONS

1. In these Regulations "the Act" means the National Libraries Act, 1985 (Act 56 of 1985), and any expression to which a meaning has been assigned in the Act shall bear such meaning.

5.2 die Suid-Afrikaanse Bibliotek die primêre verantwoordelikheid het om as nasionale sentrum op te tree vir die samestelling en verspreiding van retrospektiewe bibliografie en indekse van materiaal van en oor Suid-Afrika;

6 om as 'n nasionale sentrum vir die beskikbaarstelling van materiaal op te tree: Met dien verstande dat—

6.1 die Staatsbibliotek die primêre verantwoordelikheid het om—

6.1.1 stelsels vir die oordra van materiaal uit die versamelings van Suid-Afrikaanse bibliotek, insluitende uit sy eie versamelings, uit te bou;

6.1.2 in noue samewerking met ander Suid-Afrikaanse bibliotek 'n beleid en reëls vir interbiblioteklenings te formuleer;

6.1.3 op te tree as nasionale sentrum vir Suid-Afrikaanse en internasionale leenings; en

6.1.4 dele van sy versamelings as basis vir vakspesialisasie in bruikleen aan ander bibliotek beskikbaar te stel;

6.2 die Suid-Afrikaanse Bibliotek as sentrale nasionale bibliotek die verantwoordelikheid het om sy versamelings en materiaal vir nasionale doeleindes in die bibliotek beskikbaar te stel, bekend te stel, onder andere deur middel van publikasie, en selektief uit te stel;

7 om as 'n nasionale bewaarbibliotek op te tree en 'n restaurasiediens op landswye vlak te lewer: Met dien verstande dat die Suid-Afrikaanse Bibliotek as nasionale bewaarbibliotek die primêre verantwoordelikheid het om pliglewingmateriaal en seldsame en unieke materiaal te bewaar en om 'n restaurasiediens op nasionale vlak te lewer; en

8 om met bibliotek en ander instellings binne en buite die Republiek te skakel: Met dien verstande dat die Staatsbibliotek en die Suid-Afrikaanse Bibliotek veral moet konsentreer op die onderskeie terreine wat as primêre verantwoordelikhede aan hulle toegeken is.

No. R. 1620

31 Julie 1987

## WET OP NASIONALE BIBLIOTEK, 1985

## REGULASIES

Die Minister van Nasionale Opvoeding het kragtens artikel 19 van die Wet op Nasionale Bibliotek, 1985 (Wet 56 van 1985), die regulasies in die Bylae hiervan uitgevaardig.

## BYLAE

## INDELING VAN REGULASIES

- Hoofstuk I—Woordomskrifwing.  
Hoofstuk II—Raad.  
Hoofstuk III—Eiendom.  
Hoofstuk IV—Omreëlmaghe.  
Hoofstuk V—Wangedrag.

## HOOFSTUK I

## WOORDOMSKRIFWING

1. In hierdie Regulasies beteken "die Wet" die Wet op Nasionale Bibliotek, 1985 (Wet 56 van 1985), en het "n uitdrukking waaraan 'n betekenis in die Wet geheg is, daardie betekenis.



## CHAPTER II BOARD

### 2. Meetings of the Board

- (1) The Board shall meet as often as it may deem necessary, but not less than once every quarter, and at such other times as the chairman may determine.
- (2) The chairman or, in his absence, the Director of the National Library concerned, shall at the request of a majority of the members convene a meeting of the Board to take place within 14 days of the receipt of such request.
- (3) The secretary of the Board shall notify every member of the Board in writing of the time, date and place of a meeting, and in this notice the matters to be discussed at the meeting shall be set out.
- (4) At a meeting the Board shall deal with matters notice of which has thus been given and with any other matter that a member may raise with the approval of the other members present.
- (5) The Director of the National Library concerned or officers designated by him shall attend the meetings of the Board in an advisory capacity.
- (6) (a) One third of the members of the Board, but not fewer than three members, shall constitute a quorum at meetings.  
(b) If a quorum is not present at a meeting, the chairman may convene a further meeting of the Board.  
(c) At such further meeting the members then present shall constitute a quorum.

### 3. Secretary of the Board

- (1) The Board shall designate an officer or employee on the recommendation of the Director of the National Library concerned to act as its secretary.
- (2) The secretary of the Board shall keep a record of the proceedings at every meeting of the Board.

## CHAPTER III

### PROPERTY

### 4. Safeguarding of property and precautions against loss, damage or theft

The Board shall ensure that proper arrangements are made for the safe custody of all property that belongs to its National Library or has been entrusted to its care, and shall ensure that all practicable precautions are taken against loss, damage or theft.

### 5. Insurance

The Board shall make arrangements to insure, and keep insured, with a person who is registered as an insurer in terms of the Insurance Act, 1943 (Act 27 of 1943)—

- (a) all the immovable property belonging to its National Library, against loss by fire or other causes; and
- (b) all the movable property belonging or entrusted to its National Library (except that which is exempted by the Board from the requirements of this paragraph), against loss by fire, theft, or other causes.

## HOOFSTUK II

### RAAD

### 2. Raadsvergaderings

- (1) Die Raad vergader so dikwels as wat hy nodig ag, maar minstens een keer elke kwartaal, en ook op die ander tye wat die voorsitter bepaal.
- (2) Die voorsitter of, by sy afwesigheid, die betrokke Direkteur van 'n Nasionale Biblioteek, moet op versoek van 'n meerderheid van die lede 'n vergadering van die Raad so beëindig dat dit binne 14 dae na die datum waarop die versoek ontvang is, gehou kan word.
- (3) Die sekretaris van die Raad gee aan elke lid van die Raad skriftelik kennis van die tyd, datum en plek van 'n vergadering en in dié kennisgewing word die sake wat op die vergadering bespreek sal word, uiteengesit.
- (4) Op 'n vergadering behandel die Raad sake waarvan daar aldus kennis gegee is, en enige ander saak wat 'n lid met die goedkeuring van die ander aanwesige lede opper.
- (5) Die betrokke Direkteur van 'n Nasionale Biblioteek of beamptes deur hom aangewys, woon die vergaderings van die Raad in 'n adviserende hoedanigheid by.
- (6) (a) Een derde van die lede van die Raad, maar nie minder as drie lede nie, maak 'n kworum uit op vergaderings.  
(b) Indien daar nie 'n kworum op 'n vergadering is nie, kan die voorsitter 'n verdere vergadering van die Raad beë.
- (c) Op so 'n verdere vergadering maak die lede wat dan teenwoordig is, 'n kworum uit.

### 3. Sekretaris van die Raad

- (1) Die Raad wys 'n beampte of werknemer op aanbeveling van die betrokke Direkteur van 'n Nasionale Biblioteek aan om as sy sekretaris op te tree.
- (2) Die sekretaris van die Raad hou op elke vergadering van die Raad nouke van die vergadering.

## HOOFSTUK III

### EIENDOM

### 4. Beveiliging van eiendom en voorsorg teen verliese, beskadiging of diefstal

Die Raad sien toe dat behoorlike reëlings getref word vir die veilige bewaring van alle eiendom wat aan sy Nasionale Biblioteek behoort of aan die sorg daarvan toevertrou is en sien toe dat alle uitvoerbare voorsorgmaatreëls teen verlies, beskadiging of diefstal daarvan, getref word.

### 5. Versekering

Die Raad moet reëlings tref om—

- (a) al die onroerende eiendom wat aan sy Nasionale Biblioteek behoort, teen verlies deur brand of ander oorsake; en
  - (b) al die roerende eiendom wat aan sy Nasionale Biblioteek behoort of toevertrou is (uitgesonderd dié wat die Raad van die versterkers van hierdie paragraaf vrystel), teen verlies deur brand, diefstal, of ander oorsake,
- te verseker en verseker te hou by iemand wat ingevolge die Versekeringswet, 1943 (Wet 27 van 1943), as 'n versekeraar geregistreer is.

### 6. Disposal of movable property

Subject to the provisions of section 5 of the Act the Board may—

- (a) with the prior approval of the Minister given with the concurrence of the Minister of Finance, hire out, sell exchange or in any other way alienate any material as defined in section 1 (vi) of the Act purchased or received under legal deposit as a gift or in exchange and intended for inclusion in the stock of its National Library, and
- (b) dispose of—
  - (i) surplus, obsolete or damaged material, furniture or equipment,
  - (ii) material purchased or otherwise acquired with a view to distribution to other libraries in terms of international exchange agreements.

## CHAPTER IV

### IRREGULARITIES

### 7. Investigation of alleged irregularity

- (1) The Minister may appoint any person to inquire into any alleged irregularity in connection with the affairs of a National Library.
- (2) (a) The person who is to conduct the inquiry shall give the chairman of the Board reasonable notice in writing of the time, date and place fixed for the inquiry.  
(b) The law relating to witnesses and evidence that applies in respect of criminal cases in a magistrate's court shall apply *mutatis mutandis* for the purposes of and at any such inquiry. Provided that subpoenas designed to procure the attendance of witnesses thereat shall be issued by the person who is to conduct the inquiry.
- (3) The person so appointed shall, after completion of the inquiry, furnish the Minister with a report containing the evidence given, his finding and, if necessary, his recommendations.

## CHAPTER V

### MISCONDUCT

### 8. Definition of misconduct

An officer or employee shall be guilty of misconduct if he—

- (a) contravenes or fails to comply with any provision of the Act, any regulation or any rule with which it is his duty to comply;
- (b) performs or causes or permits to be performed or commits at any act which is prejudicial to the administration, discipline or efficiency of the National Library;
- (c) disobeys, disregards or willfully defaults in carrying out a lawful order given to him, or by word or conduct displays insubordination;
- (d) is negligent or indolent in the discharge of his duties;
- (e) undertakes, without the approval of the Board, any private agency or private work;
- (f) publicly comments adversely upon the administration of the National Library;

### 6. Besikking oor roerende goed

Behoudens die bepalinge van artikel 5 van die Wet kan die Raad—

- (a) met die voorafgaande goedkeuring van die Minister verleen met die instemming van die Minister van Finansies materiaal soos omskryf in artikel 1 (v) van die Wet wat aangekoop word of wat onder pleglewering, as geskenk of in nuut ontvang word en bedoel is om in sy Nasionale Biblioteek se voorraad opgeneem te word, verhuur, verkoop, verhuur of op enige ander wyse verveem,
- (b) beskik oor—
  - (i) oortollige, uitgediende of beskadigde materiaal, meublement of uitsusting;
  - (ii) materiaal wat aangekoop of andersins bekom word met die oog op verspreiding onder ander biblioteke ingevolge internasionale ruil-ooreenkomste.

## HOOFSTUK IV

### ONREËLMATIGHEDE

### 7. Ondersoek van beweerde onreëlmatigheid

- (1) Die Minister kan iemand aanstel om ondersoek in te stel na 'n beweerde onreëlmatigheid in verband met die sake van 'n Nasionale Biblioteek.
- (2) (a) Die persoon wat die ondersoek moet instel, moet die voorsitter van die Raad redelike skriftelike kennis gee van die tyd, datum en plek wat vir die ondersoek bepaal is.  
(b) Die reg met betrekking tot getuies en getuies wat geld in verband met strafsake in 'n landdroshof, geld *mutatis mutandis* vir die doeleindes van en by so 'n ondersoek. Met dien verstande dat dagvaardings om die aanwesigheid van getuies daarty te verkry, uitgereik moet word deur die persoon wat die ondersoek moet instel.
- (3) Die persoon wat aldus aangestel is, verskrek aan die Minister na afloop van die ondersoek 'n verslag bevattende die getuies wat afgeleë is, sy bevindinge en, indien nodig, sy aanbevelings.

## HOOFSTUK V

### WANGEDRAG

### 8. Omskrywing van wangedrag

'n Beampte of werknemer is skuldig aan wangedrag indien hy—

- (a) 'n bepaling van die Wet, 'n regulasie of 'n reël wat hy moet nakom, oortree of versium om daaraan te voldoen;
- (b) 'n daad wat nadelig is vir die administrasie, dissipline of doeltreffendheid van die Nasionale Biblioteek doen, of laat doen, of toelaat of oogluikend toelaat dat dit gedoen word;
- (c) 'n wettige opdrag, wat aan hom gegee is nie gehoorsaam nie of veronagsaam, of opsetlik versium om dit uit te voer, of deur woord of gedrag hom aan insubordinasie skuldig maak;
- (d) nalatig of traag by die vervulling van sy pligte is;
- (e) sonder die goedkeuring van die Raad 'n private agentskap of private werk onderneem;
- (f) in die openbaar ongunstige kritiek uitoefen op die administrasie van die Nasionale Biblioteek;



- (g) attempts to secure intervention through any person not in the employment of the National Library in relation to his position and conditions of service, unless such attempt is made in order to obtain redress of any grievance through Parliament;
- (h) conducts himself in a disgraceful, improper or unbecoming manner, or, while on duty, is grossly discourteous to any person;
- (i) uses intoxicants or stupefying drugs excessively, or, while he is or should be on duty, is under the influence of intoxicants or stupefying drugs to an extent that is prejudicial to the National Library or to the efficient performance of his duties;
- (j) becomes insolvent or compromises with his creditors, or has a decree of civil imprisonment made against him by any court of law, unless it is shown that his insolvency or the composition or the making of the decree against him has been occasioned by unavoidable misfortune;
- (k) becomes pecuniarily embarrassed to an unreasonable extent, unless it is shown that his pecuniary embarrassment has not been occasioned by imprudence or other reprehensible cause and is not prejudicial to the faithful performance of his duties;
- (l) without first having obtained the permission of the Director of the National Library concerned, discloses, otherwise than in the discharge of his official duties, information gathered or obtained by him through his employment with the National Library or with the State, or uses such information for any purpose other than for the discharge of his official duties, whether or not he discloses such information;
- (m) accepts or demands in respect of the discharge of or failure to discharge his duties any commission, fee or other reward not being the emoluments payable to him in respect of his duties, or fails to report to the National Library the offer of such commission, fee or reward;
- (n) misappropriates or makes improper use of any property of the National Library or fails to exercise proper care of any such property under his supervision and control, where such appropriation or use does not constitute an offence;
- (o) commits a criminal offence;
- (p) absents himself from duty, unless he has a valid reason for his absence; or
- (q) with a view to obtaining any privilege or advantage in relation to his official position or his duties, or to causing prejudice or damage to the National Library or to any officer or employee in the service of the National Library, makes a false or incorrect statement, knowing it to be false or incorrect.

#### 9. Procedure

- (1) If an officer or employee is accused of misconduct as defined in regulation 8, the Director of the National Library concerned or any person authorised thereto by him may charge such officer or employee in writing under his hand with that misconduct.
- (2) The person who signed the charge shall serve it on the person charged by causing it to be delivered to him or by sending it to him by registered letter or by causing it to be left at his place of residence or at his last known place of residence.

- (g) deur middel van iemand wat nie in die diens van 'n Nasionale Biblioteek is nie, probeer om ingryping in verband met sy posisie en diensvoorwaardes te verkry, tensy dit geskied om herstel van 'n grêf deur bemiddeling van die Parlement te probeer verkry;
- (h) hom op skandellike, onbehoorlike of onbetaamlike wyse gedra of, terwyl hy diens doen, hom aan growwe onbehoorlike teenoor 'n ander persoon skuldig maak;
- (i) buitensporig gebruik maak van sterk drank of bedwelvende middels, of, terwyl hy op diens is of behoort te wees, onder die invloed van sterk drank of bedwelvende middels is in 'n mate wat tot nadeel strek van die Nasionale Biblioteek of van die doelwitte van die verordening van sy pligte;
- (j) insolvent word of 'n akkoord met sy skuldners aangaan of as 'n bevel tot siviele gyseling deur 'n getregshof teen hom uitgereik word, tensy daar bewys word dat sy insolvensie of die akkoord of die uitreiking van die bevel teen hom deur onvermydelike teenspoed veroorsaak is;
- (k) in 'n onredelike mate in geldelike moeilikheid raak, tensy daar bewys word dat sy geldelike moeilikheid nie die gevolg is van onversigtigheid of ander laaibare oorsake nie, en nie nadelig is vir die getroue uitvoering van sy pligte nie;
- (l) indien by sonder die goedkeuring van die betrokke Direkteur van 'n Nasionale Biblioteek inligting wat by ingewin of bekom het as gevolg van sy diens by die Nasionale Biblioteek of by die Staat openbaar maak anders as by die verrigting van sy amppligte, of sodanige inligting gebruik vir 'n ander doel as vir die verrigting van sy amppligte hetsy hy sodanige inligting openbaar maak of nie;
- (m) enige kommissie, geld of ander beloning wat nie die besoldiging is wat ten opsigte van sy pligte aan hom betaalbaar is nie, aanneem of eis ten opsigte van die uitvoering van sy pligte of die versum om sy pligte uit te voer, of as hy versum om die Nasionale Biblioteek van die aanbod van sodanige kommissie, geld of beloning te verweig;
- (n) hom elendom van die Nasionale Biblioteek wederregtelik toe-eien of op onbehoorlike wyse daarvan gebruik maak of versum om enige sodanige elendom onder sy toesig en beheer behoortlik te versorg, en sodanige toe-eiening of gebruikmaking nie 'n misdryf uitmaak nie;
- (o) 'n strafregtelike oortreding begaan;
- (p) sonder verlof van diens wegbly, tensy hy 'n geldige rede vir sy afwesigheid het; of
- (q) met die oog op die verkryging van enige voorreg of voordeel met betrekking tot sy amptelike posisie of sy pligte, of met die oog op die veroorsaaking van enige nadeel of skade aan die Nasionale Biblioteek of aan 'n beampte of werknemer in diens van die Nasionale Biblioteek 'n valse of onjuiste verklaring afleë terwyl hy wees dat dit vals of onjuis is.

#### 9. Procedure

- (1) Indien 'n beampte of werknemer beskuldig word van wangedrag soos in regulasie 8 omskryf, kan die betrokke Direkteur van 'n Nasionale Biblioteek of iemand wat deur hom daartoe gemaagt is, sodanige beampte of werknemer skriftelik onder sy handtekening van daardie wangedrag aankla.
- (2) Die persoon wat die aanklag onderteken het, moet dit aan die aangeklagde bestel deur dit aan hom te laat oorhandig of per geregisterde brief aan hom te stuur of dit te laat afgee by sy woonplek of die plek waar, sover bekend, hy laas gewoon het.

- (3) The charge shall contain a direction or shall be accompanied by a direction calling upon the person charged to send or deliver, within a period that shall be specified in the direction and that shall be reasonable, to a person likewise specified, a written admission or denial of the charge and, if he so desires, a written explanation regarding the misconduct with which he is charged.
- (4) The Board or the Director of the National Library concerned or any other officer, if he has been authorised thereto either generally or in a particular case, may suspend from duty, with or without salary, any person who has been accused of misconduct as defined in regulation 8, whether he has been charged with misconduct or not.
- (5) The Board or the other person who has suspended any person in terms of subregulation (4) may cancel the suspension at any time, but the cancellation of the suspension shall not effect any proceedings in connection with the charge of misconduct.
- (6) If no charge under this regulation is preferred against a person who has been so suspended from duty, he shall be permitted to resume duty as soon as practicable.
- (7) (a) If the person charged admits the charge, he shall be deemed to have been found guilty in terms of this regulation of the misconduct with which he has been charged.
- (b) If the person charged denies the charge or fails to comply with the direction referred to in subregulation (3), the Board shall appoint a committee of inquiry to inquire into the charge.
- (8) (a) The committee of inquiry shall, in consultation with the person who signed the charge, fix the time, date and place of the inquiry, and the person who signed the charge shall give the person charged reasonable written notice of the time, date and place so fixed: Provided that the Board shall have the power to postpone the inquiry on good cause shown.
- (b) The law relating to witnesses and evidence that applies in connection with criminal cases in a magistrate's court shall apply *mutatis mutandis* for the purposes of and at any such inquiry: Provided that subpoenas to procure the attendance of witnesses at such inquiry shall be issued by the committee of inquiry.
- (9) The person who signed the charge may authorise any person to be present at the inquiry and to adduce evidence and arguments in support of the charge, and to cross-examine any person called as a witness for the defence.
- (10) (a) At the inquiry the person charged may be present, and shall have the right to be heard, either in person or through a representative, to cross-examine any person called as a witness in support of the charge, to inspect any documents produced in evidence and to call other persons as witnesses, and may give evidence himself.
- (b) Failure of the person charged either to be present in person or to be represented at the inquiry shall not invalidate the proceedings.

- (3) Die aanklag moet 'n aansegging bevat of met 'n aansegging gepaard gaan waarty die aangeklagde aangese word om binne 'n tydperk wat in die aansegging vermeld moet word en wat redelik moet wees, 'n skriftelike erkenning of ontkenning van die aanklag en indien by dit verlang 'n skriftelike verduideliking van die wangedrag waarvan hy aangekla word, aan iemand insgeliks vermeld, te stuur of te oorhandig.
- (4) Die Raad of die betrokke Direkteur van 'n Nasionale Biblioteek of indien in die algemeen of in 'n bepaalde geval daartoe gemaagt, 'n ander beampte, kan iemand wat beskuldig word van wangedrag soos in regulasie 8 omskryf, in sy diens skors met of sonder salaris, hetsy by van wangedrag aangekla is of nie.
- (5) Die Raad of die ander persoon wat iemand gevolg subregulasie (4) geskors het, kan die skorsing te enige tyd intrek, maar die intrekking van die skorsing raak geen verrigtinge in verband met die aanklag van wangedrag nie.
- (6) As geen aanklag kragsiens hierdie regulasie gebring word nie teen iemand wat aldus in sy diens geskors is, moet hy toegelaat word om so spoedig doentlik sy diens te hervat.
- (7) (a) Indien die aangeklagde die aanklag erken, word hy geag ingevolge hierdie regulasie skuldig bevind te wees aan die wangedrag waarvan hy aangekla is.
- (b) Indien die aangeklagde die aanklag ontken of versum om te voldoen aan die aansegging vermeld in subregulasie (3), stel die Raad 'n ondersoekkomitee aan om ondersoek na die aanklag in te stel.
- (8) (a) Die ondersoekkomitee moet in oorleg met die persoon wat die aanklag onderteken het, die tyd, datum en plek van die ondersoek vasstel, en die persoon wat die aanklag onderteken het, moet die aangeklagde redelike skriftelike kennis gee van die tyd, datum en plek aldus vasgestel: Met dien verstande dat die Raad die bevoegdheid het om die ondersoek uit te stel by aanvoering van goeie redes.
- (b) Die reg met betrekking tot getuies en getuies wat geld in verband met strafsake in 'n landdroshof, geld *mutatis mutandis* vir die doeleindes van en by so 'n ondersoek: Met dien verstande dat dagvaardings om die aanwesigheid van getuies daarty te verkry, uitgereik moet word deur die ondersoekkomitee.
- (9) Die persoon wat die aanklag onderteken het, kan iemand magtig om by die ondersoek teenwoordig te wees en om getuies en argumente ter stawing van die aanklag aan te voer, en om iemand wat as getuie vir die verweer opgeroep is, in kruisondervraging te neem.
- (10) (a) By die ondersoek kan die aangeklagde teenwoordig wees, het hy die reg om persoonlik of deur bemiddeling van 'n verteenwoordiger aangehoor te word, iemand wat as getuie ter stawing van die aanklag opgeroep is, in kruisondervraging te neem, stukke wat as getuies voorgelê is, in te sien, en ander persone as getuies op te roep, en kan hyself getuies afleë.
- (b) Die versum van die aangeklagde om persoonlik by die ondersoek teenwoordig te wees of om aldaar verteenwoordig te word, maak nie die verrigtinge ongeldig nie.



- (c) The committee of inquiry shall keep a record of the proceedings and of the evidence given at the inquiry.
- (11) If the misconduct with which any person is charged is the commission of a criminal offence, and it is proved that he has been convicted thereof by a court of law, a certified copy of the record of his trial and conviction by that court shall be *prima facie* evidence that he committed that offence.
- (12) The committee of inquiry shall after completion of the inquiry decide whether the person charged is guilty or not guilty of the misconduct with which he has been charged and inform him and the Board of its decision.
- (13) If the committee of inquiry finds that the person charged is not guilty of the misconduct with which he has been charged and the person charged was suspended from duty in terms of subregulation (4), he shall be allowed to resume duty as soon as practicable, and be paid his emoluments in respect of the period of his suspension in so far as this has not already been done.
- (14) If the committee of inquiry finds that the person charged is guilty of the misconduct with which he has been charged, the person charged may within 14 days of the date of which he was informed of the finding appeal against it to the Board by delivering or posting to the committee of inquiry a written notice of appeal stating in full the grounds on which the appeal is based.
- (15) If the committee of inquiry finds that the person charged is guilty of the misconduct with which he has been charged, it shall—
- forward to the Board after expiry of the period referred to in subregulation (14)—
    - the record of the proceedings at the inquiry;
    - the documentary evidence admitted thereat;
    - a statement of its findings and its reasons therefor;
    - any observation that it may wish to make on the case; and
    - if an appeal has been lodged in terms of subregulation (14) against its finding, the appellant with a copy of its reasons for the finding.
  - if an appeal has been lodged in terms of subregulation (14) against its finding, furnish the appellant with a copy of its reasons for the finding.
- (16) If the appellant applies to the Board for copies of the record of the proceedings at the inquiry and of the documentary evidence admitted thereat, within seven days of the date upon which he was furnished with a copy of the reasons for the finding, the Board shall furnish him with such copies.
- (17) The appellant may, if he has made an application in terms of subregulation (16), within 14 days of the date on which he was furnished with the copies in question or, if he has not made such an application, within 21 days of the date on which he was furnished with a copy of the reasons for the finding, submit to the Board written representations in support of his appeal.

- (c) Die ondersoekkomitee moet noukeurig hou van die verrigtinge by die ondersoek, en van die getuienis wat daarty afgelê word.
- (11) Indien die wangedrag waarvan iemand aangekla word die begaan van 'n strafregtelike misdryf is en daar bewys word dat hy deur 'n geresseerde hof skuldig bevind is, is 'n geresseerde afskrif van die notule van sy verhoor en skuldigebevinding deur daardie hof *prima facie* bewys dat hy daardie misdryf gepleeg het.
- (12) Die ondersoekkomitee moet na afloop van die ondersoek besluit of die aangeklaagde skuldig of onskuldig is aan die wangedrag waarvan hy aangekla is, en hom en die Raad van sy beslissing verwittig.
- (13) Indien die ondersoekkomitee bevind dat die aangeklaagde onskuldig is aan die wangedrag waarvan hy aangekla is en die aangeklaagde ingevolge subregulasie (4) in sy diens geskors is, moet hy toegelaat word om so spoedig doenlik sy diens te hervat en moet sy besoldiging ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedoen is nie.
- (14) Indien die ondersoekkomitee bevind dat die aangeklaagde skuldig is aan die wangedrag waarvan hy aangekla is, kan die aangeklaagde binne 14 dae na die datum waarop hy van die bevinding verwittig is, by die Raad daarteen appeller deur aan die ondersoekkomitee 'n skriftelike kennisgewing van appel te oorhandig of te pos waarin die gronde waarop die appel gebaseer is, volledig uiteengesit word.
- (15) Indien die ondersoekkomitee bevind dat die aangeklaagde skuldig is aan die wangedrag waarvan hy aangekla is, moet hy—
- ná verstryking van die tydperk vermeld in subregulasie (14)—
    - die notule van die verrigtinge by die ondersoek;
    - die dokumentêre bewysstukke wat daarty toegeleat is;
    - 'n uiteensetting van sy bevindings en sy redes daarvoor;
    - enigi opmerkings wat hy oor die saak wil maak; en
    - indien daar ingevolge subregulasie (4) teen sy bevinding geappelleer is, die kennisgewing van appel aan die Raad stuur, en
  - indien daar kragtens subregulasie (14) teen sy bevinding geappelleer is, aan die appellant 'n afskrif van sy redes vir die bevinding verstrek.
- (16) Indien die appellant binne sewe dae na die datum waarop 'n afskrif van die redes vir die bevinding aan hom verstrek is, by die Raad aansoek doen om 'n afskrif van die notule van die verrigtinge by die ondersoek en van die dokumentêre bewysstukke wat daarty toegeleat is, moet die Raad sodanige afskrifte aan hom verstrek.
- (17) Die appellant kan, indien hy 'n aansoek ingevolge subregulasie (16) gedoen het, binne 14 dae ná die datum waarop die betrokke afskrifte aan hom verstrek is of, indien hy nie aldus aansoek gedoen het nie, binne 21 dae ná die datum waarop die afskrif van die redes vir die bevinding aan hom verstrek is, skriftelike vertoë ter stawing van sy appl aan die Raad voorle.

- (18) After consideration of the record in question, and any other documents relating to the inquiry, the Board may allow the appeal wholly or in part and set aside or vary the finding, or dismiss the appeal and confirm the finding, or, before arriving at a final decision on the appeal, remit any matter in connection with the inquiry to the committee of inquiry concerned and direct it to report thereon or to hold a further inquiry and to arrive at a finding.
- (19) If the Board has directed that a further inquiry be held, the provisions of subregulations (8), (9) and (10) shall apply in respect thereof.
- (20) If the Board has arrived at a final decision on the appeal, it shall convey such decision to the appellant in writing.
- (21) If the Board allows the appeal, and the appellant has been suspended from duty in terms of subregulation (4), he shall be allowed to resume duty as soon as practicable.
- (22) If the person charged has admitted the charge of misconduct as contemplated in subregulation (3), or if he has been found guilty of misconduct in terms of subregulation (12) and has not appealed against the finding within the period prescribed, or if he has appealed against it and the appeal has been dismissed wholly or in part in terms of this regulation, the Board may, subject to the provisions of subregulation (23), decide that—
- the person charged be cautioned or reprimanded;
  - a fine not exceeding R100 be imposed on the person charged;
  - the person charged be transferred to another post;
  - the emoluments or rank or both the emoluments and the rank of the person charged be reduced; or
  - the services of the person charged be terminated or that he be called upon to resign.
- (23) (a) Except where the Board takes a decision under paragraph (a) or (e) of subregulation (22), it may take a decision under one or more of the other paragraphs of that subregulation.
- (b) The Board may postpone, for a period not exceeding 12 months, the taking of a decision under subregulation (22).
- (24) (a) If a fine is imposed upon any person in terms of subregulation (22), such fine may be recovered by deducting it from his emoluments in such instalments as the Board may determine.
- (b) If the Board decides that the services of any person be terminated in terms of subregulation (22), such termination of services shall take effect on a date fixed by the Board.
- (c) If the Board decides in terms of subregulation (22) that any person be called upon to resign from service and such person fails so to resign with effect from a date fixed by the Board, his services shall be deemed to have been terminated in terms of subregulation (22) with effect from that date.
- (25) If any person has been suspended from duty in terms of subregulation (4) and the Board decides that he be dealt with in a manner contemplated in subregulation (22) (a), (b), (c) or (d), or the Board deals with him in accordance with subregulation (23), such person shall be allowed to resume duty in an appropriate post as soon as practicable.

- (18) Ná oorweging van die betrokke notule en enige ander stukke wat op die ondersoek betrekking het, kan die Raad die appel geheel en al of ten dele handhaaf en die bevinding tersyde stel of wysig, of die appel van die hand wys en die bevinding bekrachtig, of, voordat hy tot 'n finale beslissing oor die appel kom, enige aangeleentheid in verband met die ondersoek terugverwys na die betrokke ondersoekkomitee en hom gelas om verslag daaroor te doen of verder ondersoek in te stel en 'n bevinding daaroor uit te bring.
- (19) Indien die Raad gelas dat verder ondersoek ingestel moet word, is die bepalinge van subregulasies (8), (9) en (10) ten opsigte daarvan van toepassing.
- (20) Indien die Raad tot 'n finale beslissing oor die appel gekom het, moet hy die beslissing skriftelik aan die appellant mededeel.
- (21) Indien die Raad die appel handhaaf, en die appellant ingevolge subregulasie (4) in sy diens geskors is, moet hy toegelaat word om so spoedig doenlik sy diens te hervat.
- (22) Indien die aangeklaagde die aanklag van wangedrag erken het soos in subregulasie (3) beoog, of indien hy aan wangedrag skuldig bevind is ingevolge subregulasie (12) en nie binne die voorgeskrewe tydperk teen die bevinding geappelleer het nie, of daarteen geappelleer het en die appel geheel en al of ten dele van die hand gewys is ingevolge hierdie regulasie, kan die Raad behoudens die bepalinge van subregulasie (23) besluit dat—
- die aangeklaagde gewaarsku of berispe word;
  - die aangeklaagde 'n boete van hoogstens R100 opgelê word;
  - die aangeklaagde na 'n ander pos oorgeplaas word;
  - die aangeklaagde se besoldiging of rang of sowel sy besoldiging as sy rang verlaag word; of
  - die aangeklaagde se diensbeëindiging word of hy gelas word om te bedank.
- (23) (a) Behalwe wanneer die Raad 'n besluit kragtens paragraaf (a) of (e) van subregulasie (22) neem, kan hy 'n besluit kragtens een of meer van die ander paragrawe van daardie subregulasie neem.
- (b) Die Raad kan die neem van 'n besluit kragtens subregulasie (22) vir 'n tydperk van hoogstens 12 maande uitstel.
- (24) (a) Indien iemand ingevolge subregulasie (22) 'n boete opgelê word, kan dié boete verhaal word deur dit van sy besoldiging af te trek in die paaiemente wat die Raad bepaal.
- (b) Indien die Raad op die diensbeëindiging van iemand ingevolge subregulasie (22) besluit, tree die diensbeëindiging in werking op 'n datum wat die Raad bepaal.
- (c) Indien Raad ingevolge subregulasie (22) besluit dat iemand gelas word om uit die diens te bedank en so iemand versum om aldus te bedank met ingang van 'n datum wat die Raad bepaal, word sy diens geag ingevolge subregulasie (22) beëindig te wees met ingang van daardie datum.
- (25) Indien iemand ingevolge subregulasie (4) in sy diens geskors is en die Raad besluit dat met hom gehandel word soos in subregulasie (22) (a), (b), (c) of (d) beoog, of die Raad met hom handel ooreenkomstig subregulasie (23) moet so iemand toegelaat word om so spoedig doenlik diens in 'n gepaste pos te hervat.



- (26) If any person who has been suspended or charged with misconduct in terms of this regulation resigns from the service of a National Library or assumes other employment before the appropriate charge of misconduct has been disposed of under this regulation, his services shall be deemed to have been terminated on account of misconduct with effect from a date fixed by the Board, unless prior to the receipt of his notification of resignation or his assumption of other employment he has been notified that he will not be charged with misconduct or that the charge of misconduct against him has been withdrawn, as the case may be.
- (27) The fact that a person has been convicted or acquitted of an offence by a court of law shall not preclude the taking of any steps in terms of these regulations against such person.
- (28) If the person charged with misconduct is the Director of a National Library any reference in this regulation to the Director of a National Library shall be deemed to be a reference to the chairman of the Board.

10. Appeal to the Minister

- (1) If the person charged has been found guilty of the misconduct with which he was charged, his appeal has been dismissed by the Board and his services have been terminated by the Board, he may within 30 days of his appeal having been dismissed appeal to the Minister against its dismissal by submitting to the Board notice of appeal in writing.
- (2) The Board shall, on receipt of such written notice of appeal, submit to the Minister without delay the record of the proceedings at the inquiry, the other documents in its possession relating to the inquiry and appeal and its decision on the appeal.
- (3) The Minister may confirm, vary or set aside the decision of the Board, or take such other decision as the Board, in the opinion of the Minister, should have taken.

11. Inefficiency

- (1) If it is alleged that any officer is unfit for or is incapable of performing efficiently the duties attached to his post owing to causes beyond his control and not attributable to the performance of his duties, the Board may appoint a person to inquire into the allegation.
- (2) The provisions of regulations 9 (8) to (10) inclusive, 9 (12), 9 (14) to (20) inclusive, 9 (22), 9 (24) (b) and (c) and 9 (28) shall apply *mutatis mutandis* in respect of any inquiry referred to in subregulation (1) and to the officer against whom the allegation was made: Provided that in the application of regulation 9 (22) the Board shall have the power only to decide that the services of the officer be terminated or that his rank be reduced and, if his emoluments exceed the maximum for the reduced rank, that such emoluments be reduced to that maximum.

12. Manner of notice

- (1) Whenever it is provided by regulation 9 (1) or regulation 9 (20) that—
- (a) any notice, statement or other document is to be given or furnished to or served upon any person, or that any person is to or may receive written notification of any matter, such notice, statement, document or written notification may be sent by registered post or be delivered to him personally or left at his last known place of residence; or

- (26) Indien iemand wat ingevolge hierdie regulasie gestrook is van wangedrag aangekla is, uit die diens van die Nasionale Biblioteek bedank of ander werk aanvaar voordat die toepaslike aanklag van wangedrag kragtens hierdie regulasie afgehandel is, word sy diens geag weens wangedrag beëindig te wees met ingang van 'n datum wat die Raad bepaal, tensy, voordat sy kennisgewing van bedanking ontvang is of hy die ander werk aanvaar het, hy in kennis gestel is dat hy nie van wangedrag aangekla sal word nie of, na gelang van die geval, dat die aanklag van wangedrag teen hom teruggetrek is.
- (27) Die feit dat iemand deur 'n geregtshof skuldig of onskuldig aan die plegt van 'n misdryf bevind is, verhoed nie dat enige stappe teen so iemand ingevolge hierdie regulasies gedoen word nie.
- (28) Indien die aangeklaagde die Direkteur van 'n Nasionale Biblioteek is, word 'n verwysing in hierdie regulasie na "die Direkteur van 'n Nasionale Biblioteek" geag 'n verwysing na die voorsitter van die Raad te wees.

10. Appel na die Minister

- (1) Indien die aangeklaagde skuldig bevind word aan die wangedrag waarvan hy aangekla is, sy appel deur die Raad van die hand gewys word en sy diens deur die Raad beëindig word, kan hy binne 30 dae nadat sy appel van die hand gewys is, na die Minister teen die van-die-hand-wysing appeller deur aan die Raad 'n skriftelike kennisgewing van appel te oorhandig.
- (2) Die Raad moet na ontvangens van die skriftelike kennisgewing van appel die notule van die vergadering by die ondersoek, die ander stukke in sy besit wat op die ondersoek en appel betrekking het en die Raad se besluit omtrent die appel sonder versum aan die Minister voorlê.
- (3) Die Minister kan die besluit van die Raad bekrachtig, wysig of tersyde stel, of die ander besluit neem wat die Raad, na die oordeel van die Minister, moegeneem het.

11. Onbekwamheid

- (1) Indien bevoer word dat 'n beampte ongekwalifiseerd is vir die pligte wat aan sy betrekking verbonde is of nie in staat is om daardie pligte op bekwame wyse uit te voer nie weens oorsake wat buite sy beheer is en nie aan die uitvoering van sy pligte toe te skryf is nie, kan die Raad iemand aansiel om ondersoek na die bewering in te stel.
- (2) Die bepalings van regulasies 9 (8) tot en met (10), 9 (12), 9 (14) tot en met (20), 9 (22), 9 (24) (b) en (c) en 9 (28) is *mutatis mutandis* van toepassing ten opsigte van 'n ondersoek vermeld in subregulasie (1) en die beampte ten opsigte van wie die bewering gedoen is. Mer dien verstande dat by die toepassing van regulasie 9 (22) die Raad slegs kan besluit dat die beampte se diens beëindig word of dat sy rang verlaag word, en indien sy besoldiging meer is as die maksimum vir die verlaagde rang, word dié besoldiging tot die maksimum vermindert.

12. Wyse van kennisgewing

- (1) Waar daar ook al by regulasie 9 (1) of regulasie 9 (20) bepaal word dat—
- (a) enige kennisgewing, verklaring of ander stuk aan iemand gegee of verstrekk of bestel moet word, of dat enige aangeleentheid skriftelik aan iemand meegedeel moet of kan word, kan dié kennisgewing, verklaring, stuk of skrywe per geregistreerde pos aan hom gestuur word of aan hom persoonlik afgelewer word of gelaat word by die plek waar, sover bekend, hy laas gewoon het, of

(b) any person is to be informed of any decision or finding, he may be informed thereof verbally or by written notification sent by registered post or delivered to him personally or left at his last known place of residence.

DEPARTMENT OF NATIONAL HEALTH AND POPULATION DEVELOPMENT

31 July 1987

SOUTH AFRICAN ASSOCIATED HEALTH SERVICE PROFESSIONS BOARD

REGULATIONS IN TERMS OF THE ASSOCIATED HEALTH SERVICE PROFESSIONS ACT, 1982—AMENDMENT

The Minister of National Health and Population Development has, in terms of section 38 of the Associated Health Service Professions Act, 1982 (Act 63 of 1982), and on the recommendation of the South African Associated Health Service Professions Board, made the regulations contained in the Schedule hereto.

SCHEDULE

1. In this Schedule "the Regulations" shall mean the regulations promulgated by Government Notice R. 2610 of 3 December 1982, as amended by Government Notices R. 870 of 29 April 1983, R. 1196 of 10 June 1983, R. 1745 of 12 August 1983, R. 2322 of 26 October 1984, R. 2712 of 14 December 1984, R. 1083 of 17 May 1985 and R. 2394 of 21 November 1986.
2. Regulation 4 of the Regulations is hereby amended by the insertion in paragraph (a) of the words "and six months" after the word "years".
3. These regulations shall come into operation on 1 August 1987

DEPARTMENT OF POSTS AND TELECOMMUNICATIONS

31 July 1987

AMENDMENT OF THE TARIFF FOR TELECOMMUNICATION SERVICES

It is hereby made known under section 2B (3A) of the Post Office Act, 1958 (Act 44 of 1958), that the Postmaster General under section 2B (1) (e) of the said Act determined the monies, rates and costs to be levied or received with regard to the telecommunication services concerned as set out in the undermentioned Schedule.

SCHEDULE

- 1.0 In this Schedule the expression "the Tariff" means the Tariff for Telecommunication Services promulgated under Government Notice 1192 of 1 July 1977, as amended.
- 2.0 The Tariff is hereby further amended as follows.

2.1 Substitute the following for the particulars in respect of India Republic of, Philippines Republic of, Poland People's Republic of, Réunion French Department of and Venezuela, Republic of under item 34.1:

Service to	Basic rate		Personal call fee
	3 min	1 min	
India, Republic of	R 14,25	R 4,75	R 4,75
Philippines, Republic of the	14,25	4,75	4,75
Poland, People's Republic of	14,25	4,75	4,75
Réunion, French Department of	14,25	4,75	4,75
Venezuela, Republic of	14,25	4,75	4,75

(b) 'n persoon van 'n beslissing of bevinding verwriting moet word, kan hy mondeling daarvan verwittig word, of deur middel van 'n skrywe wat per geregistreerde pos aan hom gestuur word of aan hom persoonlik afgelewer word of gelaat word by die plek waar, sover bekend, hy laas gewoon het.

DEPARTEMENT VAN NASIONALE GESONDHEID EN BEVOLKINGS-ONTWIKKELING

31 Julie 1987

SUID-AFRIKAANSE RAAD VIR GEASSOSIEERDE GESONDHEIDSDIENSBEROEPE

REGULASIES KRAGTENS DIE WET OP GEASSOSIEERDE GESONDHEIDSDIENSBEROEPE, 1982—WYSIGING

Die Minister van Nasionale Gesondheid en Bevolkingsoontwikkeling het kragtens artikel 38 van die Wet op Geassosieerde Gesondheidsdiensberoepe, 1982 (Wet 63 van 1982), op aanbeveling van die Suid-Afrikaanse Raad vir Geassosieerde Gesondheidsdiensberoepe die regulasies vervat in die Bylae hieraan, uitgevaardig.

BYLAE

1. In hierdie Bylae beteken "die Regulasies" die regulasies afgekondig by Goewernementskennisgewing R. 2610 van 3 Desember 1982, soos gewysig by Goewernementskennisgewing R. 870 van 29 April 1983, R. 1196 van 10 Junie 1983, R. 1745 van 12 Augustus 1983, R. 2322 van 26 Oktober 1984, R. 2712 van 14 Desember 1984, R. 1083 van 17 Mei 1985 en R. 2394 van 21 November 1986.
2. Regulasie 4 van die Regulasies word hierby gewysig deur die invoeging in paragraaf (a) van die woorde "en ses maande" na die woord "jaar".
3. Hierdie regulasies tree op 1 Augustus 1987 in werking.

DEPARTEMENT VAN POS- EN TELEKOMMUNIKASIEWESE

31 Julie 1987

WYSIGING VAN DIE TARIFFYLS VIR TELEKOMMUNIKASIEDIENSTE

Hiermee word ingevolge artikel 2B (3A) van die Poswet, 1958 (Wet 44 van 1958), bekendgemaak dat die Posmeester-generaal, kragtens artikel 2B (1) (e) van genoemde Wet die geldige tariewe en koste bepaal het wat ten opsigte van die betrokke telekommunikasiedienste gelief of ontvang moet word soos in die onderstaande Bylae uiteengesit is.

BYLAE

- 1.0 In hierdie Bylae beteken die uitdrukking "die Tarieflyfs" die Tarieflyfs vir Telekommunikasiedienste afgekondig by Goewernementskennisgewing 1192 van 1 Julie 1977, soos gewysig.
- 2.0 Die Tarieflyfs word hiermee soos volg verder gewysig:

2.1 Vervang die besonderhede ten opsigte van Filippyne Republiek van die, Indië Republiek, Pole Volksrepubliek, Réunion Franse Departement van en Venezuela, Republiek onder item 34.1 deur die volgende:

Diens na	Gronddarf		Persoonlike-oproepgeld
	3 min	1 min	
Filippyne, Republiek van die	R 14,25	R 4,75	R 4,75
Indië, Republiek	14,25	4,75	4,75
Pole, Volksrepubliek	14,25	4,75	4,75
Réunion, Franse Departement van	14,25	4,75	4,75
Venezuela, Republiek	14,25	4,75	4,75



REPUBLIC  
OF  
SOUTH AFRICA



REPUBLIEK  
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Vol. 265

PRETORIA, 31 JULY 1987  
JULIE 1987

No. 10847

## PROCLAMATION

by the

State President of the Republic of South Africa

No. 115, 1987

NATIONAL LIBRARIES ACT, 1985  
(ACT 56 OF 1985) 31/7/87

By virtue of the powers vested in me by section 21 of the National Libraries Act, 1985 (Act 56 of 1985), I fix 1 August 1987 as the date on which the said Act shall come into operation.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Twenty-fourth day of June, One thousand Nine hundred and Eighty-seven.

P. W. BOTHA,  
State President.

By Order of the State President-in-Cabinet:

F. W. DE KLERK,  
Minister of the Cabinet. 50  
c/k

## PROKLAMASIE

van die

Staatspresident van die Republiek van Suid-Afrika

No. 115, 1987

WET OP NASIONALE BIBLIOTEKE, 1985  
(WET 56 VAN 1985)

Kragtens die bevoegdheid my verleen by artikel 21 van die Wet op Nasionale Biblioteke, 1985 (Wet 56 van 1985), bepaal ek 1 Augustus 1987 as die datum waarop genoemde Wet in werking tree.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Vier-en-twintigste dag van Junie Eenduisend Negehonderd Sewe-en-tagtig.

P. W. BOTHA,  
Staatspresident.

Op las van die Staatspresident-in-Kabinet:

F. W. DE KLERK,  
Minister van die Kabinet.

## GOVERNMENT NOTICES

### DEPARTMENT OF DEVELOPMENT PLANNING

No. 1629

31 July 1987

DESIGNATION AND SETTING ASIDE OF LAND AS A DEVELOPMENT AREA IN THE DISTRICT OF NGOTSHE

I, Petrus Johannes Badenhorst, acting on behalf and by direction of the Minister of Constitutional Development and Planning, do hereby in terms of section 33 (3) of the Black Communities Development Act, 1984 (Act 4 of 1984), as amended, make known that the land defined in the Schedule hereto has been designated as a development area in terms of section 33 (1) of the said Act.

P. J. BADENHORST,  
Deputy Minister of Development Planning.

(File A6/5/2/L35)

## GOEWERMENSKENNISGEWINGS

### DEPARTEMENT VAN ONTWIKKELINGS- BEPLANNING

No. 1629

31 Julie 1987

AANWYSING EN AFSONDERING VAN GROND AS 'N ONTWIKKELINGSGEBIED IN DIE DISTRIK NGOTSHE

Ek, Petrus Johannes Badenhorst, handelende namens en in opdrag van die Minister van Staatkundige Ontwikkeling en Beplanning, maak hierby ingevolge artikel 33 (3) van die Wet op die Ontwikkeling van Swart Gemeenskappe, 1984 (Wet 4 van 1984), soos gewysig, bekend dat die grond in die Bylae hiervan omskryf ingevolge artikel 33 (1) van genoemde Wet as 'n ontwikkelingsgebied aangewys is.

P. J. BADENHORST,  
Adjunk-minister van Ontwikkelingsbeplanning.

(Lêer A6/5/2/L35)

# Farm school collapses so children

Post Reporter

MORE than 120 children are taking their lessons out of doors because their farm school has collapsed.

The Department of Education and Training will not advance cash for the building of another. It will only refund half the cost after private individuals or a charity have built a school at their own expense.

## learn out of doors

And then only if the school conforms to the department's requirements.

Meanwhile children at the Kholisile farm school in Draaifontein near Greenbushes sit beside the ruins of their wood-and-iron building, which just rotted away and finally collapsed in a strong wind.

The blackboards rest on the ground because the wind blows them flat if they are raised on easels.

"It's terrible," said Mrs Virginia Heliso, the principal, yesterday. "The wind blows and on rainy days we have to hold classes in the church."

The Old Apostolic Church stands nearby, but

the pews are fixed to the floor, which makes it difficult to organise classes.

"There's a lot of our school equipment that we can't use out of doors lying in the ruins — tables and cupboards and wardrobes."

Mrs E E Beckley, on whose land the school stands, said: "We have approached people for help, but as you know the economic situation in the district is not good. We have had four years of drought in succession and at the moment we can't do a thing."

Mr Donald Jackson, a farmer, said: "Nothing is going to be done unless a

we Post 31/7/87  
private individual or a charity organisation is prepared to provide the money."

A spokesman for the Department of Education and Training in Port Elizabeth said yesterday: "It's a bit of a problem — may I suggest Rotary? They have built a marvelous school at Coega."

He said the department would subsidise half the expense of the school to the extent of R6 000 maximum a classroom, but the money would only be advanced once the school was built and found to comply with requirements.

It must be a brick or block school with gutters and downpipes and the farmer must be prepared to sell the land



THEY live in the same country, but as this week's discussion of the budget votes in Parliament once more showed, black and white pupils grow up in two vastly different worlds. Michael Ashley of UCT's School of Education recently visited two Cape Town schools, one white, the other black, and reflects on the experience.

by MICHAEL ASHLEY, of the University of Cape Town.

**R**ECENT visits to two important Cape Town high schools presented an opportunity to experience two South African educational realities, the contrast of which exemplifies the difficulty of our situation. For that reason their names do not matter.

The first is an old and famous institution with a long list of legendary South Africans as old boys. It is magnificently situated in the green and leafy southern suburbs. Its buildings and playing fields are living memorials to the English educational ideals which inspired its founders. Under a stunning mountain backdrop, its stone buildings set among venerable trees, manicured lawns and playing fields are the epitome both of a proud tradition and of the expectation of a secure future.

Consistent with its outward appearance, the human heart of the school, boys and masters, is equally impressive. Highly-qualified and motivated teachers work with well-turned out and mannered pupils in an environment where all

reasonable needs are provided, where all facilities are excellent.

Apart from the inevitable institutional under-life, never accessible to the casual visitor, and from the larger uncertainties about South Africa's future and possible emigration, the school lives in a secure reality. The belief is strong that a good education and hard work leads to a good job. The headmaster and his teaching staff are in authority and clear guidelines are laid down. The school year is predictable — terms and sporting seasons come and go, creating a framework of order and purpose.

The other school, catering for black pupils, is a different world. All black schools suffer from shortages and this one is no exception. There has been a shortage of classrooms for standard 6 pupils since the start of the year (just reminded); there is a shortage of desks, of paper, of textbooks. Classes are generally very large and teachers work under very difficult conditions.

But the most disturbing feature is that the ordered and predictable reality which is so important for worthwhile education has been severely undermined by the turmoil of the past few years.

*W/E Marcus  
1/19/82  
56*

# EDUCATION

## TWO different worlds in South Africa

The most obvious and disturbing difference is the apparent indifference to adult authority on the part of so many pupils. They arrive at school and leave as and when they please, and move in and out of classrooms in much the same manner. Teachers have to exercise their authority very delicately.

Furthermore, pupil faith in the link between education and career prospects is not strong. Vocational guidance in particular is difficult to teach for that reason. Faith and trust in teachers has suffered too, both because of the generally low level of academic and professional qualifications and because of their perceived marginality in the political struggle.

It is that struggle that has given rise to the situation. There is a deep suspicion, sometimes a total rejection, among many people in the urban townships of the existing political, economic and social order, particularly of what are referred to as its capitalist and apartheid features.

It is thus political conflict that provides the pervasive background to the school. The reality of township tension is attested to by the police

station with its parked Casspirs and sandbagged sentry box no more than a block from the school. Troops patrol, ready to intervene.

The political issues which are of constant concern to the pupils and staff are serious. The most recent concerned a bitter dispute about participation in a sports meeting organised by the Department of Education and Training. The dispute was so serious that it resulted in physical violence, damage to property and severe disruption. Parents have become involved in long negotiations over whether the school is to be closed.

These two schools are microcosms of greater South Africa. Depending on your choice of words they reflect the differences between First and Third World communities or between white and black. For the sake of the country and the city, pupils and staff need to make contact, become aware of each other, have some experience of each other's worlds and concerns before they have to meet in the presence of armoured vehicles, weapons and uniforms. That much is certain. How to achieve it in a meaningful way is another matter.

THE government had made mistakes in the past in black education and one of these had been the failure to listen to the cries of those with genuine intentions, the Deputy Minister of Education, Sam de Beer, said this week.

"Our message now is that we will listen," he said in a debate on the education and development aid budget vote.

According to De Beer, the welcome turnabout in the unrest and boycott situation at black schools was largely due to the healthy communications being built up between pupils and parents, and particularly between the Department of Education and Training and parents, pupils and community leaders.

"This process of communication and negotiation, and the huge reservoir of positive attitudes among the black communities is being further strengthened by the DET's bona fides, and its sincere efforts to create the best possible education opportunities for each individual," he said.

He added that much was often made of the problems in black education, and that this was frequently used as a stick with which to beat the government, while the positive attitudes of the vast majority of the black communities and the

# We will now listen to the grievances, says De Beer

remarkable progress being made was ignored.

This progress included a wider social responsibility which was often negated or even abused in an attempt to derail efforts to bring people closer together.

Education for blacks had become a highly emotive topic over the years, with the department being frequently attacked, said De Beer.

"Sloganeering has become a common tactic to nullify anything that is positive and to cloud people's vision, simply because an objective appraisal of the progress in education and the goodwill that stems from such an appraisal obviously does not suit certain groups.

"This approach, coupled with the crudest forms of intimidation, had been used to prevent or jeopardise greater understanding between groups of people who understood and appreciated the true value of

education and concomitant communication," said De Beer.

The government accepted politics was not completely separate from education and that political reform was directly related to stable progress in education reform, he said.

"It would be wrong, however, to allow education to fall prey to political expediency, whatever part of the political spectrum such attempts might originate."

Education could and, in fact, had to play a role in the process of change and reform but it was of the utmost importance that it should be regarded as a neutral vehicle for achieving the country's ideals and never as a political lever or an end in itself.

"It is a sad fact that the road behind us is strewn with the victims of those individuals and organisations who have elected to use education as a political weapon," he said. - Sapa.



WOMAN

# How should we educate children?

**S**OME parents have not found sending their children to private school a very easy way of "opting out of the struggle" as they realise that the massive task of adjusting them to their new worlds is almost as taxing and frustrating as the edu-

cational crisis in the township.

Mrs. Ethel Vilakazi, a Soweto teacher, says there has been no peace in her home since she decided three years ago to take her 14-year-old daughter, Phumi, to a multi-racial school.

"Things have really been rough between me and my husband. It seems we cannot agree on the way we want our daughter to be reared and it is unfortunate because she is the one who suffers. We spend most of the time arguing about the 'right' way of doing things while she struggles to adjust herself to the conflicting worlds that we have thrust her into," she says.

"I do not think it is important for us modern parents to adhere too strongly to the way our parents used to do things. I do not mean we should abandon our cultures. But because we have committed ourselves to the Western way of doing

## WOMAN'S FORUM

**MOST** parents have found they have to take their children to private schools not because they had a lot of money but because there has not been much hope of them getting any education in the township.

But do they have to abandon their black culture and adopt the "white" methods of bringing up children, to help their children feel comfortable with their white peers?

Or should they rather stick to the "black" way of rearing children, so that the child should not forget his or her roots?

Write to the Woman's Forum, PO Box 6663, Johannesburg 2000, and tell us what you think about this. Remember, we give a prize of R25 for the best letter. Closing date is August 26, 1987.

things I also believe we should be flexible. And that is the main thing that sparks the trouble between me and my husband.

"He still believes in harsh discipline, in a rigid way of bringing up children and he thinks I am too lenient and permissive. But that is the way things are done

nowadays."

Mrs Dorah Sithole of Pinville has both her children, Siso (8) and Sibusiso (5), in a private school. Both have not had problems adjusting to their school and home environment she says.

"It is because I did not make a fuss about them being in a private school. I have never made them

feel any special than other children in our area and I am not protective. They know that there is nothing special about being in a multi-racial school. And that we took them there because we wanted a better education for them."

Mrs. Sithole says that there is no way that society can stick to old ways of doing things. Every generation finds itself discarding and adopting certain cultures as things change hence every generation finds it lives differently from the generation that went before it.

"Children in private schools are exposed to many different cultures and I believe they are all proud of their cultural backgrounds. There will be a new culture coming up from the merger of all these cultures and we cannot do anything about it. We will certainly find ourselves automatically abandoning some of our cultures."

She says that the way a child is brought up depends on the parent. If the parent is firm on the child, whether he be in a multi-racial school, or not, he will be well-disciplined.

Her children are well-adjusted because she has adhered to some ways that she herself was brought up and she has never let her children forget that they were black and born of black parents.

Mrs Bertha Mthanjane's three children, Isaac (17), Lucas (14) and Tsakane (8) are all in a private school. They are all well-adjusted. She says, except that Tsakane likes to wear a wig which she lets her and the two boys are "assertive" and will not take anything from me when they have decided they want to do something.

"They sometimes prefer their own ways of doing things and I find it almost impossible to force them to do things my way."



(a) A computer system providing for the monthly payment of social pensions to Blacks and making provision for the transfer of pension benefits of social pensioners to their savings accounts at banks and building societies, has been developed and is in the process of implementation.

(b) As soon as the various Provincial Administrations to whom the function of payment of social pensions of Blacks has been transferred, have arranged their payment structures. The necessary steps have been taken to implement the phasing in of monthly payments. The target date was 1 April 1987 for phasing in over three financial years, viz 1987-88, 1988-89, 1989-90.

- (3) (a) 635 250—June 1985 (estimated);
- (b) 289 119 (old age pension)—July 1987.

Mr K M ANDREW: Mr Speaker, arising from the hon Deputy Minister's reply, may I ask him whether the phasing in is going to take place on a regional basis or, if not, on what basis it is going to be undertaken?

†The DEPUTY MINISTER: Mr Speaker, it will take place in co-operation with the different provincial administrations. It is very difficult for me to say whether it will take place regionally, but my deduction is that it will be done by the provincial administrations in all four provinces, that is, country-wide.

Mr K M ANDREW: Mr Speaker, further arising from the hon Deputy Minister's reply, may I ask him the following: Given the very big difference between the number of Black people of pensionable age and the number of those receiving pensions, what steps, if any, is his department taking to make those who are not receiving a pension aware of their rights in that regard?

†The DEPUTY MINISTER: Mr Speaker, we do not have a campaign aimed at this, just as there is no such thing for the other population groups. It is left to each individual to determine for himself what his priv-

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(b) 31 December 1986.

(c) Due to the decline in the number of pupils, at the schools concerned.  
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Closure of schools

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(a) Yes.  
(i) Elgin Road Primary School.

(ii) An enrolment of between 4 and 6 pupils is expected in 1988. This does not justify the continued existence of this school after 31 December 1987.

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Garmin Court, Conversion of

\*3. Dr W J SNYMAN asked the Minister of Local Government, Housing and Works:†

(1) Whether his Department has received an application for the conversion

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(2) whether this application has been granted; if not, why not; if so, (a) why, (b) when, (c) by whom and (d) on what conditions;

(3) whether these conditions have been complied with; if not, why not;

(4) whether the building has been converted into flats; if not, why not; if so, on what date was the building work completed?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

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What percentage of the total increase in expenditure on education for all race groups in the Republic in the 1987-88 financial year is to be spent on (a) White and (b) Black education?

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In the 1987-88 financial year, the increase in total expenditure on education for all race groups in the Republic, is to be spent as follows:

- (a) 17,86% of the increase is to be spent in respect of White education; and
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Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, is that figure 17,8% of the total increase in respect of education generally, or is that the percentage increase in expenditure for White education alone?

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# Rhenish row: PFP MP raises more questions

Cape Times 4/8/87 (50)

By BARRY STREEK  
Political Staff

THE Minister of Constitutional Development and Planning, Mr Chris Heunis, had by "clear inference" been in favour of the admission of two black Malawian girls to a white school in his constituency, Mr Ken Andrew, chairman of the PFP's federal executive, said yesterday.

Mr Andrew wanted to know "why on earth" the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, had refused permission for the two Malawian children to attend the Rhenish Primary School in Stellenbosch.

As a result of Mr Clase's decision, the two children had been

forced to attend an Afrikaans-speaking "coloured" school, even though they could not speak Afrikaans.

Mr Andrew, whose speech on the Rhenish controversy in the Education and Culture Budget vote was interrupted and will be continued today, said Mr Heunis's role in the issue was "very interesting".

The school committee and the former MP for Wynberg, Mr Philip Myburgh, who had close connections with the school, had made representations for the two Malawian girls to be admitted, Mr Andrew said.

Mr Heunis also made representations, but Mr Clase had refused to disclose what these representations were when he (Mr Andrew) tabled a question to Mr Clase about the matter.

"Clearly the Minister of Constitutional Development and Planning is more than a mere MP," he said.

Mr Heunis had known that the school committee and Mr Myburgh wanted the two Malawian girls admitted to the school.

"The clear inference is that the Minister of Constitutional Development and Planning was in favour," Mr Andrew said.

Mr Clase had explained that the children of black diplomats and consular staff could attend white schools and, apart from those children, it was the government's policy that only white children should go to white schools.

But, given the language of the children, why could the department not have acceded to the request of the school committee? Mr Andrew asked.



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## 'Stop bursaries for radicals'

Own Correspondent

JOHANNESBURG. — The Johannesburg City Council wanted to stop bursaries that subsidized radicals, stone-throwers and disrupters who stopped people addressing them, management committee chairman Mr Francois Oberholzer said yesterday.

He was reacting to remarks by PFP leader Mr Sam Moss, who accused the management committee at a council meeting of "Wits-bashing" for wanting to withdraw bursaries from some students.

Mr Oberholzer said a list of those receiving the council's bursaries, which totalled R50 000 a year, had been obtained.

Mr Moss said the plan to withhold funds would be interfering with an independent body.



# Hospital schools face closure: 2 000 children will be affected

By HEYAAM HENDRICKS  
Staff Reporter

CAPE Peninsula hospital schools, which provide education for more than 2 000 sick children each year, will be closed unless funds are found to privatise them.

Mr Norman Wolf, chairman of the Hospital Schools Association, said the Department of National Education's decision to phase out hospital schools came as a shock to him and hospital authorities.

## Teachers hit

Mr Wolff has appealed to private firms, including oil companies, to assist with funds.

Mr Wolff said Syfrets had agreed to help set up a trust fund, but there was not yet enough money to save the schools.

Earlier this year, principals of schools at Tygerberg, Red

Cross, Lady Michaeis, Princess Alice and Grootte Schuur hospitals were told the schools would be closed next year. Nearly 30 teachers will be put out of work.

Mr Wolff said half the teachers would be retrenched by the end of this year and the rest next year.

He said hospital teaching was highly specialised. Some of the teachers were fluent in Xhosa as many pupils were from Transkei.

Mr Wolff said that in the Cape Town area more than 2 000 children benefited from hospital education yearly.

Some were in hospital for long periods — up to one or two years — and it was difficult for them to catch up on lessons once they left.

## Chances are slim

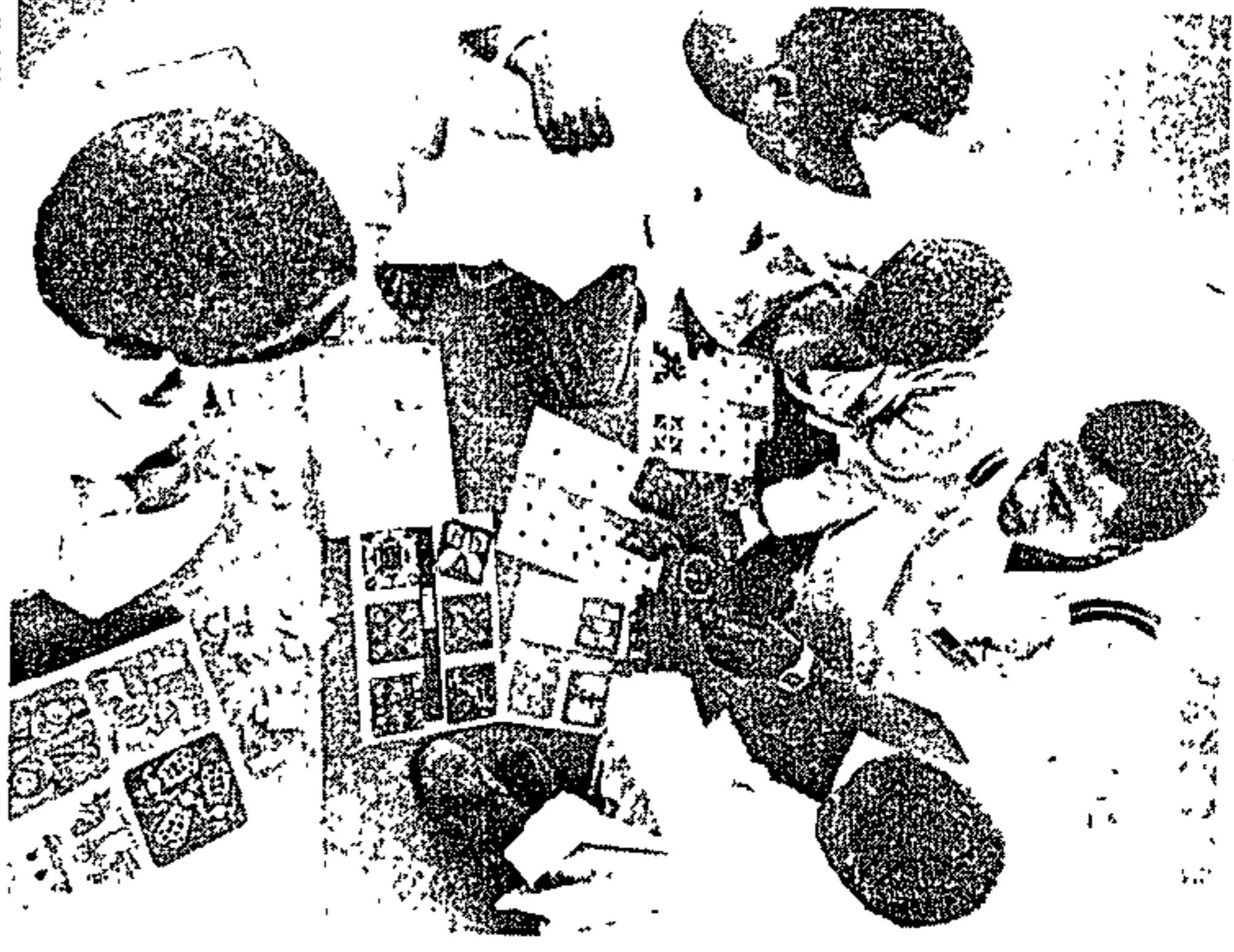
Mr Wolff said children with crippling diseases and fatal illnesses were also given the chance to learn. Many were in hospital with cancer or heart disease and chances of recovery were slim.

"We do not give up on them. We carry on because we believe there is always hope," said Mr Wolff.

A combined committee of the SA Teachers Association and the Onderwysersunie unsuccessfully appealed to the Minister of National Education to reverse the decision. Hospital authorities also made representations.

Former Progressive Federal Party spokesman on education Mr Jan van Eck appealed to the Department of Education and Culture.

However, he was told that because the Cape Department of Education received subsidies for white pupils only and, as most pupils in the hospital schools were not white, the department could not afford to fund them.



DAILY LESSON: Male nurse Mr. L.M. Letuma with Grootte Schuur Hospital School pupils.

# teacher offers her skills to promote mill

Tygerberg Bureau

A DURBANVILLE history teacher has offered her skills, knowledge and time to promote Onze Molen — the town's restored 17th century wheat-grinding windmill which experts believe is a sister building to Mostert's Mill in Rondebosch.

Durbanville Town Council did not show much initial enthusiasm for the proposal by Mrs S Koch, who lives next door to the restored mill, fearing the concept would "utilise the mill for private gain".

The council this week referred Mrs Koch's idea to its cultural committee for further consideration, but also decided

The goods would be carefully chosen to enhance the mill's character, she wrote.

"I would introduce the mill to visitors and tell them about the history of Pampenskraal" (the land on which the mill was built in the early 1800s).

"I would like to emphasise that this (the shop) should not commercialise the mill, but would reflect the character and atmosphere of the bygone age that it represents," she said.

● The mill is "centre piece" of Onze Molen, a pretty suburb of white-washed cottages in Visserstok Road. It is believed to have been built between 1801



LESSONS WITH LOVE: Mrs Elizabeth Nell teaches children at their beds if they are unable to move.

# Campus clampdown: Students warn of 'systematic campaign'

Education Reporter

TWO national student movements allege a "systematic campaign" has been mounted to sway public opinion against liberal universities to create a climate for an intensified Government clampdown.

The National Union of South African Students (Nusas) and the South African National Students Congress (Sansco) were

reacting to Government draft plans which, they said, would result in the effective silencing of the two organisations.

In a statement released at a Press conference at the University of Cape Town yesterday, Sansco said attempts were being made to portray liberal universities as "controlled and manipulated by a small radical group whose only intention is to destroy the university".

Government plans provide

Picture: VANNES THIAI, The Argus



The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) 664: specified date 8 June 1987.

(2) (a) Post level Number of persons employed

1	1
2	1
3	4
4	8
5	22
6	11
7	33
8	13

(b) (i) 88.  
(ii) 5.

(c) Whites: 93;  
Coloureds: Nil;  
Indians: Nil;  
Blacks: Nil.

(3) (a) Post level Salary scale with effect from 1 July 1987

1	R119 136
2	R75 993
3	R70 017
4	R62 199
5	R54 954
6	R48 879 - 50 709
7	R43 389 x 1 830 - 47 049
8	R33 624 - 34 803 x 1 431 - 39 096,40 527 x 1 431 - 43 389 x 1 830 - 47 049.

(b) (i) Annual service bonus that amounts to 93% of one month's salary.

(ii) Housing subsidy on interest and capital redemption up to a maximum of a housing loan of R50 000,00, subject to the compliance with certain conditions.

(iii) Car financing scheme for officers occupying posts in the management echelon (ie those officers who are in receipt of an annual salary of R54 954 fixed and higher). The amount payable varies for each level as it is based on an officer's grading.

Reply substituting reply to Question 241 on 28 and 31 July 1987, put by Dr M S Barnard (Col 431 and Col 448):

241. Dr M S BARNARD asked the Minister of National Health and Population Development:

How many carriers of the acquired immune deficiency syndrome virus had been identified in respect of each race group in South Africa as at the latest specified date for which information is available?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Whites	1 140
Coloureds	31
Indians	3
Blacks	*1 093
Unknown	57
Total	2 324

\*Of which 946 were miners.

FRIDAY, 28 AUGUST 1987

†Indicates translated version.

For written reply: General Affairs:

Group Areas Act

342. Mr J J S PRINSLOO asked the Minister of Justice:†

(1) Whether any criminal cases have been heard in terms of the Group Areas Act, No 36 of 1966, since 1 January 1987; if so, how many such cases have been heard in (a) district and (b) regional courts in each province;

(2) whether any eviction orders have been made by courts since that date against persons who occupied premises in contravention of the provisions of the said Act; if so, how many such orders have been made in (a) district

The MINISTER OF JUSTICE:

and (b) regional courts in each province;

(3) in respect of what date is this information furnished;

(4) whether he will make a statement on the matter?

(1) Yes.  
(a) 1 (Transvaal)  
(b) 0.

(2) No.

(3) 1 January 1987 to 31 July 1987.

(4) A statement is not necessary.

Own Affairs:

Teachers-handicapped pupils

64. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether his Department intends making it compulsory for persons teaching at training centres for mentally handicapped children to have a special qualification for teaching such pupils; if so, (a) what diploma will be required and (b) what will be the duration of this diploma course;

(2) whether this course will be available on a part-time basis; if so, at which institutions?

The MINISTER OF EDUCATION AND CULTURE:

(1) No, although the ideal is for every post incumbent to have such a qualification a specialised course is at present a recommendation.

(a) and (b) Fall away.

(2) Falls away. However, a two-year diploma course in Special Education for the Severely Mentally Handicapped, is available on a part-time basis. It is offered by the University of South Africa.

Schools of industry/reform schools/technical colleges

65. Mr M J ELLIS asked the Minister of Education and Culture:

Whether his Department intends altering the functions of the governing bodies of (a) schools of industry, (b) reform schools, (c) schools for special education, (d) training centres for mentally retarded children and (e) technical colleges; if so, (i) what changes are to be introduced in each case and (ii) when will these changes become effective?

The MINISTER OF EDUCATION AND CULTURE:

(a), (b), (c), (d) and (e) No, not for the present. The proposed Act on Education Affairs may have the result that anomalies which may exist are eliminated.

(i) and (ii) Fall away.

Mentally handicapped children: training centres

66. Mr M J ELLIS asked the Minister of Education and Culture:

Whether his Department intends changing the formulae for nominating persons to the governing bodies of (a) training centres for mentally handicapped children and (b) special schools; if so, (i) what are the present formulae, (ii) what changes will be made to each formula and (iii) why are these changes being made?

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) No, not for the present. The proposed Act on Education Affairs may have the result that anomalies which may exist are eliminated.

(i), (ii) and (iii) Fall away.

Cultural affairs: regional councils

67. Mr R M BURROWS asked the Minister of Education and Culture:

What are the names of the persons serving on each of the regional councils for cultural affairs falling under the control of his Department?

The MINISTER OF EDUCATION AND CULTURE:

The following persons have been appointed to the different regional councils for cultural affairs for a three year period from 1 August 1987:

Handwritten notes: 28/8/87, 78/8/87

Handwritten notes: 28/8/87, 50



*Northern Transvaal*

Mr H G Malan (Chairman)  
 Dr A J Werth  
 Mr N J Stofberg  
 Mr G L Geertsema  
 Mr J Botes  
 Mrs E O Wessels

*Southern Transvaal*

Mr V P B Horne (Chairman)  
 Prof P J van der Merwe  
 Mr N J J van Rensburg  
 Mr C Swanepoel  
 Mrs C van Zyl

*Western Transvaal*

Dr F R P de Bruyn (Chairman)  
 Mrs M C Richards  
 Mr A A van de Venter  
 Mr H P Bütow  
 Dr I L Janse van Vuuren  
 Mr D P Oelofse

*Western Cape*

Dr P S Meyer (Chairman)  
 Rev P W Bingle  
 Mr E Smit  
 Mr A H Gouws  
 Col H Burnett  
 Mr T Barlow

*Eastern Cape*

Prof H L Crause (Chairman)  
 Dr J F K Marais  
 Mr J H Hurter  
 Mr J P van Zijl  
 Mr J J Breitenbach  
 Mr J G Loopuyt

*Northern Cape*

Mr L J Swanepoel (Chairman)  
 Mr P J Venter  
 Mr H van Tiddens  
 Mr K Scholtz  
 Rev G F J van Rensburg  
 Mr T J Webster

*Orange Free State*

Mr C van der Burgh (Chairman)  
 Mrs F Zerwick  
 Mr G P Visser  
 Mrs J E Weich  
 Mr J D Bouwer

*Natal*

Mr G A Chadwick (Chairman)  
 Rev G H J Kruger  
 Mr A H Prinsloo  
 Mrs K Kriek  
 Mr B J Pienaar

HoA

Mr D van der Merwe  
 Mrs E Liebenberg  
 Dr K R Paine  
 Mrs M Meiring  
 Dr C E G Labuschagne

Mr G G du Toit  
 Mr J H Fourie  
 Prof W A Mony  
 Mrs E Till  
 Prof G J Erasmus

Mrs Y M Kotzé  
 Mrs W H S Bogenhofer  
 Mr J R Botha  
 Mr C J Venter  
 Mr D J Spies  
 Mr R C Botha

Mrs R Salmon  
 Mrs E Chait  
 Mr H S Meyer  
 Mr J G Voigt  
 Dr F M Gaum  
 Prof A E Knye

Mr C J Stadler  
 Mr B D Mann  
 Miss M H van Deventer  
 Prof J A Gledhill  
 Mr R A Jute  
 Mrs M M Vosloo

Mr P J Hugo  
 Mrs J van de Wall  
 Rev J D Venter  
 Mrs R Rademeyer  
 Mrs C Kleynhans

Rev J P L van der Walt  
 Mrs A Truter  
 Mr C J Zaaiman  
 Mr G A van Niekerk

Mrs M M J Gildenhuis  
 Mr C R le Roux  
 Mrs M E Bosman  
 Mr C H Wilkins  
 Mr L E Kotzé

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# Teachers must stop sitting on the fence — educationist

By Zenaide Vendeiro,  
Education Reporter

Reform in education could not take place without reform in society, leading educationist Dr Ken Hartshorne said last week.

Addressing the Transvaal Teachers' Association (TTA) congress in Johannesburg, Dr Hartshorne said education did not exist in a vacuum.

"We have to avoid the trap of seeking a purely educational solution to a problem that has social, economic and political dimensions."

Teachers could not sit on the fence, he said. They had to make a choice about the future — whether to work, overtly or covertly, for the continuation of apartheid or whether to commit themselves to work for an anti-racist and democratic system in South Africa.

Dr Hartshorne, who helped compile the De Lange Commission report on education, said the perception of whites that the crisis in black education was over because children had returned to school was incorrect. None of the fundamental problems had been addressed.

Blacks were still concerned about the quality of their education, having a say in that system and putting an end to structures in which white domination had been maintained.

Dr Hartshorne criticised teachers for their "deafening silence" when colleagues were detained and their apparent lack of understanding of the difficult conditions facing black and coloured teachers.

In other criticisms of white teachers and the TTA, Dr Hartshorne referred to:

- A TTA statement urging teachers to be loyal to their employers and another which said they should put the needs of children above those of the State. He said the principles were contradictory. Teachers owed their loyalty and responsibilities to the children, parents and the communities in which they lived and not to the departments of education.
- Teachers' silence about the waste of resources in South Africa. He said there were thousands of places in white teachers' training colleges and schools while black education was "bursting at the seams and undergoing stresses and strains".
- Their silence on attacks against English-speaking universities.
- Their concern with service conditions before issues such as the nature of curricula.
- The slow progress in uniting teachers' associations into one body across barriers of race and colour.
- The TTA's continued membership of the whites-only Teachers' Federal Council while professing to favour organising the teaching profession into a unified South African professional council.

"I become very sad when I see teachers being ruled by prejudice, even worse by cynicism and, in these days, by what I describe as tired despair," said Dr Hartshorne.



tween the applicant and an occupant. The Department is now being held responsible for alleged damages sustained by the applicant.

The matter has been referred to the State Attorney and is therefore *sub judice*.

(4) Falls away.

State-controlled schools: non-White pupils

\*4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether, with reference to his reply to Question No 3 on 23 June 1987, any non-White pupils who are not children of diplomats or members of consular missions, are admitted to State-controlled schools falling under his Department; if not, in terms of what statutory provisions are they not so admitted;
- (2) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, not according to available records. They are not so admitted in terms of

section 14 read in conjunction with item 2 of Addendum 1 of the Constitution of the Republic of South Africa, 1983 (Act No 110 of 1983), and

section 1 of the National Education Policy Act, 1967 (Act No 39 of 1967), as amended;

(2) No.

†Mr P H P GASTROW: Mr Speaker, arising from the hon the Minister's reply, could he perhaps give us an indication on what basic principle foreigners, whether in this instance they are diplomats or not, have the right to be educated in those schools, while South African citizens of the same race and ethnicity are not allowed into the schools? On what basic principle does this take place? [Interjections.]

†The MINISTER: Mr Speaker, I refer the

hon member to my Hansard because I dealt with that question yesterday. If he is not satisfied with that, he may place a question in that regard on the Question Paper again.

Teachers: jobs lost

\*5. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any teachers in the Parow School Board area have lost their jobs as a result of the abolition of posts, redundancies, retrenchments or other reductions in staff complements; if so, (a) how many, (b) when, (c) why and (d) what was the change in pupil numbers during the same period?

THE MINISTER OF EDUCATION AND CULTURE:

Yes.

- (a) 21.
- (b) 31 December 1986.

(c) Due to the decline in the number of pupils, at the schools concerned,

(d) A net total increase of 124 based on the average enrolment for the first terms of 1985 and 1986; as the increase was limited to certain schools whereas a notable decrease in pupil numbers occurred at other schools, a decrease in the number of personnel was effected.

Teachers whose posts were abolished were informed timeously to enable them to apply for teaching posts elsewhere. Some of them were appointed in other teaching posts.

For written reply:

Own Affairs:

Amounts spent on housing

5. Mr P G SOAL asked the Minister of Local Government, Housing and Works:

What amounts were spent by his Department in the 1986-87 financial year on the construction of housing for Whites in (a)

Howard 4887

Cape Town, (b) Durban, (c) Pietermaritzburg, (d) Pretoria, (e) Port Elizabeth, (f) Kimberley, (g) East London, (h) Bloemfontein and (i) Johannesburg?

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

- (a) 15 410 738.
- (b) 3 666 047
- (c) 906 628.
- (d) 17 012 174.
- (e) 3 083 709.
- (f) 519 042.
- (g) 4 489 612.
- (h) 449 122.
- (i) 17 364 310.

Venterspos

46 Mr P J PAULUS asked the Minister of Local Government, Housing and Works:†

- (1) What total amount was spent by die State on effecting improvements in the White town of Venterspos in the latest specified period of five years for which information is available;
- (2) whether a long-term plan for improving and extending this town has been drawn up; if so, (a) when, (b) by whom and (c) what are the particulars thereof?

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(1) No funds were spent.

(2) No. A Committee of the Development and Housing Board under the chairmanship of Mr Boet van Straten has investigated the problems surrounding Venterspos incisively. The investigation is completed and the Committee's report has been submitted to the Development and Housing Board for consideration and recommendations. The moment that recommendations are made to me I will consider it further.

Howard 487

†Indicates translated version

For written reply:

General Affairs:

Bosfontein: telephones

230. Mr S S VAN DER MERWE asked the Minister of Communications:

- (1) Whether any applications for telephones in Bosfontein (Registration No 200 JQ), formerly known as Machakaneng and situated on the border between the Republic and Bophuthatswana, were outstanding as at the latest specified date for which information is available; if so, (a) how many and (b) when were the applications received;
- (2) Whether there has been any delay in installing these telephones; if so, what (a) is the nature of and (b) are the reasons for this delay.
- (3) (a) To what authority do persons living in Bosfontein apply for telephones and (b) where is this authority situated?

THE MINISTER OF COMMUNICATIONS

(1) Yes.

- (a) 58, as at 22 June 1987.
- (b) 1 during 1983, 7 during 1984, 13 during 1985, 26 during 1986, and 11 during 1987.

(2) Yes. (a) and (b) As no vacancies exist on the party lines serving the area construction work of a considerable magnitude is necessary in order to provide connections for the applicants. Owing to limited capital funds and other priorities it has not yet been possible to make provision for the work involved in a construction programme.

- (3) (a) The Postmaster, Brits or the Department's Northern Transvaal Regional Office.
- (b) Brits and Pretoria, respectively.

Howard, 5/8/87



# Clase challenged on 'own' education

## In brief ...



A NEW list of detainees held under the emergency regulations would be tabled in Parliament soon, the Minister of Law and Order, Mr Adriaan Vlok, told the Assembly. — Sapa.

A TOTAL of 195 serious complaints about the actions of municipal policemen are being investigated, Minister of Constitutional Development Mr Chris Heunis told the Assembly. — Political Staff.

SCHOOL principals would be directly involved in a study of all aspects of school sport, the Minister of Education and Culture, Mr Carter Ebrahim, told the House of Representatives. — Sapa.

## Girls denied school because of 'policy'

THE decision not to admit two Malawian schoolgirls to the Rhenish Primary School had been taken in terms of a policy that had existed for years, the Minister of Education and Culture, Mr Piet Clase, told the Assembly.

He said no special policy had been applied. "The matter was dealt with on the grounds of a policy which has existed for years. Everyone knows what that policy is."

Everything had been done to help the children and they had been referred to a private school but the parents had decided to send them to an Afrikaans-medium school in Stellenbosch.

It was true that the children knew no Afrikaans, but they were happy, as far as he knew.

Earlier Mr Ken Andrew (PFP Gardens) said the final decision not to admit the pupils must have been taken by the State President because there appeared to be a dispute over the matter between Mr Clase and the Minister of Constitutional Development and Planning, Mr Chris Heunis, in whose constituency the school was situated.

Mr Clase said Mr Andrew's argument was based on a series of assumptions that he was not prepared to play along with. — Sapa.

## Integrated education?

IT was clear the Government was paving the way for racially integrated education for whites, Mr Schaik Pienaar (CP Potgietersrus) said in the Assembly in the own affairs committee stage debate on education and culture.

Referring to extracts from ministers' statements and speeches in recent months, he said the way was being prepared for "a farewell to exclusive white education".

The way was being paved by so-called "spontaneous contact" across the colour line.

Originally the Government had refused to subsidise the education of blacks at white private schools, but this regulation had now been relaxed.

The new subsidy dispensation for private schools meant more money for integrated education and this was part of the Government's process of "ripening the voters" to accept it. — Sapa.

By DALE LAUTENBACH, Parliamentary Staff

THE MINISTER of Education and Culture, Mr Piet Clase, was challenged to defend himself morally to a George mother whose son was forced to attend a boarding school in Cape Town because he was coloured.

Speaking yesterday during the budget debate on "own" education in the House of Assembly, the Progressive Federal Party MP for Claremont, Mr Jan van Eck, told the story of an English-speaking coloured family who had to move to George.

"The local English-medium white school, York High, approved the application of the two children of the family. But the Minister refused permission with the result that the son went to an Afrikaans-medium coloured school where he struggled so much he had to be sent back to school in Cape Town with the expense to the family that that entails.

"And that is the Minister's responsibility. What defence, morally, does he have? I'd like him to tell that mother it's morally right that her son should be taken away from her."

## "Reform rhetoric"

Mr van Eck said that for all the "reform rhetoric" being heard, the system of "own affairs" education was the "perfection and completion of the apartheid ideology".

There was a severe shortage of black and coloured teachers, while white teaching colleges were under-utilised.

The Cape Town Teachers College in Mowbray was half-empty and could have accommodated 200 potential black teachers who were turned away at the black training college in Khayelitsha this year.

An official council deputation from the white college approached Mr Clase with the unanimous request that the college be opened to all races "and the Minister flatly refused", said Mr van Eck. "The Government has no intention of getting rid of race discrimination."

## School councils under spotlight

Parliamentary Staff

SCHOOL management councils are to come under scrutiny following an announcement by the Minister of "own affairs" Education and Culture, Mr Piet Clase, that the regulations governing these bodies be investigated to "ensure the right of parents to determine the spirit and direction of the education of their children".

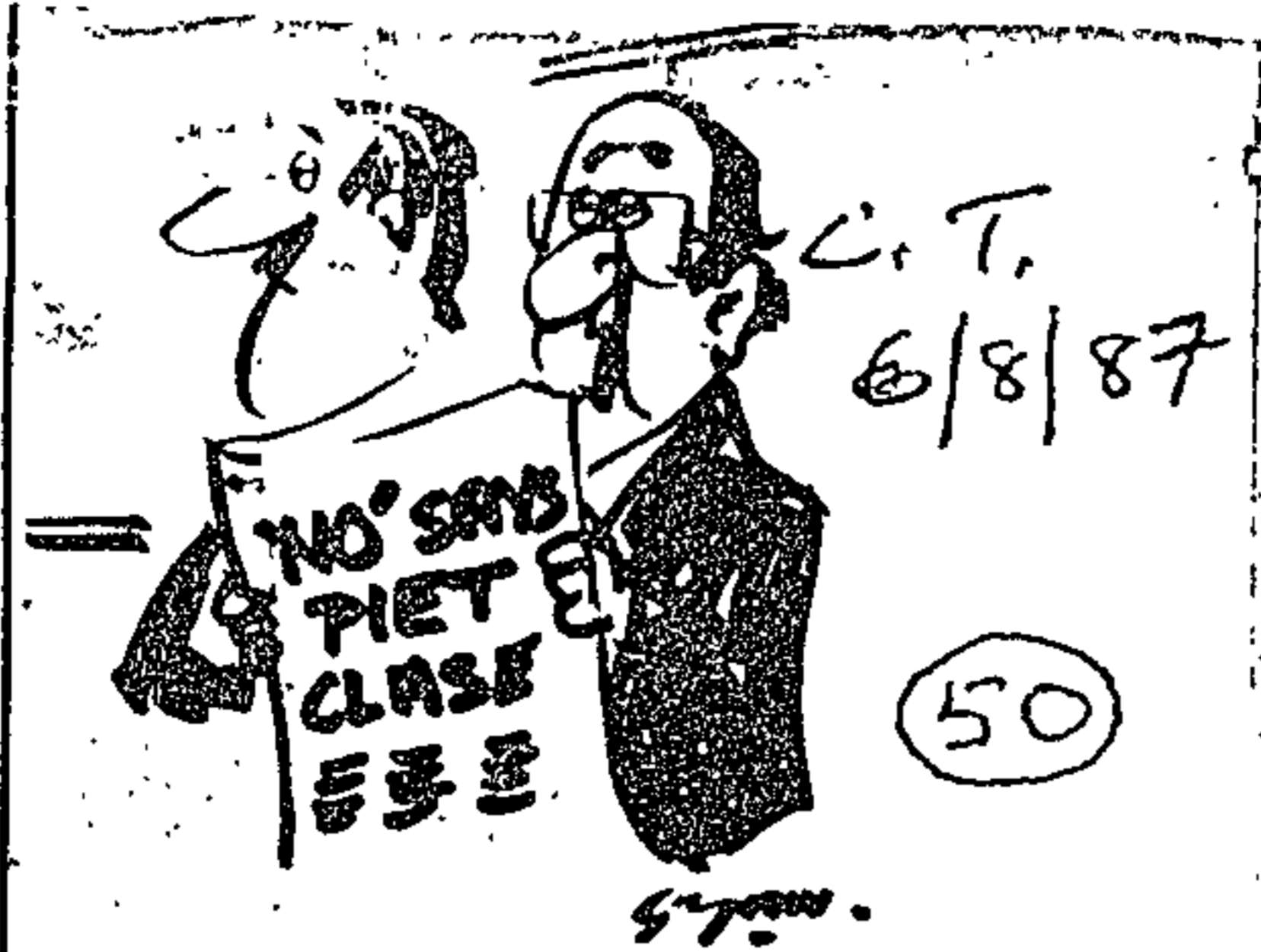
Events during the past year had disclosed a situation which could not be tolerated, he said in a statement released yesterday to coincide with the budget debate on white education in Assembly.

He did not make direct reference to the Menlo Park incident earlier this year when the management council of the school refused to allow a black athlete to attend a sports event in spite of strong representations from Menlo Park parents in favour of the athlete's participation.

"Statutory measures regarding management councils at schools have made it possible that these councils may hold opinions and viewpoints not shared by the majority of the parents of that particular school," Mr Clase said.

This could result in school policies contrary to the wishes of the parents and was a situation which could not be tolerated.





The parents of the children who were refused permission to enrol at the whites-only, English-medium school in George will have to regard the case as Closed.

CNE Times 6/8/87

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Parliament

# School posts: Clase warns

By ANTHONY JOHNSON  
Political Correspondent

SCHOOLS had begun to "seriously contemplate" whether education students from certain left-leaning universities and colleges should be by-passed, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

Speaking during the debate on his budget vote, Mr Clase said his department was aware of "attempts by radical elements to overthrow the current educational dispensation."

"We are conscious of the fact that not only leftist radicals from outside the system, but also groups and individuals within the system are actively undermining our educational principles."

"We are aware that students of education at certain universities and colleges are openly, but also often subtly, being brainwashed with information which gives a misrepresentation of the educational system in our schools."

"Not only is the structure of white education attacked, but teaching methods, text books and syllabi too come under fire."

"These students are indoctrinated to believe that so-called alternative education is the panacea for the educational problems of our country."

Mr Clase said authorities at these universities should ask themselves whether they were satisfied with the quality of tuition offered by their faculties.

"When considering candidates for appointment, management bodies of schools are seriously contemplating whether the products of some institutions should not be avoided, rather than appointed," he said.



6/18/87  
B/D  
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# Parents at Menlo Park gear for action

GERALD REILLY



PRETORIA — Menlo Park parents action committee yesterday welcomed the intention to amend legislation to end the all-powerful roles of school management councils.

Educationists also supported the move announced by Education and Culture Minister Piet Clase in the Assembly earlier this week. He said existing legislation made it possible for management councils to override and ignore the wishes of the majority of parents.

The Menlo Park incident exploded when a black Natal schoolboy athlete was refused permission by the school management council to take part in an athletics meeting.

The overwhelming majority of parents, at a special meeting, moved that the council should resign. It refused, and there was no provision in existing legislation to force the issue. Menlo Park parents action committee chairman Louis Raubenheimer said: "As soon as the legislation is through Parliament, we will remove this council and hold new elections."

It was an impossible situation, he said, where a group of elected council members could flout the wishes of the majority of parents.

"They could appoint new members or even a new council without reference to parents," Raubenheimer said.

(2) (a) Post level Number of persons employed

1	1
2	6
3	28
4	12
5	78
6	71
7	214
8	317

(b) (i) 681.

(ii) 46.

(c) Whites: 727  
Coloureds: Nil;  
Indians: Nil;  
Blacks: Nil.

(3) (a) Post level Salary scale with effect from 1 July 1987

1	R119 136
2	R62 199
3	R54 954
4	R48 879 × 1 830 - 50 709
5	R43 389 × 1 830 - 47 049
6	R32 445 - 34 803 × 1 431 - 39 096
7	R33 624 × 1 179 - 34 803 × 1 431 - 37 665
8	R30 087 × 1 179 - 34 803

(3) (b) (i) Annual Service bonus that amounts to 93% of one month's salary.

(ii) Housing Subsidy on interest and capital redemption up to a maximum of a housing loan of R50 000.00, subject to the compliance with certain conditions.

(iii) Car Financing Scheme for officers occupying posts in the *management echelon* (ie those officers who are in receipt of an annual salary of R54 954 fixed and higher). The amount payable varies for each level as it is

based on an officer's grading.  
Full-time employees

22. Mr R M BURROWS asked the Minister of Education and Culture:

(1) What was the total number of persons employed in a full-time capacity in his Department as at the latest specified date for which information is available;

(2) (a) how many such persons were employed in each of the eight most senior post levels in his Department, (b) how many of these persons were (i) male and (ii) female and (c) to which population group did each of these persons belong;

(3) (a) what will be the applicable salaries and/or salary scales of each of the eight most senior post levels in his Department with effect from 1 July 1987 and (b) what financial and other specified benefits will be applicable to each of these post levels as at 1 July 1987?

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) 95 300: specified date 31 March 1987.

(2) (a) Post level Number of persons employed

1	1
2	5
3	6
4	8
5	67
6	423
7	16
8	1 293

(b) (i) 1 675.

(ii) 144.

(c) Whites: 1 819  
Coloureds: Nil;

*Handwritten signature and scribbles*

Indians: Nil;  
Blacks: Nil.

(3) (a) Post level Salary scale with effect from 1 July 1987

1	R119 136
2	R70 017
3	R62 199
4	R54 954
5	R50 706 × 1 842 - 52 548 × 2 406 - 54 954
6	R47 022 × 1 842 - 50 706
7	R43 389 × 1 830 - 47 049
8	R31 149 - 47 022

(3) (b) (i) Annual Service bonus that amounts to 93% of one month's salary.

(ii) Housing Subsidy on interest and capital redemption up to a maximum of a housing loan of R50 000.00, subject to the compliance with certain conditions.

(iii) Car Financing Scheme for officers occupying posts in the *management echelon* (ie those officers who are in receipt of an annual salary of R54 954 fixed and higher). The amount payable varies for each level as it is based on an officer's grading.

Full-time employees

23. Mr R M BURROWS asked the Minister of Health Services:

(1) What was the total number of persons employed in a full-time capacity in his Department as at the latest specified date for which information is available;

(2) (a) how many such persons were employed in each of the eight most senior post levels in his Department, (b) how many of these persons were

(i) male and (ii) female and (c) to which population group did each of these persons belong;

(3) (a) what will be the applicable salaries and/or salary scales of each of the eight most senior post levels in his Department with effect from 1 July 1987 and (b) what financial and other specified benefits will be applicable to each of these post levels as at 1 July 1987?

**THE MINISTER OF HEALTH SERVICES:**

(1) 1 643: specified date 31 May 1987.

(2) (a) Post level Number of persons employed

1	1
2	32
3	29
4	40
5	1
6	153
7	8
8	12

(b) (i) 212.

(ii) 64.

(c) Whites: 276  
Coloureds: Nil;  
Indians: Nil;  
Blacks: Nil.

(3) (a) Post level Salary scale with effect from 1 July 1987

1	R75 993
2	R62 199
3	R54 954
4	R43 389 × 1 830 - 47 049
5	R37 665 × 1 430 - 40 527
6	R33 624 × 1 179 - 34 803 × 1 431 - 37 665
7	R28 908 × 1 179 - 34 803
8	R25 371 × 1 179 - 30 087

(3) (b) (i) Annual Service bonus that amounts to 93% of one month's salary.

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(3) (b) (i) Annual Service bonus that amounts to 93% of one month's salary.

(ii) Housing Subsidy on interest and capital redemption up to a maximum of a housing loan of R50 000.00, subject to the compliance with certain conditions.

(iii) Car Financing Scheme for officers occupying posts in the *management echelon* (ie those officers who are in receipt of an annual salary of R54 954 fixed and higher). The amount payable varies for each level as it is based on an officer's grading.

*Approved 7/8/87*

Full-time employees

151. Mr R M BURROWS asked the Minister of Foreign Affairs:

(1) What was the total number of persons employed in a full-time capacity in his Department as at the latest specified date for which information is available;

(2) (a) how many such persons were employed in each of the eight most senior post levels in his Department, (b) how many of these persons were (i) male and (ii) female and (c) to which population group did each of these persons belong;

(3) (a) what will be the applicable salaries and/or salary scales of each of the eight most senior post levels in his Department with effect from 1 July 1987 and (b) what financial and other specified benefits will be applicable to each of these post levels as at 1 July 1987?

The MINISTER OF FOREIGN AFFAIRS:  
(1) 1 383: specified date 9 June 1987.

Hoa

(2) (a) Post level Number of persons employed

1	1
2	2
3	12
4	49
5	105
6	152
7	147
8	255

(b) (i) 442.  
(ii) 281.

(c) Whites: 713;  
Coloureds: 5;  
Indians: 5;  
Blacks: Nil.

(3) (a) Post level Salary scale with effect from 1 July 1987

1	R119 136
2	R70 117
3	R62 199
4	R50 709 × 1 830 - 52 539 × 2 415 - 54 954
5	R43 389 - 1 830 - 47 049
6	R30 087 × 1 179 - 34 803 × 1 431 - 43 389
7	R20 646 × 789 - 23 013 × 1 179 - 30 087
8	R15 912 × 789 - 23 013

(b) (i) Annual Service bonus that amounts to 93% of one month's salary.

(ii) Housing Subsidy on interest and capital redemption up to a maximum of a housing loan of R50 000.00, subject to the compliance with certain conditions.

(iii) Car Financing Scheme for officers occupying posts in the *management echelon* (ie those officers who are in receipt of an annual salary of R54 954 fixed and higher). The amount payable varies for each level as it is based on an officer's grading.

*Approved 7/8/87*

Full-time employees

152. Mr R M BURROWS asked the Minister of National Education:

(1) What was the total number of persons employed in a full-time capacity in his Department as at the latest specified date for which information is available;

(2) (a) how many such persons were employed in each of the eight most senior post levels in his Department, (b) how many of these persons were (i) male and (ii) female and (c) to which population group did each of these persons belong;

(3) (a) what will be the applicable salaries and/or salary scales of each of the eight most senior post levels in his Department with effect from 1 July 1987 and (b) what financial and other specified benefits will be applicable to each of these post levels as at 1 July 1987?

The MINISTER OF NATIONAL EDUCATION:

(1) 481: specified date 3 June 1987.

(2) (a) Post level Number of persons employed

1	1
2	1
3	4
4	9
5	23
6	41
7	61
8	123

(b) (i) 140.  
(ii) 123.

(c) Whites: 262  
Coloureds: 1;  
Indians: Nil;  
Blacks: Nil.

(3) (a) Post level Salary scale with effect from 1 July 1987

1	R119 136
2	R70 017
3	R62 199

Hoa

4 R54 954  
5 R43 389 × 1 830 - 52 539 × 2 415 - 54 954  
6 R30 087 × 1 179 - 34 083 × 1 431 - 39 096  
7 R23 013 × 1 179 - 34 083  
8 R13 395 × 789 - 22 224

(3) (b) (i) Annual Service bonus that amounts to 93% of one month's salary.

(ii) Housing Subsidy on interest and capital redemption up to a maximum of a housing loan of R50 000.00, subject to the compliance with certain conditions.

(iii) Car Financing Scheme for officers occupying posts in the *management echelon* (ie those officers who are in receipt of an annual salary of R54 954 fixed and higher). The amount payable varies for each level as it is based on an officer's grading.

*Approved 7/8/87*

Full-time employees

153. Mr R M BURROWS asked the Minister of Constitutional Development and Planning:

(1) What was the total number of persons employed in a full-time capacity in his Department as at the latest specified date for which information is available;

(2) (a) how many such persons were employed in each of the eight most senior post levels in his Department, (b) how many of these persons were (i) male and (ii) female and (c) to which population group did each of these persons belong;

(3) (a) what will be the applicable salaries and/or salary scales of each of the eight most senior post levels in his Department with effect from 1 July 1987 and (b) what financial and other specified benefits will be applicable to each of these post levels as at 1 July 1987?

*Approved 7/8/87*

SCHOOLS F/M 7/8/87

### Playground politics

Protest politics in schools — long a fact of life in the townships — has come to the white areas.

In Johannesburg, the anti-government pupil organisation is known as Linx, whose secretary is a Standard 8 convent pupil. But similar groups operate in Durban, Cape Town and Grahamstown — where a meeting was held recently in an attempt to set up a national body. For the moment, however, the different organisations co-operate only loosely, although the eventual plan is to form a unified Concerned Pupils Group.

A member of the Cape Town association, the Pupils' Awareness and Action Group, says a national body is not imminent because each organisation needs to grow stronger.

Government, meanwhile, is tracking the movement and plans action. Says senior Deputy Director of Education Izak Mans: "The department knows what is happening. We will not tolerate politicking in schools." What action is planned, however, remains to be seen.

The various organisations have been identified by some educationists as junior associates of the End Conscription Campaign (ECC) and the Black Sash.

But although the different groups intend to campaign against the cadet system in schools, only Durban's Pupils Peace Group acknowledges direct ties with the ECC. As a result, it will not be considered for membership of any national association until it breaks these ties.

In Johannesburg, Linx was formed late last year by a group of schoolchildren in the northern suburbs. Its aim: "To make other scholars aware of the political situation in SA and to create a forum to reject apartheid."

Members of the group who launched Linx are described by their secretary as "pupils who are politically aware and who want to educate others." It has only about 30 active members.

She says some members of the group do indeed support the ECC, but the two organisations have no connection. She adds that Linx does not plan to become affiliated to any existing organisation for fear of "losing its credibility."

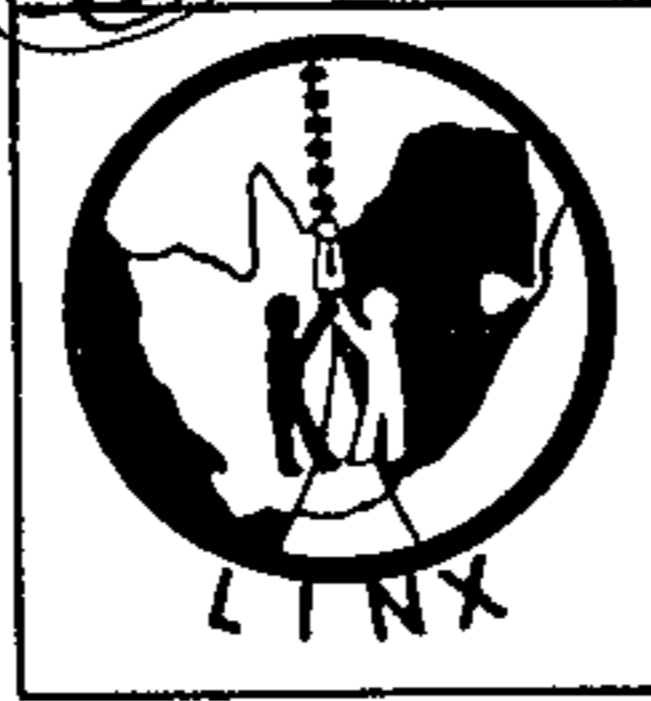
ECC publicity secretary Gavin Evans says the ECC has never met with Linx before — formally or informally. He claims there is a systematic attempt to "paint Linx with the same brush they're smearing the ECC with."

Although one of Linx' future campaigns will be against the compulsory cadet system in white schools, its secretary says the main goal is to make children "aware of the inequality of the apartheid system" through discussion groups, videos and by distributing pamphlets (one of them an emotional leaflet dealing with June 16).

Linx says it has approached only English-speaking schools (private and State) in Johannesburg's northern suburbs, but reaction from government schools has been mainly negative. More support, it says, has come from private schools and finance is said to come from parents.

And what of the Black Sash link? Dawn Ingle, vice-chairman of the Transvaal branch, says although the Black Sash does not support Linx financially, it does support the children's aims.

But others do not. Says former Transvaal Teachers' Association president John Lambson: "As an educationist, I unequivocally condemn these attempts to unduly influence naive children. It seems attempts to politicise university students have now spread to our schools." ■





*Handwritten signature*

MONDAY, 10 AUGUST 1987

Indicates translated version.

For written reply:

Own Affairs:

(50)

Teacher/pupil ratio

49. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools under his control in Natal as at the latest specified date for which information is available;
- (2) whether there is a difference in these ratios for 1980 and 1984; if so, what were the (a) ratios for (i) 1980 and (ii) 1984 and (b) main reasons for this difference?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Primary schools 21,1:1;
- (b) Secondary schools 16,4:1;
- (2) Yes.

	Primary	Secondary
(i) 1980	20,5:1	14,9:1
(ii) 1984	21,1:1	15,9:1

(b) Since 1975 there has been a systematic move to common staff provision norms. In addition to this overall trend, variation in pupil numbers also affects these ratios.

Teacher/pupil ratio

50. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools under his control in the Orange Free State as at the latest specified date for which information is available;
- (2) whether there is a difference in these ratios for 1980 and 1984; if so, what were the (a) ratios for (i) 1980 and (ii) 1984 and (b) main reasons for this difference?

HoA

able in (a) primary and (b) secondary schools under his control in the Orange Free State as at the latest specified date for which information is available;

- (2) whether there is a difference in these ratios for 1980 and 1984; if so, what were the (a) ratios for (i) 1980 and (ii) 1984 and (b) main reasons for this difference?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Primary schools 22,5:1.
  - (b) Secondary schools 16,1:1.
- Information as on the 10th day of school 1987.

	Primary	Secondary
(i) 1980	22,8:1	14,9:1
(ii) 1984	22,4:1	15,9:1

(b) Since 1975 there has been a systematic move to common staff provision norms. In addition to this overall trend, variation in pupil numbers also affects these ratios.

Teacher/pupil ratio

51. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools under his control in the Cape Province as at the latest specified date for which information is available;
- (2) whether there is a difference in these ratios for 1980 and 1984; if so, what were the (a) ratios for (i) 1980 and (ii) 1984 and (b) main reasons for this difference?

**The MINISTER OF WATER AFFAIRS:**

(1) (a) (i) 552 million cubic metres of water per annum (m<sup>3</sup>/a) in respect of irrigation only.

(ii) March 1987.

(b) (i) 621 million m<sup>3</sup>/a for the present water quotas and allocations and taking into account the volume of water that will be taken up by the third round of water rights sales.

(ii) 821 million m<sup>3</sup>/a after completion of the proposed extension at the Kakamas Government Water Scheme.

(2) Yes. The figures mentioned have been calculated as accurate as possible on the basis of available information, but as more accurate information becomes available, the figures may be affected. Water that has not yet been allocated and used may be utilised for purposes other than for which it is destined for at this stage, according to needs that arise and circumstances which change.

**Annual reports**

383. Mr K M ANDREW asked the Minister of Communications:

(1) (a) (i) How many annual reports were produced in 1986 by his Department and/or statutory bodies falling under his Department and (ii) in respect of what bodies were these reports produced. (b) what was the cost of producing each such report. (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

(3) whether any copies of these reports were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;

(4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to his Department of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of his Department and/or the statutory bodies in question and (iii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

**The MINISTER OF COMMUNICATIONS:**

(1) (a) (i) One, and

(ii) the Annual Report of the Postmaster General on the Department of Posts and Telecommunications,

(b) R81 137,58,\*

(c) 8 000, and

(d) Messrs Dada Graphic Editorial;

(2) yes;

(a) (i) R25 545,\*

(ii) R42 103,\* and

(b) R25 545,\*

(3) no;

(a), (b) and (c) Fall away;

\*GST excluded.

(4) (a) (b) (c) (d) (e)

(i) (ii) (i) (ii)

(aa) (bb) (aa) (bb)

All five All None All five

1981/82 R13 548,00\* 8 000

Cover Inside  
Pages  
Embossed DUKUZA  
Icena 135 g/m<sup>2</sup>  
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1984/85 R17 475,00\* 7 500

1985/86 R81 137,58\* 8 000

\*GST excluded.

\* Cost of printing undertaken by the Department's own printing works. The rest of the work involved in the production of the report was done by Departmental officers in the normal course of their duties and cannot be quantified.

**Independent states: transfer payments for education**

**The MINISTER OF FOREIGN AFFAIRS:**

393. Mr W J D VAN WYK asked the Minister of Foreign Affairs:†

Whether, during the financial years 1982-83 up to and including 1986-87, transfer payments intended specifically for education purposes were made to the four independent Black states; if not, (a) why not and (b) what procedure is followed in this regard; if so, what transfer payments for education purposes were made in each of these financial years to each independent Black state in respect of (i) wages and salaries, (ii) new school buildings and sports and other specified facilities, (iii) the maintenance of school buildings and sports and other specified facilities and (iv) other specified expenditure?

(a) Transfer payments are, as a rule, not specifically earmarked for the rendering of any particular services by the independent national states.

(b) All transfer payments such as budgetary aid, customs union share, tax compensation, rand-for-rand contributions in respect of the industrial incentive scheme, together with the independent states' own income are paid into one consolidated revenue fund and the whole spectrum of government services, including teaching services, is financed from this revenue fund.

*Handwritten signature and date: 14/9/87*



(i) to (iv) Falls away.  
It should be mentioned, however, that during the financial years 1982-83 up to and including 1986-87 project aid in the

form of loans, including non-recoverable financial assistance, was granted to the independent national states for educational purposes. In the accompanying schedule an exposition is given thereof.

**PROJECT AID IN THE FORM OF LOANS, INCLUDING NON-RECOVERABLE FINANCIAL ASSISTANCE, FOR EDUCATIONAL PURPOSES**

Country	1982-83	1983-84	1984-85	1985-86	1986-87
Transkei	R2 705 644 Erection of primary and secondary schools.	R2 590 000 Erection of primary and secondary schools.	—	R7 122 165 Erection of classrooms at primary and secondary schools.	R3 677 384 Erection of primary and secondary schools.
Bophuthatswana	R5 824 459 Financial contribution towards the erection of a University at Mmabatho.	R2 774 752 Financial contribution towards the erection of a University at Mmabatho.	R857 594 Erection of primary, middle and secondary schools at Winterveld.	R6 339 448 Erection of primary, middle and secondary schools at Winterveld.	R5 366 648 Erection of primary, middle and secondary schools at Winterveld.
Venda	—	—	—	R311 472 Erection of additional classrooms at primary and secondary schools.	R3 996 966 Erection of additional classrooms at primary and secondary schools.
Ciskei	—	—	—	R3 585 104 Upgrading and provision of primary and secondary schools.	R1 475 765 Upgrading and provision of primary and secondary schools.

**Goods transported by rail/road**

407. Mr A J W P S TERBLANCHE asked the Minister of Transport Affairs:†

How many tonne kilometres of goods were transported by the South African Transport Services by (a) rail and (b) road in the 1986-87 financial year?

The MINISTER OF TRANSPORT AFFAIRS:

(a) 91 690 592 176.

(b) Particulars are not available on the basis as set out in the Question. The total mass conveyed was 4 211 990

H.O.A.

*Steward*

are the (i) names of, (ii) nationalities of and (iii) positions occupied by each of these persons and (c) what was the nature of the status granted to each of these persons?

The MINISTER OF FOREIGN AFFAIRS:

No. (a), (b) and (c) Fall away.

TUESDAY, 15 SEPTEMBER 1987

†Indicates translated version.

For oral reply:

General Affairs:

State President:

SABC: telephone call

\*1. Mr D J DALLING asked the State President:

Whether he or any other person acting on his behalf telephoned the SABC or any senior official of the SABC during the broadcasting of the 8 pm news bulletin on TV1 on 24 August 1987, if so, (a) (i) who made the telephone call and (ii) to whom did he speak and (b) what was the (i) purpose of the call and (ii) response obtained?

The STATE PRESIDENT:

Yes. I personally phoned the Director-General of the SABC and requested him to carry out my original request, namely to broadcast the full version of the statement issued on that day by my Office on this matter, as well as the contents of my letter of that date to the Chairman of the Ministers' Council of the House of Representatives and his reply to me. If I deem it necessary under similar circumstances in future, I will do so again.

Mr D J DALLING: Mr Speaker, arising from the reply given by the hon the State President, and bearing in mind that any request of this nature from the hon the State President during a news broadcast would largely be regarded as an instruction, could he tell the House by what legal authority or

H.O.A.

otherwise the State President has the right to interfere with the independent broadcasting of the SABC? [Interjections.]

The STATE PRESIDENT: I did so in the interests of truth, Sir. [Interjections.]

Mr SPEAKER: Order!

Mr D J DALLING: Mr Speaker, further arising from the reply given by the hon the State President, can he tell the House whether that facility of being able to make this sort of immediate request which will be carried out is available to the leaders of all political parties in this House?

The STATE PRESIDENT: If they want to do so, Mr Speaker, I shall not stop them. [Interjections.]

†Mr F J E ROUX: Mr Speaker, further arising out of the hon the State President's reply, does the hon the State President want to imply that the first news version was not the truth?

†The STATE PRESIDENT: Mr Speaker, the first news version was incomplete and not to my liking to let the country learn the true facts.

Mr D J DALLING: Mr Speaker, further arising out of the hon the State President's reply, I should like to ask him in what manner, in his view, the report was "onvolledig"? †

†The STATE PRESIDENT: Mr Speaker, it did not present a true reflection of the correspondence, and also not of the statement issued by my office.

Mr P G S. AL: Mr Speaker, . . .

†Mr SPEAKER: Order! I am not prepared to allow any more supplementary questions on this question to the hon the State President.

Mr D J MALCOMESS: Mr Speaker, on a point of order: May I ask in terms of what Standing Order you have given that ruling?

Mr SPEAKER: Order! It is within Mr Speaker's discretion to do so, and I am doing us that. [Interjections.]

†The STATE PRESIDENT: With all due respect to you, Mr Speaker, I am enjoying the questions and the replies.

*Steward*

15/9/87



The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Primary schools 18:1.
- (b) Secondary schools 16:1.

Information as on 31 December 1986.

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

Teacher/pupil ratio

52. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools under his control in the Transvaal as at the latest specified date for which information is available:
- (2) whether there is a difference in these ratios for 1980 and 1984; if so, what were the (a) ratios for (i) 1980 and (ii) 1984 and (b) main reasons for this difference?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Primary schools 22.6:1
  - (b) Secondary schools 17.1:1:
- Information as on the 10th day of school 1987

(ii)	Transvaal	Cape
(a)	7 177 422	1 489 400
(b)	2 122 200	352 823
(c)	6 343 500	Ø 4 398 033
(d)	18 879 600	Ø 153 750
(e)	*	*
(f)	113 724 700	45 628 530
(g)	*	*
(h)	*	*

\* These amounts are included in amounts which the schools spend at their own discretion. Itemised information is consequently not available.

Ø These amounts are not subsidies but discounts or allowances given on the basis of means tests.

TUESDAY, 11 AUGUST 1987

1986/87 financial year amounted to R7,412 million.

†Indicates translated version.

For oral reply: General Affairs: State President.

Song "Together we'll build a brighter future"

\*1. Mr P G SOAL asked the State President:

- (1) Whether he will furnish information on the Cabinet committee that authorized the communication programme including the song "Together we'll build a brighter future" which was implemented by the Bureau for Information; if not, why not; if so, (a) who were the members of this committee, (b) from what source was the money for this programme made available and (c) what total amount was authorized by the Cabinet committee for this programme;
- (2) whether any members of the Cabinet committee objected to the authorization of this programme; if so, (a) who and (b) in what manner did they signify their objection?

The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES (for the State President):

- (1) It is not general practice to supply information about the composition and functioning of Cabinet Committees.
  - (a) Falls away.
  - (b) From savings by the Bureau for Information and additional funds allocated by the Treasury.
  - (c) The Cabinet approved R8,829 million for a comprehensive communication programme. The actual expenditure for the

National states: police forces

\*1. Mr P G SOAL asked the Minister of Law and Order:

- (1) Whether the police forces of the national states are required to approach him or the South African Police for permission to (a) detain or arrest persons and (b) take any other official action on South African territory; if not, (i) why not and (ii) how are the actions of non-South African police forces on South African territory regulated; if so, what procedure is to be followed by non-South African police forces taking action on South African territory;
- (2) whether any restrictions are placed on the (a) arrest or detention by national state policemen of persons in South Africa and (b) removal of these persons to the national states; if not, why not; if so, (i) what restrictions and (ii) how are they enforced;
- (3) whether any persons were (a) detained in South Africa by persons other than members of the South African security forces and (b) removed by these persons from South African territory in 1985, 1986 and 1987; if so, (i) how many as at the latest specified date for which information is available and (b) by whom were they detained;
- (4) whether he will make a statement on the matter?

The MINISTER OF LAW AND ORDER:

- (1) Yes.
  - (a) and (b) When it is necessary for a police force of a national state to take action on RSA territory, it is required of them to liaise with the Divisional Commissioner of the South African Police nearest to that national state or the Divi-

(50) / N. M. / W. M. / page

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SOCIALIST ideals have taken a strong hold among SA's black youth, but workers and popular organisations support a more pragmatic blend of free enterprise and State control of economy.

These conclusions are contained in an article by Stellenbosch University's director of the Institute of Soviet Studies Dr P Nel.

Writing in the inaugural edition of the Southern African Freedom Review — a new quarterly published by the right-of-centre Southern Africa branch of the International Freedom Foundation — Nel attempts to gauge the extent to which SA's black population has become wedded to socialist ideals. Since the Fifties, he notes, black political leaders have equated ending apartheid with some degree of

# Call for education foundation

## PATRICK BULGER

wealth redistribution, but "most of these persons took great care to distinguish their desired models for doing so from a full-scale socialism on Marxist-Leninist lines". These include spokesmen for the major opposition groups — the ANC and the PAC. More recently, however, calls for a radical transformation along socialist lines have become more explicit. These calls have emanated predominantly from the Congress of SA Trade Unions (Cosatu), and organisations leaning towards Black Consciousness philosophy.

The latter groups, under the umbrella of the National Forum Com-

mittee, have adopted the Azanian Manifesto, which identifies apartheid as "racial capitalism". Organisations adhering to the Freedom Charter — the most prominent being the UDF and the ANC — tend to subscribe to "a more social democratic interpretation of the economic clauses of the Freedom Charter". Socialist calls have also arisen from Trotskyite-type movements — especially the Cape Action League. Such groups, however, tend to have a

high intellectualist content and little grassroots support. But it is among the youth that socialism finds its staunchest adherents. Whereas the Soweto youth of 1976 targeted equal education as their goal, the socialist content in the demand for "people's education" is explicit. Of the scientific surveys, Nel concludes that "socialist tenets are not well received amongst the black working class". Workers, he argues, still identify their priorities as better wages and working conditions. Nel concludes that calls for socialism are bound to intensify against a background of adverse economic conditions. Business has a role in softening the impact of recession. "Instead of starkly contrasting and exclusive choices, black employees and management should rather be subjected to programmes which stress the compatibility of welfare practices with entrepreneurial skills and market forces, coupled with programmes of black advancement."

The business sector will also have to involve itself much more actively in the political arena. Nel asks whether the time has not arrived for the formation of an education foundation along the lines of the Urban Foundation. Business needs to become involved in funding and the execution of alternative curricula which will accommodate debate of differing economic models.

# Defending teachers' right to agitate

*South*  
50 13-19/8/87

WECTU is a living monument to teachers and leaders of the people like Mathew Goniwe, Fort Calata and Sicelo Mhlawuli.

The union is engaged in a struggle with apartheid education and an ideology that is geared to reduce pupils and parents to unthinking, unquestioning servants of the State.

## Violated

It was a direct result of this penetrating and critical approach to education practised in schools that motivated Wectu to make a call on its members to refuse to administer examinations at the end of 1985. These exams violated every fundamental principle of sound education.

Pupils, teachers, leaders in education, parents and the broader community repeatedly requested that the exams be postponed in order to give pupils and teachers a reasonable time to prepare.

At schools like Harold Cressy, the staff, pupils and parents decided unani-

mously that they would not participate in such a farce. However, Carter Ebrahim decided to force the exams and thus his will upon the community.

As it turned out, the courts ruled that the Department of Education and Culture was fully justified in pressing on with the exams and, in so doing, negated every fundamental educational principle involved in the community's rejection of the examination.

Several teachers who refused to be involved with the exams were suspended. Promotions were withheld from others, senior teachers were demoted, subsidies were withdrawn, teachers were detained and 73 teachers were charged with misconduct.

## Protest

On January 14, 1986 hundreds of teachers gathered outside the DEC head-office in Roeland Street and demanded that all suspended teachers be summarily reappointed to their posts.

THE year 1985 was an extraordinary year, characterised by mass protest against oppression. Schools were not exempt from this. In fact, they proved to be primary sites of struggle. Notwithstanding severe State repression, the Western Cape Teachers' Union (Wectu) was formed out of the need to give shape to a new and fierce teacher militancy in schools and "to struggle for a unitary, non-racial, non-sexist, democratic and free education system on all levels, and compulsory education at primary and secondary levels as part of of our struggle for a non-racial South Africa, free from exploitation and oppression". Here members of the executive look at Wectu's past and the road ahead.

Under this pressure, the Department temporarily suspended its persecution and reinstated the teachers. But the charges of misconduct were not withdrawn.

In February/March, under extreme pressure from the Bontcheuvel Inter-Schools Congress (Bisco), the Department gave pupils the assurance that they would be promoted even though they had not written the final exams in 1985 — the same Department which now, 18 months later, is persecuting teachers who on the basis of moral conviction refused to administer those farcical final examinations of 1985.

In April of this year the



Phillip Tobias ... one of the 73 teachers charged with misconduct

Department decided — no doubt in the light of the relative "quiet" at schools and secure in the knowledge

charges must be dropped. Unqualified support was pledged by a wide spectrum of organisations, including the UDF and Sacos. The Cosatu national executive took time off from their important national congress in Johannesburg to send a message of support to Wectu.

## Demand

Then on July 20, 2 500 to 3 000 teachers, pupils, parents and community leaders gathered in Wynberg to demand that the charges against teachers be dropped. Since then the presiding officer has agreed not to proceed with the next case until the verdict on Phillip Tobias is handed down.

Last week, Wectu put out 80 000 pamphlets addressed to parents explaining what happened on July 20. Thousands of pamphlets were put out to the community explaining the issue and condemning the charges. Then, on July 16, mass-meeting at the Samaj Centre was held, attracting 1 500 people who to a person resolved that the

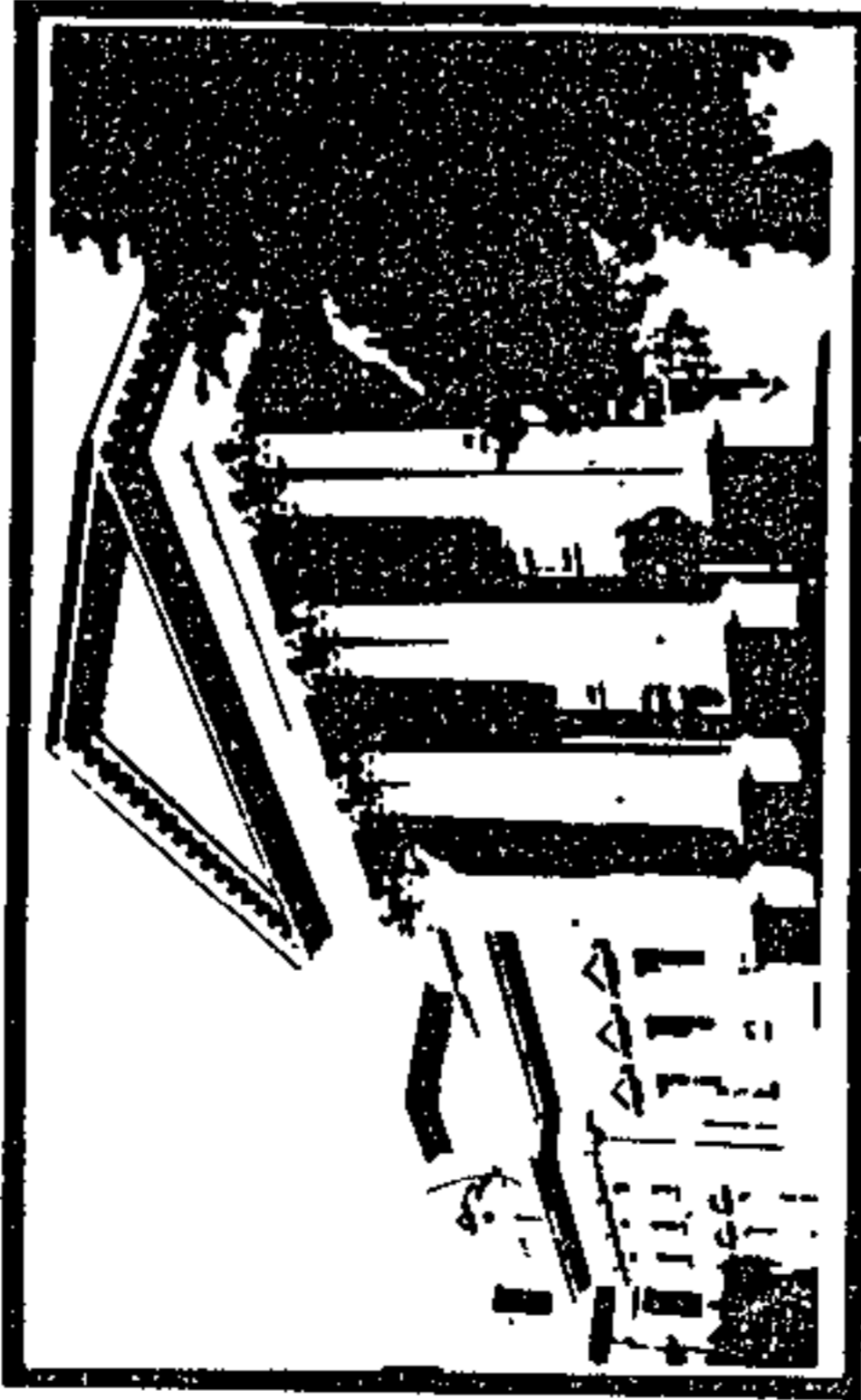
This was done because a fundamental principle underlying Wectu is that ultimately it is answerable to the community. Wectu has from the start asserted that the 73 are not guilty. Wectu also believes that the hearings are an attack on the entire progressive teachers' movement and the broader oppressed community, too. As an educator, it is a teacher's inalienable right to agitate against any unsound educational practice. But there is no law or regulation in the teacher's condition of service that gives him or her the right to develop a critical point of view because he or she was never appointed in the first place to be anything else but passive and compliant — in short, to be submissive. But it is our inalienable right which Wectu is determined at any cost to promulgate, defend and preserve. What the immediate future holds is unclear — much depends on the verdict handed down to Phillip Tobias. One thing is certain, however, thousands of teachers showed on two days — May 6 and July 20 — that the docile acceptance of State autocracy has finally ended. For good.



-4 Cape Times, Tuesday, August 25, 1987 ★

*CME Times 25/8/87 50*

### Parliament



Political Correspondent  
CHRISTIAN national education should serve as the fundamental guiding principle in deliberations of the Cape Education Council (CEC), the Minister of Education and Culture, Mr Piet Clase, said yesterday.

Opening the first sitting CEC in Cape Town, Mr Clase said the 1984 Constitution had allowed for the restructuring of education in South Africa in

## Christian national education 'guide'

terms of the "own affairs" concept.

"In this way the essential unity in white education became a reality for the first time," he said.

Mr Clase said the CEC was responsible for supervising the education of about 270 000 pupils in more than 1 100 educational institutions with a staffing allocation of 17 000 teachers.

The Cape Education Department had control over 226 209 primary and secondary pupils in departmental schools, 12 177 pupils in private schools, 16 296 in pre-primary education and 4 352 in specialized education and child care schools.

The department also had control over 1 565 students at teachers' training colleges and 8 957 students following courses at technical colleges in the Cape Province.

Political Staff

*CME Times 25/8/87*

Agus 17/8/87 50

# Pre-school education for black children to be extended, says Viljoen

## Political Staff

PRE-SCHOOL education for black children was to be extended, Dr Gerit Viljoen, Minister of Co-operation and Development, said at the week-end.

He was speaking at a ceremony to mark the first anniversary of the formation by blacks and whites of the Ngotshe Co-operative Association to resolve problems in the Louwsberg

area of northern Natal.

Dr Viljoen said the inadequate preparedness of children entering school and the switch to English as the medium of education in Standard 3 were two factors that contributed largely to the unsatisfactory failure and drop-out rate.

His department was planning to extend the present school readiness programme which was limited at

this stage to the first 12 weeks of school. This should ensure that pupils would be ready before they were exposed to formal school work.

The new system should be in operation by 1990.

Referring to the Ngotshe agreement, Dr Viljoen said it had been a milestone that had had astonishing achievements.

"Reconciliation, co-operation and

mutual understanding between black and white groups in South Africa are the cornerstones on which to build a future for all," he said.

More than 150 conflicts had been reconciled and numerous meetings had been held to resolve problems experienced by both the black and white communities.

A number of the problems had been brought to his attention. They

centred mainly around educational and community facilities, over-population on farms and the development of residential areas. He said measures were being taken to resolve them.

A new primary school was to be built which would also be used to meet other needs of the black community, including adult education, training in various crafts and as a li-

brary.



partment; if not, why not; if so, when;

- (3) whether any blind persons are employed by his Department; if so, (a) how many and (b) in what capacities, if not, why not;

- (4) whether his Department intends creating posts for blind persons, if not, why not; if so, (a) what posts and (b) when?

The MINISTER OF FINANCE.

- (1) Yes.

(a) 3.

(b) 66, (i) and (ii) Fall away.

- (2) Yes, when the appointment of blind persons necessitates such adaptation.

- (3) Yes

(a) 9

(b) Telephonist/Telephone operator.

- (4) No, distinction of posts for seeing and blind persons is not made (a) and (b) Fall away.

Blind persons: switchboards

446. Mr K M ANDREW asked the Minister of Environment Affairs:

- (1) Whether his Department makes use of any telephone switchboards that have been adapted for use by blind persons; if so, how many switchboards (a) have and (b) have not been so adapted; if not, (i) why not and (ii) how many switchboards are in use by his Department;

- (2) whether it is the intention to adapt any switchboards in use by his Department; if not, why not;

- (3) whether any blind persons are employed by his Department; if so, (a) how many and (b) in what capacities; if not, why not;

- (4) whether his Department intends creating posts for blind persons; if not,

HoA

The MINISTER OF WATER AFFAIRS:

- (1) Yes.

(a) Three.

(b) Six.

(1) In view of optimum utilization of staff, incumbents of telephonist posts are also required to do clerical work in addition to operating switchboards. This variety of duties makes it impractical to use blind persons.

(ii) Nine, where approved posts of telephonists exist.

- (2) No. At present there is no intention to adapt any switchboards for reasons stated in (1) (b) (i) above.

- (3) No. Blind persons are not always capable to fulfil all the functions attached to specific posts and it subsequently places an impediment on their employment, in as much that with the filling of each post cogitation is taken of interest of the employer, but with due regard to the attributes, capabilities, etc., of the candidates for each post.

- (4) No. The Department cannot create special posts to accommodate blind persons. Creation of posts of this kind will be a function of the Commission for Administration. No person is, however, excluded from any post in the Department solely because of blindness. Suitability for appointment in a post depends on the applicant's ability to cope with all the duties attached to the specific post.

Blind persons: switchboards

448. Mr K M ANDREW asked the Minister of Home Affairs:

- (1) Whether his Department makes use of any telephone switchboards that have been adapted for use by blind persons; if so, how many switchboards (a) have and (b) have not been so adapted; if not, (i) why not

and (ii) how many switchboards are in use by his Department;

- (2) whether it is the intention to adapt any switchboards in use by his Department; if not, why not; if so, when;

- (3) whether any blind persons are employed by his Department; if so, (a) how many and (b) in what capacities, if not, why not;

- (4) whether his Department intends creating posts for blind persons; if not, why not; if so, (a) what posts and (b) when?

The MINISTER OF HOME AFFAIRS:

- (1) Yes.

(a) 4.

(b) 98.

(i) and (ii) Fall away.

- (2) No. There is at present no need to adapt any telephone switchboards.

- (3) Yes.

(a) 2 Blind and 3 partially sighted persons of whom 1 partially sighted person is seconded from the Department of Posts and Telecommunications to the Department of Home Affairs.

(b) As telephonists.

- (4) No, posts are created according to need. The Department of Home Affairs is at present not considering the creation of any posts in which blind persons can function effectively. (a) and (b) Fall away.

Blind persons: switchboards

449. Mr K M ANDREW asked the Minister of Communications:

- (1) Whether his Department makes use of any telephone switchboards that have been adapted for use by blind persons; if so, how many switchboards (a) have and (b) have not been so adapted; if not, (i) why not

HoA







# Survey shows massive 'no' to tricameral govt



By Michael Chester

SAC 3/9/87

If the Indian and coloured communities had freedom of choice in deciding the political future of South Africa, then the overwhelming majority would prefer a national convention of all race groups to plan a new course rather than the tricameral system of government.

## Big demand for education, peace — poll

An end to socio-political unrest and better educational facilities are the main objectives that the Indian and coloured communities want their leaders to pursue, according to an Omnichek poll conducted by Research Surveys.

The two issues out-rank even political freedom, better housing, better job opportunities and freedom of movement as aims that their parliamentarians should set as targets.

The Indian community was specific in listing "peace for all people" as a top priority. Second came better educational facilities, followed by improved employment opportunities. Better housing was ranked fourth, political freedom fifth and freedom of movement came at the tail-end.

The coloured community topped its own list of priorities with better educational facilities. Tying for next place were the objectives of political freedom and more employment.

This preference comes out loud and clear from an Omnichek poll, with 60 percent of Indians and 58 percent of coloured respondents voting in favour of a national convention instead of pressing on with the tricameral system.

But about 10 percent of the overall total were entrenched in the view that neither the tricameral system nor a national convention met their political aspirations.

The main protagonists for a national convention are male — 57 percent of Indians and 58 percent of coloureds.

When asked their views on their future as a minority group in a government based on majority rule, 71 percent of the Indian community said they would be "fearful" — 65 percent of the men and 78 percent of the women.

Only 10 percent of the Indians expressed optimism under a majority rule dispensation — 14 percent of the men and a only 6 percent of the women.

Among the coloured community, 32 percent of the men and 37 percent of the women were "fearful" of majority rule. An overall 24 percent saw an optimistic future in such a plan.

News in Brief

### Tzaneen triplets due?

JOHANNESBURG. — The surrogate grandmother of Tzaneen, 48-year-old Mrs Pat Anthony, who is carrying triplets for her daughter, was admitted to the Park Lane clinic here on Sunday, SABC radio news reports. The triplets — due next month — could be born prematurely.

### 6,5m black pupils

*9/16/82 3/9/82 50*

DURBAN. — The total number of black pupils in South Africa has grown from 800 000 in 1953 to about 6 500 000 this year, Mr Job Schoeman, chief public relations officer for the Department of Education and Training, said yesterday.

### Youths held overnight

*9/16/82 3/9/82*

THREE youths distributing pamphlets advertising a service to be conducted by Archbishop Desmond Tutu at the township of Lawaai-kamp were detained on Monday and held overnight, the George Civic Association said. No charges were laid and they were instructed to "return to the police on Monday". Residents have been given a deadline of September 30 to move to Sandkraal. The police liaison division in Pretoria could not confirm the incident. — Sapa

### Order on company

MR Justice King yesterday granted a final liqui-

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terms of the Education and Training Act, Act No. 90 of 1979, Section 3 (b), Std. 3—Std. 10: The school committees concerned.

- (2) No.
- (a), (b) and (c) Fall away.
- (3) No.

Own Affairs:

State-aided schools

50 Education and Culture:†

1984: This information\* was not recorded separately and is not available.

1985: The schools were administered centrally and the information is not classified by provincial education department. The total amounts are:

- (a) R70 437 000.
- (b) (i) R22 422 000.
- (ii) R48 154 000.

1986:

CED	(a)	(b) (i)	(b) (ii)
NED	(R1 000)	(R1 000)	(R1 000)
OFSED	23 504	7 712	19 221
TED	7 472	1 791	3 576
TOTAL	4 570	1 388	1 887
	43 200	9 719	21 893
	78 746	20 610	46 577

(i) Service benefits include: service bonus, housing subsidy, overtime, other emoluments, employers' contributions to the pension fund, provident fund, stabilisation fund, medical aid, leave gratuity and unemployment benefit fund.

(ii) running costs and costs with regard to new fixed assets and the replacement and renewal of fixed assets.

\*No existent schools are legally termed State aided schools. All information relates to subsidised schools as defined in section 5 of the Education Services Act, 1967 (Act 41 of 1967) since these institutions were originally designated State-aided schools.

HOA

Howard 4/3/87

each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

(3) whether any copies of these reports were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;

(4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to his Office of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph of the (aa) political head and (bb) top official of his Office and/or the statutory bodies in question and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The STATE PRESIDENT:

- (1) None.
- (2), (3) and (4) Falls away.

Annual reports

362. Mr K M ANDREW asked the Minister of Foreign Affairs:

- (1) (a) (i) How many annual reports were produced in 1986 by his Department and/or statutory bodies falling under his Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;
- (2) whether the printing of these reports was put out to tender; if not, why not;

HOA

Howard 4/3/87

not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

(3) whether any copies of these reports were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;

(4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to his Department of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of his Department and/or the statutory bodies in question and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The MINISTER OF FOREIGN AFFAIRS:

- (1) None.
- (2), (3) and (4) Fall away.

Remuneration packages: disparity

386. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether there is a disparity between the remuneration packages of men and women at post level 1; if so, (a) why and (b) what is the extent of the disparity at each of the qualification levels;
  - (2) whether any calculation has been made of the cost of implementing parity at post level 1 for all education departments; if not, why not; if so, what amount is required to attain parity at present salary scales;
  - (3) whether he will make a statement on the matter?
- The MINISTER OF NATIONAL EDUCATION:
- (1) Yes.
  - (a) As far as could be ascertained.

Howard

4/3/87

FR



this disparity stood in connection with market relatedness.

(b) The disparity is equal to three salary notches in each of the qualification categories a3 to B and two salary notches in each of the qualification categories C to G.

(2) Yes. An amount of R413 million is required to attain parity at present salary scales.

(3) Yes. The Government has already decided that disparities such as these should be eliminated and this matter receives constant attention. The decision to eliminate the comparable disparity at post level 2 is clear evidence of this.

Own Affairs:

Annual reports

69. Mr K M ANDREW asked the Minister of the Budget and Welfare:

(1) (a) (i) How many annual reports were produced in 1986 by the Department of Budgetary and Auxiliary Services and/or statutory bodies falling under this Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

(3) whether any copies of these reports were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;

(4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to this Department of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of this Department and/or the statutory bodies in question and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The MINISTER OF THE BUDGET AND WELFARE:

(1) (a) (i) No annual reports were produced.

(ii) to (d) Fall away.

(2) and (3) Fall away.

(4) Since the establishment of the Department in 1984, no annual reports have been produced.

Annual reports

72. Mr K M ANDREW asked the Minister of Education and Culture:

(1) (a) (i) How many annual reports were produced in 1986 by his Department and/or statutory bodies falling under his Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

(3) whether any copies of these reports

were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;

(4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to his Department of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of his Department and/or the statutory bodies in question and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 20 published reports.

(ii) Universities (11); technicians (8); the Department of Education and Culture (1).

Since the universities and technicians are autonomous, no further information regarding their reports are available and the rest of the information supplied refers to annual reports of the Department, which came into being in September 1984.

(b) R5 910,42.

(c) 1 700.

(d) The Government Printer.

(2) The printing of these reports was handled by the Government Printer. This Department is not in a position to supply the information required.

(a) (i) and (ii), and (b) Fall away.

(3) This information is not available, see (2) above.

(a), (b) and (c) Fall away.

(4)	(a)	(b)
1987	R4 692,03	600
1986	R5 910,42	1 700
1985	R4 595,19	770

(c) (i) 0.

(ii) 1.

(d) Cover: Dukuza Linen, pages: G.P. Wave with blue manila separating pages.

(e) (i) (aa) 0.

(bb) 3.

(ii) (aa) 0.

(bb) 3.

Universities/technicians

76. Mr R M BURROWS asked the Minister of Education and Culture:

Whether there are any backlogs in respect of building programmes undertaken by or on behalf of his Department at universities and technicians for Whites; if so, to what extent in respect of each such university and/or technician?

The MINISTER OF EDUCATION AND CULTURE: *Attwood*

This information is not available. In order to obtain it and to ensure equal treatment of all tertiary institutions, also as regards capital works, an investigation has been undertaken to establish the extent of existing backlogs and surpluses. This investigation regarding universities and technicians should be completed during 1987.

It is expected that recommendations which follow from this investigation, will address those problems which may exist at tertiary institutions. In future, new costs units for capital projects will be generated in terms of growth in student numbers only.

*4/9/87 Howard*

*50 Howard*

*4/2/87*



5/9/87

A TOTAL of 5 200 black pupils at Botshabelo near Bloemfontein were refused admission to schools this year as they applied after the period for registration had lapsed, the Minister of Education and Development Aid, Gerrit Viljoen, said yesterday.

# 5 200 pupils are refused admission

C/Pers 6/9/87

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Replying in writing to a question from NJ Olivier (PFP nominated); he said

they consisted mainly of children from rural areas who had not attended

school before and "have now moved in uncontrolled fashion to the more urban areas with their parents".

"These children could not be admitted as the existing accommodation was insufficient," he said.

Viljoen said a further 1 046 pupils in his department's Orange Free State and Orange Vaal regions had not gained admission to schools this year.

In all other regions all pupils who applied for admission had been admitted. - Sapa

# Storm over bid to change Afrikaans

By MARLENE BURGER

IF a retired Pretoria teacher has his way, the days of a distinctive feature of the Afrikaans language are numbered.

For 18 years, Mr Ginther Kotze, 69, has waged a tireless campaign against a sometimes confusing aspect of the language — the inversion of numerals.

Now he and a small band of supporters have decided to move the battle into the political arena.

They will ask Pretoria West MP Mr Rex le Roux to propose a motion for change at the Transvaal congress of the National Party on November 14.

"This archaic method of counting must go. Reversing figures puts Afrikaans-speaking children at a terrible disadvantage, to say nothing of the time wasted by accountants and auditors who work in Afrikaans," Mr Kotze said.

To prove his point, he plans an onslaught on the current world record for speed-counting.

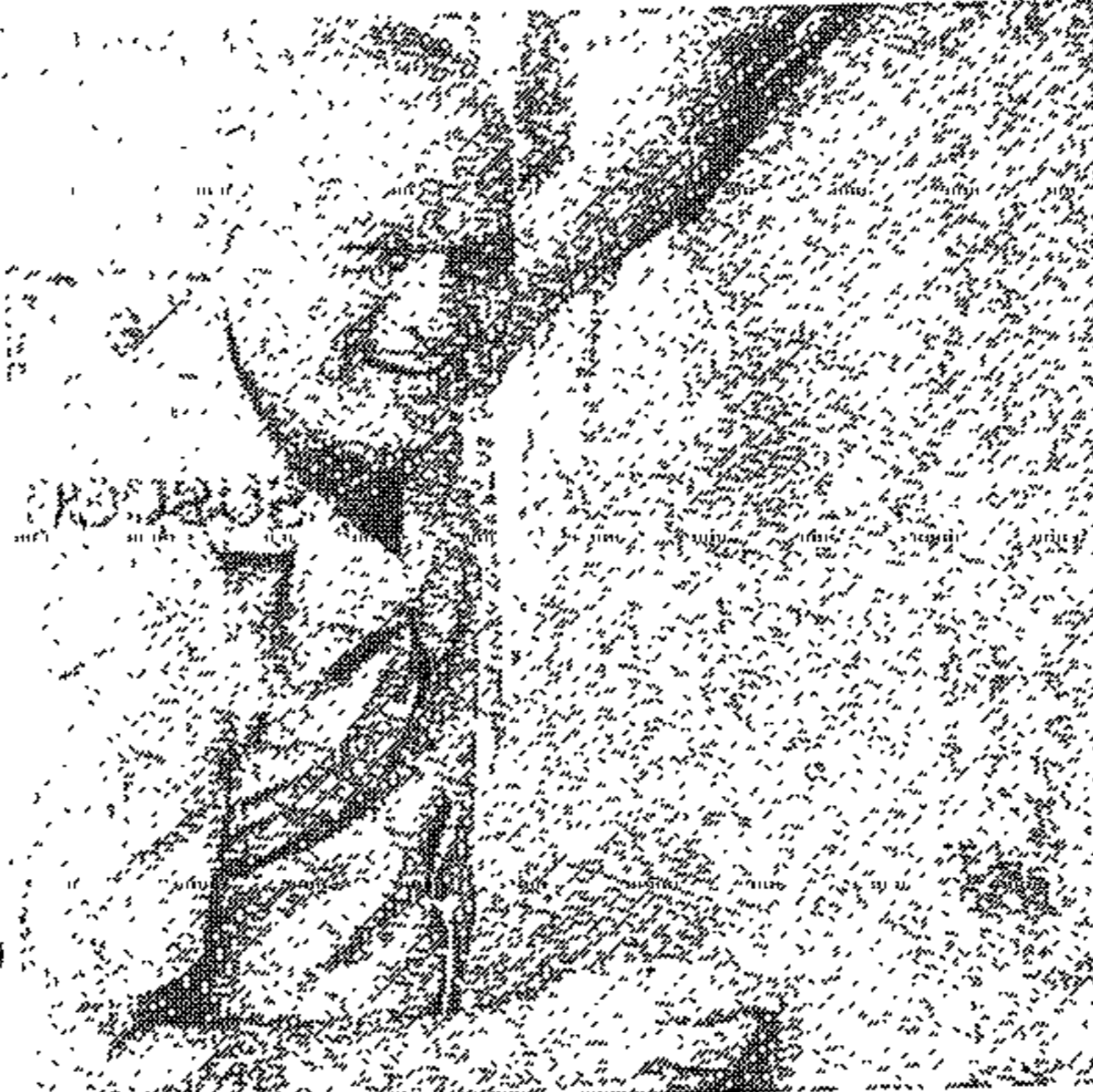
## Logical

"I can add a column of 34 figures in six seconds, simply by reading the numbers in their written order," says Mr Kotze.

What he would like to see is expression of figures in their logical sequence. So, for example, instead of saying "drie-en-vyftig" for 53, one would say "vyftig-drie".

His efforts to anglicise the numerical system have met with little success.

For this, he blames Professor Frans Odendaal, chairman of the Department of Afrikaans-Nederlands at



Ginther Kotze . . . adamant Afrikaans pupils are at a disadvantage  
Picture: HERMANN PAINCZYK

Rand Afrikaans University, chairman of the language commission of the Afrikaanse Akademie vir Wetenskap en Kuns and a member of the SABC's language advisory committee.

"We have statistical proof that schoolchildren do better at arithmetic if they don't have to reverse figures, but he has blocked every attempt to get the system changed," Mr Kotze claims.

"He even had a radio programme on the subject, scheduled for September 26, cancelled, because he doesn't want the idea to take hold."

But Professor Odendaal said he had "no knowledge at all" of the programme.

"This is the first I've heard of it. Perhaps I should be flattered that Mr Kotze believes I'm a man of such influence,

but he's got the wrong man."

Professor Odendaal was equally surprised to hear that Mr Kotze blamed him for the Akademie's repeated rejection of any change to the Afrikaans numerical system.

"The Human Sciences Research Council presented a lengthy report to the Akademie a few years ago, recommending that the system be changed, and there have been other suggestions in this respect from time to time.

"The fact is, both the Dutch and the Germans use the system, and some of the world's greatest mathematicians have come from those countries. The Akademie has consistently rejected change because it has yet to be convinced that it would be in the best interest of Afrikaans."



MONDAY, 7 SEPTEMBER 1987

Natal:  
Region E..... 156 715.  
(Presumably this figure includes squatters in parts of KwaZulu.)

†Indicates translated version.

For written reply:

General Affairs:

Squatters

265. Mr J H VAN DER MERWE asked the Minister of Constitutional Development and Planning:†

- (1) (a) How many Black (i) squatters and (ii) squatter structures are there estimated to be in (aa) the Republic and (bb) each specified place or area at present and (b) in respect of what date is this information furnished;
- (2) what were the corresponding (a) real or (b) estimated figures as at 31 December 1984, 31 December 1985 and 31 December 1986, respectively?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) Reliable information is not available in the form in which the hon member has asked the question. Information with regard to Black squatters that is available, is as follows:
- (a) (i) (aa) Total number of Black squatters in the RSA: 1 310 813.
- (bb) Transvaal:

Region F.....	46 140;
Region G.....	11 648;
Region H.....	731 964;
Region J.....	67 998.

Cape Province:

Region A.....	735;
Region B.....	16 978;
Region D.....	277 493.

Orange Free State:

Region C.....	1 142.
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(Only with regard to eight of the possible 41 districts.)

Howard

HOA

- (ii) No reliable information is available.
- (b) 30 June 1987.

(2) No figures with regard to the squatter situation in the RSA for the period 1984 to 1986 are available.

Pupils: dropped out of school

314. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) What percentage of the Black pupils who attended schools falling under his Department dropped out of school in 1984, 1985 and 1986, respectively;
- (2) whether his Department has conducted any research into the reasons for Black pupils dropping out of school: if not, why not; if so, what were the findings;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) 1984.....	10.6%;
1985.....	10.2%;
1986.....	not yet available..

(2) Yes. Many reasons for the dropping out are known. The following reasons should however be mentioned:

- 2.1 Many of the pupils are environmentally handicapped.
- 2.2 The pupils are not "school ready" when they enter school.
- 2.3 Even after completion of a school readiness programme, some pupils are still not ready for school.
- 2.4 Limited language skills.
- 2.5 Problems arising from switching over to English as medium of instruction in Std 3.

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7/9/87 Spurdack

- 2.6 The inadequate qualifications of some of the teaching staff.
- 2.7 The teaching of more than one standard in one class (farm schools).
- 2.8 Limited education advisory services for basic (primary) education.
- 2.9 Teacher-pupil ratio.
- 2.10 Irregular school attendance.
- 2.11 Lack of motivation by pupils.
- (3) No.

Universities

330. Mr A GERBER asked the Minister of Education and Development Aid:†

- (a) How many (i) Blacks, (ii) Whites, (iii) Coloureds and (iv) Indians are at present studying at each university under the control of his Department and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a)	(i)	(ii)	(iii)	(iv)
FortHare	3 013	46	26	2
The North	5 409	18	5	4
Zululand	3 524	16	1	7
Medunsa	1 106	1 179	1	31
Vista	14 065	12	81	3

(b) 3 June 1986.

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Agricultural colleges

332. Mr R J LORIMER asked the Minister of Education and Development Aid:

- How many Black students (a) applied for admission and (b) were admitted to each specified agricultural college under the control of his Department in 1986?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The Department of Education and Training has no agricultural colleges under its control.

7/9/87

HOA

Diesel for road transport

347. Mr A J W P S TERBLANCHE asked the Minister of Transport Affairs:†
- What percentage of the diesel purchased by the South African Transport Services in 1986 was used for road transport?
- The MINISTER OF TRANSPORT AFFAIRS:
- 26 per cent in respect of the 1986/87 financial year.
- Information for the 1986 calendar year is not readily available.

Annual reports

359. Mr K M ANDREW asked the State President:

- (1) (a) How many annual reports were produced in 1986 by the National Intelligence Service, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;
- (2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;
- (3) whether any copies of these reports were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;
- (4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to this Service of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of this Service and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The STATE PRESIDENT:

- (1) None.
- (2), (3) and (4) Lapse.

TUESDAY, 8 SEPTEMBER 1987

7/9/87

Local authorities

\*1. Mr W J D VAN WYK asked the Minister of Finance:†

- (1) Whether the Government has taken a decision that local authorities are to ensure that the increase in their revenue and expenditure does not exceed a certain percentage which is determined annually by him; if so, when;
- (2) whether this decision is departed from; if so, (a) why and (b) in what circumstances.
- (3) whether, in comparison with the relevant figures for 1983-84 financial year, there was an increase of approximately 34 per cent in respect of the revenue and expenditure of local authorities in the 1984-85 financial year; if so,
- (4) whether he will make a statement on the matter?
- †The MINISTER OF FINANCE:
- (1) In June 1981 the Cabinet decided that the Department of Finance should exercise overall control over the expenditure of local authorities. In accordance herewith the Minister of Finance annually determines a percentage increase in the expenditure of local authorities.
- (2) There has been no departures from the decision to subject the expenditure of local authorities to overall financial control. In deserving cases, for example exceptionally rapid development, the guide rate may however be adjusted upwards.
- (3) Based on the records of the Department of Finance kept for local authorities, the budgeted expenditure for 1984-85 increased by 16% compared with that of the 1983-84 financial year. These figures do not include the expenditure of divisional councils and development boards.
- (4) No statement on the matter is deemed necessary.

\*2. Mr J H VAN DER MERWE—Constitutional Development and Planning—[Reply standing over.]

Periodical financial assistance

\*3. Mr J H VAN DER MERWE asked the Minister of Foreign Affairs:†

Whether the State renders any financial and/or other assistance to a certain periodical, the name of which has been furnished to the Minister's Department for the purposes of his reply; if so, (a) why, (b) what is the nature of the assistance, (c) what was the amount of the assistance in each of the latest specified two periods of 12 months for which information is available and (d) what is the name of the periodical concerned?

†The MINISTER OF FOREIGN AFFAIRS:

- Yes, indirectly.
- (a) and (b) An agreement was concluded with a public relations firm to introduce South Africa to opinion formers in France and elsewhere in Europe, and this firm publishes the magazine as part of its general business activities.
- (c) The public relations firm is paid a total amount for its service as a whole and it is therefore not known how much is specifically spent on the magazine.
- (d) As private persons and organisations also make direct financial contributions

8/9/87

HOA



**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

*Own Affairs:*

**Text-books**

\*1. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) No. Negotiations with some of the owners have not been completed as yet.
- (2) (a) and (b) No decision has so far been taken about the future disposal of the undivided shares that will be acquired by the South African Development Trust
- (3) (a) and (b) The hon member is referred to paragraph 4 of the reply by the hon Minister of Constitutional Development and Planning to Question No. 229 on 21 August 1987. A decision on the incorporation of the area concerned was taken by Parliament of the Republic of South Africa by passing Act 112 of 1986.

The MINISTER OF EDUCATION AND CULTURE [Reply laid upon the Table with leave of House]:

(a) and (b)	Geskiedenis St 10, Hoer Graad en Standardgraad	CJ Joubert & JJ Britz	Aug. 1985
	History Std 10, Higher Grade and Standard Grade	CJ Joubert & JJ Britz	Aug. 1985
	History Alive Std 10	Callaway (Shuter & Shooter)	Aug. 1985
	Tydkringe St. 10	Lintvelt, et al (Maskew Miller Longman)	Sept. 1987
	Timelines Std. 10	Lintvelt, et al (Maskew Miller Longman)	Sept. 1987
	Geskiedenis St. 10	Lambrechts, Bennisson et al (NASOU)	Aug. 1987
	History Std. 10	Lambrechts, Bennisson et al (NASOU)	Aug. 1987
	History for Today	Graves, Eksteen et al (JUTA)	Aug. 1987
	History Std. 10	Breytenbach (Shuter & Shooter)	Aug. 1977

**Transvaal**

Geskiedenis St 10, Hoer Graad en Standardgraad	CJ Joubert & JJ Britz
History Std 10, Higher Grade and Standard Grade	CJ Joubert & JJ Britz

Arrangements have also been made for the submission of further manuscripts and text-books. Two manuscripts and two textbooks are presently being considered for inclusion in the quota of approved textbooks.

**Natal**

History Alive St 10	Callaway (Shuter & Shooter)
Times Lines Std 10	Lintvelt et al (Maskew Miller Longman)
History Std 10	Lambrechts, Bennisson et al (NASOU)
Geskiedenis St 10	Lambrechts, Bennisson et al (NASOU)
History for Today	Graves, Eksteen et al (JUTA)
History Std 10	Breytenbach (Shuter & Shooter)

**Cape**

History Std 10	Lambrechts, Bennisson et al (NASOU)
Geskiedenis St 10	Lambrechts, Bennisson et al (NASOU)
Timelines Std 10	Lintvelt, et al (Maskew Miller Longman)
Tydkringe St 10	Lintvelt, et al (Maskew Miller Longman)
History Alive Std 10	Callaway et al (Shuter & Shooter)

**Orange Free State**

History Std 10	Lambrechts, Bennisson et al (NASOU)
Geskiedenis St 10	Lambrechts, Bennisson et al (NASOU)

**The Child and Family Care Society, Vereeniging**

\*2. Mr J H VAN DER MERWE asked the Minister of the Budget and Welfare:†

- (1) Whether the State has in the past rendered financial and/or other assistance to a certain body in Vereeniging, the name of which has been furnished to the Minister's Department for the purposes of his reply; if so, (a) what assistance, (b) when and (c) what is the name of this body.
- (2) whether this assistance has since been (a) reduced and/or (b) discontinued; if so, why, in each case?

**THE MINISTER OF THE BUDGET AND WELFARE**

- (1) Yes
- (a) Subsidies are paid to the National Council for Child and Family Care in respect of 2 approved social work posts at Vereeniging.
- (b) The subsidies concerned are paid monthly and a continuous basis.
- (c) The Child and Family Care Society, Vereeniging.

**African language as subject**

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

- How many (a) schools falling under his Department were offering, and (b) pupils

were taking, an African language as a subject as at the latest specified date for which information is available?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) 1 510.
- (b) 288 702—(31 August 1987)

**Black teachers: African languages**

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether State schools falling under his Department are permitted to employ Black teachers to teach African languages in (a) primary and (b) secondary schools; if so, (i) since when and (ii) what total number of Black teachers was so employed as at the latest specified date for which information is available; if not, why not;
- (2) whether any investigations are being conducted into the teaching of African languages at White schools; if so, (a) what investigations and (b) what progress has been made;
- (3) whether there is any shortage of teachers available to teach African languages at White schools; if so, (a) what is the extent of the shortage and (b) what action is being taken in this regard;
- (4) whether any surveys have been conducted to determine whether there are schools wishing to offer an African language as a subject but are unable to do so; if not, why not; if so,

Answered 8/9/87

8/9/87

(50)

(50) Answered 8/9/87



(a) when and (b) what were the findings?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) (a) and (b) No, since education is an own affair in terms of section 14 of the Constitution of the Republic of South Africa, 1983 (Act No 110 of 1983), read in conjunction with item 2 of Adendum 1.
- (i) and (ii) Fall away.
- (2) Yes.

- (a) HSRC Education Research Programme No 7: "African Language in White primary schools".
- (b) The report was released by me on 28 April 1987 and is currently being studied by the Department.
- (3) No.
- (a) and (b) Fall away.
- (4) No, a formal survey is not deemed necessary, as channels exist by means of which any school wishing to offer the subject, may apply to do so.
- (a) and (b) Fall away.

HOA

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, may I ask him in respect of his reply to the first part of this question whether in view of the fact that White teachers are involved in Coloured and Black education, he would not think it wise to allow Black teachers to teach in White schools in respect of this subject despite the general and own affairs concept?

THE MINISTER: Mr Chairman, I have already replied that in terms of the provisions of the constitution it is not possible. In addition, registration with the Teachers' Council also has to take place in respect of teachers who teach in White schools. Naturally, a person who teaches his mother tongue, can usually do it better than a non-mother tongue speaker. I therefore have sympathy with that. At present, however, it is not possible for a person of colour to teach

in a Government school. That is the difference between private and Government schools, especially in terms of the specific education legislation in this regard.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Minister's reply, may I ask him the following: If it is not possible in terms of the Constitution, how is it then possible for White teachers to teach in State Coloured schools and State Black schools?

THE MINISTER: Mr Chairman, apart from the Constitution, there is also specific education legislation and the education legislation for Whites, in terms of the own affairs concept in the Constitution, only applies to White education as such. Therefore, if there are specific procedures for White education, it does not mean that the same procedures apply to the education of the Administration: House of Representatives, Administration House of Delegates or the Department of Education and Training.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Minister's reply, may I ask him whether he does not think it would be wise to amend that White education legislation if that is the obstacle?

THE MINISTER: No.

Computers

\*5. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department has reached any decision on the supply of computers to and maintenance of computers in all high and primary schools falling under his control; if not, why not; if so, (a) what decision has been reached and (b) what time-table regarding supply has been set;
- (2) whether he will make a statement on the matter?

*Howard*  
8/9/87

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) (a) No, this matter is currently being studied by the Network for Educational Technology and recommendations will be formulated in due course.

*Howard*

- (b) Falls away.
- (2) No.

Regional cultural councils

\*6. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he (a) obtained the views of any cultural organisations prior to the appointment of persons to the regional cultural councils; if not, why not; if so, (i) (aa) which organisations were contacted for this purpose and (bb) when were they so contacted, (ii) how many persons were nominated by these organisations and (iii) what procedure did he follow in selecting his nominees,
- (2) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Names of possible appointees are received from the regional councils for cultural affairs themselves, which in turn are in contact with cultural organisations on an ongoing basis hence
- (a) no, *8/9/87*
- (b) no, (i) (aa) and (bb) (ii) and (iii) Fall away.
- (2) No. *8/9/87*

*For written reply:*

*General Affairs:*

Crossroads/KTC: offences

138. Mr S S VAN DER MERWE asked the Minister of Law and Order:

Whether any persons have been arrested in connection with (a) arson, (b) theft, (c) malicious damage to property, (d) assault with intent to do grievous bodily harm, (e) common assault, (f) murder and (g) attempted murder during unrest in (i) Crossroads in May 1986 and (ii) the KTC area in June 1986; if not, what progress has been made by the South African

Police in this regard; if so, how many in each case?

**THE MINISTER OF LAW AND ORDER:**

- (a) to (g) I refer the hon member to my reply to written question number 27 dated 2 February 1987, which is also applicable to this question.

Police sub-station, Regent Road, Sea Point

197. Mr C W EGLIN asked the Minister of Law and Order:

- (a) On what date was the police sub-station in Regent Road, Sea Point, opened, (b) what specified services do the police at this sub-station provide to (i) the public in general and (ii) residents in this area in particular and (c) (i) how many offences of each specified type were reported at this sub-station and (ii) in respect of what specified period is this information furnished?

**THE MINISTER OF LAW AND ORDER:**

- (a) 24 November 1986.
- (b) (i) With the exception of the reporting of deaths, the issuing of funeral orders and the handling of applications for fire-arm licences, the Regent Road charge office provides the same services as any other charge office.
- (c) (i) Theft . . . . . 16  
Theft from motor vehicles . . . . . 10  
Assault . . . . . 9  
Housebreaking with the intent to steal and theft . . . . . 6  
Pickpocketing . . . . . 4  
Theft of motor vehicle . . . . . 3  
Trespassing . . . . . 2  
Malicious damage to property . . . . . 1  
Reckless or negligent driving . . . . . 1  
Public indecency . . . . . 1  
Crimes injuria . . . . . 1  
Disturbance of the peace . . . . . 1  
Shoplifting . . . . . 1  
Total . . . . . 56

- (ii) 24 November 1986 until 11 June 1987.

Note: These duties also include patrolling

HOA

*Howard*  
8/9/87

*Howard*



- (b) (i) 2 634.
- (ii) 390.
- (c) (i) 6.
- (ii) None.

(2) Yes, 4.

**Provincial public libraries**

326. Mr M J ELLIS asked the Minister of Constitutional Development and Planning:

- (1) Whether any provincial public libraries have been identified as (a) Coloured and (b) Indian own affairs; if so, (i) which libraries, and (ii) when were they transferred or are they to be transferred, in each case;
- (2) who is responsible for provincial public libraries which have not been classified as own affairs;
- (3) who will be responsible for (a) ordering and (b) buying books for each type of provincial public library?

Library Service, are controlled and managed by the relevant local authority.

(3) (a) and (b) The Natal Provincial Library Service.

**Cape Province**

(1) (a) and (b) The Provincial Administration does not itself conduct public libraries. The establishment, control and management of public libraries are the express responsibility of local authorities.

(i) and (ii) Fall away.

(2) Falls away.

(3) (a) and (b) The Cape Provincial Administration.

**Orange Free State**

(1) (a) Yes.

(i) Heidedal, Bloemfontein

Bronville, Welkom

Brentpark, Kroonstad

Bakenpark, Bethlehem

Sandersville, Heilbron

(ii) Date of transfer still to be determined.

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING.**

**Transvaal**

(1) (a), (b), (i) and (ii) Public library services are a function of local authorities and therefore rests exclusively in the hands of those authorities. The Transvaal Provincial Administration provides library material and other services but does not in any way interfere with the rendering of library services to the different population groups.

(2) Falls away.

(3) (a) and (b) The Transvaal Provincial Administration.

**Natal**

(1) (a) and (b) There are no provincial public libraries in Natal. No public libraries which are affiliated to the Natal Provincial Library Service have been identified as a Coloured or an Indian own affair.

(i) and (ii) Fall away.

(2) All public libraries in Natal which are affiliated to the Natal Provincial Li-

How many posts of (a) director and (b) deputy director are there in (i) his Department and (ii) each of the provincial departments falling under his control?

**The MINISTER OF EDUCATION AND CULTURE:**

It is accepted that the designations of director and deputy director refer to the rank designations of Director of Education and Deputy Director of Education respectively. The equivalent rank designations in the Department are Executive Director and Chief Director respectively.

(a) (i) 1.

(ii) Transvaal ..... 1

Cape ..... 1

Natal ..... 1

Orange Free State ..... 1

(b) (i) 5.

(ii) Transvaal ..... 2

Cape ..... 2

Natal ..... 1

Orange Free State ..... 1

**Director/deputy director**

82. Mr M J ELLIS asked the Minister of Health Services:

How many posts of (a) director and (b) deputy director are there in (i) his Department and (ii) each of the provincial departments falling under his control?

**The MINISTER OF HEALTH SERVICES:**

(i) (a) 6.

(ii) 15.

(ii) Staff of the provincial departments fall under the control of the different Administrators.

**Expenditure**

83 Mr A GERBER asked the Minister of Education and Culture:

Whether the education departments under the control of his Department were recently requested to cut their expenditure; if so, (a) in respect of what items was each education department so requested and

(b) (i) by what percentage, and (ii) when, in each case?

**The MINISTER OF EDUCATION AND CULTURE:**

Yes, provincial education departments were requested to cut their expenditure as far as possible in view of the existing economic situation. Due to the fact that priorities differ from province to province, it is not possible to reply to Question (a) and (b) (i) and (ii).

THURSDAY, 10 SEPTEMBER 1987

†Indicates translated version.

For written reply:

**General Affairs:**

**Amounts for Black education**

183. Mr A GERBER asked the Minister of Education and Development Aid:

Whether in 1986 any amounts were received for Black education in South Africa from (a) foreign governments, (b) foreign companies and (c) South African companies; if so, (i) what total amount, in each case, and (ii) (aa) from what South African companies were such amounts received and (bb) what amount, in each case?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

(a) No.

(b) No.

(c) Yes.

(i) R1 814 413.83.

(ii) (aa) (bb)

Sasol Three ..... R1 500 000.00

Anglo American ..... R28 461.00

of SA ..... R285 952.83

Rand Mines ..... R285 952.83

Grants received in kind in the form of school accommodation and equipment were not taken into account.

HoA

**Director/deputy director**

81. Mr M J ELLIS asked the Minister of Education and Culture:

**Own Affairs:**

(b) White—OFS Provincial Administration  
Coloured—OFS Provincial Administration  
General (Black)—OFS Provincial Administration

Handwritten signature and date: *Handwritten* 9/9/87

Handwritten initials: *ESD*

Handwritten signature and date: *Handwritten* 9/9/87

Handwritten signature and date: *Handwritten* 9/9/87

Handwritten signature and date: *Handwritten* 10/9/87

Illegal immigrants

350. Mr P G SOAL asked the Minister of Home Affairs:

- (1) Whether any persons who were arrested on suspicion of being illegal immigrants were deported or repatriated in 1986; if so, (a) how many and (b) to which country was each deported or repatriated;
- (2) whether any of these persons were in possession of illegal (a) reference or (b) identity books; if so, (i) how many, (ii) of which countries were they purported to be citizens, (iii) (aa) by whom and (bb) how was it determined that the documents were illegal and (iv) in terms of what statutory provisions were they deported or repatriated?

The MINISTER OF HOME AFFAIRS:

- (1) Yes.
  - (a) 32 362.
  - (b) Botswana ..... 7 289
  - Ciskei ..... 1
  - Lesotho ..... 2 596
  - Malawi ..... 35
  - Mozambique ..... 19 081
  - Swaziland ..... 671
  - Tanzania ..... 3
  - Transkei ..... 143
  - Venda ..... 2
  - Zambia ..... 1
  - Zimbabwe ..... 2 538
  - Zaire ..... 2
- (2) (a) and (b) Yes.
  - (i) and (ii) Statistics in this regard are not being kept by the Department.
  - (iii) (aa) Immigration Officers.
    - (bb) By means of examination in terms of the relevant legislation.
  - (iv) In terms of section 16 of the Admission of Persons to the Republic Regulation Act, 1972 (Act 59 of 1972), and the Blacks (Urban Areas) Consolidation Act, 1945

(Act 25 of 1945), the latter being repealed with effect from 1 July 1986.

Immigrants

352. Mr A GERBER asked the Minister of Home Affairs:†

- How many (a) Blacks, (b) Whites, (c) Coloureds and (d) Indians were allowed to immigrate to the Republic during the latest period of 12 months for which information is available?

The MINISTER OF HOME AFFAIRS:

- (a) 49.
- (b) 5 473.
- (c) 37.
- (d) 184.

The above-mentioned figures are in respect of the applications approved by the Immigrants Selection Board for the period August 1986 to July 1987.

Annual reports

374. Mr K M ANDREW asked the Minister of Economic Affairs and Technology:

- (1) (a) (i) How many annual reports were produced in 1986 by the Department of Mineral and Energy Affairs and/or statutory bodies falling under this Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;
- (2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;
- (3) whether any copies of these reports were sold, if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;
- (4) in respect of each of the latest

- (1) (a) (i) How many annual reports were produced in 1986 by the Department of Mineral and Energy Affairs and/or statutory bodies falling under this Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;
- (2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;
- (3) whether any copies of these reports were sold, if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;
- (4) in respect of each of the latest

specified five years for which information is available, (a) what was the total cost to this Department of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of his Department and/or the statutory bodies in question and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

- (1) (a) (i) Seven

- (ii) 1. Department of Mineral and Energy Affairs
- 2. Energy Branch, Department of Mineral and Energy Affairs (Reprint from Departmental annual report)
- 3. Geological Survey, Department of Mineral and Energy Affairs (Reprint from Departmental annual report)
- 4. SA Diamond Board (No report as from 1986)
- 5. ESKOM
- 6. MINTEK
- 7. Atomic Energy Corporation of SA Ltd
- 8. Council for Nuclear Safety

(2)

- 1. Unknown: Government Printer is responsible
- 2. Unknown: Government Printer is responsible
- 3. Unknown: Government Printer is responsible
- 4. Nil
- 5. Yes
- 6. Yes
- 7. No (Classified)
- 8. No (Classified)

(a) (i) 1 Unknown

- 2. Unknown
- 3. Unknown
- 4. Nil
- 5. R69 638,00
- 6. R41 428,80
- 7. Not applicable
- 8. Not applicable

(ii) 1. Unknown

- 2. Unknown
- 3. Unknown
- 4. Nil
- 5. R71 950,00
- 6. R50 989,12
- 7. Not applicable
- 8. Not applicable

- (b) 1. R30 518,70
- 2. Unknown at this stage
- 3. Unknown at this stage
- 4. Nil
- 5. R148 080,00
- 6. R 44 605,75
- 7. R 800,00
- 8. R 3 500,00

- (c) 1. 1 070
- 2. 800
- 3. 800
- 4. Nil
- 5. 19 000
- 6. 2 500

- (b) 1. Not applicable
- 2. Not applicable
- 3. Not applicable
- 4. Nil
- 5. R69 638,00
- 6. R41 428,80
- 7. Not applicable
- 8. Not applicable

10/9/87

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State-aided schools

\*7. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether, with reference to his reply to Question No 34 on 28 July 1987, each of the State-aided schools in receipt of the 15 per cent level of subsidy have been informed of the deficiencies which prevented them from achieving the 45 per cent level of subsidy; if not, why not; if so, when were they so informed;
- (2) whether his Department has made financial provision for the overall improvement of such schools from the 15 per cent to the 45 per cent level of subsidy; if not, why not; if so, what percentage increase is provided for in the total sum to be made available for State-aided schools in the 1988-89 financial year;
- (3) whether he will hold or has held further meetings with the bodies representative of the State-aided schools, if so, (a) when and (b) what was the outcome of the meetings held;
- (4) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, such finer details are not divulged to individual schools as such a step would constitute an intrusion upon the privacy of the schools and might even be construed as playing off one school against another.
- (2) the amount which is determined by the Department of National Education in co-operation with the Department of Finance, has not been finally determined for 1988/89. Therefore, the required information is not available;
- (3) (a) a discussion took place on 10 August,
- (b) further regular discussions will take place.
- (4) No. For the information of the hon

to make public the information other than on a confidential basis to the member.

Botshabelo, Orange Free State

110. Mr P C CRONJÉ asked the Minister of Education and Development Aid:

- (a) What is the size in hectares of Botshabelo, in the Orange Free State,
- (b) what is the total population of this township, (c) how many (i) primary, (ii) higher primary and (iii) secondary schools are there in this township, (d) how many (i) pupils and (ii) teachers are there at each of these schools and (e) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) The size of Botshabelo township is 11 021 ha.
- (b) Approximately 400 000.
- (c) (i) Number of primary schools: 39.  
(ii) Included in (i).
- (iii) Number of secondary schools: 7
- (d) Teachers and pupils.

Secondary

School	Teachers	Pupils
Hlonamang	30	1 258
Kgabo	22	796
Kgorathuto	29	1 251
Ntemoseng	37	1 624
Popano	23	892
Reamoetse	23	802
Seemahale	26	928

Primary

Amohelang	21	783
Botho-Pelo	19	622
Bolokhang	33	1 426
Dibengatsobo	32	1 270
Bartha	32	1 435
Ditbelwane	21	913
Fadimchang	21	809
Hohle	28	1 271
Katamelo	25	1 087
Lebelo	21	762
Lerole	24	1 036
Leshome	17	798

25/8/87

School

School	Teachers	Pupils
Mahlhonolo	18	668
Makgulo	24	964
Mmusapelo	18	837
Mpolokeng	22	929
Ntareleng	25	986
Ntebaleng	25	1 088
Ntediseng	48	2 040
Nthabeleng	17	692
Phallang	21	864
Phano	21	940
Pontsheng	36	1 530
Oelo	21	904
Rankwe	21	839
Raohang	21	792
Reentsheng	33	1 383
Refihle	21	786
Retsamale	35	1 354
Sankatane	24	799
Semomotela	25	942
Senkangwele	25	669
Seroki	25	977
Setjhaba-se-Makeise	16	612
Thabo	12	472
Tharr-ya-Tshepe	17	558
Thato	20	902
Tharohatsi	21	995
Tlotlising	22	958

Community councils/local authorities

- (e) Date in respect of which this information is furnished: 4 March 1986
140. Mr P G SOAL asked the Minister of Constitutional Development and Planning:
- (1) How many (a) (i) community councils and (ii) other Black local authorities had been constituted and (b) wards were there in each specified area as at the latest specified date for which information is available;
  - (2) on what dates were the most recent general elections held for these councils and local authorities;
  - (3) whether any vacancies have occurred on these councils or local authorities since the above-mentioned general elections were held; if so, (a) how many vacancies were caused by (i) resignations and (ii) any other specified factors and (b) how many of these vacancies have since been filled by way of by-elections?

25/8/87



## WEEKEND FOCUS

THEY live in the same country, but as this week's discussion of the budget votes in Parliament once more showed, black and white pupils grow up in two vastly different worlds. Michael Ashley of UCT's School of Education recently visited two Cape Town schools, one white, the other black, and reflects on the experience.

by MICHAEL ASHLEY, of the University of Cape Town.

**R**ECENT visits to two important Cape Town high schools presented an opportunity to experience two South African educational realities, the contrast of which exemplifies the difficulty of our situation. For that reason their names do not matter.

The first is an old and famous institution with a long list of legendary South Africans as old and leafy southern suburbs. Its buildings and playing fields are living memorials to the English educational ideals which inspired its founders. Under a stunning mountain backdrop, its stone buildings set among venerable trees, manicured lawns and playing fields are the epitome both of a proud tradition and of the expectation of a secure future.

Consistent with its outward appearance, the human heart of the school, boys and masters, is equally impressive. Highly-qualified and motivated teachers work with well-tuned out and mannered pupils in an environment where all

reasonable needs are provided, where all facilities are excellent.

Apart from the inevitable institutional under-life, never accessible to the casual visitor, and from the larger uncertainties about South Africa's future and possible emigration, the school lives in a secure reality. The belief is strong that a good education and hard work leads to a good job. The headmaster and his teaching staff are in authority and clear guidelines are laid down. The school year is predictable — terms and sporting seasons come and go, creating a framework of order and purpose.

The other school, catering for black pupils, is a different world. All black schools suffer from shortages and this one is no exception. There has been a shortage of classrooms for standard 6 pupils since the start of the year (just reminded); there is a shortage of desks, of paper, of textbooks. Classes are generally very large and teachers work under very difficult conditions.

But the most disturbing feature is that the ordered and predictable reality which is so important for worthwhile education has been severely undermined by the turmoil of the past few years.

# EDUCATION

## Two different worlds in South Africa

The most obvious and disturbing difference is the apparent indifference to adult authority on the part of so many pupils. They arrive at school and leave as and when they please, and move in and out of classrooms in much the same manner. Teachers have to exercise their authority very delicately.

Furthermore, pupil faith in the link between education and career prospects is not strong. Vocational guidance in particular is difficult to teach for that reason. Faith and trust in teachers has suffered too, both because of the generally low level of academic and professional qualifications and because of their perceived marginality in the political struggle.

**I**T is that struggle that has given rise to the situation. There is a deep suspicion, sometimes a total rejection, among many people in the urban townships of the existing political, economic and social order, particularly of what are referred to as its capitalist and apartheid features.

It is thus political conflict that provides the pervasive background to the school. The reality of township tension is attested to by the police

station with its parked Casspirs a sentry box no more than a bl school. Troops patrol, ready to

The political issues which a concern to the pupils and staff a most recent concerned a bitter participation in a sports meeting; the Department of Education and dispute was so serious that it res cal violence, damage to proper long negotiations over whether t be closed.

These two schools are microcos South Africa. Depending on y words they reflect the differ First and Third World communi white and black. For the sake and the city, pupils and staff nee fact, become aware of each ot experience of each other's worl before they have to meet in the moured vehicles, weapons and much is certain. How to achiev ingful way is another matter.



**Mentally handicapped children: training centres**

\*2 Mr M J ELLIS asked the Minister of Education and Culture:

Whether (a) teachers and (b) other members of the professional and administrative staff of education departments falling under his Department may (i) be nominated to serve on and (ii) serve on the governing bodies of training centres for mentally handicapped children and special schools; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b)

(i) No, it is not advisable to have members of a Department serve in a Body that has to decide on professional aspects of other members of the same Department.

(a) and (b)

(ii) Yes, in cases where appointments were made under the old dispensation and the incumbents' periods of office have not run out.

**Severely handicapped children: training centres**

\*3 Mr M J ELLIS asked the Minister of Education and Culture:

Whether (a) training centres for severely handicapped children and (b) special schools will be represented on each of the councils or school boards in each of the provinces; if not, why not; if so, from what date?

The MINISTER OF EDUCATION AND CULTURE:

(a) No, State training centres for severely handicapped children are not represented in these bodies since the provincial education ordinances do not provide for their inclusion. This matter will be attended to in the proposed Education Affairs Act.

HQA

**Statistics on housing**

\*5 Mr K M ANDREW asked the Minister of Local Government, Housing and Works:

(1) Whether his Department keeps statistics on housing for Whites; if not, (a) why not and (b) who is responsible for keeping such statistics; if so,

(2) whether there is a (a) shortage or (b) surplus of housing for Whites in the Cape Peninsula; if so, what was the extent of the shortage or surplus as at the latest specified date for which information is available?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS.

(1) Yes.

(a) Falls away.

(b) With the co-operation of local authorities the Department maintains a housing data bank in so far as it concerns persons of the White population group.

(2) Yes.

(a) According to the computerised waiting list programme, 1 479 persons have as at 24 August 1987 registered a housing need. The need survey is an ongoing process and it is envisaged that the shortage will come to some 2 000 as soon as the outstanding applications for housing assistance have been computerised.

(b) Falls away.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, may I ask him whether separate figures on shortages and surpluses are kept in respect of people who require subsidised housing and those who do not require subsidised housing or accommodation?

The MINISTER: Mr Speaker, the survey that is being done is about income groups and age groups. I shall reply more fully to the question the hon member has just asked me.

HQA

**Rondebosch Boys' Preparatory School**

\*6 Mr J J WALSH asked the Minister of Education and Culture:

(1) Whether his Department intends providing new school buildings for the Rondebosch Boys' Preparatory School; if so, (a) what stage has the planning reached, (b) when will the construction work (i) commence and (ii) be completed, (c) when was it first decided that the school needed additional facilities and (d) what steps are envisaged in respect of (i) each of the buildings, (ii) the sporting facilities and (iii) the grounds at the present school site;

(2) whether there have been any delays in this regard, if so, (ii) what delays and (b) why?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) Sketch plan stage.

(b) (i) 1990, provided that funds will be available

(ii) 1992, provided that funds will be available.

(c) 1980.

(d) (i), (ii) and (iii) To be retained for educational purposes.

(2) Yes, (a) and (b) Owing to representations received during 1980 it was decided to replace the existing school building with a new building on a more suitable site. A previously approved scheme for extensions to the existing buildings had to be discarded.

The proposed new building was researched and designed in co-operation with the National Building Research Institute, which resulted in the planning stage being much longer than normal.

In addition, there were protracted negotiations to obtain a suitable new site.

**Teachers of Chinese descent**

\*4 Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether teachers of Chinese descent are permitted to teach in schools under the control of his Department; if not, why not; if so,

(2) whether such teachers are obliged to register with the Teachers' Federal Council;

(3) whether the Teachers' Federal Council has undertaken the registration of such teachers; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, at certain schools at this stage,

(2) No, not at present. The registration of these teachers is receiving urgent attention.

(3) Not yet, to my knowledge. Negotiations with the Teachers' Federal Council on this matter are at present under way.

*Answered* 25/8/87



**Mentally handicapped children: training centres**

\*2. Mr M J ELLIS asked the Minister of Education and Culture:

Whether (a) teachers and (b) other members of the professional and administrative staff of education departments falling under his Department may (i) be nominated to serve on and (ii) serve on the governing bodies of training centres for mentally handicapped children and special schools; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b)

(i) No, it is not advisable to have members of a Department serve in a Body that has to decide on professional aspects of other members of the same Department.

(a) and (b)

(ii) Yes, in cases where appointments were made under the old dispensation and the incumbents' periods of office have not run out.

**Severely handicapped children: training centres**

\*3. Mr M J ELLIS asked the Minister of Education and Culture:

Whether (a) training centres for severely handicapped children and (b) special schools will be represented on the regional councils or school boards in each of the provinces; if not, why not; if so, from what date?

The MINISTER OF EDUCATION AND CULTURE:

(a) No, State training centres for severely handicapped children are not represented in these bodies since the provincial education ordinances do not provide for their inclusion. This matter will be attended to in the proposed Education Affairs Act.

State aided training centres for severely handicapped children are not represented as they are controlled by autonomous Governing Bodies.

(b) Yes, since the establishment of special schools in Transvaal, Orange Free State and Cape, and since the amendment of the Provincial Education Ordinance in 1986 to provide for the institution of these bodies in Natal.

I may for further edification point out that in questions 1, 2, 3 and 7 the term "special schools" or "schools for special teaching" is used. These terms are not synonyms. Special schools are schools that have always been provincial schools and education and vocational guidance are given to children with learning problems but who are not handicapped. Schools for special or extraordinary education are schools for children who are physically, mentally and/or behaviourally handicapped.

**Teachers of Chinese descent**

\*4. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether teachers of Chinese descent are permitted to teach in schools under the control of his Department; if not, why not; if so, whether such teachers are obliged to register with the Teachers' Federal Council;

(2) whether the Teachers' Federal Council has undertaken the registration of such teachers; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, at certain schools at this stage.  
 (2) No, not at present. The registration of these teachers is receiving urgent attention.  
 (3) Not yet, to my knowledge. Negotiations with the Teachers' Federal Council on this matter are at present under way.

*Answered*  25/8/87

**Statistics on housing**

\*5. Mr K M ANDREW asked the Minister of Local Government, Housing and Works:

(1) Whether his Department keeps statistics on housing for Whites; if not, why not and (b) who is responsible for keeping such statistics; if so, whether there is a (a) shortage or (b) surplus of housing for Whites in the Cape Peninsula; if so, what was the extent of the shortage or surplus as at the latest specified date for which information is available?

(2) whether there is a (a) shortage or (b) surplus of housing for Whites in the Cape Peninsula; if so, what was the extent of the shortage or surplus as at the latest specified date for which information is available?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(1) Yes.  
 (a) Falls away.  
 (b) With the co-operation of local authorities the Department maintains a housing data bank in so far as it concerns persons of the White population group.

(2) Yes.  
 (a) According to the computerised waiting list programme, 1 479 persons have as at 24 August 1987 registered a housing need. The need survey is an ongoing process and it is envisaged that the shortage will come to some 2 000 as soon as the outstanding applications for housing assistance have been computerised.  
 (b) Falls away.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, may I ask him whether separate figures on shortages and surpluses are kept in respect of people who require subsidised housing and those who do not require subsidised housing or accommodation?

The MINISTER: Mr Speaker, the survey that is being done is about income groups and age groups. I shall reply more fully to the question the hon member has just asked me.

HOA

**Rondebosch Boys' Preparatory School**

\*6. Mr J J WALSH asked the Minister of Education and Culture:

(1) Whether his Department intends providing new school buildings for the Rondebosch Boys' Preparatory School; if so, (a) what stage has the planning reached, (b) when will the construction work (i) commence and (ii) be completed, (c) when was it first decided that the school needed additional facilities and (d) what steps are envisaged in respect of (i) each of the buildings, (ii) the sporting facilities, and (iii) the grounds at the present school site;

(2) whether there have been any delays in this regard; if so, (a) what delays and (b) why?

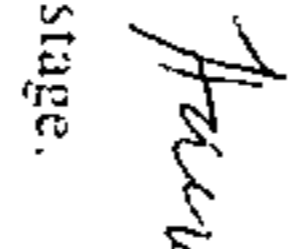
The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.  
 (a) Sketch plan stage.  
 (b) (i) 1990, provided that funds will be available.  
 (ii) 1992, provided that funds will be available.

(2) Yes, (a) and (b) Owing to representations received during 1980 it was decided to replace the existing school building with a new building on a more suitable site. A previously approved scheme for extensions to the existing buildings had to be discarded.

The proposed new building was researched and designed in co-operation with the National Building Research Institute, which resulted in the planning stage being much longer than normal.

In addition, there were protracted negotiations to obtain a suitable new site.

*Answered*  25/8/87



State-aided schools

\*7 Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether, with reference to his reply to Question No 34 on 28 July 1987, each of the State-aided schools in receipt of the 15 per cent level of subsidy have been informed of the deficiencies which prevented them from achieving the 45 per cent level of subsidy; if not, why not; if so, when were they so informed;
- (2) whether his Department has made financial provision for the overall improvement of such schools from the 15 per cent to the 45 per cent level of subsidy, if not, why not, if so, what percentage increase is provided for in the total sum to be made available for State-aided schools in the 1988-89 financial year;
- (3) whether he will hold or has held further meetings with the bodies representative of the State-aided schools; if so, (a) when and (b) what was the outcome of the meetings held;
- (4) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No; such finer details are not divulged to individual schools as such a step would constitute an intrusion upon the privacy of the schools and might even be construed as playing off one school against another.
- (2) the amount which is determined by the Department of National Education in co-operation with the Department of Finance, has not been finally determined for 1988/89. Therefore, the required information is not available;
- (3) (a) a discussion took place on 10 August, (b) further regular discussions will take place.
- (4) No. For the information of the hon

HOA

to make public the information other than on a confidential basis to the member.

Botshabelo, Orange Free State

110. Mr P C CRONJÉ asked the Minister of Education and Development Aid:

- (a) What is the size in hectares of Botshabelo, in the Orange Free State, (b) what is the total population of this township, (c) how many (i) primary, (ii) higher primary and (iii) secondary schools are there in this township, (d) how many (i) pupils and (ii) teachers are there at each of these schools and (e) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) The size of Botshabelo township is 11 021 ha.
- (b) Approximately 400 000.
- (c) (i) Number of primary schools: 39, (ii) Included in (i).
- (iii) Number of secondary schools: 7.
- (d) Teachers and pupils.

Secondary

School	Teachers	Pupils
Hlonamang	30	1 258
Kgaabo	22	796
Kgorathuto	29	1 251
Ntemoseng	37	1 624
Popano	23	892
Reamohetse	23	802
Seemahale	26	928

Primary

Amohelang	21	783
Bothoba-Pelo	19	622
Bolokhang	33	1 426
Dibengsarabo	32	1 270
Batjha	32	1 435
Ditshelwane	21	913
Fadimehang	21	809
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- (3) (a) a discussion took place on 10 August, (b) further regular discussions will take place.
- (4) No. For the information of the hon

HOA

Community councillors/members of local authorities

48. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) Whether he will furnish information on the number of community councillors and members of Black local authorities who have been attacked and killed or injured as a result of their holding these offices; if not, why not; if so,
- (2) whether any (a) community councillors and (b) members of Black local authorities were attacked and killed or injured in 1985 and 1986; if so, how many such persons were (i) killed and (ii) injured during that period?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

I do not regard it in the national interest

Handwritten signature and date 25/8/87

Community councils/local authorities

140. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) How many (a) (i) community councils and (ii) other Black local authorities had been constituted and (b) wards were there in each specified area as at the latest specified date for which information is available;
- (2) on what dates were the most recent general elections held for these councils and local authorities;
- (3) whether any vacancies have occurred on these councils or local authorities since the above-mentioned general elections were held; if so, (a) how many vacancies were caused by (i) resignations and (ii) any other specified factors and (b) how many of these vacancies have since been filled by way of by-elections?

Handwritten signature and date 25/8/87

# Edasa decries Clase's 'threats, allegations'

*Cap Times 10/18/87*  
Education Reporter

EDUCATION for an Aware South Africa (Edasa) has charged the Minister of Education and Culture, Mr Piet Clase, with making "serious allegations and threats" to teachers during the debate on his budget vote last week.

Mr Clase said that schools had begun to "seriously contemplate" whether students from certain left-leaning universities and colleges should be bypassed when seeking appointments as teachers.

Edasa co-ordinator Ms Sue Philcox said last week that Mr Clase was clearly threatening white universities and colleges which trained teachers who "attacked the structures of white education" and criticized teaching methods, textbooks and syllabi.

"No educational institution can contemplate the possibility of jeopardizing the job opportunities of its students, but equally, no institution of repute can contemplate not training its students to be critically reflective," she said.

Any student or teacher who examined the fundamentals of the education system in South Africa could not fail to be critical of a system which was based on a particular religious and nationalistic viewpoint, she said.



(ii) R35 000 divided as follows:  
R22 000 to the firm Brunette Kruger Stoffberg Incorporated; and  
R13 000 to the firm Transport Info who also participated in the project.

- (2) Yes.
- (a) R22 000.
- (b) The hon member is referred to my reply in paragraph (1) (b) (i).
- (c) Brunette Kruger Stoffberg Incorporated.
- (3) Yes, in three cases.

(a) The equipment used at three of the nineteen observation points was not updated to reflect adjustments in current maximum speed limits at the time the project was undertaken.

(b) (i) A reliable answer cannot be supplied at this point in time.

(ii) The results at three observation points were adjusted to reflect the following corrections:

to indicate that only 13,9 per cent of the motorists at Middelfontein exceeded the speed limit of 120 km/h and not 51,7 per cent;

to indicate that 13,9 per cent of the motorists at Hibberdene exceeded the speed limit and not 1,3 per cent; and

to indicate that 11,0 per cent of the motorists at Wonderfontein exceeded the speed limit and not 47,9 per cent.

(c) Brunette Kruger Stoffberg Incorporated.

(4) Yes. In comprehensive traffic obser-

vation bulletins issued by the Department of Transport to provincial and local road authorities, consulting engineers, etc, mainly to be used for planning and design purposes.

(5) Yes, amended pages were distributed to users of the report.

#### Children's court, Melmoth

\*25. Mr M J ELLIS asked the Minister of Justice:

Whether, with reference to his reply to Question No 19 on 28 July 1987, the proceedings of the children's court in Melmoth have been concluded; if not, when is it anticipated that they will be concluded; if so, (a) when, (b) what were the findings and (c) what action has been taken in respect of the child in question as a result of these findings?

The MINISTER OF LAW AND ORDER (for the Minister of Justice):

Yes.

(a) 30 July 1987.

(b) and (c) In terms of section 15 (1) (b) of the Child Care Act, 1983 (Act 74 of 1983) the Children's Court, Melmoth ordered that the child concerned be placed in the custody of a suitable foster parent, to wit Mrs Bhaliswe Virginia Dlamini, under the supervision of a social worker. An order was also made that, as far as the formal adoption of the child is concerned, the matter be transferred to the Children's Court, Eshowe, because the foster parent is resident in the magisterial district of Eshowe.

#### Amanzintoti

\*26. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

(1) Whether it is the intention to alter the area of jurisdiction of the local authority of Amanzimtoti; if so, what

is the nature of the proposed alterations;

(2) whether any written representations have been submitted to his Department in this regard; if so, (a) when, (b) (i) by whom and (ii) on whose behalf and (c) what is the purport of these representations;

(3) whether these representations have been submitted to the Borough of Amanzimtoti for perusal; if so, (a) when and (b) what was the response; if not, why not;

(4) whether he will make a statement on the matter?

The MINISTER OF TRANSPORT AND FAIRS (for the Minister of Constitutional Development and Planning) (Reply laid upon the Table with leave of House):

(1) The power to alter the area of jurisdiction of a local authority is not vested in me. This power is vested in the provincial administrators of the various provinces.

(2) Yes.

(a) 6 May 1986.

(b) (i) Mr N E Khan MP of the constituency of Isipingo.

(ii) The residents of Isipingo.

(c) The expansion of the area of jurisdiction of the Borough of Isipingo by the inclusion of the industrial area of Amanzimtoti which is situated between Isipingo Rail and Isipingo Beach.

(3) Yes, by the Administrator of Natal;

(a) on 6 November 1986 after such representations had been considered by the Administrator-in-Executive Committee of Natal, who resolved that the matter also be referred to the Demarcation Board for investigation and report;

(b) the Borough of Amanzimtoti requested that the Demarcation Board enquiry be abandoned.

(4) No. For your information it may be mentioned that the Administrator of Natal has requested the Demarcation Board for Local Government Areas in terms of Section 7F of the Promotion of Local Government Affairs Act, 1983 (Act 91 of 1983) to advise him on the desirability or otherwise of the alteration of the area of jurisdiction of the local authority of Amanzimtoti.

An announcement by the Administrator of Natal will be made in the Official Gazette after consideration of the recommendations of the Demarcation Board by the Administrator-in-Executive Committee.

#### Compulsory schooling

\*27. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) Whether compulsory schooling has been introduced in respect of all Black children in the Republic and self-governing territories; if not, (a) why not and (b) in which areas has schooling not been made compulsory; if so, with effect from what date;

(2) (a) up to what age has schooling been made compulsory for Black children and (b) when was this age limit introduced;

(3) whether he intends changing this age limit; if so, (a) to what age, (b) why and (c) when?

The DEPUTY MINISTER OF EDUCATION:

(1) No.

(a) Compulsory education was introduced only in the 379 schools where the school committees requested it.

(b) In those areas where the school committees did not request the introduction of compulsory education.

(2) (a) 16 years in those areas in which compulsory education has been introduced.



- (b) 1981.
- (3) No. (a) to (c) Falls away

Literacy among Black persons

\*28. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) Whether his Department has conducted investigations into literacy among Black persons; if not, why not; if so, (a) when was the most recent investigation of this nature conducted, (b) what procedure was followed in conducting this investigation and (c) what percentage of the Black population, including the self-governing territories, was literate as at that date;
- (2) whether his Department has (a) formulated any policy regarding promoting and (b) taken any action to promote literacy among Black persons in consequence of this investigation; if not, why not; if so, what action;
- (3) whether he will make a statement on the matter?

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tion was created, one of the aims being the promotion of literacy.

(ii) Teachers in the service of the Department were initially trained to present literacy courses of private concerns. From 1977 to 1984 1 572 instructors were trained in this way.

(iii) Subsequent to thorough research into the problematics surrounding literacy, the Department developed its own reading and writing courses for adults in seven African languages, Afrikaans and English. The course consists of study material in the form of readers and answer books for students, wall charts, flash cards and an accompanying teacher's guide. To date 725 instructors have been trained in these methods.

(iv) Since 1975 the Department has offered literacy classes and by 1986 such classes were in fact being presented at 380 localities.

(v) The post of literacy adviser has been created in each of the Department's seven regions and five of these seven posts have already been filled.

(vi) The study material for literacy courses is provided free of charge to students by the Department at each of its own public centres and also at state-subsidised centres. The Department also provides one free copy of the courses to private concerns or companies who may then reproduce the material.

(vii) The Department's training programme for instructors at state-subsidised and pri-

(b) Yes. The Department has taken the following steps:  
(i) An Adult Education Sec-

vate centres is also free of charge.

(viii) In co-operation with the Transvaal Women's Agricultural Union the literacy campaign has been extended to farm workers in the rural areas since 1986. As from 2 February to 31 March 1987 five courses were held for people who wish to offer courses to their farm labourers. 17 people have already been trained to offer the reading and writing courses. These persons will teach 940 farm labourers to read and write.

(ix) A literacy certificate is issued to students at the successful conclusion of a course.

(x) From 1977 to 1986 a total of 71 553 adults attended literacy classes at public centres of the Department.

(xi) During 1986 five readers for recent literates in each of the seven African languages and Afrikaans were published by the Department.

(3) No.

Own Affairs:

\*1. Mr C J DERBY-LEWIS—Local Government, Housing and Works. [Withdrawn.]

Malawian children at government/provincial schools

\*2. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether any Black children of (a) Malawian diplomats and (b) other Malawian citizens attended government or provincial schools during the past three years; if so, which schools did they attend;

(2) whether their attendance of these schools had any adverse educational consequences; if so, what were these consequences;

(3) whether any complaints were received from White (a) parents, (b) teachers and (c) pupils at the schools concerned; if so, (i) how many complaints, (ii) what was the nature of the complaints, (iii) what action was taken and (iv) what was the result of this action?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Yes, Pretoria Boys' High School; Waterkloof Primary School; Brooklyn Primary School.
- (b) No.

(2) It is not possible to supply an authoritative answer after such a short period of time in respect of a specific group of pupils. The Department also prefers not to comment in public on a few individual pupils who are easily identifiable.

(3) (a), (b) and (c) No, no complaints have been received, according to available records.

(i) to (iv) Fall away.

Paarl Teacher Training College

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) (a) What is the maximum number of students that can be catered for at the Paarl Teacher Training College and (b) what was the student enrolment at this college as at the latest specified date for which information is available;
- (2) whether any requests have been made for students of other race groups to be admitted to this college; if so, (a) what requests, (b) by whom and (c) what was his response to these requests?

11/12/87



- (b) 1981.
- (3) No. (a) to (c) Falls away.

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- (2) whether his Department has (a) formulated any policy regarding promoting and (b) taken any action to promote literacy among Black persons in consequence of this investigation; if not, why not; if so, what action;
- (3) whether he will make a statement on the matter?

†The DEPUTY MINISTER OF EDUCATION (Reply laid upon the Table with leave of House):

- (1) No. Because the HSRC has been doing research of this kind for many years. The results of the most recent research done by the HSRC in this respect are available in the report: The promotion of literacy in South Africa: numbers and distribution of literate Black adults (C S Ellis, 1982, Report TLK/Lit 2).
- (a), (b) and (c) Falls away.
- (2) (a) Yes, this was already done in 1975. This policy was, however, not formulated as a result of investigations carried out by other bodies but as the direct result of a need perceived by the Department concerning the promotion of literacy amongst Blacks.
- (b) Yes. The Department has taken the following steps:
  - (i) An Adult Education Sec-

tion was created, one of the aims being the promotion of literacy.

(15)

- (ii) Teachers in the service of the Department were initially trained to present literacy courses of private concerns. From 1977 to 1984 1 572 instructors were trained in this way.

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- (iii) Subsequent to thorough research into the problematics surrounding literacy, the Department developed its own reading and writing courses for adults in seven African languages, Afrikaans and English. The course consists of study material in the form of readers and answer books for students, wall charts, flash cards and an accompanying teacher's guide. To date 725 instructors have been trained in these methods.
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*Handwritten:* 11/8/87

## School staff air grievances

AK 45 11/8/87

Labour Reporter

NON-TEACHING school staff have a wide range of grievances, according to speakers at a meeting of the Public Servants League.

About 120 people attended the meeting in Elsie's River on Saturday, including a representative of the Department of Education and Culture in the House of Representatives.

One of the grievances expressed was the attitude of school principals towards non-teaching staff.

Speakers alleged they were regarded as "dirt" by principals who expected them to work long hours and weekends at short notice.

They also complained that they were expected to have their tea and lunch in toilets because there were no other facilities for them.

Sometimes they were also expected to do guard duty.

There had been some improvements in conditions recently, but many caretakers were still earning less than R400 a month and were regarded as temporary employees.



MORE than half of SA's black adult working population is illiterate — unable to read, write or communicate effectively in English or Afrikaans.

And the Cultural Understanding and Language Training (Cult) group says that, with the situation getting worse, the problem has grave implications for commerce and industry.

Senior Cult consultant Rudolph Odendaal says the De Lange Commission on Education found that 50% of black and coloured children leave school before completing Std 2.

**'Dismal'**

"Between 1972 and 1983, SA registered an annual growth rate of 3,0%, a figure which compares favourably with other developed countries."

But seen from the perspective of an annual growth rate in per capita GDP output of only 0,3%, SA fared dismally against most developed and less developed countries."

Five years of schooling, he says, is taken as an indicator of basic literacy, although not as an accurate indicator of literacy in the broader sense of being able to communicate in English and Afrikaans.

"Analysis of the 1980 census indicates that 55% of black adults over the age of 20 completed five years or less schooling."

14/8/87 Day

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# Half black workers not literate

**MICK COLLINS**

Taking seven years of schooling as the cut-off, which is a likely indicator of literacy, roughly 75% of blacks over the age of 20 left school before or on completion of Std 5.

"A survey of the private sector ... found that 50% of workers were estimated by their employers and training managers to be insufficiently literate for the demands of their jobs and daily lives.

"These figures are conservative, compared with others that are far more pessimistic."

The implications for commerce and industry are grave, says Odendaal.

"If these sectors are to prosper and the economy to grow these anomalies have to be addressed. An illiterate worker who cannot speak English or Afrikaans is not easily trained, and as a result

tends to be assigned to the growing scrapheap of unskilled labour."

The composition of the labour force, he says, is changing — by 1990, 50% of supervisory and 80% of semi-skilled production jobs will be occupied by blacks.

"Looking at future labour projections, research findings make it clear that there is going to be a decreasing place for the unskilled labourer and an accelerating need for skilled labour in the market."

**Training**

"The working population will increase from 10,5-million in 1980 to 17,6-million in 2000, with 5,8-million of the 7,1-million jobs coming from the black population."

Of the 7,1-million jobs, about 5,5-million will be in the modern sector, requiring basic education and further training.

Dealing with labour problems,

Odendaal says poor labour relations are in part a result of ineffective communication between management and the workforce.

"Low literacy levels, low trainability and ineffective communi-

cation undoubtedly contribute to low productivity."

He says the number of adults being assisted to become literate is barely significant. "In 1980 the total provision of literacy train-

ing effectively assisted only 0,5% of the estimated number of illiterates, and projections were that less than 0,4% of illiterates would in future become literate every year."

**SDP CHALLENGE**

**OWN CORRESPONDENT**

LONDON — Robert MacLennan bolstered his challenge for the SDP leadership by warning Liberals that his party was not prepared to see its distinctive identity lost in a merger. Support could only succeed if Liberals endorsed three key SDP policies: a social market economy, nuclear-based defence and an integrated tax benefit system.

## Teacher training colleges to close?

Political Staff

CAPE TOWN — Drastic cuts and rationalisation in white teacher training, which could affect four Western Cape training colleges, and a major reduction in costs at white schools in the Cape, were announced yesterday.

Education and Culture Minister in the House of Assembly Piet Clase said in a statement the "drastic" rationalisation of colleges of education under its jurisdiction had been decided by the Ministers' Council after "thorough investigation and intensive discussions".

Decisions on the future of Paarl Teachers' College, Wellington Teachers' College, Denneoord in Stellenbosch and Barkly House in Cape Town would be announced soon.

The Oudtshoorn Teachers' College would be closed by the end of 1989 and its buildings taken over by the SADF.

Government spent R7,6bn on education in SA outside the the four independent homelands during the 1986/7 financial year — but nearly half of this, R3,7bn, went to white education.

This was disclosed yesterday by National Education Minister F W de Klerk when he replied to a question tabled by Ken Andrew (PFP Gardens).

He said total State expenditure on education went up by R1,4bn from R6,1bn in 1985/6 — an increase of 23%.

During 1986/7, R1,3bn was spent on black education outside all the homelands and R598,4m on education in the "self-governing territories".

Total spending on black education outside the four "independent" homelands increased by R526,7m, or 32,2%.

Spending on white education increased by R456,8m — 14,1% — to R3,69bn, while expenditure on coloured education went up by R374,1m — 46,8% — to R1,2bn and spending on Indian

## White education got the lion's share

Political Staff

education went up by R69,9m — 15,4% — to R525,1m.

De Klerk said: "These amounts do not include expenditure in respect of education in the independent black states, which do not form part of the Republic."

Black education spending outside the homelands included five universities and one technikon, and one technikon inside the non-independent homelands. White education expenditure included 11 universities and eight technikons; the coloured education expenditure included one university and one technikon; and the Indian education expenditure also included one university and one technikon.



**Airports**

\*31. Mr C B SCHOEMAN asked the Minister of Transport Affairs:†

Whether it is the intention to privatize airports, if so, to what extent?

†THE MINISTER OF TRANSPORT AFFAIRS:

The possible privatisation of State airports will be investigated as part of a function evaluation programme which will be undertaken by the Commission for Administration. No opinion can consequently be expressed at this stage.

**Own Affairs:**

\*1. Mr K M ANDREW—Local Government, Housing and Works. [Withdrawn.]

**Tuition fees**

\*2. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether it is the intention to charge tuition fees at schools falling under his Department: if so, (a) why, (b) with effect from what date and (c) what tuition fees will be charged;

(2) whether these fees will be compulsory?

†THE MINISTER OF EDUCATION AND CULTURE:

(1) The matter of tuition fees is currently being considered. A final decision has not as yet been taken in this regard.  
(a), (b) and (c) Fall away.  
(2) falls away.

†Dr W J SNYMAN: Mr Speaker, arising out of the hon the Minister's reply, I wish to ask him whether he realises that the hon the Minister of Education and Development Aid furnished a different reply to exactly the same question.

†The MINISTER: Mr Speaker, the hon member should by now know that this Department is an own independent Department of Education and Culture in the Administration.

*Answer*

tion: House of Assembly, while the department that the hon member is referring to is another independent department. Naturally it is possible that two different replies can be given.

†An HON MEMBER: They are two legs of the same body.

†Mr T LANGLEY: Mr Speaker, further arising out of the hon the Minister's reply, does that mean that if department A says that an apple is green, department B can say that that apple is red and then both those questions have been correctly replied to? [Interjections.]

**Rent-controlled premises**

\*3. Mr C W EGLIN asked the Minister of Local Government, Housing and Works:

(1) Whether any surveys have been conducted in any areas into the number of rent-controlled premises in those areas since his statement on this matter on 17 February 1987; if not, why not; if so, (a) in what areas as at the latest specified date for which information is available and (b) what were the results of these surveys;

(2) whether rent-control has been phased out in any areas in terms of the above-mentioned statement; if so, (a) in which areas and (b) in respect of how many restricted units had rent-control been lifted as at the latest specified date for which information is available; if not,

(3) whether the phasing out of rent-control is being reconsidered, if so, what are the circumstances surrounding this decision?

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS.

(1) (a) and (b) No, but according to my statement on 17 February 1987 surveys were conducted beforehand of properties which, according to the Rent Boards' records, are still under rent control and the position is as follows in respect of the respective regional office's service areas:

Area	Number of rent controlled properties
Western Cape .....	13 922
Southern Transvaal ..	19 330
Natal .....	7 889
Northern Transvaal ..	9 505
Northern Cape .....	486
Orange Free State .....	1 417
Eastern Cape .....	11 784
TOTAL .....	64 333

(2) (a) and (b) Yes. As at 9 September 1987 as follows:

Area	Number of units decoupled in respect of phase 1
Western Cape .....	1 743
Northern Transvaal ..	115
Northern Cape .....	46
TOTAL .....	1 904

(3) Falls away.

**Teaching staff: recruitment/appointment**

\*4. Mr R M BURROWS asked the Minister of Education and Culture:

(1) With reference to his reply to Question No 6 on 1 September 1987, (a) what are the conditions required to be met for the recruitment and appointment of teaching staff in respect of each province and (b) (i) when and (ii) in terms of what laws and/or ordinances were they imposed;

(2) whether, in recruiting and appointing teaching staff, education departments and/or school management bodies may deviate from the conditions laid down in such laws and/or ordinances; if so, in what manner;

(3) whether, in recruiting and appointing teaching staff, education departments and/or school management bodies may impose on persons to be appointed or recruited as teachers conditions relating to (a) their (i) religious and (ii) political viewpoints and (b) the training institutions attended

by them; if so, in terms of what statutory authority;

(4) whether he will make a statement on the matter?

†THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) The conditions which apply to applicants before they may be recruited and appointed in teaching posts in my Department include that they must be White, registered with the Teachers' Federal Council, suitably qualified in accordance with given criteria, fulfil additional requirements in accordance with the Act or Ordinance in terms of which they were appointed including inter alia South African Citizenship, health, character and willingness to render such services as may be required.

(b) (i) the requirements in accordance with which recruitment and appointments are done were in certain instances transferred from previous legislation to existing legislation and ancillary legislation Dates of the specific Acts and Ordinances are as indicated in (ii) below.

- (ii) Constitution of the Republic of South Africa. (Act 110 of 1983)
- National Education Policy Act. (Act 39 of 1967)
- Educational Services Act. (Act 41 of 1967)
- Mentally Retarded Children's Training Act. (Act 63 of 1974)
- Technical Colleges Act. (Act 104 of 1981)
- Cape Education Ordinance. (No 20 of 1956)

*Answer*



**The MINISTER OF PUBLIC WORKS AND LAND AFFAIRS:**

No, but the lessee of a rent-controlled sectional title unit may be affected under the following circumstances.

The Rent Control Act, No 80 of 1976, makes provision for the circumstances under which a lessor may give notice to a lessee of a rent-controlled dwelling to vacate such dwelling. One of the circumstances under which such notice may be given is where the lessor requires the dwelling for his personal occupation or that of his parent or child. The Sectional Titles Act, No 66 of 1971, however provides that such notice may not be given in respect of rent-controlled sectional title units. This provision has not been embodied in the Sectional Titles Act, No 95 of 1986, and the owner of a rent-controlled sectional title unit will now be in the same position as the owner of a rent-controlled dwelling.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, may I ask him whether a decision has been taken as to when the Sectional Titles Act, 1986, is to come into operation?

The MINISTER: Mr Speaker, I shall enquire about the date and forward the information to the hon member.

**Munsieville: relocation of residents**

\*6. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

(1) Whether his Department provided any funds for the relocation of residents of the Black township of Munsieville, near Krugersdorp, during the latest specified period of 12 months for which information is available; if so, (a) what amount and (b) for what purposes were these funds used;

(2) whether any residents of this township were relocated during the above period; if not, why not; if so, how many;

(3) whether these residents were re-

cated on a voluntary basis; if not, on what basis were they relocated?

†The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

- (1) No.
- (a) and (b) Fall away.
- (2) No. Because it was decided in 1985 that Munsieville will be retained as a Black township.
- (3) Falls away.

**Oukasie: relocation of residents**

\*7. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

Whether it is the intention to relocate the residents of the Black area known as Oukasie and situated in the Brits district; if so, (a) what funds will be required for this purpose and (b) when is it anticipated that the relocation of these residents will be finalised?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

(a) and (b) It is not possible at this stage to give definite answers to these questions because the resettlement is a continuous process for which a definite time scale has not been set.

**Middelburg: electrical power station**

\*8. Mr H J COETZEE asked the Minister of Economic Affairs and Technology:†

Whether it is the intention to erect an electrical power station in the vicinity of Middelburg, Transvaal; if so, (a) where, (b) when, (c) at what estimated cost and (d) who is the present owner of the land that will be used for this purpose?

†The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

No, not at this stage.

(a), (b), (c) and (d) Fall away.

**Expenditure cut**

\*9. Mr A GERBER asked the Minister of Education and Development Aid:†

Whether schools under the control of his Department were recently requested to cut their expenditure; if not, why not; if so, (a) in respect of what items, (b) by what total percentage and (c) when?

The DEPUTY MINISTER OF EDUCATION:

Departmental educational institutions do not handle their own budgets. The financial provision in respect of such institutions is determined centrally by the Department's head office in the year preceding the particular financial year according to approved basis. If expenditure has to be curtailed, the initiative is taken by Head Office. Continuous attempts are made to keep the running costs of schools as cost effective and low as possible. Management training by private consultants, for example, is one method employed to ensure that the management of schools, and therefore the resultant costs, is done as cost-effectively as possible.

**Tuition fees**

\*10. Mr A GERBER asked the Minister of Education and Development Aid:†

(1) Whether it is the intention to charge tuition fees at schools falling under his Department; if so, (a) why, (b) with effect from what date and (c) what tuition fees will be charged;

(2) whether these fees will be compulsory?

†The DEPUTY MINISTER OF EDUCATION:

- (1) No.
- (a), (b), (c) Fall away.
- (2) Falls away.

**Detention of two persons**

\*11. Mr S S VAN DER MERWE asked the Minister of Law and Order:

HQA

(1) Whether he has been requested to furnish reasons for the continued detention of two persons, whose names have been furnished to the South African Police for the purpose of the Minister's reply; if so, (a) when, (b) by whom and (c) what are the names of these persons;

(2) whether he has furnished these reasons, if not, why not; if so, what are the reasons?

The DEPUTY MINISTER OF LAW AND ORDER:

(1) No.

(a) and (b) Fall away.

(c) The names which were furnished by the hon member.

(2) No, because a request to furnish reasons, was not received.

**Knowledge Tiyo**

\*12. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether the disappearance of a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, from Valkenberg Hospital on or about 19 August 1986, has been reported to the South African Police; if so, (a) when and (b) what is the name of this person;

(2) whether the matter has been investigated; if so, with what result; if not, why not;

(3) whether he will make a statement on the matter?

†The DEPUTY MINISTER OF LAW AND ORDER:

(1) Yes.

(a) 10 September 1986.

(b) Knowledge Tiyo.

(2) Yes. The missing person has thus far not been located and the investigation is continuing

(3) No.



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ning and the authorisation of the establishment of a township at Wavecrest. Your Committee was also of the opinion that, as a result of the approval of the township, no improper precedent was created.

(aa) Your Committee also found that no irregularities or improper influencing took place in connection with the matter.

(bb) The Director of Local Government, Mr H Gie, with due observance of the recommendation of the Townships Board, fully motivated the whole matter in a memorandum to the Executive Committee and specified all possible advantages and disadvantages in connection with the application. The Executive Committee agreed with the Director of Local Government that, after due consideration and taking all factors into account, the advantages outweighed the disadvantages. Consequently, the Executive Committee approved the application.

(cc) It is quite clear that the approval of the application holds great advantages for the Municipality of Jeffrey's Bay and that the Municipality has already benefitted from it. It is the duty of the Provincial Administration to ensure that local auth-

orities manage their affairs properly. The Executive Committee, as the chief executive authority of the Administration, in the present case ensured that action was taken in the interests of the Municipality. The opportunity offered to the Municipality will not present itself again.

(dd) Your Committee is of the opinion that the handling of the whole matter amounts to the judgement of the Townships Board, the Director of Local Government and his Department and lastly the judgement of the Executive Committee, and in the process no law, procedure, principle or policy was disregarded. As these matters are judged on merit, the question of the creation of precedents is irrelevant.

(ii) Your Committee wishes to recommend that section 18 (2) (b) of the Townships Ordinance, No 33 of 1934, should be amended so that the wording is such that it will clearly state in what way an application, the rejection of which was recommended by the Townships Board, must be resubmitted to the Townships Board before the Executive Committee can approve it. If it is the intention that the matter must be formally referred to the Townships Board in writing, this should be laid down in the Ordinance. As stated previously, your Committee is

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and schools in KwaNdebele are the responsibility of the Government of that self-governing territory.

(2) Falls away.

Note: Certain information on the provision of education in KwaNdebele is published in the annual reports of the Department of Education and Training with the permission of that education department. The most recent published information is available in the 1986 annual report of the Department of Education and Training.

New York: consul-general

\*7. Mr A GERBER asked the Minister of Foreign Affairs:†

(1) Whether a member of the South African diplomatic corps in the United States of America attended a closed meeting in New York in June 1987, particulars of which have been furnished to the Minister's Department for the purpose of his reply; if so, (a) (i) which member of the South African diplomatic corps and (ii) what post does he occupy, (b) what was the purpose of the meeting, (c) which South African citizens attended the meeting and (d) by whom was the meeting addressed;

(2) whether (a) the senior international spokesman and (b) other representatives of the ANC attended the meeting; if so, what are their names;

(3) whether he will make a statement on the matter?

†The DEPUTY MINISTER OF FOREIGN AFFAIRS:

(1) Yes, in the capacity of guest speaker during a lunch.

(a) (i) Mr T F Wheeler.

(ii) Consul-General in New York.

(b) Fifth "Annual Conference on South Africa" of the "US Council on International Business".

(c) It was a closed meeting and the names of the guests invited were

satisfied that the provisions of the relevant section were observed. Although the Chairman and two members of the Townships Board requested an interview with the Executive Committee and this was granted after the final resolution by the Executive Committee there were various consultations and remittals to the Townships Board before the final resolution was passed.

(c) In view of the findings of the Committee, no further action was deemed necessary. The Townships Ordinance, No 33 of 1934 no longer applies and has been substituted by the Land Use Planning Ordinance, 1985 (Ordinance 15 of 1985), in terms of which a completely new system of land use control and township application procedures apply.

(3) The report was tabled in the Provincial Council on 25 February 1974 for general information.

(4) Falls away.

(5) No.

KwaNdebele 1/9/87

\*6. Mr P G SOAL asked the Minister of Education and Development Aid:

(1) Whether he will furnish information on the closure of schools in KwaNdebele; if not, why not; if so, how many schools have been closed in this self-governing territory since 1 May 1987;

(2) whether any of these schools were still closed as at the latest specified date for which information is available; if so, which schools?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

No, because KwaNdebele has an autonomous education department

SO Awarwa

1/9/87 Awarwa



Mandini  
Stanger  
Umbogintwini  
Umhlanga Rocks  
Westville (including Westville North)

- (b) The decision whether to open public libraries under their control to all race groups rests with the relevant city councils, town boards, etcetera.

#### Mooi-nooi: squatting

319. Mr A GERBER asked the Minister of Constitutional Development and Planning:†

- (1) Whether any squatting by Blacks is at present taking place on a certain farm in the district of Mooi-nooi, particulars of which have been furnished to the Minister's Department for the purposes of his reply; if so, (a) how many (i) squatters and (ii) dwelling units for squatters are there on this farm at present and (b) who is the owner of the farm;
- (2) whether the squatters are charged any rent; if so, (a) by whom and (b) what amount per month is collected in this manner;
- (3) whether he intends taking action in respect of these squatters; if not, why not; if so, (a) what action, (b) when and (c) in terms of what statutory provisions?

#### The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No.  
(2) and (3) Falls away.

#### Export of sold capital equipment

336. Mr D J DALLING asked the Minister of Economic Affairs and Technology:

- (1) Whether any applications were received in 1986 and 1987, respectively, to export capital equipment which had been sold; if so, (a) (i) which applications were (aa) granted and (bb) refused and (ii) who were the applicants?

(a) *Langa Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(b) *Fezeka Secondary School:*  
Afrikaans, English, Xhosa, Sotho, Tswana, Mathematics, Physical Science, Biology, Geography, History.

(c) *ID Mkize Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(d) *Sizamile Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Biblical Studies.

(e) *Luhlaza Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Business Economics, Economics, Accounting, Typing.

(f) *Maliso Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(g) *Simon Hebe Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Agricultural Science.

(h) *Vusizwe Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(i) *Gross Roads Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(j) *Lagunya Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Biblical Studies, Physiology, Introduction to Criminology, Business Economics, Economics.

#### State expenditure on education

345. Mr M J ELLIS asked the Minister of National Education:

- (1) What was the total State expenditure on education in the Republic, (a) including and (b) excluding the self-governing territories and the independent Black states, in the latest specified financial year for which information is available;
- (2) what amount was spent in that financial year on education in respect of (a) Blacks in the (i) Republic, (ii) self-governing territories and (iii) independent Black states, (b) Whites, (c) Coloureds and (d) Indians?

#### The MINISTER OF NATIONAL EDUCATION:

- (1) For 1987-88 the total State expenditure on education in the Republic is:
- (a) R8 617 287 000, including the self-governing territories; and
- (b) R7 332 633 000, excluding the self-governing territories.

These amounts do not include expenditure in respect of education in the independent Black states which do not form part of the Republic

- (2) For 1987-88 the expenditure on education is as follows:

- (a) (i) R1 555 941 000 for Blacks in the Republic outside the self-governing territories.  
(ii) R1 284 654 000 for Blacks in the self-governing territories.

(iii) the amount is not available for Blacks in the independent Black states.

- (b) R3 887 696 000 for Whites.  
(c) R1 348 292 000 for Coloureds; and  
(d) R540 704 000 for Indians.

The amounts in (1) and (2) do not include funds provided in respect of education on

cants in each case and (b) what was the value of the equipment involved in each application;

- (2) whether any of these applications were granted subsequent to being refused initially; if so, (a) which applications and (b) why were the initial decisions reversed?

#### The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

- (1) Yes. (a) and (b) The departmental records are not kept in such a manner that the required particulars are readily available. Capital goods include a large variety of goods which are classifiable under some 70 tariff headings. Certain of these tariff headings also cover goods which are not necessarily capital goods. During 1986 and 1987 thus far a total number of between 8 000 and 9 000 permits was granted under all the relevant tariff headings.

- (2) Yes, in the normal course of work.

(a) The information is not readily available.

(b) This information is also not readily available, but it may be accepted that it was done by reason of the submission of more detailed or new particulars.

#### Secondary schools: subjects of Std 10 pupils

344. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether all secondary schools for Blacks in the Western Cape offer the same subjects to Standard 10 pupils; if so, what are these subjects; if not, what are the subjects available to Standard 10 pupils at each specified secondary school?

#### The MINISTER OF EDUCATION AND DEVELOPMENT AID:

No. The subjects available to Standard 10 pupils at the schools concerned are as follows:

#### State expenditure on education

- (1) What was the total State expenditure on education in the Republic, (a) including and (b) excluding the self-governing territories and the independent Black states, in the latest specified financial year for which information is available;
- (2) what amount was spent in that financial year on education in respect of (a) Blacks in the (i) Republic, (ii) self-governing territories and (iii) independent Black states, (b) Whites, (c) Coloureds and (d) Indians?

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These amounts do not include expenditure in respect of education in the independent Black states which do not form part of the Republic

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(ii) R1 284 654 000 for Blacks in the self-governing territories.

(iii) the amount is not available for Blacks in the independent Black states.

- (b) R3 887 696 000 for Whites.  
(c) R1 348 292 000 for Coloureds; and  
(d) R540 704 000 for Indians.

The amounts in (1) and (2) do not include funds provided in respect of education on

Andrew  
1/9/87



**KwaNdebele schools** 50

THE government yesterday refused to disclose information about the closure of schools in KwaNdebele. KwaNdebele had an "autonomous" education department, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said in reply to a question from the PFP MP Mr Peter Soal. Mr Soal had asked how many schools in the self governing territory had been closed since the beginning of May.

**R8,6bn on education** 50

CAPE TOWN. — The government will in the present financial year spend R8,6 billion on education in SA outside the independent homelands, the Minister for National Education, Mr F W de Klerk, said yesterday. R1,6 billion would be for blacks outside the self-governing territories, R3,9 billion for whites, R1,3 billion for coloureds and R540 million for Indians.

Mr. Tinkles 50

2/9/87

## 'R584m' classroom backlog

### Political Staff

IT WOULD cost between R347 million and R584 million to eliminate the shortage of black classrooms outside the homelands, the Deputy Minister of Education, Mr Sam de Beer, revealed yesterday.

He said there was a shortage of 1 494 classrooms for primary school pupils and 3 030 classrooms for secondary school pupils.

Last year, however, his department built 435 additional classrooms at existing schools and 1 361 classrooms at new schools.

He said 538 classrooms were provided at 25 new primary schools and 823 classrooms at 28 new secondary schools.

Mr De Beer was replying to a question by Mr Ken Andrew (PFP, Gardens).



# Need to educate all races in SA as future leaders

EDUCATION from primary school level upwards in building a strong, non-racial tier of middle management, is vital if South Africa is to achieve its economic goals, says Mr Stephen Dallamore, managing director of Mast SA, a leading management and skills training organisation.

Referring to a demographic study in 1985, which showed the ratio of black to white as 7 to 1, he said that even if South Africa had a net immigration of 15 000 working people a year for the next 13 years, the ratio of black to white by the year 2 000 would still be 15 to 1.

Bearing this in mind, he said, economic goals could not be expected to be achieved with a "whites-only" management structure.

South African business, Mr Dallamore said, faced a unique set of pressures.

The first, endemic to the whole white population, was a subconscious anxiety about the country's political and economic situation which subtly influenced all personal and business decisions.

The second was an obsessive drive for achievement, while the third and most important, was an increase in the degree of conflict management which had no precedents to rely on.

"The trade union movement in particular is still flexing its muscle and we are in the process of learning how to deal with this from grassroots level up."

"We must boldly open our businesses to black management. In the long term we must follow a survival strategy of training people of all races from primary school level upwards to be the leaders of the future," Mr Dallamore said.

## Appointment of teaching staff

\*6. Mr R M BURROWS asked the Minister of Education and Culture:

Whether, in appointing persons to the teaching staff of schools falling under the control of his Department, management bodies are permitted, in considering candidates, to deviate in their selection from the determinants for appointment and promotion as laid down in the Public Service Act; if so, (a) in which matters and (b) in terms of what statutory provisions may they so deviate?

The MINISTER OF EDUCATION AND CULTURE:

- (a) Appointment of CS educators takes place in terms of Provincial Education Ordinances and not in terms of the Public Service Act.
- (b) Falls away.

## Pre-primary school teachers: salaries

\*7. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he intends bringing about, (a) directly or (b) through the provincial directors of education, the cessation of the direct payment of salaries of pre-primary school teachers who do not teach pupils in the pre-school year immediately preceding the Sub-standard A year; if so, why;

- (2) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) and (b) No, no such action is being contemplated.

- (2) No.

Mr R M BURROWS: Mr Speaker, arising out of the reply furnished by the hon the Minister, can the hon the Minister give us the assurance that none of the directors of the four provincial departments has taken steps to curtail the employment of pre-primary teachers in the departments?

HQA

## Library services

302. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

- (1) Whether any library services are administered by bodies falling under his control; if so, (a) what library services and (b) by what bodies;
- (2) whether any libraries provided by White local authorities are open to members of all race groups; if so, (a) which libraries and (b) why?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No.

- (a) and (b) Fall away.

- (2) The following replies have been received from the various Provincial Administrations.

## Transvaal

(a) and (b) The library of a White local authority which renders a library service falls within the discretion of such local authority and the Transvaal Provincial Administration does not in any way interfere in the exercise of such discretion, nor does the Transvaal Provincial Administration impose any condition in this regard in rendering any assistance to such local authority in terms of section 7 of the Transvaal Provincial Library and Museum Service Ordinance, 1982 (Ordinance 20 of 1982).

## Cape Province

(a) and (b) The Provincial Administration does not have control over the registration of borrowers in public libraries. The establishment, control and management of public libraries are the sole responsibility of local authorities.

It is therefore not possible to furnish information on the accessibility of private libraries to members of all race groups. This information is only obtainable from local authorities.

## Orange Free State

(a) and (b) It is the traditional practice in the Orange Free State for the management and control of libraries to be left to local authorities. This practice is confirmed by Executive Committee resolution no 350 of 27 June 1985 by which it was determined that local authorities should themselves decide on the opening of library facilities for all race groups.

The Provincial Administration does not keep a record of which local authorities have opened their libraries to all race groups.

It appears that libraries in White local authorities' areas are mainly used by Whites. Some of these libraries do provide services to bona fide students from other residential areas who do not yet have library facilities of their own.

## Natal

- (2) Yes.

(a) The following public libraries provided by White local authorities in Natal are open to all race groups:

Ballitoville  
Bendigo  
Botha's Hill  
Camperdown  
Cato Ridge  
Colenso  
Dannhauser (reference service only)  
Darnall  
Durban (all branches)  
Mooi River  
Pietermaritzburg  
Pinetown (all branches)  
Shelley Beach  
Southbroom  
Empangeni  
Eshowe  
Gingindlovu  
Hillcrest  
Howick  
Kloof  
Kokstad  
La Lucia

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The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No.

- (a) and (b) Fall away.

- (2) The following replies have been received from the various Provincial Administrations.

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The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No.

- (a) and (b) Fall away.

- (2) The following replies have been received from the various Provincial Administrations.

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Pietermaritzburg  
Pinetown (all branches)  
Shelley Beach  
Southbroom  
Empangeni  
Eshowe  
Gingindlovu  
Hillcrest  
Howick  
Kloof  
Kokstad  
La Lucia



Mandini  
Stanger  
Umbogintwini  
Umhlanga Rocks  
Westville (including Westville North)

(b) The decision whether to open public libraries under their control to all race groups rests with the relevant city councils, town boards, etcetera.

**Mooimooi: squatting**

319. Mr A GERBER asked the Minister of Constitutional Development and Planning:

(1) Whether any squatting by Blacks is at present taking place on a certain farm in the district of Mooimooi, particulars of which have been furnished to the Minister's Department for the purposes of his reply; if so, (a) how many (i) squatters and (ii) dwelling units for squatters are there on this farm at present and (b) who is the owner of the farm;

(2) whether the squatters are charged any rent; if so, (a) by whom and (b) what amount per month is collected in this manner;

(3) whether he intends taking action in respect of these squatters; if not, why not; if so, (a) what action, (b) when and (c) in terms of what statutory provisions?

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

- (1) No.
- (2) and (3) Falls away.

**Export of sold capital equipment**

336. Mr D J DALLING asked the Minister of Economic Affairs and Technology:

(1) Whether any applications were received in 1986 and 1987, respectively, to export capital equipment which had been sold; if so, (a) (i) which applications were (aa) granted and (bb) refused and (ii) who were the appli-

cants in each case and (b) what was the value of the equipment involved in each application;

(2) whether any of these applications were granted subsequent to being refused initially; if so, (a) which applications and (b) why were the initial decisions reversed?

**The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:**

(1) Yes. (a) and (b) The departmental records are not kept in such a manner that the required particulars are readily available. Capital goods include a large variety of goods which are classifiable under some 70 tariff headings. Certain of these tariff headings also cover goods which are not necessarily capital goods. During 1986 and 1987 thus far a total number of between 8 000 and 9 000 permits was granted under all the relevant tariff headings.

(2) Yes, in the normal course of work.

(a) The information is not readily available.

(b) This information is also not readily available, but it may be accepted that it was done by reason of the submission of more detailed or new particulars.

**Secondary schools: subjects of Std 10 pupils**

344. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether all secondary schools for Blacks in the Western Cape offer the same subjects to Standard 10 pupils; if so, what are these subjects; if not, what are the subjects available to Standard 10 pupils at each specified secondary school?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

No. The subjects available to Standard 10 pupils at the schools concerned are as follows:

(a) *Langa Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(b) *Fezeka Secondary School:*  
Afrikaans, English, Xhosa, Sotho, Tswana, Mathematics, Physical Science, Biology, Geography, History.

(c) *ID Mkize Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(d) *Sizamile Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(e) *Luhlaza Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Business Economics, Economics, Accounting, Typing.

(f) *Maliso Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(g) *Simon Hebe Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Agricultural Science.

(h) *Visisizwe Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(i) *Cross Roads Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

(j) *Lagunya Secondary School:*  
Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Biblical Studies, Physiology, Introduction to Criminology, Business Economics, Economics.

**State expenditure on education**

345. Mr M J ELLIS asked the Minister of National Education:

(1) What was the total State expenditure on education in the Republic, (a) including and (b) excluding the self-governing territories and the independent Black states, in the latest specified financial year for which information is available;

(2) what amount was spent in that financial year on education in respect of (a) Blacks in the (i) Republic, (ii) self-governing territories and (iii) independent Black states, (b) Whites, (c) Coloureds and (d) Indians?

**The MINISTER OF NATIONAL EDUCATION:**

(1) For 1987-88 the total State expenditure on education in the Republic is:

- (a) R8 617 287 000, including the self-governing territories; and
- (b) R7 332 633 000, excluding the self-governing territories.

These amounts do not include expenditure in respect of education in the independent Black states which do not form part of the Republic.

(2) For 1987-88 the expenditure on education is as follows:

- (a) (i) R1 555 941 000 for Blacks in the Republic outside the self-governing territories.
- (ii) R1 284 654 000 for Blacks in the self-governing territories.
- (iii) the amount is not available for Blacks in the independent Black states.
- (b) R3 887 696 000 for Whites.
- (c) R1 348 292 000 for Coloureds; and
- (d) R540 704 000 for Indians.

The amounts in (1) and (2) do not include funds provided in respect of education on

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- (5) whether the Police took any action in respect of the copies of this booklet; if not, why not; if so, (a) what action and (b) where are these booklets at present?

The MINISTER OF LAW AND ORDER:

- (1) (a) and (b) Yes. *Face to Face with the ANC.*  
 (2) No. (a) and (b) The investigation is continuing and it is difficult to determine when it will be completed.  
 (3) and (4) As is the case with numerous other publications which deal with the ANC and which mostly do not indicate the origin or the name of the publisher, the Security Branch also investigated this publication.

It appears that the contents of the publication do not constitute a contravention of the Internal Safety Act, 1982.

Although the absence of the names of the publisher and printer may constitute a contravention of section 18 of the Publications Act, 1974, the printer and publisher could thus far not be traced so that formal charges can be instituted against them.

- (5) Yes.  
 (a) and (b) The Security Branch of the South African Police confiscated only a number of copies for the purpose of the investigation, in accordance with the dictum of Judge Didcott in the *State versus Ndabeni*, as reported in *South African Law Reports 1984* (3) pages 503 and 504.

Mr P G SOAL: Mr Speaker, arising out of the hon the Minister's reply, if I am able to provide him with the name of the publisher, would that help him with his investigations in this matter?

The MINISTER: Mr Speaker, I think it is the duty of any South African, especially any hon member of this House, to supply us with any information in this regard so that we can investigate the matter. We shall indeed do so.

Trespass

\*11. Mr K M ANDREW asked the Minister of Justice:

How many Black persons were charged in courts in the Western Cape with trespass in (a) 1984 and (b) the latest specified 12-month period for which figures are available?

\*The MINISTER OF JUSTICE:

The information is not readily available in the Department.

The hon member is however referred to my reply to written question No 244 of February 1987 (Hansard, column 328).

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, may I ask him first of all, when he expects such information to become available, and secondly, whether his department does not keep statistics of people charged with various offences?

The MINISTER: Mr Speaker, we do not maintain detailed statistics in respect of each and every charge. The bureau does, however, obtain information from time to time from various departments, and as the hon member will glean from his perusal of the Hansard to which I have referred him, we do have statistics available in respect of certain urban areas. Perhaps these will indicate a tendency.

Group Areas Act

\*12. Mr R M BURROWS asked the Minister of Constitutional Development and Planning:

- (1) Whether, with reference to his reply to Question No 22 on 25 February 1986 and certain particulars which have been furnished to the Minister's Department for the purpose of his reply, a decision has as yet been reached on the application by the University of Cape Town for an exemption from the application of the Group Areas Act in respect of university residences: if not, (a) why not, (b) what matters remain to be settled before a decision can be made and (c)

when is it anticipated that a decision will be made; if so, (i) when was a decision reached, (ii) what was the decision and (iii) what matters were taken into consideration in reaching the decision;

- (2) on what date was the original application from the University of Cape Town in this regard received by his Department?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

- (1) No.  
 (a) The application from the University of Cape Town is not being dealt with in isolation but in relation to similar possible requirements at other universities, colleges and technikons.  
 (b) Investigations relating to the determination of need have not yet been finalised.  
 (c) No date can be given. (i) and (ii) Fall away.

- (2) 31 January 1985.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Deputy-Minister, since the application from the University of Cape Town was received over two years ago, does he not believe that a rapid assessment or finalisation of the situation should be reached in the interests of the students concerned?

\*The DEPUTY MINISTER: Mr Speaker, our policy is that there should be no mixed hostels on university campuses. If a university admits students of colour it must also provide accommodation for them. I said in my reply that we are no longer only concerned with the University of Cape Town but there are also other universities, colleges and technikons involved. We are busy investigating this matter and will reach finality on it.

Detainees

\*13. Dr M S BARNARD asked the Minister of National Health and Population Development:

With reference to his reply to Question No 236 on 27 July 1987, (a) (i) when and (ii) by whom are detainees informed that the services of a panel of private doctors are available to them, (b) (i) how many detainees or parents have requested that they be provided with the names of the doctors on this panel and (ii) in respect of what date is this information furnished and (c) who determines the cost of consulting a doctor on this panel?

\*The DEPUTY MINISTER OF NATIONAL HEALTH:

- (a) (i) When detainees request a second opinion.  
 (ii) The district surgeon.  
 (b) (i) Unknown.  
 (ii) Falls away.  
 (c) The cost is determined by the panel doctor rendering the service.

Classrooms

\*14. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) (a) How many (i) additional classrooms at existing schools, and (ii) classrooms at new schools, administered by his Department were built in 1986 and (b) how many classrooms in each of these categories were built for (i) pre-primary, (ii) primary and (iii) secondary pupils;

- (2) whether there is a shortage of classrooms for Black pupils at present; if so, (a) what was the shortage in respect of classrooms for (i) pre-primary, (ii) primary and (iii) secondary pupils as at the latest specified date for which figures are available and (b) what is the estimated cost of providing these classrooms?

The DEPUTY MINISTER OF EDUCATION:

- (1) (a) (i) 435.  
 (ii) 1 361.

- (b) (i) None. (In cases where the bridging period has been instituted, primary classrooms

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are used.) Pre-primary classrooms are not provided by the Department.

(ii) 172 classrooms at 21 existing primary schools, 538 classrooms at 25 new primary schools.

(iii) 263 classrooms at 23 existing secondary schools, 823 classrooms at 28 new secondary schools.

(2) Yes.

(a) (i) The Department does not provide pre-primary schools.

(ii) 1 494 calculated at 40 pupils per classroom. (Global statistical calculation with information as at March 1986).

(iii) 3 030 calculated at 35 pupils per classroom. (Global statistical calculation with information as at March 1986)

(b) Approximately R347 million calculated at 40 and 35 pupils per

primary and secondary classroom respectively and approximately R584 million calculated at 40 and 30 pupils in primary and secondary classrooms respectively.

**Housing**

\*15. Mr K M ANDREW, asked the Minister of Constitutional Development and Planning:

(1) (a) How many houses were built by each specified Development Board in 1986 and (b) what was the amount spent on (i) housing and (ii) infrastructural development for such housing by each Development Board in the 1985-86 financial year?

(2) whether there is a shortage of housing in townships in any community services area; if so, how many units are required in each specified community services area?

\*The DEPUTY MINISTER OF DEVELOPMENT PLANNING (Reply laid upon the table with leave of House):

**Natal**

(1) (a) No houses were built by the former Natala Development Board in 1986. Hostel blocks were, however, provided for single persons

(b) (i) R2 956 370 was spent on hostel blocks, (ii) R298 585 was spent on hostels infrastructure and R7 177 426 on housing infrastructure (i.e. serviced sites).

(2) Yes. The estimated shortage in Natal, outside KwaZulu and South African Development Trust areas, was estimated at sixty to eighty thousand units at the end of 1986.

*Orange Free State*  
(1) (a) Southern OFS Development Board: 30  
Orange-Vaal Development Board: 33

(b) (i) Southern OFS Development Board: R219 900,  
Orange-Vaal Development Board: R283 993,  
(ii) Southern OFS Development Board: Nil  
Orange-Vaal Development Board: Nil.

(2) Yes.  
Southern OFS Development Board: 3 148  
Orange-Vaal Development Board: 9 148.

HOA

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**Transvaal**

(1) (a) None. Development Boards only acted as agents for Black local authorities for provision of infrastructure to serve stands in black towns.

(b) (i) None.

(ii) East Rand	R46 211 870	(39 282 sites)
West Rand	R7 911 710	(5 552 sites)
Highveld and Tvl	R3 555 848	(2 737 sites)
Western Tvl	R744 998	(668 sites)
Northern Tvl	R190 000	(150 sites)
Central Tvl	R None.	
(Funds expended by black local authorities).		

(2) Yes.  
East Rand 75 362  
West Rand 56 180  
Highveld and Tvl 17 754  
Western Tvl 8 964  
Northern Tvl 450  
Central Tvl 9 488

TOTAL 168 198 Units

**Cape Province**

(1) (a) Northern Cape 580  
Eastern Cape 5 121  
Western Cape None  
Oudshoorn 100  
Walvis Bay 51

(b) Northern Cape	(i) 3 621 700	(ii) 1 366 000
Eastern Cape	17 100 664	939 935
Western Cape	None	43 064 059
Oudshoorn	2 400 000	2 100 000
Walvis Bay	661 092	200 000

(2) Yes.  
Northern Cape 9 936  
Eastern Cape 56 913  
Western Cape 36 545  
Oudshoorn 100  
Walvis Bay 151

*Poni Geoffrey Nocanda*

\*16. Mr D J N MALCOMMESS asked the Minister of Justice:

(1) Whether the Attorney-General in Grahamstown has received the dossier from the South African Police on the investigation into allegations by a

certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, that he was tortured into admitting that he had set fire to a home in October 1985 after receiving instructions to that effect; if so, (a) on what date did the Attorney-General receive the dossier, (b) what is the name of the person concerned, (c) from whom did this person allegedly receive these instructions and (d) what are the particulars of the incident.

HOA

- (2) whether he was reached a decision on this case; if not, (a) why not and (b) when is it anticipated that a decision will be reached; if so, (i) on what date and (ii) what was that decision?

The MINISTER OF JUSTICE:

The question as it was framed, contains a series of statements of fact which makes it impossible to reply with a simple yes or no. The contents of police dockets are of necessity confidential and for obvious reasons cannot and should not normally be made public otherwise than in a court of law. In these circumstances I am compelled to reply to the question as follows:

- (1) The name of the person whose name was given to the Department by the hon member is Poni Geoffrey Nocanda. On 5 June 1987 the Attorney-General received a docket in which this man figured, but not necessarily because of allegations by him as stated in the question, The offence investigated was one of assault.
- (2) Yes, the Attorney-General has reached a decision.
- (i) 17 June 1987.
- (ii) He declined to prosecute.

Abattoirs

\*17. Mr J M BEYERS asked the Minister of Agriculture:†

- (1) What was the total profit in 1985 and 1986, respectively, in respect of abattoirs falling under local authorities;
- (2) whether he will make a statement on the extent of these profits?

†The DEPUTY MINISTER OF AGRICULTURE:

- (1) The required particulars are not known and are not readily obtainable.
- (2) No.

HOA

\*18. Mr P J PAULUS asked the Minister of Manpower:†

- (1) Whether his Department has investigated whether financial assistance is provided to strikers by trade unions; if so, (a) in what way and (b) to what extent is such assistance provided; if not, why not;
- (2) whether his Department intends investigating this matter; if not, why not; if so, when;
- (3) whether he will make a statement on the matter?

The MINISTER OF LAW AND ORDER (for the Minister of Manpower):

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

In terms of section 8 (1) (j) of the Labour Relations Act, 1956, the constitution of a trade union must explicitly provide for the purposes for which its funds can be utilised. If a trade union's constitution provides that financial assistance can be given to striking workers, it is not contrary to the Act. As long as the trade union concerned abides by the prescription of its contribution in the relevant connection, no reason exists to investigate the matter.

- (2) No, unless there are actions which are contrary to the Act or the provisions of a trade union's constitution.
- (3) No.

Own Affairs:

State funds: system of control

\*1. Mr M J ELLIS asked the Minister of Education and Culture:

Whether the education departments under his control apply their own control methods in respect of State funds allocated to them; if not, (a) why not and (b) (i) what is the system of control in force in each case and (ii) when was this system introduced?

Strikers  
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Answer  
SD 1/9/87

†The MINISTER OF EDUCATION AND CULTURE:

Yes, with delegated power from the Minister concerned,

- (a) falls away,
- (b) (i) the item budgeting control system in each case;
- (ii) the system dates back to the previous dispensation when provincial education departments were part of the provincial administrations.

Natal Education Department: circular

\*2. Mr M J ELLIS asked the Minister of Education and Culture:

- (1) Whether, earlier this year, the Natal Education Department issued a circular on purchasing procedures and control, particulars of which have been furnished to the Minister's Department for the purpose of his reply, to schools and colleges of education under its control; if so, (a) on what date and (b) under what reference number;
- (2) whether the Department concerned was recently required to withdraw this circular; if so, (a) when, (b) why and (c) who took the decision in this regard?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, Howard  
(a) 23 June 1987,  
(b) 4/2/3/5/3;  
(c) no, the Natal Education Department has however considered it necessary to withdraw it.  
(a), (b) and (c) fall away.

History Sid 10,  
Higher Grade and Standard Grade

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether, with reference to his reply

to Question No 1 on 23 June 1987, the authors of the text-book *History Sid 10, Higher Grade and Standard Grade* are employed by the Transvaal Education Department; if so, (a) in what capacity, and (b) since what date, in each case; if not, by whom are they employed;

(2) (a) how many (i) spelling and (ii) grammatical errors are there in this text-book, (b) what is the nature of these errors and (c) what action has been taken to correct them?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.

(a) Both authors are employed by the Transvaal Education Department in the following capacity:  
Mr C J Joubert—Principal;  
Mr J J Britz—Deputy Principal.

(b) Mr C J Joubert since January 1953;  
Mr J J Britz since January 1958.

(2) (a) (i) and (ii) In view of the fact that the publishers of school textbooks assume responsibility for the official editing of the final manuscripts, the Department does not keep statistical records of the errors that occur in manuscripts. Errors that the evaluators come across are marked in the manuscripts and brought to the attention of the publisher concerned for corrections.

(b) Mainly grammatical and spelling errors.

(c) Errors that have been brought to the attention of the Department have been conveyed to the publishers with the request to correct them. The Department has established that although some errors have been corrected in the second edition of the book, not all errors have been eliminated. Urgent discussions with the publisher are being held in order to ensure that the manuscript is immediately corrected.

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the budget vote for the Improvement of Conditions of Service for 1987-88 and which still have to be finally allocated.

Annual reports

361. Mr K M ANDREW asked the Deputy Minister of Information:

- (1) (a) How many annual reports were produced in 1986 by the Bureau for Information, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;
- (2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;
- (3) whether any copies of these report were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;
- (4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to the Bureau of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) political head and (bb) top official of the Bureau and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The DEPUTY MINISTER OF INFORMATION:

- (1) (a) No annual report was published in 1986 by the Bureau for Information.
- (b) to (d) Fall away
- (2) Falls away.
- (3) Falls away.

HOA

*Andrew*  
11/9/87

(4) The Bureau has not been in existence for 5 years. The first annual report (for the 1986 calendar year) was published in 1987.

- (a) Cost of the Annual Report 1986: R10 425.
- (b) 2 000 copies.
- (c) (i) None.  
(ii) None. The 1986 report contained three diagrams in two colours.
- (d) Paper: 100 gm Dukuzza matt.
- (e) (i) (aa) (bb) None.  
(ii) (aa) (bb) Falls away.

Amounts spent on Coloured/Indian education

392. Mr W J D VAN WYK asked the Minister of National Education:

Whether his Department will furnish information on the amounts spent in respect of Coloured and Indian education in each financial year from 1982-83 up to and including 1986-87; if not, why not; if so, what amounts were spent in each of these financial years in respect of (a) Coloured and (b) Indian education on (i) wages and salaries, (ii) new school buildings and sports and other specified facilities, (iii) the maintenance of school buildings and sports and other specified facilities and (iv) other specified expenditure?

The MINISTER OF NATIONAL EDUCATION:

Yes, but only in as far as the information is included in the information system used by the Department for determining general education policy. For 1986/87 the following amounts were included in the budget:

- (a) Coloured education: R1 173 619 000.
  - (b) Indian education: R525 110 000.
- The information in respect of (i) to (iv) is not included in the information system referred to above.

*SD*  
11/9/87

WEDNESDAY, 2 SEPTEMBER 1987

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Indicates translated version.

For written reply:  
General Affairs: 2/9/87

School sport

180. Mr C J DERBY-LEWIS asked the Minister of Education and Development Aid:

What total amount was budgeted by the Department of Education and Training in the 1984-85, 1985-86 and 1986-87 financial years, respectively, in respect of school sport at (a) primary and (b) secondary schools for Blacks?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The total expenditure in respect of sports facilities, sports apparatus, sports equipment and training of teachers as sports officials in Black schools during the respective financial years, is given below. The distribution of funds in regard to primary and secondary schools for the first two financial years, is unfortunately not readily available.

- (1) Financial year: 1984-85 .. R3 522 552
- (2) Financial year: 1985-86 .. R9 329 950
- (3) Financial year: 1986-87  
(Prim. R3 025 389;  
Sec. R3 565 165) .. R6 590 554

Total ..... R19 443 056

Applications for admission to schools

220. Prof N J J OLIVIER asked the Minister of Education and Development Aid:

Whether, with reference to his reply to Question No 12 on 17 February 1987, any Black children applied for but were unable to gain admission to schools for the 1987 academic year; if so, how many in respect of each specified departmental region?

Yes, there were pupils who could not obtain admission.

- (1) *Natal Region*: All pupils who applied for admission, were admitted.
- (2) *Johannesburg Region*: All pupils who applied for admission, were admitted.
- (3) *Cape Region*: All pupils who applied for admission, were admitted.
- (4) *Orange Vaal Region*: 506 pupils did not gain admission.
- (5) *Orange Free State Region*: 535 pupils did not gain admission. At Botshabelo, a total of 5 200 pupils applied for admission after the lapsing of period for registration and, consequently, could not obtain admission. The number mentioned above consists mainly of children from rural areas, who did not attend school before and have now moved in uncontrolled fashion to the more urban areas with their parents. These children could not be admitted as the existing accommodation was insufficient.
- (6) *Highveld Region*: All pupils who applied for admission, were admitted.
- (7) *Northern Transvaal Region*: All pupils who applied for admission, were admitted.

Cape Province: income tax

284. Mr C J DERBY-LEWIS asked the Minister of Finance:

(a) What amounts were paid in income tax by (i) Whites, (ii) Coloureds, (iii) Indians and (iv) Blacks in the Cape Province for the latest specified tax year for which information is available and (b) what were the actual amounts budgeted in respect of each such population group for that year?

The MINISTER OF FINANCE:

- (a) (i) Whites: ..... R1 992 million
- (ii) Coloureds: ..... R 238 million

*Andrew*  
*SD*  
2/9/87

*SD*  
2/9/87



# NON-RACIAL EDUCATION

SOME years ago Archbishop Desmond Tutu was a teacher and tonight he will share these memories among others with the Western Cape Teachers' Union, the body which has invited him to speak about his life "in the context of a people's history."

Wectu defines itself as a progressive teacher's organisation working towards a non-racial, non-sexist, democratic and free education system. Part of its endeavour is the building of an alternative education which includes a writing of our history textbooks and an appreciation of he people's history about which Archbishop Tutu will speak.

His address begins at 7.30 in the Samaj Centre in Athlone and Wectu is heralding the occasion as a "victory celebration."

## Misconduct charges

So what is Wectu, what makes it "progressive?" And what is Wectu that this "victory" it celebrates tonight is the fact that the misconduct charges brought by the "own Affairs" ("Coloured") Department of Education and Culture against 73 Western Cape teachers who refused to administer examinations to their pupils at the end of 1985, were withdrawn recently?

In a small office in Salt River one night, the Wectu executive committee meets to answer some of these questions on behalf of their organisation.

Teachers all, they've had their fair share of experience: some of it goes back to the crisis that was 1976. Others now the period of school boycotts which marked 1980 and '81. All of them know the smell of teargas which characterised their classrooms during the tumultuous 1985.

"I remember when word went around in '85 that there was to be a mass meeting of teachers at the Samaj Centre 1 Athlone," says one Wectu executive member. "There was no debate about it. We didn't wonder whether we would go. We all just went without question."

Such was the personal need

felt by teachers who saw their classrooms in crisis.

On the broader political front Wectu understands the spark which ignited this crisis in the Western Cape schools and colleges as the killings in the Eastern Cape of teachers and community leaders Mathew Goniwe, Fort Calata and Sparrow Mkomoti and the declaration of the state of emergency on July 20, 1985.

"Wectu is a living monument to Goniwe," says one executive member.

"Yes," says another. "It gelled for us after Goniwe's death and the turmoil which gripped the Western Cape schools thereafter. We witnessed an incredible level of violence and even the non-political teachers among us felt the need to fight back."

"There have always been informal groups of progressive teachers who met to discuss the educational system critically," says a third member. "But we needed a formal organisation to channel the outrage we were feeling. More and more too, we were in the firing line."

Out of two mass meetings at the Samaj Centre in '85 with about 2,000 teachers in attendance each time, the Concerned Teachers' Co-ordinating Committee was born.

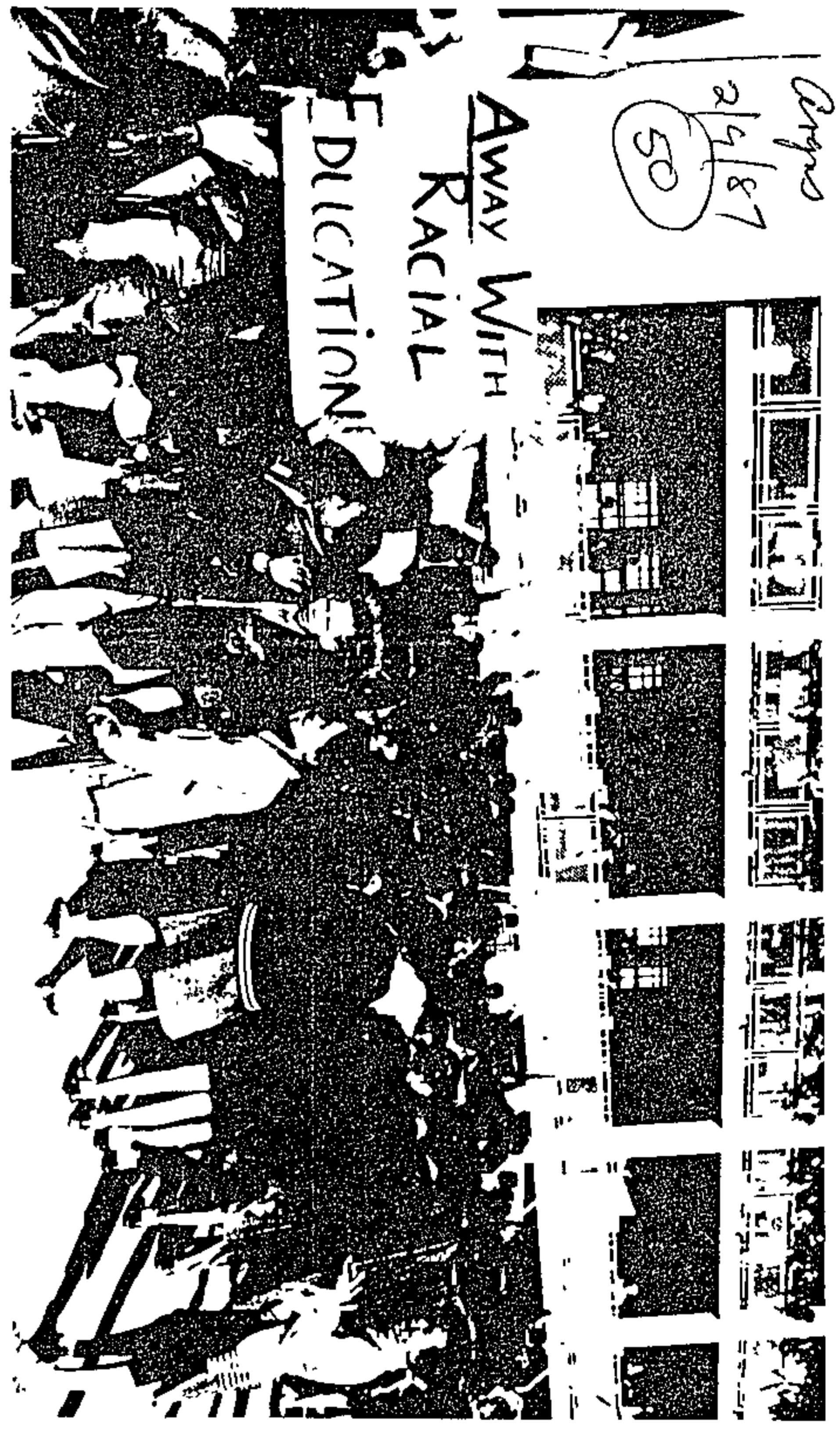
## 2 000 teachers

On September 29 1985, Wectu was formalised out of this group. Membership was, and remains, in the vicinity of 2,000 teachers in the Western Cape and the organisation is run along regional lines with eight regions and a central executive body.

Importantly it is a union of teachers and maintains close links with the Congress of South African Trade Unions. Wectu's dream and goal — "and it's not just a pipedream, we'll get there" — is to form a national union of teachers which would seek affiliation to Cosatu.

This feature is essential to the philosophy out of which Wectu was created and the goals it set itself.

It identified the schools as one of the primary sites of the struggle for that non-racial South Africa but did not claim that a revolution in the



DALE LAUTENBACH of the Political Staff examines the dreams and goals of Wectu, a union of teachers which maintains close links with the Congress of South African Trade Unions, and the role it plays in the education struggle.

education system would change the system at large. "Education for Liberation" was the slogan and principle Wectu adopted while recognising that the broader struggle was one of the "working class."

Founding philosophy sees education as inextricably bound up in a system where workers are "educated" in working class schools in order to prepare them for life on the production line as workers. . . no more. The product of these schools as designed by the ruling system must not be too good, too bright, to creatively or analytically minded. If they were and if they received an education on a par with that of middle-class children who were being prepared for the

## Unequal education

As a union then it would not only seek to improve the quality of education given students. It would seek equality for its teachers too in the form of salaries and working conditions.

And protect those teachers from victimisation by the system when they spoke out against it. The 73 teachers (all but two are Wectu mem-

bers) charged for misconduct are a case in point. Wectu raised money for "the best" legal defence and launched the Hands Off Our Teachers campaign.

When the Rev Allan Hendrickse, Chairman of the Minister's Council in the House of Representatives, announced that the charges were to be dropped he did not absolve the teachers of, in the eyes of his department, their "crimes." He said the two-year period of uncertainty about their jobs and futures was punishment enough.

Wectu claims differently that it was the pressure brought to bear by its organisation that created for the Department of Education and Culture an embarrassing situation from which they could not save themselves. The 73 teachers were above reproach in Wectu's eyes as they had acted on the basis of sound educational principles, a child could not write examinations which would yield a realistic measure of worth after a year of trauma and disrupted schooling.

Mr Hendrickse's explanation is an effort to save face Wectu's spokesmen say.

The Hands Off Our Teachers campaign was one triumph for Wectu. The union claims some measure of success too by the flurry created when it called for the reopening of the schools in 1985 after Minister of Education and Culture Mr Carter Ebra-him had ordered them closed.

## Democratic

The call was not an all-out success for Wectu but the union sees it as a time when the growth of Parent Teacher Student Associations (PTASs) took hold. And among all the gains counted in progressive circles is that, unlike previous years, the adult population has been mobilised to stand up with and alongside the youth.

When Wectu says it is run along democratic lines and accountable to the community it represents, it means just this . . . the students and the parents.

The schools belong to the community and it is the com-

munity which should control what happens in them, according to Wectu principle.

"Teachers have been so intimidated in the past by the department and its inspectors," says an executive member. "Wectu has given them moral support because they can count on the strength of the organisation behind them and not be intimidated even if they alone are taking a stand on a particular issue at their school."

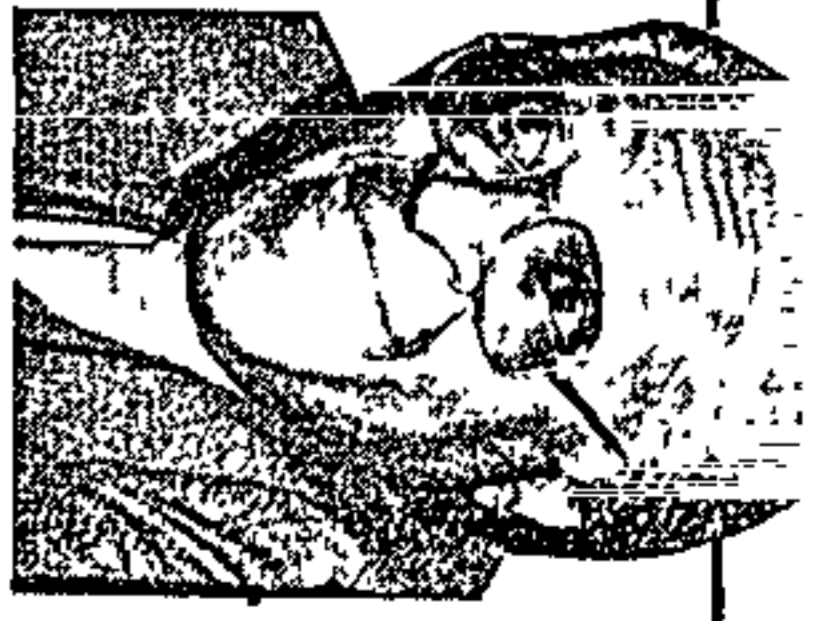
## Alternatives

To take the process further and to introduce the community of parents and students to the concept of an alternative education, Wectu organises workshops, cultural events and holiday schools. The Southern Suburbs region ran a winter school and the Northern Suburbs will be running a spring school.

"We're all proud of the fact that we've survived through this incredible period," says an executive member, meaning the schools crisis, the conservative states of emergency which have clamped down on the activities of all progressive organisations and the fact that many Wectu members have been in and out of detention since Wectu was formed.

"We've had so many crises to respond to that we've never really had a true lull during which to build our administration and get on with the ordinary business of working towards the educational system we envisage."

"We believe though that there's work to be done in building a new South Africa and a new society," says another member. "And that teachers should be part of that process."



Archbishop Tutu



# It's OK to learn black language from a white

Weekly Mail Reporter

NEARLY 300 000 white schoolchildren are taking an African language as a subject, but white schools are not allowed to employ black teachers to teach the pupils.

This policy — disclosed in parliament this week by the Minister of Education and Culture in the House of Assembly, Piet Clase — was “archaic”, said Ken Andrew, PFP education spokesman.

Clase stated that 288 702 white children — about 30 percent — were studying an African language at 1 510 schools.

However, as education was an “own affair” in terms of the constitution, schools were not allowed to employ black teachers.

He added that there was no shortage of teachers available to teach African languages at white schools.

Clase acknowledged that it was generally better for a person to teach a language which was his mother tongue but this was not possible.

Andrew accused him of “hiding behind the ‘own affairs’ education concept although he knows full well that white teachers teach many black and coloured children.

“It is ridiculous that a marvellous opportunity to promote inter-racial understanding in the most natural way imaginable is lost because of the racism and apartheid ideology of this government.”

In another question in parliament this week, Clase said five provincial libraries were to be transferred to the coloured “own affairs” administration in the Free State, but the white provincial administration would still order and buy the books.

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# Parliament asks 'revolutionary' NECC's opinion

By SEFAKO NYAKA

IN an unprecedented move parliament has asked the National Education Crisis Committee to comment on a draft Bill on Education.

The move comes a year after the Department of Education and Training accused the NECC of being involved in a plot to overthrow the state.

According to publicity secretary Eric Molobi the Bill was sent last Wednesday by a Mrs Klingberg, secretary for parliament, and the NECC was given three days to submit a written or verbal response.

Yesterday, DET representative Peter Mundell said his department has "no knowledge of any such submission to the NECC."

"We have looked both inside and outside (the DET) and we don't know the source."

But Klingberg said although the Bill was sent at the recommendation of the Progressive Federal Party, the DET knew about it.

She said the PFP had recommended, in a committee where the DET was present, that the Bill be sent to the Institute for a Democratic Alternative for South Africa, the South African Youth Congress, the NECC and other organisations.

Sayco president Peter Mokaba yesterday said his organisation had not received the Bill.

He said although the intentions of the Bill were suspicious, Sayco was prepared to sit with other community organisations and discuss it.

The Education Laws (Education and Training) Amendment Bill seeks to amend seven Acts, four pertaining

to the four tribal universities, Zululand, Turfloop, Medunsa and Vista.

Amendments relating to the universities will limit the number of vice rectors who may serve on the university councils.

The word "school" has also been redefined to include nursery schools, reform schools and afternoon tuition classes.

Molobi said the deadline has been extended to September 19.

"After initial consultation we informed parliament by telex that we shall only be able to comment on the proposed Bill after proper and intensive consultation with our various constituencies," Molobi said.

The conference will be overshadowed by the continued detention of the NECC leadership including Zwelakhe Sisulu, Ihron Rensburg, Vusi Khanyile, Molefe Tsele and Joyce Mabudafazi.

Last year, in papers before the Rand Supreme Court, Minister of Education and Development Aid claimed the NECC wanted to replace the current education system with one called the "people's education system", an instrument to mobilise black communities to overthrow the government and replace it with a black regime.

Viljoen also accused the NECC of carrying out the aims and policy of the African National Congress.

The affidavits were submitted in response to an NECC application to overturn Emergency regulations relating to black school children



# NECC to boost SA isolation

Education Reporter

The National Education Crisis Committee (NECC) has resolved to campaign against international academics and "cultural workers" who visit South Africa and local academics who travel abroad.

It will also investigate the issue of students on overseas scholarships.

The resolution was made by delegates to the NECC's third national consultative conference held in Johannesburg at the weekend.

The organisation said it took the decision to endorse the stand of the United Democratic Front on the academic and cultural boycott.

It believed that "the apartheid regime and all its supporting forces must be isolated from all foreign assistance — technical, scientific and cultural — and that this campaign be intensified".

See Page 1 Metro.

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# Government 'far from main issue on group areas'

Staff Reporter

THE President's Council report on group areas showed how far removed the Government was from addressing central political issues, said Mr Franklin Sonn, president of the Cape Teachers Professional Association.

"If the Government is still resisting the removal of purely discriminatory measures like separate education and separate group areas, it shows how far removed they are from issues which are uppermost in the minds of people in the townships, namely full political rights in a non-racial democracy," he said.

● If the Government wanted to open religious, commercial and other facilities to all races, it had to open schools as well, said Mr Richard Hawkins, president of the South African Teachers Association (Sata)

At recent national congresses, Sata members — mostly white English-speaking teachers — voted overwhelmingly in favour of open schools.

Mr Hawkins said: "We are in favour of open State schools. If they are prepared to allow some open group areas it doesn't make any sense to have closed schools in these areas.

"One welcomes what appears to be the beginning of a realistic approach to the problem. Education must not be used for ideological purposes. It is in our children's best interests to have open schools."

● The proposals showed that the Government was determined to continue its role on the basis of racial discrimination, said Mr Siraj Desai, chairman of the Salt River, Woodstock, Walmer Estate Residents Association.

"In response to the demand of the people that the Group Areas Act and all other racist laws be scrapped in their entirety, the State is seeking to mask its racism with these schemes," he said.

"The simple fact is that in a civilised society there is no place for a Group Areas Act in whatever form."

● Giving local communities the option to declare closed or open areas seemed to be a Government attempt to give credibility to regional services councils, said the District Six branch of the Cape Youth Congress (Cayco).

"Cayco District Six views the latest 'reforms' around the



Mr Franklin Sonn

Group Areas Act in the same light as the many other 'reforms' the Government has attempted to fool the people with," Ms Tasneem Essop said.

"While attempting to provide security for families living in certain areas 'illegally', it retains the racist laws in other areas. We are calling for an end to the Group Areas Act in its entirety and that applies to schools as well"

● The Association of Chambers of Commerce (Assocom), while it would have preferred more imaginative proposals aimed at removing discriminatory measures, nevertheless welcomed the "numerous positive elements" of the report.

"Many recommendations are in line with submissions made by Assocom and encouraging aspects include the strong emphasis on decision-making at local levels — the local option — with due cognisance of prevailing circumstances," it said.

Others were the proposed repeal of the Separate Amenities Act and other restrictive measures, control of beaches and sea areas to devolve to local authorities and privatisation of public facilities.

Assocom believed that the concept of open residential areas and the right of occupation and ownership by persons of all race groups, of land, buildings and premises zoned for trading, commercial and professional purposes, will eliminate the time-consuming process involved in the establishment of free trading areas

● Mr Quentin Pavitt, a Cape Flats-based property agent, said he did not understand why the Government was "dilly-dallying with what must inevitably happen".

"The complete scrapping of the Act would do a lot to improve the economy in this country. They must get on with it," he said.

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# Mixed schooling is dodged

THE report has dodged the issue of schooling, and how it should be handled in those residential areas the PC recommends should be opened to all races.

Government has apparently indicated it is not prepared to countenance integrated schools at this stage, and the PC has consequently shied away from touching on the issue.

The thorny problem thus remains of how to accommodate the children of black, Indian or coloured families living in, say,

CHRIS CAIRNCROSS

predominantly white areas.

The quick answer resorted to by the PC is that these children will have to travel to schools in other areas which can accommodate their race group.

The PC fudges the issue by declaring it is convinced the provision of education for children of a population group other than that of a local authority can be dealt with effectively by (other)

existing regulations.

Arrangements may, where necessary, be made with own affairs departments of nearby "group-bound" schools, or with the Department of Education and Development Aid, for the admission of pupils of the population group concerned who come from the open area.

Where numbers justify it, a group-bound school may be established in an open area under the control of an own affairs department.

By day 18/9/82

# REPORT calls for open areas

Political Staff

IN A dramatic shift away from the present policy regarding separate residential areas, the President's Council Report on the Group Areas Act states that there should be open areas for free occupation.

And that the government is determined to bring such areas into being is borne out by a statement from the Office of the State President which — in restating the government's commitment to separate residential areas — adds that it "must be possible to make provision for those who prefer a different lifestyle."

Noting that central business districts are usually the key employment areas in the major cities, the report recommends that local authorities should pay particular attention to creating areas for joint occupation in or near CBDs or alternatively creating segregated residential areas for the different population groups near the city centre.

It stresses, however, that the principle of own residential areas remains sacrosanct, although the new open areas will give a greater freedom of choice and greater flexibility.

It is also recommended that

any building or land used for industrial, trading, commercial, professional or religious purpose in terms of an approved town planning scheme should be open for the occupation and ownership of all population groups.

At present, this is limited to central business districts.

The report points out that de facto a form of joint occupation cutting across ethnic lines already exists on a limited scale in areas such as Mayfair and Hillbrow in Johannesburg, as well as Salt River and Woodstock in Cape Town.

The "open" residential areas and "local option" recommended by the President's Council will be subject to lengthy and comprehensive procedures before being applied — and the government will have the final say in a dispute.

The report says the decision of a local authority to "open" a residential area should be final and binding, unless objections are raised, when there should be the right of appeal to the Administrator in Executive Committee.

However, the committee also recommends that "in reaching a final decision the administrator should do so in concurrence with

the minister responsible for local government under whom such area falls".

It says that in reaching a decision, the administrator may also consult other multi-ethnic bodies and "would even be free to call for a referendum in the proclaimed township to assist him in reaching a final decision".

The committee says that residents of an area in which an application has been made to "open" it should be consulted — and that the local authority should decide on the method of consultation — but that this should at least include existing procedures for amending town planning schemes.

## 'Heterogeneous'

It also says the local authority should consult widely with the population groups involved and with local advisory bodies and management committees, or should establish a multi-ethnic advisory body for this purpose.

"The committee feels that it is important that local authorities should actively consider opening proclaimed urban areas if circumstances justify this. Here the committee draws attention to those areas that are already de facto heterogeneous."

The committee also recommends that if an initial application to open an area fails, it should be possible to reapply after two years, unless the administrator or local authority decides otherwise.

It says developers of new townships should have the freedom of choice to decide if they want the area open to all groups or not. However, a final decision would be subject to approval by the administrator.

# Vote for city blacks suggested

Political Staff

BLACK people could regain a vote for "white" city councils, such as in Cape Town, if they live in "open" residential areas.

But the President's Council constitutional committee, whose report on the Group Areas Act was tabled yesterday, stopped short of making a specific recommendation on the local authority voting rights of people in open residential areas. It did, however, suggest the option of granting all residents a local-authority vote.

"Unless some other disqualification applies to a voter (such as age and

## Mixed schools ISSUE dodged

Political Staff

THE President's Council (PC) has totally dodged the crucial issue of schooling, and how this should be handled in those residential areas which it recommends should be opened to all races.

Government has apparently indicated that it is not prepared to countenance integrated schools at this stage, and the PC has consequently shied away from touching on this issue in calling for the repeal of the Group Areas Act.

The thorny problem thus remains of how best the children of black, Indian

citizenship), there can be no justification for two people living nextdoor to each other, using the same services and paying rates and taxes, and for one to have a say in the provision of services by voting for a representative, while the other has no such say." It said five alternatives could be considered.

● A joint voters' roll — without restriction on the choice of candidates — accommodating all inhabitants of an open area who qualified to vote.

● Joint voters' rolls — but candidates would have to belong to the same population group as the local authority. "To a certain extent, this may be regarded as a diminution of voting rights, since certain voters may vote, but may not be elected."

● Allowing the local authority to decide between the first two options.

● A separate area committee in terms of which all the inhabitants in an open area were placed on a voters' roll for the area concerned.

● Persons belonging to one population group who settle in a legal open residential area in the local authority area of another population group have no vote there.

or coloured families living in, say, predominantly white areas, will be accommodated.

The quick answer resorted to by the PC in its report is that these children will have to travel to those schools in other residential areas which can accommodate their particular race group.

In its report the PC fudges the issue by declaring that it is convinced that the provision of education for the children of members of a population group other than that of a local authority, can be dealt with effectively by (other) existing regulations.

AT YOUR SERVICE



## Post Focus

# NO to mixed schools, says varsity prof

**By DENISE BOUTALL**  
A PROFESSOR in the Faculty of Education at the University of Port Elizabeth has written a book warning against the "mortal dangers" of mixed education.

Prof J J Pienaar, head of the Department of Fundamental Pedagogics, is the chief author of the *Oop Skole — Gaan Ons Dit Toelaat? (Open Schools — Are We Going to Allow Them?)* published by Windhoek-based Eros Publishers.

Among Prof Pienaar's arguments against open schools is that they will lead to a lowering of standards as a result of "the lower intelligence level of non-white children".

However, in an interview this week, Prof Pienaar said differences stemmed from philosophies of life and not from skin colour.

In his book he warns that mixed schooling will lead to the disintegration of the Afrikaner people.

It will not solve problems, but lead to discord and revolution.

According to the resumé given on the cover of the book, Prof Pienaar is on the executive of the Afrikaner Volkswag, which he describes as an organisation that helps the Afrikaner to build his family life.

Pamphlets advertising the book were sent to a number of academics at UPE this week.

Prof Pienaar, who has been professor and head of the Fundamental Pedagogics Department since 1972, wrote seven of the nine chapters in the book.

The department is a key one in the bilingual university's Faculty of Education.

His co-authors are a Pretoria historian, Dr J L

Basson, and Mr F J Strauss, a Windhoek management consultant.

Prof Pienaar says the purpose of the book is to inform parents and educational leaders about "the mortal dangers and consequences of racially mixed schools, and arm them for the battle for the preservation of a precious heritage".

Taking a strong anti-liberal and anti-humanist line, Prof Pienaar argues that integrated schools are not educationally justified.

Education is an "own affair" — to every people [volk] — because different people educate their children in different ways. Without this there would be no education, only job training.

Prof Pienaar sees the efforts to integrate South African schools as part of a worldwide pressure towards a globalistic world view. "It is supposed to prepare the way for the colourless, indentityless and intertwined holistic world."

Anyone who allowed himself to be bastardised and integrated was committing suicide and that, like personal suicide, was a sin.

"The Afrikaner volk believes that it was created and continues to exist at the will of God and for this reason it will be treasonous to start a process of self-annihilation through open schools."

Open schools, says Prof Pienaar, would lead to the replacement of Afrikaans with English as the medium of instruction. This would lead to the disintegration of the Afrikaner people.

"The lower intelligence level of non-white children" will necessitate a lowering of the general standard of education.

In addition, coloured and black teachers with totally different religious, social

Warns of 'mortal dangers': Prof J Pienaar



and cultural backgrounds would be appointed and promoted in former white schools — leading to changes in the curriculum.

Open schools would inevitably lead to social integration, integration of families and "fatal" mixing of blood.

"For the whites in general, and the Afrikaner in particular, it is vital that racial purity and identity of the people be maintained subject to the will of God."

He says the principle of free association espoused by the De Lange Commission of Inquiry into Education is not educationally justifiable.

The idea of a "common humanity" used in the report will lead to a colourless, indentityless community which will mean that the whites "who have always been advantaged, will be at a disadvantage".

"The educational dispensation proposed by the De Lange report is one of neutrality, which is monstrous because there is no such thing as neutral education."

Prof Pienaar ends by calling on Afrikaner parents to remember that:

- Real education — the transfer of certain non-negotiable norms — cannot take place in a mixed school.

- Unless the teacher and the child belong to the same people and religion, the child will be misled.

- Mixed schools do not

solve problems, and necessarily lead to a mixing of blood which means national suicide.

- Separate schools are the only way to ensure peaceful co-existence.

- Christian-national education is non-negotiable.

Prof Pienaar said the courses he taught covered all educational systems and that there was free and open discussion among students and staff.

"We try to evaluate the different systems pedagogically. We are not there to evangelise."

However, he did tell his students what his personal philosophy was.

The purpose of education was to help the child develop his or her own identity.

Without this one would simply be training revolutionaries. "You have to know who you are, then you will respect other people."

Asked whether personal identity was necessarily tied up with group identity, Prof Pienaar said children always belonged to groups. Adults could choose which groups they belonged to.

On parallel-medium schools, he said they helped to achieve a high level of bilingualism, "but you also have the problem of identity".

Asked about his attack on liberalism he said liberalism could also become intolerant.





# NECC 'no' to new education law.

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AT ITS first national gathering since the State of Emergency was declared this year, the National Education Crisis Committee (NECC) has decisively rejected the government's planned

new black education law. It said the new law would bring all education institutions, from neighbourhood creches to literacy programmes, under direct government control.

More than 200 delegates from 10 regions gathered at the University of the Witwatersrand in Johannesburg at the weekend to discuss the Education and Training Amendment Bill.

The new law, which will consolidate seven existing black education laws, will enshrine in statute the government's Emergency powers to close down schools. It also substantially broadens the definition of what constitutes a school; thus increasing the potential targets to include "any institution for the education of black persons".

The Bill also gives the government authority to bar pupils from school premises and tightens control over Technikon admissions.

The NECC conference rejected the Bill, saying it was "strange" that the NECC should be asked its opinion while the government continued to detain six of its national leaders and many local activists.

South African National Students Congress (Sansco) president Billy Ramokgoba said afterwards the new law needed to be seen as part of a broader attack on progressive student and pupil groupings.

This included the threat to cut government subsidies to the five open universities if they allowed anti-apartheid activities to continue on their campuses. — *Agenda Press Services*

THE NATIONAL Education Commission's national consultative conference yesterday rejected a proposed Bill on Education which is before Parliament, writes NKOPANE MAKOBANE.

This decision was taken by about 200 delegates from the NECC's 10 regions and representatives from various organisations in the country after a two-day conference held at Wits University.

The conference was called a short notice after the NECC had been requested to comment on the Bill which will, among other things, empower the Minister of Education to suspend the activities of a school or class.

Mr Eric Molobi, the NECC's national co-ordinator, told a Press conference yesterday that the gathering had totally rejected the Bill as it came from a non-democratic parliament-

ary structure.

The Bill conveniently ignores the issue of content in education which has been so crucial to the problems of education in South Africa. It gives unwarranted powers to the Minister, while it curtails student movement from school to school, he said.

The conference also resolved that the NECC should, together with other organisations, see to the establishment of a "progressive" national teachers' union. Furthermore, it was decided that the NECC should support the Education Charter campaign.





# Govt under fire at Education conference

THE Government and the proposed Bill on Education presently before Parliament came under fierce attack at the National Education Crisis Committee national consultative conference held at Wits University at the weekend.

The two-day conference was attended by about 200 delegates from 10 regions as well as representatives of various organisations.

Speakers were Mr Eric Molobi, NECC's national co-ordinator, Mr Billy Ramokgopa, South African Students Congress national president, and Mr Peter Mokaba, South African Youth Congress national president. The line here told the conference that it was ironic that the NECC had been approached to comment on the Bill

## By NIKOPANE MAKOBANE

when most of its leaders were in detention.

In his address, Mr Molobi said since the NECC's conference in December 1985, a number of significant steps have been taken.

He said the organisation has established three subject committees in English, History and Mathematics. He announced a first set of history book has been completed.

The NECC has also established research units in conjunction with other organisations. They hoped to go deeper into the issue of curriculum developments, he said.

Turning to the Government, Mr Mo-

lobi said it was faced with a crisis of "acute political bankruptcy".

The Government's policies were "a mismatch of half-thoughts, racist schemes". The policies, he said, were doomed to fail because they are not only undemocratic, but were debated and ratified by people who had no respect for the masses.

"Is it not a sign of utter confusion that while virtually all the NECC leaders are in detention that the organisation must be expected to comment on the Bill?" he asked.

Mr Ramokgopa said the Bill and other proposed priority Bills going through select committees in Parliament must be seen as adding up to the state of emergency regulations.

"These Bills are an extension of the emergency into the labour field, university campuses and any other area that could still avoid some of the stipulated restrictions."

"The Government's strategy at this point is to regain control at all levels, to crush or silence the democratic movement and win over certain sections of the community such as the academics and employers," he said.

Mr Mokaba said: "The Education Bill should not only be 'banned' but also 'burnt'. The Government has refused the people the right to discuss 'people's education' but want us to comment on its Bill. Our demand has been that education must be handed to the people."



MR ERIC MOLOBI, NECC national co-ordinator.



THERE are six million blacks who are unable to read and write, said the Rev Lebamang Sebidi, co-ordinator of Funda Adult Education Centre in Soweto.

He was speaking at the centre during an occasion marking the International Literacy Day. It had been organised by the Lembede Mda Foundation which is committed to eliminating illiteracy. It has already started literacy projects at hostels in Soweto.

The International Literacy Day is observed every year on September 8. It is meant to remind people of the plight of millions of people who cannot read or write.

Mr Sebidi told about 200 guests that illiteracy was a concern all over the world. In South Africa, he said, the whites had no illiteracy problem. They had good schools and education and were not as disadvantaged as their black countrymen.

"It is a tragedy that South Africa, being an advanced industrial country, has some six million illiterate blacks. In Soweto, there are more than 40 000 hostel inmates of whom most are unable to read and write through no fault of their own," he said.

He said that it was heartening that two months after the hostels literacy project was started, those attending classes could read and write. He said funds and material help were needed to continue with the project.

Professor E'skia Mphahlele, a lecturer at Wits University, said for an illiterate person to recognise a written word it was like dawn breaking. It was painful, he said, to see a grown up person make a cross instead of signing his



PROFESSOR E'skia Mphahlele

By NKOPANE  
MAKOBANE

name on a form.

"People take it for granted that when you are an adult you can automatically read and write. It is for this reason that we must be grateful to people engaged in literacy projects," he said.

Mr Vusi Nkumane, director of Part-time University Students Association (Patusa), said: "The Lembede Foundation has emerged and identified with the international call to educate the adults so that they could also enjoy the comforts of the developing world. We call on more people to support their efforts."

A spokesman for the hostel pupils expressed gratitude to the foundation. He said the learning they acquired would help them in their work environments and in communication with their families.

During the celebrations, the Soyikwa Institute of African Theatre, which is based at Funda Centre, performed a drama on illiteracy. There was also poetry reading by Prof Mphahlele and a musical item by Dube Hostel pupils.

# 6-m SA BLACKS ARE ILLITERATE



SOME of the Dube Hostel literacy project participants at the International Literacy Day at Funda Centre.

## US fellowships for researchers

THE South African Faculty Fellowship Programme is inviting applications from black faculty members who are holders of masters or doctorate degrees and are interested in pursuing research in the United States.

The number of fellowships to be awarded for the 1988/89 academic year is eight. Applicants must be employed at a college or university in South Africa, including the "homeland".

The purpose of the fellowship programme is

to provide an opportunity for black South Africans to pursue their research at an American institute not normally available to them.

The closing date of applications for the 1988/89 fellowship year is November 28, this year.

For further information, those interested can write to Dr Mokgethi Motlhabi, US/SA Faculty Fellowship Programme, Educational Opportunities Council, PO Box 3323, Johannesburg, 2000. His telephone number is (011) 833-1510.

## Ongoye: Deadline 30 next month

APPLICATIONS for admission to the University of Zululand (Ongoye) for 1988 close on October 30.

A spokesman said the closing date for the receipt of applications for admission to the university's main campus and the Umlazi Extramural Division for next year is October 30.

For admission to the main campus applicants should write to — The Registrar (Academic) Admissions Section, University of Zululand, Private Bag X1001, KwaDlangezwa, 3886. The telephone number is (0351) 93911 ext. 20147.

Applications for the Umlazi Extramural Division should be addressed to — The Registrar

(Academic) University of Zululand, Umlazi Extramural Division, Private Bag X10, Isipingo, 4110. The telephone number is (031) 907-5055.

• The university will offer three new degree courses and a diploma next year.

The degree courses are Bachelor of Science (Engineering), Bachelor of Science (Agriculture), Bachelor of Pedagogics (primary) and a University Diploma in Secondary Education course.

The application forms and additional information required are obtainable from The Registrar, Student Administration Section, University of Zululand, Private Bag X1001, KwaDlangezwa, 3886.



(50) Section

# The Bill the NECC

**T**HE proposed Education Bill rejected by the National Education Crisis Committee is aimed at bringing anything from a nursery school to an afternoon class under the control of the Minister of Education and Development Aid.

The resolution rejecting the Bill was taken by about 200 delegates who attended a two-day national consultative conference at Wits University at the weekend.

The conference was attended by 10 regions of the NECC and representatives of various organisations affiliated to the United Democratic Front. It was called after the NECC had been asked to comment on the Bill.

The Education Laws Amendment Bill seeks to amend seven Acts, four of which established the universities of Zululand, Turfloop, the Medical University of Southern Africa (Medunsa) and Vista.

Amendments relating to the universities will limit the number of vice-rectors who may serve on the institutions' councils to two; abolish the Committee of University Rectors and, in the case of Medunsa, authorise the Minister to establish a nursing college.

Included in the amendments to the Education and Training Act and the Technikons (Education and Training) are the word "school" which has been redefined as "any school, special school, pre-primary school, school of industries, reform school, class, part-time class, night school, college, technical college, centre, institute or any other institution for the education of black persons".

This will bring these institutions under the Minister of Education and Development Aid.

Technikons will also be placed under greater control, with tighter control on the admission of students and the conducting of examinations.

Provision is also made for regulating "the entering of the premises of public schools by pupils of such schools" and "the discharge of teachers".

The Minister will also be empowered to suspend the activities of a public school or class for any period he may determine, after consultation with the school council, committee or board where these exist.

In addressing itself to the Bill, the NECC conference said it found it strange to be asked to



SOME of the delegates at the NECC conference (from left): Peter Strauss of the National Education Charter Campaign Committee and Mxollsi Faku, Border National Students Co-ordinating Committee (Nasco) member.

## rejected

said the Bill sought to entrench apartheid education.

Other points that emerged from the conference were that apartheid education cannot be reformed but must be totally eradicated. It was felt that the Bill is the permanent extension of the emergency regulations into law.

The participants also made it clear that the Bill, like all other laws, is made by a minority and therefore not legitimate to the majority.

They also said they believed there can be no equal democratic education that is a right to every person, must be relevant to the needs and aspirations of the majority.

The conference also reiterated demands made

at the NECC March 1986 conference in Durban. They include the right of students representative councils and teacher/parent associations to control schools and to determine the content of education.

### Banning

Furthermore, the right to work towards a "people's education" in and outside schools and to uniting all sectors of the community to fight the Bill was emphasised. The conference called for the unbanning of NECC activities and the release of NECC leaders, students and teachers.

The conference also resolved:

- To work with other progressive organisations to form a national

teachers' union and to call on academics to establish a national, progressive academics' association;

- To co-operate more closely in future on the Education Charter campaign;

- To call for the intensification of the international academic boycott campaign and to form structures to monitor the boycott;

- To reiterate its demand for the right to work towards people's education in and outside schools and to unite all community sectors for this purpose; and

- To fight against the implementation of the Education Laws Amendment Bill and proposals by the Minister of National Education, Mr F W de Klerk, to place conditions on university subsidies.



comment on the Bill while its leadership is detained and harassed. It also said its activities are banned and communities and schools suffer continued detention and repression.

The conference called for the withdrawal of the Education Laws Amendment Bill because it does not address the continued crisis in schools. It

HALF A MILLION  
... JUST BECAUSE  
THE COUNCIL  
AND FOR  
SENT

## The Media Council

THE South African Media Council will be set up to monitor the media directly. Com-



# 'Slow' learners: The biggest problem may be the teachers

TEACHERS concerned with learning disabilities in South African children are approaching the problem from the wrong angle, according to Mary Metcalfe, an education lecturer at the University of the Witwatersrand.

Metcalfe reaches this conclusion in a paper she will present at a four-day conference starting tomorrow at Wits University on the prevention and remediation of learning problems.

Theories aimed at identifying the causes of learning difficulties, which have guided South African educationists for 20 years, come mainly from America and will have to be radically overturned in order to meet problems specific to local conditions.

Since 1968, says Metcalfe, American guidelines have excluded emotional disturbance or environmental disadvantage in assessing whether or not a child is suffering from difficulties. Extraneous factors, such as health and family problems, are separately identified and provided for within the educational and social systems of the West.

But while the "exclusion clause" could be applied to white South African children, in black schools, professionals have been long aware it is no easy task to tease out the environmental variables, to "pare away the layers of deprivation" from characteristics that have been seen as inherent to the individual.

Common symptoms of learning disability such as hyperactivity, emotional instability, and disorders of memory are all susceptible to environmental influences, argues Metcalfe, which include poor or inappropriate instruction, emotional stress, or inadequate nutrition.

Of the 10-million children in South

**Education lecturer Mary Metcalfe believes that South African teachers who use American models to cope with learning disabilities are looking at the wrong model. ADRIAN HADLAND reports**

Africa, 70 percent are black children from the rural areas. And it is particularly with this large segment that the American definition loses some of its relevance.

The concerns of black teachers serving the rural community are overwhelmingly socio-economic factors. Almost 90 percent of the teachers at black schools who participated in Metcalfe's research made no mention of the educationally-disadvantaging factors which teachers at white schools identified as being important obstacles, such as "a poor grounding in phonetics" or bad concentration, but all of the respondents mention socio-economic factors — particularly hunger and ill-health.

The reality of socio-economic suffering — lack of housing, family lives interrupted by the migrant labour system and malnutrition — seems to be of such magnitude that it even overrides concerns such as class size and classroom facilities. Two Sub-A teachers in black schools, with classes of 120 and 132, focused wholly on socio-economic difficulties in Metcalfe's study, rather than on the size of their classes. One teacher reported that pus was oozing from the ear of one of her children.

On the other hand, a teacher of white Std1 pupils found her class of

32 "too big". This may be a problem but, says Metcalfe, it's a problem of a different magnitude. "One must remember that these 132 are being taught in a classroom with far fewer facilities."

The extent to which this massive educational disadvantage to the black child impinges on causative factors classified as "personal" — lack of concentration, behavioural problems, poor motivation and hyperactivity — cannot be estimated but only accentuates the difficulties inherent in identifying what are essentially political problems.

"In order to understand and to attend to the learning problems manifested by an individual, a thorough analysis of both the environment and personal instigating factors... would need to be undertaken," she writes.

"Once the environmental factors contributing to learning difficulties have been accounted for, it becomes possible to investigate the 'special learning disabilities' described in the American definition."

Metcalfe's paper is one of a number to be presented next week at the 13th annual conference of the SA Association for Learning and Educational Disabilities. Other speakers will include Saaled president, Professor Mervyn Skuy, head of the Wits Division of Specialised Education, Professor John Gear, head of the university's Department of Community Medicine, a team from the Organisation for Appropriate Social Services in South Africa, Professor Kastor Bhana of the Department of Psychology at the University of Durban-Westville, and Sebolelo Mohojane, director of the Careers Centre in Soweto.



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Institution  
10/9/87

# NECC to hold a two-day indaba at Wits



MR ERIC Molobi . . . co-ordinator.

THE National Education Crisis Committee is to hold a two-day national consultative conference at the University of the Witwatersrand this weekend to discuss the Government's proposed Bill on education.

The conference on Saturday and Sunday will be attended by about 300 representatives from various organisations. It will start at 9am on both days.

Mr Eric Molobi, NECC's national co-ordinator, said the

conference had been called following the Government's invitation to the NECC to comment on the new Bill.

"Although most of the NECC's leadership is in detention, we have notified the authorities that we shall only be able to comment after proper and intensive consultation with our various constituencies. We have received wide-ranging support to hold the conference," he said.

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## White education: Call for reduced spending

Political Staff

THE four white education departments in South Africa have been asked by the government to reduce spending.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday that provincial education departments had been requested to cut down their expenditure as far as possible "in view of the existing economic situation".

However, he said in reply to a question by Mr Andrew Gerber (CP, Brits) that it was not possible to answer questions about what items each education department had been requested to cut down expenditure or by what percentage.

Mr Clase said he could not answer these questions "due to the fact that priorities differ from province to province".



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11/9/87

# NECC gets wide support

By NKOPANE  
MAKOBANE

THE National Education Crisis Committee two-day national consultative conference planned to take place at Wits University this weekend has received massive support from various quarters.

The conference will be attended by about 300 delegates from various organisations in the country.

The NECC called the conference after it was asked to comment on a Bill of Education which is before Parliament.

The Wits Academic Staff Association said it supported the NECC's right to meet and consult. It said it believed that discussion on education-



**MR PETER Mokaba ... suspicious.**

al issues must be allowed to take place freely, openly and without interference.

Mr Ian Moll, an executive member of National Education Union of South Africa (Neusa), said his organisation throws its weight behind the NECC conference.

A spokesman for the South African Students Congress (Sanco) said they supported the NECC conference.

Mr Peter Mokaba, president of the South African Youth Congress (Sayco), said they also supported the conference. He said although they were suspicious about the Bill from past experience with the Government, they hoped the conference was a proper forum to discuss

Professor Mervyn Shear, deputy vice-chancellor of students affairs at Wits University, said he welcomed the Government's approach to the NECC to comment on the Bill.

# Teachers to protest over TED 'history'

SMA 12/9/87 (5)  
SARA MARTIN

English Transvaal Education Department teachers, up in arms against the current Joubert & Britz Standard 10 prescribed history book, have organised a protest meeting to discuss the issue next month.

This is a follow-up to the special meeting held in March this year.

But afraid of repercussions which might follow for their schools and themselves from the TED, the meeting organisers would give no further details.

Meanwhile a TED spokesman this week confirmed that five new manuscripts had been submitted to the department for consideration as Standard 10 textbooks to replace the controversial Joubert & Britz setwork.

Professor N Boyce, retired rector of the Johannesburg College of Education this week, said he was determined to have his revised version of the Standard 10 history book published.

Professor Boyce originally was considering suing the textbook publishers, Jutas, for failing to submit his manuscript to the TED for consideration as a replacement for the present Standard 10 setwork. However, he is now hoping another publisher will take up an option on the textbook.

The widely criticised Joubert & Britz setwork has been slated by modern history experts for being factual.

● To Page 2



'Banned' NECC replies to Govt on new Bill

# Apartheid education will bite even deeper

By Zenaide Vendeiro,  
Education Reporter

The National Education Crisis Committee (NECC) yesterday called for the withdrawal of the Education Laws Amendment Bill which, it said, sought to further entrench apartheid education.

The decision was made at the NECC's third national consultative conference, called ostensibly to formulate the organisation's response to the Bill — the first time it had been asked to comment on proposed legislation.

More than 200 representatives from 10 regions of South Africa attended the conference held at the University of the Witwatersrand at the weekend.

## CONTINUED REPRESSION

The conference noted that the request to comment on the Bill came at a time when NECC leaders were in detention and harassed, its activities were banned and communities and schools suffered continued repression.

Among the provisions of the Bill is a redefinition of a "school" so as to bring pre-school, non-formal and tertiary education under the control of the Minister of Education and Development Aid; further regulations on the admission of students and the conducting of exams at technikons; regulation of entry into

schools and further regulations on the dismissal of teachers.

The conference said the Bill did not address the content of education or the crisis in schools brought about by apartheid education.

The conference also reiterated demands made at the March 1986 conference, among them:

- The right of student councils and parent and teacher associations to control schools and to determine the content of education.
- The right to work towards people's education in and outside schools and to unite all sectors of the community to fight the Bill.
- The unbanning of NECC activities and the release of NECC leaders, students and teachers.
- See Page 13.

By Zenaide Vendeiro,  
Education Reporter

Although detention of its leaders had affected growth of the National Education Crisis Committee (NECC), it had, "in the face of repression", been able to make some gains, national co-ordinator Mr Eric Molobi said yesterday.

At a press conference after the NECC's third national consultative conference at the University of the Witwatersrand, Mr Molobi said it was a significant achievement in itself that the NECC had been able to resist "and not allow itself to crumble into nothing".

A side-effect of repression was that the organisation had been able to concentrate on other areas such as research into the content of education and on galvanising support among sister organisations.

The political consciousness of students had also been raised, so preparing a "core of comrades" who were able to operate and organise under difficult conditions. They would be in a position to effect rapid growth in organisations when

# Education crisis committee makes gains, says Molobi

the state of emergency was lifted.

Mr Molobi said the conference had decided to form an interim structure of the NECC with a view to launching a national executive committee.

"There is a clear determination to re-establish structures (affected by repression) and a tentative programme has been drafted."

Reviewing the progress of the organisation in his keynote address on Saturday, Mr Molobi said although the NECC was a non-violent organisation engaged in articulating and co-ordinating the educational aspirations of its people, it had been banned from convening any meeting to discuss alterna-

tive educational courses or syllabi.

Despite this, it had been able to establish subject committees for history, English and mathematics and had completed its first history book.

The establishment of research units to consider in depth the issue of curriculum development also continued.

Despite detention of its leaders, the national and regional offices of the NECC continued to function well.

The consultative conference — called ostensibly to formulate a response to the Education Laws Amendment Bill — also resolved:

● To work with other progressive organisations to form a national teachers' union and to

call on academics to establish a national, progressive academics' association.

● To co-operate more closely in future on the Education Charter campaign.

● To call for the intensification of the international academic boycott campaign and to form structures to monitor the boycott.

● To reiterate its demand for the right to work towards people's education in and outside schools and to unite all community sectors for this purpose.

● To fight against the implementation of the Education Laws Amendment Bill and proposals by the Minister of National Education, Mr F W de Klerk, to place conditions on university subsidies.

These proposals, the conference felt, made a mockery of the Government's claim to be reformist. The Government sought to "entrench apartheid education", to gain control over all aspects of education in South Africa and to effectively ban the activities of democratic students' organisations, speakers said.

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14/9/87



# NECC chance to comment welcomed

smm  
10/9/87  
By Zenaide Vendeiro,  
Education Reporter



A variety of organisations have welcomed the opportunity given to National Education Crisis Committee (NECC) to comment on the Education Laws Amendment Bill and have stated their support for the national Consultative Conference to be held this weekend to discuss and obtain a mandate on the Bill.

And although it is clear that many view the Bill — in the words of South African Youth Congress president, Mr Peter Moka-ba — “with suspicion”, they are prepared to sit and “responsibly” discuss it.

NECC national co-ordinator, Mr Eric Molobi, says the conference can be viewed “as an attempt to discuss issues that are bound to affect our communities”.

What is not certain is whether the conference will be allowed to take place without interference, particularly as the “organisational progress” of the NECC will also be reviewed. Many NECC leaders are in detention while others are in hiding.

The tone of the statements made by organisations in support of the conference is hesitant.

In one, the Wits University Academic Staff Association expresses the hope that the conference will be allowed to take place “freely and without interference”.

It is for this reason that the exact venue of the conference has not yet been disclosed.

The Education Laws Amendment Bill seeks to amend seven Acts, four of them establishing the University of Zululand, the University of the North, the Medical University of Southern Africa (Medunsa) and Vista University.

Amendments related to the universities will limit the number of vice-rectors who may serve on the university councils to two, will abolish the Committee of University Rectors and, in the case of Medunsa, will authorise the Minister to establish a nursing college.

It is amendments to the Education and Training Act and the Technikons (Educa-

tion and Training) Act that have given cause for concern.

The word “school” has been redefined as “any school, special school, pre-primary school, school of industries, reform school, class, part-time class, night school, college, technical college, centre, institute or any other institution for the education of black persons”. This will bring anything from a nursery school to an afternoon tuition class under the jurisdiction of the Minister of Education and Development Aid.

Technikons will also be placed under greater control, with further regulations on the admission of students and the conducting of examinations.

Provision is also made for further regulation on “the entering of the premises of public schools by pupils of such schools” and “the discharge of teachers”.

The Minister will also be empowered to suspend the activities at a public school or class for any period he may determine after consultation with the school council committee or board where these exist.

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Sundun  
14/9/87

THE National Education Crisis Committee's national consultative conference yesterday rejected a proposed Bill on Education which is before Parliament, writes NKOPANE MAKOBANE.

This decision was taken by about 200 delegates from the NECC's 10 regions and representatives from various organisations in the country after a two-day conference held at Wits University.

The conference was called a short notice after the NECC had been requested to comment on the Bill which will, among other things, empower the Minister of Education to suspend the activities of a school or class.

Mr Eric Molobi, the NECC's national coordinator, told a Press conference yesterday that the gathering had totally rejected the Bill as it came from a non-democratic parliament-

## NECC 'no' to Govt

ary structure.

"The Bill conveniently ignores the issue of content in education which has been so crucial to the problems of education in South Africa. It gives unwarranted powers to the Minister, while it curtails student movement from school to school," he said.

The conference also resolved that the NECC should, together with other organisations, see to the establishment of "a progressive" national teachers' union. Furthermore, it was decided that the NECC should support the Education Charter campaign.



CAE Times 5/8/77

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# Parents object to school fees plan

Political Staff

THE introduction of school tuition fees is to be discussed by the newly appointed provincial educational councils, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

It is understood that had it not been for objections from the 33 parent representatives who met the minister a week ago, tuition fees would have been introduced at the beginning of next year.

The PFP spokesman on education, Mr Roger Burrows, said after yesterday's debate on the Education and Culture Budget Vote, fees were virtually certain to be introduced during the course of next year.

The fees could be as high as R200 a year, and will be paid in addition to the normal school fees payable now.

Yesterday Mr Burrows described the department as the "most conservative, the most verkramp, of all state structures and departments".

On the question of fees, Mr Burrows asked the minister how he intended running the schools when his budget had only increased by 2,7% this year.

The answer, he said, was that tuition fees were going to have to be paid.

On this score, Mr Burrows said, the minister had run into trouble as the 33 parent representatives "summoned" to Cape Town presented "fairly unified opposition" to the scheme.

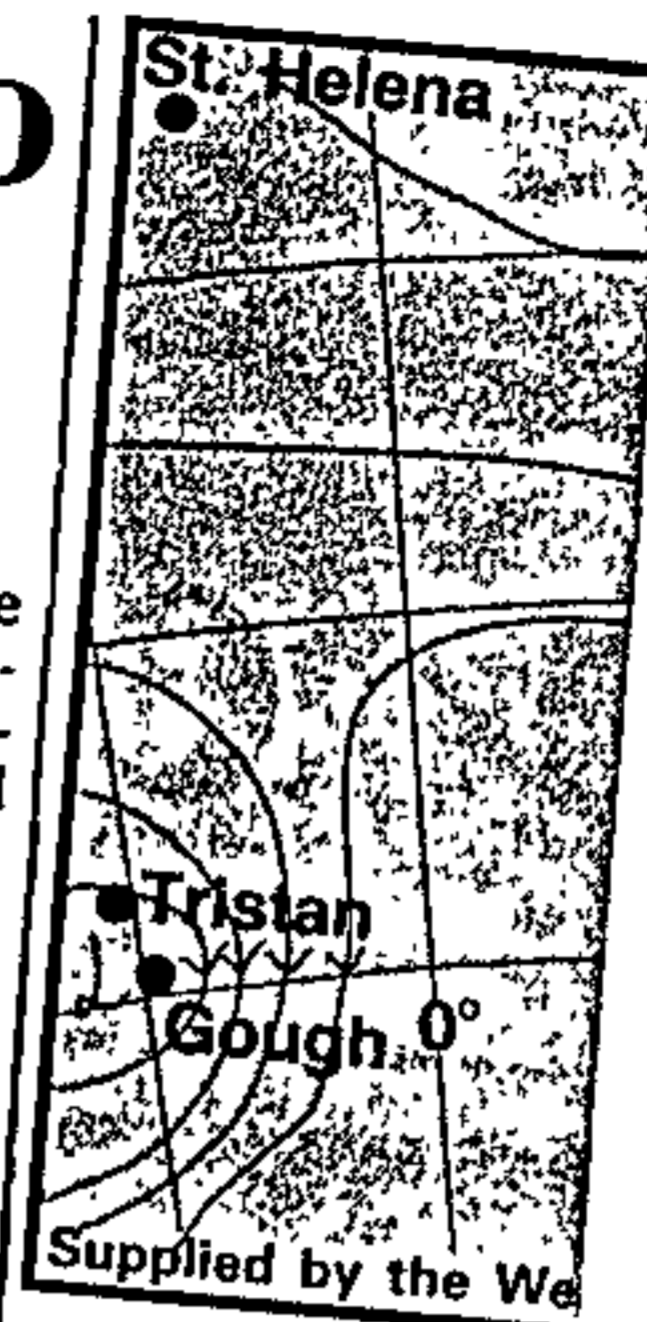
"Schools don't want to collect the money and merely channel it through to your department for redistribution. Parents are unhappy about the vague and confused manner of explaining how the money is to be spent."

Mr Burrows said that tied to the question of school fees was "a further frightening financial dimension".

He said that perhaps the minister could enlighten the House about whether House of Assembly departments were in the process of investigating the creation of a "House of Assembly Service Levy".

"This levy is apparently to be placed on all users of own-affairs services — municipalities, businesses, professions, to help fund this apparently pauperized House.

"Is it true that these fees and levies — to be collected by anybody except the Receiver of Revenue — are nothing more than a manifest increase in taxation while avoiding the political consequences of calling it that."



## Fine

**CAPE PENINSULA and Western Cape Belt:** Fine and cloudy over the Overberg. Will become somewhat warmer later. Wind south-easterly, but at times. The minimum maximum temperature will be between 10 and 15°C.

**Coastal belt Cape Infanta:** Cloudy and light showers, clearing.

**Coastal belt Plettenberg:** Cloudy and cold showers.

**Coastal belt Port Alfred:** Cloudy and showers.

**Namaqualand and the St. Helena Cape Interior:** Fine but cold in the south.

**Pretoria, Witwatersrand Eastern Highveld:** Fine but warm over the Pretoria area. It will be the highveld.

**Transvaal:** Fine and warmer over the southern highveld and cool conditions into the lowveld and escarpment.

**Free State:** Frost will occur in the southern and eastern parts at night, becoming fine at day.

**Natal:** Cloudy and cold, showers on the coast, spreading north.

**Namibia:** Fine and mild in the north. Frost will occur at night in the south.

**YESTERDAY'S READ**

Barometer ... 1026j

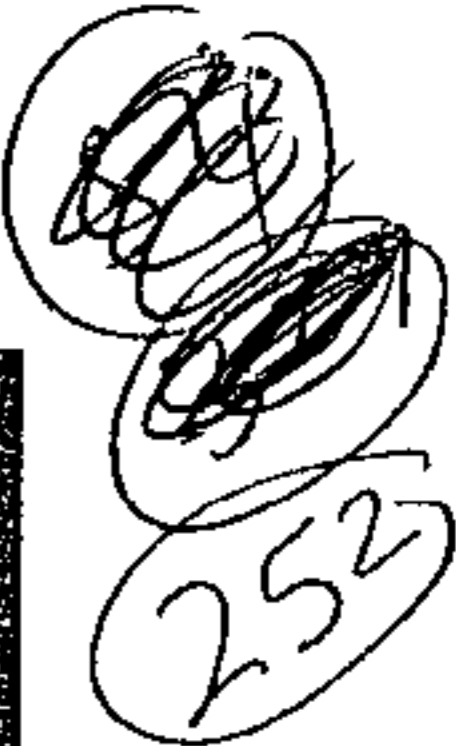
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# Varsities, SRCs hail Govt defeat

13/2/88  
  
 252  
 Smit

University administrators and students have welcomed yesterday's Cape Supreme Court judgment overturning last year's Government imposition of strict, subsidy-linked regulations.

However the judgment — declaring invalid the conditions requiring university councils to "police" students and staff on and off campus or risk losing their State subsidies — is binding only in the Cape.

The University of Natal is to make a similar court application later this month but the University of the Witwatersrand will only challenge the conditions, laid down by National Education Minister F W de Klerk, if they are used against the university.

Students on English-speaking campuses hailed the ruling as a victory for liberal universities but expressed fears that the Government would introduce new regulations to override the judgment.

## ADELE BALETA and DUNCAN GUY

A University of Natal spokesman, Mr Mike Morgan, said the university could not comment on the judgment as it was bringing its own application before the Maritzburg Supreme Court on February 26.

Professor Robert Charlton, vice-chancellor of Wits, said: "I am delighted that some clarity has been given on the question of where universities stand in relation to their autonomy."

He said Wits viewed Mr de Klerk's conditions as ultra vires. "The Cape Supreme Court has ruled that this is indeed so."

Rhodes University's deputy vice-chancellor, Professor Roux van der Merwe, said he hoped Mr de Klerk would now reconsider his approach and "try to resolve the problems between himself and certain universities by calm discussion and negotiation".

## DCA denial on safety fears

The Department of Civil Aviation has denied allegations by SAA pilots and senior air controllers (ATCs) that cutting the training qualification for controllers from one year to two will severely compromise air safety.

The department's deputy director Mr J J Smit confirmed yesterday that all towers had been informed of the move, but denied that senior controllers were warned of repercussions for leaking the news to the press.

Senior ATCs and pilots were also unhappy with the dropping of aptitude tests.

"I would certainly be scared to let my family

### DAN SIDE

travel by air if a youngster with only a year's training was in control in a bad weather or busy situation," said one senior man.

Angry seniors were already simmering over salary grades. There have been 12 ATC resignations in the last three months and another two this week.

They criticised the drop in training time as cost-cutting.

But Mr Smit said the change would result in more earnings for ATCs in the long run.

He explained: "The move will cost us more because an ATC cadet will be qualified for tower control within a year and thus

be eligible for a substantial pay increase."

Mr Smit said the preliminary course would still take three months, the period working as an ATC cadet under the supervision as a senior another six months and a second course in tower control a further three months.

In addition, an extra 100 hours under supervision would be required to "validate" for specific tower control areas.

"We are not amending the course," said Mr Smit, "we are merely reducing the period a controller has to work under supervision."

"There is still a further year required to qualify for area controller."

Mr Steve Kromberg, president of the National Union of South African Students, said: "The judgment has vindicated the view expressed by nearly 20 000 staff and students who marched in protest against the conditions."

Wits SRC president Ms Rosemary Hunter said the ruling was not only a legal victory but a moral one.

"We would not be surprised if the Government tried to pass a new law to achieve what this regulation was supposed to have achieved."

University of the Western Cape rector Professor Jakes Gerwel urged the Government to accept the ruling.

He said the decision was encouraging and that the courts were protecting certain civil liberties "in this period of darkness and repression".

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# University subsidy ruling invalid — Supreme Court

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P/D 13/2/55

CAPE TOWN — Subsidy-raked disciplinary conditions on the universities of Cape Town (UCT) and the Western Cape (WC), were yesterday declared invalid by a full bench of the Supreme Court.

UWC and UCT claimed that the conditions were invalid and beyond the powers conferred on the Ministers by the Universities Act.

Counsel for the universities argued that the conditions were so vague they did not indicate accurately what universities were required to do to comply and that they were an excessively oppressive or gratuitous interference with universities' rights.

Such interference could find no justification in the minds of reasonable men, the universities argued.

It was argued that the cumulative effect of the conditions would have been to place intolerable financial and administrative burdens on universities.

The chairman of the UCT council, Mr Len Abrahamse, said in an affidavit that any reduction in the university's subsidy would render it unable to fulfil its educational obligations.

The UWC rector, Professor Jakes Gerwel, said in his affidavit that the conditions were the most onerous demands in the history of higher education in South Africa.

In 1986, 64.5 per cent of UCT funds were in the form of Government subsidies and UWC has an 81 per cent annual subsidy.

The Director-General of National Education, Dr R. Venter, said the department had not yet received the full text of judgment. It would have to be studied before the department could comment.

The vice-chancellor and vice-principal of the University of the Witwatersrand (Wits), Professor R. W. Charlton, said yesterday the decision by the Cape Town Supreme Court "had given clarity on where the universities stood in relation to their autonomy".

The National Union of South African Students (Nusas), said it was pleased about the court decision.

Nusas said it believed that South African universities should become increasingly sensitive to the needs and demands of all South Africans.

"We are very pleased that they have been struck down."

Mr Burrows said the country needed to be aware of and guard against the tendency of the National Party government to impose authoritarian restrictions without due legislative backing.

"Now once again such conditions have been struck down as ultra vires and the taxpayer must pay the court costs."

Mr Burrows said he would respond more fully when he had seen the full text of the judgment — Sapa-DDC

The court ordered the education ministers to pay costs.

In a joint application

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# PE Inquest is postponed

CP Correspondent

BECAUSE of the slowdown during the festive season, the Inquest into the death of Matthew Gonlwe, a Cradock teacher and rural regional organiser for the UDF, and three other community leaders, might have slipped by unnoticed in the Port Elizabeth Magistrates' Court.

Two days before the Inquest, the families of the deceased could not find a lawyer to represent them.

Applying for a postponement, J Plannar of the Legal Resources Centre, disclosed to the court that the letter informing his office that the Inquest was due to start in Port Elizabeth on January 4, only reached his office after it had closed on

December 24.

Plannar told *City Press*, after Magistrate EL de Kock granted the postponement to January 26, that he returned to Port Elizabeth two days before the hearing. He said only two of the deceased's relatives had received notification of the Inquest by mail, dated December 21, that the Inquest was to take place.

Matthew Gonlwe, Fort Calata, a UDF executive member, Sparrow Mkonjo, chairman of the Cradock Residents' Association, and Sicele Mhlawuli, a UDF member and Qudishoon teacher, were found burnt to death in July 1985. — Eena.



Matthew Gonlwe ... Inquest postponed.

# Life of hell for kits cop

21-27/18  
252  
South



IN A week of drama, courts restrained kitskonstables from interfering with residents in two rural towns and three were killed in shooting incidents involving kitscops.

In an exclusive interview, an Oudtshoorn kitskonstabel, Zolile Saalman, pictured above, a respondent in a court application, told of his "life of hell".

Qualifications for the job were not important, he said, as long as you can read and write.



# Changes in beach policies soon?

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CAPE TOWN — A new government policy on beach apartheid is expected to be announced during this year's Parliamentary session and the Administrators of all four provinces have already made proposals in this regard.

This was disclosed by the Administrator of the Cape, Mr Gene Louw, when he issued a press statement about his meeting with the leader of the Labour Party, Mr Allan Hendrickse, concerning the beach apartheid controversy in Mossel Bay during the Dias Festival.

88/11/61

Mr Louw did not give any details about the new policy but he hinted that further opening of beach and other public amenities to all races was on the cards.

He stressed that the opening of beaches and other amenities was unrelated to the proceedings of the Dias Festival and was beyond the powers of the Province and the Dias Festival Committee.

"However, on October 5 last year, the State President clearly stated in Parliament that the matters would be investigated sympathetically and be taken up in the forthcoming Parliamentary sitting.

"The Administrators of the four provinces, who are responsible for enforcing the law concerned, have also decided to put their views forward to the government in this regard."

He did not elaborate any further.



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# 3 killed in black weekend

SELWYN BOTHA, who died last Saturday in a clash with kitskonstabels in the Bhongolethu township outside Oudtshoorn, has not had much good luck over the past few years.

About two years ago, he stabbed his girlfriend during an argument.

Apparently, the injury was not serious, but Botha decided to flee from his house in Bridgton, Oudtshoorn, to Cape Town.

When he decided to give himself up a few months later, his evasion of the law counted against him and added to his sentence.

On January 2, he walked out of the prison in Robertson after serving a sentence of one year and ten months.

Botha was intent on finding a job and making a new start. But this was not to be.

## New-found freedom

On Saturday January 16, two weeks after his new-found freedom and two days before he was due to start his new job, Selwyn died in an incident which has heightened tensions between residents and police in Bhongolethu and Bridgton townships.

Johnny Karelse, 15, and Andrew Douws, 32, were also killed and 10 others injured on the same day, allegedly by kitskonstabels, according to affidavits handed in to the Supreme Court, Cape Town this week.

The affidavits were in support of an application by South Cape Council of Churches field worker Mzukizi Skosana, and six other residents of Bhongolethu, for an order restraining police from unlawfully shooting at, killing, arresting, detaining or assaulting residents.

An interim order was granted by Mr Justice Rose-Innes.

This week, the families of the dead men appeared confused over funeral arrangements. The funerals, planned for the weekend, were restricted in terms of Emergency Regulations.

"Maybe it would have been better if they kept Selwyn in prison. At least he would have been alive today," Mrs Christine Botha, of Bridgton, said this week.

"He was not even properly at home yet when he was killed.

"He told us he was just going out quickly on Saturday morning. That was the last time we saw him. We later heard he was shot in Bhongolethu."

## Not allowed near body

The family had planned to have the funeral service at Bridgton's Congregational Church on Saturday.

Pensioner Mrs Sebina Blaauw, 63, of Bhongolethu, said she was at the funeral of a neighbour when she heard that her son, Andrew Douws, had been shot.

"I rushed to the scene but he was already dead. I was not allowed to go near him as the area had been cordoned off.

"The last time I saw him alive was on the Friday night," said Mrs Blaauw.

Douws' common law wife, Emily Minnies, 28, said he was on his way from Bhongolethu to the new extension when he was confronted by kitskonstabels.

From their house, she could see him being shot a few hundred metres away.

"I became hysterical. My family had to keep me inside the house. My two-year-old son, Filemon, is still unaware of what happened."

Minnies said she was prepared to make a sworn statement of what she saw.

She said she would have to look for work because Douws had supported her for the last five years.



Kitskonstabel Zolile Saalman with a picture of his brother Bangi who was stabbed to death in Bhongolethu recently

## Attorney visited by security police

PORT ELIZABETH attorney Kobus Pienaar, who this week brought an application for an interdict against the police on behalf of six Oudtshoorn residents, had his own taste of Oudtshoorn police on the morning of the court application.

Pienaar, of the Port Elizabeth Legal Resources Centre, was visited at a caravan park in Oudtshoorn by two security policemen at about 7am on Tuesday morning and accused of inciting people not to give information to the police and interfering with State witnesses.

"I was sleeping when two security policemen woke me and made their accusations.

"I said I did not know the State witnesses and I did not know the State's case.

"I said they could complain to our professional body if they were upset about my conduct.

Police liaison officer Captain Reg Crew said he could not comment on routine police duties.

KITSKONSTABEL Bangi Saalman was stabbed to death about 500m from his house in Bhongolethu two Saturdays ago, but no-one rushed to tell his family.

Saalman's body was lying in the street for about two hours before his brother, Zolile, also a kitskonstabel, heard about his death.

"It is not unusual," said Zolile Saalman. "The residents of Bhongolethu do not like the special constables. So if anything happens to any of us, they will let us lie and rot and not tell our families."

"I only heard about my brother's death about two hours after he was killed when a little girl came to tell me. When I arrived at the scene his body was still lying in the road."

In a frank interview, Zolile admitted being a kitskonstabel was "like hell".

He said what happened to his brother was feared by all Oudtshoorn's kitskonstabels — who were restricted by court order this week from unlawfully shooting at, killing, arresting, detaining or assaulting residents.

Bangi Saalman, 36, married and a father of three, had been a kitskonstabel since late 1986. He would have been promoted to Sergeant next month.

He had worked at the local Administration Board until it was closed down when the Oudtshoorn municipality took over the running of Bhongolethu township.

## Training

Saalman then worked on a powerline project in the Eastern Cape for two years.

He became a kitskonstabel when the project was finished.

He had two-and-a-half months training at Koeberg before being sent back to Oudtshoorn.

A picture of Bangi posing with his rifle in his blue kitskonstabel uniform, is one of the most prized possessions of the Saalman family.

"On the day of his death, Bangi had come to my house, which is up the road from his house. He played with my dog and then went home.

"He told his wife he was going to the cafe. On his way there, he was attacked and stabbed to death," said Zolile Saalman.

Zolile, 39 and a father of four, was a builder before he became a kitskonstabel.

He said qualifications were not important.

"As long as you can read and write and take down statements, it is okay. It

# A life of hell

does not matter if you have Standard Five or Six."

Zolile was "upset about my brother's death, but it was not unexpected. I know the people of Bhongolethu are against us".

"We are provoked every day. When we walk down the street, people jeer at us and we have to control ourselves. We do not lose our temper for nothing.

"I'm not too concerned about my own safety. I am not afraid of anything. I just do my work.

## Assaulted

"I am concerned about my family. In 1985, before I had become a special constable, my home was burnt down and my family attacked.

"My wife, Lydia, and my daughter, Virginia, were assaulted. Virginia still feels pain in her legs.

"We moved to Bridgton, the coloured township, where we lived with other people until we received a house in Bhongolethu's new extension," said Saalman.

All Bhongolethu's kitskonstabels live in a block

of 14 houses on the edge of the township's new extension.

The houses have a special guard at night, according to residents and kitskonstabels.

The four-bedroomed houses, supplied by the municipality, seemed of a better quality than the clay and straw houses in "old" Bhongolethu which were built by residents themselves.

Some of the old houses appeared to be dilapidated and had no electricity or inside taps.

Getting to the kitskonstabels was not easy. Township residents all said they knew where the kitskonstabels lived, but none was prepared to show me where.

I was warned I may not come out of the area alive.

Once the area was pointed out to me, it was easy to find the house where Bangi Saalman lived. Just knock on any door and ask the person who opens.

## Grave

The house I selected had a small "Beware of the dog" sign which I did not see until after I saw the dog sleeping at the back. A man in a blue uniform answered the door and pointed out the Saalman house.

At Bangi Saalman's house his mother, Mrs Sarah Saalman, about 70 years old, was consoling her daughter-in-law, Gladys.

The women said they could not speak to me before they had spoken to Zolile, Bangi's elder brother.

A child was sent to fetch Zolile, who had been preparing his brother's grave. The funeral will be held on Saturday morning from the Ethiopian Church in Bhongolethu.

Gladys Saalman, 31, said she felt uncomfortable after losing her husband.

"I always had this fear that something like this could happen to Bangi because of his work."

# Relief for Aberdeen

THE 500 residents of Aberdeen in the Eastern Cape have been given legal protection against assaults, harassment, intimidation and other unlawful acts by kitskonstabels and members of the South African Police.

In the Grahamstown Supreme Court Mr Justice Kannemeyer made an order last week restraining 12 kitskonstabels and two SAP members from unlawful action against residents.

An undertaking by the Divisional Commissioner of the SAP and the Aberdeen station commander, ensuring that members of the SAP would not act unlawfully against the residents, was also made an order of court.

Allegations of assault, shooting, intimidating and harassing residents of Thembatesizwe were contained in 35 affidavits presented to the court on Thursday.

This is the third Supreme Court order in less than six months against kitskonstabels in the Eastern Cape.

In November last year, a judge issued an interim

order restraining 13 kitskonstabels of the Hofmeyr township of Eluxolweni from acting unlawfully against eight residents.

Papers have since been amended and the Midlands Council of Churches is now bringing the application on behalf of the whole community.

In June last year, the Minister of Law and Order gave an undertaking that no further assaults would take place on Bhongolethu residents in Oudtshoorn by 16 kitskonstabels. The case is to be heard on February 18.

The 35 affidavits lists examples of vicious behaviour by the kitskonstabels, many in the presence of ordinary police officers.

Laying charges at the police station, residents were either threatened, assaulted, chased away, or no action was taken about complaints.

In November last year, a kitskonstabel sprayed teargas into the face of a six-year-old child.

When the mother, Evelyn Jack, intervened, she was arrested and assaulted by the kitskonstabel at the police station in the presence of an SAP con-

stable and four other kitskonstabels.

Other examples of kitskonstabel actions included sjambokkings, beatings, sexual advances, threats and forced physical exercises.

The irresponsible use of firearms, malicious spraying of teargas, drunkenness and abusive language are further examples cited.

According to one affidavit, residents were told by kitskonstabels that an 8pm curfew was to be imposed and residents seen on the streets would be shot.

Nannies claimed that the residents were terrified to venture out of their houses at night in case they met a kitskonstabel.

Although he was terrified as to what the kitskonstabels would do to him for bringing the application, as a community leader he had no alternative.

The application for the interdict was withdrawn when both parties agreed to make the undertakings given by the relevant SAP members an order of the court.



# Student 'freed' after 8 months in jail

AR66's  
7/2/88

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Supreme Court Reporter

A LAW student jailed for three years for daubing "political" slogans on the property of an employer has been "freed" by the Supreme Court after serving eight months.

Stanley Martiens of Belhar, an LLB student at the University of the Western Cape, was convicted in Malmesbury Magistrate's Court last April of causing R410 damage to the property of Piketberg farmer Mr M C Kitshoff.

He pleaded guilty.

He also admitted poisoning Mr Kitshoff's pigs, two of which died.

He was jailed for five years, two of which were conditionally suspended.

He was acquitted of furthering the aims of the African National Congress by painting the slogans and also on three charges of theft.

Bail pending an appeal against sentence was refused. When Martiens's appeal reached the Supreme Court three weeks ago the court ordered his immediate release.

Yesterday Mr Justice Rose-Innes and Mr Justice Berman reduced the sentence to eight months.

The court heard that Martiens was employed for six months on Mr Kitshoff's farm, Erfdeel.

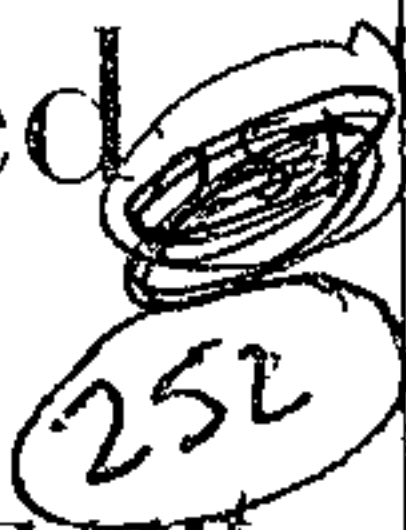
Unhappy about Mr Kitshoff calling his workers "hotnotte", Martiens painted slogans on the walls and floor of the animal stalls, poisoned the pigs and dumped 80 litres of milk.

Among the slogans were: "Police stay away", "Mandela, Dr Boesak — the UDF will take revenge" and "ANC was here — UDF".

Yesterday the judges ruled that the magistrate misdirected himself in finding that the damage to the property was politically motivated.

They said he overlooked the fact that Martiens had a valid grievance and one's dignity should not be attacked by racism.

Mr F Bunting appeared for Martiens and Mr P Marais for the State.

Witness <sup>DLV 3/2/88</sup> accused  
of giving false  
evidence in court 

GRAHAMSTOWN — It was suggested to a police witness in the Supreme Court yesterday that he was giving false evidence in an attempt to exonerate himself while putting all the blame on others.

Before the court were W/O Leon de Villiers, 36, and Const David Patrick Goosen, 26, charged with two murders, two assaults and attempting to defeat the ends of justice.

The charges arose out of alleged incidents in Cradock when a 10-man squad from the Unrest Unit were sent to monitor a funeral there on July 26, 1986.

Const R. M. Van der Nest, the fourth member of the squad to testify, was nearing the end of six hours of cross-examination.

He had insisted that after the squad returned to Port Elizabeth W/O De Villiers and Const Goosen had persuaded them all to concoct a story about how Mr Mlungisi Stuurman was being taken to the river to wash blood off his face when Const Goosen slipped and a shot went off.

Const Van der Nest said they stuck to the story for a while but when all the younger members were taken to

Cradock for interrogation, they decided to tell the truth.

He said they were afraid and worried about what would happen to them. They were afraid of being jailed as accomplices.

Asked whether they had done anything wrong, he said not, but they had been eyewitnesses and failed to report it.

Asked whether there was a legal duty on them to report it, he agreed there was not, but they were young and inexperienced.

Counsel for the defence, Mr C Jansen, SC, put it to him that his evidence was untrue, designed to protect himself by putting all the blame on W/O De Villiers and Const Goosen. He denied this.

Earlier, Mr Jansen had told the court he was attempting to show and would argue that Const Van der Nest's evidence was based on hearsay, discussions and conniving and not on what he had seen.

The trial continues today.

Mr Justice Zietsman was on the Bench with Mr B. P. Loots and Mr J. van der Riet as assessors. Dr J. A. van S D'Oliveira and Mr W. Kingsley appeared for the state. Mr Jansen and Mr N du Toit, for the defence, were instructed by Huisamen and Roelofse



# Student jailed for violence

Star 14/4 88  
354 252  
CAPE TOWN — A University of Cape Town student who threw stones at police during confrontations at the campus in April last year was yesterday sentenced by a Wynberg Regional Court to an effective one year on a public violence charge.

Andrew Brown (21), a fourth year law student of Claremont, pleaded guilty to and was convicted on two counts of public violence.

He was sentenced to nine months imprisonment on each count of which six months of each are to run concurrently.

In a statement handed to the court he admitted that on April 24 and 27 he threw four stones at a place police appeared to be firing teargas from, and

one stone which hit an empty, stationary police vehicle on De Waal Drive.

He denied hurling stones at the general public.

The magistrate, Mr A S McCarthy, said Brown's past history was impressive and his guilty plea was a sign of remorse.

He accepted that no one was injured and no damage was done.

He said Brown had been one of the few people brought to court for throwing stones. "Ninety percent of them have gone unpunished and their conduct was as reprehensible as yours."

Brown's attorney, Miss A Durbach, said an application for leave to appeal would be filed and he was granted R50 appeal bail. — Sapa.

# UCT student is sentenced for stoning police

Star 12/2/88

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Own Correspondent

CAPE TOWN — University of Cape Town law student Andrew Brown was sentenced yesterday to an effective year in jail for public violence.

The magistrate, Mr A S McCarthy, sentenced Brown (22) to nine months' jail on each of two counts of throwing stones at police during confrontations on at UCT on April 24 and 27, 1987.

Six months' jail is to run concurrently.

Brown pleaded guilty and was convicted in October last year.

Mr McCarthy, who said Brown had an "impressive academic record with a tremendous future ahead of him", took into account evidence in mitigation by a psychiatrist who described Brown as a sensitive, responsible person with a deep commitment and dedication to political involvement.

The psychiatrist said Brown's actions in throwing stones at police, who were sjambokking and teargassing students, was a "spontaneous sign of anger which was not confined to students but shared by academics".

## PEACEFUL PICKET

Mr McCarthy said a police video recording, viewed in court yesterday, had given him a clearer picture of events during the three-day confrontation that started with a peaceful picket above De Waal Drive and ended after appeals to students and police by UCT chancellor Dr Stuart Saunders.

Mr McCarthy said that of all those who threw stones at police, Brown was one of the few to appear in court and he had to be punished.

"Ninety percent have gone unpunished and their conduct was as reprehensible as yours.

"The court has also seen the circumstances in which the offences were committed and accepts this.

## PUNISHED SEVERELY

"In this type of offence, very few are brought to court and for this reason sentence must deter others who must realise that if they get caught and convicted they will be punished severely."

Mr McCarthy took into account that nobody had been injured and no damage caused.

He said the court could not ignore other cases in the past, many of which had ended up in the Supreme Court. "This court must be mindful of the remarks of the judges in the Supreme Court and the Appellate Division."

He added that after weighing all the facts, he would treat Brown as leniently as possible.

Mr McCarthy rejected a recommendation that Brown do community service.

Brown's attorney, Miss Andy Durbach, told the court an application for leave to appeal would be filed, and Brown was released on R50 bail.

Miss Durbach said there was a reasonable prospect that another court might impose a different sentence.



# Shooting of boys condemned

CAPE TOWN — There was no justification for the "torrent" of buckshot fired by police which killed three youths in the "Trojan Horse" incident, the Wynberg inquest court heard yesterday.

The shootings were "prima facie unlawful," said Mr J. Gauntlett, the counsel for the families of Sean Magmoet, 16, and Michael Miranda, 12, who were killed in Thornton Road, Athlone, on October 15, 1985 when policemen hidden in crates on the back of a lorry opened fire on a crowd. A third youth was Jonathan Claasen.

Mr Gauntlett said there were several "deeply disturbing facts" related to the shooting.

The police had no specialised training in the use of shotguns and were unclear about their roles.

They fired into a crowd consist-

ing of half to two-thirds non-stone throwers, with weapons known to have a range of 30 metres and a spread.

There was a "strong likelihood" that a policeman shooting with this weapon would hit bystanders.

They shot in a suburban street where there were a lot of people going about their business and there were two shops, a school and a training college in the vicinity.

The police could not claim they were acting in self-defence, Mr Gauntlett said.

They did not fire a warning shot or in any way identify themselves as policemen.

The police fired quickly into the crowd.

The only interruption was the limitation of the magazine of their shotguns.

No attempt was made to arrest stone throwers before firing.

"The epitaph of this inquiry would be 'they had no chance to get away'."

Mr Gauntlett submitted that reasonable force would have been one shot fired over the heads of the crowd and another shot at stone throwers' legs.

He said it was no help for police to argue that nothing else was working in trying to curb the stone throwing.

If that kind of logic was adopted it would mean "we are embarking upon a very dangerous period as far as the administration of justice is concerned".

The deaths of Sean Magmoet and Mike Miranda were brought about by acts amounting to omissions by members of the police, Mr Gauntlett submitted. — DDC

Inquest #

D/D 16/2/88

# Government claims devoid of truth, say attorneys

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JOHANNESBURG — The South African Government's claims that a detainee, Mr Raymond Suttner, propagated the establishment of "people's courts" were devoid of truth and merely an excuse for his continued detention, his attorneys said this week.

The attorney — speaking after consultations with Mr Suttner — was reacting to comments made by the South African Foreign Minister, Mr Pik Botha, to the Bavarian Premier, Dr Franz Josef Strauss.

During his recent visit to South Africa, Dr Strauss apparently made representations to the government for the release of Mr Suttner, who has been detained without trial since June 1986.

In his written reply, Mr Botha said that it was not possible to release Mr Suttner as he had "propagated the es-

tablishment of illegal structures such as the so-called people's courts which were responsible for so many hideous executions and necklacings of law-abiding black citizens.

The attorneys said that Mr Suttner had denied the allegations.

"Insofar as Mr Suttner has expressed any views on the subject, this was in an academic paper which is in the possession of the security police," the attorneys said.

"It is clear from a reading of this paper that his conception of popular justice is completely unrelated to illegality or violent activities," the attorney added.

The attorney said that if there were any truth in Mr Botha's allegations, then Mr Suttner would certainly have been brought to trial instead of remaining a detainee. — Sapa



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# The Wrongs of human rights

## SIMON BARBER in Washington

EACH YEAR at this time, the State Department publishes its annual country-by-country report on human rights practices. A quick flip through its 1 500 or so densely-packed pages indicates that practitioners are rare.

Take sub-Saharan Africa (please). Of the 47 countries the report includes in this category, just four — Botswana, Senegal, Mauritius and Gambia — technically speaking afford their citizens 'the right to change the government' without resort to the death pition.

Not to pick exclusively on Africa, the region the State Department designates "Near East, North Africa and South Asia" contains only one fully functioning democracy — India. Two, if you count Israel without the occupied territories.

Essentially, then, the report reminds us that the rest of the planet is a pretty un-Jeffersonian place. Quite what this reminder is supposed to achieve is unclear. In the-ry, its purpose is to help Congress evaluate who (other than Egypt and Israel) should receive American aid and who should not. As a practical matter, the thing is urgently ignored.

The concept of good government at the US shares with a handful of its allies may be worthy, but it is profoundly abnormal. Pretoria, on the other hand, is almost pedestrian in its normalcy, especially when placed alongside most of its neighbours. It differs chiefly from the latter that its power is considerably more efficient, self-confident and roadly-based (some people do occasionally get asked their opinion).

Oh yes, and on the apparent premise that whites are more interesting, not to say candid, than blacks, the State Department accords SA a rather longer chapter.

The reason for the similarity is scarcely startling. Most states, especially the more recent ones — and therefore, obviously, most of Africa — are the virtual property of elites for whom the devolution of power on anything but their own terms holds absolutely no thrill.

This is a very simple point and it should not be necessary, even for a US Congressman, to have to sweat through the human rights report to grasp it.

### Reserved

To save time, the Congressman might simply read the opening paragraphs of the Africa chapters. Here are two, picked at random: GABON: "Gabon has a single-party political system in which effective political power is concentrated in the presidency... a March 1983 amendment to the party constitution restrict candidacy in future presidential elections to the 'president-founder of the Democrat Party of Gabon,' thus reserving candidacy for President Bongo."

TANZANIA: "In 1985 President Julius Nyerere voluntarily retired and sanctioned the election of Ali Hassan Mwinyi... Nyerere remains as before the chairman of the Chama Chas Mapinduzi, the sole legal political party. The party attempts to control activity at



□ NYERERE... sanctioned all levels of society through its system of 10-family cells."

And so on... The standard excuse for this state of affairs can be roughly summarised thus: African countries are the artificial creations of the former colonial powers who, having raped the indigents, then lumping them arbitrary borders, jumping together large numbers of people who did not necessarily want to live with one another.

Unless they are very small and blessed with oil or some other valuable commodity for which there is fairly inelastic demand, countries run as the private fiefdoms of a party or some other narrow political elite cannot hope to be economically successful.

To begin with, the allocation of resources and capital must inherently be inefficient if the main criterion is to maintain the allocator in office and perquisites and to fulfil his absurd ideology or grandiose dreams.

Then there is the matter of what economic expansion does to autocrats. As the Shah of Iran discovered, it can be downright dangerous.

### Interdependency

It has the unhappy habit of creating new centres of power making their own decisions based on interests that do not necessarily square with those of the regime.

No totalitarian, of the left or right, wants to see the rise of a middle or entrepreneurial class or of an independent trades union movement made powerful by a surging demand for labour.

This leads, in southern Africa, to an interesting thought about the interdependency of SA's and the region's ruling elites. Very bluntly, to survive they need each other to remain in precisely the form they are now.

Every member of the Frontline states, except the successful and

relatively open Botswana, uses SA as a crutch upon which to justify, both to their own populations and the oh-so-guilt-ridden West, their chronic and very largely self-induced economic and political ruin — ruin which they could not reverse without putting themselves out of power.

For example: aside from an improbable outright victory by Umtata, the most terrifying thing that could happen to the Angolan regime would be peace. It would mean some form of settlement with the "SA-backed bandits" and at best a dilution of the MPLA's hitherto total control.

Without SA, the "internationalist" allies would be gone and the revolution over. A luta must continue, eise farewell Dos Santos, it was fun while it lasted.

On other side of the coin, a vibrant Frontline made up of real countries (Mozambique and Angola are just as much fictions as Lebanon), would be extremely bad news for Pretoria, and not only from the standpoint of their being able to lend genuine support to its opponents.

The last thing SA's autocrats need is a stirring example on their border of how the future might work without them.

In sum, instead of trying to proselytise their very excellent system in the region, it would be nice if America's policy-makers went back to their human rights report and gave some consideration to why its findings are so dreary.

For the most part, they might discover, the people they are trying to change have nothing to gain by being anything other than what they are.



Nowa - 1

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13/8/87

# Bursary scheme to upgrade E Cape black schools

Dispatch Reporter

GRAHAMSTOWN — The launching of the W. K. Kellogg Foundation scholarship scheme brings to six the number of bursary schemes administered by the Centre for Social Development (CSD) here, according to the bursaries' administrator, Mrs Ros Collett.

She said the Kellogg Foundation favoured giving assistance to bright young people who wished to qualify as teachers in black school thus upgrading black education.

It offers 20 scholarships annually of R1 000 each to black residents in the Eastern Cape.

They must be matriculants with a D aggregate or better who wish to enter first year at a teacher training college (not university) and who undertake to complete the three-year course and enter the teaching profession.

"Because training college fees are set at a modest level and Department of Education and Training bursaries are available, these awards are sufficient to cover the costs for bursars," she said.

The scheme got off the ground late. This year only ten applicants qualified but indications were that a full 20 awards would be made in 1988, Mrs Collett said.

The other bursary schemes run by the Centre for Social Development are:

● Grahamstown Area Distress Relief Association (Gadra) bursaries for tertiary study for residents in the Grahamstown Area;

● The G. H. Bobbins fund for teacher training for black and

coloured residents of Albany;

● The D. G. Murray Trust (East Cape) bursary scheme for black and coloured science students training as maths or science teachers, engineers, doctors or dentists;

● Samcor bursaries for Rhodes University students only. These are second- and third-year students in the Commerce or science Faculties or majoring in computer science or psychology; and

● The Winifred Maxwell scholarship for a Fingo Village resident to attend a private school and/or Rhodes University.

Mrs Collett said the closing date for applications for all CSD bursaries was October 31. Those interested should make enquiries at the CSD in Somerset Street, Grahamstown.

Mrs Collett has a hefty job on her hands. This year she has already processed about 3 000 letters and applications.

"Unfortunately many of these do not qualify for awards. But we refer them to other schemes."

As well as the correspondence load, Mrs Collett interviews most bursars and applicants.

"During the past few years we have been beset by problems but despite these many students have completed the year and passed. This year we hope for a far higher success rate."

Mrs Collett said that all the work was made possible by generous support from the private sector, internal and external foundations, charitable and educational trusts and foreign embassies.



# Crisis for SA private schools

There was a real danger that private schools in South Africa would fail to react quickly enough to the alternative educational policies being formulated by the least privileged sectors of society, Professor David Freer, dean of the faculty of education at the University of the Witwatersrand, said yesterday.

He doubted if the popular movements would settle for a future scenario accommodating anything less than a non-racial society in a unitary, socialist state where there was substantial equality of income and equality of education, even if this proved potentially chaotic.

# US firm donates R10 000 to local library

16/8/87 SJP/19/91

International Flavours and Frangrances, a US company with a subsidiary in Roodepoort, has donated R10 000 worth of books to the Dobsonville library.

SD

The books were presented to the mayor of Dobsonville, Councillor Steve Nkatlo, by the president of IFF, Rudi Menz, during a short visit to SA.

SD

The ceremony was held at the local library.

The educational, reference and setwork books, would be followed by the introduction of other much needed projects, said Menz.

A commitment to extend the facilities at the local creche at a cost of R30 000 was also made.

A bus will be given to the council to be used to transport elderly people.

Menz said his company's willingness to assist the Dobsonville community was part of its involvement in the social welfare of its employees who live in the town.



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# Mbeki is new Neusa Hom Pres

THE National Education Union of South Africa has made imprisoned African National Congress member Govan Mbeki its honorary president.

This decision was taken by about 150 delegates who attended their annual conference at the University of Natal in Pietermaritzburg.

Mbeki was an executive member of the Cape African Teachers' Association (CATA) which came to prominence in the 1950s.

At a Press conference in Johannesburg, Mr Elmon Mathonsi, Neusa vice-president, said it was resolved to honour Mbeki for his resistance as a teacher against apartheid education. He had set a precedent for teachers' resistance and Neusa sought to take up where he left off.

## Vigilante threat

Mr Mathonsi said the conference also resolved to reject the Natal Indaba and its Education Report recommendations. It was felt the Indaba was not a democratic process and its main agenda would not change the privilege and class divisions.

Delegates, he said, believed the Education Report's recommendations entrenched ethnic and language differences in line with the Indaba's proposal to fragment South Africa.

Another resolution condemned the KwaZulu government for forcing teachers to sign a pledge of loyalty to the KwaZulu Legislative Assembly and its leader.

It added: "We note that while a teacher can legally refuse to

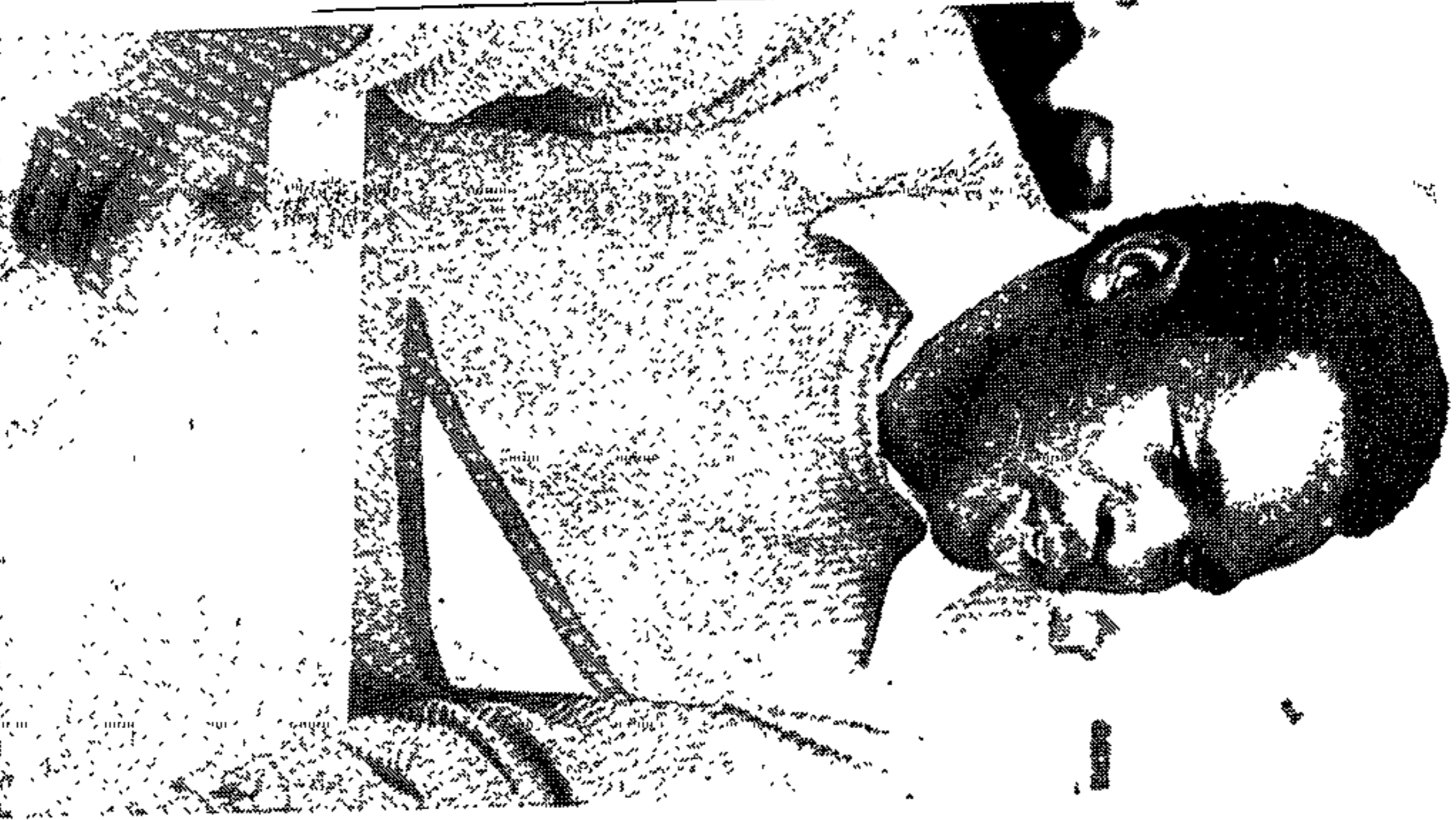
By NKOPANE MAKOBANE

sign the pledge, the vigilante threat and the victimisation danger compel KwaZulu teachers to sign the demeaning document.

"We note further that by making civil servants sign a pledge of loyalty, it indicates that KwaZulu government does not have the support of the teachers."

- Other resolutions passed at the conference include:
  - The adoption of the Freedom Charter and affiliation of the UDF, Cosatu.
  - To organise and campaign with other organisations led by the South African Youth Congress to save the lives of activists on Death Row.

Neusa's new office bearers are: president, Curtis Nkondo (Johannesburg); vice-president, Elmon Mathonsi (Soweto); secretary, Elaine May (Eastern Cape); treasurer, Aubrey Matshiqi (Soweto); and publicity secretary, Reggie Radebe (Pietermaritzburg).



ELMON Mathonsi . . . Neusa vice-president.



**Video cassette industry: inquiry**

\*26. Mr M J ELLIS asked the Minister of Economic Affairs and Technology:

- (1) Whether he or any member of his Department recently received a request from a certain association, the name of which has been furnished to the Minister's Department for the purpose of his reply, to conduct an inquiry into the video cassette industry; if so, (a) when, (b) what reasons were given by the association for requesting this inquiry and (c) what is the name of the association;

- (2) whether he has reached a decision regarding this request; if so, (a) what is the decision and (b) what action has been taken to implement it; if not, (i) why not and (ii) when is it anticipated that a decision will be reached?

The DEPUTY MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY (Dr T G Alant):

- (1) Yes
  - (a) During the period July to September 1987
  - (b) It is alleged that the provisions of certain legislation inhibits the activities of the industry.
  - (c) South African Video Retailers Association.
- (2) No.
  - (a) and (b) Fall away.

- (i) The Association requested the Registrar of Patents, Trade Marks and Models as well as the Competition Board that the Registration of Copyright in Cinematograph Films Act, 1977 (Act 62 of 1977) and Sections 27 (1) (b) to (f) of the Copyright Act, 1978 (Act 98 of 1978), be repealed. It was further suggested that the form of trade agreements should be enacted by statute and that certain

conditions should be provided for. The Registrar of Patents, Trade Marks and Models referred the request to the Advisory Committee on Copyright for comment while the Competition Board is also investigating the matter

- (ii) As soon as comments have been received from the Advisory Committee on Copyright and the Competition Board has finalised its investigation.

**Social-old-age pensions**

\*27. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

Whether, with reference to his reply to Question No 17 on 4 August 1987, any social old-age pensions to Black persons are being paid (a) on a monthly basis and (b) by way of transfers into savings accounts at banks and building societies; if so, (i) how many, and (ii) in respect of what categories of persons, in each case; if not, (aa) why not, (bb) when will the first such pensions be paid in this manner, and (cc) what categories of persons will be the first to benefit, in each case?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

- (a) No, not at this stage, but it is so intended.
- (b) No, not at this stage, but it is so intended.
  - (aa) Although important objectives have been phased in to effect monthly payments, the Provincial Administrations must, however, establish well equipped pay-out structures where cash payments of social pensions can be dealt with effectively. Arrangements for the transfer of pensions into savings bank accounts have not been finalized as certain technicalities viz, the correctness of the bank and build-

ing societies account numbers as well as the minimum balance requirements, in terms of building society policy, have yet to be clarified with the recipients.

(bb) As soon as the Provincial Administrations have successfully implemented their pay-out structures and the necessary communication with the applicants in respect of account numbers and minimum balances have been finalized.

(cc) Beneficiaries, who already are in possession of bank or building society accounts and who prefer their pension benefits to be paid into these accounts.

**Lwandle, Strand: family housing**

\*28. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

- (1) Whether, with reference to his reply to Question No 23 on 11 August 1987, renewed consideration has been given to the provision of family housing in Lwandle, Strand, if not, why not; if so, what further decisions have been made;

- (2) whether his Department has received copies of any independent investigations into Black housing in this area; if so, (a) what investigations, (b) when did his Department receive copies of such investigations, (c) by whom were they conducted, (d) what were their conclusions or recommendations in respect of family housing at Lwandle, (e) what was his Department's response to such conclusions or recommendations and (f) what were his Department's reasons for (i) agreeing or (ii) disagreeing with each of these conclusions or recommendations;

- (3) whether there is family accommodation available at present at (a) Khayelitsha and (b) Mfuleni; if so, (i) what type of accommodation, and (ii) how many families can be accommodated;

dated, in each case; if not, what alternative accommodation is available to families from Lwandle?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

- (1) Yes, pursuant to my discussions with residents of Lwandle on 6 August 1987, additional information has been received and is being considered by the Department of Development Planning.

- (2) (a), (b) and (c) Yes, a report compiled by the Urban Foundation at the request of the Municipality of Somerset-West has been received on 31 July 1987 and is at present being studied by the Department of Development Planning.

(d), (e) and (f) In view of the above-mentioned particulars it is not possible to supply further information at this stage.

- (3) (a) and (b) The question of providing housing to families from Lwandle at Khayelitsha and Mfuleni is in an advanced stage of planning by the Cape Provincial Administration. The matter is therefore receiving attention.

Own Affairs:

Questions standing over from Tuesday, 22 September 1987.

**Graskop: anti-semitism at veld school**

\*1. Mr D J DALLING asked the Minister of Education and Culture:

- (1) Whether a certain school, particulars of which have been furnished to the Minister's Department for the purpose of his reply, attended a veld school at Graskop in the Transvaal recently; if so, (a) on what dates and (b) what is the name of this school;

- (2) whether any incidents allegedly involving violence and anti-semitism occurred at this veld school; if so, (a) what incidents, (b) what were the circumstances surrounding these incidents and (c) what other schools were involved;

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(3) whether the Transvaal Education Department has conducted or is conducting an investigation into these incidents; if not, why not; if so,

(4) whether this investigation has been completed; if not, when is it anticipated that it will be completed; if so, (a) what were the findings and (b) what action has been taken as a result;

(5) whether he will make a statement on the matter?

†The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) Yes.

(a) 10 to 18 August 1987.

(b) It is not considered advisable in the interest of education to mention the names of the relevant schools.

(2) Yes.

(a) Pupils from a visiting school threatened pupils from another visiting school. No incident of anti-semitism was reported.

(b) This occurred during the night of 11 August when pupils of both schools spent the night in a pine tree plantation. On a separate occasion a pupil from a school threatened a pupil from another visiting school with a knife. Both incidents took place during or just before bedtime. No violence was reported to the veld school staff or visiting staff and no injuries to pupils were noticed.

(c) See (1) (b).

(3) Yes.

(4) Yes.

(a) It was found that—

— eight pupils were involved in incidents,

— the staff of the veld school and the visiting staff handled the situation effec-

tively and diffused the animosity between the two groups in a educationally responsible way; and

— after the steps mentioned in (b) below had been taken, the pupils of both schools worked together without further incident.

(b) The principal of the veld school and the head of department severely reprimanded the ring-leaders and the guilty parties apologized to the other pupils. The supervisory staff monitored the behaviour of the pupils.

The Transvaal Education Department is giving continuous attention to the orientation of pupils on arrival to ensure harmonious integration with the educational program.

(5) No.

#### Handicapped couples: disability grants

\*2. Mr J J S PRINSLOO asked the Minister of the Budget and Welfare:†

(1) (a) What is the means limit in respect of handicapped White married couples for the purposes of the payment of disability grants, (b) on what date was this limit determined and (c) what, as at the latest specified date for which information is available, was the amount of the disability grant paid monthly to such married couples;

(2) whether consideration is being given to increasing this means limit and these disability grants; if not, why not; if so, (a) why, and (b) when, in each case?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of the Budget and Welfare):

(1) (a) A married couple qualify for the full disability pension of R198 per month each if their assets are less than R10 000 and if their

income does not exceed R2 160 per annum. The pensions are decreased with R2 per month in respect of every R24 per annum income exceeding R2 160. The maximum income is R4 752 per annum in order to receive the minimum pension of R90 per month each.

The full pension (R198 per month each) are paid with assets not exceeding R28 000 and no other income. Pensions are reduced by R2 per month for every R400 which exceeds assets of R28 000. No pensions are payable with assets exceeding R24 000

If a couple have assets and other income the pensions are calculated on a sliding scale and the amount of pension depends on the combination of assets and income.

(b) October 1986.

(c) Maximum of R198 per month each.

(2) Yes.

(a) The means limit is adapted annually to keep pace with the rise in pensions.

(b) October 1987. R240 per person per annum.

†Mr J J S PRINSLOO: Mr Chairman, arising from the reply of the hon the Minister, I should like to ask whether he is aware that the department concerned replies in writing to queries by stating that the means limit is R396 in respect of such married couples that qualify for the disability pension. If so, on what basis is that amount calculated, in the light of the information which he has provided?

†The MINISTER: Mr Chairman, naturally I do not have knowledge of the matters to which the hon member is referring. I will bring the supplementary question which the hon member has put to the attention of my hon colleague.

#### Std 10 examination in African language

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

How many White pupils at Government schools wrote the Std 10 examination in an African language in (a) 1981 and (b) 1986?

†The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

OFS	1981	1986
Natal	20	44
Cape	5	6
Transvaal	130	190
	453	499
Total	608	739

#### Teachers: jobs lost

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether it is anticipated that any teachers in schools in the Cape School Board area will lose their jobs at the end of 1987 as a result of (a) a reduction in the number of pupils and (b) the implementation of revised pupil/teacher ratios; if so, how many in each case;

(2) whether changes in pupil/teacher ratios are to be implemented in stages; if so, (a) when and (b) why; if not, (i) in what manner will they be implemented and (ii) (aa) when and (bb) why will they be implemented in this manner?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) (a) Yes, 67.

(b) No.

(2) The matter of pupil/teacher ratios is being studied and no final decisions in this regard have yet been taken.

(a) to (bb) Fall away.



(3) The power vests in the Administrator who is not in favour of such a neutral committee. It will have a negative effect on the autonomy of the Town Committee.

(4) Yes.

(a) (i) 4 140  
(ii) 700

(b) As result of the recent floods.

(5) This is a matter on which the Town Committee still has to decide.

(i) Complete lists of names of persons are tabled regularly in terms of section 3 (4) of the Public Safety Act, 1953 and include the names of persons detained in the national states.

(ii) In terms of the emergency regulations issued by virtue of Section 3 of the Public Safety Act, 1953.

(2) Yes. (a) and (b) Fall away.

**Detainees**

\*19. Mrs H SUZMAN asked the Minister of Law and Order:

(1) Whether his Department keeps statistics on persons detained in the national states in terms of the (a) International Security Act, No 74 of 1982, and (b) emergency regulations; if not, why not; if so, (i) how many persons had been detained in each national state from 12 June 1986 as at the latest specified date for which information is available and (ii) in terms of what statutory provision was each person detained;

(2) whether the lists of persons detained in terms of the emergency regulations for periods of longer than 30 days that were tabled in Parliament in terms of section 3 (4) of the Public Safety Act, No 3 of 1953, included the names of persons detained in the national states; if not, (a) why not and (b) (i) how many persons had been detained in the national states under emergency regulations for periods of longer than 30 days and (ii) for how many days had each person been detained?

The MINISTER OF LAW AND ORDER  
(Reply laid upon the Table with leave of House):

(1) (a) Yes.  
(i) No persons.  
(ii) Falls away.  
(b) Yes.

**Jan Smuts Airport: AWB supporters**

\*20. Mr D J N MALCOMESS asked the Minister of Law and Order:

With reference to his reply to Question No 14, standing over, on 18 August 1987, at what time did (a) the group of AWB supporters assemble at Jan Smuts Airport on 21 July 1987, (b) the South African Police issue a warning to this group to disperse and (c) this group finally disperse?

†The MINISTER OF JUSTICE (for the Minister of Law and Order):

(a) Because persons entered the airport building as individuals and not in identifiable groups, it is not possible to say at exactly what time supporters of leftist and rightist organisations assembled as identifiable groups.

(b) When leftist and rightist groups were, for the first time, at about 10h35 identified as groups with a common goal, a warning to disperse was addressed to them inside the airport building.

This warning was repeated at about 10h45 outside the airport building after which the groups dispersed.

(c) At about 11h05 the groups finally dispersed.

Mr D J N MALCOMESS: Mr Chairman, arising out of the hon the Minister's reply and bearing in mind that in reply to a previous question that I asked, it was stated that the group of AWB supporters had in fact dispersed within a short period of time after they had been given a warning, may I ask

whether the hon the Minister does not think the police were extremely dilatory in giving that warning? In fact, the group was present in large numbers with the previously advised intention of meeting the group returning from Dakar...

The CHAIRMAN OF THE HOUSE: Orator! The hon member is now making a statement.

Mr D J N MALCOMESS: Well, Sir, may I then ask whether he does not think that the police were very dilatory in not giving the order to disperse earlier, so much so that the leader of the AWB was even able to make a speech?

†The MINISTER: Mr Chairman, I will not pass judgment on the actions of the police, but to say that they achieved or severe consequences without any bloodshed or severe conflict taking place. This is proof of outstanding performance of duty.

**Waverest township development project**

\*21. Mr D J N MALCOMESS asked the Minister of Constitutional Development and Planning:

(1) Whether, with reference to his reply to Question No 5 on 1 September 1987, a minority report was submitted by any member or members of the committee of inquiry into the Waverest township development project; if so.

(2) whether this minority report has been released; if so, when; if not, why not;

(3) whether he intends releasing this report; if not, why not; if so, when will it be released?

†The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

(1) Yes.  
(2) The recommendations contained in the minority report were tabled in the Provincial Council on 25 February 1974 for general information.  
(3) Falls away.

**Deputy directors of education**

\*22. Mr R M BURROWS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(1) Whether the Commission for Administration has carried out any inquiry into the (a) number, and (b) scope of work, of the deputy directors of education in the provincial education departments and/or the central department of the Department of Education and Culture: House of Assembly; if so, (i) when was this inquiry carried out, (ii) when did the Commission report on this matter and (iii) what were the findings of the inquiry;

(2) whether any movement of staff has occurred or will be brought about as a result of the inquiry into the posts of deputy director in the Department of Education and Culture: House of Assembly; if not; why not; if so, (a) what movements have occurred or may occur and (b) when did these movements occur or are they to occur;

(3) whether he will make a statement on the matter?

†The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:

(1) (a) and (b)— in respect of the provincial departments of education—No.  
— in respect of the Department of Education and Culture: Administration House of Assembly—Yes.

(i) October/November 1986.  
(ii) February 1987.

(iii) That the management echelon of the Department of Education and Culture: Administration House of Assembly be strengthened with three posts of Chief Director (Deputy Director

THANSAVU  
SD

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of Education) with the proviso, however, that an equal number of posts of the same grading in the provincial education components be abolished by means of internal rationalisation.

- (2) This is an internal matter which rests with the Ministers' Council of the House of Assembly.
- (3) No.

#### Lansdowne: contraventions of Group Areas Act

\*23. Mr S S VAN DER MERWE asked the Minister of Law and Order:

- (1) Whether the South African Police are conducting an investigation into the number of persons occupying premises in Lansdowne in the Cape in contravention of the Group Areas Act, No 36 of 1966; if so, (a) who took the decision to carry out this investigation, (b) why was the decision taken and (c) what is the scope of the investigation;
- (2) whether this investigation has been completed; if not, when is it anticipated that it will be completed; if so, (a) what were the findings and (b) what action will be taken as a result;

- (3) whether any persons occupying premises in Lansdowne were recently (a) visited by the Police and (b) requested by them to report to the police station with certain documentation; if so, (i) how many persons had been visited or requested to report to the police station as at the latest specified date for which information is available and (ii) what documentation were they required to make available to the Police;

- (4) whether any of these persons have been charged with contravening any provisions of the above Act; if so, (a) how many, (b) in terms of what provisions were they charged and (c) when are they due to appear in court;

- (5) whether he will make a statement on the matter?

The MINISTER OF JUSTICE (for the Minister of Law and Order): (Reply laid upon the Table with leave of House):

- (1) The South African Police has not instituted an investigation into the number of persons who are occupying premises in Lansdowne in contravention of the Group Areas Act. Investigation is, however, being carried out into individual contraventions of the said Act.

- (a) and (b) It is a statutory responsibility of the South African Police to investigate any breach of law which is reported. The investigation is taking place as result of several complaints which were received from the public in the specific residential area.

- (b) Several dockets were registered.

- (2) No. It is not possible to give an indication at this stage when the investigation will be completed.

- (3) and (4) Because the investigations are not yet completed, I am not prepared to furnish this information.

- (5) No.

#### Stutterheim: detention centre

\*24. Mrs H SUZMAN asked the Minister of Constitutional Development and Planning:

- (1) Whether, with reference to his reply to Question No 8 on 25 August 1987, his Department or the Cape Provincial Administration has commissioned plans to be drawn up for the construction of a detention centre to be built in or near Stutterheim in the Eastern Cape, particulars of which have been furnished to the Minister's Department for the purpose of his reply; if so, (a) under whom will control of this centre fall, (b) when is construction due to (i) commence and (ii) be completed, (c) what is the total estimated cost of planning and constructing this centre, (d) what fa-

ilities will be provided, (e) how many persons will it be able to accommodate, (f) what security arrangements will be included in this centre, (g) who is to carry out the construction work and (h) to what purpose will this centre be put;

(2) whether he will make a statement on the matter?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

- (1) No.  
(a) to and including (h) Fall away.
- (2) No.

#### Knysna Forest: exploitation of seven-week fern

\*25. Mr R J LORIMER asked the Minister of Environment Affairs:

- (1) Whether his Department calls for tenders for the cutting and exploitation of the seven-week fern (rhumora adiantiformis) in the Knysna Forest area; if not, (a) why not, (b) who is allowed to cut these ferns and (c) what is the procedure followed in deciding on who may cut these ferns; if so, (i) when were tenders last called for and (ii) who were the successful tenderers;

- (2) whether these tenders are advertised; if so, (a) in what publications and (b) when was the most recent call for tenders published;

- (3) whether a contract for the cutting and exploitation of these ferns was in existence on 1 September 1987; if so, (a) with whom and (b) when is it due to expire;

- (4) whether it is intended to alter the terms of future contracts in any way; if so, (a) what alterations are envisaged and (b) why are they considered necessary;

- (5) whether a further contract embodying these alterations has as yet been awarded for the cutting and exploitation of these ferns; if so, (a) to whom

and (b) when was this contract (i) put out to tender and (ii) awarded?

†The MINISTER OF ENVIRONMENT AFFAIRS:

- (1) Yes, (a), (b) and (c) Fall away.  
(i) October 1982. Tenders were called for the period 1 December 1983 to 30 November 1985, and subsequently extended in terms of the contract for a further two year period, ie 1 December 1985 to 30 November 1987. Thereafter it has been further extended for a one year period to expire on 30 November 1988.

- (ii) R M Botha Export. This contract was subsequently ceded to REMBO EXPORTS (Pty) Ltd during 1986.

- (2) Yes.

- (a) Die Burger, Die Oosterlig, Het Suidwester, Cape Times and the Eastern Province Herald.

- (b) The hon member is referred to my reply on (1) (i) above.

- (3) Yes.

- (a) REMBO EXPORTS (Pty) Ltd.

- (b) 30 November 1988.

- (4) Yes.

- (a) Whereas it was the practice to charge the applicable tariff for all leaves picked in addition to the premium tendered, price and premium will in future be consolidated into a single unit price.

- (b) To relieve pressure on indigenous forests by avoiding the contract holder having to harvest the maximum of leaves to compensate for the premium paid in advance.

- (5) Yes.

- (a) REMBO EXPORTS (Pty) Ltd.

- (b) (i) and (ii) The hon member is referred again to my reply on (1) (i) above.



writers are invited to take part in a competition to promote reading as leisure — thereby increasing literacy.

According to the organisers, the competition called Pacesetters, is a Pan African series of fast-moving fiction. The stories can be of crime, romance, passion, intrigue, deception or general thrillers. In fact, they can be of any subject of interest to readers young and old.

Pacesetters series have been enjoyed in

# Pacesetters move to promote literacy

By NKOPANE MAKOBANE

West and East Africa for several years, and it is now being launched in southern Africa. It was first developed in Nigeria and it is very popular throughout northern Africa.

The launching in this country will coincide with the start of the serialisation of "The Cyclist" in this month's issue of Pace

magazine and Pace/Boleswa "Write a Pacesetter" writers competition.

MacMillan Boleswa are looking for novels in the Pacesetter mould of between 20 000 and 40 000 words by Southern

African writers.

If the novels are good enough, they will be published in the Pacesetter series and may be serialised in Pace magazine. The first prize is R2 000 with second and third prizes of R500 and R250 respectively.

The closing date of the competition is March 31, 1988 and prize winners will be announced at a prize-giving function in Johannesburg. Manuscripts should be submitted to MacMillan Boleswa, Box 1235, Swaziland, or

Boleswa Services Office, P O Box 32484, Braamfontein, 2017.

For further information on Pacesetters or the writers competition contact, Boleswa Services Office at (011) 339-2975 or get details in this month's Pace magazine.



ANDREW Sesinyi . . . one of the Pacesetters authors.



SOME of the dignitaries at the recent launching of the Pacesetters writers competition. (From left) Jeremy Shepherd-Smith, managing director of Pace; Mandy Parnell, promotions Pace Magazine; Force Khashane, Pace editor; Peter Katulliba, Terence Ball, Andrew Sesinyi, Pauline Tait and Luchi Balarin, all of MacMillan Boleswa.



# 120 white teachers might lose jobs

CHE TLOMS 25/9/87

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Staff Reporters

A TOTAL of 120 white teachers in the greater Cape Town area might lose their jobs because of dwindling pupil numbers, according to the Minister of Education and Culture in the Assembly, Mr Piet Clase.

The government's "own affairs" education policy, as represented by Mr Clase's statement, was later condemned by South African Teachers' Association (SATA) president Mr Richard Hawkins.

Replying in the Assembly yesterday to a question from Mr Ken Andrew (PFP Gardens), Mr Clase said the government anticipated that 67 teachers would lose their jobs in the Cape School Board area and a further 53 in the Parow School Board area.

Mr Hawkins, whose organization represents more than 5 000 Cape teachers, said that the situation underlined "the crazy logic of own affairs thinking".

## Deplored 'huge waste'

"It makes no sense that a country crying out for qualified teachers is unable to give them jobs. We are talking about declaring fully qualified teachers redundant, which they are not, in broad terms."

He said SATA deplored the "huge waste in human and financial terms brought about by an apartheid-based 'own affairs' education system".

"We simply reiterate that 'own affairs' is detrimental to education," he said.

Replying to another question from Mr Ken Andrew (PFP Gardens), Mr Clase said it was not anticipated that other teachers would lose their jobs at the end of 1987 as a result of the implementation of revised pupil-teacher ratios.

Mr Clase could not say whether changes to such pupil-teacher ratios would take place, or how they might be phased in.

"The matter of ratios is being studied and no final decision in this regard has been taken yet," he said.

29/9/87

(50) B/207

## Call for equal education 'is no slogan'

HOUSE OF REPRESENTATIVES — Amending legislation on black education was like “planting daisies around the shack of a man who wants a house”, Dennis de la Cruz (DWP, Ottery) said yesterday.

He said he could not support the Education Laws (Education and Training) Amendment Bill — which deals with black education — while blacks had no say in the legislation.

Equal education should not be regarded as a political slogan inspired by leftists or communists.

The fight for equal education in SA had been a long and bitter one and it was still going on.

De la Cruz said he could not represent the opinion of black people who should be part of the debate.

He was sure blacks would ask for no less than equal education and they were monitoring what happened in the House.

“Disparities in education cannot and must not be supported.”

People were tired of promises while the white minority had the “cream of facilities, standards and opportunities” at educational institutions. — Sapa.



(bb) to age of 18 years with effect from 26.08.66; to age of 16 years with effect from 5.12.80.

(2) (a) Repayment of the resignation benefit received plus interest.

(b)  $(A \times B \times C \times D) \times E$  plus interest where—

A = the rate at which the member contributes to the Fund.

B = pensionable emoluments at the date on which the member became a member of the Fund.

C = period member wishes to purchase.

D = an actuarial factor.

E = Government Service Pension Fund—3,47  
Associated Institutions Pension Fund—3,04  
Temporary Employees Pension Fund—3,00  
Authorities' Service Pension Fund—3,25

(3) No.

(a) The Funds accept repayment on a monthly basis for a maximum period of 15 years on condition that any balance outstanding must be paid on or before the retirement date.

(b) The current interest rate charged on the outstanding amounts owing to the relevant fund is 5,5% compounded annually at the 31st March of each year.

(4) Yes.

(a) 1986/87  
Government Service Pension Fund—R79 417 355,52  
Associated Institutions Pension Fund—R33 054 264,86  
Temporary Employees Pension Fund—R9 657 721,38  
Authorities' Service Pension Fund—R598 441,05

(b) Information not readily available.

(5) Up to date only in respect of the Government Service Pension Fund. An estimated deficit of R1,5 milliard.

#### Newsprint industry

410. Mr W J D VAN WYK asked the Minister of Economic Affairs and Technology:†

Whether he will furnish the names of undertakings in South Africa which are involved in the newsprint industry; if not, why not; if so, what are the names of the (a) manufacturers, (b) dealers and (c) importers concerned?

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

Yes

(a) SAPPI Ltd and Mondi Paper Company Ltd are the only manufacturers of newsprint in the Republic of South Africa.

(b) SAPPI and Mondi supply newsprint mainly direct to members of the Newspaper Press Union of South Africa, ie newspaper publishers. A relatively small volume of newsprint which is used for purposes other than the printing of newspapers, is supplied directly to dealers of which the most important are as follows:  
Haddons (Pty) Ltd.  
VRG (Pty) Ltd.  
Peters Papers (Pty) Ltd.  
Spicers (Pty) Ltd.  
Wiggins Teape (Pty) Ltd.  
Press Supplies Ltd.  
Main Paper (Pty) Ltd.

(c) During the past three years no newsprint was imported.

#### State expenditure on education

465. Mr K M ANDREW asked the Minister of National Education:

(1) What was the total State expenditure on education in the Republic, (a) including and (b) excluding the (i) self-governing territories and (ii) independent-

dent Black states, in the 1984-85, 1985-86 and 1986-87 financial years, respectively;

public, (ii) self-governing territories and (iii) independent Black states, (b) Whites, (c) Coloureds and (d) Indians?

(2) what amount was spent in each of these financial years on education in respect of (a) Blacks in the (i) Republic, (ii) self-governing territories and (iii) independent Black states, and (b) Whites, (c) Coloureds and (d) Indians?

The MINISTER OF NATIONAL EDUCATION:

(1) The total State expenditure on education in the Republic:

(a) Including the self-governing territories	1985-86	1986-87
	R6 130 262 000	R7 557 762 000
(b) Excluding the—		
(i) Self-governing territories	R5 446 522 000	R6 662 383 000
(ii) Independent Black states		The amounts are not available.

These amounts do not include expenditure in respect of education in the independent Black states which do not form part of the Republic. The amounts for 1984-85 are not available.

(2) The expenditure on education in the Republic in respect of:

(a) Blacks—	1985-86	1986-87
(i) Outside the self-governing territories	R950 096 000	R1 265 185 000
(ii) In the self-governing territories	R683 740 000	R895 379 000
(iii) In the independent Black states		The amounts are not available.
(b) Whites	R3 241 707 000	R3 698 469 000
(c) Coloureds	R799 526 000	R1 173 619 000
(d) Indians	R455 193 000	R525 110 000

These amounts do not include expenditure in respect of education in the independent Black states which do not form part of the Republic. The amounts for 1984-85 are not available.

The above-mentioned amounts include expenditure in respect of the following number of universities and technikons:

(a) (i) 5 universities, 1 technikon.  
(ii) 1 technikon.  
(b) 11 universities, 8 technikons.  
(c) 1 university, 1 technikon.  
(d) 1 university, 1 technikon.

# 'Full' information for all is their aim

Pretoria Correspondent

LIBRARIANS are opposed to censorship and will give everyone access to public information — regardless of race.

These are two points which emerged from the recent annual conference of the South African Institute for Librarianship and Information Science (SAILIS).

During the conference, attended by more than 300 delegates in Windhoek last week, the SAILIS council approved a policy statement on censorship which called

on librarians and information workers to promote the free flow of information.

The statement said their objective as librarians and information scientists was the full utilisation of recorded information for all.

## CONFLICT

Restrictions which deliberately impeded this objective were in conflict with the ethics of the profession, it continued.

This was the reason it opposed censorship where it unnecessarily curtailed the full utilisation

of recorded information for the benefit of all.

To implement SAILIS censorship policy, the council upgraded its ad-hoc committee for banned publications to a standing committee on censorship. The committee will act as a watchdog on censorship and monitor its effect.

It will also encourage the library to appeal against restrictions on publications to the Directorate of Publications.

They stated that race and sex should not influence salaries or promotions.



Drastic step, says Minister

# Govt to 'rationalise' colleges of education

SD  
SM  
30/9/87

CAPE TOWN — The Ministers' Council of the House of Assembly is to rationalise colleges of education under the jurisdiction of the Department of Education and Culture.

The Minister of Education and Culture, Mr Piet Clase, said in a statement today that the "drastic" measure was taken after thorough investigation and intensive discussions with the colleges.

"As a result of the decline in population growth and the decrease in the number of teachers, rationalisation is inevitable," he said.

"Rationalisation will, however, ensure that the funds available for education are appropriated in the most cost effective way in order to ensure that the highest possible standard of teacher training will also be maintained in future.

"The assurance is given that the needs of staff members at the institutions that are phased out, will be taken into account and accommodated as far as possible.

"The Ministers' Council is thoroughly aware of the serious implications rationalisation entails for specific institutions, towns, and communities and expresses its sympathy with all those affected by these inevitable measures."

## Share same campus

Mr Clase said that in the Transvaal the Onderwyskollege Pretoria and the College of Education for Further Training would share the same campus in 1988. Although the student intake of each residential colleges is to be restricted, the closure of any college of education in the Transvaal is not being contemplated at this stage.

In the Cape, the Oudtshoorn Teachers' College would be gradually phased out. The buildings would be taken over by the Defence Force. No first-year students would be admitted next year and at the end of 1989, the fourth year students for the following year would be transferred to the college of their choice.

Rationalisation of colleges of education in Natal has been completed for the moment after the conversion of the Natal College of Education into a college for in-service and further training

and the allocation of teacher training for English and Afrikaans-speaking students to the Edgewood College of Education and the Durbanse Onderwyserskollege respectively.

In the Orange Free State, negotiation had reached an advanced stage. The future of the Bloemfonteinse Onderwyskollege was not at stake.

Final announcements on the future of the Paarl Teachers' College, Wellington Teachers' College, Denneoord, Graaff-Reinet College for Continued Training, and Barkly House, would be made as soon as negotiations were completed.

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UNIVERSITY  
SCHOOL OF E  
DIRECTOR :  
FRANCIS WILL

# Education cost mostly white

## Political Correspondent

CAPE TOWN — The government spent R7,6 billion on education in South Africa outside the the four independent homelands during the 1986-7 financial year — but nearly half of this, R3,7 billion, went to white education.

This was disclosed yesterday by the Minister of National Education, Mr F. W. de Klerk, when he replied to a question which was tabled by Mr Ken Andrew (PFP, Gardens).

He said total state expenditure on education went up by R1,4 billion from R6,1 billion in the 1985-6 financial year — an increase of 23 per cent.

During the 1986-7 financial year, R1,3 billion was spent on black education outside all the homelands and R598,4 million on education in the "self governing territories".

Total spending on black education outside the four "independent" homelands increased by R526,7 million, or 32,2 per cent.

Spending on white education increased by R456,8 million — 14,1 per cent — to R3,69 billion while expenditure on coloured education went up by R374,1 million — 46,8 per cent — to R1,2 billion and on Indian education went up by R69,9 million — 15,4 per cent — to R525,1 million.

Mr De Klerk said: "These amounts do not include expenditure in respect of education in the independent black states."

The black education spending outside the homelands included five universities and one technikon and one technikon inside the non-independent homelands, while the white education expenditure included eleven universities and eight technikons.

The coloured education expenditure included one university and one technikon and the Indian education expenditure also included one university and one technikon.

(50)

30/9/87 MD.



# Big cuts in Cape school spending

CAPE TIMES 30/9/87 (2) (3) 50

By BARRY STREEK,  
Political Staff

DRASTIC cuts and rationalization in white teacher training, which could affect four Western Cape training colleges, and major costs cutting at white schools in the Cape, were announced yesterday.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said in a statement that the "drastic" rationalization of colleges of education under its jurisdiction had been decided by the Ministers' Council after "thorough investigation and intensive discussions with interested parties".

Decisions on the future of the Paarl Teachers' College, the Wellington Teachers' College, Denneoord in Stellenbosch and Barkly House in Cape Town would be announced "as soon as finality has been reached".

The Oudtshoorn Teachers' College would be phased out by the end of 1989 and its buildings would be taken over by the Defence Force.

An announcement on the Graaff-Reinet College for Continued Training would also be made when finality had been reached.

He gave no indication of what the rationalization of the four Western Cape colleges of education would entail but in his department's latest annual report it was disclosed that Denneoord had been phased out as a full-time residential institution in 1986.

Mr Clase said instructions had been issued in the Cape for a 25% cut in class reference works, textbooks and prescribed works, and supplementary teachers' book (enrichment) spending by January 15 next year; and a 25% reduction in electricity, water and telephone calls by May 18 next year.

A 10% reduction in all consumable items had also been ordered in Cape white schools by April 14 next year.

Mr Clase, who was replying to a question by Mr Andrew Gerber (CP Brits), said no specific percentage cuts had been ordered in the other provinces, but instructions for savings had been issued.

In his statement on the future of the colleges of education, Mr Clase said: "As a result of the decline in population growth and the resultant decrease in the number of teachers that can be accepted for training, rationalization of this nature and extent is inevitable."

*Own Affairs.*

Provincial education departments

102 Mr A GERBER asked the Minister of Education and Culture:†

Whether, with reference to his reply to Question No S3 on 9 September 1987, provincial education departments have been requested to curtail their expenditure by a specific percentage; if not, what was the purpose of the instruction with regard to curtailment; if so, by what percentage in respect of each education department?

The MINISTER OF EDUCATION AND CULTURE:

No, no percentage curtailment was specified. The instruction was that each department should function within its allotted budget amount.

Provincial education departments

103. Mr A GERBER asked the Minister of Education and Culture:†

Whether the four provincial education departments under his control have issued instructions that expenditure be curtailed; if not, why not; if so, (a) in respect of what items has each education department issued such instructions, (b) by what percentage does each item have to be curtailed and (c) when were the instructions issued, in each case?

The MINISTER OF EDUCATION AND CULTURE:

*Cape*

- (a)
- (b)
- (c)

class reference works, textbooks and prescribed works, supplementary teachers' books (enrichment) 25% 15 January 1987 all consumable items 10% 14 April 1987 electricity, water and telephone calls 25% 18 May 1987,

H04

*Transvaal*

No, an earnest request has been made to effect savings,

- (a) savings are to be made in the following areas:
  - administrative costs
  - transport and subsistence allowance
  - buildings and grounds
  - municipal and other services
  - consumable school stationary and materials
  - furniture and equipment
  - transport schemes,
- (b) no percentage was specified,
- (c) requests were made on 21 August 1986 and 9 April 1987,

*Orange Free State*

yes,

- (a) in respect of all items,
- (b) no specific percentage was mentioned,
- (c) 21 May 1987,

*Natal*

no, the available funds are controlled by the Director of Education and adjustments in respect of requested funds and those which are made available are done by the Director. No specific percentage is applied but attention is focused on essential items as against those which can be dealt with at a later stage.

WEDNESDAY, 30 SEPTEMBER 1987

†Indicates translated version.

*For written reply:*

*General Affairs:*

Diepmeadow: water sold  
404. Mr W J D VAN WYK asked the Minister of Constitutional Development and Planning:†  
Whether water in Diepmeadow is sold at a price lower than that at which it is pur-

(50) *Handwritten signature*

*Handwritten signature*

chased; if so, (a) why, (b) at what price per kilolitre was water (i) purchased and, (ii) sold in this Black township as at 30 June 1985 and 30 June 1987, respectively, and (c) how is the difference financed?

(2) whether all (a) schools, (b) hostels and (c) school buses under the control of provincial education departments that make use of the marnet radio system are equipped with radios; if not, (i) why not and (ii) what percentage of each of these categories is so equipped;

No, (a), (b) and (c) Fall away.

(3) whether measures to ensure that emergency communication can take place at all times are taken at schools where this system is in use; if so, what measures are taken by each education department, if not, (a) why not and (b) what action is envisaged by his Department in this regard?

*Development of Ironsytde, Vereeniging*

419. Mr J H VAN DER MERWE asked the Minister of Constitutional Development and Planning:†

Whether his Department intends developing an area in the vicinity of Ironsytde in the district of Vereeniging; if so, what are the particulars of the development?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING.

No.

Immigrants: countries of origin

505. Mr A GERBER asked the Minister of Home Affairs:†

With reference to his reply to Question No 352 on 10 September 1987, what are the countries of origin of the (a) White, (b) Coloured, (c) Indian and (d) Black immigrants in respect of whom the Immigrants' Selection Board approved applications for the period August 1986 to July 1987?

The MINISTER OF HOME AFFAIRS:

Statistics on the basis required, are not being kept by the Department.

*Own Affairs:*

*Marnet radios*

104. Mr D S PIENNAAR asked the Minister of Education and Culture:†

- (1) Whether any marnet radios are in use as emergency radios at schools falling under the provincial education departments; if so, in which such education departments;

The MINISTER OF EDUCATION AND CULTURE  
It is not deemed to be in the general interest to make this information available.

THURSDAY, 1 OCTOBER 1987

†Indicates translated version

*For written reply:*

*General Affairs:*

*Inanda Dam area: residents resettled*

346. Mr P C CRONJÉ asked the Minister of Education and Development Aid:

- (1) Whether, with reference to the reply of the Minister of Co-operation, Development and Education to Question No 10 on 26 March 1985, the residents in the Inanda Dam area have been resettled; if so, (a) how many persons have been moved to each specified resettlement area and (b) when were they moved; if not, when are these persons due to be moved;

- (2) whether any compensation has been or will be paid to these persons; if not, why not; if so, (a) what compensation, (b) how was this amount calculated and (c) which Government

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(50)



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Times, Wednesday, September 30, 1987 3

# Govt spent nearly half R7,6bn budget on white education

By BARRY STREEK  
Political Staff

THE government spent R7,6 billion on education in South Africa excluding the four independent homelands during the 1986/7 financial year — of which nearly half, R3,7 billion, went to white education.

This was disclosed yesterday by the Minister of National Education, Mr F W de Klerk, in reply to a question from Mr Ken Andrew (PFP Gardens).

Total state expenditure on education went up by R1,4 billion from R6,1 billion in the 1985/6 financial year — an increase of 23%.

During the 1986/7 financial year, R1,3 billion was spent on black education outside all the homelands and R598,4 million on education in the "self-governing territories".

Total spending on black education outside the four "independent" homelands increased by R526,7 million, or 32,2%.

Spending on white education increased by R456,8 million (14,1%) to R3,69 billion while that on coloured education went up by R374,1 million (46,8%) to R1,2 billion and for Indians, it went up by R69,9 million (15,4%) to R525,1 million.

The black education spending outside the homelands included five universities and a technikon; and a technikon inside the non-independent homelands. The white education expenditure included 11 universities and eight technikons; coloured education expenditure a university and technikon and Indian education expenditure included a university and technikon.

*CAC Tink 30/9/87*

# 'Post-apartheid' system probed at UCT

CARL MARIS 11/10/87

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By CLARE HARPER  
Education Reporter

THE University of Cape Town launched its "Education Charter Campaign" (EdCC) on campus yesterday, which intends to canvass and collate the demands of university students, staff and workers for a post-apartheid education system.

At a mass meeting in the Molly Blackburn Hall, questionnaires were handed out asking people's attitudes to the system of university education at UCT and what demands they would have under a new system.  
The demands and suggestions will be

compiled into a UCT Charter, to be debated next week.

UCT's Academic Staff Association, Black Staff Association, student organizations and societies yesterday voiced their support for the campaign which is based on a clause of the Freedom Charter: "The doors of learning and culture shall be opened".

A Students' Representative Council spokesman said the campaign was aimed at finding out the practical demands and suggestions of people on educational issues.  
The campaign has been supported by the United Democratic Front, the Congress of South African Trade Unions, the

National Education Crisis Committee and the South African Youth Congress.

Educational suggestions and demands from school pupils are also being collated to draw up a Cape Town Education Charter, from which a National Education Charter will be drawn up, in consultation with other regions, next year.

The EdCC has already taken off in the Western Cape and Transvaal, and will be launched in the Eastern Cape, Natal and Northern Transvaal next year.

Questionnaires asking school pupils' views on how their education system should be changed are in the process of being circulated.



50 5872 11/10/87

# Parent bodies should not be intimidated — Neusa

By Zenaide Vendelro, Education Reporter

Parent bodies are in an ideal position to negotiate with education authorities and should not be intimidated into a position of self-censorship and impotence, says the National Education Union of South Africa (Neusa).

The progressive teachers' union was reacting to a recent report in The Star about the Transvaal Education Department's (DET) commitment to consult with parents on education matters and its recognition of the Transvaal English-Medium Parents Association (Tempa) and the Transvaalse Afrikaanse Ouersvereniging (TAO) as non-statutory representative bodies.

It said the TED was to be congratulated on conceding that parents had a role to play in education decision-making. "However, we need to consider what the parameters of this consultative relationship are — both those which groups like Tempa and TAO impose on themselves as well as those imposed by the Government — before we can assess the significance of this development."

Referring to a statement by Tempa chairman, Mr Jack Gordon, that Tempa was an apolitical organisation dealing with bread-and-butter issues and working within the constraints of existing legislation, Neusa said it appeared that Tempa was unwilling to challenge

the basic education policy of the TED.

"It is not even prepared to claim as inalienable the right of parents to have a say over what their children are taught.

"What Mr Gordon defines as 'bread-and-butter' issues are, in fact, peripheral in the context of the crisis in education in South Africa today.

"The real issues are racially segregated education, the unequal distribution of resources in education, the control of education policy by an unrepresentative minority and the suppression of all popular opposition to the existing system of education."

Neusa said many parents believed that reconciliation in a divided South Africa could best be facilitated by opening schools to all races.

"If parents cannot even negotiate the demand for open schools with education authorities, then the 'recognised' status of bodies like Tempa is of little value," said Neusa. "Consultation around less important matters is merely paying lip-service to the notion of partnership (in education) and the action that flows from such consultation is likely to be relatively insignificant."

Neusa said parent bodies like Tempa had every right to determine the terms of this consultation and should not be intimidated into "a position of self-censorship and impotence".

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~~200~~

W/maul 28/10/87

# Teachers: Professionals or workers?

ARE teachers workers — or are they professionals?

The debate has emerged in the wake of a recent call by the National Education Union of South Africa for teachers' organisations to affiliate to the Congress of South African Trade Unions.

Affiliation to Cosatu as a strategy to promote teacher unity was recommended at the Neusa national conference last month in Pietermaritzburg.

In an interview this week, the newly-elected Neusa treasurer, Aubrey Matshiqi, argued that teachers were workers in the South African context and not professionals.

Teachers, he said, did not play a supervisory role over their own jobs. He noted that while teachers trained for three or more years, they were dictated to by principals, inspectors and heads of education departments on how to approach their subject content, which methods to employ and which prescribed material they must use.

Unlike doctors and lawyers, who were not told how to go about practicing their professions by departments of health and justice, teachers did not enjoy professional autonomy.

But the president of the Transvaal United African Teachers Association, Leepile Taunyane, has taken a different view.

Teachers are professionals, he said, because they require qualifications in order to practice. But a worker could be hired without any qualification and trained on the job, as a semi-skilled and, later, a skilled worker before he becomes a fully-fledged artisan.

Teachers differed from other pro-

**In the wake of a Neusa call for teachers to affiliate with trade unions, a debate has emerged on whether teachers are professionals or workers. By THAMI MKHWANAZI**

professionals, he said, in that doctors and lawyers were not only professionals but also entrepreneurs; whereas teachers were unfortunately "attached to a political situation", in that they worked under a government department headed by a minister of a particular political party.

All the same, Taunyane said his organisation had no qualms about Neusa's recommendation that groups affiliate to Cosatu.

"In fact this is nothing new," he said, as the African Teachers Association of South Africa, to which Tuata was affiliated, had met Cosatu, the National Education Crisis Committee and the United Democratic Front to "look into the role of teachers in the struggle for national liberation".

At the conference Neusa also adopted the Freedom Charter and recommended teachers affiliate to the UDF, work towards the formation of a single teachers' organisation and accept the principle of non-racialism as a basis for unity negotiations.

Tuata's Taunyane said his organisation "welcomed" Neusa's policy of non-racialism as a means for unity.

And Neusa's Matshiqi indicated the organisation would continue to organise teachers across the racially-defined departments of education. In

so doing, it was laying the foundation for a non-racial and democratic South Africa.

Affiliation to the UDF, however, was not a strict rule for teacher unity, Matshiqi said. The organisation recognised that other teachers' bodies had taken a "non-sectarian" stand.

Still, he said, "we cherish our affiliation to the UDF in recognition that teachers, as members of the community, should identify themselves with community-based organisations".

On working towards a single teachers' body, Matshiqi said parallels could be drawn between the Cosatu mergers which resulted in the formation of single industrial unions and the formation of a single teachers' union.

Workers, he said, had to end the fragmentation of those who operated within the same industry.

Similarly, he said, there were individual "progressive teachers' bodies" which were fragmenting a common constituency, thereby weakening their bargaining power.

Welcoming Neusa's drive for teacher unity, UDF national treasurer, Azhar Cachalia, said teachers were less united than any other sector. He said the formation of one teachers' union would assist them in challenging exploitative working conditions.

The UDF viewed the principles set out by Neusa as guidelines and not as conditions for discussing teacher unity. They should not be presented as stumbling blocks to unity but as an expression of a possible future direction, he said.



# Afrikaans becoming 'liberation language'

By Michael Tisong

Afrikaans in the Western Cape was developing into a language of liberation, an educationist, Mr Michael Gardner, said at the Soweto College of Education last week.

Mr Gardner, who is the head of the department of English at the Johannesburg College of Education, said during a symposium that to identify Afrikaans-speaking people with the State, was an error.

"Since 1976 there is more Afrikaans poetry being written than any time in the history of the language.

"It comes mostly from the Western Cape, specifically the University of the Western Cape. That Afrikaans has no problem with liberation. In fact it is liberation Afrikaans and it is unofficial. Official Afrikaans has no future.

"Afrikaans is growing in the Western Cape and other parts of the country and with it, cultural change is taking place among Afrikaans-speaking people.

"As writers respond to changes and prospects of a different future, so cultural shifts are taking place. It is not only Afrikaans that is changing. What about English-speaking capitalists?"

## DIFFICULT TO IMPLEMENT

"They have to change as well. All of us have to change to cope with what is taking place . . ."

Mr Gardner said the concept of "people's education" would be difficult to implement because it was viewed as chaotic in some quarters.

"The present structure of education is hierarchical and vertical. 'People's education' is consultative and places teachers, parents and students on a horizontal level. They are going in different directions and there is conflict."

Professor E'skia Mphahlele of the University of the Witwatersrand said that after changing the apartheid government, "we will still be in the process of liberation.

"Apartheid will still be alive in many forms that cannot be legislated upon. There will be many hazards we would have to face up to in becoming a nation because all of us have been victims of apartheid. It is going to be with us until we die."

within your rights to limit the number of supplementary questions. Are you now setting the precedent that you are only allowing four or six or a specific number of questions?

Mr SPEAKER: I am not setting any precedent. I have decided to allow five supplementary questions as a maximum and that is the basis upon which I said that I had allowed the maximum number of questions. My ruling is that five supplementary questions are allowed.

Mr D J N MALCOMESS: Then, Sir, it is in fact a new ruling from the Chair that five supplementary questions will be allowed?

Mr SPEAKER: The hon member can accept it as a ruling from the Chair that five will be the maximum number of supplementary questions in respect of a particular question.

Mr D J DALLING: Mr Speaker, is that five per person?

Mr SPEAKER: No, I am talking about five supplementary questions per question.

Mr D J DALLING: Per question, Sir?

Mr SPEAKER: Yes, I hope that is clear.

Mr D J DALLING: Yes, Sir, it is very clear. [Interjections.]

#### Declared cultural institutions

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any of the persons who are members of councils of declared cultural institutions are not White; if not, why not;
- (2) whether he will appoint persons who are not White as members of declared cultural institutions; if not, in terms of what statutory provisions or authorisation;
- (3) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No, since the institutions which fall under the Department of Education and Culture are classified as White own affairs. Although the services of

those institutions are available to all population groups, control is vested in the Whites;

- (2) no, in terms of section 14 (1) of the Republic of South Africa Constitution Act, 1983 (Act 110 of 1983), matters which specially or differentially affect a population group in relation to the maintenance of its identity and the upholding and furtherance of its way of life, culture, traditions and customs, are own affairs in relation to such population group. Paragraph 3 of schedule 1 of the Act stipulates that art, culture and recreation (with the exception of competitive sport) which affect mainly the population group in question, are own affairs in relation to that population group. In paragraph 23 of a Government Notice dated 15 September 1984, the State President assigned the administration of the Cultural Institutions Act, 1969 (Act 29 of 1969), to the Minister of Education and Culture in respect of those institutions under his control;

(3) no.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister, he will be aware that the control of the declared cultural institutions falls under the Cultural Institutions Act which is an Act falling within the ambit of the hon the Minister of National Education. As I understand it, the Act contains a reference to the election or appointment of persons to the council and does not restrict the election or appointment on a racial basis in any way. Does the hon the Minister still aver that he has the powers to restrict the election or appointment of persons on a racial basis?

†The MINISTER: Mr Speaker, the hon member heard my reply to the question he has put. If he wants to put another question, he is free to do so.

#### White schools: other pupils

\*3. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether, during the latest specified

period of three years for which information is available, his Department received any requests for pupils who are not White and who are not the children of members of the diplomatic corps to be admitted to schools falling under his control; if so, (a) how many such requests were received, (b) in respect of what provinces were these requests received and (c) what was the result;

- (2) whether, during the above period, any instances occurred where school committee and/or school board approval was granted for the admission of non-diplomatic non-White pupils and where departmental permission was refused; if so, (a) what were the circumstances in each case and (b) on whose decision was each request for admission refused;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
  - (a) 56,
  - (b) Natal, OFS, Cape, Transvaal,
  - (c) the requests were not acceded to;
- (2) school committees and/or school boards do not have the authority to grant approval.
 

The hon member is also referred to the reply to Question 4 on 4 August 1987.
- (3) no.
  - (a) and (b) fall away;

For written reply:

General Affairs:

Natal: resettlements

343. Mr P C CRONJÉ asked the Minister of Education and Development Aid:

- (a) What total number of Black persons had been resettled in Natal since 1 January 1982 upto the latest specified

date for which information is available, (b) from what specified places had they been moved, (c) where were they resettled and (d) why were they moved in each case?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) 7404 Persons—members of three different groups—were resettled up to 28 August 1987.

In the interests of clarity particulars of these groups are numbered (i), (ii) and (iii) hereunder

- (b) (i) Upper Tugela Location.
- (ii) Inanda.
- (iii) Winkelspruit.
- (c) (i) On the farms The Downs 6580, The Lake 11408, Oliviershoek 14071, Lente 14820, The Wedge 8177, Second 5882, Groot Geluk 1283, Duddington 4887, in the District of Bergville.
- (ii) In the Inanda tribal area and in Ntuzuma Township.
- (iii) In Inanda Township.
- (d) (i) Due to the building of Woodstock Dam by the Department of Water Affairs.
- (ii) Due to the building of the Inanda Dam by the Department of Water Affairs.
- (iii) These persons were Pondo refugees who squatted on private land close to Winkelspruit, alongside the N3 South Coast Highway.

Political riot: insurance policies

388. Prof N J J OLIVIER asked the Minister of Finance:

Whether the State subsidises insurance policies for political riot cover; if so, by what amount were these policies subsidised in respect of (a) Whites, (b) Coloureds, (c) Blacks and (d) Indians in 1986?



employment policy of the Public Service, when posts on the establishment of own affairs departments are filled, preference is given to members of the relevant population group.

(i) and (ii) Fall away.

Posts reserved

95. Mr C J DERBY-LEWIS asked the Minister of Agriculture and Water Supply:

Whether any posts in his Department are reserved for (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks; if so, (i) what posts and (ii) what are the salary scales attached to these posts?

The MINISTER OF AGRICULTURE AND WATER SUPPLY:

(a) to (d) No, but in accordance with the employment policy of the Public Service, when posts on the establishment of own affairs departments are filled, preference is given to members of the relevant population group.

(i) and (ii) Fall away.

Posts reserved

96. Mr C J DERBY-LEWIS asked the Minister of Local Government, Housing and Works:

Whether any posts in his Department are reserved for (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks; if so, (i) what posts and (ii) what are the salary scales attached to these posts?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(a) to (d) No, but in accordance with the employment policy of the Public Service, when posts on the establishment of own affairs departments are filled, preference is given to members of the relevant population group.

(i) and (ii) Fall away.

Posts reserved

97. Mr C J DERBY-LEWIS asked the Minister of Health Services:

Whether any posts in his Department are reserved for (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks; if so, (i) what posts and (ii) what are the salary scales attached to these posts?

The MINISTER OF HEALTH SERVICES:

(a) to (d) No, but in accordance with the employment policy of the Public Service, when posts on the establishment of own affairs departments are filled, preference is given to members of the relevant population group.

(i) and (ii) Fall away.

Posts reserved

98. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

Whether any posts in his Department are reserved for (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks; if so, (i) what posts and (ii) what are the salary scales attached to these posts?

The MINISTER OF EDUCATION AND CULTURE:

(a) to (d) No, but in accordance with the employment policy of the Public Service, when posts on the establishment of own affairs departments are filled, preference is given to members of the relevant population group.

(i) and (ii) Fall away.

Posts reserved

99. Mr C J DERBY-LEWIS asked the Minister of the Budget and Welfare:

Whether any posts in the Department of Welfare are reserved for (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks; if so, (i) what posts and (ii) what are the salary scales attached to these posts?

The MINISTER OF THE BUDGET AND WELFARE:

(a) to (d) No, but in accordance with the employment policy of the Public Service, when posts on the establishment of own affairs departments are filled, preference

is given to members of the relevant population group.

(i) and (ii) Fall away.

Bursaries for teacher training

108. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether the total value of bursaries granted by his Department for the training of teachers is the same for each provincial education department; if not, (a) why not, (b) on what basis are these bursaries awarded and (c) what was the value of the bursaries so awarded in respect of each provincial education department in the latest specified financial year for which information is available; if so, (i) what total amount was paid out by each provincial education department in respect of such bursaries in the above financial year, (ii) what was the value of each category of bursaries awarded to students studying at (aa) universities and (bb) colleges of education and (iii) how many (aa) university and (bb) college students were in receipt of each of these categories of bursaries in that financial year;
- (2) whether these bursaries are repayable in cash; if not, in what manner are they repayable;
- (3) whether it is the intention to make all or part of these bursaries repayable in cash; if so, why;
- (4) whether additional subsidization of such students occurred in the above financial year; if so, what sum per student did this involve;
- (5) whether he will make a statement on the matter?

Salaries/books/transport

109. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) What total sum has been budgeted for the 1987-88 financial year for each of the provincial education departments in respect of (a) salaries and related benefits, (b) textbooks and library books, (c) pupil transport, (d) loans and bursaries for teacher training, (e) school equipment, (f) capital expenditure and (g) stationery;
- (2) what is the estimated per capita expenditure on pupils in respect of each of the above items in each provincial education department for the above financial year?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No.
- (a) On account of differences in staffing needs, different amounts are allocated to each provincial

Handwritten signature

*Andrew*

- (c) R6 000 000
- (d) R9 500 100

\* (e) and (g) R6 020 700  
 (f) R33 979 000

- (2) (a) R1 966,19
- (b) R21.37
- (c) R25.70
- (d) R40.69

\* (e) and (g) R25,79  
 (f) R146,00

\* (Owing to the fact that school equipment and stationery, as well as other consumable items and services, are budgeted for collectively, it is not possible to furnish separate figures for the items requested).

OFS

- (1) (a) R143 245 000
- (b) R2 175 000
- (c) R2 050 000
- (d) R1 801 000
- (e) R6 828 000
- (f) R27 629 000
- (g) R1 013 000
- (2) (a) R1 895,70
- (b) R28,78
- (c) R27,13
- (d) R23,83
- (e) R90,36
- (f) R365,64
- (g) R13,40

Natal

- (1) (a) R201 836 000
- (c) R6 300 000
- (d) R6 885 000
- (f) R12 984 000
- \* (b), (e) and (g) R7 150 000
- (2) (a) R1 960,39

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*Andrew*

The MINISTER OF EDUCATION AND CULTURE.

- (1) No. (a), (b) and (c) Fall away.
- (2) No. (a) and (b) Fall away
- (3) No.

History: Std 10 examinations

112. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether the examination papers for the final Std 10 examinations in (a) higher and (b) standard grade History were submitted to external moderators in (i) the Cape, (ii) the Transvaal, (iii) the Orange Free State and (iv) Natal in 1985, 1986 and 1987, respectively; if not, why not;
- (2) whether any such papers were not approved by the external moderators; if so, (a) which papers were (i) approved and (ii) not approved and (b) what action was taken in each case in respect of papers that were not approved?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) and (b) (i), (ii), (iii) and (iv) Yes.
- (2) No, all papers were approved.
- (a) (i) and (ii) and (b) Fall away.

Text-books

113. Mr K M ANDREW asked the Minister of Education and Culture:

- (a) What total amount was spent by the (i) Cape, (ii) Transvaal (iii) Orange Free State and (iv) Natal education departments on text-books in each of the latest specified five years for which figures are available and (b) what amount was spent by each such department in each of these years on text-books for (i) Afrikaans, (ii) English, (iii) Mathematics, (iv) Physical Science, (v) History, (vi) Geography, (vii) Accounting and (viii) Biology?

The MINISTER OF EDUCATION AND CULTURE:

(a)	1982/83	1983/84	1984/85	1985/86	1986/87
(i) Cape	3 522 954	4 995 791	5 291 512	7 845 956	7 177 422
* (ii) Transvaal	—	1 049 000	900 000	1 500 000	1 329 943
(iii) Orange Free State	—	1 049 000	900 000	1 500 000	1 329 943
(iv) Natal	1 081 914	1 196 026	1 233 823	1 360 750	1 489 400

(b) This detailed information is not available.  
 \* These amounts are included in amounts which the schools spend at their own discretion. Itemised information is consequently not available.

Television sets/video recorders

114. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether any (a) television sets, (b) video recorders and (c) video display units have been supplied by his Department to any schools in (i) the Cape, (ii) the Transvaal, (iii) the Orange Free State and (iv) Natal during the past three years; if so, (aa) to which schools or categories of schools, (bb) to how many schools, (cc) on what basis were they supplied, (dd) how many were supplied to each school and in total, respectively, (ee) when were they supplied and (ff) what was the total cost involved;

ing the past three years; if so, (aa) to which schools or categories of schools, (bb) to how many schools, (cc) on what basis were they supplied, (dd) how many were supplied to each school and in total, respectively, (ee) when were they supplied and (ff) what was the total cost involved;

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# PFP alone in opposition to education Bill

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7/10/87

PARLIAMENT — Only the Progressive Federal Party (PFP), of all the parties in the three Houses of Parliament, objected to the Education Laws (Education and Training) Amendment Bill, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said in the House of Assembly yesterday.

In the second-reading debate, he said it was passed in the other two Houses "with acclamation".

Yet the PFP had decided to bring up points which were not relevant to the Bill but which they had neglected to debate during the department's vote in the budget debate.

This Bill was not meant to be a total overhaul of the department, he said. It was meant to be supplementary legislation to enable the schools system to operate.

Replying to points made by PFP speakers that white primary school teachers should be used in black schools, he said black educationists objected to this.

Only white teachers who could speak the language of the children affected and who were acceptable to the community leaders were appointed to those jobs.

This was because children, straight from their home environment should be taught in their home language.

Even though English was often used in the schools, when it came to points of clarification, it was important that these could be given in their own language.

But, when it came to secondary school education, white teachers were gratefully accepted.

The teacher training selection system had been revised at the insistence of black educationists who said there were many discrepancies between different institutions.

The academic levels and standards had to be more uniform, he said.

He would not accept a declared activist in teacher training colleges as he would not be able to justify this in the eyes of his own supporters nor in the eyes of blacks.

Mr Ken Andrew (PFP Gardens) said the PFP opposed the Bill until education was controlled by a single department with representative leadership from all communities and ensured optimum use of all education resources on a nonracial basis. He proposed an amendment on these lines.

The PFP motion was defeated by 115 to 16 with the Conservative Party and the National Party voting together.



Minister of Education and Development Aid  
Dr Gerrit Viljoen.

## Representat Govt plans i

Political Corri

PARLIAMENT — The House dealt the Government another blocking Government plans to procedures.

Yesterday the Labour Party House of Representatives, warning back the report on new Parliament to the Standing Orders.

The party had originally a which provide for members debate legislation and ministry from next year.

However, it has since changed instead of the House of Representatives new rules yesterday afternoon that they be referred back to consideration.

It is now not clear whether approved before the end of the

If they are not approved, they layed in the 1988 session.

## No gun salute for

PARLIAMENT — Restriction by the organisers of the Tall it impossible for the Defence "normal courtesy" when the Bay, the Deputy Minister of I tenbach, said in the House of

Replying to a question from (Independent Claremont), he the Cape Festival, Mr A Gree SADF to provide a gun salute had, on a number of occasions there should be no SADF involvement.

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## Non-race education charter in SA urged

Education Reporter

THE slogan "Liberation before education" is wrong because it does not take into account the role of education in shaping society, according to Mr Curtis Nkondo, president of the National Education Union of South Africa.

The union is a United Democratic Front-affiliated organisation campaigning for a new education system.

Mr Nkondo told an Education Charter campaign meeting at the University of Cape Town yesterday that education could be used to fight for democracy and freedom, but governments could use it, also, to suppress the masses.

"The white education system was far superior to that for blacks, he said.

### "MAKES BOSSES HAPPY"

"Both education systems are rotten. White education indoctrinates and prepares people to rule, govern or manage. That is why the majority of whites shun manual labour."

He suggested that the dividing line between manual labour and mental work be removed.

He said the interest of the ruling class in education was to protect themselves.

"It is not surprising that we have a very high rate of illiteracy in this country — it makes the bosses happy."

The country needed an education system which taught people the right values and broke down racial and ethnic barriers.

Mr Nkondo said the Freedom Charter clearly stated that "the doors of learning shall be open to all".

"The time has come to develop our own education system which will free us from racist colonial education.

"We must have a system which will create new men and women in a new society in which education will be non-racial, non-élitist and non-sexist."

For this reason the country needed an education charter, drawn up by a congress of the people, he said.

### EDUCATION MANIFESTO

He appealed to students, parents, pupils and workers to take part in the campaign, which aimed to create a South African education manifesto.

He said whites had nothing to fear from blacks.

"In South Africa we are not fighting the whites — we are fighting the system. There is nothing wrong with whites. They are human beings. But there is something wrong with apartheid and capitalism."



(50) w/Man 09-15/10/87

# A peace gesture by NECC. The Minister is unamused...

The decision by the National Education Crisis Committee to talk to a parliamentary committee leaves Gerrit Viljoen unmoved.

THE decision by the National Education Crisis Committee to submit evidence to a parliamentary committee was of "vital importance" because it at least gave people the opportunity to comment, Ken Andrew, the chairman of the PFP's federal executive, said this week.

That significance was, however, not felt by Nationalist MPs.

Minister of Education and Training Dr Gerrit Viljoen pointed out that it was not the government who invited the NECC to submit evidence to the Education Standing Committee and the invitation had been issued at the suggestion of the PFP representatives on the committee.

In any event, Viljoen added, the NECC's contribution was "of no educational value and merely an exercise in futility".

And Piet Marais, the committee's chairman and MP for Stellenbosch, said the results of the NECC's contribution were "undoubtedly less fortunate."

"The NECC evidently does not have the educational interests of black pupils as its primary aim. They are using education as an instrument to promote their revolutionary political goals," Marais proclaimed.

In spite of the Nationalist protestations, exacerbated no doubt by fears that the right-wing would accuse them of negotiating with the "enemy", the fact is that the invitation to NECC to submit evidence was not opposed by the committee, which consists of MPs of all three houses.

Indeed, Andrew thanked the rest of the committee "for the support they gave us in our request that we obtain evidence from black people" about the Education Laws (Education and Training) Amendment Bill.

Andrew also disclosed that the South African Youth Congress was also to be invited to submit evidence, but, it is understood, the committee could not find an address to which to send Sayco's invitation.

It also invited the African Teachers Association of South Africa and the Urban Foundation to give "a spread of organisational types and interest groups to submit evidence to the standing committee".

Andrew argued that it was "of fundamental importance that when we are dealing with legislation, affecting the black community in this country, we make every possible effort to get their views, whether we are going to like those views or not".

However, Marais argued that NECC had used a *bona fide* invitation with the help of a willing press to promote political goals. Still, he added, it was good to receive their telex



Gerrit Viljoen

"because their political motivations came clearly to the fore".

The telex had begun by saying: "This Bill like all other laws are made by a minority and is therefore not legitimate to the majority."

NECC had even rejected the extremely positive measures such as provision for technical college education, and a nursing college at the hospital at GaRankuwa.

It had demanded "the right of those concerned with education to organise in SRCs, PTAs and teachers organisations in order to control our schools and to determine the content of our education" and "the right to work towards people's education in and outside schools".

Marais concluded: "This is revolutionary language in this answer to our friendly invitation to them."

He also said their motivations were "irreconcilable with us who place the interests of education first".

Clearly, the submission of the NECC memorandum had little positive impact on the Bill which was passed in spite of PFP objections and the possibility of meaningful negotiation between the NECC and the gov-

ernment is apparently remote.

However, Andrew and Jan van Eck, the independent MP for Claremont, both endorsed the NECC's call for the release of detainees.

Andrew said people like Vusi Taledi, who he described as a senior member of the NECC, was a person who "can and must play a vital role in bringing about a more stable and better situation in education."

"This particular gentleman has been in detention for about a year without a trial or any charges being brought against him, and I consider that to be iniquitous."

"I think we need to recognise that every often the security forces in this country destroy efforts to stabilise education in black schools," Andrew said.

Van Eck argued that the government had indeed argued with an interested organisation like the NECC. Marais had argued it was a revolutionary organisation "but if this is so, why did they consult them? Why consult with a revolutionary organisation?"

"What is really sinister is the fact that while the minister wants to hold discussions with the organisation over the legislation, the minister of law and order has actually locked up the entire leadership of the NECC in terms of the security laws."

"Five of the top leaders of the NECC have been locked up but none have had a hearing or been charged. At the same time the minister wants to negotiate with the NECC."

The only free member of the NECC, Eric Morobi, had to come to the Five Freedoms Conference in "a cloak-and-dagger" manner and had not been announced beforehand because he was afraid of arrest.

The chairman of the Western Cape NECC had come to his house hours late for an appointment because he was so scared the police would arrest him. The vice-chairman in the Western Cape had also been detained.

"The government makes a mockery of negotiation and consultation if on the one hand you say you are going to consult the NECC but on the other hand you lock up the leaders and hope the remaining leaders will say the right things," Van Eck said.

# Libraries aid development

Pretoria Bureau

South Africa's libraries should be used to stimulate development among the population groups with the greatest needs, the Minister of National Education, Mr F W de Klerk, said last night.

Opening an exhibit at the start of the centenary celebrations of the State Library, Mr de Klerk said that "creating an informed community by providing information to a broader base of the community is a better investment than wealth in the hands of a few individuals".

He said a fundamental requirement for development was that people should acquire the knowledge to improve their own circumstances and those of others.

"Our libraries contain a vast body of knowledge. We must use them to stimulate the process of development, and in doing so we would do well to focus on those parts of the population and the economy where the need for development is greatest," said Mr de Klerk.

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B/10/87



# EDUCATION RESOURCES BLOW

ROGER SMITH

IT IS unlikely that white educational facilities made redundant in new cut-backs will be allocated to the education departments of other race groups.

This is clear in terms of the announcement of the cut-backs made at the weekend by Education and Culture Minister Piet Clase.

The possible re-allocation of white education facilities for coloured, Indian or black education enjoys a low priority, and no provision is made for allocation for possible mixed-race education.

Clase said in deciding who would take over facilities that had been closed down, it would first be deter-

mined if some other component of his department could use the facilities.

If this was not possible, they would be offered to other white "own affairs" departments of the House of Assembly administration.

If none of them required the facilities, they could be made available to other state departments, including other education departments.

Clase made it clear the final decision would rest in the hands of the white administration.

He said the taking over of redundant facilities would be allowed "according to guidelines laid down by the Minister's Council of the House of Assembly"

13/10/87

(50) B/day

# Viljoen lashes out at 'peoples education'

DR Gerrit Viljoen, Minister of Education and Training, yesterday lashed out at the proponents of the "people's education" for trying to politicise the black educational system.

He was speaking at the

opening of the plenary session of the Council for the DET in Pretoria. He noted the black people's insistence for "greater relevance" in the type of subjects they study at school.

It is well known that

the proponents of so-called people's education have also been calling for and working towards the rewriting of certain subject syllabuses so as to reflect more explicitly the experiences and aspirations of black communities.

There can be no doubt that the main goal of the so-called people's education proponents is to politicise school subjects so as to turn them into an instrument for promoting dissatisfaction, and consequently militant, radical and even revolutionary unrest and change," said Mr Viljoen.

He said it had to concede, however, that some syllabuses were irrelevant and strange to black people.



# Many schooled, few educated says Jardine

Daily Dispatch Reporter

EAST LONDON — Most people received formal schooling yet few were educated, the headmaster of Kingswood College in Grahamstown, Mr Neil Jardine, said last night.

Mr Jardine was guest speaker at the Cambridge High School prizegiving held in the school's Centenary Hall.

He said part of the function of teachers was to teach pupils to love both learning and sport, so that they would continue to achieve in the future.

"The first question a player is asked leaving the field should not be "How did you do?" but "Did you enjoy the game?"

"Academic results are important, but the way in which you relate to people can mean so much more in the future," Mr Jardine said.

The headmaster of Cambridge High School, Mr Tony Viljoen, said in his annual report that until the gulf between black and white education had been bridged, there would be very little hope of political stability in the country.

He said the standard expected from matriculants was increasing year by year, and equal opportunity for all would make competition that much stronger for the matriculants of the future.

Mr Jardine said today's pupils were under tremendous pressure to conform.

"I urge you all to become involved in your society and do so without prejudice."

"It is so sad to see a young person shutting things off at so early an age.

"Individuality, moral courage, open mindedness and a lack of prejudice should be the aims of every young person," Mr Jardine told the pupils.

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w/maile  
16-22/10/87

THE official reason for New Nation editor Zwelakhe Sisulu's detention is his role on a committee which he denies ever joining.

Sisulu is accused by the state of membership of the executive committee of the National Education Crisis committee. But, say his lawyers, he has never been a member of the committee.

This was argued in an urgent application brought before the Rand Supreme Court this week in which Sisulu contends his 10-month detention is invalid. The matter was postponed to November 10 to give the respondents — the state president, minister of law and order, minister of justice, the commissioner of police and the officer commanding the Johannesburg Prison — time to reply.

In his founding affidavit Sisulu said when he was given a form to sign on June 11, the day the national State of Emergency was renewed, it read "Reason for detention: NECC."

Four months earlier, in a letter to Sisulu's lawyer, Law and Order Minister Adriaan Vlok gave the following justification for his incarceration: "According to information at my disposal your client is an executive member of the NECC. This committee supported the 'Christmas Against the Emergency Campaign' by distributing pamphlets which propagated the aims of this campaign. The NECC also supports all rent and consumer boycotts as well as the implementation of 'street committees'. They also insist on the implementation of the

# The committee Sisulu says he never joined

By JO-ANN BEKKER and MONO BADELA

so-called 'people's education' to replace the existing educational system. By his active involvement in the NECC your client endangered and undermined the maintenance of public order."

In his affidavit Sisulu says he repeatedly informed his interrogators he was never an executive member of the NECC.

In addition, the details of his involvement with the committee of concerned parents, teachers, educationists and community leaders had been sent to Vlok by his attorney, Priscilla Jana.

Sisulu says he addressed a national conference of the NECC in March last year at which he urged schoolchildren to return to school. And he was elected to a education commission appointed by the NECC. However, due to the declaration of the national State of Emergency in June, the commission ceased to operate after one meeting.

Sisulu said if Vlok had "properly applied his mind to the information furnished in the memorandum he could not reasonably have believed that I had been actively involved in

the NECC or that I thereby or in any other manner endangered and undermined the maintenance of public order."

In his application Sisulu notes that the NECC's objects included liaising with the Department of Education and Training and improving the standard of education in the country.

He said the NECC was a legal body which had held negotiations with Vlok and the deputy minister of education and training. Recently, government officials asked the NECC to comment on a Bill to amend the Education and Training Act of 1979.

"I submit that it is inconceivable that state authorities would take part in such well-publicised contact with an organisation if it constituted a serious threat to public order," he said in his affidavit.

Sisulu is also arguing that the Emergency itself is invalid because the new Emergency was promulgated on June 11, while the year-long Emergency declared on June 12 1986 was still in force. It is similar to an unsuccessful argument against the Emergency raised in the recent *Weekly Mail*-Release Mandela Campaign bid to have the 1987 Emergency declared invalid.

Another leg of Sisulu's argument

concerns the fact that Vlok informed Jana that Sisulu had been released on June 10 1987 and then re-detained on June 11. He said "in fact and in law" he was never released.

Sisulu was first detained on June 26 1986, but was released after three weeks. Then at 3am on December 12 last year he was arrested at his Soweto home and again imprisoned without trial under the Emergency regulations.

Until July he was held at Sandton police station; for most of the time he was in solitary confinement.

Since his transfer to Johannesburg Prison on July 9 he has been permitted one visit of 30 minutes every fortnight with an adult member of his family, who is allowed to bring his children.

Sisulu, who in 1984 won the prestigious Nieman Fellowship to Harvard University, has been editor of the *New Nation* newspaper since its inception in January last year. In the memorandum sent to Vlok, Sisulu describes the newspaper's consultations with lawyers to ensure articles did not contravene the Emergency regulations. He notes during the whole of the first Emergency in 1985 no action was taken against him or his newspaper.

The argument is somewhat ironic considering the more recent state action against the *New Nation*. In recent months three issues of the newspaper have been banned by the Publications Control Board; *New Nation* is appealing all three bannings.

## VACANCIES



# Most Rhenish parents favour open school 15/10/87

By CLARE HARPER

MOST of the parents of Stellenbosch's Rhenish Primary School pupils are in favour of non-racial education, according to a survey conducted by the school's parent-teacher association committee.

The school was at the centre of a controversy in February this year when the daughters of a black Malawian priest were refused government permission to attend the school.

The chairman of the school committee, Professor Justus Potgieter, said in a statement that 82% of parents surveyed agreed that the school should be allowed to be open to pupils "irrespective of religion or race, dependent only on practical education criteria". Furthermore, 87% of parents felt that "non-racial education will best prepare a child for living in the South Africa of the future".

(50) ~~50~~ w/maile 16-22/10/87

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## VACANCIES



(56)

# Education for upliftment



ONE of the things that we emphasised in our first issue of *Seasa News* was the importance of establishing and developing a viable professional forum whose main task would be to look into the overall community needs in our country and subsequently attempt to generate professional pathways towards the goal of addressing or resolving these needs. It also became apparent that one of the needs that desperately required redress at present was the systemic improvement of education

countrywide, particularly at the lower school grades among underprivileged groups, if significant long-term development of human resources was to become a reality. This, we maintained, would play an important role in addressing the global question of the social upliftment of underprivileged communities in our country.

I hasten to point out that this should not in any way be interpreted as laying down a formula for "instant" social upliftment. There certainly are a myriad of socio-political issues that impinge on the question of social advancement, as we attempted to illustrate in our key topic on "Corporate Social Responsibility" in our last issue. What should be clearly understood here is that improving education is a

partial but important contribution towards building a stable, prosperous, equitable, as well as an internationally acceptable society. In addition to politicians and other concerned citizens, this should, and indeed will, involve educationists and other professionals, as well as the business and corporate worlds, if it is to succeed.

To any educationist, there is presently a glaring missing link perceptible in the education of the black child. This is education in the home, or the so-called "continuing education".

In Western and other technically advanced societies such as West Germany, Japan and the US, both the parent and the teacher are equal custodians of the child's progress, from learning onwards. The reason for this is that the parents themselves also happen to be teachers, corporate people or professionals of some kind or another. To a large extent, this is also true of the average white South African family.

In the countries of the Far and Middle East, by contrast, the family's role is largely superseded by the existence of "collective" or "shared" learning structures, such as the commune in mainland China and the kibbutz in Israel.

In Muslim societies, the concept of group education dovetails into their religion — and hence is very much an integral part of the culture itself. Reading and understanding the Koran is

part of the child's education, for example. This continues in the home through the medium of prayers, fasting and other informal teaching methods that enrich the child and help develop its general knowledge, discipline and reasoning ability.

Coming now to the question of educating the black child in South Africa, none of the scenarios or structures we have viewed exist to develop, ensure and safeguard "continuing education" for the child.

Indeed, the ordinary child in Soweto or Nyanga East is so severely deprived socially that at best it lives in a sub-culture. It is, therefore, not surprising that there is such widespread discontent and currently a pitifully high dropout rate at schools in these areas.

Seasa, and indeed other local professional groups that have emerged to tackle the question of education within the ranks of the underprivileged are, therefore, doing nothing more than provide a viable structure for bridging the missing link.

Indeed, we are merely playing the role of the parent in giving that vital guidance during the child's learning development. To what extent this is going to be successful will be determined by the level of dedication and finesse with which we tackle the problems involved.

Education must, on its own, be able to generate a viable pool of good teachers, increasingly attracted and motivated pupils and students, as well as guarantee an uninterrupted supply of educational training hardware and structures.

A large number of competent, qualified staff and personnel are generally lost to other sectors because of the second-rate incentives currently offered in education.

Education should visibly contribute towards manpower and skills development, promote professionalism in all disciplines and spheres of life, as well as positively contribute towards social upliftment.



Will these 'flowers bluish unseen'?

We should be able to use education in general planning, forecasting and projection studies in order to keep good track on national issues such as population growth, demographic studies, central statistics and future energy requirements.

Thomas Gray once wrote: "Full many a flower is born to blush unseen, and waste its sweetness on the desert air."

It is education's dedicated task to seek talent and develop all potential to the maximum, otherwise vital opportunities for contribution towards progress are lost. The current "brain

drain" in the country is a sad reminder that we are losing valuable skills and talent on a daily basis. For our part, suffice it to say that we shall continue our efforts to "convert" to our side those graduates and professionals who have not yet realised that education is everybody's rightful responsibility.

This will necessitate that we express our drive professionally and systematically. For their benefit, I shall conclude with the following wise words from Mary West: "For evil to prevail, it is enough for good men to do nothing."



# Schools key to blacks' future

Education Reporter

UNTIL the black community gains control over its schools it will not be able shape its own future, says Dr Mzobanzi Mboya, an education lecturer at the University of Cape Town.

In an article in *Education At The Crossroads*, a UCT publication marking the 75th anniversary of its school of education, Dr Mboya said it was imperative for the community to gain control of black schools to replace the education provided by the Government.

"We do not have any control over what is being done to our most valuable resource, our children. Until we can shape their future we cannot shape our own future, for they are our future," he said.

## BOLD LEADERSHIP

It was crucial for blacks to provide daring, responsive and bold leadership in the schools.

Dr Mboya recommended that the community and not the Department of Education and Training set up educational committees.

"It is not the Department of Education and Training that is knowledgeable about the needs of the community, but those within the community who know what type of school and curriculum will best satisfy their needs, interests and aspirations."

Schools controlled by the black community would cease to be "white elephants", and would become "our" schools, he said.

A place of honour would be found in the curriculum for the teaching of African history by blacks, he said.

Dr Mboya said that pupils studied the good work of William Shakespeare but not the outstanding contributions of authors such as James Ngungi, Alex la Gumam and Es-kia Mphahlele.



50 00 20/10/87

by JILL JOUBERT

GRAHAMSTOWN — The imposition of fees in government schools next year could mean parents having to find double the money some are already paying on a voluntary basis.

And non-paying parents could be particularly hard hit, according to principals and school committees.

There has been no official statement on compulsory fees yet, but the feeling is generally held that they are on the cards. Fees will be payable to the Department of Education, it is thought, and that any part refundable to individual schools is thought to be remote.

# Departmental fees: schools concerned

Victoria Girls' High School's committee chairman, Mr Neil Pappas, said: "I'd say our chances of getting anything back are virtually nil."

At present most parents of pupils at Graeme College and VGHS pay a voluntary levy of R50 and R65 a term. "If compulsory fees of

R200 a year, as has been mooted, are required, parents will virtually have to pay double," he said.

This could result in hardships, notably for parents who are already battling to meet the voluntary levies, not to speak of those who have been exempted from paying any levies.

The headmaster of Graeme College, Mr R.L. Simpson, said: "We are already looking at escalating costs. We are holding back on our fee structure until the position is clear."

Government schools have also lost their sports maintenance grants, which helped to wards the upkeep of sports fields and equipment.

These running expenses must now be paid from school funds," the acting headmaster of VGHS, Mr Charles Foster, noted.

Textbooks and stationery were curtailed by a further 20 per cent. Parents might be required also to finance additional stationery after the initial issue, he said.

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DAILY DIS

because school numbers are dwindling.

"This could be because of the white population shrinkage, exacerbated in the Eastern Cape because of the recession and the move by job-seekers to the Reef," Mr Simpson said.

The department was also applying the pupil-teacher ratio more strictly than in the past.

Graeme, however, might retain the primary school post because the indications were that numbers would be up next year, he added.

**Labour Update**

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# Pamphlets condemn Cosatu conference

**MYSTERIOUS** pamphlets condemning a three-day education conference organised by the Congress of South African Trade Unions were distributed in various parts of the Transvaal yesterday.

The conference, which

**By LEN MASEKO**

starts tomorrow, is to be held at the National Exhibition Centre, Crown Mines, near Johannesburg.

The pamphlets, which have a Cosatu logo and a picture of a necklace victim, claimed the education meeting would

also discuss "what rôle should Cosatu play in destroying families by urging breadwinners to go on strike".

The pamphlets read in part: "Why the executive must stay in power and to enrich themselves from your hard-earned earnings; how your executive used millions of dollars

contributed from overseas."

"The red and black pamphlets are identical to Cosatu's in design — except that our pictures have been replaced with others, including a picture of a necklace victim," a Cosatu official said.

Cosatu has dissociated

itself from the pamphlets.

The education conference will focus on — among other things — women leadership within the federation; people's education; working class culture.

Cosatu Press officer Mr Frank Meintjies said the meeting will elect office bearers in the newly formed education department of the federation.



# Education focus

A three-day education conference organised by the Congress of South African Trade Unions starts today.

It will be held at the National Exhibition Centre, Crown Mines.

The conference will focus on:

- People's Education: What role can Cosatu play in an alternative education;
- Women leadership: What progress has been achieved; and
- Working class culture: What is the role of culture in the struggle;
- Cosatu courses: What education is needed to strengthen worker leadership; and
- Media: How can the federation use the media to popularise its policies and reach the unorganised.

An education department with its own office bearers will be set up at the conference.

~~HEAT~~ 50 23/10/82  
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(50) DD 24/10/87.

# Rural schooling and jobs are priority — academic

by JILL JOUBERT

**FORT BEAUFORT** — Education for rural communities and job creation as an urgent national priority were seen to be the areas in which development agencies should direct their efforts.

This emerged at the hinterland symposium organised by the South Eastern Areas Development Association (Seada) this week.

Seada's greatest single initiative should have an economic thrust, while others think attempts to train under-educated people is counter productive, an official of the Department of National Health and Population Development, Dr J. H. Schoeman, said.

Secondary education did not exist at farm schools, the Director of the Institute for the Study of English in Africa at Rhodes University, Grahamstown, Professor Paul Walters, said.

A few farm schools took the children as far as Std 5. At others the cut-off point was Std 3 or Std 4.

Farm schools were located so that most children on average had to walk more than five kilometres each way each day.

"Some walk as far as 12 kms each way each day," he stated.

The problem of adult illiteracy, too, needed to be addressed on a national level, Prof Walters maintained.

"Illiterate parents can discourage children from seeking higher education," he said.

The Department of Education and Training (DET) should show more muscle as to where farm schools were located.

The DET should exercise more control and maintenance, and officials should recruit sites with the co-operation of farmers.

The DET also required a bigger share of the education budget.

Mobile teams were needed to monitor and supervise the upgrading of farm school teachers. Theirs should be an encouraging role for teachers who worked largely in isolation. At present there was a ratio of one inspector to 166 schools in the region.

Teachers' accommodation also needed attention and should not have to depend on the bounty and goodwill of the farmers, Prof Walters said.

Rural high schools were also recommended rather than farm children having to "take their chance" at urban schools where they faced huge accommodation problems.

Aid to farmers should extend to adequate housing for teachers and the development of teacher upgrading by means of recognized in-service training. Parents should share in building and developing schools thereby promoting community involvement, it was said.

By looking at the success cases, it was possible to identify constraints which prevented small industries from operating effectively, Professor Philip Black, Head of the Department of Economics at Rhodes University, Grahamstown, said.

He noted that Molteno had a rusk industry while Grahamstown had a flourishing fudge industry, and was also producing academic gowns, religious waf-

ers, worm farming, clothing and leather goods.

There was also potential in the Seada subregion for cash crops, wool and mohair industries, skins, hides and food processing as well as kaolin products.

Most of the existing industries shared the characteristics of high value and low input. They relied on markets outside the Seada area, were low bulk goods which were easy and cheap to transport, of low capital intensity and labour intensive.

Wages were variable and there was no uniform fixed wage, Professor Black noted.

Lack of finance, however, was a perennial problem. It was possible for small scale entrepreneurs to secure incentives. They could be eligible for subsidies, also wage subsidies of which they were not aware.

"It is suggested the decentralization policy be extended beyond the manufacturing section," Prof Black said.

Another constraint lay in the shortage of entrepreneurs and trained manpower, both very important conditions for success.

Seada might be a suitable agency to promote entrepreneurship and training in the form of workshops, he suggested.

Labour relations and conditions in the agricultural sector indicated people were not secure in employment. There was a massive move from the farms into towns by people not prepared for the change economically, socially or psychologically.

"They have no skills. There is not enough training on farms nor preparation for the migration," Prof Black said.

"We should try and identify areas where we can do something, realising both our resources and constraints," he added.

In the referral process there should be close liaison with the Regional Development Advisory Committee (RDAC) for Region D, the Decentralization Board in East London and greater efforts should be made to mobilise private sector support.

"I see Seada performing an information function by publicising the success stories to secure greater support from the section we are supposed to be serving," Prof Black said.

Seada should adopt a bottom-up approach in macro-planning, Dr Schoeman said.

The economic thrust should be directed at the informal sector, enhancing the status of women, appropriate technical and agricultural training, providing guidance programmes and an information and resources centre.

An immediate step could be a Seada lobby for an agricultural training centre in the Eastern Cape, Mr E. K. Moorcroft said.

At present training centres for agricultural workers were located in the Western Cape and Northern Transvaal, making it inconvenient for farmers and their labourers to achieve training in machinery maintenance, shearing or artificial insemination.

A multi-disciplined approach to the water problems of the area could also lead to job creation, he said.



# 3000 IS CRISIS

3000 IS CRISIS  
26/10/98  
26/10/98

## No places for hundreds of children next year

**Post Reporter**  
**HUNDREDS of**  
**coloured children in**  
**Port Elizabeth are**  
**going to be shut out**  
**of high schools next**  
**year because there**  
**are no places for**  
**them.**

And the crisis will be worse in a year's time, educationists predict.

Several meetings have already been held by worried principals and school committees in the area, but no solution has been found so far to ease the crisis.

Another joint meeting is being held on Wednesday.

The problem has been developing for years and temporary solutions

found with mobile classrooms, busing and primary schools retaining the Standard 6s.

"But this year the crunch has come," a primary school principal said today.

"There's nowhere else to turn. The secondary schools are bursting at the seams."

One primary school principal estimated that between 300 and 400 children in Gelvandale alone would be left without places in secondary schools.

Only half of the places sought by one particular school could be found. It needed 280 and it has secured only 140.

Gelvandale has three high schools, fed by 10 primary schools.

Busing, one principal said, could not solve the problem any longer "because the problem is no longer confined to certain areas".

He said: "There has always been a problem, but an interim solution has been found — mobiles, persuading some primary

ies to keep their Standard 6s.

"But the authorities don't seem to realise that if a secondary school is given mobiles it has got too many children already."

"High schools here were built for 1 000 children each and every one has already got about 200 more children than it should have."

"For the last seven or eight years we have been promised a school. Now

● To Page 8

Authorities Act.

## No places for hundreds of children

would be built in 1988.

The following is a breakdown of the enrolment at senior secondary schools in the northern areas:

Gelvandale: 1 219, St Thomas 1 178; Livingstone 1 109, Chapman 1 179, Paterson 1 117; Bethelsdorp 1 249; Arcadia 1 150; St James, which caters for Standard 6 and Standard 7 pupils only, 293; and Chatty 1 205.

said the crisis is due to "bad planning".

Mr Tinus Dempsey, public relations officer for the Department of Education and Culture, said the department had located a site for a new senior secondary school for 1 000 pupils in Gelvandale and the matter was receiving top priority.

But, pressed to be more explicit, he said there was no chance the school and primary schools have

tled in vain to get his children places said: "The whole thing is scandalous. How would you like to be told your child's education is finished"

The school committees have sent a joint letter to the Department of Education and Culture in the House of Representatives in Cape Town demanding action.

Principals at senior and primary schools have

● From Page 1

they have given it top priority.

"But if we got that school tomorrow we could fill it straight away — with the 400 children looking for places and the extra numbers at the high schools already."

"Then they would have to start building another school straight away." One father who has bat-

# Times bursary fund tops R1m target

*Cape Times 27/10/87*

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By ROGER WILLIAMS  
Chief Reporter

THE Cape Times Bursary Fund, launched in 1982 to help promising students with insufficient means to complete their studies has, on a capital aggregate boosted by more donations this year, topped its initial target of R1 million.

This was announced yesterday in the annual report of the chairman of the fund, Mr D A St C Hennessy, who also referred to "a most satisfactory" 89,4% pass rate among students awarded Cape Times bursaries during the year.

Altogether 59 of the 66 bursars either graduated or passed their yearly examinations.

"It should be recorded that... conditions that prevailed in the country added to the burdens they experienced in achieving their goals."

Mr Hennessy said an aggregate value of R90 000 was awarded in bursaries, which represented an increase of R15 480, or 20,8% over the previous year.

"The market value of investments held at the year-end was R946 000 and, if the increase on cost is included in the trust fund, the capital aggregate increases to R1 035 166 — which is in excess of the R1 million trust-fund target."

● Mr Hennessy added: "I record my thanks to the bursary department of the SA Institute of Race Relations, my co-trustees and the public for their support."



(50) Sowetan



MR ELMON Mathonsi, vice-president of Neusa.

THE blame for the current crisis in black education should be placed squarely on the Government and the Department of Education and Training, says Mr Elmon Mathonsi, vice-president of the National Education Union of South Africa.

Mr Mathonsi is a schoolteacher in Soweto and earlier this year had a Master of Education degree conferred on him by the University of the Witwatersrand.

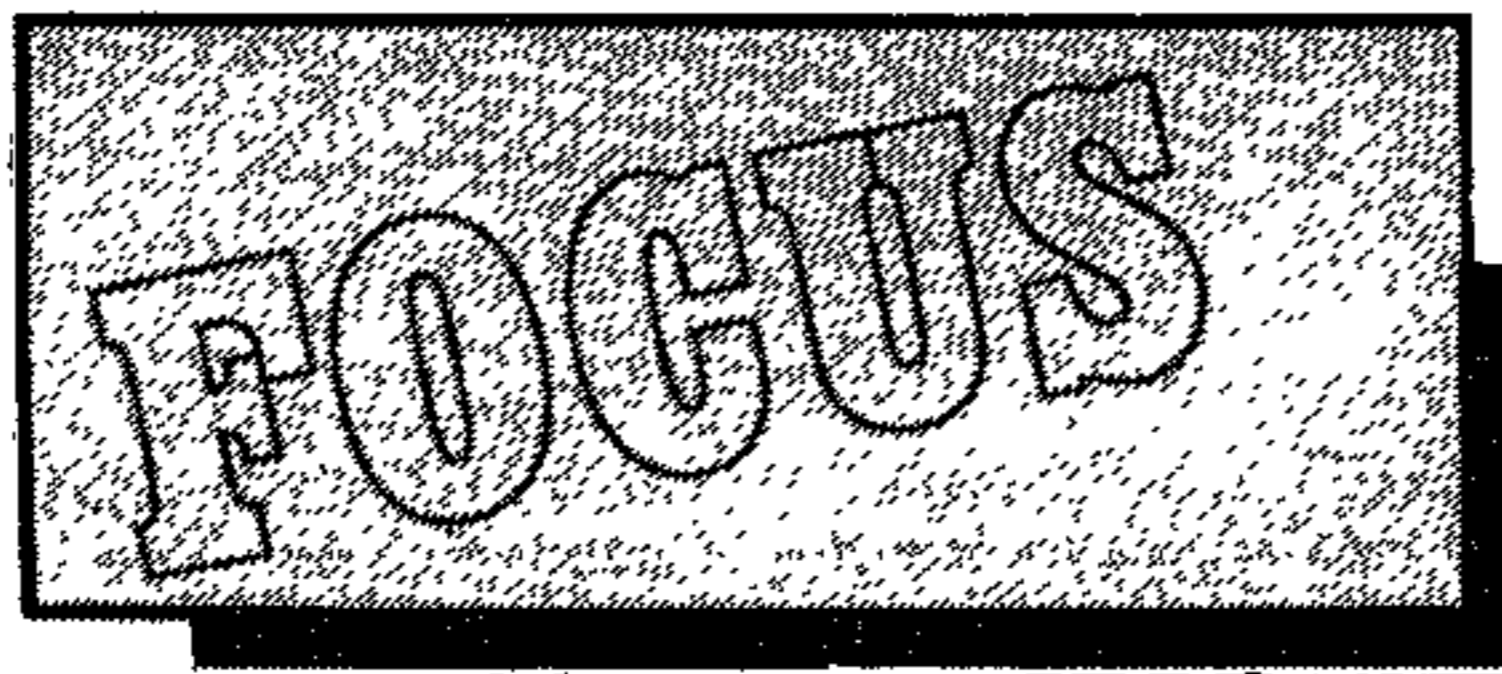
Mr Mathonsi says it is not accidental that the school situation in areas like Soweto is in this state; it is the effect of a well-planned strategy by the authorities to control and manipulate the output of black schools.

He agrees that pupils are not serious about their schoolwork, that there is a collapse of discipline and that no effective teaching was taking place this year.

Mr Mathonsi says it is because of certain factors:

"The absence of discipline emanates from

# Give pupils their voice back



the fact that structures that could have handled the crisis have been crushed by the Government.

"The Students Representative Councils and students congresses were crushed because they gave pupils a vision of the type of education they want to receive.

## Detained

"Pupils are unhappy that some of their colleagues are still detained, others have been refused admission to schools and others still are in hiding. They are also discontented that some of the SRCs are not progressive, but are mere puppets of some princi-

pals and operate along the lines of the prefect system."

He argues that today's pupils study under difficult conditions.

He says it is understandable why they find it difficult to perform their schoolwork.

"The children are affected by the evictions taking place every day in the townships. Many have had electricity in their homes cut off. Others are on the run from the police.

"It is clear from these that the children cannot do their homework or study properly."

He believes that another reason for the crisis is that the image of a school, particularly among blacks, has collapsed.

"In the past pupils were told that the only key to success was education. Today's

FOR two years — 1985 and 1986 — children in many parts of the country refused to go to school because of grievances that they had against the Department of Education and Training (Det).

At the beginning of this year things appeared to change



when there was a nationwide call by black organisations for the return to class.

The children went back to school in their thousands. But was it really to learn?

It now appears that in areas like Soweto, there was very little effective education this year: the crisis is still with us.

SOWETAN education reporter NKOPANE MAKOBANE spoke to teachers, pupils, the DET regional director and community leaders on the crisis in our education.

children are questioning that philosophy.

"They are questioning the value of education because they see uneducated people living better lives than those with certificates. They see educated people struggling to obtain jobs. They see no point in being educated when the economy is not going to absorb them."

Mr Mathonsi says pupils are unhappy about the inferior education they get. He says at certain levels of their consciousness they reject it.

## Struggle

He says teachers lost credibility among the pupils when they distanced themselves from the people's struggle. Teachers are blamed for seeing themselves only as classroom teachers.

Mr Mathonsi says the pupils have also been affected by the unfulfilled promises of the department to provide textbooks and other requirements.

"We believe the shortage of textbooks was deliberately engineered by the DET so that our children should be ill-prepared for the examination. We are convinced that this is to make the black child a source of cheap labour.

"We also fail to

understand how the DET expected pupils to attend school regularly when the physical conditions of schools were not conducive to learning.

"There is suspicion that the Government is no longer satisfied only with giving inferior education, it has reached a stage where it feels it should not give it at all."

Mr Mathonsi believes that the schools' crisis is rooted in the political and economic structures of South Africa. He feels unless radical changes are made in these areas, the problem will remain with the black community for a long time.

He says the only solution to the crisis is for the State to grant student congresses and community-based organisations the right to operate freely.

"We believe the answer lies in freedom of expression and association. Parents, teachers and pupils should be allowed to discuss solutions for the problems in our education.

"We believe the Parent-Teacher-Student Associations are the only bodies that can bring back discipline. The present governing councils have no credibility and should be discontinued."

Closed shop  
Union member employment  
Stop Order facilities for



# Schools crisis country-wide

See BNT  
27/10/87  
[Handwritten initials and scribbles]

By KIN BENTLEY

THE shortage of classroom accommodation in Port Elizabeth's coloured secondary schools was just the tip of the iceberg, an MP revealed today.

There is a nation-wide shortage of 5 400 classrooms in both primary and high schools under the control of the Department of Education and Culture in the House of

Representatives.

In total, there are 31 085 classrooms at 2 031 schools under the department in the country.

Mr Charles Redcliffe, the Democratic Party MP for Schauderville and Leader of the Opposition in the House of Representatives, said this was revealed in reply to a question he tabled in Parliament this session.

He was commenting on the Evening Post's disclosure yesterday that hundreds of coloured schoolchildren in PE are still seeking places in secondary schools for January.

Mr Redcliffe said the Minister of Education and Culture, Mr Carter Ebrahim, in reply to a written question on the shortage of classrooms in each school, had said this infor-

mation was "not readily available".

Calling for the opening of schools under a single education department, Mr Redcliffe said there was currently a surplus of teachers and accommodation at white schools, while the reverse applied at coloured schools.

He believed the 16% increase in the Education and Culture budget this

year was not an increase, taking inflation into consideration. "Things can only get worse," he said.

In reply to the question of what was being done about the situation, Mr Redcliffe was told that the department was carrying out a five-year plan, "in accordance with the appropriation of funds. As an interim, emergency measure, until such time as permanent accommodation can be provided, mobile units are also erected at schools."

Other figures given to Mr Redcliffe include that at the end of last year there was a total of 1 818 coloured primary schools in the country — 1 653 in the Cape, 37 in the Orange Free State, 78 in the Transvaal and 50 in Natal.

There were 213 senior secondary schools — 175 in the Cape, four in the OFS, 19 in Transvaal and 15 in Natal.

While a breakdown was not given, he was told there were a total of 31 085 classrooms in the country under the department, accommodating 805 030 pupils, who are taught by 33 088 teachers.

● The MP for Port Elizabeth Central, Mr John Malcomess, today supported the call for a single education department.

"On the one hand you have white schools with far too many facilities and on the other schools for other races that are woefully inadequate"

## 'Mobiles no solution for crowded schools'

By DEBBIE MARCH

MOBILE classrooms are not the answer to overcrowding in coloured secondary schools in Gelvandale, Port Elizabeth, according to educationists.

A senior teacher said each of the Gelvandale high schools was designed to take 1 000 pupils, but all had close to 200 more.

"These mobile classrooms do no

solve the basic problem. The schools do not have the room, they don't have enough toilet facilities and the mobiles are not electrified. They just are not good enough," another senior teacher said.

Gelvandale, which offers technical subjects, and St Thomas, the only school to offer ballet, art and music, are particularly hard hit.

Teachers said the accommoda-

tion crisis in Gelvandale schools was just the "tip of the iceberg". Bethelsdorp, Chetty and Uitenhage were worse hit.

● The principals of St Thomas, Gelvandale and Chapman are meeting a senior official to discuss the accommodation crisis. A mass meeting of parents and teachers will be held tomorrow night.



1464s 28/10/87

# Exploring alternative views of SA's history

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By DALE LAUTENBACH, Political Staff

“WHAT is history?” asks the National Education Crisis Committee in a new textbook aimed at encouraging young minds to find out for themselves through a workable set of exercises and study guides.

The more familiar and traditional tone in teacher's voice is “This is history”; a dictate under scrutiny now as the concept of alternative education reaches into the education community.

The publication of this practical textbook by the NECC flies in the face, too, of critics who might dismiss “alternative education” as just so much rhetoric and hot air; the stuff of political rallies rather than serious schoolwork.

A new approach to history for students, workers and communities is the subtitle of *What is History?*, an approach encapsulated in a line from a poem by Bertolt Brecht included in the book as part of an exercise which has students examining “Whose history?”

“Where did the bricklayers go/ The evening the Great Wall of China was finished?”, asks Brecht. “Why do you think historians give a lot of space to ‘great men’ in their books?” asks the NECC text of its students. “History — properly taught — should not just tell of the deeds and sayings of people in authority; it should recover and comprehend the doings and thoughts of ordinary men and women.”

As the first publication of a planned series, *What is History?* leaves new historical information to its forthcoming texts and focuses here on history as a subject and how it might be viewed and appreciated in different ways. The textbook encourages critical analysis and questioning ... no dates to be drummed in dryly but a broader view of why history should be studied at all and how different perspectives of

history reveal very different truths about our past.

Aimed at senior students, there are four study units (*Why study history?*, *What happened in history?*, *Time in History and Working like an Historian*) each containing a number of activities. Group work and discussion is recommended and students are encouraged to look beyond the one textbook that usually rules their view of a subject. Look at other books, documents, newspapers, suggest the authors, speak to fellow students and to older people in your community (“Our old people are our libraries” is introduced as a slogan born out of the National Campaign for People's History and Culture in Mozambique ... think about it, suggests the text).

The authors note, too, that work from this textbook can be integrated with the official history syllabus.

The strength of the book is its emphasis on encouraging students to think for themselves: give one reason why it is important to study history; choose five items which would tell people in the year 2010 something about our lives today; why do you think two given versions of the same event are different?

Different texts and photographs are provided in exercises aimed at alerting young

minds to the many angles from which history can view one event. “What happened on June 16?” asks Activity 18 giving statistics for Soweto, an extract from a speech by Dr Verwoerd delivered in 1954, eyewitness accounts of the events, poems, slogans, newspaper reports quoting different public views of the uprising and extracts from other historical texts.

Analysing a newspaper background article on Soweto, students are asked to list all the words used to describe the place, the protest and the protesters; write down the factual information ... is it different from the evidence you found from other sources?

Like detectives, the students are led to examine carefully what is presented ... a cartoon of a sleuth and magnifying glass provides a light-hearted visual clue to lead them in their search.

A number of the exercises bear an unambiguously political message. The most obvious is in an exercise which has students examining the “primary sources” of history. The text presents a photograph of a black woman with a little white girl on her knee. Students are told that the original caption was “Miss Wetherly and Emily”. The background information they are given reveals that Miss Wetherly is the little girl.

# Lack of pupils costs teachers their posts

By ANTHONY JOHNSON  
Political Correspondent

A TOTAL of 1 166 teachers at white government schools in the Cape lost their jobs in the past five years as a result of declining pupil numbers.

And the number of lost posts is increasing steadily each year, the Minister of Education and Culture, Mr Piet Clase, disclosed yesterday.

The progressive depopulation of white schools in the Cape resulted in 154 teachers losing their jobs in 1983, 204 in 1984, 218 in 1985, 260 in 1986 and 330 this year.

Replying to a written question from Mr Ken Andrew (PFP Gardens), Mr Clase said the total number of white pupils in government schools (including new schools) had declined from 240 415 in 1982 to 233 497 in 1987.

The total number of teachers at white government schools in the province had dropped from 14 548 to 14 293 during the period.

Mr Andrew said last night: "This is a tragedy for education in particular and South Africa as a whole that scarce qualified teachers are being lost to the profession because of the racial structures in our education."

"This illustrates once again the wastefulness and foolhardiness of insisting on enforced apartheid education," he said.

Cape Times  
29/10/87

50 (1324)



# Educational institutions to pay levies

Daily Dispatch Reporter

EAST LONDON — All educational institutions, including museums, schools and privately-owned dancing and music schools will have to pay an RSC services levy.

The chairman of the Algoa Regional Services Council (ARSC), Mr James Kleynhans, said in Port Elizabeth yesterday that the application of this levy was not at the discretion of individual RSCs, but in terms of the act.

Mr Kleynhans said that all persons employing labour

must pay the RSC's services levy at one quarter of a per cent — R2,50 per R1 000 of the wages.

He said they would also have to pay a turnover tax/establishment levy at one tenth of a per cent — R1 per R1 000 turnover.

Mr Kleynhans explained how this would affect educational institutions.

"Take the example of schools. They do not pay the establishment levy, as they have no turnover, but they pay on the salaries of the teachers.

However, this is not paid by the schools and the teacher himself is not responsible for this payment either.

"It is paid by the Department of Education. The school itself has nothing to do with it unless it employs labour, for example, gardeners. In that case, it must be registered as well.

"My experience has been that these amounts are normally so small that I allow the schools to pay this levy once a year," he said.

Mr Kleynhans said the levy

also depended on how many people were employed by an educational institution.

He said that previously these institutions had had to pay transport levies and registration levies which have since fallen away, with the result that "the levy they are now paying is much less".

Taking the example of a privately-owned dancing school, Mr Kleynhans said such an enterprise employed teachers and their income was regarded as turnover.

"The levy is very small though," Mr Kleynhans said.

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EDUCATION

# Harnessing hi-tech

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Business Equipment Association (BEA) vice-president Herman Haasbroek has a valid criticism of certain sectors of the South African computer market when he complains that they are too opportunistic. "It is too easy," he says, "to get on a plane and buy a PC in Taiwan and then sell it in SA. What the local computer industry needs is more long-term vision, more commitment."

He feels that long-term vision is not one of the SA computer industry's strong points, particularly when it comes to the local manufacture of computers, and specifically PCs. On the subject of resources he points out that we have most of what it takes to implement such a project — except commitment.

Mel Cunningham's export and local success with his TC product is a classic example of how considerable commitment by a local entrepreneur ended up in creating jobs for the Taiwanese, who do the actual manufacture of Cunningham's product. Clearly, such bodies as the Standing Committee on Electronics, the Board of Trade and Industries (BTI), government and/or any of their delegated bodies are going to have to define — and implement — their plans very carefully indeed if true self sufficiency in local manufacture of PCs is to take root successfully.

Aside from time and money, much courage and almost boundless political will is going to be needed to implement the project, and in this context commitment translates into political confidence, or rather the lack of it.

As well as being BEA vice-president, Haasbroek is chairman of the training scheme sub-group BEATS. It is in this capacity that he has become intimately involved in the affairs of a government approach to the computer industry to consider ways to create employment.

The industry responded by submitting a document to the President's Council which contains many points, one of which is for the government and the computer industry to cooperate in that emotive and very important issue of — mainly black — education. The proposal is to use PCs to alleviate and hopefully overcome the chronic shortage of almost all categories of educational resources.

The employment ramifications alone of the proposal are profound. There is no altruism involved, it is purely and simply a question of numbers. Without the State's buying power and firm commitment, the scheme simply won't get off the ground. The proposal's very basis is contingent on the manufacture of about 60 000 units.

Why this figure? After sifting out the US as an unreliable (even undesirable) long-term partner in such a venture, Haasbroek

has received positive feedback from European nations that would be quite willing to transfer the technology for such a venture provided it was of a sound commercial nature — 50 000-60 000 units seems to be an appropriate starting figure. Manufacturers in three Asian nations approached by Haasbroek have also expressed enthusiasm.

Haasbroek's approach included polling the business community, mainly the banks, insurance companies, electronics manufacturers, mining houses and, to some extent, the food and processing industries. Their uniform reaction was that the scheme was "vital." Without exception they regard the computer as a cornerstone of their business. But they will only support the project if government gets totally involved.

The finance will be made available locally, mainly by banks and the insurance industry, but only if there is total assent by all parties — the State, manufacturers and such bodies as the BTI, which will issue the results of its investigation into the scheme in the first half of 1988.

The BEA has produced a three-point strategy to move the scheme along. This

month it meets with the computer industry to set the parameters of a plan to decide the time-scale of the project — to this end a series of workshops will be held over the next few months.

The spinoffs are undeniably exciting. Some fears about the country's self sufficiency will be put to rest. Many jobs will be created in a sector vital to the nation's future, and the pressing problem of black education will be addressed in an effective fashion. The political consequences of this action are considerable and potentially very positive.

According to Haasbroek, the response by the black community to the use of PCs in education has been mixed. The only area of consensus is that blacks expect government to solve the education problem. Haasbroek feels that if a pragmatic — rather than a "Star Wars" — type approach is used, then considerable success can be expected.

By this he means that "snob value" subjects such as mathematics and computer literacy must be abandoned in favour of the three Rs. A pool of competent teachers can prepare courses which could be used nation-

wide, an important point, because by doing this a standard will be set, a desirable factor. If the most basic equipment is used individual pupils face the cheerful prospect of having a "blackboard" all to themselves. The technology will make it possible for one teacher to handle a "class" of 250 pupils, possibly rising to 1 000 with development.

With SA's unique status as a nation that combines Third and First World characteristics within a common border, the potential to design new material or revise existing First World computer-based educational material — and thus develop an export market to other African countries — is an important aspect of this scheme. Another plus is that using hi-tech as a teaching medium, is that black fears about the quality of their education may be assuaged — thus helping to bridge the divide between the haves and the have-nots.

But it will not be plain sailing. Co-ordinating the exercise alone will be a huge job. Black radicals will no doubt have some probably negative influence to add to other problems, like implementing a scheme that technology will have made antiquated before its practical inception. And in the end, there still remains the problem of commitment. ■



# Pace looks to Europe for new matric course

PACE Community College in Soweto has been studying curricula and educational systems locally and abroad that may be acceptable to the institution in the event of the Joint Matriculation Board (JMB) being phased out in 1993.

Mr. Vusi Nkumane, chairman of Pace's management committee, said the future of their curriculum and educational direction is a sensitive issue, particularly in the light of the proposed phasing out of the syllabus which the college offers instead of the DET version.

"We had to look for curricula and education systems of international acceptability while plans are underway to develop our own.

"So far we have identified the General Certificate of Education (GCE) and the International General Certificate of Secondary Education (IGCSE) — a branch of GCE," he said.

The examination boards of the two certificates are the universities of London and Cambridge. Both certificates are internationally accepted as matric equivalent for university admittance though they are both superior and advanced compared to whatever matric is offered in South Africa.

South African matric before undergoing some pre-university training there. Furthermore, their pupils would be better equipped for whatever university entrance test they would be given.

"We believe that whatever we select must be of international standard and internationally recognisable. All

what we need to do now is educate both our community and industry about these certificates.

This would enable our students to become acceptable in business in the event of leaving school after obtaining them," he said.

He also said Pace was keen to do a further research with regard to first world pre-school,

primary and secondary education. This, he said, would enable the society university entrance test they would be given to fit into the international standards on root level and outlive the isolation blacks have suffered in South Africa.

"We are aware that this is a big challenge. However, we are ready to face it," he said.

"These certificates are not only far more advantageous, but presently are far more suitable and pragmatic alternatives," he said.

Mr Nkumane said in considering these curricula, they had taken into consideration the following factors:

- That highly developed countries of the world such as Germany, Britain and others are products of such curricula or others. These curricula are broad and prepare students for various fields in the national economic development and individual self development to be a better person in a society; and

- The fact that it is acceptable to some world universities of higher standards, gives Pace an opportunity of obtaining scholarships for its pupils who otherwise would not be considered with a

# NOTHNAGEL STICKS TO GUNS ON ACCUSATION OF RIGHTWING ACTIVITY

## Politics in the classroom

by ROBERT HOUWING, Weekend Argus Reporter

THE outspoken Nationalist MP for Innesdal, Mr Albert Nothnagel, says he will not be intimidated in his bid to have rightwing teaching activity in Transvaal classrooms stamped out.

A political storm in Afrikaner circles has arisen over Mr Nothnagel's presentation of a memorandum documenting alleged "rightwing politicking" by certain teachers and principals to the Minister of Education and Culture in the Assembly, Mr Piet Clase.

Mr Nothnagel, chairman of the parliamentary standing committee for domestic affairs and State administration, has been bitterly attacked for his stance by the leader of the Afrikaner Volks-

wag, Professor Carel Boshoff, the Transvaalse Onderwysersvereniging and Federal Teachers' Council.

### "Intimidation"

Professor Boshoff said that if Mr Nothnagel and his "party policy" could no longer present a vision for the future and the National Party's youth left as a result, he should not take it out on the teaching profession.

The teachers' organisations accused Mr Nothnagel of "suspicion-mongering" and "objectionable" action.

But Mr Nothnagel has stuck to his guns, accusing them of trying to intimidate him on a matter of public interest.

He is trying to play down his own stance on the issue, saying that he felt duty-bound to bring to Mr Clase's attention complaints he received from parents, pupils and, in some instances, teachers. He did not make specific recommendations to the Minister.

"This matter concerns the future of our country — not the position of an individual MP or anything to do with Government policy," he said in an interview this week.

Specific cases in Mr Nothnagel's memorandum include an incident at Hendrik Verwoerd High School a fortnight ago in which a retired rightwing clergyman allegedly made racist statements before a Standard 9 class in the presence of the headmaster.

He also lists the case of a headmaster who allegedly has an Afrikaner Weerstandsbeweging (AWB) sticker on his car, and a school where the Afrikaner Volkswag was allowed to present a book prize.

A parent also recounted to him an incident in which his child who arrived with a picture of President Botha as part of a history assignment was told by a teacher: "Take this rubbish out of my class."

Mr Nothnagel says he is not involved in a general attack on teachers or their profession. He has highest regard for the bulk of teachers in South Africa but not those who "misuse classrooms to propagate a climate for a white revolution".

"These ideas belong to yesterday. Our schools must be institutions where our children are weaned of racial prejudice and hatred," he said.

"I'm not interested in a South Africa with more Menlo Park High or Hendrik Verwoerd High-type incidents.

"It's of vital public interest that both rightwing and leftwing activities be exposed at every opportunity."

Mr Nothnagel believes that teachers' organisations in the Transvaal, through their response to his memorandum, could be trying to protect people they know have acted unprofessionally.

"They create an atmosphere in which no teacher, parent or pupil can feel safe

in exposing wrongs which may occur."

### Caused stir

Mr Nothnagel, 48, is considered one of the most liberal thinkers in the National Party.

He caused a stir early this year by saying that no lasting solution which did not involve the African National Congress was possible in South Africa.

There was speculation before the general election that he would cross the floor to the cause of Mr Wynand Malan and Dr Denis Worrall but he has subsequently re-dedicated his support for the National Party.

## Clase warns teachers on politicking

The Argus Correspondent

PRETORIA. — Teachers have been warned by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, not to misuse education for "their own party political ends".

Mr Clase was reacting to a memorandum sent to him by the National Party MP for Innesdal, Mr Albert Nothnagel, in which right-wing activity in Pretoria schools was highlighted — especially incidents at the Hendrik Verwoerd Hoerskool where Standard 9 pupils were subjected to "extremely racist and confrontationalist" remarks in a youth preparedness class.

The Hendrik Verwoerd incident was being investigated by the Transvaal Education Department and was "sub judice", according to Mr Clase. "It is not possible to comment on these aspects at this stage".

Mr Clase said it was stated policy of his department that education might not be misused for party political ends.

"Where teachers exercise their civic rights in this regard, policy dictates that it will be done in a way that is never detrimental to schools or education."

He said any substantiated complaint was dealt with "in accordance with recognised procedures and the requirements of the particular laws and ordinances".



Mr Piet Clase



69/11/11/81

**As the struggle for political rights hots up education becomes ...**

# ANOTHER TERRAIN OF CONTEST

Sacred Heart College, a Catholic private school in Observatory, Johannesburg, has gone its own way in giving effect to the notion of an open school. This article carries an edited version of Sacred Heart College principal NEIL MCGURK's address to the conference of private school headmasters held on the Witwatersrand recently. At the conference McGurk posed some direct challenges to his colleagues - challenges that will have to be met if the open school is to play an effective role in post-apartheid society.

WE admitted our first black pupils in January 1977. The motivation then was to be witness to the Gospel of Christ. This has always remained our supporting foundation.

It was soon realised that as far as provincial and national authorities are concerned, we are free to do with our schools what we will, and what we do with them is the conscious choice of those responsible for running them.

The whole question of education reform is unavoidably caught up in the shifting group interests in the political and economic power struggles. Education is the new contested terrain. Private schools play a leading role in any education system.

In many cases they generally establish a unifying control over the system, in which any other choice is most often seen as second best.

It is an unavoidable fact that any educational system is reproductive of an elite and hierarchical ordering of society, whether we are dealing with education in the so-called developed or developing countries, communist Russia, or the Catholic Church.

The role which private schools have historically played in Britain, for instance, has been the production of a state and economic elite.

In South Africa there has been a remarkable model.



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Even what Afrikaans students wear is a reminder of the fashionable dress of the English gentlemen of the 20s.

In South Africa, of course, the Afrikaans schools, which are in essence state-funded private schools, have served the function of reproducing the state elite (rulers and bureaucrats) in its hierarchical ordering from the State President right down to clerks in the bureaucracy of the civil services.

The English private schools in South Africa have served the function of enculturating the economic elite, both those who own and those who exercise executive and managerial control and power over the economy.

There has been this basic bifurcation (dividing line) of the roles of their schools as these two groups have staked out political and economic control in a dialectical (opposing) interdependence.

It is not difficult to unravel to what extent the whole private school network is totally tied into the economic structure of our society, and how they function, despite what other values they communicate, to the maintenance of the economic dominance of certain groups.

Whatever their ideological differences, the various groups in the liberation struggle in this country agree on some sort of a socialist economy as the answer to our problems of unequal distribution of wealth.

If some of these groups are not at present quite explicit about this, it is because of the present realities of their struggle for power.

If the "free enterprise" system is going to survive in South Africa the present dominant groups are going to have to "re-enculturate" their supporting education networks.

This is a more profound statement than trying to "corporate clone" (produce) high-profile blacks in special "nurseries" in their own image and likeness.

The transformation is more threatening, for each group will have to gradually relinquish control to a wholly new emergent group (interwoven) "enculturated" in an effective "non-racial" environment that cannot be prescribed, but will be the product of a due process of equal participation and contribution.

Present dominant groups cannot remain attached to the "culture" of their colonial past, as we now enter into the Indian summer of that colonial privilege.

This will presuppose a transcendental value system, and for Christian schools, a spirituality of the Incarnation and an operative Christology.

It remains to be seen whether the proponents of "free enterprise" can really get to grips with these real factors operating beneath the rhetoric they mobilise within a technical rationality (bureaucracy) only.

This brings us to what has happened to our schools with the admission of blacks, and also to the question as to why most schools have as yet not effectively integrated black people.

The questions are interrelated because, effectively, nothing happens to those schools if only a few blacks have been admitted, and if only a few have been admitted then we really do not want anything to happen to them.

If we really want something to happen to them then we are going to have to admit more blacks.

Change is related to this numbers game. That is why the apartheid ideologues were so concerned with racial quotas in the provision of subsidies to private schools.

Our gratitude must go to those, who, in the negotiation with the State salvaged for the "open school" its birthright to be part of the struggle for a non-racial democratic future and did not trade it for a pottage of rands.

This question is best put into the context of the growing evolution of the "non-racial" consciousness of a school that has sincerely and effectively set itself in response to the crisis in our society.

This consideration also has to bring in the question of the class structure of our society.

With the advent of only a few blacks who cope academically, the fears of the original supporting community about opening the schools are found to be irrational and they adjust to their presence.

The institution enters into the first phase of its "non-racial" consciousness, which could be best described as tolerating the assimilation of a few "aliens", they are like us after all, they are our townships boys and unlike those comrades causing all the troubles.

What is not addressed is the overall position of blacks in our society, and its conflict potential is not allowed to emerge.

However, once a sufficient number of blacks have been admitted, and when they legitimately begin to express their political and economic grievances and their own nationalist aspirations, and, especially in times of serious unrest, when they are under pressure from their township peers to express solidarity in the struggle, the institution faces a grave crisis to pass over a threshold into a new mode of "non-racial" consciousness which I shall shortly characterise.

Why have many schools been able to admit only relatively few blacks?

The politics of excellence that most private schools have touted relate to standards, mainly academic, but also sporting and "cultural".

Also, there has been the need to charge very high fees to maintain those "standards".

And appeal to academic standards only confirms suspicion of the hegemonic control of the academic competitive curriculum whose group interest it serves.

This also relates to the group which can afford the education offered.

As the crisis in our society deepens these schools are going to undergo a severe identity crisis if they are not going to be more empathetic to the disadvantaged groups.

If they continue to serve only a high economic class values they continue to lose their more human and spiritual values which will become increasingly difficult to uphold.

The dire penalty will be the fragmentation of their communities with the loss of their deeper moral and spiritual constitutive values.

I have mentioned the crisis threshold in the consciousness of its fundamental social and implicit political function a school faces in its process of effective integration.

The best way I have found to describe its new intention is "sincere process" towards a non-racial democratic society.

This will occasion an identity crisis which has many interrelated facets.

The institution initially has to face the need for some sort of conversion of purpose in order to consciously set about raising its black enrolment.

It cannot rely on its old politics of excellence which, in appealing to "standards", was covertly protecting the economic power base of its old constituency.

The rhetoric of academic excellence has to be moderated with gestures of real concern for the disadvantaged groups in the form of practical steps, such as the institution of bridging classes, for instance.

Actions speak louder than words. This consciousness must begin to permeate the institution, and become normative of the relationship between the students and the relationship between the students and the staff.

It has to be explicitly addressed in the curriculum, especially in its hidden agenda which in very subtle ways has so far reproduced the hegemony of the dominant group interest.

The regulative ideal of a non-racial democracy has to become the soul of the curriculum, and the educational process has to give it substance.

Only if the institution is seen to be engaging itself in such a process will the conflict potential of the group interaction in the school be transcended.

If we do not become part of the resolution of the crisis we remain part of its ongoing cause.

Simplistic identifications with any one of the ideological groups is not productive.

They come from a vantage of protest, while the sort of initiative I am describing comes from a vantage of conversion.

An appreciation of the dialectical nature of societal relations is needed. One has to learn to play the "politics of conversion" in negotiating this dialectical power struggle.

One cannot be caught up in mass movements that have not yet learnt the objective constraints under which they can operate, but one cannot ignore the profound universal protest that has occasioned them.

My own experience has been that one must act consistently from moral imperatives in which one's power is that one does not seek power.

In this way one creates one's own "political" space in the liberation struggle in an honest brokerage of its own ideological conflicts.

Once one has come to the realisation that our nation, now in embryo, can only come to birth in a mutual liberation, one must enter into this job of nation-building, together with the generation of its new non-racial cultural milieu, with the enthusiasm of a yet untried patriotism.

This, I suggest, should be the new politics of excellence of "open" schools.



Children at a multiracial school in Natal during break.



# Mixed sport at school: Objectors should withdraw

## Political Staff

THE white education department has reversed its mixed school sports policy by proposing that schools which do not wish to compete against teams containing blacks should withdraw from mixed meetings.

Under existing policy it is the team containing blacks which has to withdraw if an objection is raised.

Education sources say the Department of Education and Culture's new draft policy is a direct outcome of the Menlo Park controversy earlier this year when a black Natal schoolboy was barred from an athletics meeting in Pretoria.

The sources say the draft policy has already been debated by the four provincial education councils.

The Transvaal Education Council is believed to have ac-

cepted the draft last week, while the Natal Education Council certainly has.

The Progressive Federal Party has welcomed the new policy as a "real advance", but Conservative Party leader Dr Andries Treurnicht condemned it as "forced integration".

"It has become clear in recent times that there is a new form of discrimination, against those who wish to exercise their freedom to associate or not to associate," Dr Treurnicht said today.

"It now seems that if they want to take part they will have to toe the line. There is a protest growing among schools and other organisations against the Government's lack of policy — or where there is policy, it is in the wrong direction."

Dr Treurnicht said he would not like to comment further until he had studied the policy.

Mr Roger Burrows, the PFP's spokesman on education, today said he had also not seen the document but he understood that it proposed a reversal of the existing policy.

"If that is the case it represents a fundamental shift, a real advance in the acceptance of non-racial sport and will, we hope, be followed by advances in the acceptance of black scholars and students in all activities," Mr Burrows said.

In the incident which apparently prompted the policy rethink, Kearsney College of Natal withdrew from an athletics meeting at the Menlo Park Hoërskool in Pretoria because the school's management committee objected to the presence of a black schoolboy in the Kearsney team.

developers of the leisure centre (Leisure

while hotel guests will be able to enter the

bar, bowling alley and four cinemas.

# Mixed school sport policy may change

④  
3/1/87

**JOHANNESBURG** — The white education department has reversed its policy on mixed schools sports by proposing that schools that do not wish to compete against teams which include blacks should withdraw from mixed sports meetings.

Under existing policy, it is the team with blacks which has to withdraw from competition if any objection is raised.

Education sources say the Department of Education and Culture's new draft policy is a direct outcome of the Menlo Park controversy

when a black Natal schoolboy was barred from a schools athletic meeting in Pretoria.

The Transvaal Education Council is believed to have accepted the proposal last week and the Natal Education Council certainly has.

The Progressive Federal Party welcomed the new policy yesterday as "a real advance" but the Conservative Party leader, Dr Andries Treurnicht, condemned it as "forced integration".

"It has become clear in recent times that there is a new form of

discrimination, against those who wish to exercise their freedom to associate or not to associate.

"It now seems that if they want to take part, they will have to toe the line," Dr Treurnicht said.

The PFP's education spokesman, Mr Roger Burrows, said he had not seen the document but he understood it proposed a reverse of the existing policy.

"If that is the case it represents a fundamental shift, a real advance in the acceptance of non-racial sport." — Sapa



CARL TIPS 3/11/87 (50) (50)

# New schools mixed sport policy mooted

By ANTHONY JOHNSON  
Political Correspondent

A NEW mixed sport policy that penalizes white schools which refuse to compete against blacks may soon be implemented if the government does not buckle to right-wing pressure.

The current policy of the white Department of Education and Culture is that the school team containing blacks has to withdraw from mixed meetings if there are objections.

A confidential three-page draft policy document, containing the proposed changes, was discussed last week by the four provincial education councils.

Education sources indicated yesterday that at least two of the provinces had favoured the reversal in policy but stressed that the councils were "purely advisory bodies" and that the final decision would have to come from government.

Talk of a change in policy at this stage was "premature", according to

one source, but another insisted: "It's real — it's very real."

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, was not available for comment last night.

The government has for some months been grappling with ways of avoiding a repeat of the Menlo Park incident where a black Natal schoolboy was banned from an athletics meeting in Pretoria, sparking a wave of negative publicity both in South Africa and abroad.

However, Conservative Party leader Dr Andries Treurnicht yesterday signalled his party's intention to fight any possible switch in mixed schools sport policy.

He described the latest moves as attempts at "forced integration" and discrimination against those who wished to exercise their freedom to associate or not to associate.

The PFP's spokesman on education, Mr Roger Burrows, said he had not yet seen the new draft policy document but described its proposals as "a real advance in non-racial sport".

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# Govt to put tight clamps on white education

By Bruce Cameron,  
Political Staff

DURBAN — Major changes are contemplated to the white educational structure in South Africa severely limiting parental and regional control while placing enormous political restraints on teachers.

These are the developments which Minister of white education, Mr Piet Clase, has been attempting to keep secret.

Repeated inquiries to his department since it was revealed that draft legislation was being discussed by the provincial educational councils in secret, have met with a firm refusal to divulge contents.

But a copy of the legislation has now been obtained.

Mr Roger Burrows PFP education spokesman, yesterday accused the Government of renegeing on its word to give maximum parental control in the drafting of the legislation.

The draft Bill will result in a total centralisation of control while the new controls on teachers are extensive.

The Bill replaces the education ordinances of the four provinces as well as the Educational Services Act, governing service conditions for teachers.

The Bill starts with a long list of definitions detailing the entire structure of education in a province including private schools, reform schools and pre-primary education.

Mr Burrows said it was difficult to list the main changes in comparison with the various provinces as different ordinances applied, but even a cursory study against previous Natal legislation revealed major changes.

These included:

- The new head of education — now called the Superintendent General of Education — “controls” all education from Pretoria. All submissions, requests and appeals must be sent to him.

Mr Burrows said contrary to the assurances given by Government spokesmen, the position of provincial directors of education was “totally subservient to that of his Pretoria master and they appear from the Bill to be no more now than a post office for requests to Pretoria.



Mr Piet Clase ... has kept changes in the white educational structure “secret”.

“In other words, any decision at provincial level can be over-ridden by the head of education,” he said.

- Pre-primary schools will be classified into two groups — private pre-primary schools which may apply for a subsidy and public pre-primary schools which would be fully funded by the State.

No indication is given about the division, but Mr Burrows said it was fairly certain the existing category of “controlled” pre-primaries, where only teachers’ salaries are paid by the State, could disappear.

Of the 96 pre-primary schools in Natal only two (attached to the colleges of education) were Government-owned paying for equipment and salaries. The other 94 were “controlled”.

In other provinces, another category called “subsidised schools” existed where the State provided a subsidy of about R125 a year for each pupil.

Mr Burrows said the effect in Natal would be to create a tremendous financial burden on existing pre-primary schools since teachers’ salaries made up about 80 percent of a school’s expenditure.

If this was changed, fees would either have to increase astronomically or classes would have to be expanded.

The problem was being compounded by the fact that a departmental inquiry into pre-primary education, appointed in July, was due to report in 1988 but had not yet met.

Mr Burrows said he understood the committee would also attend to the State’s commitment in the white paper on the De Lange inquiry, to provide one year of pre-school education for all South African children.

- The legislation provides for rigid zoning of schools into areas. Power is given to school boards not only to refuse permission for a child from outside a particular school board’s area being allowed to attend a school within that area, but also to refuse to allow a child from its area to attend a school outside.

Mr Burrows said a parent’s “free choice to decide is totally removed”.

“This principle ignores any element of choice between parallel-medium and single-medium, co-educational or single-sex or even subject choice.

“The provision contradicts any commitment made in the education white paper as to parental choice.

- Major changes have been made to staff discipline.

The definition of misconduct has been expanded to make a teacher guilty of misconduct if he encourages “disobedience of, or resistance to, an Act of Parliament” or if he “publicly criticises the administration of any State department” among other things.

The Bill makes it possible for a teacher to be found guilty on a charge of misconduct even if a court of law has acquitted him of any criminal charges which may have been related to the matter.

- Restrictions on civic and political rights of teachers, which were already limited, have been dramatically extended.

The legislation states a teacher may be a member and serve on the management of a lawful political party but then sets restrictions which make this virtually impossible.

Mr Burrows said the restrictions were contradictory, reduced political rights of teachers to absurd levels in a democracy and appeared to have been drafted with the deliberate attempt of preventing teachers having any political profile or making any political contribution.

- The draft legislation makes allowance for tuition fees which may be determined by the Minister.

Mr Burrows said this provision not only removed taxation powers from Parliament but also removed the right of parents to determine the fees.

Generally, Mr Burrows said, the Bill did not deal with any matters of methodology or curriculum, nor did it define the broad Christian and national character of education. This was already covered by the Education Act of 1967.

He was concerned about the extensive reference in the Bill to the power of the Minister to make regulations.

The Bill has been redrafted a number of times already. The provincial education councils, which are considering the Bill in secret on Mr Clase’s instructions, have until November 15 to report.



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SCHOOL SPORT

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In a bold move which will anger conservatives, the (white) Department of Education proposes that schools objecting to competing against teams containing blacks should withdraw from mixed sports meetings. At present, the team with black members must withdraw if there are objections.

But the proposal only serves as advice and the final word still lies with government. Though this may seem to limit its prospects of quickly becoming law, the fact that two provinces — Natal and the Transvaal — have already favoured the

policy reversal, is encouraging.

The decision follows the Menlo Park row earlier this year when a black schoolboy from Kearsney College in Natal was barred from participating in a Pretoria schools athletic meeting.

Conservative Party leader Dr Andries Treurnicht has already condemned the proposal as "new discrimination against those who wish to exercise their freedom to associate or not to associate."

Now all eyes will be on government to see to what extent it kowtows to rightwing pressure.

FIM 6/11/87

50 SM 9/11/87

# Govt's new policy aims at equal education for all

By Zenaide Vendeiro,  
Education Reporter

General education policy on matters including the financing of universities and technikons were announced in the Government Gazette on Friday by the Minister of National Education, Mr F W de Klerk.

Mr de Klerk told a press conference in Pretoria that the policies were an important milestone and said the Government was sincere in its endeavours to create equal opportunities in education for all, irrespective of race, colour, creed or sex.

He said the policies were determined after consultation with education departments, advisory councils, various interest groups as well as the organised teaching profession. This ensured, he said, that the educational interests of all were taken into account.

The general policies gazetted concern:

- Setting standards for the diplomas, certificates and degrees awarded by universities to counteract excessive professionalisation and to ensure that students receive a general formative education.

This policy, said the Minister, is in line with current thinking in Europe and the US and still allows universities a large measure of freedom in the structuring of degree curricula and choice of subject.

- Setting of standards for syllabi, examination and certification of courses offered by technikons.

- Determining salary scales and service conditions of educators. An important feature of this policy is that education posts are classified in seven levels.

A formula regulates the number of educators employed at the various levels by education departments. However, universities are able to pay individual lecturers and researchers on merit and according

to market considerations provided that the average remuneration of staff does not exceed a pre-determined value.

- The financing of the running of universities and technikons through a subsidy formula. This is based not only on the number of students enrolled but also on the number of students who pass.

More generous financial provision will be made for post-graduate students, as well as to smaller universities as their overhead costs per student are more than those of a large university.

- The financing of the capital costs of universities, technikons and teachers' training colleges and technical colleges through a system of space and cost norms. According to the Minister, the system allows the institutions enough freedom to design and construct their buildings according to their own needs.

- A policy regulating the collection of statistical information on various aspects of education by the education departments.

Mr de Klerk emphasised that in developing policy, account was taken of the autonomy of the various education authorities. The policy did not prescribe how a department or autonomous institution was to be run and how priorities would be determined internally. "The policy respects the managerial independence of education bodies and entrusts them with important responsibilities."

At the same time, the creation of appropriate controls ensured that public funds were applied within certain limits. "The policy confirms the existence of a social contract between education bodies and the State in accordance with which resources are provided, subject to certain controls, for the use of education bodies in the attainment of specific objectives."



SAM 9/11/81  
S.A.I.R.R.'s economic update reports:

# Govt spending on black services still increasing

By Martin Challenor

The Government has continued to significantly increase its direct spending on black facilities and services, despite an intention in many areas to phase this out, the South African Institute of Race Relations' social and economic update for the third quarter has reported.

An indication of this was the preliminary spending estimates by regional services councils, some of which were firmly committed to devoting most of their resources to township upgrading.

The Government was also subsidising the mortgage repayment of coloured homeowners, while subsidies for black passenger transport continued to rise.

"Even its spending on health, where a shortage of funds had prompted a decline in standards, has increased by a higher percentage than the inflation rate.

"There is also growing evidence that announced Government allocations for township upgrading reflect only a portion of total spending.

"Money for this purpose is being provided by provincial grants, loans to black local authorities and by the Development Bank of Southern Africa, which now finances projects in urban areas, such as the East Rand.

"The full cost of upgrading by the security system's joint management centres is also unclear. One estimate is that the Government will spend R200-m this year on Soweto alone."

## Levies may have to increase

The key question, the update said, was whether this spending could generate sufficient momentum to sustain development.

"The Government will be unable to sustain the burden indefinitely without cutting into white spending. Its strategy is based on the belief that present spending will generate self-sustaining development and that the need for its contribution will steadily decrease. Evidence in the past quarter suggests this may not occur."

The update argued that RSCs were unlikely to significantly dent townships' various backlogs with their present resources. Funding levies may have to increase fivefold "to make their intended impact on township conditions".

The inherited backlogs created by decades of apartheid may be so great that substantial government spending will be needed to reduce them.

"The prospects for self-sustaining development which could significantly dent racial backlogs seem limited and high levels of government spending may still be needed if even modest progress is to be made in reducing them."

Highlights of the quarter were:

- Escom's plan which may allow electricity to be extended to black townships.

- Some RSC budgets allocated the bulk of their spending to township infrastructure.

- The President's Council re-

## Education disparities highlighted in report

Education Reporter

Vast disparities remain in spending on education for the four race groups, as well as in key indicators such as teacher-pupil ratios, teacher qualifications and classrooms, says the SA Institute for Race Relations' latest *Social and Economic Update*.

The education update said it therefore remained doubtful that racial parity in education could be achieved in South Africa in the foreseeable future.

It highlighted the following disparities:

- Spending on the primary and secondary education of each child for each race in 1986 was R2 746 for whites, R1 952 for Indians, R1 330 for coloureds and R395 for blacks (including the "independent" homelands).

However, the update noted that the trend to increase government resources for black education continued, while there was evidence that spending on white education was being cut back.

Budgeted State spending on the separate racial departments increased by 8,77 percent for whites, 16,1 percent for coloureds, 10,46 percent for Indians and 25 percent for blacks outside the homelands.

### SHORTAGE

Further analysis of budgets suggested that priority was being given to the homelands, most of whose education budgets rose higher than the Department of Education and Training (DET).

- Teacher-pupil ratios for each race in 1986, including the homelands, were: 1 to 13 for whites, 1 to 18 for coloureds, 1 to 18 for Indians and 1 to 35 for blacks.

The Department of Education and Training (DET), says if a ratio of 1 to 30 was used as a norm, there was a shortage of 12 079 teachers in its schools — 11 613 in primary and 466 in secondary

By contrast, 590 white teachers were made redundant in 1986 and the first quarter of 1987 and certain white teacher training colleges were earmarked for closure.

The report said that according to a senior Government education policy-maker interviewed, the authorities would not allow black students to attend white colleges despite the shortage of black teacher training facilities. They might allow white colleges which were closed to re-open for blacks only, but only if they were not situated in a white residential area.

● **Teacher qualifications:** About 56 percent of black teachers in DET schools had neither senior certificate nor matriculation in 1986, compared with 63 percent in 1985, said the report.

● **Classroom shortages** for each race in 1986, based on a norm of 40 pupils per classroom in primary and 35 in secondary schools, was 38 641 for blacks (including the homelands), 5 400 for coloureds and 587 for Indians.

The black classroom shortage was broken down into 5 384 in DET schools, 23 713 in non-independent homelands and 9 544 in independent homelands.

The report said at least R850 million would be required to eliminate this shortage. Last year, the DET built 435 new classrooms at existing schools and 1 361 at new schools.

The surplus of white classrooms in 1985, when there were 153 637 empty places, was 3 840.

port on the group... recommended racial restrictions on the development of new areas be dropped.

● Some 11 000 ha of land was set aside for black housing — double the amount released in the previous quarter.

● A Department of Education and Training committee recommended improvements to the black rural schools system.

## Black business and race curbs

The removal of all restrictions would not ensure that black business would be able to compete with white business, the South African Institute of Race Relations says in its *Social and Economic Update* report.

ALL students will participate in the Black Placement in the Agency where they have been placed for the period Tuesday 10

A meeting of ALL Social Work II students will be held on Monday 08 February at 9.00 a.m. in Room 6.16, 6th floor, Robert Leslie Social Sciences Building, UCT to brief you on your Field Practicum for 1988. All students will be involved in an Orientation Programme on Monday 08 February all day from 9.00 a.m. - 4.00 p.m., and on Tuesday 09 February from 9.00 a.m. - 12.00 p.m. on campus. The details of this Orientation Programme will be given to you at the initial briefing session. It is essential that you be present at this briefing session and orientation period. You will be expected to report to your Agency on Tuesday 09 February at 2.00 p.m.

TELEPHONE NO.:

ADDRESS:

NAME OF AGENCY:

1. The Casework Black Placement commences on Monday 08 February and concludes on Friday 19 February 1988. You have been allocated to the following agency:

SWK 281F ATTACHMENT PROGRAMME AND SWK 282S CASEWORK PRACTICE

SOCIAL WORK II: FIELD PRACTICUM 1988

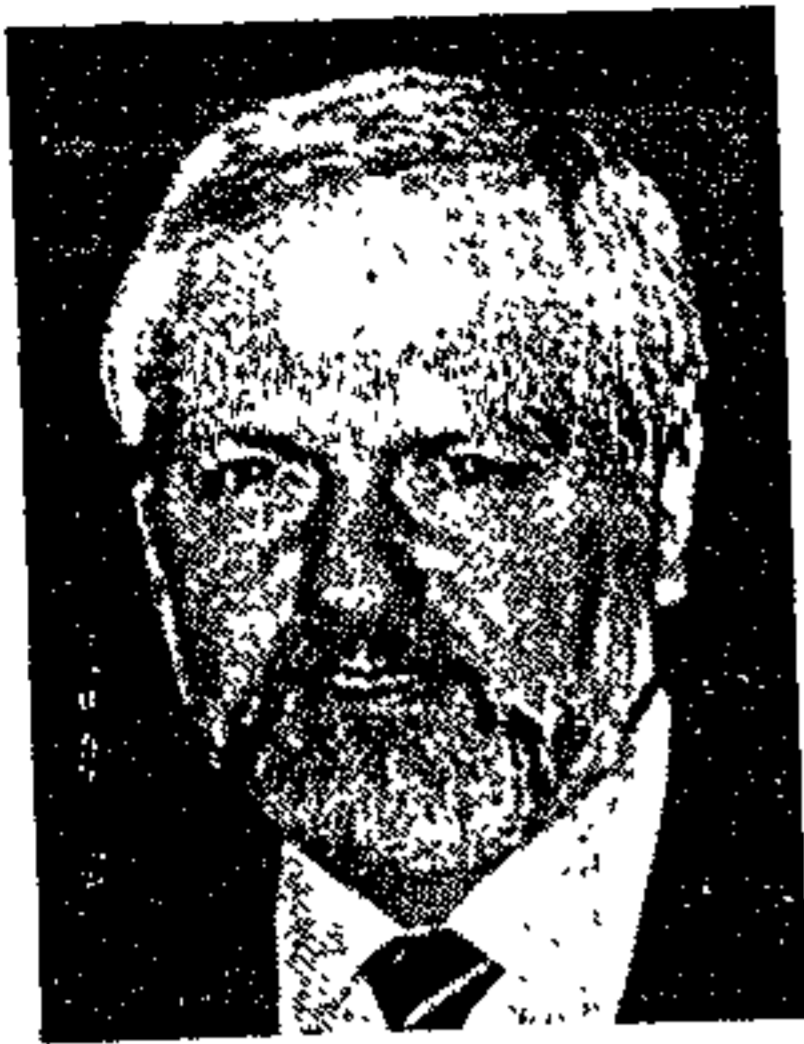
Dear

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Telex: 521439  
Telegraphs: Alumni Cape Town  
Telephone: 650-9111

# School of Social Work







Mr Chris Murison



Mr Mike Kessel



Mr Gordon Law

# Headmasters welcome sports changes

Carb Tink  
9/11/87  
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### Staff Reporter

"DRASTIC" changes to the government's mixed sports policy at schools, which could include penalties for white schools refusing to compete against blacks, were welcomed by the majority of headmasters at white schools yesterday.

Mr Piet Clase, Minister of Education and Culture in the House of Assembly, has said that recommendations recently made by the four provincial education councils could lead to "drastic changes", but declined to elaborate until a final decision had been made.

The councils are apparently attempting to avoid a repeat of the Menlo Park incident where a black Natal schoolboy was banned from an athletics meeting in Pretoria, sparking a wave of negative publicity.

The current policy of the white Department of Education and

Culture is that the school team containing blacks has to withdraw from mixed meetings if there are any objections.

At least two Peninsula headmasters said penalties against reticent white schools would almost certainly be aimed at protecting "mixed schools" from a repeat of the Menlo Park incident.

### Sacos

Most black schools would continue to refuse to play against white schools, following the Sacos policy of "no normal sport within an abnormal society", they said.

Mr Gordon Law, headmaster of the South African Colleges High School, SACS, said he felt that anything that could "normalize the situation" would be welcomed by most schools.

He said it was a "pity they have to go to such lengths to do it", and mooted an all-inclusive league system.

Mr Chris Murison, headmaster of Rondebosch Boys High School, said his school would "play anyone, anytime, anywhere".

"But I'm fairly certain that black schools will reject being included in any fixtures," he added.

Mr Aubrey van den Berg, Headmaster of the Stellenbosch High School, declined comment until he had seen the recommendations in writing.

"We play cricket against totally coloured teams and rugby against mixed teams with no problems," he said.

Mr Mike Kessel, headmaster of Sea Point Boys High School, said it would be quite a "radical step" if the government made the change.

"It would be a wonderful step forward but I'd prefer decisions to be left to the schools individually," Mr Kessel said.

Many white schools at present play black club sides and mixed-race teams.

DATE: 10/11/87  
Single <sup>50</sup>  
education  
dept  
'unsound'

**Political Staff**

THE demand for a single education department in South Africa was educationally unsound, the Minister of National Education, Mr F W de Klerk, has said in an interview.

He also said people's education could be taught in black schools provided it did not teach revolution.

Mr De Klerk said education was being misused for political purposes by the people behind the "revolutionary onslaught".

Talking to Leadership magazine, Mr De Klerk said a single education department was unsound "from an educational point of view".

"The reality of South Africa — which was not created by government — is of different population groups.

"Education is a community-bound discipline; education, tradition, family and community life all go hand-in-hand.

"It has been proved that if you move a child out of his natural environment and into an alien one, the risk of such a child dropping out becomes very high."

FOUND





CAPE TOWN 11/11/87

# Apartheid is expensive, minister admits

A 50

By ANTHONY JOHNSON  
Political Correspondent

THE government yesterday admitted that apartheid was an "expensive policy" because it needed the "duplication, triplication and quadruplication of facilities".

Speaking at the National Party's Cape congress, the Minister of Education and Culture, Mr Piet Clase, said it was a result of this "expensive policy" that South Africa had to fight on its borders and face sanctions and boycotts.

But Mr Clase noted that although "the NP has an expensive policy" all the party's supporters maintained that they wanted it.

And if that is what the party wanted, it would have to pay for it.

Mr Clase was replying to complaints from delegates about cutbacks in government spending on white education and the decline in school facilities in rural areas.

A speaker from Moorreesburg said: "It will be impossible (for the NP) to face an election in the platteland in 1989 if this sword hangs over our head."

● Earlier, Mr Clase said the government expected to make an announcement on the issue of standard school uniforms for white pupils next year.

He described the issue as "greatly complex" and of the "utmost sensitivity" and said a number of people were strongly attached to a system of individual school uniforms.

● Heunis again Cape NP chief — Page 4





Delegates to the National Party's Cape congress in Green Point.

# Security alone 'not sufficient'



Mr Piet Clase



Mr Adriaan Vlok

Govt move to  
standardise  
white education

*Argus 11/11/87*  
*50*

### Political Staff

THE Government was moving to standardise white education around a "nuclear policy", the Minister of white education, Mr Piet Clase, said.

Mr Clase was responding to demands at the Cape National Party congress for the standardisation of white education.

Mr Clase said an investigation was under way into school uniforms, but it was a sensitive issue with many schools wanting to protect traditions.

He pointed out that the National Certification Act of 1986 already made provision for the standardising of subject matter and examinations.

A network committee for curriculums, supported by 35 sub-curriculum committees representing the four provinces, was responsible for the compilation of syllabuses.

There was a nuclear syllabus for each subject which had to be adhered to. This ensured a great deal of uniformity in relation to textbooks and examinations.

However, provinces could adopt different approaches and interpretations but the basic nuclear content remained the same.

It would be a bad principle to prescribe one textbook. A variety of textbooks was available but they had to cover the same topics.

The same applied to examination questions, but the standards set were the same. These standards applied not only to white education but also to other groups so an employer knew he was getting the same standard.

### Political Correspondent

SECURITY measures were only part of the Government's three-pronged approach to reform and were not on their own sufficient to pull the country through, the Minister of Law and Order, Mr Adriaan Vlok, told the National Party's Cape congress today.

One of the resolutions before the congress in the Green and Sea Point Civic Centre asked the Government to act strongly against troublemakers who initiated unlawful strikes.

Another asked for measures to secure the safety of the aged.

Mr Vlok said there were radicals and activists who wanted to make the country ungovernable.

### Sentences

He said the police used all measures available to them against these elements.

Among these were the emergency regulations, which curbed activists. Those guilty were given heavy sentences.

The media regulations not only curbed negative reporting but had had a positive influence on unrest-related incidents.

Unrest units in all parts of the country had been expanded.

Where strikes constituted a threat to life and property, the State used all means to apprehend those responsible in order to maintain law and order.

### Grievances

The Government's security measures were not sufficient on their own but helped to create the climate in which reform could be brought about.

A second leg of the reform plan was to take note of grievances and to ensure good government.

The third leg was to bring about a constitutional solution that would be acceptable to all affected by it.



**Panic alert**

FM 13/11/87

In these troubled times security is a priority. But new measures recommended by the Transvaal Education Department (TED) seem to prepare for nothing less than a terrorist "total onslaught."

The FM learns from a reliable TED source of a memorandum on security mea-



**Razor fencing ... the ABC of vigilance**

sures recently sent by it to the headmasters of all Transvaal primary and high schools. Among its recommendations are that:

- Selected teachers should carry weapons — concealed to avoid panic among pupils;
- Some heads of department should be trained in defence, safety measures and how to recognise terrorists;
- Male teachers should join commandoes;
- Training should be given in the use of rifles — it is not stated whether this applies to teachers, pupils, or both;

- Vehicles entering school grounds should be checked;
- Schools should have security fences (many already do);
- Senior pupils should check the school grounds and buses for bombs;
- Secretaries should be taught to recognise letter bombs; and
- Teachers should be taught what to do if a headmaster is "abducted."

Interestingly, the Rudolf Steiner Waldorf School, a multiracial school in Johannesburg, has decided against such stringent security measures. The school has in the past received threats from leftwing militants, but Rodger Reid, who is responsible for security, says it "won't become hysterical" and will maintain only the "normal bomb and fire drills and an awareness of what's going on."

Whether the TED expects attacks from left or right is unclear. Director of Education Pieter Bredenkamp refuses comment, because of the "sensitive nature" of the issue.

PFP spokesman Roger Burrows knows nothing of the alleged memorandum, but believes security measures are essential and should remain confidential "as long as they are balanced against proper demands of society and do not engender panic." He says it would be "highly unfortunate" if such measures included the carrying of weapons. ■





# EDUCATION FILE

By NKOPANE  
MAKOBANE

## Computer centres built in Soweto, Alex

ONE of the leading computer companies in South Africa has established computer learning centres in Alexandra Township and Soweto.

The Alexandra Computer Centre is at 32 5th Street, Malboro, and the Soweto Computer Centre is at the Lutheran Diocesan Centre in Central Western Jabavu.

Mr John Moyana, manager of the Soweto Centre, said Control Data, an American company and the fourth largest computer company in the world, had started the centres after it identified the need for such programmes.

He said the centres were opened to primary school, high school and university students and adults in the community who want to improve their education.

"Computer - based learning has already helped many South Africans to get their qualifications.

"Hence we believe that it can help students, teachers, industrial workers, housewives and even the unemployed.

"Our aim is to provide the community with supplementary education outside school and working hours.

"The response since we opened four months

ago has confirmed the need for such centres.

"We have now students, messengers, domestic and even construction workers participating in the projects," he said.

Courses offered at high-school level include mathematics, biology, English and physical science; and of primary level, English and

mathematics.

Other subjects include word processing and computer programming.

The two centres will reopen on January 7 next year.

Interested people in Alexandra should contact Mrs Joyce Makhuzo or phone her at 440-5425. Soweto residents should contact Mr Moyana at 932-0275.

### Bridging the language gap

PROFESSOR Len Lanham, Professor of English Second Language at the Institute for the Study of English in Africa at Rhodes University, Grahamstown, has been presented with the first of two collections of essays in his honour at a ceremony at the University of the Orange Free State in Bloemfontein.

The presentation was

one of the highlights of the Seventh Conference of the South African Applied Linguistics Association (Saala). Prof Lanham is life president of the association.

The collection of essays is entitled "Bridging the Gap" and relates to the gap between theory and practice in teaching as a English second language.



MR John Moyana, manager of Soweto Computer Centre.

THE Students' Teaching and Education Programme (Step) at Witwatersrand University says that next year it will continue to contribute towards non-racialism and democracy.

Step is a student-run organisation which offers tutorials at the university each Saturday from 9am to 4pm.

About 1200 black standard 9 and 10 pupils from around Johannesburg attend.

The organisation was established two years ago and will reopen its programme for next year at the end of February.

Mr Ian Michelow, Step's spokesman, said the tutorial programme was started because of the divisive and unequal education for different groups in the country.

He said Step strived to offer a creative, relevant and alternative approach to education within the constraints of the Department of Education and Training syllabus.

"It is because of the divisive nature of the present education system that the programme is directed mainly at disadvantaged black pupils," he says.

Step's tutor body, which is non-racially constituted, includes about 130 active tutors. Activities offered by Step include sociology, African literature, study skills, drama and art.

"The organisation also attempts to explore and

Trying to beat the SA education system



develop an understanding of South Africa through projects and activities not included in the DET syllabus.

"This aspect of Step is aimed at both black and white pupils, and a group of up to 30 white students regularly participate.

"Our primary aim is to stimulate analytical thinking and self-sufficiency in learning. Our two years' existence has been characterised by massive expansion, self-assessment and modification. Next year will see further progress and opportunities for building non-racialism and democracy," he says.



# Campaign to share school facilities

Daily Dispatch  
Reporter

EAST LONDON — A multiracial group of over 100 educationists agreed here last night to promote the sharing of educational and sporting facilities to break down racial barriers between schools.

The motion was passed at a meeting of the Intergroup Relations Committee, and was attended by school principals and educationists from East London and surrounding areas.

The Southern African Schools' Sports Union will promote inter-racial school sports and operates under the chairmanship of Mr Jan Preuyt.

It functions on the advice of the Intergroup Relations Committee.

The chairman of the committee, Mr Wally Coetzee, said that although his organisation had been in existence for over 12 years, this was a new and exciting project.

He said he hoped to reach educationists who

were enthusiastic about promoting good relationships, and who wanted to do something practical to bring these about.

"Friendship is impossible without contact, so we need to look for opportunities to get to know each other better," he said.

"Such opportunities might include organising meetings for the discussion of teaching techniques for teachers; staff socials; group visits by pupil bodies; school concerts; the interchange of examination papers and memoranda; combined community projects and combined handiwork displays.

"Ample provision exists in most syllabuses to structure healthy human relations, but it is important that pupils be taught to relate to one another courteously, irrespective of race and creed.

"We hope to inspire others by our faith and enthusiasm, and to be rewarded by better people and better communities."

GO  
DD  
13/11/87

# White schools are to face pressure to admit blacks



There will be increasing pressure on Government schools in the next few months to open their doors to all races, says the assistant director of the South African Institute of Race Relations, Mr Theo Coggin.

In an address to the Bloemfontein Joint Council yesterday, Mr Coggin said that despite the law, more black people were moving into "white" areas.

It was ludicrous to imagine parents sending children 30 km to attend a school with inferior facilities when white schools on their doorstep were half empty.

The schools referred to are those administered by the provinces.

Noting that existing non-racial private schools would soon be full, Mr Coggin said: "Without doubt, pressure will increase in the next few months on public provincial schools to open their doors to children of other races, no matter what the law may say.

"The pressure will be on heads of such public schools to illustrate their commitment to providing young South Africans with a decent education in a non-racial environment.

"The challenge they face is awesome."

Mr Coggin said each principal would have to decide how far to go in admitting pupils of other colours into their whites

Schools.

There was, Mr Coggin said, a crying need for the 153 637 empty desks in white schools to be occupied.

While the Government deserved credit for increased spending on black education, it stood no chance of providing enough facilities. To eliminate the backlog of 38 461 classrooms for Africans would cost R850 million.

A stable South Africa would come only if the values of respect and reason were inculcated from an early age.

Mr Coggin saw hope in the work of non-racial private schools: transforming the education system from a sectarian nightmare warping young minds along racial lines, into non-racial institutions where children realise their full potential as South Africans first and foremost.

Educationists would have to stop finding excuses to maintain their traditions, he said. Public provincial school teachers and teacher societies had to do some hard creative thinking on how they could begin to provide the social, cultural and education environment in which young people of all races could flourish.

"Only by confronting the massive backlog in education for blacks in a practical way will we be able to build the foundation for a stable future for our children."

13/11/87



## Means to oust school committee

### Political Staff

Parents will soon be able to get rid of school management committees by passing motions of no confidence in them.

In a move flowing directly from the Menlo Park Hoërskool controversy earlier this year, the Minister of white education, Mr Piet Clase, announced at the weekend that a new draft education Bill would enable parents to remove a school committee that no longer reflected their views.

Menlo Park parents were unable to get rid of the school committee even though a majority disagreed with its decision to bar a black athlete.

Mr Clase announced the new approach in Pretoria at the congress of the National Party.

He was responding to a resolution from the Menlo Park and Waterkloof branches requesting the measure.

(9)

Star  
H/1/1/2

## 'Any education policy in SA would be expensive' <sup>16/11/67</sup> (SD) Star

The Minister of Education and Culture (white affairs), Mr Piet Clase, toned down his earlier remarks on the cost of separate education at the weekend.

Mr Clase told the Transvaal National Party congress on Saturday that some English newspapers had tried to score political gain by fastening on to a single point of his explanation to the Cape NP congress on the demands on State coffers.

Mr Clase was reported as saying the policy pursued by the National Party was expensive because of duplication, triplication and quadruplication.

South Africa had to fight on

the borders and endure boycotts and sanctions because of the policy, but it was the policy that every Nationalist had chosen, he said.

At the Transvaal congress, Mr Clase said his statement did not imply the NP had a more expensive policy than any other policy in South Africa.

He said the Government was committed to defending the country against the communist onslaught, which cost money, as did the defence budgets of Britain and the US.

He said it was fiction that separate education was more expensive than a unitary system would be. — Political Correspondent



17/6/85 16/11/87 NATIONAL 50

# Many white classrooms empty as blacks cry out for space

Staff Reporter

CLASSROOMS worth about R85-million are not being used in South Africa's white schools at a time when black schools need at least R850-million to cope with their classroom backlog.

According to a study by the SA Institute of Race Relations there is a surplus of 153 637 places in white schools, representing the equivalent of 3 840 spare classrooms.

Yet in African schools there is an estimated classroom shortage of 38 641, the study says. In coloured schools the shortage is given as about 5 400 and in Indian schools about 587.

The institute's latest issue of the quarterly *Social and Economic Update* reported that expenditure a head on education in 1986 was R2 746 for whites, R1 952 for Indians, R1 330 for coloured and R395 for Africans.

A comparative analysis of this year's education budgets suggested that the Government was giving priority to homelands, most of whose budgets rose "far more sharply" than that of the Department of Education and Training.

## "Vast disparities"

However, it remained doubtful that racial parity in education could be achieved in the foreseeable future.

"Vast disparities remained in per capita spending on each race and in key indicators such as teacher/pupil ratios, teacher qualifications and classroom shortages," it said.

"As in previous quarters, a key constraint is still the Government's unwillingness to allow unused white facilities to be used by other races."

It conceded that the Government had shown signs of greater flexibility than in the past but said that this was limited.

"For example, the Government has retreated from an earlier willingness to allow unused schools to re-open as private, non-racial institutions.

"It now appears that some unused white facilities might be opened to blacks only — but only if they are outside white residential areas, a stipulation which sharply limits this concession."

The institute said a key test of the Government's intentions would be its decision on the future of white teacher-training colleges earmarked for closure.

## Bassingthwaighte slams resistance to schools plan

Daily Dispatch Reporter

EAST LONDON — The chairman of the East London city PFP committee, Mr Gwyn Bassingthwaighte, has condemned resistance to moves to break down racial barriers between schools.

Mr Bassingthwaighte commended the work of people like the chairman of the Intergroup Relations Committee, Mr Wally Coetzee, in the area of mixed education and sport and said he was amazed Mr Coetzee's efforts had been criticised.

The leader of the White Resistance Movement, Mr Nic Slabber, said last week a petition was being drawn up to fight the Intergroup Relations Committee's decision to promote the sharing of sports and educational facilities at schools.

Opposition was also expressed by the chairman of the regional committee of the Conservative Party in East London, Mr Greyling Bezuidenhout, who said he was strongly against mixing races at school level.

Mr Bassingthwaighte said yesterday: "If our children are not going to learn to mix and realise that other children of different colour have the same ambitions, dreams, abilities, feelings, problems and are as South African, and as as patriotic, as any of their white counterparts, how will we ever learn to live with and understand each other?"

"Surely it is becoming abundantly clear that this country is being brought to its knees financially because every facility has to be duplicated, triplicated or quadruplicated."

Giving education as an example, Mr Bassingthwaighte said: "Each race group has its own minister of education, teachers, teachers' training colleges and sports facilities, but all teach the same subjects, write the same exams, play games according to the same rules, read the same books, but in separate areas and in separate schools.

"In the name of apartheid we have white colleges costing millions which are becoming white elephants because there are not enough white students."

The nationalists had admitted this "terrible fact", Mr Bassingthwaighte said, referring to the statement last week by the Minister of Education, Mr Piet Clase, that the policy of apartheid was causing financial hardship in this country.

"Sharing of educational and sporting facilities is still a long way from normality, but is an encouraging step," Mr Bassingthwaighte said.

Mr Coetzee and the president of the South African Schools Sports Union, Mr Jan Preuyt, needed to be congratulated for their stand and more administrators should follow their example in order to "bring normality to a racially abnormal society", he said.



Staff Reporter

PARENTS could save about R260 on a high-school uniform and up to R130 on a primary-school uniform, if school uniforms were to be standardized country-wide.

Whether this will happen has been a talking point since the Minister of Education and Culture, Mr Piet Clase, last week at the NP's Cape Congress hinted at standardization in white government schools.

The Cape Times asked Mr Clase for more details of the plan, such as would this mean standardization of fabric used? Would winter and summer uniforms be the same, with jerseys and long socks/tights added? Would it mean a trimming of "extras", such as berets, ties and sashes (girdles)? And, was the motivation for the move economic?

Mr Clase said no decisions had been taken on these issues and the matter was still under discussion. However, economic considerations could play a role.

Kitting out a child in preparation for high school at a southern suburbs school can cost about R400 for a complete new uniform.

At a primary school, summer school dresses are often between R30 and R40, the blazer R50 to R70, and black swimming costumes between R20 and R60.

Individual schools require special styles, colours and sporting gear, including track suits in the school colours, pushing prices up further.

The Cape Times went to Student Prince, whose no-frills uniforms are sold at Pep and Ackermans, and devised a basic school uniform for a primary-school girl aged 11 and a high-school boy aged 15.

The girl's uniform comprised a short-sleeved white shirt, a skirt, jersey and blazer for winter, socks and basic shoes. The boy's uniform was a long-sleeved shirt, long pants, jersey and blazer for winter, long socks and

# Standard uniforms: What you can save

CME Tink 17/4/87

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BACK TO BASICS ... Nicholas, 15, and Jessica van der Merwe, 11, in the school uniform compiled from the Student Prince line. The prices given are for the sizes shown — all prices rise marginally according to size.

basic shoes.

Badges could be added to indicate the school, and colours are optional.

Not shown in our graphic are raincoats for the winter months — these are available at R11,99 and R12,99 for the girl and boy respectively.

A safari suit is an option for younger boys and is available from R9,99.

Compared to a probable R400 for kitting out the high-school pupil and at least R200 to R250 for the primary-school child, the total price in this case, including two satchels, was R139,13 and R120,83 respectively.

# 'Education in SA is misused'

**SOUTH AFRICAN** education continues to be used by politicians as a means to score short-term political victories in the political processes of the country.

This was said by Mr Theo Coggin, assistant

**By NIKOPANE  
MAKOBANE**

director of the South African Institute of Race Relations. He was addressing the institute's joint council in Bloemfontein.

"We can no longer afford to have people with short-term political interests trying to impose their own narrow visions of what form our educational system should be," he said.

Criticising the Government, Mr Coggin said it still appeared as committed as ever to enforcing its policy of segregated public schools.

This was even in the face of the outstanding success stories that are beginning to be told about some of the non-racial private schools in Natal and Johannesburg.

"The President's Council knows well that whatever the law may say, an increase number of black people are moving into so-called white areas. Those people have children and they will have to attend school.

"Without doubt, pressure will increase in the next few months on public provincial schools to open their doors to children of other races no matter what the law may say.

The pressure will be on the heads of such schools to illustrate their commitment to provide young South Africans with a decent education in a non-racial environment. The challenge they face is awesome," he said.

He stressed that the only imaginative and practical way to build future for South Africa's children and their children's children was to tackle the massive backlog in education or blacks.

*Swartz*  
*11/11/8*



# Chronic shortage of libraries in Soweto

Soweto has only one standard and three smaller libraries to serve its population of more than a million — and a R15 million long-term programme is envisaged merely to satisfy the existing population, says a report by the town clerk, Mr Nico Malan.

The overflow was taken up by Johannesburg libraries, he said.

This situation was revealed when a request for nearly R1 million for the Endeni Library was considered at last night's meeting of the Central Witwatersrand Regional Services Council.

Mr Malan said libraries were used by residents for studying and reading, unlike white

areas where they served more as book depots.

Emphasising the need for libraries linked to study centres in Soweto, RSC chairman Mr Gerrit Bornman said the province would subsidise libraries if they were up to standard.

This would be an aim of the RSC.

Another solution to the lack of study space in a town where students found it difficult to study in the small houses was to use the facilities provided by schools.

But many schools had no electricity and the RSC was investigating the matter as most studying was done at night, he said. — Municipal Reporter.

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# Companies filling void for READ

Local companies have rallied to the support of the READ Educational Trust by replacing some of the funding lost through increased disinvestment in South Africa, says the organisation's report for 1986/87.

"Fortunately, the state of emergency and the expression of black anger has not led to reluctance on the part of employers to increase their social responsibility commitments," the report says.

"The situation has made these companies realise the necessity for becoming more involved. We are grateful for the continued support of a large number of existing donors.

"Many companies, although they have disinvested, have made considerable efforts to continue to support our work, even if to a lesser extent.

"A number of new overseas bodies have expressed a willingness to offer aid to projects relating to black education," the report adds.

READ, a non-profit organisation committed to the improvement of the quality of education in South Africa, says that more than R9 million has been raised since its inception four years ago.

Committed to "removing the barriers created in our society by race, socio-economic and sex differentiation", READ reports having raised R4 254 133 between April last year and March.

READ's income and expenditure for the 1986/87 financial year are 60 percent more than for the previous year, the annual report says.

Last year, READ's commitment was extended to the Orange Vaal region and new areas in Kimberley and Phalaborwa were opened.

READ programmes in rural schools, particularly in kwaZulu, have been developed.

## COMMUNITY PROJECTS

The trust, which has 39 full-time staff in eight regional structures countrywide, says about 1 000 institutions had benefited from the introduction of READ libraries.

READ is involved with 618 primary schools, 405 high schools, two technical colleges, 24 teachers' training colleges and five community projects.

These community programmes operating from five centres "are beginning to provide the study facilities also urgently needed for students outside the formal system", it is noted in the annual report.

About 8 700 delegates have attended READ's in-service training courses in library administration, research and study skills. This is more than double last year's cumulative total.

By March this year, READ had established library systems in 575 primary schools, 394 high schools, two technical colleges, 21 teachers' training colleges, three youth clubs and two community centres.

Nearly 9 000 teachers, librarians, principals and community leaders have attended READ training courses "influencing the lives of about 3,3 million children".

At the Braamfontein READ/NCR training centre, READ training staff will soon be offering two new training courses for school principals on management and goal-setting and on skills for life for the wider community.





SOUTH, NOVEMBER 19 TO 26 7

## A feast for book-lovers

A VISIT to the Athlone Library is a feast for book-lovers.

The library, open for four years, boasts the second biggest book collection in the Peninsula. Only the Central Library in Cape Town is bigger.

Convenient for those who cannot get into town, the Athlone Library is always full. "Friday is our busiest day when up to 1 000 books are issued," a librarian said.

Used mainly by students and pupils who make up 60 percent of its clients, the library has an electronic surveillance system.

Mr J Adams, well-known for his work at the Heidelberg Library, has been in charge of the Athlone Library for the last six months.

The library is open until 5pm on Fridays and closes at 1pm on Saturdays.

South Nov 19-26 '87

# Picking up pieces

By RYLAND FISHER

THE National Education Crisis Committee, hard-hit by the detention of most of its national and local leadership, is slowly picking up the pieces.

At its recent national congress, the NECC formed a new national executive committee of regional representatives.

But this structure was temporary and would come to an end once the other executive members were freed, according to Western Cape chairperson Moosa Kaprey.

## Solid

"There are also attempts to restructure the organisation in areas where our structures have been hard-hit.

"The Western Cape NECC has been lucky. We have not suffered the same kind of repression as some of the other areas.

"Even though we only started out in April, we were involved in the formation of the NECC nationally. We have been able to lay a solid basis for the future.

"We felt from the outset that we did not want to operate in the air. We have to be on the ground and keep consulting with grassroots organisations," Kaprey said.

NECC's major role this year would be to support affiliates taking up local issues.

"In Langa, we went to open

Hard-hit by the detention of most of its leadership, the National Education Crisis Committee is slowly picking up the pieces.

At a recent national congress, the NECC formed a new national executive committee of regional representatives.

But this structure was temporary and would come to an end once the other executive members were freed. MOOSA KAPREY, the Western Cape Chairperson, discusses the way forward.

the school closed by the Department of Education and Training. We showed that the school belongs to the people.

"We also supported the campaign to have the misconduct charges against 73 teachers dropped, and tried to highlight the harassment of pupils in Bonteheuwel.

"We have 11 members on our executive committee and have had six general council meetings since we launched the region. But most of our work has been with our affiliates in specific sectors."

On a national level next year, the NECC would campaign for the release of detainees, and focus on the "De Klerk proposals" on university subsidies and proposed amendments to the Education and Training Act of 1979.

"Our priority next year will be to rebuild structures, especially student structures, and to defend the existence of SRCs at schools.

The NECC would also push



Moosa Kaprey

for the formation of one national teachers' union, which would possibly join the Congress of South African Trade Unions (Cosatu).

Asked how he saw the role of the Cape Teachers' Professional Association (CTPA) in such a move, Kaprey said the CTPA would be discussed by NECC affiliates.

"We are taking note of the developments in the CTPA. There have been changes, but it is premature to say there is an NECC position on the CTPA."

The NECC had realised that "implementing people's education requires more work than anyone expected".

"We want to move away from just preparing resources. We need to look at alternative teaching methods. If we want students to be critical, we should develop a democratic approach in the classroom.

"One of the most promising things about the NECC is the generation of high school pupils growing up with discipline and accountability to their organisations.

"They are much more advanced than pupils of a few years ago.

"When they go to youth groups, universities, trade unions and other organisations in a few years, they will provide solid leadership.

"Our high school base is the reason for our existence.

All our campaigns rely on disciplined pupil response.

"The unity, maturity and understanding of pupils in Weesco (Western Cape Students' Congress) is one reason why there has not been a prolonged schools boycott this year.

"The decision by different pupil organisations to come together in Weesco earlier this year provided the final momentum for the formation of the NECC in the Western Cape.

## Responsible

"There has been remarkable co-operation between pupils in African, 'coloured' and white areas. Even the relationship between pupils in rural and urban areas has improved.

"Our approach this year has not been confrontational. Our emphasis has been on building structures. Pupils understand they have to take responsible action.

"We've never discouraged militance. Our base is militant. But our job is to resolve the crisis. Our demands are very basic. We cannot give up our right to organise democratically.

"Earlier this year we warned of an educational explosion in the Western Cape. It was a genuine warning. We realise that the crisis cannot be solved within the bounds of apartheid education."



# Sisulu case: NECC 'used' children's gripes — judge

50 WMLL 20-26 NOV '87  
By JO-ANN BEKKER

A RAND Supreme Court judge this week said the National Education Crisis Committee could be viewed as aiming to overthrow the state by using school children and exploiting grievances around black education.

Mr Justice LTC Harms made this comment during his judgement which rejected *New Nation* editor Zwelakhe Sisulu's urgent application for his release from detention.

His remark came shortly after government officials had apparently given the NECC some legitimacy by approaching it for comment on a new black education Bill.

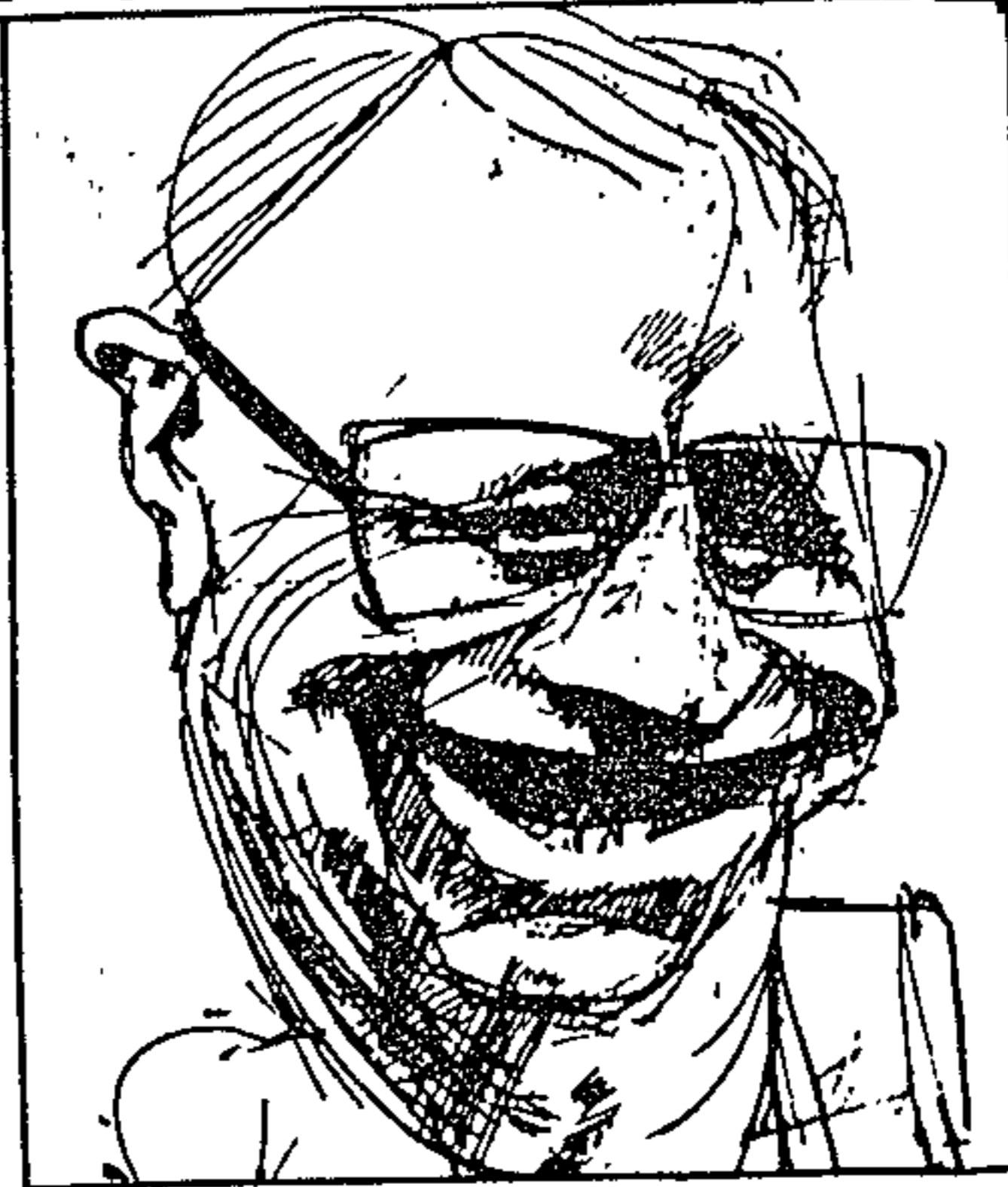
Justice Harms said the official reasons provided for Sisulu's 11-month detention were his alleged involvement in the executive of the NECC.

In a lengthy memorandum which Sisulu prepared for the Minister of Law and Order, Adriaan Vlok, Sisulu denied that he belonged to the NECC executive. He stressed that his involvement in the education body formed after unrest had disrupted schooling was minimal.

However, Justice Harms said Sisulu had admitted that he gave the keynote address at an NECC conference in April 1986.

The judge said it was clear from Sisulu's speech that "some of the NECC's aims were laudable while others were, to say the least, legitimate" — especially considering the complexities of the education crisis.

But, Justice Harms added, "the



**Adriaan Vlok**

speech as a whole does evince an intention to overthrow the state by using black children and exploiting the conditions and grievances surrounding black education".

The judge criticised the fact that Sisulu's memorandum had not been handed to Vlok.

He said Sisulu could have had a legitimate expectation that his representations would be heard. But, the judge added, Sisulu had the "insuperable difficulty" that the Appeal Court had ruled this year that the minister of law and order's failure to consider a detainee's representation would have no legal consequence.

The judge rejected all the legal arguments Sisulu's lawyers advanced for his release, including what he called a "semantic quibble" about the phrasing of PW Botha's order promulgating the June 1987 Emergency.

●An application for the release of United Democratic Front leaders Murphy Morobe and Mohammed Valli is expected to be heard by the Rand Supreme Court on Tuesday.

BY GARRY TRUDEAU

Miss 23/11/87

Jump in number of blacks forecast, as . . .

# White matriculant figures dwindle

Political Staff

CAPE TOWN — South Africa faces a sharp decline in its annual output of white matriculants and a staggering four-fold increase in the number of black matriculants in the next 12 years.

This forecast by Stellenbosch University's Institute for Futures Research has far-reaching implications for the Defence Force, schools, universities and industry.

The picture emerging from studies of population growth trends shows that:

- The supply of white youths for compulsory military service will dwindle and the Defence Force will have to rely increasingly on other population groups to meet its manpower needs.
- The already inadequate pool of highly-trained whites now forming the vital growth-creating nucleus of industry and commerce will shrink even more. To keep industry going, talented people for training as potential entrepreneurs and executives will increasingly have to be drawn from the other race groups — or from other countries.
- An increasing number of white schools, which already have more than 200 000 vacant classroom desks in various parts of the country, will become empty or only partly occupied.

The population studies also show that white society, in particular, will become older in the sense that it will consist of fewer young people and more older people.

Professor Philip Spies, director of the institute, has made projections showing that the country's total number of white pupils has virtually reached its highest point and the downward slide will begin after next year.

The decrease will be a result of the declining birth rate of whites.

According to Professor Spies's projections, the annual output of white matriculants will drop by 10 000 (from 63 000 to 53 000) between 1984 and the year 2000.

In the same period the number of black matriculants will increase nearly four-fold — from 40 000 to 186 000.

The number of coloured matriculants will increase from 11 900 in 1986 to 18 700 in the year 2000, and Asians from 9 700 to 14 400.

Studies by Mr Johan Grobbelaar, deputy director of the institute, showed that the average age of white South African men will rise from 27,4 years in 1980 to 37,7 years by the year 2015, and the average age for white women will increase from 28,5 years to 39,3 years.

In the same period the average age of black men will increase only slightly — from 18 years to 22,6 years — and that of black women from 18,4 years to 23,8 years.

The average age of coloured men will increase from 19,1 in 1980 to 30,8 in the year 2015, and that of coloured women from 19,7 to 32,4.

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# SA must become part of global teaching system

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MS

"Distance teaching" methods are exploding around the globe.

A few years ago the National Technological University in Colorado was established and at the start only a few hundred students received tuition in five engineering subjects up to masters level in corporate classrooms across America, via satellite. The NTU has no campus. It receives its quality software from the inputs of 18 universities and has delivered its first graduates.

Next year there will be 4 000 students and the number of degree courses is increased considerably.

Rectors of 79 universities met recently in Japan to discuss the establishment of an electronic interactive learning network covering the whole of the Pacific Basin, including India and Sri Lanka.

Early next century the networks for education — education in its broadest sense — will be global in extent and universal in scope.

To become a "winning nation" South Africa must become a part of this momentum. But to do so we need to link into First World learning techniques and material.

How can this be done? Extensive long-term research points out the need for a network of human, physical and technological resources. Learning centres both in the community and in the corporate en-

The use of electronic networks, which have already proved their value, means that not a single new college needs to be built, writes Andre Spier.



Spier... "need is immense".

For South Africa to rely on the traditional teacher and blackboard would necessitate training 400 000 new teachers from scratch before the year 2020, when the number of black children will have doubled

Q1  
Rooiberg,  
Randburg.

from the present 5,5 million to 11 million.

The training of one teacher costs R20 000, and one teacher training college R35 million. We are looking at R10 billion and more — in today's money. Then there's the cost of establishing the thousands of new schools.

Electronic networks can shift the teacher's training programmes to the schools in terms of in-service training (and upgrading) — provided the universities, technikons and the teacher training colleges create the programmes. Not a single new college needs to be built.

The present system cannot accommodate this expansion programme, given our present and future limited financial means. A sensible use of electronic networks can.

## Self-correcting

Whatever the contribution of new technologies and their (well-tested) software programmes to the future of education, the human element in education remains at the core of any system. Educational technology enhances most powerfully the ability of teachers and learners — to broaden the scope of the learning processes and add a depth to understanding which conventional methods lack. It can free the educator from the tiresome task of marking, because interactive networks can be made self-correcting, at the very moment a mistake is made or a query arises.

The aims and objects of the Learning Network Corporation is not "futurology", it is simply "the future". The need is immense. The resources are few.

● Andre Spier is executive director of Symcom and project manager of the Learning Network Corporation Design Study.

# TED gets set to swoop on school trust funds

THE Transvaal Education Department is intent on taking away from parents the power to exercise full control over school trust funds, informed sources say. If amendments to provincial regulations now being considered are approved, trust funds containing hundreds of thousands of rand would have to be administered according to the same procedures governing school funds. Parents would not be able to spend trust fund money on the school, as they saw fit. They would be required to follow

ROGER SMITH

the procedures laid down in regulations which detail how school fund money is controlled and spent.

The extent of these restrictions is not yet clear as the draft Bill to replace the education ordinances of the four provinces has still to go before Parliament. This includes provisions for mandatory school fees to be paid into school funds.

PFP education spokesman Roger Burrows, MP, said yesterday trust funds

were not covered by the provincial regulations on school funds.

"It is the TED's apparent intention to make them fall under these regulations."

He said there had been discussion of the issue in education circles for some time, and it was understood the TED felt it should have overall control of trust funds.

"The avenue for this was to be the school fee collection system."

It did not appear that the Cape or Natal education departments were con-

templating any similar moves.

Jack Ballard of the Transvaal Teachers' Association said the move was still under discussion and that no decision had yet been taken.

He said apparently trust funds recognised by the Registrar of Trust Funds before March last year would not be affected by the move.

The association had not yet formulated a response, but it felt parents should be able to control and spend trust fund money as they saw fit.



24/11/87

g/boy



## Move to uplift farm schools

GERALD REILLY

*Bldoev 24/11/87*

A NEW education programme aimed at raising standards in farm schools — the management and teacher development programme — was announced last night by Education and Training Minister Gerrit Viljoen.

The scheme is to provide for the training of principals and teachers of every farm school and will involve parents, farmers and farm managers.

Viljoen said the project would contribute to the upliftment of a large sector of the population, which would benefit the whole of SA.

He said the schools could be used as adult training centres and would also prepare pupils to meet the challenges of adult life.

# 'People's education' and the Government

By DALE LAUTENBACH of the Political Staff

MEAS 25/1/87

ALL but one member of the national executive of National Education Crisis Committee are in detention.

Members of regional branches have been similarly put upon or live as careful fugitives having long last claimed a fixed address.

On the Cape Flats, NECC affiliates like the Western Cape Students Congress and the active Bonteheuwel Inter-School Congress have been particularly hard hit: "There are 14-year-olds in Bonteheuwel who've not been home in a year now," says Mr Moosa Kaprey, chairperson of the Western Cape NECC executive.

## Banned

In Parliament, the NECC has been described as using "education to promote their revolutionary political goal" (Mr Piet Marais, National Party MP); as politicising school subjects "so as to turn them into an instrument of promoting dissatisfaction and consequently militant, radical and even revolutionary unrest and change" (Dr Gerrit Viljoen, Minister of Education and Training).

In January discussion of the presentation of "people's education" courses at NECC gatherings was banned.

By these accounts the NECC might be associated with boycotts and the slogan "Liberation before Education".

But nowhere is the NECC on record calling for a schools boycott. Indeed, the body is credited with inspiring students to return to school in many instances and most recently worked towards the reopening of Langa High School.

Nowhere either is there an NECC pamphlet proclaiming Liberation before Education. "It was never our slogan," says Mr Kaprey emphatically.

Taking Messrs Marais and Viljoen at their word one would expect to find at least some hint of a revolutionary recipe in the NECC's first textbook for scholars, the recently published *What is History?*

Again, no evidence.

Instead, what emerges from the book and from NECC claims, is the concern that critical thinking — being taught to think for yourself — lies at the heart of meaningful learning.

The NECC grew out of the Soweto Parents Crisis Committee during the 1985 schools crisis and forms a broad umbrella in various regions for organisations specifically concerned with educational issues. Its spectrum of affiliates includes community groupings, teacher bodies, university and college student and scholar organisations and religious bodies. It has a close working relationship with the United Democratic Front and the Congress of South African Trade Unions.

There are 10 NECC regional branches and the Western Cape region has been in operation for seven months. Its executive with chair Mr Kaprey and vice-chair Mr Andile Jonas (they have both been in detention recently and were released without being charged) explain some aspects of the NECC's position.

"We believe the whole education system cannot be thrown overboard right now," says Mr Kaprey. "And the

youth has accepted that they must go to school. The premise of all our campaigns is a responsible one: the present education system is rotten but it's the only 'official' education there is and if a youngster is not to become fodder for the cheap labour market, that education is important."

This though is not a compromise, they stress. The NECC stands firmly against apartheid education and promotes the growth of a democratic, equal and non-racial education for all South Africans ... an alternative education, a people's education in which participation by everyone touched by that education is an acknowledged right. Hence the slogan: the schools belong to the people; hence the insistence that students and parents have a say in what is taught, by whom and how, through PTSAs and SRCs.

## Commissions

The call to students to remain in their classrooms is also a strategic one.

"To change something you have to be there to change it," says Mr Kaprey. "Schools are a point of assembly, a base that was lost during mass boycotts."

The NECC is not anti-boycott but they have generated an appreciation of boycott as a limited strategy, a sort of short-term "hit-and-run tactic".

A fellow executive continues: "Unco-ordinated militance mitigates against creating an interest in education and that's what's important to us: the excitement of learning; an appetite for critical knowledge."

Mr Kaprey: "We're not using education to bring politics in the back door but education is political because it deals with issues that effect people."

The NECC has several commissions working on various projects including textbooks like the first of a series, *What is History?* The "confidence to learn" and "critical appreciation" are the cornerstones to NECC thinking in these projects; the questions asked are "what knowledge is relevant to people?" and the principle belief is that students be accorded the right to participate in the processes that make up their education and determine what they will become.

NECC workshops and people's education programmes are ongoing when and if security circumstances can be dodged. Of a more high-profile nature are the NECC campaigns like the present Unlock the Doors of Apartheid Jails campaign in conjunction with the Free the Children Alliance.

The Education Charter campaign is another which will be taking off in 1988. The NECC aims to gather input countrywide in a similar process to the one which yielded the Freedom Charter in the Fifties.

The Charter will include the people's demands for the kind of education they believe in ... not white, black and "coloured" under three separate ministries, not a Christian National education designed in terms of one specific ideology but a people's education designed by the people for the non-racial and democratic South Africa which is the vision uniting the NECC and the democratic movement.





Pupils of Semashego Higher Primary School outside their new library in Lebowa with Mrs Thandi Chaane, national community manager of READ, Chief Boleu Rammupudu, Lebowa's Minister of Education (back), headmaster Mr Albert Mathibe and Mr Jolyon Nuttall, general manager of The Star.

## Principal fought for six years for a library

By Martin Challenor

Headmaster Mr Albert Mathibe was determined to fight the illiteracy he discovered in the Schoor-noort community in Lebowa when he took charge of the local primary school in early 1981.

Despite having to overcome the difficulties all principals encounter in their first post, Mr Mathibe wrote to dozens of large companies, asking for help to build a school

library.

For five years his letters were in vain. "Sorry," he was told, "Semashego Higher Primary School is just too far away..."

But the rejections did not deter him. His letters found their way to the literacy organisation, READ. At first READ was unable to help, but passed a letter to Mr Jolyon Nuttall, general manager of The Star, in May 1986.

And yesterday, Mr Mathibe's determination paid off with the official opening of the library amid bands, tree planting, choirs and drum majorettes.

The Star's TEACH fund gave R20 000 and READ helped with necessary skills that go into developing a library.

READ helped Mr Mathibe argue his case to the American government's aid programme,

which came up with R8 000. The local community chipped in with R500 for books.

Mrs Thandi Chaane, national community manager of READ, told the pupils yesterday: "This is the first library in southern Africa that we have established in a primary school."

### HELP ITSELF

Mr Nuttall said the two funds had helped Semashego because the community had been prepared to help itself and the headmaster was a motivated man.

● Lebowa's Minister of Education, Chief Boleu Rammupudu, attacked "Bantu Education" when he officially opened the new library.

"We are not going to sleep," Chief Rammupudu said, "until the central Government makes money available to provide our schools with the necessary facilities."

26/11/87  
MCS





# Teachers call for rights

By CHRIS GUTUZA  
A DOCUMENT calling on teachers to unite for basic rights has been circulating in several Peninsula schools. Many high school teachers have viewed it as significant and positive, while others have taken a cautiously neutral stance, conceding, however, it was time teachers had rights as professionals.

"Inspectors and subject advisers give orders and teachers are expected to obey. Legally, a teacher cannot disobey an order from the Department or its officials. The basic right of the teacher to question the educational principles embodied in such an order is desired," the document reads.

The architects of the document are teachers of a Cape Flats school. Teachers at the school said the report was drawn up after a Western Cape Teachers Union (Wectu) call when 73 teachers faced charges of misconduct.

The document should not be seen as a Wectu document, but as a teacher's document, they said.

"Although the Department of Education and Culture had subsequently dropped the charges it gave rise to a new trend of thought among teachers which could eventually shake the foundations of the education system," a teacher said.

According to teachers, feelings in academic circles ran high at the time and a call for teachers to explore avenues to attain their basic rights was taken up.

The hastily drawn up document includes grievances against the educational system and offers a brief note on "People's Education". It also proposes an alternative approach to history as taught in South African schools.

Teachers have been meeting to discuss the document and to exchange ideas on its contents and dynamics.

The document poses possible solutions to the problems faced by teachers in the Department of Education and Culture which "controls every facet of schooling and forces teachers to conform".

The document stated the "authoritarian way in which education is controlled in this country".

Teachers were concerned by claims that some inspectors served on the government's Joint Management Committees (JMC's). They felt the collaboration between these inspectors and the police, who head the JMC's, could not serve the aims of education.

## Dehumanising

The secret evaluation of teachers was found to be "bureaucratic and unprofessional". The document rejected "the flagrant insult to our integrity and the total disregard for our professionalism as teachers".

"Inspectors and subject advisers are

supposed to guide and lead teachers to a greater understanding of teaching. In practice the compulsory seminars and orientation courses they hold for teachers generally degenerate to autocratic sessions where lists of do's and don'ts are handed to teachers."

Commenting on "People's Education," the document says: "The present system of education prepares 'base en klase; notu en klembaas, kaffer en meid, koelie en hotnot'. It is racist, sexist, teaching individualism, selfishness and competitiveness, is dehumanising, causes disunity and makes people think of themselves as inferior.

"Education for emancipation means getting away from inferior education and fighting for a high level of scientific, political and cultural education. Everybody, from factory level, the unemployed, poor and oppressed, students and teachers must

take part in planning the future education.

"Our future education should be non-racist, non-sexist, and teach the value of living collectively and selflessly as a community and educate people to function in a free and equal society and must be designed to meet the needs of a just, equal and free society rather than the needs of the present free market-orientated society," the document said.

In the report, teachers resolved to co-operate with inspectors and subject advisers in ways which would only allow for the performing of essential administrative functions, such as:

- Any aspect of inspection deemed essential by us for the academic progress of the pupil;
- Matters affecting the permanency of teachers' posts and the promotion of teachers, where specifically requested by the teachers concerned.

## Caught in web of apartheid education

THE Cape Teachers Professional Association said it could not condone actions of students which amounted to force against senior education officials like school inspectors.

"The CTPA believes that there must be methods other than force for resolving differences and conflict.

"It is, however, prudent to ask what are the possible underlying causes which give rise to such actions and attempt to address the matter at its root rather than indulging in recrimination.

"We are all caught up in the terrible web of apartheid education — inspectors, principals, teachers and students alike. We are all victims. What is different is our response to the situation. Some comply while others resist.

"Four decades of apartheid has spawned a generation of highly politicised students. This led them to perceive apartheid education as having been designed for domination as far as whites are concerned, and subservience or domestication for blacks.

### Gutter education

"It is apparent that the new generation sees the government control of education as authoritarian and anti-democratic. To them it is reminiscent of their entire life experience of apartheid in the townships, and they are feeling increasingly alienated from the formal schooling system.

"The disparate financing of education gives rise to notions of 'gutter education' which serves to convince students that education is being used to appoint them to an inferior position in South Africa.

"The curriculum portrays whites as the innocent and noble victim and blacks as barbarous, blood-thirsty villains.

"These factors give rise to a rejection of education as 'gutter education' in the mid-seventies which changed to an urge to fundamentally change education to meet their deepest



Franklin Sonn

needs. This, in turn, led to a desire for an educational system more reflective of their own position and their aspirations for the future.

"By about 1985 alternative education became known as 'People's Education for people's power'.

### Objectable

"This is nothing new. It was indeed a similar movement which led the Afrikaner in the mid-nineteenth century to leave their farms and trek away from the colonialist English who wanted to shape their children through what they considered to be an objectionable education system. From the outset the state declared war against the Alternative Education Movement.

"Vusi Khanyile, the National Education Crisis Committee president, who genuinely attempted to step into the breach between the community and the authorities, was detained in December last year. He is still in detention.

"Every action by schools to protest against the state's insensitivity is severely crushed and schools are not allowed to deviate from the prescribed curricula. Inspectors of education are required to carry the instructions 'from above' and stop any attempt towards People's Education and to treat such efforts as subversion.

"It is interesting to note that the HSRC report on

education clearly and strongly urged the democratisation of education by giving a much greater say to parents and teachers in the entire educational process. The state responded with the opposite, namely a heavily bureaucratic educational system; a much harsher apartheid system of own and general affairs; a system which paved the way for party-political interference and demeaning nepotism and unchanged content of education.

### Resistance

"Against this background the resistance to apartheid education must be understood.

"It goes much deeper. The Minister is seen as the political party's man; the regional director is seen as the director of education's man and the inspector of education is seen as everybody's man on the spot. And he in turn attempts to turn the principal into his man and the principal must keep the teachers and pupils in line.

"In this kind of situation, it is important that someone should be his own man and often it is the principal who asserts himself as his own man and the inspector has the function of dealing with him.

"When everyone in this rigid line responds without resistance, there is 'peace'. When someone in the line resists, the tensions are inclined to spill over into conflict and this indeed is happening more and more.

"Students desire SRC's which will represent their views and manifest their participation in decision-making. Teachers have their organisations which also wish to be consulted and parents demand their democratic right to have a say in their children's education.

"Instead of the education authorities attempting to come to terms with the desire for democracy as indeed the De Lange Report also urged, it tends to repress and harass those schools, principals and teachers who take a stand.

"It is under these conditions that the position of the Inspector of Education becomes invidious. He is caught between his rigid line of authority which gives him clear-cut instructions of what he must do on the one hand. On the other hand he has some school principals who clearly tell him what they will not do and it is in this climate that suspicions of the inspector's co-operation with the police emerge, which is inclined to exacerbate a tense situation and put the inspector at real risk.

### Alienation

"It must be clear that all those involved in education — all those caught in the web of apartheid education and who are genuinely interested in extricating themselves from it — must seriously think of ways and means of responding to the genuine educational needs of people who are sick and tired of apartheid education. It is also high time that it is understood that education by way of repression cannot satisfy the fundamental aspirations of people and rather than creating a condition of well-being and peace, will serve to heighten tension, conflict and alienation.

"Clearly it will erode respect for those educational officials who fail to show clearly that they at least understand or at best identify with the struggle of their people for recognition of their integrity and right to the type of education that they desire."



Wectu president Yusuf Gabru

## Inspectors play 'sinister' role'

THE question of control in schools was a key facet, according to the Western Cape Teachers Union.

"Wectu, as a progressive teachers union, has found itself in the frontline of this struggle," they said in a statement.

"On July 20, hundreds of teachers demonstrated in Wynberg against the charges of misconduct pursued against 73 teachers by the Department of Education and Culture. These charges related to the refusal by these teachers to administer the farcical November examinations in 1985.

"The charges were dropped, but some important aspects became clear. The role that inspectors were required to play in schools was noted.

### Collaboration

"This was demonstrated in the trial of Mr Phillip Tobias, where inspectors were called upon to lead the 'evidence' against him. Further it became known that several inspectors and other Department officials serve on the Joint Management Committees, where blatant collaboration with the police takes place.

"The Department seems to be aware of the de-

tection of teachers, as in the case of Mr Eric Theys, long before anyone else. Theys was recently released from detention.

"A topical case at present is the demotion of Mr Peter Carelse, the principal of Glendale Secondary School in Mitchells Plain. Why does the most recent inspection report on him differ from the one he received initially?

"Why is there the 'need' to keep confidential files on certain teachers? It is clear that inspectors here also play the watchdog role required of them by the State. Political factors seem to outweigh educational factors.

### Autocratic

"After the Wynberg demonstration, the sinister role of inspectors and subject advisers was highlighted and several schools adopted resolutions declaring their refusal to co-operate with inspectors until the charges against the 73 teachers were dropped.

"These charges were dropped, and the aims of these resolutions were therefore achieved. In the ensuing debate it became apparent that a thorough investigation was necessary concerning the rights of teachers and of

the community in expressing the true needs and aims of education.

"Informal surveys were held at schools, and the results showed quite clearly that teachers in general were extremely dissatisfied with their working conditions and with the autocratic way in which control is maintained in the schools.

"When the Education Act is studied, it is noticed that there is absolutely no mention of the rights of teachers. Teachers apparently have duties only.

### Democracy

"Even the most oppressed component of society, the worker, has in many instances more rights than any teacher employed by the State.

"While Wectu has adopted no official policy on the inspector issue yet, a forum has been established within which inspectors and related issues, like teaching post appointments, general working conditions, the content of syllabuses and examinations will be thoroughly studied and discussed with a view to making recommendations to be taken to the union's membership as a whole before being implemented or not."



# Not lost to cause

THERE is a popular misconception among a section of our black community that parents who send their children to private schools (the equivalent of "public" schools in the UK) are preparing them for bourgeois status.

The argument goes that, while the rest of "township children" are being educated in "ghetto" institutions, the "privileged" black children — like my daughter — attend "white" private schools, which as the argument goes, will lead to her not being able to "identify" with the "liberation struggle".

Both arguments are baseless and do not stand up to intelligent scrutiny, nor do they tally with research and experiences at other or existing non-racial institutions.

For the purpose of this article, I shall use certain words or phrases in quotes, because their meaning often depends on the individual reader's perception.

However, we will agree that the term "black" or "blacks" refer to all of us who are not classified white.

**We slander and ostracise, threaten to kill or petrol-bomb those who think differently.**

It is a fact that education in "African" and "coloured" schools lags behind the quality obtainable at "white" schools — for both historic and political reasons — all blacks are aware of traditional racial discrimination that created the abnormal four-stream educational system we put up with.

But it is also a fact that black township and suburban state schools have provided and are still providing the conditions, however poor, for the development of the academic potential of our past and future doctors, our academics, lawyers, clergy, recognised and credible black political leaders.

They are — in the absence of alternative non-racial state-subsidised schools which should ideally be freely open to all — extremely important and are where blacks should be educated to appreciate and handle political liberation when it comes, and not the other way around as some convoluted slogan-mongers would have township children believe.

But following their township education, in most cases, it was at multi-racial universities here and abroad, that the products of these township schools eventually

SENDING children to private schools has become an issue in some organisations. Recently, the SA Council on Sport (Sacos) opened the matter for discussion at its national conference held in Johannesburg. Noises in favour of children being allowed to attend private schools are being heard in areas like Johannesburg and Durban. SOUTH Forum opens the this issue for debate this week with Cape Town journalist **NORMAN WEST** arguing the case for private schools in the absence of a single non-racial ministry of education.

broadened their perspective and became qualified professionals.

We did NOT lose them to the "cause".

Why should those children attending existing non-racial private schools become suspect. It is a notion without basis.

Secondly, the private schools we are talking about are not "white" — they are non-racial and non-racialism is what the future of South Africa is about.

Admittedly, they are still predominantly "white" but I do not know of a single "private" school that is "predominantly white" by choice.

But as far as "privileged" scholars are concerned, let us remove the myth — perhaps it could lead to more intelligent debate — that those with bags of money can "buy" the "privilege" for their offspring to attend "private white schools". It's nonsense.

Like most parents, my wife and I are scraping together the fees to

keep our daughter at her private school.

My daughter earned the so-called "privilege" to attend this school by passing a stiff compulsory entrance examination.

In other words, she earned it on merit, not with her father's influence or money and is merit not supposed to be what a post-apartheid South Africa should be about.

It needs to be stressed it was her meritorious performance and the financial sacrifice of my wife and I that kept her there. Next year's fees at this school will cost us R4 000 for a Std 10 day scholar and about R6 800 for a boarder.

Obviously I would prefer a non-racial state-subsidised school, but there are none. The simple fact is we, like other parents of private school pupils, are paying for what we believe to be the best product available under circumstances beyond our control.

There is also the other view

among those who seldom understand all the cliches they shout, that children who attend private schools will drift away from the "cause" whatever that might mean. In other words, they will become "like the whites".

Let me take you into my 16-year-old daughter's bedroom to look at her walls.

Like most teenagers, she plasters all kind of posters on her wall. To most parents these posters represent a fair depiction of the things which have meaning for their children.

Pride of place among my daughter's posters, are prominently displayed the Freedom Charter and the national anthem, Nkosi Sikele iAfrika, a sticker proclaiming "Detention is a Crime" and another "Delegislate Apartheid".

Many among the black political elite active in extra-parliamentary politics and who enjoy the respect of the black community, have

studied at institutions of their choice abroad.

Some are still studying there or their children are, at great sacrifice, ostensibly only because they have managed to break out of the state's politically and ideologically stratified "own affairs" schools and gained entrance to more normal schools.

The question could be posed: Are those thousands of black students who have exercised the option of attending UCT or Stellenbosch or Witwatersrand universities instead of UWC, Westville or the University of the North, now suddenly lost to the cause?

What is this obsession with "the cause" that makes some believe they have the right to meddle in other people's lives? Have people not the freedom to associate with whom they like? Is "the cause" not democracy and does democracy not imply minimum interference in the freedom of fellow human-beings?

**We are paying for what we believe to be the best product available.**

What, in fact, has it got to do with anybody else if one uses one's own money and initiative to improve one's conditions or sends one's child to a school or university of one's choice?

We glibly sing slogans, the concept of which some of the main songsters hardly seem to have a clue.

We apply selective discrimination against those brothers and sisters we happen to disagree with.

We preach peace but we peddle, perpetrate and perpetuate hatred among ourselves.

The Freedom Charters states, inter alia: "The colour bar in cultural life, in sports and in education shall be abolished."

I agree with that — and that's the best reason I can offer why I am in favour of "open" schools like private schools, in the absence of what we all want, one single education system under one ministry where children can learn to grow up normally in the abnormal South African society.

So until we have, as the Freedom Charter demands, the situation where "education shall be free, compulsory, universal and equal for all people" let those who prefer UWC to Wits study there and those who prefer Bishops to Bishop Lavis attend it.



THE resolution on private schools is not a principle of Sacos. It is a tactic or strategy used to realise or bring into effect a principle — in fact two principles.

One is that Sacos fights for equal treatment and opportunities for all South Africans. This means the same system of education in the same schools for all children.

Secondly, pupils attending private schools indulge in multi-racial sport on one day and play Sacos sport the next. They go to places such as the Ellis Park swimming pool where even their parents cannot go for a swim; and the next day they use facilities with Sacos sportspeople.

### Quota

The Sacos principle is that all South Africans will have the opportunity of playing sport together, sharing the same facilities, coaching, etc and having an equal opportunity to represent their country.

They cannot do so if they are now allowed to play multi-national sport and non-racial sport at the same time. The lines of distinction and division must be clear and unambiguous. Multi-national sport and non-racial sport are not the same and will never be.

It is a fact that the Group Areas Act is still very much in force and we are allowed by kind favour of the government

to use so-called white hotels. In the past only five star hotels could be so used, now permission (permit) has been extended to all hotels.

Free trade areas are also declared in terms of the Group Areas Act.

All private white schools admit children of other 'race groups' by permit and they are only allowed a certain quota of black children. As soon as black children reach a certain percentage such schools will be declared a black school and closed in terms of the Group Areas Act.

Sacos does not fight for the use of white hotels and white schools. It is not our aim and object. We are fighting for a non-racial South Africa in all respects.

South Africa is not non-racial yet. There is a long bitter road to this goal. Sacos and the community organisations base their struggle on sacrifice — note the children of the black miners in the recent strike.

People who send their children to white private schools are not prepared to sacrifice. They chose and made a free choice and wish to have the best of two worlds. One cannot compare

**REGGIE VELDMAN,** chairperson of the Transvaal Council on Sport, argues people who send their children to private schools want the best of both worlds.



universities with schools. Universities are attended by young people who are far more mature than school children and most are past the stage of being conditioned or impressed.

### Credibility

Can we ever imagine black children at a private school forming a Black Pupils' Society and refusing to participate in school sport or other activities because they do not want to give credibility to such a school?

Can school children

appreciate the fine distinction between attending a school for an advanced education which is not as freely available as at primary or high school while at the same time not giving credibility to such schools?

In any case, university students organise their own sports. Do primary school children? The Black Students Society has now been granted recognition by Sacos. Can that happen with a similar society at a primary school?

Can we imagine St Johns — a private school in Johannesburg — applying for recognition from Sacos or attending Sacos

meetings and identifying with Sacos?

The spirit in which the hotels resolution was amended by Sacos has now conveniently been forgotten and that in the short space of three months.

It was emphasised that hotels and other facilities will only be used if there is no alternative.

Delegates of the Border Soccer Board and their mother body, the SA Soccer Federation, took two years of argument before they could get Sacos to change the hotels resolution.

### Flouted

In the Border area it is very difficult for Sacos people to push the struggle forward as there are no venues suitable for meetings except one small community centre and there are no accommodation facilities.

So, it was in the interests of the struggle for Sacos to amend the hotel resolution. There will be people who will abuse the relaxation but that is how people are.

The struggle will not be advanced one metre from within the walls of the private white schools. All progressive organisations change tactics if

these will promote the struggle. Such was the amendment to the hotels resolution.

Resolutions and tactics can change but not principles.

A disturbing aspect of the whole matter is the lack of democratic procedures. People who profess to be Sacos people flout Sacos rules and resolutions instead of using the democratic procedures which are at their disposal and they are encouraged to do so by those who should know better.

I said earlier that it took SA Soccer Federation two years to get Sacos to amend a resolution but what is two years in the life of a nation?

It is axiomatic that those who fight for democracy should themselves practise democracy otherwise all their words and gestures are empty.

We should not "jump the gun" or hold a pistol at the head of Sacos and say that a certain act is now a fait accompli and you will have to amend the resolution in the same way in which Hillbrow has now become a "mixed" area.

In the case of Hillbrow we are without the franchise but in our own circles we do have the vote and the voice and they should be used.



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## Videos popular at municipal library

By BARBARA ORPEN

VIDEO tapes lent out by the Grahamstown municipal library are so popular that the library is struggling to keep up with public demand.

About 40 videos are issued to the public daily, Chief Librarian Miss Meg Hartzenberg told the Weekend Post.

"They are extremely popular — if we could, we would certainly issue more," she said.

Mrs Hartzenberg said the library was able to lend out videos because it was affiliated to the Cape Provincial library, which had introduced the scheme last year.

The bigger libraries in the province, such as those in Port Elizabeth, Cape Town and East London, were not affiliated to the provincial library.

This explained why videos were not issued from PE's municipal library, she said.

Miss Hartzenberg said videos were lent out free of charge — one just had to be a member of the library.

At present, the library had about 90 videos in stock, consisting mainly of documentaries, cartoons and some feature films, such as *Amadeus* and *Great Expectations*.

"We do not try to compete with the video shops. The videos we stock are more of the educational and classical variety," she said. The videos in stock are rotated every six months and are on loan from the provincial library.



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# Teacher unity moves runs into a double-meeting snag

TEACHER organisations working towards a single, national teachers' union have run into a snag — with two meetings this month attended by two entirely different groups of teachers, and a prime mover in the project apparently holding itself aloof from both.

The moves for unity followed a call by the non-racial National Education Union of South Africa at its fifth national conference in September. Interviewed after the conference, Neusa national treasurer Aubrey Matshiqi warned against the danger of individual "progressive" teachers' organisations fragmenting a common constituency, thereby weakening their bargaining power.

Barely two months later, seven "progressive" teachers' groups met at the University of the Witwatersrand and committed themselves to form one united, national teachers' union by the middle of 1988. The meeting was a follow-up to an earlier conference held at the same venue early in October.

According to steering committee member, Neusa's Angie Ramorola, both meetings for the "new initiative" were hosted by the National Education Crisis Committee in response to an NECC call for teacher unity at the organisation's consultative conference in September.

Although three Neusa-affiliated regional bodies attended the meeting this month at Wits, the national executive did not. The presence of delegates from Neusa affiliates in the Northern Transvaal, the Orange Free State and the Southern Transvaal did not have the sanction of Neusa's national executive — even though Matshiqi had called the initiative "a move in the right direction".

Delegates came from non-racial or-

By THAMI MKHWANAZI

ganisations: the (black) Democratic Teachers' Union representing a range of regions (Western Cape), the (black) East London Progressive Teachers' Union, the (white) Education for an Aware South Africa (Western Cape), Progressive Teachers' League (Indian, Johannesburg), (coloured) Western Cape Teachers' Union and (coloured) Progressive Teachers' Union (Johannesburg).

Asked whether the proposed national union would be Neusa, Ramorola said "not necessarily", as many teachers' bodies with mass membership were not Neusa affiliates.

The meeting called upon individual teachers' groups to disband in order to form a new national union.

At the meeting delegates resolved the proposed teachers' union would be an "integral part" of the progressive movement. It would strive for the establishment of a unitary, non-racial education system and the ultimate implementation of "people's education".

The meeting agreed on 10 principles of teacher unity:

- to struggle for the realisation of a unitary democratic, compulsory and free education for all in a non-racial South Africa
- the active promotion of democratic control over the education system by parents and students
- to unite, mobilise and politicise teachers
- to clarify the concept of and to implement and promote "people's education"
- to educate teachers about their rights
- to involve teachers in the

"progressive struggles of the people" ●the rejection of any participation in "reactionary structures created by the state in order to perpetuate the status quo"

●to strive to eradicate sexist practices in schools

●to promote and participate in non-racial sport and

●to promote a "national peoples' culture".

A week later, seven national and regional teachers' groups met in Johannesburg at the invitation of the African Teachers' Association of South Africa to find a basis for teacher unity to culminate in the establishment of a single national union.

At the meeting held in Johannesburg's Victoria Hotel in mid-November, the Joint Council of Teachers' Associations of South Africa's Charter for teacher unity was used as a basis for discussion.

According to the charter, "all associations ... prepared to pledge themselves" to its principles "may be joined together in one union".

Some of the topics covered during the meeting were the structure of a unitary teaching body, a single ministry of education and local autonomy, educational facilities as well as culturally and group-based schools.

Neusa was invited but did not attend. Those who did — which, along with Atasa, represented a range of regions and all races, were: the (Indian) Teachers' Association of South Africa, the (coloured) Union of Teachers' Associations of South Africa, the (white) Transvaal Teachers' Association, the Suid Afrikaanse Onderwysunie, the Natalse Onderwysunie, the Onderwysunie van die Orange Vrystaat and the (white) Natal Teachers' Society.



ACCEPTING the urbanising of blacks in policy terms as inevitable and desirable is only the starting point. The private sector also has a critical and material concern with how this rural-urban transition process is managed in practice.

We have seen how the pressure that demographic changes of such magnitude place on the need for housing and services can tragically erupt in violent instability if not met in a timely and constructive way.

The stability of cities is a critical determinant of individual business performance and overall national economic prospects. This will depend heavily on how well and how fairly infrastructure and services to the newcomers to the cities are planned, financed, provided and maintained.

Education is one such service of the utmost importance to the private sector. Its interests here are twofold. In the first place the quality of the schooling received by anyone entering the employ of a business will markedly influence the productivity of that business. In the second place, the State is making demands on the private sector for financial assistance in eliminating the back-log in education provision.

The private sector thus has a direct interest and responsibility to ensure the development of an educational policy framework that will yield a justifiable return on its increasing investment.

That there are serious inequalities in the provision of education for various population groups is by now well known and well documented.

To quote just two types of indexes: Despite dramatic increases in expenditure on black education in both absolute and relative percentage terms over recent years, the budgeted per capita spending on white education for the 1987/88 financial year is still 5.4 times more than that budgeted for black (African) education, excluding the "independent" national states (the comparable actual ratio for the

8/Day 4/12/87 50

# Ensuring a proper return on education

**Business not only has a direct interest in the education provided to future employees, but is increasingly being asked to help fund that education. The private sector must ensure a proper return on this investment, and cannot stand back when a new education policy is being shaped.**

**This is an extract from a speech in Cape Town last night by JAN STEYN, executive director of the Urban Foundation**



□ STEYN... education of concern

1981/82 financial year was seven to one).

Another indicator of inequality is that, according to the SA Institute of Race Relations, the current pupil/teacher ratios for each statutory race group (including "independent" national states) are: whites 1 to 13; "coloured" people 1 to 18; Indians 1 to 18 and Africans 1 to 35.

These average figures count administrative staff as "teachers" and thus mask the fact that it is not uncommon to find more than 80 black children in a classroom.

In the light of its vital interest in education, the private sector should play a role in shaping an equal education system to prepare for the future to which massive socio-demographic changes are leading us.

In general terms, the private sector should single-mindedly support development of an open education system which is capable of producing sound basic skills and language proficiency at primary school level, as a platform for the development of proficiency and flexibility in academic, technical and commercial streams at secondary and tertiary level.

In its response to the De Lange recommendations, government committed itself in the 1983 white paper on the provision of education in SA to purposefully pursue the provision of equal opportunities for education to every South African, irrespective of race, colour, creed or sex.

The record over the past years shows an increase in the government resources for black education as a continuing trend, with a consequent limited but steady progress in reducing backlogs.

Nevertheless, analysis by the SA Institute of Race Relations of government statistics and statements come up with the following contrasts:

□ Using a norm of 40 pupils per classroom in primary and 35 in secondary schools, there was in 1986 a shortage of about 30 000 classrooms in black (African) schools (excluding the TBVC countries), while there was a surplus of 3 840 classrooms in white schools in 1985.

□ If a teacher/pupil ratio of 1 to 30

is used as a norm, there is a shortage of about 12 000 teachers in schools of the Department of Education and Training. By contrast 590 white teachers had been made redundant in white schools in 1986 and the first quarter of 1987, and white teachers training colleges are being closed down, or are severely under-utilised.

It is clear that government's unwillingness to allow unused or under-utilised "white" facilities to be used by other races remains a significant constraint in the path of parity in education.

One of the signs of hope in the educational field over the past two years has been the active steps taken in restoring the valued position of education in their community. This they have done by succeeding in replacing the slogan "Liberation before education," which had strong currency among black youth for a while, with the slogan "Education for liberation."

The fact that 305 000 black youths sat for their matriculation examinations this year without any disturbances after three previous years of chronic unrest in the

schools is evidence of the importance the black community places on education.

However, the debate by and about the "people's education" movement has shifted the attention from the quantity (or resource problems) to the quality of the education offered to blacks. To place SA on the "high road" to become a "winning" nation, it is of critical importance that the education system produces the kind of skills that fulfill the needs of the users of that system.

Beneath the political agenda of "people's education" three vital issues of education practice have emerged: the need for increasing and wider participation by black communities in decision-making at all levels, the relevancy of the content of the curricula taught at schools, and the effect of the teaching methodologies prevalent in SA.

Educationalists of quality will emphatically reject any attempt to impose a political or economic ideology through the educational process. Certainly no private sector involvement will be forthcoming in support of these three legitimate areas of concern if they are to be tarnished by an attempt on the part of ideologues to subvert the process for ideological purposes.

SA has sustained enough damage in the past as a result of the inappropriate importation of ideology into its education system to tolerate further attempts of this kind.

Reforms in education will only succeed if they have legitimacy in the eyes of the leadership groups in the black community. This cannot be provided by government initiatives alone.

Nor can the private sector alone secure legitimacy, no matter how much it may invest in good intentions, capital resources and professional experience. Increasingly, it will have to involve itself in programmes to assist communities in setting priorities, preparing strategies and assuming effective leadership for educational change.





WHAT Nkomo revealed in the *Sowetan* of Friday, November 27, in respect of *No subsidy for black kids*, infuriated the black community but did not startle those of us who labour in the field of black education.

No, we were not really startled to learn that this Government nonchalantly channels R10-million to subsidise school transport for whites, coloureds and Asians, while allocating nothing for black school transport.

Given the present socio-political structures in which whites (with coloureds and Asians as their junior partners) monopolise the polling booths, the above flagrant discrimination based on colour becomes the inevitable result.

Those whose job it is to distribute this country's collective funds are accountable only to those who vote. This is obvious: to be taxed without having the right to vote at elections is tantamount to giving a *carte blanche* on your banking account to people you do not know.

A frightening prospect, indeed. It is, in fact, worse than that.

Whoever said "taxation without representation is tyranny" must have experienced the searing pain of being totally powerless while witnessing one's hard-earned, cash made to support schemes and programmes which bore no relation to one's genuine interests. You want to scream and rave.

And this is exactly what is happening to the black people of this country in respect of the taxes they pay to a government which is not structurally accountable

# RACIST POLICY

**If the separation of schools in South Africa is based on culture we would be able to see culturally homogenous schools which were at one and the same time racially heterogenous**



By **LEBAMANG Sebidl**, Funda Centre's co-ordinator of education.

to them. This point must be repeated ad nauseam: nobody is structurally accountable to the black taxpayer. Their monies could just be used anyhow — with absolute impunity.

While this "*carte blanche*" affects every facet of our lives as black people, we have to say that the area of education happens to represent the epicentre of the socio-political upheavals this country has had to go through.

## FOCUS

The above grossly unjust allocation of education funds, which is clearly based on a colour bar model of things, confirms our age-old suspicions that most of the so-called non-negotiable principles propounded by the Government's educational policy-makers are nothing but a camouflage of white sectional self-interests.

For instance, the Government holds this as a non-negotiable tenet: the diversity of cultures in South Africa demands separate systems of education. In short, a student's cultural heritage determines which school he should go to.

### Privileges

I have consistently argued, over the years, that the principle of diversity of cultures is as porous as a sorghum sieve. It is nothing but a smoke-screen that the Government uses to present white privileges.

The only way this principle can be tested is when a number of black, or coloured kids, who are as "acculturated" as, say, an Allan Hendrickse's son or daughter, or an Edward Perkin's kid, are admitted into white Government schools on the basis of having crossed the cultural barrier despite their skin pigmentation.

In fact, one should say that until the Race Classification Board is replaced by the Cultural

Classification Board we will remain singularly unconvinced about the fact that the separation in schools is based on cultural criteria and not on racism.

The Government, in practice, identifies "race" with "culture". This is wrong "Race" is a biological category and is not amenable to change "Culture" is a behavioural category it is learned, it is acquired behaviour. Michael Jackson is one thing by race and quite another by reason of his culture.

The implication of this is that if indeed the separation of schools in South Africa was based on culture, we would be able to see culturally homogeneous schools which were at one and the same time racially heterogeneous. The only reason that this does not happen is that the criteria used in separating schools is race and not culture.

It is the colour bar — and not the culture bar — which is operative here.

And I have a hunch that the Government is using this colour bar criterion in order to safeguard its absolute white control over the collective funds of this country and to perpetuate this scandalously unequal distribution of education benefits.

Culture is simply a red-herring across the trail — a trail littered with so much that is unjust, hurtful and humiliating.

No, the black people of this country are no

longer going to accept that the disparities in school allocations, old age pensions, child welfare subsidies, etc are premised on the diversity of culture.

The culture factor has nothing to do with these invidious distinctions. The disparities, the separateness is there because white people in this country do not want to share anything that matters.

And this confirms my hunch that the so-called separate-but-equal principle can only work against the best interests of the black communities of this country.

"Separate", in the concrete realities of our lives, can never be "equal". Black South Africans do not need to learn from the 1954 USA Supreme Court injunction that "separate" is always inherently unequal — that while it engenders hypocrisy, prejudice, and a false sense of superiority on the part of the segregating whites, it robs the black sector of the population of its rightful share and engenders a false sense of inferiority on the segregated black youth.

### Powerless

It is wrong. It is unfair. It is so blatantly un-Christian for a country which professes its constitution on the Christ ethic.

Nobody, in the whole wide world, would ever accept the facile rationalisations that the Government gives to explain why a country like ours spends such disproportionate amounts of money on a small section of its population and treats vast sections of its people as they would a Cinderella.

Black people are powerless. They have no ballot-power. They cry from a position of weakness for the attention of a Government that is accustomed to governing without the consent of the majority — a government that is deaf and inured to the basic message of the Christian Gospel:

• To page 10

P.T.O

# Blacks won't benefit from school closures

MORE white education facilities can be expected to be closed down — but government shows no inclination to hand them over to education departments for other races whose facilities are increasingly overburdened.

This picture is clear from recent statistics on declining white pupil numbers, increasing black pupil numbers and a statement by (white) Education and Culture Minister Piet Clase on the question of re-allocation of facilities.

According to a report by the Institute for Futures Research at Stellenbosch University, an increasing number of white schools will become empty or only partly occupied. By implication, white teachers' training colleges and related institutions will also become underutilised.

The report said the annual output of white matriculants will drop by 10 000, from 63 000 in 1984 to about 53 000 in the year 2000, as a result of the declining white birth rate.

In the same period, black matriculants are expected to increase from 40 000 to 186 000, while between 1986 and the year 2 000 coloured matriculants will rise from 11 900 to 18 700 and Indians from 9 700 to 14 400. It was disclosed in Parliament earlier this year there were more than 200 000 vacant classroom desks in white schools.

## ROGER SMITH

Against this background Clase announced cut-backs in white education last month, saying that greater cost-effectiveness must be achieved.

But he made it clear the re-allocation of facilities for coloured, Indian or black education had a low priority, and made no provision for re-allocation for possible mixed-race education. He gave higher priority to re-allocation to other white "own affairs" departments and State departments.

The results of this policy are already being seen. Notable recent instances include a decision to hand over the Paarl Teachers' Training College buildings to the SADF.

In Johannesburg's integrated suburb of Mayfair, many complaints have centred on the fact a local white school was closed down and the buildings handed over to the Post Office. Black residents say their children have to attend distant schools.

PFP spokesman on education Roger Burrows condemned "these developments which cause extreme unhappiness, where buildings designed specifically as training facilities or schools are not used as such because of problems regarding Group Areas or government policy".

B/day 11/2/87



9/12/87  
Smetru

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## Molobi held

ANTI-APARTHEID activist, Eric Molobi, was detained in Johannesburg under emergency regulations yesterday, as he was leaving a meeting to discuss a Mbeki Trust, attorney Mrs Priscilla Jana said yesterday.

National co-ordinator of the National Education Co-ordinating Committee and executive member of the UDF, Mr Molobi, was meeting Mrs Jana and others to discuss the formation of the trust and a reception for the ANC leader, Mr Govan Mbeki, recently released after serving 23 years in prison.

Mrs Jana said police confirmed that Mr Molobi, a father of two children, was being held under Section 3 of the Emergency Regulations.

Members of the Security Police waited outside Mrs Jana's central Johannesburg office while the meeting was in progress, she said, and arrested Mr Molobi as he left.

In response the UDF National Executive Committee released a statement condemning the detention of Mr Molobi.

The statement reads: "We are shocked and angered at the detention of NECC national co-ordinator and UDF member Eric Molobi.

"This detention comes at a time when government security officials have announced that they will be taking action even against people who are acting within the law"

**LETTERS**

Write to The Editor, PO Box 13094  
Sir Lowry Road 7900

10-16/12/87  
South

# Private schools not an option

THERE are a number of political, social and economic reasons why I would not send my child to a private school.

I could not, however, support the reasons advanced by Reggie Veldman, even though I am a Sacos supporter.

A set of unique political circumstances exists in this country, namely a political system based on racism. It makes a mockery of all other systems, be they social or educational. Education in South Africa will not be normal as long as apartheid exists.

It is futile to argue that "normality" can be attained for the black child at a private school. It is merely the creation of an artificial world in which black children are made to believe they are the "equals" of their white classmates, but need to come back to the ghettos of Belhar and Guguletu.

It is almost inevitable that black children become socially deprived — their immediate social circles being completely alien to them. They are taught a value system that will be difficult to relate to their experiences on the streets of the Cape Flats.

No socialisation processes take place which could be meaningful to their growth and general education and they develop elitist attitudes. I will not allow my child, who already has to contend with several other problems, to be subjected to this kind of confusion.

Bringing white school friends home becomes a status symbol and an indicator of upward social mobility.

As an educationist, I would be endorsing a motion of no confidence in myself should I send my child to a private school. That would also apply to the aspirant teachers I am training as well as my colleagues.

We have in our community many committed and progressive teachers dedicated to giving their best for our children under adverse conditions.

They maintain standards which in many instances compare with the best. Do I have to tell these people they are not good enough to teach my child?

The irony is that many people involved in black education enrolled their children at private schools. Some of these people even espouse "people's education" — a concept which is the opposite of what private schools stand for.

One also need to query whether the opening of private schools in



recent years was not based purely on economic considerations.

The opening of white-run private schools to blacks is therefore not based purely on altruistic reasons or the promotion of nonracial education.

Parents also hide behind the excuse of acting in the best interests of their children. It is an often-used refrain of people who leave the country for "greener pastures" overseas

Parents say their children must not suffer as they did or that their children must have better opportunities. They also say they have a right to enrol their children at private schools. This is a myth.

Many leading figures in almost all spheres of activity in our community have emerged from so-called "gutter" education.

**DEDICATED TEACHER,  
BELHAR**

(This letter has been shortened)



# Need for a new attitude towards black schooling

Few of the debates on equalising educational opportunities focus on equal treatment of people and the provision of basic facilities. I want to list several items that have recently come to my attention. Many improvements have been made in African education: white readers may decide whether other improvements would reduce their anger and frustration if the following applied to the schools their children attend.

SME 12/12/87

**The many worthwhile improvements do not compensate for incidents of neglect and rough treatment, writes Dr Franz Auerbach, a Johannesburg educationist.**

● In some "homelands" schools are not built until the local community has provided the funds for the buildings. After that the government will refund half the cost of the construction — often after long delays. We all pay taxes to fund school buildings; why must poorer people pay extra for such basic facilities?

● Recently I saw some schools in the Natal Midlands area. One, an 1 100-pupil primary school, seemed to have its classrooms so full of desks that one could hardly move in them — and about half the desks were broken. The grades classes were still in double sessions (one teacher teaching two groups a day) and there was a Std 1 class with 77. Another school, waiting for a supply of desks, had found a commercial firm to sponsor 350 new double desks. A high school with 700 pupils had 187 desks, a quarter of them broken — the place looked like the shell of a school. Its Std 9 class has 57 pupils.

● An advertisement for promotion posts in the Johannesburg region DET newspaper *Focus* has a "Note" which reads: "Applications must be accompanied by at least

two recent testimonials (not more than six months old: one must be of your clergyman)". In 40 years' acquaintance with "white" education I have never heard of testimonials from clergymen being compulsory.

● Most African primary schools more than 10 years old were built without staffrooms. Why not?

● A 1984 American report on "Schools of Excellence for all the People" recommends that "all who enter our schools should experience "user-friendly" institutions (with) a concerned, responsive, supportive environment." Yet last year signs were erected at the entrances of all African schools which read: "No unauthorised person is allowed on school premises or in school buildings. Trespassers will be prosecuted."

While one knows why such notices were put up they do not convey to parents and pupils any notion of "user-friendly" institutions.

● Most of Soweto's 275 primary schools do not have electricity. Even a beautiful new school, occupied in April 1983, has not been connected yet after four and a half years, though it is situated along the

wall of the power station. When last did you hear of a white school without power supply?

● Many thousands of African pupils all over the country walk very long distances to school, and it was only last month, when Putco withdrew its subsidies on scholars' fares, that the education authorities said they were "considering transport subsidies". Yet in 1979 the Natal Education Department spent R2,3 million on transport for 10 600 white pupils (9,7 percent of its total enrolment) — averaging R217 a pupil.

The many worthwhile improvements in education do not compensate for such neglect and rough treatment. Perhaps we need a "user-friendly" attitude towards pupils, parents and teachers even more urgently than money and facilities if we are to persuade the people that the authorities are genuinely working towards "equal educational opportunities and standards for every inhabitant" with all deliberate speed.

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NECC (SD)  
10/21/87

# condemns detention

Education Reporter

The National Education Crisis Committee (NECC) yesterday condemned the detention of its national organiser, Mr Eric Molobi.

Mr Molobi was detained in Johannesburg under Section 3 of the emergency regulations on Monday as he was leaving a meeting at the offices of lawyer Mrs Priscilla Jana to discuss the formation of a trust for African National Congress leader, Mr Govan Mbeki, who was recently released from prison.

The NECC said in a statement that it had learned "with shock and dismay" of the detention of Mr Molobi, who had been "in the forefront of the struggle to resolve the crisis in education".

The organisation had, since its formation over a year ago, been committed to peacefully resolving the education crisis in South Africa, said the statement.

The United Democratic Front also condemned the detention



11/12/87

## Free education

50 SPK

EDUCATION should be above politics so that the young can develop open minds, but it suffered a serious blow when the National Party gave it a strong political twist. Although the party itself has shifted somewhat from the far right, there has been little sign of liberalisation in education. The recent furore over the history text for Transvaal senior schools showed that indoctri-

nation is as unsubtle as ever.

The concern expressed by Mr Albert Nothnagel MP that extreme rightist organisations are trying to influence schools therefore has an ironic ring. He is right to raise the matter (and bravely stick to his guns despite ministerial criticism), but for the wrong reason. It is not the substitution of influence he should fear, but the influence itself.

# Preparing children for tomorrow

**BUSINESS** Challenge is to start Std 10 classes for members' children next year.

Mr Arthur Mzimela, the public relations officer and a director of BC, said the proposed classes will be known as "Matriculation Extra Preparatory Tuition."

He said subjects offered would be mathematics, physical science, chemistry, accounting, business economics and economics.

He said the reason to provide extra tuition for only Std 10s had been prompted by, among others, a high failure rate of matriculants, a lack of qualified teachers to teach science and commercial subject, and lack of comprehensive career guidance in schools.

"We want the chosen

By **NKOPANE  
MAKOBANE**



**MR ARTHUR Mzimela.**

pupils to attain high symbols, A-C. Our aim is to create awareness of future opportunities at the marketplace through discussing career guidance with experts from various fields such as, banking, personnel

management, marketing, business administration and advertising.

"We feel pupils must be prepared for university entrance and made aware of the university climate. Our pupils normally experience culture shock in their first year of university."

Mr Mzimela said their programme for the 1988 academic year will commence in February. BC shall evaluate the programme in 1989 against the results of 1988 to check if it had achieved its set objectives.

## Selected

"We have already carefully selected best qualified teachers in each subject to assist in this project. We have planned everything meticulously because we are preparing tomorrow's South Africa," he said.

He also said a pilot class was run at Davey High School in Daveyton during September this

year to gauge the interest of the pupils and the effect of the selected teachers on pupils.

Provisional arrangements are that classes will be conducted over the weekend (Saturday and Sunday) from morning to afternoon with each teacher allocated four hours per month (one hour each week). Initially the classes will be held in Johannesburg.

## Study law in USA

THE United States Information Service has announced two programmes for South African lawyers to pursue study or internship next year in the United States in the fields of legal education, constitutional law, administrative law, and labour law.

Application forms are available from Mrs Patricia Mgiba, United States Information Service, 111 Commissioner Street, Johannesburg, 2001.

The closing date for receipt of applications is January 15, 1988.

## 'Varsity merit plan

RHODES University in Grahamstown is to introduce a merit award scheme for students enrolling for the first time for an undergraduate degree next year.

The awards, ranging from R1000 to R4000 are based on matriculation examination results. To qualify, applicants have to obtain an A or a good B aggregate in the matriculation examination.

# Honour for Zulu expert

THE retired Dr Cyril Nyembezi is to be conferred with an honorary degree of Doctor of Literature (DLitt) by Rhodes University in Grahamstown next April.

Dr Nyembezi, the son of a Methodist minister, was born in Babanango. He went to school at Vryheid, Driefontein, Adams College and Nuttall Training College in Edendale. While teaching at Newcastle Secondary School he studied privately for the matriculation certificates.

In 1941 Dr Nyembezi began his studies at the University College of Fort Hare, graduating with a Bachelor of Arts degree in English and Zulu, with distinctions in both in 1943. In the same year he also completed the college education diploma.

## Teaching

He resumed his teaching career in 1944, and in 1945 completed an honours degree at the University of the Witwatersrand with a first class pass.

In 1948 he joined the staff of the University of the Witwatersrand as language assistant in the Department of African studies.

He completed a Master of Arts degree at the University of the Witwatersrand in 1950 and was appointed professor and head of the Department of African Languages at the University College of Fort Hare in 1954.

## Resigned

Dr Nyembezi resigned in 1959, in protest against the take-over of Fort Hare by the Government to introduce apartheid into university education.

He moved to Pietermaritzburg in 1960 to join Shuter and Shooter as Zulu book editor, a position he held until his retirement in 1984.

He has written a number of books, and translated Alan Paton's "Cry The Beloved Country" and Dickens' "A Christmas Carol" into Zulu.

His work has been translated into Xhosa and South Sotho. His writing has also included poetry, history, folklore, grammar, primary school readers, health books, and Zulu language manuals. He also collaborated in the compilation of two Zulu dictionaries.



## Medium gains favour

There are fears that the potential of computers as learning aids in schools could end up perpetuating the rote system rather than stimulating self-motivated learning among pupils. This emerged during a panel discussion on the topic: "Is there a future for computers in education?" at the end of the first day of the second South African APL (A Programming Language) symposium held at the CSIR conference centre in Pretoria.

The panel of experts was in favour of the medium, but critical of its almost unquestioning link with the rote learning process that school education is currently saddled with.

The question was posed because the APL language is frequently used to teach pupils how to programme a PC. It is also used to teach mathematical and abstract concepts.

Peter Bantock, a teacher at St Stithians School, Randburg, stresses that computers should be used to "create a learning environ-

ment" in which "pupils should fall back on their own resources" — quite the antithesis of rote learning.

Professor Dirk Laurie, of the University of Potchefstroom, stresses that the PC will come to be seen as normal as television or the motor car, "computers," he says "are essential to civilisation and, therefore, education"

The author of APL — Dr Kenneth Iverson, visiting SA from Canada especially to promote the language — believes that the



Iverson

computer is essential to education, but he is critical of a commonly used computer education program called Logo, describing it as "ludicrous as a basis for teaching maths," which in view of the language's current popularity in the Transvaal should give teachers and the TED something to think about. According to

Dr Moshe Sniedovich, of the Centre for Advanced Computing and Decision Support of the CSIR, "there are no magical solutions." He sees the computer as being good in certain ways, but exaggerated, with hard work being necessary to supplement it. He emphasises that education is a long haul, with no miracles likely to be seen within the next 10 to 15 years.

Paul Laridon of the University of the Witwatersrand — a supporter of Logo — says: "There is a long way to go to see the fruits of computers in education; we have not seen the revolution." He ascribes difficult progress to the great difference in the quality of production of software and courseware in education, with the lack of teachers who can act as facilitators, rather than forcing the topic, as a compounding factor "To change this perspective is a mammoth task," he says.

The need for the teacher to use a facilitative role was emphasised by Caroline Einhorn, a former high school maths teacher, who developed an APL programming course for IBM SA after meeting Dr Iverson.

Wits' Professor Colin Wright decries the effect of technology on education. He criticises it for being unresponsive, saying that "education should be fun" — his point being that children soon lose interest in technological methods when they discover that they are still having to learn by rote — "they must be taught to explore," he says.

Wright raises an interesting point — the existence of a generation gap between pupil and teacher, thereby exposing the average teacher's lack of knowledge and expertise in the use of electronic media.

Professor Peter Vermeulen, of Pretoria University, complained of the difficulty of assessing a student's progress with computers. Further points made by the panel included the necessity to catch pupils young if they were to learn programming — the best time apparently is in the six to nine age bracket. ■

# From classroom to campus, the tension spreads

14/12/87

By Zenaide Vendeiro,  
Education Reporter

A return to school by hundreds of thousands of black pupils at the beginning of 1987 held the promise of a normalisation of education characterised in previous years by violence, school boycotts and closures.

## PEOPLE'S EDUCATION

The situation on the surface did improve markedly.

However, no effort was made by the educational authorities to address the fundamental issues which had plunged education into a crisis. Instead, control over all aspects of education, including the universities, was tightened.

Just before the return to school by black pupils, new stringent measures in terms of the state of emergency were introduced to control their movements and actions.

Through these regulations,

"people's education" was effectively banned.

The National Education Crisis Committee (NECC), which had earmarked 1987 as the year when "people's education" would gain momentum and be introduced in schools, continued to research the content of education and to galvanise support for people's education.

But several of its leaders were detained, most recently its national organiser, Mr Eric Molobi, and the Department of Education and Training (DET) acted against teachers and headmasters involved in people's education.

Later in the year, the Education Laws Amendment Bill was circulated for comment. The Bill redefined the word "school" to cover anything from a nursery school to an afternoon tuition class and placed all formal and non-formal education under the juris-

dition of the Minister of Education and Development Aid.

It also regulated the entering of schools by pupils, the dismissal of teachers, the suspension of schools and the admission of students and the conducting of exams at technikons.

The Bill was predictably rejected by NECC and other organisations as seeking to entrench apartheid education.

## IMBALANCE IN SPENDING

The vast disparity in spending on education for the four race groups, as well as in key indicators such as teacher-pupil ratios and classrooms, was again highlighted.

Although spending on black education increased, the budgeted per capita spending on white education for the 1987/88 financial year was still 5,4 times more than that budgeted for black education.

The severe shortage of teachers and classrooms for

blacks was contrasted with the oversupply for whites.

Despite this, the Government was unwilling to allow surplus teachers and unused white facilities to be used by other race groups. Hundreds of white teachers were made redundant and white schools and teacher training colleges were closed. The decision was labelled "quite sick" by the PFP spokesman on education, Mr Ken Andrew.

Three controversies raged in white schools, namely the Menlo Park race row, allegations of a "white" bias in the history textbook for matriculants and a charge by the National Party MP for Innesdal, Mr Albert Nothnagel, of right-wing politicking in some Pretoria schools.

Hoërskool Menlo Park became a household name when black Natal athlete, Nkululelo "Squeegee" Skweyiya, was

barred from competing in a sports meeting the school hosted in February. The school's management committee was called upon to resign by the majority of parents and the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, but refused.

In a typical response to a "very sensitive matter", the Minister passed the buck to parents in his guidelines for contact between white and black schoolchildren.

## UNIVERSITY SUBSIDIES

Copies of the textbook were withdrawn for correction of grammatical and spelling errors — at a cost of more than R118 000 — but the Minister parried questions on the book's bias by saying it was the only one submitted.

In October, the Government extended its crackdown to universities by placing conditions on the granting of subsidies.

The measures required the university councils police the activities of staff and students both on and off campus or losing their subsidies.

The move was regarded as an assault on university autonomy and academic freedom and a clampdown on peaceful protest, political debate and opposition to the Government.

The measures were condemned locally and internationally.

A disturbing side to the issue was that Afrikaans-speaking universities found the conditions acceptable.

The heads of the five liberal universities declared that they would continue to run their universities as they had always been run and the councils of the universities of Cape Town, Western Cape and Natal gave notice of their intention to test the validity of the conditions in the Supreme Court.



and Mr Moloï has hinted that the prize will be increased in the future.

He said the presentation of the prizes will be made at the school of one of the two top pupils as soon as schools have reopened. Parents of the pupils would be invited.

### Speakers

According to Mr Moloï, guest speakers at the ceremony would include, Mr Gunther Merbold, the DET regional director (Johannesburg), and Nelson Botile, Mayor of Soweto. Other invited guests at the occasion are Jomo Sono, managing director of Jomo Cosmos, Mr Peggy "Bel-Air" Senne of the National Taverners Association and DET officials.

## Invites to be a Nieman Fellow

THE United States-South Africa Leader Exchange Programme in conjunction with the Nieman Foundation at Harvard University, is inviting applications for the 1988/89 Nieman Fellowship.

A spokesperson said applications and/or nominations for the 1988 Fellowship should reach the Ussalep officials before January 29, 1988. No applications received after this date will be considered.

### Journalist

Every year since 1960, a South African journalist and his/her family go to Harvard University as part of the Nieman programme. There he or she joins top American journalists and a small number of newsmen and women from the rest of the world for a year's academic study.

The selection as a Nieman Fellow is strictly on merit, irrespective of race, creed or gender.

Nieman Fellows usually leave for the United States in mid-August and return the following July. For further information contact The Nieman Fellowship, USSALEP, PO Box 32869, Braamfontein 2017. Their telephone number is (011) 339-6774.

THE 1820 Foundation in Grahamstown has devoted one of its cultural and education operations entirely to In Service Education and Training of Black Teachers.

A spokesperson said Inset was growing rapidly, spreading further afield, and already had a staff of six.

She said the Teachers' English Language Improvement Project (Telip) has proved very popular with teachers. Over 100 teachers had attended intensive six day courses at the 1820 Settlers National Monument during their school holidays.

After successfully completing each stage of the eight in the series, each candidate receives a certificate.

The first group of teachers to have completed all eight courses were due to attend the final course this month. They will then take part in a research project at Rhodes University involving computers in education.

The Telip project was developed at the University of the Witwatersrand to assist black teachers with improving their English.

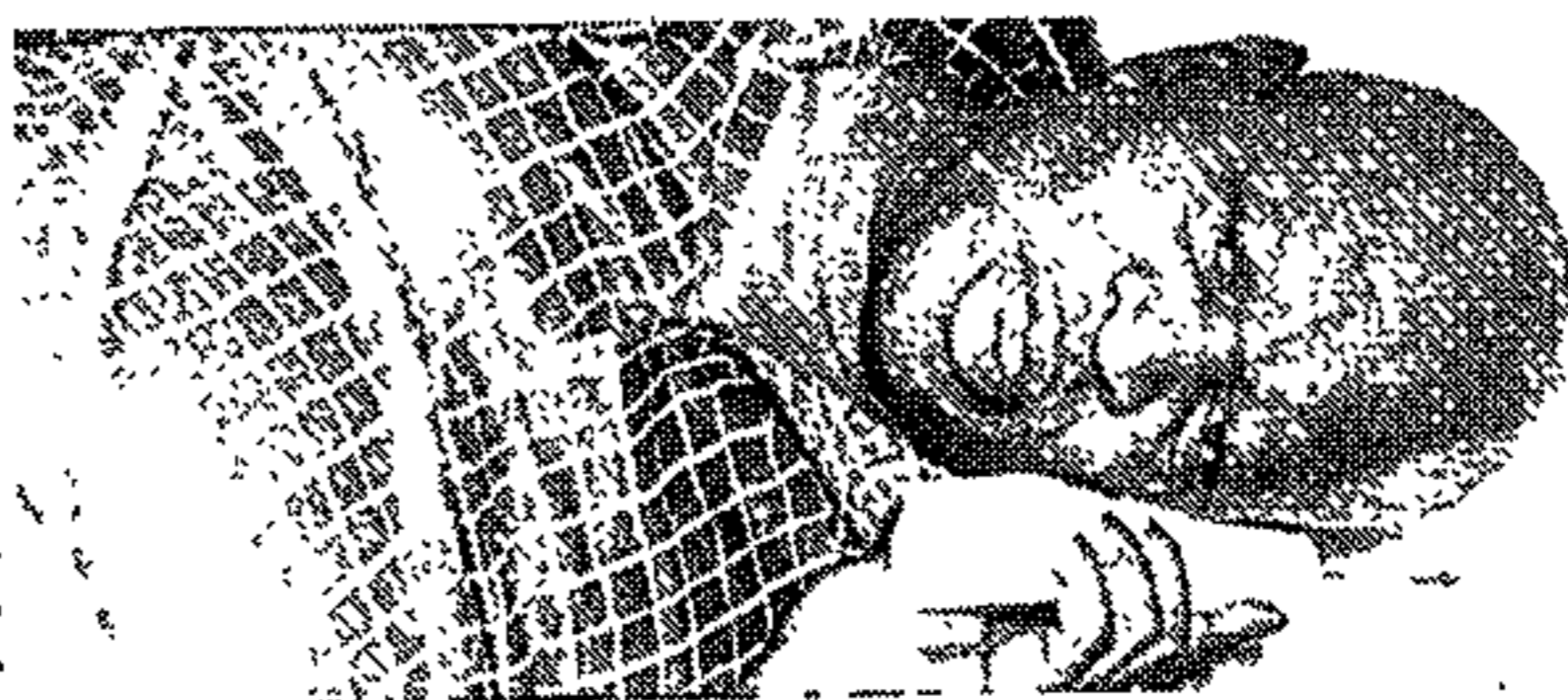
THE Godfrey Moloï Best Student Award received a R1 000 boost this week from Soweto's Blue Flame Liquor Enterprises.

This amount brings to R2 000 the prize money that will be offered to two Soweto pupils — a boy and a girl — who obtain the highest marks in the matriculation results.

Mr Moloï, popularly known as "Louis Luyt," said he was happy that Blue Flame has accepted his challenge to businessmen to plough their profits back into the community.

"Initially I was going to offer a prize to only one pupil, but now I am going to give two. If more businesses can join in, we may even offer a second and third prize," he said.

MR GODFREY MOLOI.



Mr Moloï started the award this year as an incentive for Soweto matriculants. The award will be an annual affair

# R2 000 for 2 matric pupils

18/12/87 (50)

## raises level of English

Education File  
Education File  
Project

• A child-centred method of teaching reading in their mother-tongue, the Molteno Breakthrough to Literacy Project, has been introduced to nine schools as a pilot project this year with a view to expanding the project next year.

Some of the pilot school teachers will be trained in Bridge to English next year. Inset staff visit Molteno schools weekly to monitor progress and assist teachers where necessary. In the future it is hoped that Inset will work in conjunction with the Albany Museum in making resources available to teachers.

## Series

THE United States Information Service is to present two more award-winning series, "The Story of English" in Johannesburg this month.

*The Loaded Weapon - The Irish Influence* on December 23 and *The Empire Strikes Back - Will English Survive* on December 30. All series start at 1pm.

# National library in financial spot — Meyer

(50)  
SM 28/12/87

Own Correspondent

CAPE TOWN — The South African Library has again been seriously affected by a lack of funds. Functions specified by the new National Libraries Act were impossible to implement, according to the chairman of council Dr P S Meyer.

In his annual report, Dr Meyer said the council and library director Mr P E Westra had kept the Minister of National Education, Mr F W de Klerk, and his director-general "fully informed" of a shortfall in the library's budget which had made it necessary to obtain an overdraft.

"It is the council's considered opinion that the functions laid upon it by the Minister can only partly be carried out with the funds currently provided by the State."

## Advised to freeze posts

A delegation had met Mr de Klerk and the director-general, but the department had later advised the library to freeze posts, to attempt to generate more of its own income, and to retrench staff if necessary.

"However, many of the library's problems are already being caused by a shortage of staff," Dr Meyer said.

As a national library, the S A Library had little scope for generation of significant income and approaches to the private sector had produced limited results — mainly because such donations were not eligible for tax relief.

"As was the case in the previous year, the financial position resulted in further cut-backs in the acquisition of periodicals and books, and urgently needed equipment could not be purchased.

## Impossible

Functions specified by the new Act such as the building up of special collections and provision of a national restoration service have been impossible to implement, while even basic services such as provision of information have been affected by the financial situation.



(50)

# EQUAL EDUCATION FOR ALL - MINISTER

THE Government could be spending in the region of R50 billion a year on education within 10 years from now, according to information provided by Minister of National Education, Mr F W de Klerk.

The massive boost in education spending, which takes into account both real increases and the current inflation rate, is designed substantially to bring equal education opportunities for all population groups and to cope with the big growth in the number of black pupils.

In response to questions by Mr Roger Burrows (Pinetown), in the House of Assembly, Mr de Klerk said in a written reply tabled last week that it had been decided the real increase in expenditure on education during the next 10 years would be at least 4,1 percent a year.

That amounts to a real increase of just under 50 percent on education spending between now and 1997.

In the 1987 Budget the State provided more than R9 000 million for education, outside the independent homelands.

In his reply to the question last week, Mr de Klerk said it was the policy of the Government to bring about parity in education for all population groups.

Equal opportunities for education, including equal standards of education, are being strived after for every inhabitant

SOWETAN Correspondent

of the Republic.

The period during which this object was to be achieved depended on the availability of funds.

Certain formulas had already been drafted and these as well as a 10-year strategy for implementation would be announced as soon as consultation had been completed.

Mr de Klerk said this did not imply that after 10 years the object of equal education opportunities for all population groups would have been fully achieved.

# No domination in education, says De Klerk

PARLIAMENT — Only through the policy of own community controls could there be a fair sharing of power, otherwise it would simply be a question of who dominated whom, the Minister of National Education, Mr F W de Klerk, said yesterday during his budget vote in the House of Representatives.

Mr de Klerk said the alternative was majority rule in which the majority forced their views on everyone, as they had in other parts of Africa.

The pace of reform had to accommodate people who were frightened of being overwhelmed, of losing all control over their own lives.

Earlier, he said the 10-year plan to bring about parity in education was governed not only by the country's economic circumstances but by other factors, one of which was the population growth.

The increase in the number of children was a problem which had to be

curbed.

To accommodate the increase required vast amounts of money — not only money but also infrastructure.

It took three years to start a school from scratch and get it fully operational, including suitably trained teaching staff, he said, quoting from figures supplied by Nominated MP, Mr Desmond Lockey.

The 10-year plan took this into account.

Nobody wanted to accelerate the pace more than he, Mr de Klerk said, but, at the same time, pace had to be tempered so that the wrong moves were not made.

The decentralised system evolving in South Africa was better than one, centralised organisation, he said.

With the decentralised system, even though it had its disadvantages in the racial context, it was flexible and not a rigid centralised control. — Sapa.



# Mixed schools unjustifiable, says Clase

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By DALE LAUTENBACH  
Parliamentary Staff

ALLOWING children of "other population groups" to attend "our" white schools would be educationally unjustifiable, said Mr Piet Clase, Minister of Education and Culture.

Speaking yesterday during the debate on the budget for his department, Mr Clase spelt out the Government's philosophy of "own" education and was attacked by members of the Progressive Federal Party on the basis that arguments for the integrity of "culture" and a "mother-tongue" were a thin disguise for the underlying politically racist ideology.

Mr Clase said "own" education was designed to maintain and build on the "identity, lifestyle, culture, traditions and mores" of the white group.

### Common standards

"Let us be quite clear about own education. Provision of education is universal and the respective systems have common standards of provision but the particular character of each cohesive group within our multi-cultural society is amply catered for."

He said the concept of "own schools" was a "prime guarantee" that children would be nurtured in "an environment of mother-tongue education, an own culture and an own system of values".

"Own" education was in turn a guarantee for the continued existence and growth of these group attributes.

"But please note, own education is not exclusive, self-sufficient, isolated and sealed off to the extent that contact with other groups is inhibited."

His department provided aid not only to "our own" but to "everybody requesting aid". Services, like examination papers, were "freely available to other population groups", he said.

However, he categorically ruled out mixed schools, saying this would be educationally unjustifiable.

"We don't see it as our task to allow other groups' children into our schools. We place great value on contact — academically, culturally and on the sportsfield. We can learn much from each other without diluting the own."

More than anything, his department valued "spontaneous contact" because therein lay the future of mutual existence.

He said education played an important role in establishing healthy inter-group relations but only "own" as opposed to integrated education would make this possible.

"Because education is language and culture-bound, educational integration is not our policy and we will not experiment with it."

### Malawian girls

If language was a cardinal consideration in this scheme, why did the two daughters of a Malawian academic studying in Stellenbosch end up at an Afrikaans "coloured" school? asked Mr Ken Andrew, (PFP Gardens).

The little girls could not speak Afrikaans, he said, and Rhenish School in Stellenbosch was willing to take them. Mr Clase's department refused to allow this move.

**HOUSE OF DELEGATES.** — Reform schools and industrial schools are to be built by the government to provide for blacks who had become "derailed" due to circumstances beyond their control, the Deputy Minister of Education, Mr Sam de Beer, announced yesterday.

Introducing the Education vote in the House, he said it was planned that two schools of industries and one reform school would be established by June 1988.

Each school would provide for 300 pupils and R100 000 had been set aside in this year's budget to cover initial planning expenses.

Mr De Beer said schools of industry would provide for the

# Reform and industrial schools for 'derailed'

"reception, care, education and training" of children sent there under the Child Care Act.

Reform schools would fulfil the same function for children under the Criminal Procedure Act.

He said that in addressing the unique needs of the individual, attention was given to the fact that in any community there was a group of unfortunate children who had been "derailed" because of various economic, social and environmental circumstances over which they have little or no control".

Although there were

five reform schools in the self-governing states and in one independent state, no school of industries had been established.

The Department of Education and Training was now in a position to extend its broad educational and social responsibility to include these children.

As far as reform schools were concerned, he said a thorough evaluation was essential to ensure that each child was placed in the correct school and in the most appropriate study direction to suit his personal

interests, aptitudes and abilities.

"The department gladly accepts this important responsibility, mindful of the implications it entails," Mr De Beer said.

In the evaluation process, factors that had caused the children to be in need of special care would be kept in mind, such as broken family ties, economic and social circumstances and the general increase in crime.

The schools should equip pupils spiritually and physically to cope with the demands of society. — Sapa



By Zenaide Vendeiro,  
Education Reporter

An era of a true partnership in education — between the authorities, teachers and parents — is dawning in the Transvaal, says Mr Jack Gordon, chairman of the Transvaal English-Medium Parents Association (Tempa).

In an interview last week, Mr Gordon said parent involvement in education was previously limited to school boards or Governing bodies — now called management councils — who controlled school finances and looked after school grounds and buildings.

A new direction was struck when the Transvaal Education Department (TED) officially recognised Tempa and its counterpart, the Transvaalse Afrikaanse Ouersvereniging (TAO), as non-statutory representative bodies.

Mr Gordon gave credit for this to the former director of the TED, Mr J D V Terblanche. "The feeling that I have got is that parent bodies in other provinces are not as well organised and that education departments haven't yet opened their doors to them."

The present TED director, Dr D H Bredenkamp, was also committed to consultations with parents and teachers. The department's theme last year of "Partnership in Education" was being carried through this year in the theme, "Partnership in Action".

Tempa and TAO, which aim to effect greater parental involvement in education, are repre-

# 'Age of education partnership is dawning in Tvl'

No one questions the right of parents to have a say in the education of their children, but historically it has been a right that too few white parents have been willing to claim. And this minority has often encountered an arrogant "we know best" attitude from educational authorities. Mr Jack Gordon (right), chairman of the Transvaal English-Medium Parents Association, says this is changing, at least in the province.



sented on the newly-created Transvaal Education Council, which advises the Government on education and assists in its decision-making.

They already sit on a number of education committees dealing with "bread-and-butter" issues such as the standardisation of examinations, teacher training, school building sites and facilities, special schools, educational services and the proposed compulsory tuition fees.

One area in which parents still have little say is what their children are taught. "However, Tempa has been asked to be-

come involved in a review of English set-works and, hopefully, this will lead to more involvement in the curricula," said Mr Gordon.

Members had also been concerned about reports of the "biased" history textbooks for the Transvaal and had discussed the issue with the TED, he said.

No doubt parents will insist on a greater say in curriculum content and teaching styles with the introduction of compulsory tuition fees — a principle parents do not find entirely acceptable.

"Our view is that everybody

in the country, including the Government and the private sector, benefits from education, and the burden of paying for it should not be placed solely on parents.

"There are also many practicalities that still have to be worked out."

Mr Gordon said Tempa was "apolitical", dealing with issues that directly affected their children.

"We have to work within the constraints of legislation. It would be silly of us to go against it by, for example, campaigning for the opening of schools to all races. There is no point addressing a problem you can't solve.

"This attitude would not only destroy the progress we are making on bread-and-butter issues, but would alienate the authorities and cause a division in our ranks. After all, our members are of all political persuasions."

Mr Gordon said that although Tempa was only established last year and held its first annual general meeting in March, membership was growing healthily. Fifteen regions had been established in the province.

Membership was open corporately to schools' management councils at a fee of R25 a year and to individual parents at a nominal initial rate of R1 a year.

"We would welcome every parent as a member of Tempa," said Mr Gordon.

Parents wishing to join Tempa can write to P.O. Box 10055, Aston Manor, Kempton Park, 1620, or telephone (011) 975-6085.

# Govt seeks NECC's view on education Bill

By Zenaide Vendeiro,  
Education Reporter

The National Education Crisis Committee (NECC) has been asked to comment on a proposed Bill on education which will, among other things, empower the Minister of Education to suspend the activities of a school or class.

This attempt to canvass the NECC's views on proposed legislation is not only unprecedented, but is also surprising in view of the fact that many NECC leaders are in detention — an observation made by national co-ordinator, Mr Eric Molobi.

At a Press conference at the University of the Witwatersrand yesterday, he said the NECC received the Education Laws Amendment Bill last Wednesday and was given three days to make oral or written comments. The NECC responded by saying it would only be able to comment on the Bill after

proper and intensive consultations with our various constituencies". The deadline was extended until September 19.

Mr Molobi said a national consultative conference would be held at Wits this weekend. Between 250 and 300 representatives from various organisations involved in education would be represented.

"This consultation is viewed as a serious attempt to discuss issues democratically that are bound to affect our communities, and to have clear and mandated opinions on such issues."

Professor Merwyn Shear, deputy vice-chancellor of Wits, said the approach to the NECC for comment on the Bill was "highly desirable and is welcomed very strongly".

"The NECC has been shown to represent the views of the vast majority of the black community and is ideally placed to express black opinion."

● See Page 11.



CML- Trans 16/11/87

# Clase defends SA education system

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From ANTHONY JOHNSON  
Political Correspondent

PRETORIA. — A unitary education system in South Africa could cost "billions of rands" as a result of lower standards and a resultant loss of productivity, according to white education minister Mr Piet Clase.

Mr Clase made this claim at the National Party's Transvaal congress at the weekend while hitting out at English newspapers for reports on remarks he had made earlier in the week at the party's Cape congress on why the government's policies were so "expensive".

Mr Clase told delegates to the Cape congress that the NP had an expensive policy because it re-

quired the "duplication, triplication and quadruplication of facilities".

As a result of the government's policy, South Africa had to fight a border war and also had to face boycotts and sanctions, he said in Cape Town. However, NP supporters maintained they wanted this policy and would accordingly have to pay for it, Mr Clase told delegates who had complained of declining educational standards and rising costs.

Speaking at the NP's congress in Pretoria on Saturday, Mr Clase accused certain newspapers of trying to "score political gain" and charged that to link his Cape Town statement to apartheid was "to say the least, simplistic and superficial opportunism".

Mr Clase said his earlier statement did not imply that the NP

had a more expensive policy than any other alternative policy in South Africa.

"Any policy in South Africa is expensive because of the unique composition of this country's population," he said.

Mr Clase added: "The government has committed itself to defend this country with all of its peoples against communist expansionsim. This costs money — as does the defence budget of America."

Mr Clase said it was "fiction" that separate education was inevitably more expensive than a unitary system would be.

While it was true that the current system was expensive, one education department would be "so massive" that decentralization was inevitable.

Angela

# De Beer: Equal education is aim

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SAPC

10/6/87

By Abel Mabelane

Deputy Minister of Education and Training Mr Sam de Beer has said equal education should be provided to children of all races in South Africa.

He was addressing the highveld regional conference of principals at the Isidingo Technical College in Daveyton.

Mr de Beer said his department had committed itself to obtaining this objective.

He said it hurt him when he heard discouraging remarks about so-called inferior education being foisted on the children who had been entrusted to his department.

"In 1955 a total of 674 black pupils entered for the matriculation examination, while the enrolment in all secondary schools was 35 000.

"The school population that year was just over a million compared to the total enrolment for the entire country (including the self-governing and "independent" states) last year which exceeded six million.

"The number of fulltime candidates registered for this year's matriculation examination is 140 000 and an additional 160 000 people have entered as private candidates. Total enrolment in all secondary schools was more than 850 000 in 1986," Mr de Beer said.

More than 1,8 million primary and secondary school pupils were accommodated in more than 7 000 schools under the care of 48 000 teachers. Black pupils now comprised more than 75 percent of the schooling population of South Africa.



# Is new technology a panacea for

## educational ills?

Modern technology has put at our disposal a great variety of new and exciting means of communication. Syncom's proposed new Learning Network Corporation claims that mobilising this technology can wipe out the enormous backlog in education in southern Africa, as well as providing vital skilled manpower in the shortest possible time and at "a fraction of the cost of traditional methods".

This highly ambitious project reads like a scenario in futurology where a complex electronic link-up between resource centres and schools, universities and industrial companies will provide learning and skills training for formal, informal and non-formal education.

Certainly the array of media techniques available can make teaching more effective and enrich students' learning experiences of the real world.

### Many possibilities

Motion pictures and television can take us back in history, transport us to foreign lands, make it possible to experience something of the horrors of war or the devastation of an earthquake, while cosseted in the safety of a classroom. The camera can speed things up: the growth of plants over days or weeks can be shown in seconds. Germs and bacteria, invisible to the naked eye, can be magnified so that their study in the classroom is easy. There is almost no end to the possibilities.

Modern technology can motivate and arouse interest, provide variety in learning and impress things on our minds.

Television is a very intimate medium giving the viewer a front row seat and his own little window on the world. It can be devastatingly dramatic and powerfully stimulating.

It is a large group medium and educational television can bring highly competent or "master" teachers and innovatory methods into many schools, colleges and universities. However, television as a teaching medium has its limitations and it has not revolutionised the teaching learning process in the way some people were forecasting 20 to 30 years ago.

Television and film are one-way communication. Effective teaching takes the form of a dialogue between teacher and learner. There is no feedback from television, no reinforcement to strengthen the learning act. Watching television is a passive form of learning and it cannot answer questions.

One-way communication ignores

After four centuries, the book remains our most powerful teaching aid, writes Dr Jimmy Elliot.

the fact that learners have diverse abilities, interests and learning styles. Teachers can present their material to suit the individual needs of learners. Television is a dead medium that is aware of nothing.

The book — the product of Gutenberg technology four centuries ago — is still our most powerful teaching aid. The printed word is much more effective in promoting ordered and reasoned learning than pictures and the spoken word.

But what of computers? It is somehow assumed that computers are going to revolutionise education. Undoubtedly computer education is potentially a powerful aid to learning. Unlike television, the communication is two-way.

The computer interacts with the student in the form of a Socratic dialogue, asking questions to which the student responds to show his level of understanding. By using simulation and modelling techniques, the com-

puter can enrich the learning process for the student by providing experiences that would otherwise be too difficult, too dangerous or too time-consuming.

But the computer is still a machine solely dependent on what man feeds into it. Trash and trivia can be disseminated by the computer just as rubbish can be, and is, broadcast by radio and television.

The greatest problem to be overcome is the dearth of high quality educational packages capable of exploiting the potential of the computer. Most academics consider the time and effort involved does not bring the same recognition as research and publications. It may take weeks for a team to develop a programme for one hour of study.

Close examination shows that computer education is not cheaper than traditional educational methods. The cost is significantly higher than other media and is comparable with that

for individual and group discussion. Since the computer is a supplement rather than a substitute for the teacher it is an add-on cost.

Human contact plays a unique role in the teaching-learning process that is why personal contact with the teacher will always be necessary. The solitary and depersonalised environment of independent learning systems, such as computers and programme texts, can induce boredom and frustration in the learner. The lure of the computer should not distort our judgment. Education is necessarily improved just because it is done by a computer.

It would be wrong to regard any innovation as a complete panacea for all our educational ills.

Those of us with experience of projectors, radio, television and teaching machines recall the so-called teaching revolutions that were predicted and never happened. More than 70 years ago, Thomas Edison, a pioneer of technology, regarded the motion picture as the greatest teaching device devised by man and predicted would soon supplant the teacher.

● The writer is director, division of teaching and learning at the Medical University of Southern Africa (Medunsa).



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EDUCATION

# Privatisation and hi-tech

Some years ago a show at the Market Theatre in Johannesburg aroused ire among members of the audience and even caused a stir among critics. The reason? A group of black children sang the song "Tomorrow belongs to me" before a predominantly white audience.

Even today, many a white South African will feel uncomfortable when contemplating that message. Perhaps they should not worry — with white per capita spending on education running at 612% more than the comparable figure for blacks, white superiority (at least educationally speaking) is secure for some time.

The political, social and moral consequences of this act are breathtaking, and disastrous when viewed from any perspective. The economic consequences invite a little more comment.

The prospect of nearly two generations of blacks entering the South African economy structurally deprived of the means of either competing in or contributing effectively to the first-world sector of this country's economy — where the lion's share of the nation's wealth is generated — is an open invitation to policies which are anathema to free enterprise, policies at best like African socialism or at worst like Communism.

Now add the problems that beset any third-world economy, and you have a major problem on your hands.

There is only one answer to this dilemma — the private sector must be invited to become a full partner in the nation's education systems.

Consider the facts. Minister of Education and Culture Piet Claise revealed in parliament in February this year in response to a question that State expenditure on white school pupils in the 1985-1986 financial year was R2 374 per capita including capital expenditure and R2 160 without (*Hansard*, 23 February 1987, column 548, question 16).

On 18 June 1987, Minister of Education and Development Aid Gerrit Viljoen answered another question to the effect that per capita expenditure on a black pupil in the 1985-1986 financial year was R387,02 including capital and R303,23 without (*Hansard*, 18 June 1987, column 231, question 40).

This country's education crisis is firmly founded on these facts. The call to give the private sector a major share of the nation's

education is based not only on the premise that it will help do a faster and more efficient job, but that the private sector will be more open to harnessing the very real benefits that hi-tech can bring to the problem.

The most significant point about hi-tech is that its cost has dropped dramatically while its capability, power and usefulness has increased exponentially. To fritter away the benefits of hi-tech in penny packets is to reveal real ignorance of the benefits of a cal-

saving of R277 per subject (R360 less R83) — in all a saving of R277m.

There were about 1,8m black pupils at school in 1986. R32 extra a head is needed to supply the technology — a total of R58m. The difference is R219m (R277m less R58m), which the education authorities can use to further redress the imbalance between the groups. This works out at about R78 per head if the difference of R219m is shared equally between white and black, which it won't be.

By applying this line of thinking to education in both the coloured and Indian communities, and applying hi-tech in other subjects, there is potential to free many millions of rands presently tied up relatively inefficiently in other parts of the education system.

The company which can supply this system is called B & D Education Systems, it is based in Johannesburg and it is an indirect subsidiary of Barlows via newly-renamed Technology Systems Manufacturing (TSM), formerly the manufacturing arm of Reunert — its credentials as a South African company are therefore impeccable.

Its price of R32 is based on the use of a computer-aided instruction system called TOAM, which has been tested and proved both worldwide and in SA, where it is already in use at 70 locations, eight of which are black teacher training colleges run by the Department of Education and Training (DET) — so the system has already been partially endorsed by officialdom.

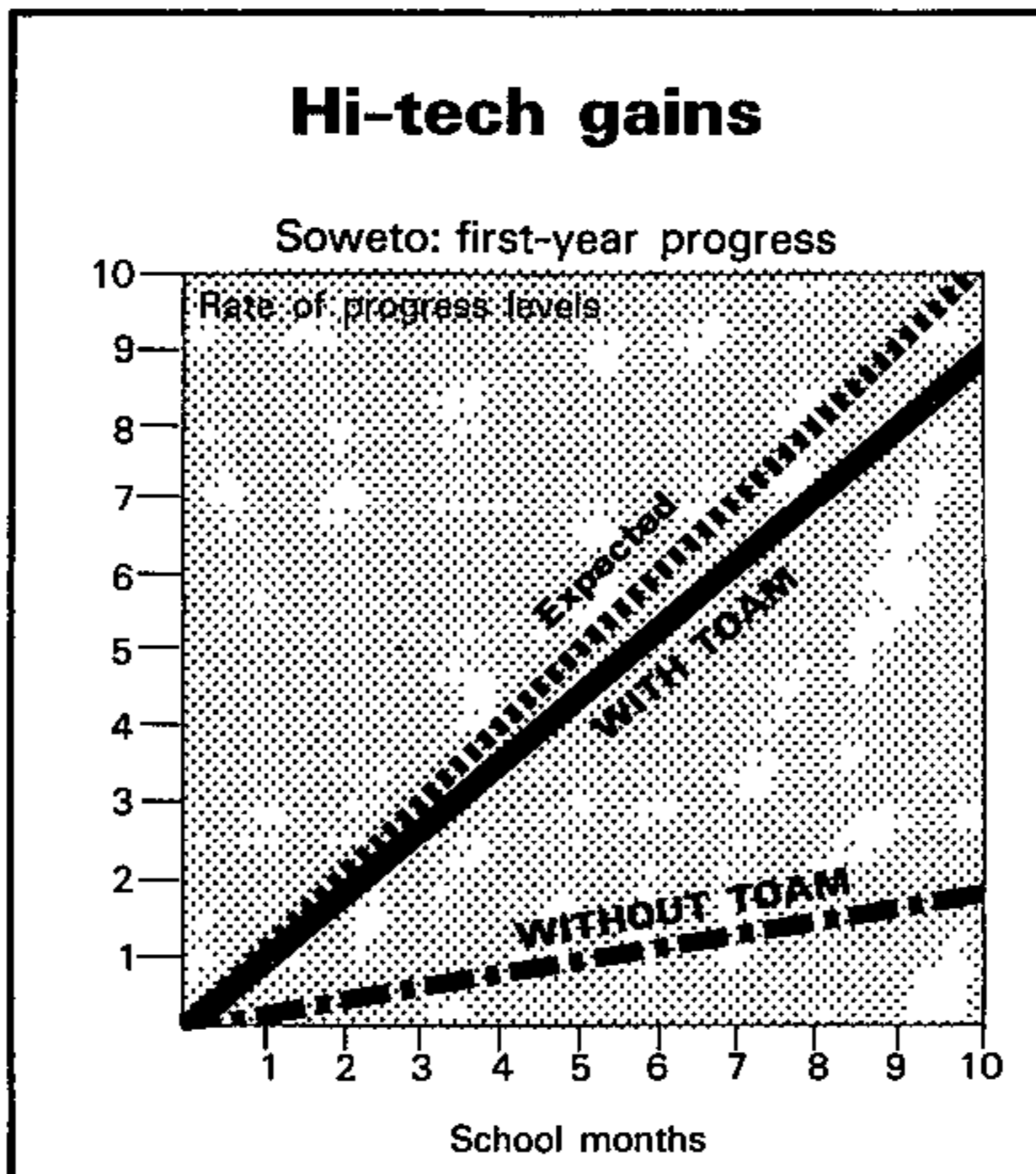
The system was tested under the guidance of Wits University in a project to improve the arithmetic skills of Soweto primary school-children and achieved a dramatic improvement (see graph).

Many courses are available in both English and Afrikaans.

Technology Systems Manufacturing is to make the TOAM system here in SA.

A significant proportion of the R32 is capital expenditure. Once the hardware is in place, it can be used to teach other subjects. Using hi-tech one teacher can handle far larger classes and achieve the sort of results only found in private school classrooms with low teacher/pupil ratios, so existing staff resources can be spread further without a drop in quality.

The computer which manages the system, and which can be programmed to suit personal requirements, gives the teacher individual feedback on the results of every child in the class, because each child uses a low-cost terminal which is monitored by the teacher's computer. Lack of attention will soon be spotted by the teacher's new pet — the computer.



lous disregard of the nature of the problem.

Consider the following scenario. Let us assume that a pupil from each race group does an average of six subjects per year. Based on the above figures, this means that a subject costs about R360 per white pupil, and about R51 per black pupil (both figures exclude capital expenditure). In a critical subject such as arithmetic, the private sector can supply a hi-tech system to supplement the shortage of teaching skills in this subject for about R32 extra per pupil.

This means that the deficiency that a black pupil experiences in arithmetic can be remedied for a total of R51 plus R32 — R83 per pupil. Technology is absolutely colour blind, the system in question has not been designed to cater to an artificially lower (apartheid) level, so theoretically a white pupil could also learn arithmetic for about R83.

In 1986 there were about 1m white pupils at school. If a white pupil can learn arithmetic for R83 per head, then this means a



# Prof Pienaar's view is slated

w/Post

26/9/87

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**Weekend Post Reporter**  
THERE was strong reaction this week to the views of a University of Port Elizabeth professor opposing open schools

Trinity High School in Port Elizabeth has lodged an objection with UPE.

In addition the staff of the Industrial Relations Unit, the Department of Industrial and Organisational Psychology and the Centre for Continuing Education (Cence) at UPE have all dissociated themselves from Prof Pienaar's views.

This follows an article in Weekend Post last week on the book *Oop Skole — Gaan Ons Did Toelaat?* (Open Schools — Are We

Going to Allow This?), part of which was written by Prof J J Pienaar, professor of fundamental pedagogics at UPE.

In a statement the principal of Trinity, Sister Dorothy, said: "Trinity has communicated its strong objection to the principal of the university, Prof Hein Redelinghuys, who pointed out that UPE is an open university, believes in freedom of speech and what Prof Pienaar wrote was written in his private capacity and was not necessarily the viewpoint of the university.

"While the above points may be correct, one must nevertheless point out that

it is precisely his position as a member of the education faculty which gives backing to his statement."

A delegation from the school also met Prof Pienaar.

"Among Prof Pienaar's arguments against open schools is that they will lead to a lowering of standards as a result of 'the lower intelligence level of non-white children,'" the Trinity statement said

"Professor Pienaar states that his whole article had been misunderstood, that

- 'Open schools' should read 'the opening up of schools within the Christian National system' and, as such, exclude open schools such as Trinity.

- 'Lowering of standards' should read 'the changing of culture'.

- Professor Pienaar admits that the statement in his book that certain children have a 'lower intelligence level' because of their skin colour has no scientific foundation, is a mistake and should be left out of the book.

- He further acknowledges that he does not know anything about open schools

"Our experience differs vastly from what this article presents", Sister Dorothy says.

In a statement to Weekend Post members of the Industrial Relations Unit and the Department of Industrial and Organisational Psychology point out that "while we respect Prof Pienaar's rights to academic freedom of expression, we hereby exercise our own by strongly dissociating ourselves from his views".

The statement was signed by the unit's director, Mr Mark Anstey, Mrs Martheanne Finnemore, Mr Adriaan van der Walt, Mrs Sylvia Miller and Mrs Zoe Riordan and, from the Department of Industrial and Organisational Psychology, Prof Louis Kamfer, Prof Deon Rousseau and Prof Bill Birkenbach

In their statement the staff of Cence say: "We should like to make it quite clear that the views expressed represent those of Professor Pienaar in his personal capacity and reflect his own beliefs. We strongly reject any hypothesis which suggests a 'lower intelligence level of non-white children'.

"The *raison d'être* and functioning of Cence stems from a philosophy directly

## Sections not by professor

By DENISE BOUTALL  
SECTIONS of a book arguing against open schools were not written by the author, Prof J J Pienaar, professor of fundamental pedagogics at the University of Port Elizabeth.

After an article on the book, *Oop Skole — Gaan Ons Dit Toelaat?* (Open Schools — Are We Going to Allow It?) appeared in Weekend Post, Prof Pienaar checked his final manuscript and discovered that the editor and co-author, Mr J J Strauss, of Windhoek, had inserted three sections into a chapter written by him.

Prof Pienaar said he had not checked the final copy.

Among the sections inserted is the statement that mixed schools would lead to a lowering of standards because of the "lower intelligence level of non-white children".

"I was so busy I didn't read it. I would never have allowed this to be put under my name," Prof Pienaar said.

In the book Prof Pienaar says that mixed schools are not educationally justified and criticises the idea of a "common humanity" espoused by the De Lange report on education.

In a statement, Mr Strauss says he takes full responsibility for the sections inserted by him.

opposed to that apparently held by Prof Pienaar. The staff of Cence come into constant contact with children and adults from all population groups. This has always been an enriching experience.

"We believe that interaction between people of different population groups fosters a better appreciation and understanding of our differences, while strengthening those values we hold in common."

The statement is signed by J A Erwee (director), O H Glover, P Webb, M Xiphu, B Bishop, D Venter, R Leith, J Duvenhage, M Nyati, A Lamont, T Hauptfleisch, B Burkett, T H Naudé, E Calitz, C Conradie, D F Matlock, M Isaacs, J Peart and M Cherry.

ARGUS 21/10/87

# NGK synod opts for watchdog role in education

## Religion Reporter

THE Western Cape synod of the Ned Geref Kerk has refused to discuss the opening of schools to all races.

The synod declared that the church would and should be involved in education, but to watch over the Christian character of education and not to prescribe policy, models or syllabuses.

The motion proposed by the Rev Herbert Brand of St Stephen's congregation called on the synod's representative on the inter-church commission on education to initiate discussion on:

- One department and educational policy for the country and its people with the opening of all schools to all races;
- Permission by the Government to schools that wish to open to all in the interim, and
- Representations against school textbooks which interpret history from a one-sided "white" and specifically Afrikaner point of view.

Motivating his proposal, Mr Brand said the issue was precisely about watching over the Christian character of education.

## UNCHRISTIAN

It was unchristian for people to be kept apart by being forced to live in different group areas and attend different schools.

"Then they will never find one another," he said.

To laughter from other delegates, he said the synod might not be able to believe its ears, but he would like to thank the Government for decreasing the gap between what was spent on education for whites and other population groups.

"But broeders, there is still a huge gap. This is unchristian," Mr Brand said.

● Church councils will decide whether they and their ministers should continue to wear traditional dress for services.

In a lively debate, many delegates spoke against scrapping the traditional dress of black suit, white tie and toga, but the synod adopted the recommendations of the commission on general affairs that dress should fit the occasion, but that no further prescriptions be laid down.



MRGS 29/7/87 50

PARLIAMENT

EDUCATION AND TRAINING BUDGET DEBATE

# Education should be neutral — De Beer



Mr de Beer



Mr Andrew



Dr Hartzenberg

BY DALE LAUTENBACH  
Parliamentary Staff

WHILE National Party members emphasised progress in black education, debate raged on their flanks with the Conservative Party claiming black schools had become battlefields for communist revolutionaries and the Progressive Federal Party calling for equality in education.

The Deputy-Minister of Education and Training, Mr Sam de Beer, took the middle ground in yesterday's debate on his department's budget by calling for "communication", "togetherness" and "reasonableness" and saying there were problems, but...

His department was in the fortunate position of having real communication with blacks and he estimated that less than 10 percent of the black population was inspired by communism. There was enormous goodwill, he said.

Education should be "neutral" and not used as a "political battleground". The DET was committed to "good and honest relations and two-way communications" and this was the best weapon against communism.

Dr Gerrit Viljoen, Minister of Education and Training, said there had been a "dramatic re-establishment of order and stability" in black schools and attendance was affected in only 50 of the 7 000 DET schools.

"Parents, students, teachers and the communities have seen the futility of school boycotts and are sick and tired of disruptions in their education. The tide in the black community is beginning to turn against the radicals and agitators in the community."

The DET did have problems, he said, because there was a backlog of students and it was a "fragile fact" that for some of the deficit in education because of unrest would never be made up.

He said the Government was sticking to its goal of equal opportunity and standards in education and the increase in the budget from R370-million in 1983/84 to nearly R1 500-million in the current year reflected this.

Mr de Beer said R1 041 was being spent per capita in secondary schools and this should be seen as evidence of progress in the application of the equal opportunity principle.

Mr Ken Andrew (PFP Gardens) said it was both "astounding and insulting" that whites, coloured and Indians should be making the parliamentary decisions about black education.

The lack of self-determination and the perception that education was imposed on them was a major cause of the "still-simmering discontent" at schools.

Mr de Beer replied it was not ideal, but Dr Viljoen himself said he foresaw a point in

the future when "black people decide on their own education".

Mr Roger Burrows (PFP Pinetown) said the Government should show its bona fides and close the expenditure gap between black and white children by allocating equal expenditure for books, stationery, equipment and the like.

This would be a "tremendous selling point for the Government's 10-year plan for equal education".

## "Revolutionaries"

Dr Ferdi Hartzenberg of the CP attacked the Government for allowing communist revolutionaries to take over schools and turn them into battlefields.

He said "people's education" was flourishing in schools under the nose of the DET and the National Education Crisis Committee was the alternative to the DET and had been set up for this purpose by the African National Congress.

# Govt school fees plan may encounter storm

50 DD 8/8/87

Dispatch Correspondent

**PRETORIA** — The government's plans to introduce compulsory school fees is expected to encounter strong opposition from parents and teachers associations, according to educationists.

In the House of Assembly this week, the Minister of Education and Culture, Mr Piet Clase said the issue would be discussed by the newly appointed Provincial Education Councils.

The school fees issue has been pending for four years.

The scheme is expected to be introduced during the course of 1988.

The funds are desperately needed, one source pointed out.

This was because of the vast and rising budget allocation for education, the source added.

The secretary of the Transvaal Teachers' Association, Mr Jack Ballrad, said the proposed scheme was fraught with problems.

Too little thought seemed to have been directed at the collecting and allocation of the funds, he said.

"And certainly, we are firmly opposed to he schools being made responsible for collecting the money from parents," Mr Ballrad said.

Policing the payment of fees, and dealing with non-payers, was a function which should be handled by a professional body, he said.



MR CLASE

"To turn school staffs into tax collectors is totally unacceptable to the Transvaal Teachers' Association," he said.

Another controversial issue was the possible

diversion of funds from one school to other less privileged schools.

"We feel, and we as certain parents feel, that fees collected at a school should be used for the benefit of the pupils of that school," Mr Ballrad said.

Other educationists support the Transvaal Teachers' Association attitude that school staffs have a big enough load to carry — without landing them with the troublesome burden of collecting school fees.

Parents bodies have also told the government of their opposition to the scheme as originally set out.

Had it not been for this opposition the system would have been introduced from the beginning of 1988, Mr Ballrad said.

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