

EDUCATION - GENERAL

1991

JANUARY - FEBRUARY



SECC chairman David Maepa.

Picture: CATHERINE ROS

Crisis in education could hold up talks

GOVERNMENT's education policy could become an obstacle to future negotiations if all schools were not opened to all races soon, the Soweto Education Co-ordinating Committee (SECC) said yesterday.

"Unless schools are opened to all, education will be declared an obstacle to negotiations," SECC chair David Maepa told a Soweto Press conference.

Critical education needs must be dealt with by government before the end of the first quarter of this year, he said.

He said political organisations had been lobbied to make urgent representations to government to warn of the imminent threat to negotiations.

The SECC rejected conditional opening of schools on the basis of selective models proposed by Minister Piet Clase.

Black schools opened on Wednesday, but 1990 matriculants still awaited their results, which seriously affected their ability to plan their lives and indicated govern-

ment's uncaring attitude to the plight of the black child, Maepa said.

Black education in 1990 was heavily affected by high levels of violence, student stayaways and a teachers' strike.

Maepa said parents would play a decisive role in 1991, in ensuring their children's environment was free of threat.

Business had also been approached to begin a more constructive involvement in black education than just donating money.

The SECC called on government to make public its attitude towards the findings of the Van der Heever Commission into alleged corruption in the Department of Education and Training. It asked why officials implicated had simply been transferred to "cosy" positions.

The SECC said there would be 244 000 black students in Soweto in 1991, with space for only 191 000. However, 22 000 vacant places in white schools were not used — Sapa.

12/1/91
L. S. D. S.

Black parents told: Protect our schools

JOHANNESBURG. — Schools were communally property and should be jealously guarded as such — and violent activities at schools must be halted, the Soweto Education Co-ordinating Committee (SECC) said yesterday.

The SECC made the call in a report at an education summit at Regina Mundi Catholic Church in Soweto, on the eve of the release of what could be the worst black matric results for many years.

Meanwhile, the ANC's education department also released a report yesterday which could underscore a new policy direction in education.

In the report, the organisation slapped down its supporters who advocate "liberation before education", and lashed out at undisciplined pupils and a lack of dedication among teachers.

Teachers must dedicate themselves to "instill a new learning culture", the organisation said.

Speakers at the SECC summit yesterday included UDF president Mrs Albertina Sisulu and National Education Co-ordinating Committee (NECC) spokesman Mr Eric Molobi.

Parents, teachers and pupils should pull together to solve the crisis in black education, speakers said. The SECC, formed in 1989 to address the crisis after dismal matric results that year, said in its 1990 report that:

- All residents should become jealous custodians and protectors of educational institutions, which should be regarded as communal property.
- Criminal and thug elements should be identi-

JOHANNESBURG. — Thirty-three children died and 204 were injured in township violence, and 18 000 children were "loitering in the streets" after having dropped out of schools in Soweto in 1989, the Soweto Education Co-ordinating Committee (SECC) said in its 1990 report yesterday.

The report said 451 cases of violence involving Soweto children had been reported in 1989, including 48 schoolgirl rapes.

The report was presented to parents, teachers and pupils at the SECC's education summit at Regina Mundi Church in Soweto yesterday, on the eve of the release of the 1990 black matric results — expected to be the worst in years.

Last week Minister of Education and Development Aid Dr Stoffel van der Merwe hinted the pass rate could be as low as 31%, compared with a record 97% by whites, 95% for Indians and 79% for coloureds.

In 1989, 41% of black matriculants passed. The SECC said there was a shortage of 229 classrooms in 1989, and up to 92% of students in some standards had no text books in four or more subjects.

There was also a shortage of 1 178 teachers in Soweto in 1989, the report said. — Sapa

ned, isolated and monitored with the aim of eliminating crime and rehabilitating perpetrators.

- Community defence and protection activities against crime and violence in schools should be established and co-ordinated.
- Drug and alcohol abuse should be acknowl-

edged and abusers identified and assisted in rehabilitation.

● Teachers should strive for unity and greater community involvement.

● The "education culture" had to be re-established among students in order to prevent a "lost generation" of youths.

● The government must provide adequate educational facilities to prevent a recurrence of last year's problems of teacher, book, and classroom shortages that culminated in a strike by hundreds of teachers.

Last week leaked information put the black matric pass rate at a disastrous 31%. The rate in 1989 was 41%.

Dr Van der Merwe, who had talks with the NECC yesterday, said "very large numbers" of candidates had obtained the 20% aggregate needed to qualify for the supplementary exam in March.

He said the situation at schools had calmed down, creating a climate in which teachers could teach and pupils could study. There had been an impressive 90% attendance throughout the exams, as both government and extra-parliamentary organisations had encouraged and helped pupils to write.

He said it was encouraging that the ANC and NECC, like the government, were calling for education to continue.

He said yesterday that "spectacularly better" results could be achieved this year if the spirit which had prevailed in the past few months continued throughout 1991. — Sapa and Own Correspondent

Soweto 'summit' opts for a 'year of learning'

The Argus Correspondent

JOHANNESBURG. — Far-reaching proposals, aimed at making 1991 a year of learning and teaching in Soweto, have been adopted by the Soweto Education Co-ordinating Committee.

An education "summit" yesterday at the Regina Mundi Cathedral in Rockville was attended by about 800 Soweto residents.

The proposals came on the eve of the release of what is expected to be the worst matriculation results in black education.

The proposals were aimed at securing the safety of the pupils, developing a healthy environment for learning and encouraging effective parent participation.

Introduced by SECC committee member Ms Sheila Sisulu, the proposals called on people of Soweto to form community defence structures to identify and monitor the activities of criminals and thugs who have brought chaos to township schools.

Ms Sisulu said the community defence structures would involve the "adoption" of primary schools by high schools in the vicinity. Such defence units would be co-ordinated by education co-ordinating committees (ECCs).

The ECCs would be charged with organising regular seminars and workshops to discuss the protection of children, sex education and relevant life skills.

The SECC, Ms Sisulu added, would have to initiate the reintroduction of a network of school transport. The pupils would be encouraged to travel in groups.

Urgent steps would be taken to identify and help teachers and pupils who have alcohol and drug problems.

The SECC should also help the formation of parent-teacher-student associations (PTSAs). Such PTSAs would establish disciplined and accountable disciplinary committees to implement the codes of conduct developed by the PTSAs.

Other proposals were that teachers and pupils be banned from bringing into schools premises, weapons, liquor and drugs.

School gates should be locked during school hours and tuck shops be established in school yards to prevent pupils milling in the streets unnecessarily.

Also, efforts should be made towards creating a single school dress to distinguish pupils from thugs.

CAP TINKS 7/1/91 (50) 228

'Guard our schools'

JOHANNESBURG. — Soweto parents were yesterday told to guard school properties. The call came from the ANC-aligned Soweto Education Co-ordinating Committee.

The committee said that the schools belonged to the community and that violence at schools must stop.

The call came on the eve of the release of what could be the worst black matric results for many years.

The ANC's education department also released a report yesterday which could underscore a new policy direction in education.

● Full report — Page 2

RIDING THE TIGER

The ANC plans to take mass action to white schools where black parents will demand admission for their children.

Black education, after 15 years of disastrous matric results, expects the worst ever this year. Tens of thousands of young blacks are expected to fail with no chance of re-admission.

Some ANC representatives say the movement will follow a similar strategy to that which led to the integration of hospitals last year when black patients presented themselves and demanded treatment. Only a few white schools have voted to accept blacks; presumably these will not be targeted.

Black matric results due out next Tuesday are expected to produce an overall pass rate of no more than 25%. In 1989, according to DET figures, there was a 41% pass rate for black matriculants. In Soweto, however, only 14% of matriculants passed — a percentage expected to be echoed this year after three months of lost schooling due to strikes, boycotts and stayaways, coupled with the late delivery of textbooks and not enough teachers.

Just over 230 000 black pupils wrote matric last year, compared to 195 000 in 1989. However, while in 1989 the ANC and educationists successfully pushed for the readmission of scholars who failed matric, this year they have conceded that schools lack facilities to accept failed matriculants.

Soweto Education Co-ordinating Committee chairman David Maepa has said that the ANC and affiliated education structures plan to start a massive programme to use "professionals and students," working in schools and churches at night and over weekends, to tutor those who cannot be readmitted to school but still want to study for matric. However, no such programme has yet got off the ground; no churches have been set aside or volunteer teachers recruited.

Mass action programmes being launched in all ANC regions this month aim to focus on the educational crisis in black schools and to demand that all white schools open their

doors to black children.

The ANC National Consultative Conference in mid-December voted that 1991 would be the year in which a culture of learning would be inculcated among young people. It recognised that not only have students rejected "Bantu Education" but many have rejected all education.

Though the co-ordinating committee took a resolution at a conference before Christ-



mas, to call on all Soweto teachers and pupils not to stage strikes, stayaways or boycotts during school hours, ANC elements are, in apparent contradiction of its slogan about a culture of learning in 1991, refusing to make a similar call to teachers and pupils. The ANC has repeated that it sees the youth being at the forefront of the struggle for liberation. ■

Safety at school is 1991 plan

By Thabo Leshilo

Far-reaching proposals, aimed at making 1991 a year of learning and teaching in Soweto, were adopted yesterday at an education summit organised by the Soweto Education Co-ordinating Committee (SECC).

The summit was attended by about 800 Soweto residents.

The proposals revolved around securing the safety of pupils, developing a healthy environment for learning and encouraging parent participation.

Introduced by SECC committee member, Sheila Sisulu, the proposals called on people of Soweto to form community defence structures to monitor the activities of criminals who had wreaked havoc at schools.

Ms Sisulu said the community defence structures would involve the "adoption" of primary schools by high schools in the vicinity.

Such defence units would be co-ordinated by Education Co-ordinating Committees (ECCs).

The ECCs would organise regular seminars and workshops to discuss the protection of children, sex education and relevant life skills.

Protective

The SECC, Mrs Sisulu added, would have to initiate the reintroduction of a network of school transport. Pupils would be encouraged to travel in protective groups.

Urgent steps would be taken to identify and assist teachers and pupils who abused alcohol and drugs.

The SECC should also facilitate the formation of parent-teacher-student associations (PTSAs). They would establish discipline and disciplinary committees would implement codes of conduct drawn up by the PTSAs.

Other proposals were that teachers and pupils be banned from bringing on to school premises weapons, alcohol and drugs. All forms of sexual harassment of pupils by teachers should be stamped out.

It was also proposed that gates should be locked during school hours and tuck shops be erected in school yards to prevent pupils milling in the streets.

In addition efforts should be made to create a single school dress to distinguish pupils from criminals.

The National Education Coordinating Committee (NECC) criticised President de Klerk's open door policy as meaningless and not accompanied by positive action as far as education was concerned.

● Thirty-three children had died and 204 were injured in township violence and 18 000 children were "loitering in the streets" in 1989 after dropping out of school, the Soweto Education Co-ordinating Committee said in its 1990 report.

The SECC said there was a shortage of 229 classrooms in 1989 and up to 92 percent of pupils in some standards were without textbooks in four or more subjects. — Sapa.

THE crisis in black education will be highlighted again at a public meeting at Regina Mundi Church in Soweto today - two days before the DET matric results are released.

Perfect timing, I said. At least those attending will not have to deal with the upset caused by the usual high matric failure rate.

It seems the DET plans to scupper efforts by the Soweto Co-ordinating Committee to look critically at the future of black children.

How else can one explain the leak to the Press of figures that only 33 to 36 percent of this year's 247 000 matric candi-

MY WAY

With Khulu Sibuya

Education a key demand

6/11/91



Bantu Education and today they want to negotiate. How will they sit around a table with a generation that has never learnt to debate?

These are hard facts which Education Minister Piet Clase must understand when demands are made for the unconditional opening of schools at today's meeting.

A code of conduct for pupils, teachers and parents will also be discussed.

I have often seen parents shrug their shoulders in despair at meetings: "What can we do, nothing? The children are a law unto themselves and the government is not doing anything to address education problems either."

What touched me most in Mathabathe's letter is his concern for the future of the black child.

"We do not give our children a choice," he said. We told our children that Bantu Education was poison and they should reject it, but we did not tell them how to do it.

Who knows? After today's meeting "maybe a few hundred books will be rescued from fire; a few more children may have a brighter future and a speck of light may appear at the end of the tunnel - a better and stronger nation may be possible."

dates have passed.

That is why the meeting today must demand that all schools be unconditionally opened to all races.

The ANC has demanded the government declare all schools open before

parliament resumes early in February. If it fails to do so, education would be declared an obstacle to negotiations, the organisation said.

There's no doubt that since 1976, we have produced nothing but a lost generation.

Year after year we have complained about the paltry sums spent on black education compared to white education. We have also complained of overcrowding at our schools; lack of books; underqualified teachers and ill-equipped classrooms. The list is endless.

Is it not time for the government to realise that separate education is not only costly but universally unacceptable?

Do they not realise the generation whose schooling

has been disrupted is the same that is today refusing to negotiate with the government.

I ask those who attend today's meeting to consider what Mogogodi Mathabathe from Pretoria said in a letter to me.

He says our education system never taught our children the art of communication - they can't express themselves because they have never been taught how to speak.

He says his niece once told him that at school she was taught how to write but not how to take part in a debate.

"A child who can communicate effectively will not need stones and petrol bombs to make a point," said Mathabathe.

The government has created a Frankenstein in



"A child who can communicate effectively will not need stones and petrol bombs to make a point."



Bias sinks Potch talks

By DAN DHLAMINI

(50) CIPREN
6/1/91

A MEETING aimed at addressing the looming education crisis in Potchefstroom was scuttled this week because of political intolerance.

The meeting had to be called off after representatives of the Potchefstroom branch of the ANC Youth League; Cosas; the Ikageng Education Co-ordinating Committee and the Civic Association, objected to the presence of two Azapo representatives.

They claimed Azapo had no constituency in Ikageng and its members have in the past not been active in solving educational problems.

They threatened to leave if the convenors did not excuse the Azapo pair.

Responding to the allegations during the heated meeting which lasted only 35 minutes, University of Cape Town student Oupa Magashula and trade unionist Tseko Maumakwe said they were members of Azapo as well as legitimate members of the Ikageng community and they owed nobody an

explanation for being at the meeting.

Convenors of the important meeting – the "Tripartite", consisting of teachers, principals and School Management Councils – said they had invited members of the community, irrespective of their political affiliations, to get involved and help solve the education crisis which has plagued the township since last year.

After the meeting Charles Ntsizi, who chaired the meeting, said he was greatly disappointed.

"The reason why we invited a broad spectrum of people with diverse political backgrounds is that in our schools we teach children whose parents belong to different political organizations," Ntsizi said.

South African Democratic Teachers Union's (Sadtu) western Transvaal convenor, Simon Sebolai, said it was unfortunate political ideologies should override the urgent need to address the problem which retarded progress in educating Ikageng children last year.

Summit on education to be held in Soweto

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Soweto
3/1/91

AN education summit is to be held at Soweto's Regina Mundi Church on Sunday at which the community is to discuss ways of ensuring that 1991 is a year of intensive learning and teaching.

The summit has been arranged by the Soweto Education Co-ordinating Committee (SECC), an affiliate of the National Education Co-ordinating Committee, which has declared 1991 a year of "mass education".

Addressing a Press conference in Soweto yesterday, SECC spokesman Mr David Maepa said his organisation wanted as few disruptions as possible this year.

"The SECC has made an introspection of what errors it committed last year and has come up with a programme of action ensuring the non-repeat of those mistakes.



DAVID MAEPA

"At the Sunday meeting - starting at 2pm - we shall ask the community to ratify a set of codes of conducts for teachers, students and parents. We want the latter to be in the forefront of children's education.

"It is high time that the parent is seen to be actively involved in education matters. We are going to make 1991 a turning point in the education struggle towards the new South Africa," he said.

Maepa said the SECC was happy that the Congress of South African Students had declared 1991 the "year of learning and teaching."

He also said that Cosas has come up with a code of conduct to ensure that all scholars go back to school.

By NKOPANE
MAKOBANE

In addition, Maepa noted that the State President, Mr F W de Klerk, had mentioned that children should return to school in his Christmas message.

"It is encouraging that he was talking our language. However, that language must be qualified with action of supplying facilities. For this reason, we are reiterating our call for all schools to be opened to all, and not along the lines of the present A,B,C models.

"We call on the Government to declare all schools unconditionally opened when Parliament opens.

"Again, we demand that all facilities and other necessities, which were the outcry of 1990, should be provided in the first quarter of this year.

"Although we do not even want to talk a language of threats at the moment, if by that deadline our requests have not been met, the community will again be called to give us a mandate of what action to take," he said.

Maepa rejected statements that because of the disruptions in the past years, black youths should be referred to as a "lost generation".

He maintained that those who lost out can still be given skills that can enable them to gain employment. The SECC has contacted some industries who are interested in catering to this need.

FM 4/1/91 (50)

partment of Education & Training (DET). Sipo Mzimela, who fled SA 29 years ago to live in the US, returned in December for the second time since F W de Klerk's epic February 2 speech.

Mzimela served the ANC's UN mission under the late Johnny Makathini in the early Eighties. In 1985, he broke with the organisation after what he called "the merger between the ANC and the SA Communist Party." He is now based in Atlanta, where he is executive director of the SA Education Fund, which is governed by a 15-member board.

"We have set up the fund initially to bring multiracial student groups to study in Atlanta," he says. "We feel the decision-makers of the future should be educated together." Mzimela says a major part of the programme consists of "conflict resolution."

"During my first visit to SA in July, I explored whether the way of thinking in SA is in line with what we are trying to do. And everywhere I went I was told that we are on the right track."

He says that during his travels he was repeatedly confronted with the "lost generation" problem.

"Kids described as uneducated and ineducable . . . This is a problem which the US is facing now, especially among minorities where the drop-out situation has manifested itself in violence and crime. Americans realise that to neglect education will pose major problems in future.

"If you don't educate and rehabilitate these youngsters you may as well build bigger jails. No country can afford the loss of such human potential."

Mzimela says that after his first trip he reported back and two universities, Boston and Purdue in Indiana, showed a keen interest. "In Boston experts have devised a programme to rehabilitate crime and drug-infested communities — with great success — and they feel that with a few modifications it could easily be transplanted to SA. A lot of people are tired of sanctions and want to do something constructive"

He says that Purdue University, which set up the entire education system for the former Formosa, now Taiwan, and has been contracted by the Pakistani government to cover the lower levels of education in that country, is very keen to get involved in SA.

"During this trip," says Mzimela, "I have been able to identify some sites to place schools. While the focus would be on technical education, the schools will primarily serve to rehabilitate the lost generation and to develop skills, attend to basic illiteracy and introduce an acceptable value system."

He blames the ANC leadership for pre-

CURRENT AFFAIRS

FIM



Mzimela

sent conditions at grassroots. "It does not matter what kind of a constitution we will have in a few years. It will be totally meaningless unless the question of the lost generation is addressed. We are now dealing with anar-

chists in the making. Nelson Mandela — when he was released — spoke on the one hand of the armed struggle and, at the same time, he urged children to go back to schools. That is contradictory talk in the minds of the youth. That is why I say there is no leadership in the ANC."

Mzimela says he has had discussions with DET Director-General Bernard Louw, who

4/1/91 (50)

fully supports the aims of the fund. "But we do not ask the government for money," he stresses.

EDUCATION — 2 FIM 4/1/91 (50) **SCHOOLS BEFORE GUNS**

A former deputy chief representative of the ANC at the United Nations has launched a US education programme for SA's "lost generation" — and has the backing of the De-

Soweto vows to beat crisis in education

Sowetan 7/1/91 (50)

THE Soweto community yesterday committed itself to "a year of intensive learning and teaching".

This decision was taken at an education summit attended by thousands of residents at Regina Mundi Church.

The community also adopted guidelines to be implemented this year in-

**By NKOPANE
MAKOBANE**

volving parents, teachers and pupils.

The summit, arranged by the Soweto Education Co-ordinating Committee, had been called to discuss ways to ensure that schooling is not disrupted during 1991.

It was agreed that the SECC should facilitate the formation of parent-teacher-student associations in all schools.

It was resolved that residents should become jealous custodians and protectors of educational institutions in their areas as these were community property.

Furthermore, community structures should identify, isolate and monitor activities of criminal elements with the aim of eliminating them.

High schools were encouraged to adopt primary schools near them to protect them against outside elements.

It was decided that structures such as PTSAs,

SRCs and the SECC should be non-sectarian and non-ideological because they represented the interests of all irrespective of political affiliation.

The meeting also endorsed a resolution that local education co-ordinating committees and civic associations should urge liquor traders not to sell to pupils and teachers, especially during school hours.

In addition, adults were to be educated against sending children to buy liquor from bottle stores, shebeens, taverns or bootleggers.

Campaigns would also be launched against advertisements that encourage, directly or indirectly, the youth to drink liquor.

One of the guest speakers, Mrs Albertina Sisulu, said the community, especially parents must take full responsibility and not leave education in children's hands.

"This will ensure that teachers and pupils do not embark on strikes and boycotts.

Other speakers included Mr Eric Molobi of the NECC, Soweto Civic Association president Mr Isaac Mogase and Mr Fanyana Mazibuko, director of the University Preparation Programme.

205 schools open doors⁽⁵⁰⁾ to all races

Star 8/1/91

The opening to all races of 205 of about 2 000 white provincial schools nationwide begins tomorrow in the Transvaal amid continuing criticism.

Critics demanding one education system for all rejected the move yesterday as inadequate, but a step in the right direction.

White provincial schools were given the option to open to all races — with strict limitations — when Minister of Education and Culture Piet Clase announced a three-model system last year.

Under the new system, pupils' parents are now permitted to decide whether schools go non-racial or not.

Hugo Ackerman, general secretary of the Transvaal Teachers Association, told Sapa:

The Transvaal Teachers Association rejects the models as a perpetuation of the Own Affairs policy.

"But we do welcome the move as a step in the right direction."

The National Education Coordinating Committee (NECC) charged that the opening of about 10 percent of the total number of white provincial schools would have "little effect because it is not part of National Government policy".

This illustrates that the State does not have a commitment to open all schools, and thereby a commitment to create a single system of education," said NECC spokesman Mel Holland.

She added, however, "We en-

course the opening of schools, particularly because we understand it to be part of the process of creating a single department of education which is a fundamental demand of the people of South Africa.

"However, we are unhappy about the models provided by Clase because, firstly, they don't address the question of establishing a single department of education ... and leaves the decision to open white schools in the hands of white parents.

"Also, the models are an attempt by the State to privatise education, which is in contradiction to what the NECC believes should be the approach, which is to make education accessible to all."

Random survey

Dr Chris Pretorius, head of information at the Department of Education and Culture, said 33 provincial schools in the Transvaal had opted to open their doors, one in the Free State, 107 in the Cape, and 64 in Natal.

In a random survey among Johannesburg schools which have adopted the open-door policy, Sapa found there was no real pattern to black enrolment.

Saxonwold Primary School, for instance, topped the poll with 25 percent.

But Glenvista High School had the lowest estimate — about 20 out of 800 pupils.

A spokesman said this was because last year it reached its pupil target. — Sapa.

Firms teach top men how to read

Pretoria Correspondent

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Research has indicated that professionals, executives and senior managers are completing only a third of their reading.

Bruce Stewart, executive director of the Reading Dynamics Institute, has said speed-reading realistically and practically increases

reading speeds by an average of 600 percent with similar or better comprehension.

Mr Stewart said educationalists continue to end the development of reading skills at the lower school grade and this lower grade reading skill is proving hopelessly inadequate.

More time is being spent by companies in

training their executive and management personnel in one of the most basic skills — reading.

The institute will conduct a series of free reading speed assessment programmes for companies.

These free programmes are designed to assess the present reading speeds of senior and middle management.

Boycotts are uncalled for - Dr Sibiyá

SO
Sowetan
8/1/91

THE black community has reacted with anger and dismay at the poor black matric results.

However, those interviewed by *Sowetan* also stressed that in as much as the Government and the DET are to blame, commitment and a lot of effort must be shown by all concerned parties if this year was to be a turning point in black education.

Dr Gordon Sibiyá, director of the Science and Engineering Academy of South Africa, said although the results are disastrous, black people are not completely powerless to combat the negative effects of apartheid education.

He said there were still a few positive things that blacks can do despite being educationally underprivileged people.

These could be undertaken on the basis of self-reliance and self-help.

"Apartheid education has always discouraged the academic progress of black people. Boycotting schooling in order to combat apartheid education achieves the very aims of apartheid education - to keep blacks people in the same position."

Mr Barney Desai, PAC information secretary, described the results as "appalling and alarming".

He said although it is a wellknown fact black education is inadequate, the first imperative priority at this stage of people's lives is to get children to school and to study.

Dr Gomolemo Mokae of the Azanian Peoples' Organisation (Azapo) said it was a pity that the 1987

calls to return to school by their student structure, the Azanian Students Movement (Azasm), were ignored.

"Early last year Mr Nelson Mandela made yet another call for pupils to go back to classes and the BCM endorsed the call. Again, some organisations failed to hearken to the call."

The Azanian Students Convention (Azasco's) publicity secretary, Mr Siphon Maseko, said as expected, the DET results were catastrophic. He said they were a horror for all, whose rippling effects will be felt by many more generations to come.

"However, teachers can also not be absolved from blame. They have shown less dedication in their work. They have embarked on strikes for which they never made up to after they ended."

Mr Mike Ntlatleng, the director of public affairs with the Foundation for African Business and Consumer Services (Fabcos), said his organisation viewed with great concern the attitude to education in general in South Africa.

Mandela urges return to school

SO
SPW
9/1/91

By Montshiwa Moroke
Thabo Leshilo and Sapa

ANC deputy president Nelson Mandela issued a strong appeal yesterday to black pupils and students to return to classes this year to put an end to poor examination results, and also went on to praise those white parents who had opened up schools to all races under the Government's B model.

Mr Mandela's plea came a day after it was revealed that a mere 36,4 percent of black matriculants passed their examinations — the worst results in the history of black South African education.

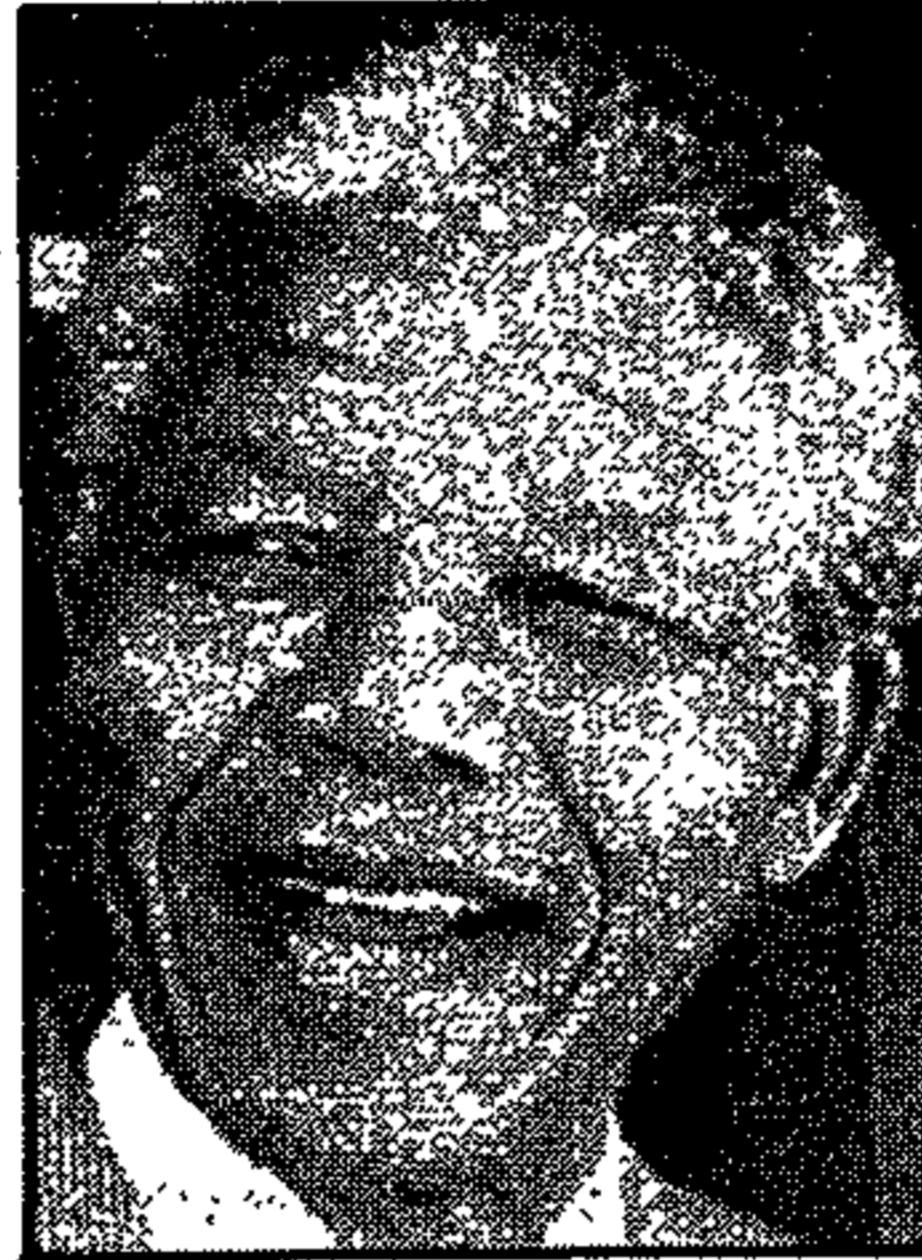
"The disastrous matric results among African students once more bring into sharp focus the urgent need to end the system of apartheid education.

"This issue cannot await the introduction of a new constitution, but must be acted upon now," he said in an address to mark the 79th anniversary of the founding of the ANC.

Mr Mandela said: "Once more, we reiterate our call to the students to go back to school. We will continue with everything we can to ensure a return to normal learning and teaching. But this cannot be the end of the matter. Urgent measures are required to ensure that all our people are subject to the same education and that all schools are open to all, without discrimination on the grounds of race and colour".

Thus, the A, B, and C models announced by the Government to open the white schools needed to be changed radically. Those measures, he charged, were designed to slow down or make difficult the process of desegregating these schools.

"(But) we pay tribute to the white parents who, in spite of the obstacles they face, have nevertheless acted to have the white schools opened to all the



Nelson Mandela . . . A, B and C models 'designed to slow down desegregation'.

children of our country."

The ANC position on the B model is similar to that of the National Education Co-ordinating Committee (NECC) which late last year expressed appreciation to white parents for opening their institutions, but, in the same breath, slammed the authorities for dragging their heels on a single educational system.

Applauded

Reacting to the disastrous black matric results the NECC said decades of apartheid education must be held responsible for the "pathetic" results.

Addressing a press conference yesterday, the NECC said the results should however come as no surprise.

The NECC said it applauded the endeavours of students, who in difficult conditions, particularly in relation to the provision of textbooks and classrooms, illustrated that the desire to learn prevailed.

"These results must be compared with the commendable results of the other education departments, namely, an estimated average for all four 'white' departments of 96 percent; an estimated average for the 'Indian' department of 95 percent and an estimated aver-

age for the 'coloured' department of 80 percent.

"The NECC believes that the blame for the constant low matric pass rates must be laid firmly at the door of the various departments of education. These departments themselves will try to repudiate their responsibility for the results by referring to the 'chalks down' strikes, parent sit-ins and student actions."

Education, the NECC said categorically, remained the responsibility of the State.

The crisis in 1990 had been marked by certain central trends such as the "high-handed" attitude displayed by the education departments at local, regional and national levels in dealing with matters as varied as teacher grievances, textbook provision, recognition of SRC's and PTSA's was a further cause for the polarisation within the education system.

● There was nothing unexpected in the matric results announced yesterday, given the myriad of factors at play during 1990 and preceding years, the Azanian Students Convention (Azasco) said yesterday.

Sipho Maseko, Azasco's publicity secretary, told a press conference in Johannesburg that several factors had gone into making the results "a catastrophe".

Such factors included the intransigence and lack of seriousness on the part of the DET in dealing with legitimate student grievances, unavailability of books and other materials, teachers' insensitivity to students needs, lack of commitment on the part of students as well as inter-organisational clashes.

In view of the foregoing, Azasco had, after serious deliberation, decided to reiterate its call for students to return to school and learn studiously.

The organisation would also convene a national students' consultative conference on February 23 to deal with the problem of black education.

Bush sends US aid team to SA

CARE TINKS
9/11/91

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Own Correspondent

JOHANNESBURG. — US President George Bush has personally directed his Health and Human Services Secretary to visit South Africa next week, to evaluate local health and educational needs and devise new aid programmes for the country.

A US embassy spokesman said yesterday that Mr Louis Sullivan would be accompanied by US Agency for International Development administrator Mr Ronald Roskens, who controls an annual budget of \$800m (about R2bn).

During the visit, Mr Sullivan — whose departmental budget makes up 38% of US federal spending — is expected to announce a number of aid packages for South Africa.

These will focus on assisting

local health services, particularly those geared towards "child survival", black education and South Africa's Aids programme.

The spokesman said the importance the US administration attached to boosting aid to South Africa could be gauged from the fact that Mr Bush had personally directed two officials of such high standing to visit South Africa.

The US administration, he said, was "anxious to reward the current process of peaceful change in South Africa".

Despite growing claims for US assistance from Eastern Europe, the spokesman said the visit — which would take in eight other African countries — signalled US commitment to not neglecting the African region. Southern Africa, he said, was a particular priority.

Last year the US contributed \$158m (about R395m) in develop-

ment aid to South Africa, the bulk of it for educational aid.

Sapa reports from Windhoek that an American fact-finding mission is due to arrive there shortly to discuss the development needs of Namibia.

US ambassador to Namibia Ms Genta Hawkins-Holmes said in a statement the findings of the mission would help the US government formulate an educational aid package for Namibia.

She said her government would send experts to establish language laboratories where necessary, and could also assist in private sector development to promote private enterprise.

The two would re-appraise US funding of such programmes in SA.

The US might also help Namibia with military training and coastal security after discussions with the government.

'Televised education the way to go for SA'

By Carina le Grange

Action must be taken as a matter of urgency to solve the education crisis — the extent of which was illustrated most clearly by the 1990 Department of Education and Training matric results this week, says the head of the Star Schools project, William Smith.

Mr Smith says that action taken must be "within the realms of possibility", taking into account resources, finance, know-how and other matters.

He said: "It's got to be equal education for all, otherwise it will be acceptable to no one. It's as simple as that, and it has to be done outside Government or it will also not be acceptable."

Mr Smith believes that Star

Schools, which screened 49 hours of educational programmes in October last year on TV1, 2 and 3, could effect a radical change.

"The programmes were overwhelmingly successful with 97 percent of the 1 000 pupils surveyed believing that televised education was the way to go.

"We are ready to go within a month and bring equal education to the whole country. The SABC's transmitters can be used during their off-time. All it needs is the go-ahead from Government to start transmitting this year and sponsors from the private sector to back the production of the programmes.

"They cost a mere R160-a-minute to produce as opposed to

well over R2 000 a minute in conventional studios.

"Surely the cost of transmission by the SABC is negligible when one looks at the appalling costs of not educating all South Africans."

He said Star Schools had a proven system over 20 years and videos have been tested for over nine years which also proved to be totally effective.

Mr Smith believes that the lack of television sets in some schools is not a problem.

"You don't build a hen-house until you have hens. Once the broadcast starts, television sets are the least of the problems. They will come — but they are not going to come while we have no broadcasts," he concluded.

ANC calls for return to school

CAPT Trufts 9/1/91
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JOHANNESBURG. — Unless the government drastically reforms black education, the 1991 academic year will be a disaster, the National Education Co-ordinating Committee (NECC) warned yesterday.

The ANC, meanwhile, called on pupils to return to school and vowed to do all in its power to ensure normal learning and teaching.

The NECC blamed the dismal black matric results for last year on the fragmented apartheid education system and the unequal allocation of resources.

NECC national chairman Mr Monde Tulwana warned of further deterioration unless there are "drastic fundamental changes".

While the NECC is prepared "to walk hand-in-hand" with the government to resolve the deepening crisis in black education, some in the government are still dragging their feet, he charged. The provision of

textbooks for 1991 is a matter of urgency.

ANC deputy president Mr Nelson Mandela yesterday issued a strong appeal to black pupils to return to classes and lauded white parents who had opened their schools.

"The disastrous matric results among African students once more bring into sharp focus the urgent need to end the system of apartheid education," Mr Mandela said. "This issue cannot await the introduction of a new constitution, but must be acted upon now."

The return to school by black pupils could not "be the end of the matter", he added. A single education system for all South Africans was an urgent priority.

"We demand that the doors of learning be opened now, so that the country as a whole begins seriously to tackle the urgent question of the development of our human resources for the building of a free, peaceful and prosperous society," he said. — Sapa



OPEN TO ALL . . . Children at Franklin Roosevelt Primary School in Johannesburg — one of the 33 Transvaal schools that opened to all races for the first time yesterday. More than 500 non-white children enrolled in formerly all-white schools in the Transvaal, the first province to reopen its schools after the summer vacation.

33 Transvaal schools open to all races

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10/1/91

JOHANNESBURG. — The doors of 33 formerly all-white state schools in the Transvaal were opened to pupils of all races for the first time yesterday, bringing to 205 the number of schools in South Africa which have recently become multi-racial. The move is part of a government plan for limited voluntary desegregation.

About 500 non-white children enrolled at 33 Transvaal junior and high schools, in the first of the four provinces to reopen its schools after the summer vacation, Transvaal education authorities said. "I don't know if I want to go in . . . I'm a bit scared," said Graham van Rensburg, a coloured 10-year-old, gazing at hordes of white children in the playground of a junior school in Bertrams, Johannesburg. "You're just as good as any of them," Graham's mother, Marie, told him as he clutched her hand tightly.

The newly multi-racial schools represent less than 10% of the total number of state schools for whites that could have desegregated. Private schools had long admitted blacks, but the Minister of Education and Culture, Mr Piet Clase, last September gave state schools permission to open to all races if a minimum of 72% of the parent body approved the change. The white right wing denounced the proposal, with Conservative Party leader Dr Andries Treurnicht warning that "whites will be swamped" while anti-apartheid activists initially scorned the proposal as an effort to beautify rather than remove apartheid, they gradually began to lobby parents to vote "yes" as an increasing number of schools showed interest in the plan. — UPI

DET may review black school system

Staff Reporter

THE Department of Education and Training (DET) was willing to review the system of black school management councils and introduce a structure with community involvement, a department spokesman in Pretoria, Mr Corrie Rademeyer, said yesterday.

He was responding to claims that the introduction of accountable parent-teacher-student associations (PTSAs) in the place of management councils had been a major factor in Luhlaza School, Khayelitsha, scoring a 75% matric pass rate.

Cape Times 10/1/91 (50) 256
The national average was only 36% while neighbouring schools in Guguletu reported pass rates as low as 14%. An analysis of nine other schools in Cape Town's townships whose matric results were available yesterday revealed that the average pass rate was only about 25%.

Mr Rademeyer warned against "advocating single factor solutions" to the crisis in black education and said that the 1989 matric pass rate at Luhlaza — before the introduction of the PTSA system — was also far higher than at neighbouring schools.

He said there had been no response to an open invitation by the Minister of Education and Development Aid, Dr Stoffel van der Merwe, to "any association or individual who has an interest in education" to submit ideas for a "structure for community participation in the provision of education".

"I am planning to negotiate with groups in the black community with regard to their proposals and I am willing to introduce a new structure if consensus can be reached," Dr Van der Merwe said in the invitation four months ago.

Business to aid education ^{Star 10/11/91.} 50

By Shirley Woodgate

The worst matric results in the history of the Department of Education and Training has triggered the launch of a top-level conference in an urgent attempt to involve the private sector in black education.

The seminar will bring together more than 400 representatives of the black and white business sector and members of the ANC and PAC.

Based on the belief that the improvement of knowledge and skills is fundamental to achieving economic enrichment, this will involve organisations and busin-

esses in a partnership of prosperity, said Martin Sweet, spokesman for organisers Charter Life, part of the Liberty Life Group.

"Education has in the past been associated with the freedom struggle. It follows that if big business can give people what they want, the private sector will gain support for the kind of economic system it wants.

"There is no doubt that big business is currently seen as suspect by a large section of the population. But if this group starts providing the desperately needed training and development, we can enter an era of voluntary

redistribution of opportunity rather than compulsory redistribution of wealth."

Mr Sweet said the conference was in line with a growing belief that the only economically viable way to redistribution of wealth was through the redistribution of skills.

Speakers at the Johannesburg Sun on February 6 include Nafcoc executive director Mofasa Lekota; Sowetan editor Aggrey Klaaste; founder and chief executive of Business Challenge Phil Khumalo; chairman of the marketing division of Fabcos Gaby Magomola, tax specialist Professor Michael Katz and Dr Nthato Motlana.

Rural schools now the challenge — professor

By Adam Gordon *SAW 10/11/91*

Black urban education was probably as well-funded now as it was ever going to be, and the real challenge was to bring rural schools up to township standards, a Natal University academic said yesterday.

Professor of Philosophy James Moulder was leading about 50 delegates at an Education Information Centre discussion on future education policy, in Khotso House, Johannesburg.

Myth

He said: "If the education system is to be genuinely restructured the real beneficiaries should be rural schools.

"The funding gap between rural and Department of Education and Training (DET) schools is far greater than that between DET and white schools," he said.

Professor Moulder said educationalists clung to the myth that post-apartheid wealth would be spent on education alone and that there would be a

massive amount of money saved when apartheid educational structures were abolished.

However, other basic national welfare demands were sure to be equal priorities and would compete with education for resources. There would also be no massive freeing of resources when apartheid was abolished, he said.

Where countries normally decentralised resources geographically, apartheid had meant that South African education resources were distributed ethnically.

Nevertheless, decentralisation had already taken place and none of it was about to be "freed".

Professor Moulder divided the problems in South African education into five categories:

- A lack of legitimacy.
- A crisis of provision.
- A lack of quality, where even white children emerged from schools under-educated.
- A problem of relevance, and
- A crisis of management.

'TV could solve crisis'

Sowetan 10/11/91

50

TO improve the disastrous black matric results one has to give proper grounding to all pupils - and television is the way to do it, says head of the Sowetan BP Matric Rewrite School Mr William Smith.

He was commenting

SOWETAN REPORTER

after the announcement of the Department of Education and Training's worst ever matric results.

He said action must be taken within the realms of possibility taking into account resources, finance and know how.

Results

"As long as pupils are not given proper primary education, matric results will remain a disaster," Smith said.

"We believe that through television lessons we can reach a wider audience and be more effective. Last October's

broadcast showed us that it was successful with 97 percent of the thousand pupils surveyed believing that televised education was the way to go."

Smith said they were ready with the lessons which will be given to SABC free of charge but they were held back by Government red tape.

"We approached the Government a year ago and up to today they have not given us the go-ahead," Smith said.

"It will not cost more than R1 million a year to broadcast the lessons through the SABC and we have sponsors. The lessons for secondary pupils are ready," he said.

Just a normal day as schools go multiracial

By Tania Levy

A HANDFUL of black children enrolled at 34 formerly whites-only government schools in Johannesburg for the first time yesterday, but most appeared disinterested in the fact that they were making history.

Turning a colour-blind eye, eager black and white grade ones happily shared their glue and scissors, teachers handed out books and instructions and parents of all races waited at school gates for the final bell to ring.

The schools voted last year to open to all races. "I think it's great that children of all colours have the chance to mix," said Norman Selowe of Soweto, whose daughter Lesoko, 6, started at Franklin D Roosevelt Primary. Roosevelt Park resident Sam van der Merwe was there to fetch his domestic worker's daughter, even though he had no children of his own at the school.

Carrying an armful of exercise books, the granddaughter of Franklin D Roosevelt's "tea lady", Neo Mashahe, 11, said she had not had as many books at her Soweto school. Teachers agreed that yesterday had been just like any other first day of the year. One grade one teacher said she was pleased that she could do something to make up for the wrongs inflicted on black people.

And at Parktown Boys High, one of four black Std 6 pupils, Siphesile Mooli, said: "All people should have the same education." He added he looked forward to using the school's excellent sports facilities.



Eleven black children were among the grade ones who started school at Franklin D Roosevelt Primary in Roosevelt Park, Johannesburg, yesterday.

Picture: ROBERT BOTHA

Blacks 50

stream

Sowden 10/1/91
to white

schools

● From Page 1

in the Transvaal.

At Parkview Senior School, in the heart of the white northern suburbs of Johannesburg, 30 of the intake of 80 youngsters are either black, Indian or Taiwanese.

They comprised about 20 percent of the total 177 pupils from Standard 2 to Standard 5.

But a group of students at the Flavius Mareka High School in Atteridgeville, Pretoria, went on the rampage yesterday morning, damaging furniture and almost all the school's windows.

They demanded that the principal promote all pupils who failed examinations last year.

Rampage

A Department of Education and Training spokesman said a group of pupils disrupted proceedings at assembly in the morning and later confronted the principal, Mr P Mphahlele, demanding reports of last year's final examination results.

The group of pupils, according to the DET spokesman, also demanded that all those who failed should be promoted.

"When the principal informed them that he could not meet their demands, they went on the rampage", the spokesman said.

The group then used a hosepipe to water documents in the principal's office and the teacher's staffroom. The matter is being investigated.

Disaster

The incident, on the first day of the re-opening of schools, occurred amid calls from ANC president Mr Oliver Tambo who had earlier called on all political formations, the Government, student organisations and the general public to "ensure that never again shall we have to witness a repeat of this depressing state of affairs".

Tambo was commenting on the black matriculation results.

He said the results were a "national disaster for which all must accept share of the blame".

Minister of Education and Training Dr Stoffel van der Merwe and various political organisations have also called for pupils to return to classes.

He has called for 1991 to be declared a year of effective learning and teaching.

No incidents or disruptions were reported in Mamelodi and Soshanguve and other parts of the country.

Classes to supplement black education begin

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Sowetan 11/1/91

SPARROW Schools in Parktown will register students this week for classes intended to supplement underprivileged black education.

The weekly classes, to be held on Saturdays, are partly sponsored by the *Sowetan* as part of its nation building campaign.

"Our aim is to bridge the gap between white and black education," Mrs Jackie Gallagher, the founder member said.

"We also aim to provide educational support to school children whose education has been sorely disrupted and neglected."

Qualified teachers will teach pupils from Standard 6 to 10.

Standard 6 and 7 pupils will study English, Maths and Biology. The

higher standards will also learn Economics, Accounts and Physical Science.

An enrichment class will provide educational stimulus for pupils from Grade 0 to Standard 2.

The school will operate from 9am to 12pm every Saturday starting on

January 19. Registration will be held this Saturday.

"Another function of the school is to enrich and strengthen pupil and teacher understanding through a range of cultural and enrichment programmes including weekend study camps," said Gallagher.

Bursary cutbacks hit students hard

Own Correspondent

JOHANNESBURG. — Major companies have cut their bursary allocations, citing poor black matric results, the economic downturn and retrenchments that make it unnecessary to train professionals in certain fields.

Black students — many of whom rely almost entirely on bursary finance — are being particularly hard hit.

"Our number of bursaries is going to be lower this year," a spokesman for Anglo American Corporation said.

New bursaries offered by the corporation had dropped from 180 last year to about 150, the

spokesman said, adding that the number of retrenchments made it unnecessary to train more people.

Cutbacks were being introduced in the engineering fields, while an equal number of bursaries in mining and metallurgy were still being offered.

A Gold Fields of SA spokesman said the company would be offering 30 bursaries this year, down from 50 last year.

Companies that intend retaining the same number of bursaries this year are being inundated by inquiries as university fees rise by an average of 22%.

Electronics company Altron said it was offering 35 bursaries this year as opposed to 21 last year but had cut back full bursaries to offer more students half

bursaries. Altron's scheme attracted 850 applicants last year — this year there are 2 300.

The cutback was being felt particularly in technical training, said Witwatersrand Technikon rector Mr Dirk Wiid.

He said a lot more students — especially blacks — were applying for places at the technikon without having employers to pay for their education, as was usual. "Companies just can't afford to train any more."

He cited the case of a student who obtained six distinctions in his first year. In spite of this his bursars had suggested he find another way to pay for his studies.

While bursaries were being cut back, the number of applications was increasing.

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Paso. Stay
out of white
schools. ^{Off TWA} 11/19/

JOHANNESBURG. — The Pan Africanist Students' Organisation (Paso) yesterday called on black pupils not to enrol at white schools, saying the opening of these institutions to other races was a liberal ploy to suppress the militancy of black children.

Paso also argued that it was futile for black pupils to enrol at white schools.

Asked what alternative Paso could offer to those pupils who cannot enrol at black schools because of lack of space, spokesmen replied that the refusal of black pupils to enrol at white schools would place pressure on the government to build more schools. — Sapa

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Blacks struggle as big firms cut bursaries

PATRICK BULGER and POLLY JONES

MAJOR companies have cut their bursary allocations, citing poor black matric results, the economic downturn and retrenchments that make it unnecessary to train professionals in certain fields.

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While bursaries were being cut back, the number of applications was increasing.

An Eskom spokesman said the corporation intended giving the same number of bursaries as last year but said there had been a number of cancellations because of poor black matric results.



Facts and figures

on education in

Soweto

NEW NATION

NEW NATION - LEARN WITHIN

11-17/1171

(50)

- Soweto schools have the capacity to accommodate 191 000 pupils, but 244 000 are expected to register, excluding about 6 000 who will repeat matric.
- About 200 Soweto teachers are expected not to resume their duties this week. They are among about 2 000 so-called unqualified teachers nationwide who have been laid off by the department for allegedly refusing to be evaluated.
- 33 school-going children died during incidents of violence last year.
- 48 school girls were raped on school premises last year.
- 107 assaults on school children took place both inside and outside the schools. Six of the assaulted were totally paralysed.
- 27 schooling days were lost during the August/September violence that swept the Reef.
- 36 schooling days were lost during the teachers' strike, mass action and rallies organised by students' and teachers' bodies.
- Only five schools received book supplies last year. Three of the schools have white headmasters and the management councils of the remaining two have close links with the Department of Education and Training.
- 88 per cent of pupils registered at secondary schools wrote their exams and 97 per cent of those at primary schools.
- The Afrikaans examination paper arrived at 12 noon instead of 9am during last year's matric exams.
- Some exam papers needed to be rectified by telephone. It is unclear what happened in those schools which had no telephones.

The adjectives — like “appalling” and “disastrous” — that have been applied to the matric results of the Department of Education & Training (DET) may have lost their force through repetition, but they are accurate.


Nearly two-thirds of candidates failed. As predicted by the *FM* last week, the results were the worst ever, representing a 6% drop on last year's 42% pass rate.

That 64% failure sounds even worse when it is translated into tens of thousands of young people and seen in the context of the estimated one million matric candidates that have failed since the 1976 Soweto student uprising. Unskilled, unmotivated, drawn easily into reckless political activity or crime, these are the members of the “lost generation.”

The response to the black matric results is the familiar “something has to be done.” But practically nothing will be done, at least for some time. It is beyond the capacity of anyone to do anything, so riddled is the system with incompetence, corruption, poor morale, lack of discipline and resources, muddled thinking and inequality. And even if all these problems could be solved by waving a piece of magic chalk, there would still be the vast, choking pressure of sheer numbers.

Everyone is quick to blame someone else. The DET, hapless heir to a bankrupt and hated ideology, blames boycotts and

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(50) 
stayaways — but ignores the fact that many of these protests were born of frustration at the DET's inability to supply all schools with textbooks, even by the end of the year.

Azapo and the PAC piously blame the mindless propaganda of “no education before liberation,” but it has taken them four years to divorce themselves from that policy, while claiming they never supported it and that it was a creation of the media.

ANC-aligned education groups have been bitter but fairly realistic in their response to the poor results — but all too often they pretend that every fault in black education is the fault of apartheid. While they have been working vigorously since early last year on the problem, they have yet to call on pupils to stop boycotts (*see Leaders*).

It could get worse, but perhaps it will get better.

There are signs of renewed commitment from Minister of Education & Training Stoffel van der Merwe and the ANC is being more realistic when it acknowledges that schools cannot offer places to failed matriculants.

The private sector is becoming more involved. For instance, Charter Life is hosting a major conference on February 6 at the Johannesburg Sun. Businessmen and leading black education groups will attempt to formulate plans to manage the crisis and set up a working group for the future.

The Soweto Education Co-ordinating Crisis Committee has called for a programme of night and weekend classes to tutor failed pupils who may qualify to write again. The plan was that classes would be held in churches and empty schools and run by volunteers including whites — but as yet no programme has been launched.

The central absurdity remains: buildings formerly occupied by white schools are being locked to stand idle, while thousands of black children have no place in schools. An example: the massive Blairgowrie High School (capacity over 3 000) closed this year and is standing empty.

Many teachers and pupils are unrealistic. Van der Merwe has rightly criticised the high number of candidates enrolled for subjects on the higher grade (university) instead of the standard grade — 95%, compared to only 50% in white schools.

The ANC, in its January 8 annual policy document, pays “tribute to those white parents who despite the obstacles they face, have nevertheless acted to have the white schools opened to all the children of our country.”

This week, 205 formerly white schools began admitting black pupils by choice — about 10% of the total.

Says the ANC: “The measures announced by government to open white schools need to be changed radically. It is quite clear these measures are designed to slow down or make very difficult the process of desegregating schools. Such actions do not serve to inspire confidence in the commitment of the government to genuine change.” ■

FM 11/1/91

BLACK EDUCATION CRISIS

(50)

REAPING THE WORLD WIND

More than 150 000 black schoolchildren have just failed matric — and if one adds up the casualties of a wrecked education system since, say, 1976, there are probably in excess of a million youths whose lives have been ruined. Some may find piecemeal work, or channel their energies into politics, but many will join gangs or otherwise play out the logic of what has happened to them.

This, and the birthrate, would seem to guarantee a revolution of expectations — or just plain revolution — which will overtake all participants in the political process. In fact, the ANC's continued emphasis on mass action in the run-up to constitutional negotiations repeats the disastrous tendencies of the Eighties, when school boycotts led to rent boycotts, general unrest and the State of Emergency.

To promote the view that the youth is the vanguard of liberation is romantic folly. At their best they are confused, at worst feral. As the PAC put it in its response: "We are now reaping the world wind (*sic*) of slogans such as liberation before education."

The ANC takes the view that the appalling results are the outcome of "excessive and enforced failure in apartheid's schools." This is to a great extent true. But simply saying it doesn't help.

Government has for some years perceived the wrongfulness of the system and has thrown money at it — the 1990-1991 budget for black education was, at some R2,5bn, 26% up on that of the previous year. There was, in addition, a one-off payment of R150m on capex for black education and training and now we have special arrangements for rewrites in March — though what help that will be for anyone who either passes or fails these exams is questionable.

Government can do a great deal more. The outcome of Piet Clase's "own affairs" referenda on admissions policy in Johannesburg has meant a few *hundred* places for black pupils in white schools — at a time when some white schools are being closed or allowed to run down. A proper use of physical resources would have symbolic as well as practical advantage. As it is, white schools are likely to find themselves the target of mass action — like demonstrations at the gates — which will polarise attitudes and increase white fear.

The cost of greater government commitment to opening up education and equalising opportunities would be steep but not insurmountable. Business would almost certainly be willing to help with transport and other things.

Yet under the Clase rules, white schools are being kept largely

white and, in the long run, unviable. Black schools are severely over-populated. Most teachers appear demoralised or useless.

However, even swift educational reform cannot address the immediate problems. The ANC must, therefore, be commended for declaring a new-found commitment to a "culture of teaching." Its statement on the matric results says: "Students must make and can make their invaluable contribution to stabilising the situation in our schools . . . let us put a stop to indiscipline, to disruptions, to loss of teaching time."

Almost exactly a year ago, sporadic school boycotts began as soon as it was found that, as usual, promised textbooks had not arrived. Teachers were on strike for one reason or another. These events will predictably occur again — and not simply because of bad faith by the Department of Education & Training. The wearisome loss of more weeks and months of teaching needs to be contested on a daily basis by the ANC if its declarations are to have credibility. Its problem is that it is so unwilling to lead without deference to what it believes to be its constituency.

How the ANC handles the issues of discipline, of orderly education, of a return to school, is of huge importance to its future. It can either lead by example — by implementing practical measures to upgrade the whole quality of education — or retreat to defiance and whining. It must be seen to be devoting substantial sums to education — especially since many foreign donors have made funds conditional on their use in education. And surely many of the 40 000 (or however many) exiles-soon-to-be-returnees could provide a sound corps of teachers.

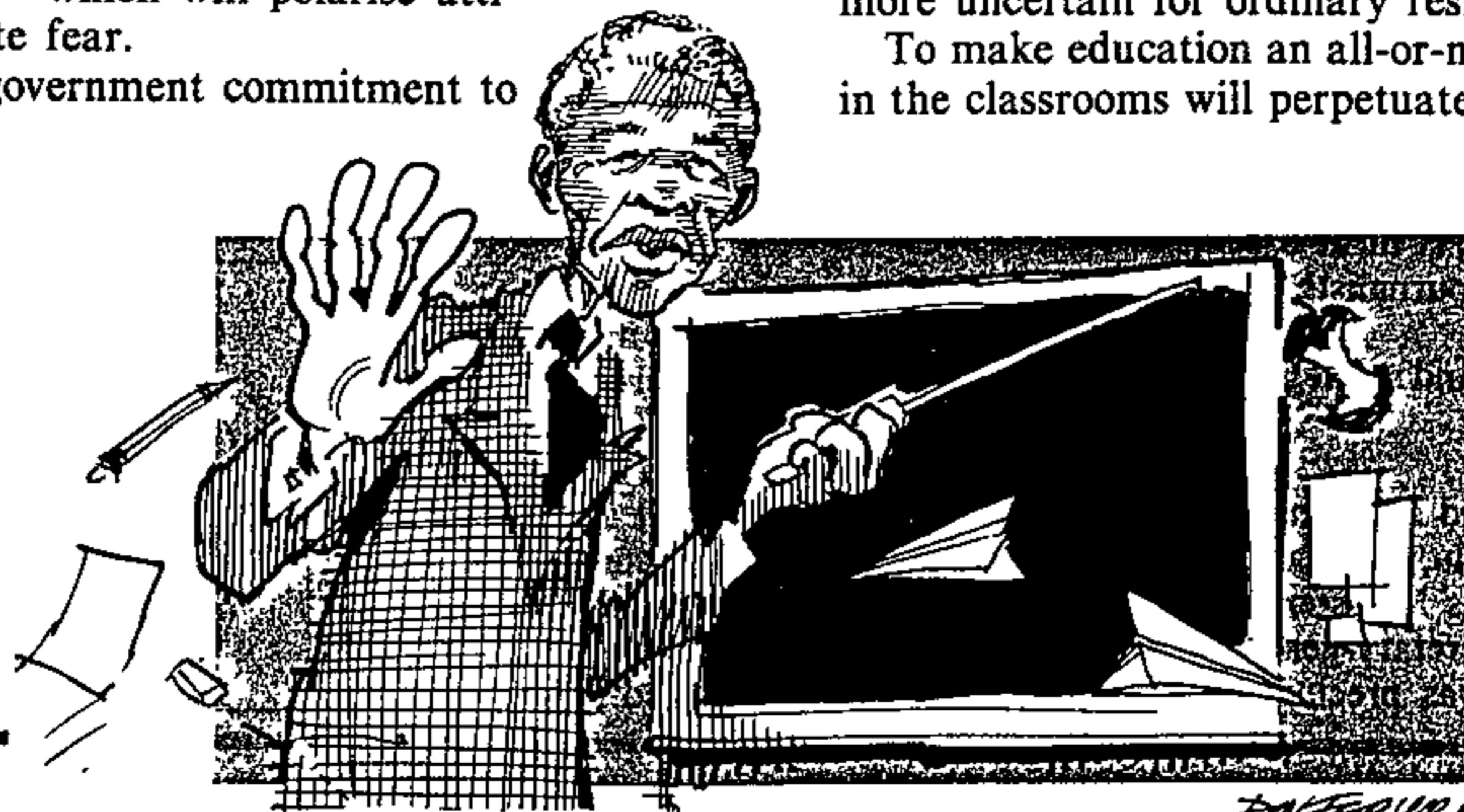
Of course, government has exposed its hypocrisy by making it as difficult as possible for white schools to shed their exclusivity. But for the ANC to focus on this issue at the moment — perhaps even going so far as to make it an obstacle to negotiations — would be to deepen the crisis.

A comparison could be made with the degeneration of township services: by forcing black councillors to resign, the ANC has succeeded in making daily life more miserable and more uncertain for ordinary residents.

To make education an all-or-nothing affair with anarchy in the classrooms will perpetuate a culture not of teaching,

but of failure. US experience shows how long this attitude can endure. Forced integration has failed.

The ANC has said the correct things — it must now realise that they are incompatible with mass actions of a hopelessly millenarian character. ■



Jouberton faces service cuts

KLERKSDORP Town Council yesterday announced it would stop supplying power to neighbouring Jouberton.

Town clerk J L Muller said yesterday the Jouberton township had run up a R628 000 electricity, water and sewerage bill in three months.

Klerksdorp would cut these services to the township on Tuesday. A council statement said water supply would be reduced to the point at which the load on sewerage pump stations was relieved.

Electricity would be restored after the township had settled its debt.

Randfontein municipality began cutting power to 1 350 non-paying residents in nearby Toekomsrus on Tuesday, Randfontein town clerk Lou Brits said.

Toekomsrus residents, who are about R1m in arrears in their payments to the Randfontein Town Council, have resolved to maintain the rent and services boycott until arrears are scrapped and interim flat rates are introduced.

Toekomsrus Crisis Committee spokesman Thomas Luthers said the resolution was taken at a mass meeting in the township on Wednesday.

Brits said the demand for the scrapping of arrears and the introduction of an interim rate had been rejected by his council.

THEO RAWANA and
WILSON ZWANE

"But we are prepared to negotiate with the crisis committee on how to resolve the boycott," he said.

Meanwhile, the East Rand Civic Association (ERCA) warned of plans for an East Rand consumer boycott if a settlement of the Thokoza blackout was not achieved by next Friday, Sapa reports.

The ERCA said yesterday it would discuss the boycott with its communities.

It was to hold an urgent meeting with the Transvaal Provincial Administration's (TPA's) East Rand directorate on Monday, ERCA chairman Albert Tleane said.

Civics Association of Southern Transvaal (Cast) president Moses Mayekiso said yesterday his organisation was trying to re-engage the TPA in talks with the Thokoza Civic Association (TCA).

Cast's move followed the TPA's announcement it was terminating negotiations with the TCA because it felt the organisation had acted in bad faith by promising Thokoza residents that power would be restored on interim payments that were much lower than the bulk supplier, Alberton Town Council, required.

1 048 blacks enrol at open schools

A TOTAL of 1 048 black pupils enrolled at 34 former white provincial schools in Johannesburg and Pretoria which opened their doors to all races at the start of the new term on Wednesday.

This figure is expected to rise. (50)
A Transvaal Education Department (TED) spokesman yesterday said only 25 black pupils were enrolled at Pretoria schools, and the remaining 1 023 were in Johannesburg.

Of the 1 048 total, 269 were attending high schools and 779 were at primary schools.

He said the TED was still getting inquiries about admitting black children to

"open" provincial schools.

The TED expected more white provincial schools to open their doors this year.

By January 22, when Cape schools begin, 205 out of about 2 000 white provincial schools countrywide will be non-racial.

Meanwhile, the Pan Africanist Students' Organisation (Paso) yesterday called on black pupils not to enrol at white schools, saying the opening of these institutions to other races was a liberal ploy to suppress the militancy of black children.

It said it was futile for black pupils to enrol at white schools, because the education there was designed for white communities, and not blacks. — Sapa.

London Times on Wednesday ordering him to identify

Act now to transform tomorrow's classrooms

PETER BADCOCK- *S Times*
WALTERS calls for less *13/1/91* whines and more work in dealing with the crisis in education

BLACK education is in a state of collapse in South Africa. But surely it is time to move beyond simply raking over the problem by rote? We must concentrate our energies on the challenges ahead.

The key elements needed to meet these challenges are responsiveness, innovation, empowerment and leadership.

These are words and notions that have been all too often absent from the education debate.

Take responsiveness, for example. The fact that the education system has shown little evidence of responding to the needs of its various constituencies in the past does not reduce its potential for responsiveness in the future.

Sadly, education has become a hostage of the political process and will, arguably, be the last element to enjoy substantive or structural change.

Black education authorities have a particular responsibility to become responsive: the DET is widely regarded as illegitimate and its classrooms have become fertile soil for mass mobilisation.

So let's get cracking. After all, there are plenty of needs to respond to — the pupils' for one, whose needs appear to have been sidelined by the ideological egotisms of adults who haven't set foot — literally and figuratively — in a school in decades.

The community, for another, has plenty to say and respond to, if we would only listen and separate its real needs from those articulated by the organisations — of all colours — who claim to represent it.

And let's not forget the economy either — the needs of which have seldom been considered in traditional planning. That it stutters along at all is a tribute to the private sector's staying power rather than the products of the education system.

Perhaps most importantly, let's stop treating each of these and many other needs as "own affairs" problems. This year is as good a time as any to start blending these ingredients into a composite set that will determine the design of future education.

If responding to needs is the super-ordinate objective, then fast-paced innovation is the chief enabling device.

Consider for a moment how often anyone inside — or, more particularly, outside — the system offers substantively creative or innovative options to the debate. To our collective shame, the debate has been characteristically sterile. As critics, we are vocal but, generally speaking, unimaginative.

Perhaps 1991 should be designated the Year of Innovation, in which rhetoric is banned from the debate and creative contributions made prerequisite for entrance.

This is not a departure into some rosy-hued fantasy in which theory governs reality; it is simply time we did a little collective lateral thinking.

We all know about backlogs, inequality, shortfalls and underprovision; we are adept at exchanging statistics — more often unsupported estimates — and doing the same depressing arithmetic.

But when did we last question the assumptions, and the relevance, of the rules? When did we last consider in how many other, creative ways we could use the limited resources we have, or what the system should really deliver?

Certainly, we're in a state of crisis. But we're also on the edge of an opportunity to throw out the rule book and redesign our future. It will take the collective involvement of all the stakeholders, including those who manage the present system, and the courage to defy the silly rules which impede fast action.

How else are we going to address the issue, which we have already convinced ourselves we can't solve?

Empowerment seems to mean a lot of different things to different people. In the context of future education, it should include at least two key elements. First, the empowerment of every stakeholder in education planning through the provision of valid strategic information on the real credit and debit situation; and, second, the devolution of power and responsibility.

The first, by definition, means levelling the playing field by allowing everyone with an interest in education access to every relevant scrap of data and information so they can understand the situation.

Without this understanding, this empowerment through information, innovative thinking and creative problem-solving are stalemated.

There is simply no good or defensible reason why data and information on education cannot be released into the public domain. The sooner this is achieved the sooner the collective input of stakeholders across the spectrum can be brought to bear, and discernible progress made.

The second aspect of empowerment is the devolution of power and responsibility. Notwithstanding the overdue consolidation of 17 departments into one, the empowerment of communities to determine their own needs and requirements within that system must be considered.

Quite ironically, and in spite of his catch-22 rule book, Education Minister Piet Clase has directly empowered white parent communities. That this will have little impact on the crisis in black education is understood.

That it has provided an extraordinary, if localised, vote of support for real reform and a bridge into the future for many nervous white South Africans is an interesting, if underplayed, spin-off. What it has done, however, is to establish an important precedent.

What is needed now is the extension of this empowerment to every parent community, as well as the empowerment of regional and local education authorities — each answerable to the one below it and, in the final analysis, to the parent communities.

Wouldn't that be nice? And, more to the point, wouldn't 1991 be a nice year to get it off the ground?

Of course, this takes leadership.

It will require a vision that inspires and unites, a series of fundamental principles that can achieve a wide-ranging consensus.

Real leaders inspire such visions and are, in turn, inspired by them. Such leadership is not presently evident in education. What we do have, however, is a statement of intent — now under intense scrutiny by all sides — from the state president.

It is to be hoped that he not only carries it through, but that his statement, his vision, is also adopted by our many education ministers and those who serve them.

● Peter Badcock-Walters is the development director of the Education Foundation.

It's back to the road of education for liberation

Carl T. 4/11/91
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FROM a long-term point of view, it is unfortunate that the education crisis is identified in the consciousness of most people with the overt political mobilisation of students and, more recently, of teachers.

For it is really in the classrooms and in alternative educational projects that the decisive action is taking place. Indeed, the melodramatic aspect of this struggle for improved educational provision led to suicidal slogans such as *liberation before education* in the days of "ungovernability" (1985-88).

This was a decided step backwards from the slogans and practices of the Black Consciousness Movement in the '70s, when the notion of *education for liberation* first became a mass phenomenon in South Africa. At present desperate efforts have been launched by political, community and church organisations to get the black student population back on the highway of education for liberation.

Motivated

In regard to our long-term priorities, the following sectors are seen by most educationists, regardless of their political allegiance within the liberation movement, as the main ones.

Teacher Training: Without a core of well-equipped, highly motivated and flexible, self-directed educators, no system can succeed.

Pre-school and primary education: What happens in any modern, relatively industrialised country is to a large extent determined by what is taught (or not taught) in these sectors. A complete overhaul of these sectors in accordance with a post-apartheid or Azanian conceptualisation of South Africa has begun in many circles in our country.

According to Roy Padayachee of the National Education Coordinating Committee: "... there are seven million children of pre-schooling age in this country. Of these, an estimated six million are from economically disadvantaged homes... Of these six million... only 150 000 are enrolled in some form of pre-school activity." (Weekly Mail, October 26, 1990).

Language education: One of the most disastrous consequences of Bantu education was the damage it inflicted on generations of black school-going children via its racist language policy. Because of the

continued dominance of English in the modern urban and industrial sectors of South Africa, the lack of competence of the vast majority of black children and adults in this language is one of the major roadblocks to their (and the country's) rapid development.

Moreover, apartheid policy, in spite of appearances to the contrary, has deliberately stunted or distorted the development of the indigenous African languages as languages of modern science and of business and employment. Education for a democratic South Africa has to address this question urgently.

Maths/science/technical education: The deliberate policy of National Party governments of depriving black children of those skills needed to run a modern industrial economy has succeeded so well that it is threatening to boomerang on the ruling elite, since there are not enough blacks with such skills who are in a position to fill the huge gaps left by the brain drain and the relative expansion of the economy.

Further down the road, the economic consequences of this racist strategy are already clear as far as built-in constraints to economic expansion are concerned...

Programme

Besides these four fundamentals, it is essential that we begin to redress the urban bias of all educational investment in this country and that we continue carefully considered compensatory education programmes at all levels...

In reflecting on a programme of action for education for a democratic South Africa, we have to bear in mind that whatever we propose cannot be separated from the general political development in South Africa. A programme of action must include the following:

- Increased direct and indirect political pressure on the present government to abolish all discrimination based on "race" in the educational sphere. This involves, among other things, the insistence on

a unitary educational system under one Ministry of Education

- Demand maximum discretion for teachers (under the supervision of competent subject-teacher associations) in regard to syllabuses, teaching resources, methods, assessment of performance, etc.

- Control at the local level of all educational institutions by those who use them. At the primary and secondary-school level, this would imply control by popularly elected PTSA's. Such popular committees to have the final say in regard to who should teach and what should be taught in these institutions

- Africanisation of the syllabuses and curricula. By this we mean, in the first place moving away from the narrow Eurocentrism and colonialism of the present content of education.

- Mass training (and retraining) of all educators along lines consistent with the democratic, non-racial ethos espoused by the entire liberation movement in South Africa. This process, which has already begun under the aegis of teachers' and some community organisations, should be accelerated.

- Intensive policy research into all aspects of education, including the financial and administrative aspects. In this regard, the collation and analysis of all that is actually being undertaken in the educational sphere is of primary importance. Equally important are comparative educational studies and research.

- Heavy concentration on language, maths, science and technical education at all relevant levels. Formal as well as informal programmes should be initiated or supported wherever possible.

- Political education of all youth, especially the student youth, towards an understanding of the real significance of the programme and the life-giving slogans of *Education for Liberation* and *Education for a Democratic South Africa*.

□ This is an extract of a paper prepared by Dr Alexander for a conference at the University of Kansas.



VIEWPOINT

by NEVILLE ALEXANDER

Azasco consulting on broad student conference

New Nation *Learn with Nation* 11/1-17/11/91

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THE Azanian Students' Convention (Azasco) is planning a student conference which it hopes will be attended by students across the political spectrum next month.

Revealing the plan, Azasco publicity secretary Siphon Maseko said both formal and informal consultations were underway with student bodies from high school to the university level and regardless of political affiliation.

Maseko said they would propose to the conference to form an independent body which would draw up a code of conduct for students in order to "restore self-confidence and discipline among the students and the necessary authority of the teachers".

Azasco would also propose that the conference look into the relationship between

teachers and students. Maseko said they would like teachers to attend, but he avoided elaborating on this, saying that a final decision would be taken jointly by all the student bodies that will be attending the conference.

He was reluctant to reveal which student bodies had been consulted, but said a joint announcement would be made by the participating organisations.

Azasco president Brister Xolani said the other burning issue they would like the conference to discuss included inter-organisational violence which had reached the classrooms.

"We will try to ensure that schools are left free from such tendencies," said Xolani, who is a University of the Western Cape student.

Meanwhile, the rewriting of matric exams has come under fire from the organisation's general secretary, Raselepe Ntshole, who pointed out that this was a government move to keep those who had failed away from the schools.

"We simply call on all students to go back to school and learn," he said.

He said that those who rewrite in February/March would not register to study this year. If they failed they would have lost yet another academic year.

He called on the Department of Education and Training (DET) to make provision for such students to rewrite again in the June exams. He said alternative educational institutions could help prepare students for these exams.

EDUCATION

"SCRAP Bantu Education now and establish one education department for all."

This urgent call was made to the government this week by various political organisations, educational institutions and community groups following the announcement of disastrous black matric results which plunged to an all-time low.

"It is a real disaster, not only for blacks but a real national disaster which all of South Africa should seek to address," Dan Monyemore, executive director of the Soweto Careers Centre, said of the results.

Only 36,4 percent of the 233 411 candidates who wrote the exams in South Africa, "independent" homelands and other self-governing states passed in 1990, Minister of Education and Development Aid, Dr Stoffel van der Merwe, announced this week.

This year's results dropped by six percent from 1989's 42,4 percent pass rate.

"The school dropout rate and low rate of university entrance passes

Demand after a disaster: 'Scrap Bantu Education'

present a challenge to commerce, industry, tertiary institutions, the government and society as a whole," said Monyemore.

Of those who wrote, 81 746 obtained a school leaving certificate and only 17 397 satisfied the requirements for a university entrance.

Van der Merwe said candidates who passed (non-university exemption), but want to improve their results, as well as about 133 500 candidates who failed, but achieved an average of at least 20 percent, may enter for either the March supplementary examinations or the May/June supplementary exams to be written also by private candidates. He said candidates who achieved an average of less than 20

percent could enter in May/June.

Candidates who could not write exams last year because of "disruptions by intimidators" can enter for one of the two supplementary examinations

The National Education Coordinating Committee said unless the government agreed to introduce drastic reform in black education, the 1991 academic year would be a disaster.

All major black political organisations, the Labour Party, the Institute of Personnel Management (IPM), the Open School Association, the NECC and other community structures called on the government to abandon the system of segregated education and channel available resources into one education department for the benefit of all

South African children.

"Establish one education department, open schools to all races and remove the inequalities in the education system," said the IPM this week.

This view was supported by Labour Party spokesman on education, Cl Nisson, who said the "extremely disappointing" black matric results sent a firm signal to the government to "open education facilities to all population groups.

"The great gap in the pass rates of whites, compared to Africans, once again displays the inequality of the present despicable education system," said Nisson.

The other population groups have shown progress in their education

with a pass rate of 97 percent for whites, 95 percent for Indians and 79 percent for coloureds.

African National Congress deputy president Nelson Mandela issued a strong appeal this week to black students to return to school in order to put an end to poor examination results.

"The disastrous matric results among African students once more bring into sharp focus the urgent need to end the system of apartheid education," said Mandela.

"This issue cannot await the introduction of a new constitution, it must be acted upon now," he said.

The Pan Africanist Congress said South Africa was "reaping the whirlwind of slogans such as liberation before education".

In a statement the PAC said although it had expected the worst, it was "appalled at the catastrophic pass rate. "Sustained disruption campaigns, poorly qualified teachers, inadequate school supplies and bad accommodation were to blame," said the PAC.

Phil Molefe

Unanimous call for return to school

MANED 111-171191 (50)

After the disastrous black matric results released this week, differing political organisations have united in a call for pupils to make 1991 a year of serious learning, reports **PHIL MOLEFE**

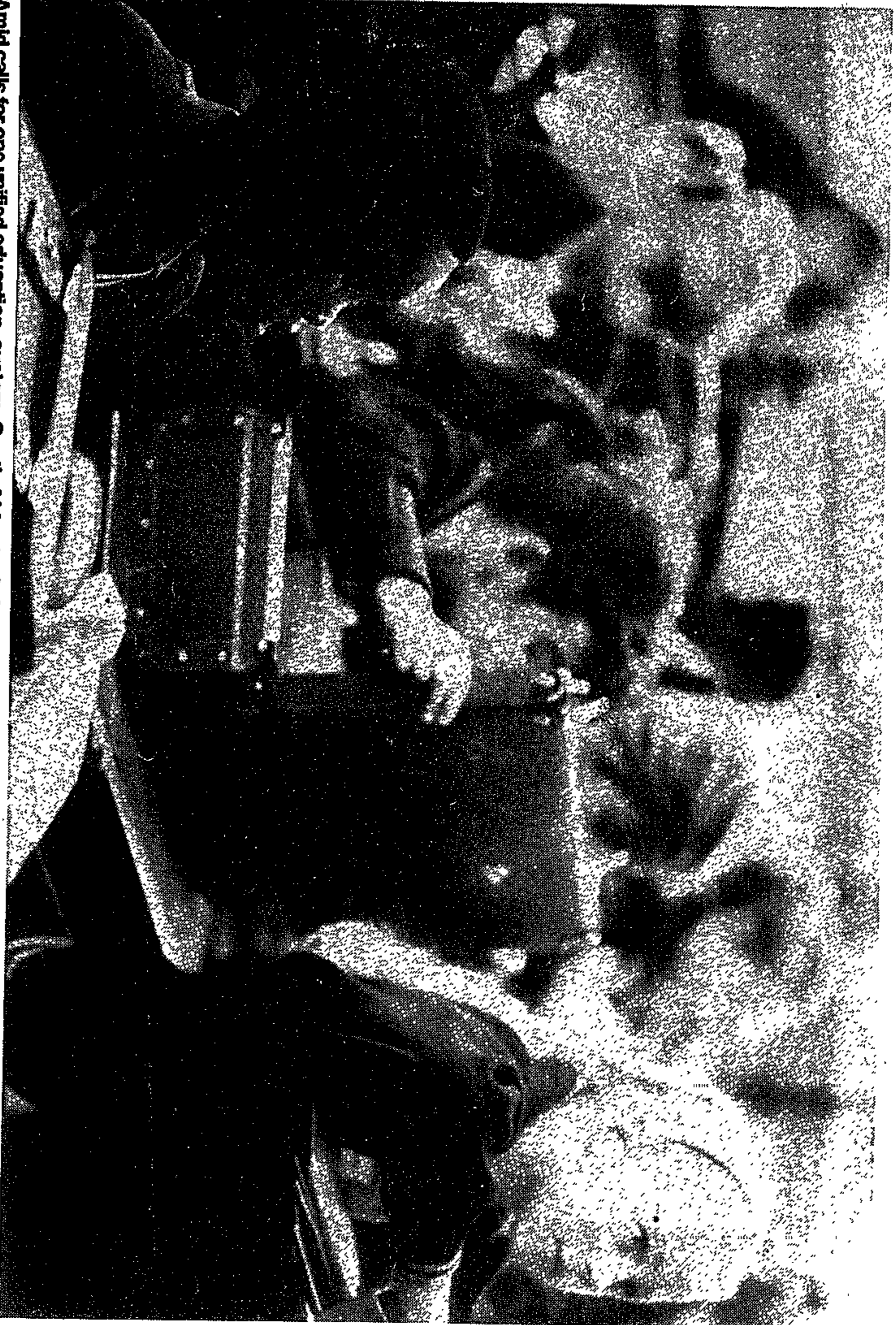
FOR once, divergent political and community organisations this week played one tune — "All children must go back to school" — and declared 1991 a year of effective learning and teaching.

The declaration followed the announcement of disastrous matric results on Monday — the worst in the history of black education.

The African National Congress, Pan Africanist Congress, the Azanian People's Organisation, the Inkatha Freedom Party and their allied student bodies joined the National Education Coordinating Committee (NECC) and various community organisations in a call to make this year "a memorable one" for serious learning free of the disruptions and school boycotts which have become a hallmark of black education.

The unanimous commitment of these organisations to bring black schools back on track should be hailed as a step in the right direction, but conditions on the ground, which almost completely derailed the process of learning in township schools, have not changed.

"The ANC calls on students to go back to school," said the movement in a statement this week, adding "we will contribute everything we can to ensure a return to normal learning and teach-



Amid calls for one unified education system, South Africa took the first tentative step when over 1 000 black pupils were admitted to Transvaal schools — including Saxonwold (above) — which voted in favour of opening to all races

Picture: ROGER BOSCH, Afrapix

African input vital in changing order

THE deep crises facing black education are symptoms of the collapse of the old social, cultural and educational orders. A new generation has a new spirit. New frameworks across the board are required too. Major, complex tasks of reconstruction and development also await the country.

Education centres on spiritual and cultural forces, on personal and social conditions and aspirations: Hence a perspective on the needs and positions of the human and material resources - of the country and communities, of individuals and institutions - is required to bring out optimal contributions and developments.

Moreover, the complex situation which faces Africans, operating in radically different social and cultural environments from the substantively European one, must be reckoned with and taken into account.

Education

Since formal technical and academic education came to us, there was a belief that Africans ought to adopt, or aspire to, the white-originated educational system.

Ironically, demands for a unitary educational system are largely inspired by the passive legacy of imitation. Such is the mind and soul of still-colonised and oppressed people. Really free and educated people are both original and distinct.

The experiences of "Bantu Education" - the state's control of the purposes and purse, the courses and contents, the locations and conditions, of the education of Africans - still dominate the perceptions and plans of those ostensibly preparing for a "new" system.

Independent and creative

OPINION



MESH SUMA puts the case for a new system of African education.

thought, constructive and planned action are lacking. The relation of education to communities and cultural groups, to economic and social conditions, let alone military needs, are either taken for granted or wished away. Evidently the spell of Dr Hendrik Verwoerd, supposedly cast on the objects of his handiwork, has fallen upon anti-apartheid activists too: They seem not to think above certain levels.

The overall alienation and indifference of the present generation, brought up amidst the overall societal disintegration, is the main cause of the educational crisis, the cultural and intellectual mediocrity that afflicts Africans.

A new spirit and will, vision and aims are needed to revitalise our society. The stale, negative and vague rhetoric of "black national movements" is part of the problem, a principal stumbling block to original, exploratory and progressive thinking.

Our diverse society argues

against a single education system. The value and soul of any good system - or society or institution - is the inspiration of tradition - either already received or still to be created.

Hence religious, socio-cultural and other collective interests and positions must be catered for to preserve and promote various heritages and visions as goads to excellence and development.

Self formulated ideals, standards and interests, more than the mere technical aspects of learning or living, whether for individuals or groups, are the driving forces of, and the path to, prominence.

Academic knowledge and technical skills as such are but the formal and superstructural aspects of education. Education's real job is to build specific individual and collective identities and characters, to imbue participants with spiritual and cultural values, experiences and ideals. These are the real tools of life and work.

Imitation

Hence the diversity of persons and groups should be taken into account for specific cultivation. Uniformity, even in a homogeneous society, can lead to mediocrity and crass imitation.

For communities and cultures to influence, and benefit from one another, each must be developed and distinct enough to contribute its own unique creations. A richer - and greater - South Africa shall come about only this way.

Africans must evolve a national personality to reinforce and revitalise both the whole and parts. They are yet to show themselves and the world their great creative originality and organic development. A national educational system is central to the development and expression of all this.

A national secretariat of Afri-

can education, staffed almost entirely by Africans, should be formed out of DET and "the homelands" educational structures. Substantive issues -- policies and personnel, the creation and consolidation of an African national culture, a common African language (perhaps Swahili) for education, culture and as a country's official medium can be tackled by it.

A central ministry would then deal with common technical issues - science subjects, funds, material provisions, mixed and denominational schools and situations.

The multi-racial issue rightly belongs to private choice by persons, communities and schools. However, too much has been made of this relative to the merit of the case, in terms of principles and numbers.

Most African students will continue to be taught in all black schools, however much white schools open up. Only a black elite, a tiny minority, is thus the real object of excessive concern by groups supposedly committed to the "disadvantaged."

Moreover by making non-racial education, the ideal the majority will surely be disadvantaged. A complex of sorts will ensue as those who remain in black establishments would feel, or be seen, as not getting a good education simply because they are not in the "ideal" non-racial institutions.

Africans themselves must work things out. A nation that seeks only to copy the efforts of others is like a student who copies: when the real tests of originality, understanding and problem solving come, failure comes too. Until the critical lesson is learnt we shall be in this position, trailing behind others who shall be sure in control of us and the country.

ng". PAC president Clarence Makwem called on pupils to return to school and also urged parents to "establish discipline among your children".

On Wednesday, when black schools under the Department of Education and Training (DET) re-opened, there were signs that thousands of students had responded positively to the call.

But the DET has so far not adequately addressed the shortage of textbooks, stationery and other essential facilities in black schools. Classes are still overcrowded, the teacher-pupil ratio has not dropped significantly, there are few libraries and laboratories, and student and teachers remain demoralised.

For the greater part of last year education in black schools was hamstrung by disruptions, class boycotts and the 13-week-long teachers' "chalk-down". The situation was further complicated by vandalism, an increasing crime rate on school grounds which resulted in the total collapse of discipline in many schools, political in-fighting among various student organisations, and accusations by the community, teachers and students against the DET and government for their "inability and lack of interest" in resolving the education crisis.

Enrolment figures soared at the beginning of 1990 because of a natural growth in the student population and an overwhelming response to the NECC's Back to School campaign. In Soweto alone, matric enrolment figures rose sharply from 193 000 students in 1989 to 249 000 in 1990, an increase of about 78 percent.

But since 1976, demoralisation has grown within student and teacher ranks, a development which the government and its education departments

have not responded to adequately.

Community leaders and educationists have called for the scrapping of Bantu Education and the creation of a single, non-racial education department which would provide equal opportunities and resources to all children.

According to the NECC, about 59 percent of the present teaching corps is made up of "pure-bred Bantu Education products", under 35 years old. Their later schooling years coincided with the post-"Soweto '76" era in which black education was denounced as leaving failed to equip black children with sufficient skills.

The current matriculants also started their lower primary education after 1976, an era when the culture of learning underwent severe erosion. These pupils, like most of their teachers, came into a terrain of brutality and back home the streets, sometimes the homes, are terrains of equal brutality," the NECC said.

Schools were also severely disrupted during the 1985-86 period of "ungovernability", when township unrest swept across the country.

Many township schools were confronted by angry students who demanded "pass one, pass all" at the end of the year, even when there had been no effective schooling. As a result, thousands of students were promoted to the next standard although they lacked sufficient preparation.

Education and Training Minister Stof Education and Training Minister Stof van der Merwe said the result was that many pupils reached the final school year without an adequate academic foundation. "Pupils harboured unrealistic expectations of deserving to be promoted to the following standard," he said.

Students and teachers, in some cases supported by the community, said the blame should be laid squarely on the

doostep of the DET and the government.

The NECC said the education crisis was the culmination of decades of "apartheid education", with its fragmented educational budgets and unequal allocation of resources to various racial groups.

Conditions in schools have not changed, and unless some drastic measures are taken, problems will present themselves again this year.

Many school days were lost last year as a result of boycotts and strikes, with no effective learning taking place and this is reflected in the continued downward spiral of black matric results.

Van der Merwe said 1990 has been a traumatic year for black education. "For many people involved in black education, including myself, it has been a challenging time. For far too many students it was a disastrous year. For them, unfortunately, the year will be

lost forever."

He said disruptions over several years had seriously hampered the provision of proper education and a rapid increase in the number of pupils placed enormous pressure on the resources and manageability of the education system. The National Union of South African Students said the government had done almost nothing to address seriously the education crisis and had failed to offer real solutions even after the shocking results of 1989.

"The hallmarks of black education remain overcrowded classrooms, corruption, a shortage of teachers and resources," said Nusas.

The Soweto Education Co-ordinating Committee called an education summit on Sunday at the Regina Mundi church hall to seek ways of resolving the crisis. Far-reaching proposals, aimed at making 1991 a year of "learning and teaching", were adopted by 800 Soweto residents who attended the summit.

The resolutions included developing a healthy environment for learning, encouraging parent participation, and securing the safety of pupils.

In another development, the Azanian Students' Convention called for a national students' consultative conference in February to find ways of resolving the education crisis.

Azaso publicity secretary Siphho Maseko said all student organisations, regardless of political affiliation, would be invited to attend.

Maseko said invitations had already been sent to the Congress of South African Students, SA National Students' Congress, Azanian Students' Movement and the Pan Africanist Students' Organisation.

*SEE PAGES 34 & 35

BOOKS

Tales of a white teacher in a Soweto school

I have severe problems with *Walking The Tightrope*. In an interview in *The Weekly Mail* in October last year, Elizabeth de Villiers said: "I thought I should take courage and try to make a contribution to the process (of the 'new South Africa') — she had previously "written the book for herself". I am unsure what sort of contribution this book intends to make.

Clearly De Villiers had some distressing experiences at Unitas High School (the disguise is too thin; anyone with a little knowledge of Soweto schools will know which school this is).

Her criticisms of inefficiency, laziness, cruel corporal punishment, corruption and cheating are valid, and one wishes they were not typical of many schools to a considerable extent, as indeed they are. (But so are too many pupils per teacher and poor facilities.)

Yet there are two major problems. The first is that, on balance, the book projects a negative view of her black colleagues generally. This may be partly unconscious: "I am not alone on my first day at the school. My companion and new colleague is Neville Elliot."

There's no hint that there will have been other new colleagues — classified black — who were probably as apprehensive as De Villiers was, as we all are on the first day.

One is also troubled by the personal descriptions, which are precise, evocative, and almost all laced with a snecr. "His aftershave wafts expensively around his untidy office"; "his bottom officiously lifting the tails of his expensive navy jacket"; "Gladys (Geography) has wonderful svelte leather outfits. Guessing the cost of these I am not surprised she is so thin."

Similarly, Mr mTolo is extensively ridiculed because he searched on the floor, partly under the door, for the circular he wished to give her. Most of us have searched hard for missing papers...

The second problem is that she fails to explain educational contexts, and where she does explain, is at times quite wrong. There are many examples. Here are some of them:

● "It has not been compulsory for blacks to pass Afrikaans at school since 1976, one of the small victories won by the 1976 riots. One of the causes of the riots was the compulsory passing of Afrikaans examinations in order to be promoted to higher standards. This was aggravated by the fact that the vernacular was not permitted as a teaching medium."

There's almost nothing correct in that quotation, though it is true that pupils

WALKING THE TIGHTROPE
by Elizabeth de Villiers
(Jonathan Ball, R29,95)

don't have to take Afrikaans for their Std 10 exams if they take their mother tongue and English.

But the protest was triggered by an insistence on using Afrikaans as a medium of instruction in at least two subjects at post-primary level (which was once from Std 7 but became from Std 5 in 1976). And the major complaint since 1955 had been that an African language had been compulsory as the medium of instruction to the end of the primary school.

After the protests, schools could choose one official language as the medium of instruction after Std 2; they all chose English.

● "There are approximately 80 schools in Soweto." There are, in fact, some 340 schools — about 280 primary and over 60 high schools.

● There are extensive references to problems De Villiers had to get her salary cheque to be for the correct amount.

One could have expected some comment on problems some of her black colleagues had about theirs — and about the silly system of principals being required to travel to the DET regional office each month to collect all the staff salary cheques for the school (perhaps sending a deputy occasionally), when clerks could do this at less cost and less disruption to education.

● "We are provided with a petrol allowance by the department, and have double reason to ensure our punctuality." She really ought to explain that this allowance is paid to white teachers for travelling daily to their Soweto school. Black teachers, no matter where they live, don't get their transport paid, a matter of considerable resentment among them.

Then she describes the system of home room/register class teachers at the school, the institution of head of department posts, and the duties of inspectors, without saying that these matters are similar in white schools, where HoD posts were started many years before the DET followed suit, and where I've seen some panic "bulk" marking and flowers on classroom tables in preparation for panel inspections (even if inspectors in Soweto are possibly expected to do more detailed checking).

In her epilogue, De Villiers mentions that the DET "was holding much publicised meetings with the newly formed Soweto Parents Committee..." without



One of the many Soweto schools destroyed during the boycotts. The author does not explain why the schools were burned down or destroyed and she spares her vitriolic criticism for black teachers who she alleges are lazy and incompetent

bothering to explain (in 1990) the significance of the setting up and development of the Soweto Parents' Crisis Committee in 1985.

Two conferences grew out of that, as did the rise of the National Education Co-ordinating Committee. These were important developments through which people tried to address the problems found in African schools. In this book, discussion of these developments shouldn't be missing.

De Villiers is clearly a good English teacher. (I've taught high school English myself for many years.) She has much praise for Soweto high school pupils, who clearly appreciated her teaching.

It is sad that her vitriolic criticism of incompetent principals and vice-principals, lazy teachers, one who didn't mark a set of papers (I met one of these at a white high school 30 years ago), cruel punishments and cooked sports results is far more detailed than the comments she makes about those of her colleagues who did their best to be as caring and competent as she was in the difficult circumstances both of the school and of Soweto at the time.

Nor does she say that it was surely commendable that in spite of everything the school continued to have choirs and a debating society, athletics and educational tours, netball and concerts and library facilities, even if some of these activities worked poorly in the 1984/5 environment, and often dis-

rupted lessons, as happens in some white schools too.

She also doesn't explain why things got worse: the protests and school boycotts countrywide were triggered by the tricameral constitution from which blacks were, and remain, excluded.

No mention (in 1990) that one result of student protests has been that corporal punishment has been very substantially reduced. No mention that the school changed principals several years ago. Only (without explanation) near the end, "the burning of schools

commenced..." almost as if that's what one should expect...

Many white readers — for whom the book seems mostly intended — will get the message that black teachers are generally incompetent because they are black. This is not a reasonable or valid conclusion. The new South Africa deserves better than that.

Franz Auerbach

• Dr Franz Auerbach ran the Funda Centre's Teacher Centre in Diepkloof, Soweto from 1984 to 1989.

One man reshapes Natal schools

GLOOM surrounds the future of the country's black education system, which has for the past 15 years lurched from one crisis to the next — resulting in this year's devastating 65 percent matric failure rate.

But in Natal there is a glimmer of hope.

Natal's Department of Education and Training is headed by leading light Dr Edward Philip Ndaba, the DET's chief regional director, and what happens in that province could be a model for the rest of the country.

"Natal's matriculation pass rate was the second highest in the country and the province produced 50 percent of the top students in the country," said Natal DET deputy-director, S Shamase.

Efforts

He claimed Natal's latest matric results — a modest achievement within the chaotic black education system — were the result of recent efforts made by Dr Ndaba and his department.

Appointed regional boss in February last year, Dr Ndaba is now the highest-ranking black official within the Government's education system.

However, his hard-earned credibility with educationists ensures he cannot be labelled a "stooge".

On taking the reins Dr Ndaba (60) — who heads about 1 200 Natal schools and is responsible for the schooling of more than 240 000

Black DET boss may hold key to SA crisis

PAT DEVEREAUX

pupils — said "It's like buying a house. You take the house as it is, then you make improvements. I know that I can do much to make it (the house) habitable."

Already, in his short term of office, Dr Ndaba has, according to his deputy, improved channels of communication to end the education deadlock between the Government, political organisations, parents, teachers and pupils.

Ultimately, Dr Ndaba believes: "There can be no equality of education in a segregated system."

And he is working towards a unified educational system which he sees as inevitable.

However, in a recent interview he was quick to emphasise the problems of forced integration overnight. One could not place disadvantaged pupils in top schools with advanced pupils and expect them to perform.

He added that the geographical location of schools was also likely to hinder total integration.

"Equality in education means equality of opportunity. You start by teaching a child well, so that in time he will feel at home in any school environment.

"Integration of schooling should begin at the very earliest stage possible," said Dr Ndaba.

Facilities are Dr Ndaba's first priority.

"We are building all the time but funds could be much better used if only we could take over spare facilities from the white education system," he said.

He added that he had already investigated this idea and had found that throughout Natal there were only three white schools which were vacant.

Discipline

A firm believer in discipline, Dr Ndaba said: "Without discipline, you can't have education.

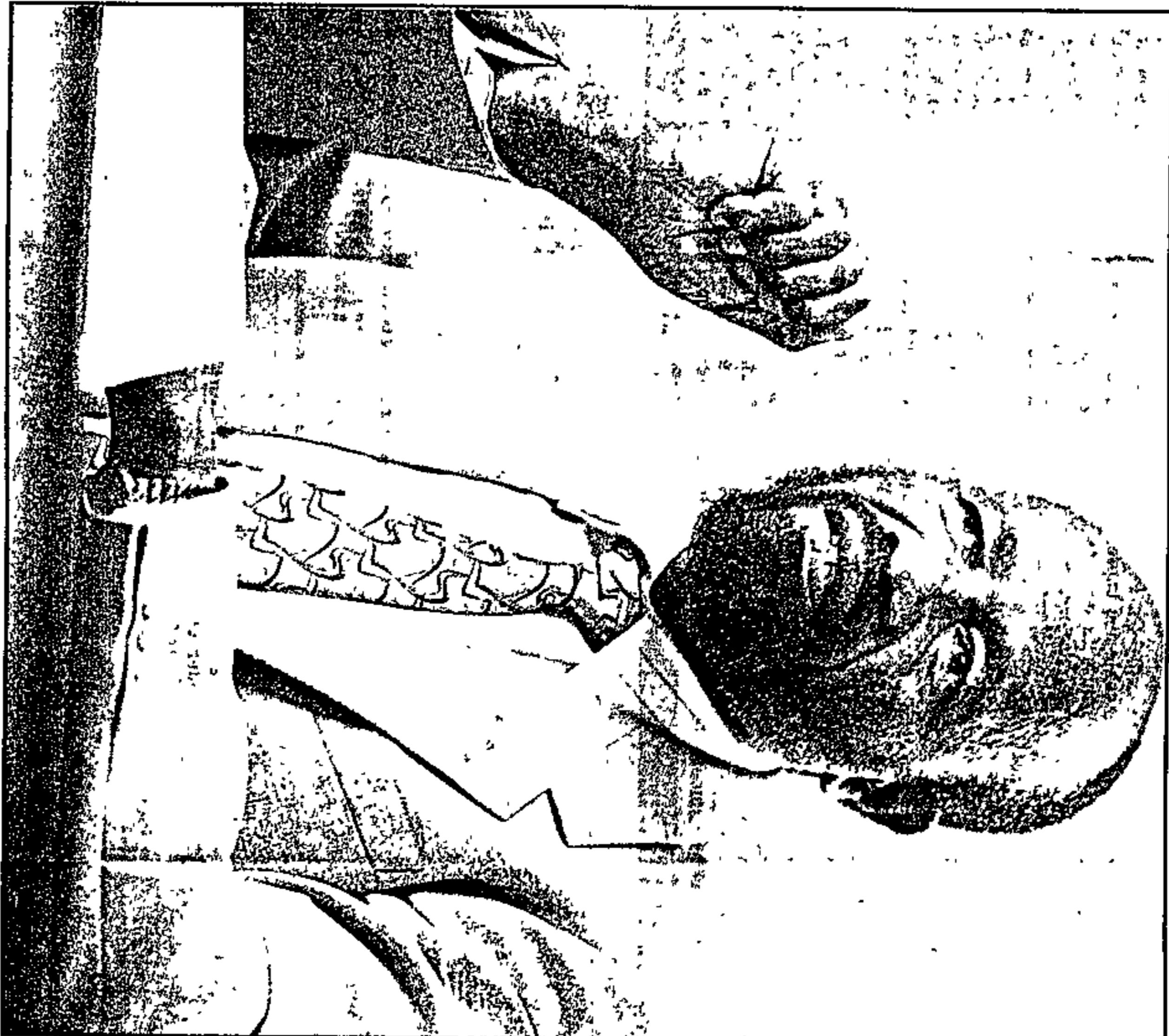
"Parents must also discipline their children, for today's violent children are the leaders of tomorrow."

"Discipline is certainly a function of the school but it must begin at home."

Politically Dr Ndaba recognises that the black community is engaged in an anti-apartheid struggle but argues that education must continue despite this.

"In a post-apartheid society we will need schools, colleges and pupils who can play a meaningful role.

"To destroy this is suicidal. My plea is that schools should be allowed to operate," he added.



NO STOOGES: Natal's DET chief director, Dr Edward Ndaba, could make his department a model for the country. Picture: Phil Mumford, Tribute Magazine.

ONE GRIM DAY IN THE LIFE OF

A SOWETO SCHOOLTEACHER

CP No 27/1/91 (50)

This week's news that an ANC delegation will meet State President FW de Klerk next month on the question of a single education system for all South Africans has created a mood of optimism among black educationists. However, a visit to a Soweto school this week by City Press deputy editor ZB MOLEFE and political editor SEKOLA SELLO revealed a grim reality.

A SCHOOL virtually deserted at 9.30am on a weekday in Soweto is a shocking sight. Where are the hundreds of pupils, changing classes, rushing paper, laughing?

Nonkululeko, a teacher, cast an almost cynical eye over the handful of scholars who, surprisingly, bothered to attend classes for the day. She is confused, fearful and a sense of futility pervades.

She has spent her life struggling to be a good teacher, studying here and abroad, and believes she is a professional.

She steels herself for each working day, aware of a frightening pattern leading to the collapse of education in township schools.

And she knows most of the missing pupils are roaming the streets. Others are still at home. Some are window-shopping in town. A few more trickle into the class.

Nonkululeko and her colleagues look at the late arrivals with hope. This brings the class total to five. Perhaps some effective learning will take place today.

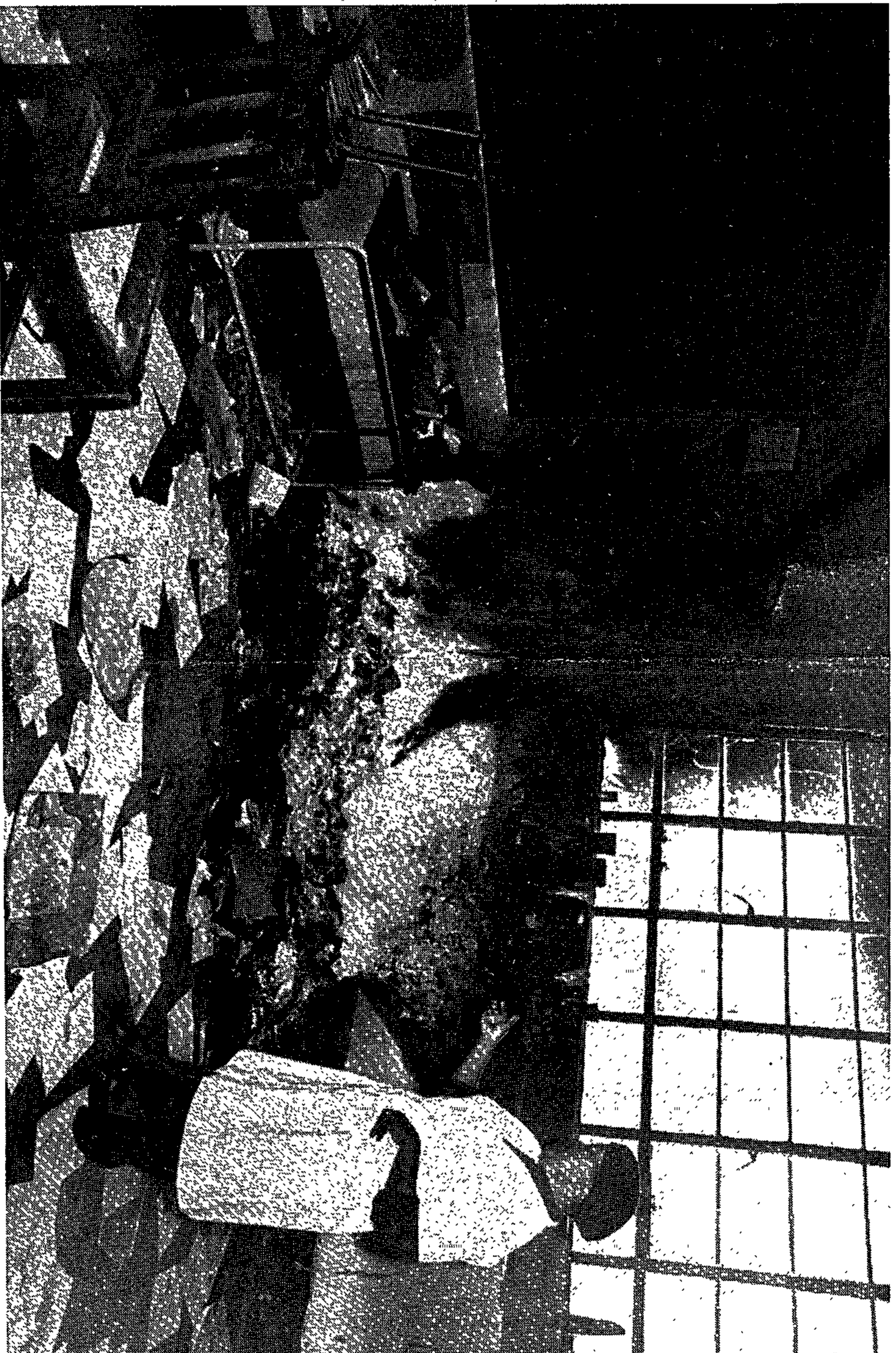
But time is against them. Soon it will be lunch break. "Our students attend school only two hours a day," says Nonkululeko.

Lunch is over and scholars walk out of the schoolyard. From bitter experience the teachers know the next time they will see

the pupils will be tomorrow. The children have decided not to return for afternoon classes.

They go to the city to watch movies, do a little shopping or "just hang around" until sunset.

Some go home. "Most of them will be in shebeens. There will be sex and dr...



The remains of a school classroom . . . militant scholars went on the rampage recently and left this sad reminder of their anger and frustration.

Pupils roam the streets and rave in

CP No 27/1/91 (50)

ated a problem for township education by aligning themselves with student bodies. This has led to the teachers' hands being tied - they are barred from criticising groups like student representative councils.

"Bodies like SRC's are, in turn, aligned to political organisations.

Councillor 'worried sick' over education

CP No 27/1/91

Discussions and al... sector w... system in th...

Another lost year for schools?

(50)

CP No 27/1/91

By SEKOLA SELLO

POLITICAL rivalry and the Department of Education and Training's haughty attitude seem to be at the core of the present education crisis sweeping through the country only two weeks after schools opened.

In the face of this, the Congress of South African Students (Cosas) believes it is the "only game in town".

Cosas president Thami Rubusana says his organisation has the largest pupil representation at most schools, if not at all of them.

He dismisses as "wishful thinking" claims by other organisations that they also have strong representation at most schools.

But the Pan Africanist Student Organisation (Paso), the student wing of the PAC, says most problems pupils face stem directly from ideological differences between rival student organisations.

Paso general secretary Lawrence Ngandela says whenever his organisation launched programmes that would benefit all pupils, these were undermined by rival organisations.

Ngandela said most leaders of student organisations...

places," says Nonkululeko, who tells of a child who confessed this week that he was a heavy mandrax user.

She and other teachers say lack of community support for teachers is a major reason for the collapse of black education. Teachers see it as betrayal, she told *City Press*.

"We are trying to teach delinquents. The children order us to observe certain political directives which have nothing to do with education.

"Some concerned parents phone and complain about their children roaming the streets. The children, in full school uniform, can be found dawdling anywhere from the Carlton Centre to Sandton City.

"We are expected to be on the streets rounding up children. This is the responsibility of black parents. The parents' attitude seems to be that schools are dumping grounds for their children. We are not a reformatory."

If parents attended school meetings or monitored children's progress, teachers would win the fight for enlightenment, says Nonkululeko.

The community would also realise the size of a rapidly growing sub-culture, namely young mothers in gymslips and teenage fathers in grey flannels.

Blame must also rest with the authorities. Township schools are in dire need of guidance, and professionals could detect symptoms and step in before things get out of hand.

Nonkululeko thinks of the R4,5-million Fontanus Comprehensive School in Soweto's Emnden township. The school had its expensive electric stoves ripped from their mountings and stolen, leaving domestic science teachers without the tools to teach. A number of expensive computers also disappeared.

"Theft is camouflaged with political rhetoric

shebeens

which says blacks are repossessing from whites what rightfully belongs to blacks."

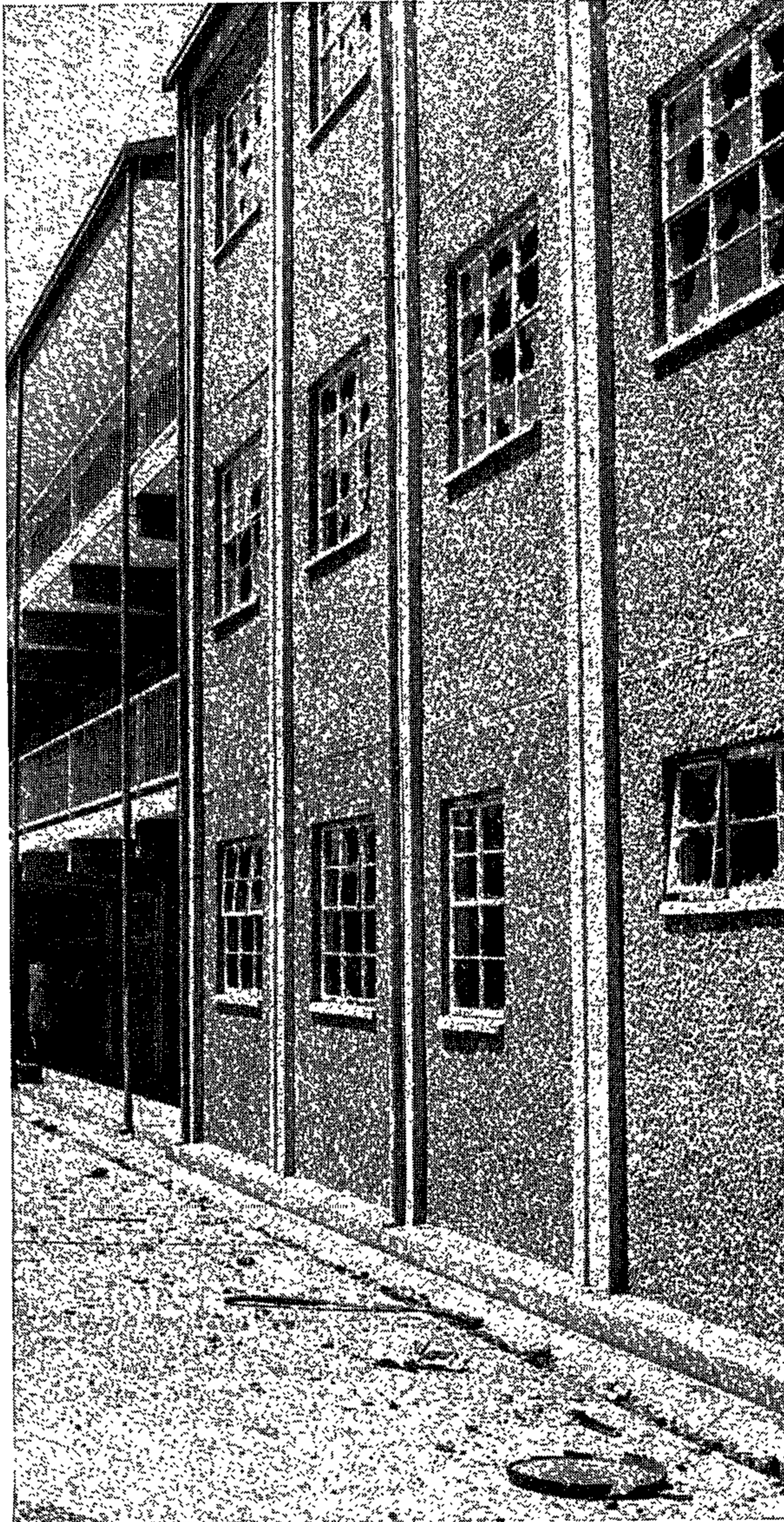
She thinks of the many teachers in shebeens during school hours and

after. Students and organisations have correctly pointed to this misconduct and the lack of respect it breeds.

Nonkululeko says teacher bodies have cre-

This means teachers have to look over their shoulders when addressing the problems which plague our schools these days."

It's 5pm and Nonkululeko walks wearily home, flickering hope driving against the urge to label her life's work a no-win situation.



Smashed windows and litter . . . pupils have left schools in chaos, saying they are symbols which represent the apartheid regime they hate.

Jcity councillor Martin Sweet is worried sick about the state of black education.

And he sees the poor matric pass rate by black students as a failure not only for blacks, but for whites as well - with serious implications for South Africa.

Says the Wits University-educated lawyer: "Few realise that the high pass rates of white pupils should also be seen as failure."

"For there can be no peace with high pass rates in Johannesburg while there are school failures in Soweto; no prosperity in Durban while there is poverty in education in KwaZulu; no happiness in Cape Town while there is bitterness for the education system in Nyanga and Bonteheuwel.

"We are all interdependent. We must all live in South Africa as one nation."

Thankfully, adds Sweet, the government and the ANC have declared 1991 the year of education.

And this is going to be the toughest challenge facing South Africa, he warns.

But Sweet, legal services senior manager at a well-known insurance company, is not a man who stands still when faced with a problem.

That is why the man whose constituency of Yeoville - was the first to open its pools and buses. Johannesburg, is tackling the black education crisis head on.

He has assembled a high-profile array of leading blacks to address a major black education convention in Johannesburg on February 6.

Among them will be Soweto community leader and businessman Nthato Motlana; well-known editor Aggrey Klaaste; and businessmen Khehla Mthembu, Moses Leoka Moss Nxumalo and Gal Magomola.

Others include Centre for Development of Human Resources director George Negota and National African Federated Chamber of Commerce (Nafcoc) executive director Mofasi Lekota.

ances between the business sector and black communities must become more commonplace," says Sweet.

His approach to finding black education solutions leans heavily on what business can do, especially in the wake of the news that major South African companies have cut their necessary allocations to black students, citing poor macro results and the economic downturn.

Sweet argues that if young blacks are not educated, South Africa will end up with declining law and order. He illustrates with a favourite Victor Hugo quote: "He who opens a school, closes a prison."

He continues: "Big business is part of the education challenge and must therefore maximise opportunities in this country."

In fact, says Sweet, the challenge of the 1990s is to meet social problems,

have to substantially increase its allocations to social investment programmes.

"Through the contributions of business to society in such crisis areas as education, business can actively assist in shaping South Africa's future. These are investments that cannot be avoided if we are to achieve the stable society and economy in which business can operate and all stakeholders can prosper," he points out.

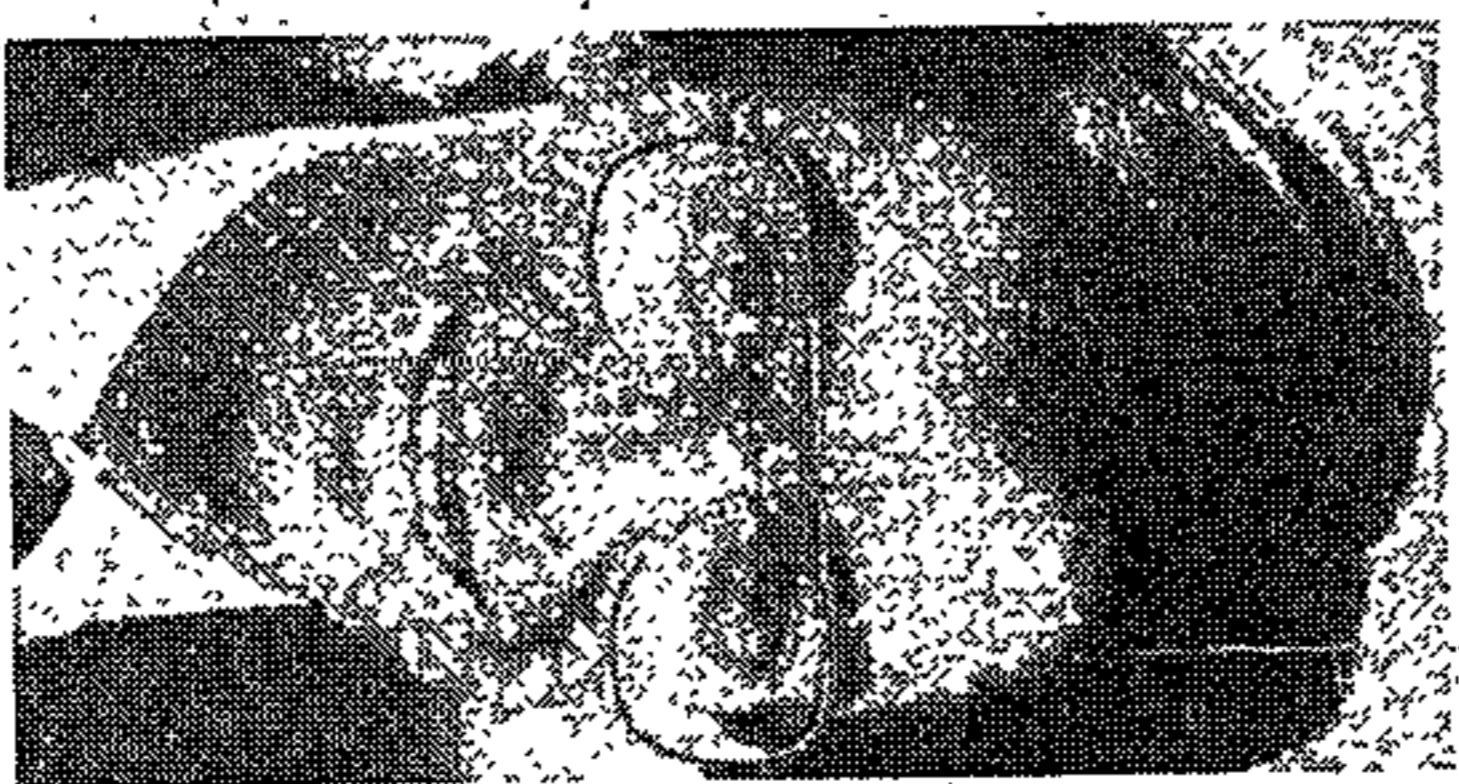
Sweet further argues that this approach would help business out of a difficulty. Education has, in the past, been associated with the struggle for freedom and advancement.

Hence, he says, it follows that if business assists with education it would help in gaining acceptance and support for the kind of economic system it advocates.

"The opportunities inherent in the free market

wealth and job creation would also become apparent to the people of South Africa."

Whether we like it or not, the new South Africa is inevitably going to need a new system which is able to satisfy the criteria of relevancy, legitimacy and affordability, says Sweet.



Martin Sweet ... role for business.

heads at the beginning of the year, but failed to give proper guidance as the year progressed.

Rubusana endorsed fully the decision by students to register fellow students. Told that many parents, including Leah Tutu, wife of Archbishop Desmond Tutu, recently condemned this practice, Rubusana seemed unimpressed.

He said the Parent-Teacher-Student Associations agreed last year that in future it would be the duty of pupils to register other pupils.

This aspect of Cosas creates problems for rival organisations. The question raised is: how keen will Cosas be to register someone considered a political rival?

While Ngandela is not optimistic about the prospects of good schooling this year, Rubusana does not foresee any difficulties ahead.

Lawrence Ngandela ... rivalry a problem.

Ngandela says a good line of communication between parents and student organisations would minimise current problems.

"It is the duty of parents to come to us and tell us where we are wrong and what corrective measures to take."

Rubusana says if the DET gave schools all the necessary facilities for running a proper school, there would be no problems. "But if there are no facilities, then there will be a crisis."

"Unless the DET recognises our legitimate grievances, I cannot see how the problem will be overcome."

From the look of things, it seems there will not be much sound schooling this year. It could even be worse than previous years.

'Insufficient' DET textbooks

~~2/6~~ POLLY JONES (50)

THE National Education Co-ordinating Committee (NECC) yesterday said the Department of Education and Training's (DET) R51m allocation for school textbooks was insufficient for black schools.

An NECC spokesman said the DET worked on rough enrolment estimates which were always wrong.

The R51m is being spent during the current financial year and most of it is expected to go towards schoolbooks for the 1991 school year. *810m*

17/1/91
"The NECC foresees a crisis in physical resources such as happened last year when only 5 000 textbooks were supplied for a total of 10 000 students in Soweto," the spokesman said, adding that no contingency plans had been made to supplement the number of textbooks delivered to schools.

CRISIS IN OUR SCHOOLS

Dispute still raging over matric results

50

C/P res 13/1/91

By CHARLES MOGALE
and THEMBA KHUMALO

WHILE the black community is licking its wounds over the disastrous 1990 matric results, disputes continue to rage on how to right the wrongs of the past year.

Involved in the fray are different educational and political-cum-educational organisations, all denying blame but undertaking to work for improvement.

Most of the blame was this week apportioned to the Department of Education and Training (DET), the teachers' strike and political organisations using pupils to pursue their goals.

The South African Democratic Teachers Union, whose members

NECC 'unrepresentative' says Dr Gordon Sibiya

were involved in a chalk-down last year, denied the bad results were the result of the strike.

ANC affiliates Sansco and Cosas, also sharply criticised for their role in disrupting normal schooling, said the bad results could not be "entirely blamed on the struggles waged by students and teachers against Bantu Education".

"These are struggles imposed upon our people by the horrific conditions of apartheid education," the organisations said.

The Soweto Education Crisis Committee (SECC) has drawn up a list of proposals to submit to the government in the hope of avoiding another disaster. Some of the proposals are that:

- The government injects more money into black education;
- Two percent of VAT be channelled to education funding;
- Five percent of every sport sponsorship be donated to the education fund;
- Newspapers and magazines sold for gain should increase prices by five cents for the educational fund;
- The authorities either deduct R2 from TV licences or increase the present levy;
- The petrol price be increased by five cents a litre for the funding of education; and that
- A five percent levy be charged on horse-race betting to aid the fund.

However, the SECC's mother-body, the National Education Coordinating Committee (NECC), which plans to enter into negotiations with the DET, has come under fire from chairman of the Science and Engineering Academy of South Africa (Seasa), Dr Gordon Sibiya.

In a no-holds-barred attack Si-

biya said the NECC had no business appointing themselves sole representatives of black people.

He described the NECC and National Educational Union of South Africa (Neusa) as partners with the DET in "this dismal dilemma of failure".

The NECC, he said, did not have national consensus.

"They are neither a national organisation nor a co-ordinating committee. Their courtship with the DET must be rejected because it won't lead to any solutions. It is only raising false hopes in the minds of the people," Sibiya said.

The first step towards a solution, he said, would be to set up a joint educational forum of professionals with no political alliances. The forum would then liaise with different political organisations "on how not to destabilise (schools)".

Pupils in Seasa's matric scheme achieved a pass rate of more than 60 percent.

Calling for a reassessment of strategy this year, the president of the Transvaal United African Teachers Association, Leepile Taunyane, said although the outcry against apartheid should continue, teachers and students had to apply themselves to education and leave the dismantling of apartheid to politicians.

Meanwhile, hundreds of black pupils flocked to white schools to take advantage of a government concession enabling schools to determine their own conditions of admission.

However, the Pan-Africanist Students Organisation called on black people not to go to white schools and to continue fighting for improvements at black schools.



Educationist and scientist Dr Gordon Sibiya ... sharply critical of the NECC.



The new-look South African education system . . . pupils of all races study together in the same classroom at Parktown Boys' High in Johannesburg.

^{See 14/1/91} Troyeville school gets permission to admit all races

By Louise Burgers (50)
Municipal Reporter

A Johannesburg NP city councillor has been instrumental in obtaining permission for a Government-run multiracial school to be set up in Troyeville.

The Johan Rissik School will open next month. It will be run by the House of Delegates (HoD) education department and be open to primary school children of all races.

NP councillor for Bez Valley, Robert Rousseau, House of Delegates MP for the area Desmond Padiachey and Eastern Suburbs Residents Association chairman Asrafaly Kara began their fight for a totally multiracial school last year.

Mr Rousseau said he knew of 500 young children in the eastern suburbs who travelled daily to schools in the west.

He said the school had been standing empty for many years, apart from some classrooms used by a nursery school.

Mr Padiachey said: "It will be a real mixed school with no restrictions. One is still building the new South Africa, and the future is based strongly on the education of all. There must be no restrictions on education, it's very negative to do that."

He said HoD schools had been accepting children of all races for some time, adding that all empty Johannesburg schools should be given to the HoD.

Our standard of education is on par with the white education department, if not higher, and we have an overflow of teachers — we just need schools."

Most black pupils still face crisis'

By Helen Grange and Susan Smuts (50)

Only a small number of blacks have benefited from the opening of white schools last week — leaving the majority of black pupils facing an ongoing education crisis, politicians and educationists have charged.

Critics have also expressed concern that the focus may be shifted away from the crisis facing township schools now that white schools are opening to all races.

In the Transvaal 1 048 black pupils have enrolled in former whites-only schools.

Only one school in the Free State has adopted model B (giving parents autonomy over black admissions) — and is expecting about 120 black pupils.

Although statistics are not yet available for Cape and Natal schools, it is estimated that about 1 000 black pupils will be enrolled in Natal and 1 500 to 2 000 in the Cape.

Democratic Party spokesman on education Roger Burrows said the opening of "only 10 per cent" of white schools was "merely a small opening."

"It is highly improbable that these schools could in any way alleviate the massive problems facing black education."

It was recognised that the opening would have "teething problems" but it was important to note that the psychological effect of opening schools was probably more important than actual numbers involved.

"What needs to be wrestled with is whether the remaining whites only schools can pay for their empty spaces," he said.

At the same time, the critical shortage of teachers and material in black schools needed urgent attention, which unless addressed, would mean the government laying continuously accused of apartheid education.

The DP believed that all schools should be open for pupils, irrespective of race.

Gillian Maskell, director of the New Era Schools Trust, said there was concern over the eye of educators being shifted off the objective of a unitary education body.

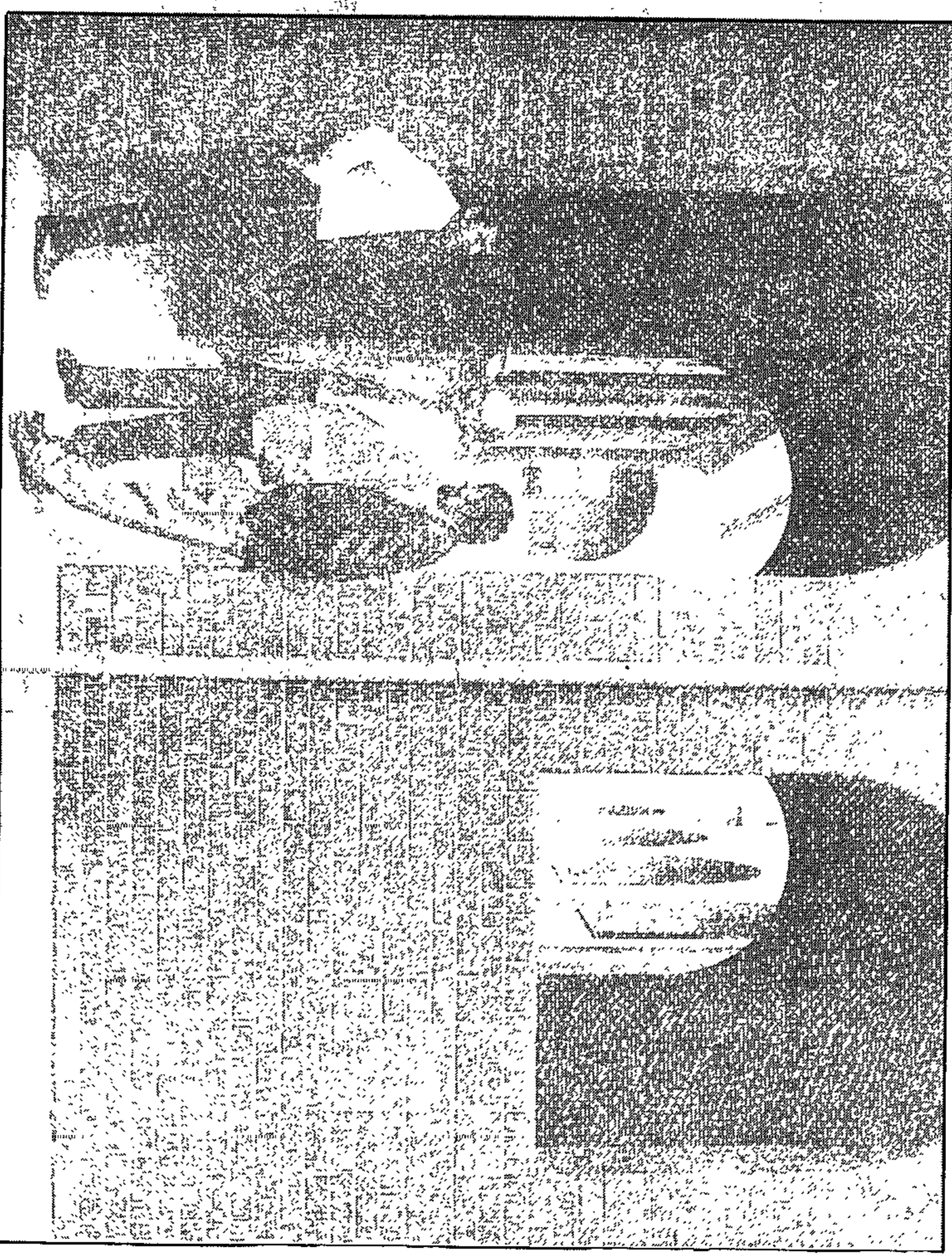
"We are also concerned that people are being blinded by the word 'open'. These schools have been opened by whites and it is still very much a case of whites deciding for blacks — which implies continued white supremacy in education."

Of further concern was the fact that teachers had no extra help in how to set about multicultural teaching.

"However, we would rather have some black children in white schools than none at all."

The opening of white schools has also been criticised by the National Education Co-ordinating Committee (NECC), which claims the state does not have a commitment to open all schools and, therefore, to a single education system.

The Pan Africanist Students' Organisation said co-opting blacks into white schools was "running away from the problem" — which included the failure to build more schools.



Opening up new doors . . . House of Delegates Desmond Padiachey (left), NP councillor for Bez Valley Robert Rousseau and Eastern Suburbs Residents' Association chairman Asrafaly Kara at the Johan Rissik School, which will open to children of all races in February.
Picture: John Hogg.

'New body is needed to tackle education crisis'

(50)
Gordon
14/11/91

A CALL has been made for the formation of a new national organisation that will address education issues in the black community.

The call was made on Friday by Dr Gordon Sibiyi, founder member and chairman of the Science and Engineering Academy of South Africa (Seasa).

Addressing a Press conference in Johannesburg, Sibiyi said the new education forum should comprise of academics, professional people and other interested parties.

"It is important and

**By NKOPANE
MAKOBANE**

imperative that this body should be non-aligned and be able to liaise with all black political groups.

"I believe the NECC is not a true representative of all the aspirations of black people in South Africa.

Mandate

"To me, the NECC is neither national nor is it co-ordinating. They have not been given a mandate by the people. In Seasa we comprise 12 professional organisations and

none of our members have ever said they were consulted on decisions by the NECC.

Sibiyi also said although many parties, including pupils and the DET, are to blame for the poor matric results, he singled out the NECC as having contributed to the destabilisation of education in South Africa.

"Disruptions experienced in 1990 can directly be attributed to the tactics and activism of NECC.

"The roles played by NECC, Congress of South African Students (Cosas) and the National Education Union of South Africa (Neusa) have not been rational ones.

"NECC called for class boycotts; Neusa called the "chalk-down strike" and Cosas gave pupils two weeks vacation in August when they had not been to school work during the year," he said.

Challenge

Sibiyi urged political organisations to stop sitting on the fence on educational matters. He said the "go-back-to-school campaign" should urge pupils not only to go to school, but stay there and learn effectively as well.

"This year, Seasa is going to challenge all further inroads that oppose or hinder black education. We shall be using more brain work to correct the wrongs in black education.

Fear

"We are not going to fear to question the tactics of using children in schooling. We believe that if there are reasons to pick up disputes with the DET, there are other avenues that can be used," he said.

He added that he did not believe the ongoing talks between the NECC and the Minister are fruitful.

The present courtship between the two groups is dishonest and raises a lot of false hopes, he said.

Star 14/1/91
59 Natal schools (5)

open to all races

DURBAN — At least 1 000 black pupils will start schooling at white Government schools in Natal when they open tomorrow.

This follows decisions by 59 schools in Natal to implement the models introduced by the Department of Education and Culture.

Thousands turned away from open Tvl schools

Star 15/11/91

50

By Shirley Woodgate

Although 1 048 black, Indian and coloured pupils have been accepted at 34 open government schools in the Transvaal, it is now clear that probably several thousands have been turned away for various reasons.

Transvaal Education Department spokesman Willie van Staden said 269 black pupils had been enrolled at open high schools and 779 at primary schools.

He estimated a total of 480 000 white pupils attending the 940 Transvaal Education Depart-

ment schools, which makes it clear that the black intake last Wednesday at schools which voted for Model B mixed schools is a mere drop in the ocean.

For many, the so-called "schools of hope" have become schools of despair, either because they cannot accommodate more pupils or because prospective pupils have not performed adequately in the entrance tests.

Discrepancy

"The discrepancy between education offered in schools under the Department of Education and Training and those controlled by the House

of Assembly is vast," said Parkview Senior principal Adrian Henning, who turned away "a couple of hundred" hopefuls.

A spokesman for Waverley Girls' High said they were able to accept 12 black pupils, but applicants were being turned away "by the hundred" even a week after school opened.

Parktown Girls' High principal Pamela Quin said her black intake totalled 15 in three standards, but up to 220 applications were being received a week and some 180 people were calling daily at the school. After media publicity at least 30 calls were being taken every day.

"Unfortunately, we

were only able to accept a handful as the standard of prospective pupils was low and we only have a limited number of available places in the classrooms," she said.

Parktown, which levies fees of R900 a year, is the biggest girls' school in Johannesburg. It would hold entrance tests for black pupils at 3 pm on Thursday and 8 am on Saturday, Mrs Quin said.

Athlone Boys' High principal Louie White said many pupils had been rejected. And at Parktown Boys' High, 47 black pupils were in the school line-up last week out of about 190 applicants, said headmaster Tom Clarke.

'Unruly schools will be closed'

CALL CONF. 16/4/91

PRETORIA. — A senior Education and Training official warned yesterday that he would have no option but to advise his minister to close down "ungovernable" black schools.

The DET's Northern Transvaal Chief Director, Mr J Schoeman, said in Pretoria that principals and teachers at some schools in the Pretoria region had been intimidated into allowing self-elected students' representative councils to handle the admis-

DET threat to close rowdy schools

~~50~~
50

Schoeman
16/1/91

A SENIOR Department of Education and Training official warned yesterday he would urge his Minister to close black schools if they continued to be "ungovernable".

DET northern Transvaal chief director Mr J Schoeman said principals and teachers at some schools in the Pretoria region had been intimidated into allowing self-elected students representative councils to handle the admission of pupils.

At four schools, principals and teachers had been chased away.

"I wish to make it quite clear that we cannot allow this situation to

continue," Schoeman said.

"Parents are advised that where organisations attempt to make schools ungovernable, we will have no option but to advise the Minister of Education and Training to close down such schools and to transfer the teaching posts to areas where normal, effective education is continuing."

Schoeman said it was this type of lawlessness and disruptive behaviour which had led to dismal exam results and untold hardship for thousands of pupils, parents and dedicated teachers last year.

"I trust that parents and community leaders will give their full support to prevent such drastic steps from having to be taken." - Sapa.

C

NECC slams DET (50)

THE National Education Co-ordinating Committee yesterday urged the Government to take affirmative action instead of "throwing thousands of children out of school".

Sowetan 17/1/91
NECC representative Miss Mel Holland was reacting to threats by a senior official of the Department of Education and Training, Mr Job

Schoeman, that he would urge the closure of schools which were "ungovernable".

Holland said it was unbelievable that a senior DET official could say this when there was a serious backlog in black education.

"It would only perpetuate the prevailing crisis of overcrowding and shortages," she said.

Natal schools open doors to pupils of all races without a hitch

The Argus Correspondent

50 Abs 17/1/91

DURBAN. — The opening of Indian and white government schools in Natal for the 1991 school term, which ushered in a new era of mixed schooling in the province, went off smoothly.

For the first time since the inception of apartheid education, white government schools accepted hundreds of Indian, African, and coloured pupils following the government go-ahead to white schools to admit blacks under certain conditions.

Many Indian schools were flooded with applications from African pupils who appeared to have heeded in varying degrees an ANC-Southern Natal region directive to force integration of schools by African pupils presenting themselves for enrolment at schools for other races.

More than 600 pupils, mainly from Lamontville and Umlazi, presented themselves for admission to the Ganges Secondary School in Merebank while more than 400 pupils, mainly from Kwamashu township, presented themselves for enrolment at Ferndale Secondary School in Phoenix.

A number of other Phoenix schools recorded up to 200 applications from African pupils while African applications to Chatsworth and Isipingo schools varied from less than 10 to more than 50.

Generally, schools adjoining townships recorded more applications from black pupils than schools situated far from the townships. In Phoenix, schools close to the Bambai squatter area — Ferndale, Northmead (60) and Westham (120) — received far more applications than other schools in the area.

White government schools which have opened their doors to blacks include Westville Boys and Westville Girls High Schools, Glenwood Boys High, and Northwood High.

Mr Tom Brown, acting principal of Westville Boys High, said 51 black pupils, mainly Indians, had been admitted to his school.

Mr Michael Maher, principal of Glenwood Boys High, said his school which had sought permission in 1987 to enrol black pupils, had accepted "quite a number" in standards 6 and 7 including two black pupils at its residence.

Promat a beacon of hope for education

THE growth of Promat Colleges is a bright example of what South Africa needs in order to address the crisis in education as well as the country's economic future.

This are the words of an unqualified teacher who obtained his matric from one of Promat's schools last year.

The teacher, who asked not to be named, said the state was no longer justified in claiming not to know how to remedy the education system, "because it has Promat to learn from".

The eight-year-old Promat Colleges have already produced about 50 000 matriculants, including teachers who had been teaching without matric or any teaching qualification.

And, this year, Promat will start offering teacher training.

Beginning with only 97 students in 1983, Promat's classrooms today accommodate about 900 students. Last year, they obtained a 83 percent pass rate - the highest DET pass rate in years. Promat schools use

the DET curriculum and write its exams.

A jubilant Larry Robertson, executive director of Promat Colleges, told PUPILS FORUM this week that Promat had proved what could be achieved if people devote themselves and are given all they need.

"When we started Promat we had only a few things in mind, for example, helping teachers who did not have matric and accommodating students who, for various reasons, were not admitted to DET schools," he said.

The first school was opened in Mamelodi, near Pretoria, and this was followed three years later by another school in Kempton Park.

According to Robertson, the schools won massive support from community leaders and business people, both inside and outside the country, and resources were found to enlarge the project.

Another branch was opened in Springs in 1986 and this was followed by two in 1989 in Durban and KaniNgwane.

He said the students were charged only a third of the total costs of their education and the college paid the rest.

The college receives no support from the government. It recruits and pays its own teachers.

The colleges teach matric only and admit people who have passed standard eight. Pupils then complete standard nine and 10 in one year.

Robertson said that, although Promat pupils came from DET schools and were given only one year to do standard nine and matric, they still performed better than pupils in DET schools.

He said the college received more than 4 000 application for admission a year, and expressed concern that they could not take all of them.

He said their teacher-pupil ratio was not more than one to 30 for academic subjects and one to 15 for mathematics and science subjects.

Next month will see the birth of South

Africa's first non-racial college of education in decades.

The college will be outside Mamelodi and will start with 130 students. Unlike in the DET colleges of education, students will take four years to graduate, the same as the whites' colleges of education.

They will use an international curriculum, which will be supervised by the University of the Witwatersrand.

Promat aims to admit an average of 140 students per year. A college residence, the first of its kind in South Africa, will only be completed next year. The residences would be normal family houses which students will rent.

Robertson said he expected this type of accommodation to be cheaper and offering more facilities than the usual hostel accommodation.

He challenged the private sector and community leaders to follow Promat's example.

Squatter children for DEC schools

Sowetan 18/1/91



BY NKOPANE MAKOBANE

At least 68 black children from squatter camps around the Indian suburb of Lenasia were admitted to Department of Education and Culture (House of Delegates) local schools this week.

The admission of these pupils has been described as "a breakthrough."

Mr Ishmail Motala, an executive member of the Civic Association of Lenasia South, said they took about 40 children from Ehlathini and Five-to-Five squatter camps to two primary schools and a new secondary school in the area on Tuesday.

He said one primary school accepted 16 children. Unfortunately the rest of the children could not be accommodated at the other schools as there were no vacancies, Motala said.

Mr A R Asmail, principal of Lenasia South Primary No. 2, confirmed that 16 new pupils from the squatter camps had been admitted. He said there were 26 black children at his school.

The other 10 are from Soweto and Lenasia South.

The other 52 children from a squatter camp in Lenasia Extension 9 were admitted at Zodiac Primary (29) and Apex Primary (23) schools.

According to Mr Daniel Bovu, an executive member of the ANC Lenasia branch, pupils seeking placement at the Azara Secondary School were told to report there on Wednesday, while another primary school, Sharcrest, told children to come today to collect forms.

Motala and Bovu said

to their knowledge, it was the first time that children from neighbouring squatter camps had been admitted at Lenasia schools.

"They said although there had been a few black children who attended these schools previously, it was the first time that such a big number had been permitted.

Motala said it was sad that not only black children had been turned away at some schools, but Indian children as well.

He said his association would meet soon to discuss the shortage of accommodation at schools in the area.

"We are going to put pressure on the Government to get us adequate schooling. Now is the time to build more schools and employ more teachers.

"We are calling on

the Government to speed up the introduction of an open system of education. It is sad to see children of all colours turned away from schools in their own area.

"There have been nationwide calls for one education system in the country.

"We are thankful for the schools in these areas who have accepted children from the camps. We believe they will set a precedent for the rest of the country," he said.

Motala said they had not sought permission from the DEC (HOD) for admission of the camp children. He said because these were Government schools, he thought they may encounter a backlash.

He indicated should that happen, they would enlist democratic organisations to join the fray.



Parents and children from the Lenasia Extension 9 Squatter Camp queuing at the local ANC offices to put down their names for the local schools in the area. Pic: Mbusenzi Zulu



Hundreds crossing race line

Learning styles poser for 'new' pupils

Education Reporter

WITH the start of the first school term of 1991 tomorrow, the opening of previously whites-only schools for pupils of all races could lead to problems for the new pupils in adapting to different learning styles.

Associate Professor Ian Scott, director of the University of Cape Town's Academic Support Programme

(ASP), said the experience of the ASP had shown that "language related problems" existed — especially with pupils from Department of Education and Training schools.

"In our experience we have found problems often appear to be language problems but turn out to be not purely language issues but may mask deep-seated differences in learning styles.

"And it is generally recognised that the DE's education system relies heavily on rote learning," Professor Scott said.

He said it would be "sensible" for the white education department to use its access to qualified people and facilities to help individual schools with their bridging problems.

Public relations officer for the Cape Education Depart-

ment, Dr Orland Firmani, said all schools offered bridging facilities for pupils with difficulties.

He said schools ran their own programmes which depended on local conditions.

Mr Rodney Mazinter, chairman of the Open Schools Association, said the association had prepared a schedule of guidelines, and recommendations for schools.

By HANS-PETER BAKKER
Education Reporter

HUNDREDS of pupils who have until now been denied access to whites-only Cape Education Department schools will be reporting for classes tomorrow while more than 50 schools in the Province are gearing up to vote on opening to all races.

In the Cape School Board area, covering central Cape Town and the southern suburbs, 62 of the 97 schools voted overwhelmingly last year for colour-blind enrolment.

In the Port Elizabeth and Uitenhage area about 200 black scholars will enrol at 15 open schools tomorrow.

Spokesman for the Cape Education Department Dr Orland Firmani said 112 of the 720 schools in the Cape had already voted on opening, 107 of which had permission to adopt Model B from January 1. Five schools failed to get the minimum percentage yes votes to qualify for the new model.

Admission policies

A minimum of 80 percent of the parents have to vote and at least 72 percent have to vote "yes". At least 50 percent of pupils must be white and a school needs official approval before changing to the new model.

The schools due to vote soon include Jan van Riebeeck High and Primary in Tamboerskloof on February 28, Paul Roos Gymnasium in Stellenbosch in mid February, Bosmansdam Primary, Seamount Primary, Milnerton High, and Simon's Town High.

So far only about 200 of the country's more than 2 100 white schools have decided to poll parents on opening to all.

No racial incidents were reported when Transvaal schools opened for the first term on January 9.

At a Pretoria school several white pupils arrived early, keen to meet their black classmates. Apprehensive black children were taken under the

Some schools open to all — many still to decide

wing of prefects assigned to show them the ropes.

Maitland Primary School's newly appointed principal, Mr Ben van den Berg, said the school had already accepted about 20 pupils of other races and could cope with another 30 or 40.

Five black pupils

Mr I. J. Terblanche, headmaster of Groote Schuur High School, one of the few Afrikaans schools to vote for an open admissions policy, said about five black pupils had been admitted and another 15 were to be tested in mathematics and Afrikaans.

He said all the new pupils would be introduced to the school in an "orientation programme", which would not be artificial.

Mr Terblanche said the school buildings could accommodate about 350 more pupils, but a shortage of teachers meant that "growth will have to be gradual".

Fish Hoek Senior High School principal Mr D.F. Duxbury declined to say how many non-white pupils would report for classes tomorrow because the "school does not to keep records based on race".

Criteria demanded

He said pupils were admitted on the basis of certain criteria, including interviews and age limitations.

Mr Ainsley McDonald, a teacher at Mvuzemvuzwe Comprehensive in Khayelitsha, said the school expected to lose some star pupils to previously white schools.

"Parents have been asking me how to get their children into the other schools and regretfully they tend to be the parents of the better scholars." He did not expect many to leave, but said it was bound to

have a "negative" effect on the remaining pupils.

Ms Mhuzile Mgcuka, general secretary of the National Education Coordinating Committee (NECC), said: "One appreciates the stand taken by some of the parents," but the opening would not make any dramatic difference to the crisis in black education.

She said the schools were open, but still not "accessible" to most non-white scholars. Only the "elite" would have the opportunity to study at open schools.

Those open

Open schools in the Cape Town, Patow and Stellenbosch School Board areas:
Bergvliet Primary; Blouberg Ridge Primary; Table View; Camps Bay High; Camps Bay Primary; Camps Bay Preparatory; Cape Town High; Claremont Primary; Edgemead High; Edgemead Primary; Fish Hoek Preparatory; Fish Hoek Primary; Fish Hoek Middle; Fish Hoek Senior High; Gardens Commercial High; Golden Grove Primary; Good Hope Seminary Girls High; Greenfields Girls' Primary; Groote Schuur High; Groote Schuur Primary; Grove Primary; John Graham Primary; Kalk Bay Primary; Kommetjie Primary; Kronendal Primary; Maitland Primary; Mountain Road Primary; Muizenberg High; Muizenberg Junior; Norman Henshlowood; Oakhurst Girls' Primary; Observatory Junior Pinehurst Primary; Pinelands High; Pinelands North Primary; Pinelands Primary; Plumstead High; Plumstead Preparatory; Rhenish Girls High; Rhodes High; Rondebosch Boys' High; Rondebosch Boys Preparatory; Rondebosch East Primary; Rosebank Junior; Rustenburg Girls' Junior; Rustenburg High; SACS High; SACS Junior; Sans Souci Girls' High; Sea Point High; Sea Point Primary; Sunlands Primary; Sweet Valley Primary; Tamboerskloof Primary; Settlers High; Timour Hall Primary; Westertford High; Windsor High; Windsor Preparatory; Windsor Primary; Wynberg Boys' High; Wynberg Boys' Junior; Wynberg Girls' High; and, Wynberg Girls' Junior.

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21/1/91

Cape Times, Monday, January 21 1991 7

Cape schools ready to go

Staff Reporter

PRINCIPALS of formerly all-white, but now open, schools in the Peninsula are finalising their enrolments for the first year of non-racial education in government schools.

Pupils go back to school to start the first term tomorrow.

Although final figures will be available only in a few weeks' time, all of the schools contacted by the Cape Times last week reported intense interest from black and coloured parents.

A sample survey of 17 open schools in the Cape School Board area showed that enrolments of "non-white" pupils varied from 30% of the total at one

Enrolments brisk from black, coloured pupils

school to 1,5% at another. The average percentage enrolment of "non-white" children is 7,5% for the schools included in the survey.

There are 97 schools in the area, 63 of which have been given permission to open to all races. A further eight schools will either vote early this year, or have voted but have not yet received permission to open. Others are expected to apply to vote during the year.

Most principals were at pains to em-

phasise that their enrolments had been on merit only and many were loathe to count heads on a racial basis, even for a survey.

They pointed out several factors that prevented more black and coloured children from being admitted to their schools:

● A lack of time and high advance enrolments for 1991;

● A departmental ruling that schools should remain at least half white;

● The shortage of teachers to provide for substantial pupil enrolments, and

● The problem of transport for many black children who are still prevented from living in the area by the Group Areas Act.

One of only three Afrikaans-medium schools that have voted to open, Groote Schuur Junior indicated that it still had space in some standards. The principal of Maitland Primary, Mr Ben van den Berg, told the Cape Times he was still available to interview parents and pupils of all races and would welcome any new pupils to the school. Most principals interviewed in the Cape Times survey said they believed that non-racial education would prevent more schools from closing.

Natal's low black intake

DURBAN. — An official survey has shown that 1 060 African, coloured and Indian pupils registered at recently opened 'white' schools on the first day of term in Natal last week.

Several hundred further applications were processed during the first week, however, according to the Natal Education Department (NED).

Black children will make up only a small proportion of the 96 000 pupils at NED schools.



AKGus 21/1/91 (50)

Hundreds crossing race line

Learning styles poser for 'new' pupils

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Parents push to get kids to class

Sowetan 21/1/91

GETTING students back into the classrooms and interested in their studies is a major challenge facing parents and teachers as another year of uncertainty in black education starts, parents said at an education summit in Alexandra township at the weekend.

One woman told the meeting that it was of no use for parents and educationists to confront the Department of Education and Training with shortages of books and classrooms when "there were only two children at a school and the rest roaming the streets".

SO
"Let them fill up the classrooms and prove that they want to learn so that when we take action we can show the authorities that classrooms are bursting at the seams with overcrowding."

One school department 'inevitable'

Star 21/1/91
By Peter Fabricius
Political Correspondent

(50)

Senior Government sources say a single education department is inevitable eventually, but have dismissed weekend speculation that President de Klerk would announce it on February 1.

They were reacting to a report in Rapport newspaper that said the establishment of a single education department was one of the main discussion points at a special meeting of the extended Cabinet held on Robben Island on Friday and Saturday.

The sources said the education system had been mentioned only "in passing".

They also dismissed Rapport's claim that the special Cabinet meeting had focused on the involvement of outsiders such as Harry Oppenheimer in the negotiation process as facilitators.

Rapport also said a major Cabinet shuffle was imminent as Mr de Klerk intended pulling out five senior men from the Cabinet to conduct negotiations full-time.

A Cabinet source said these general ideas had been discussed in the past but not at the weekend meeting.

The sources did confirm that the idea of a multiparty conference to work out the mechanism for negotiating a new constitution had been discussed.

Mr de Klerk would probably also "make a very firm commitment" to scrap the Group Areas Act and the two Land Acts during this session of Parliament.

A source dismissed recent speculation that Mr de Klerk might announce the immediate suspension of the Population Registration Act.

7 languages covered in dictionary

So

Seokane
21/1/91

READER'S Digest has launched a multi-lingual dictionary and phrase book covering seven of the major languages spoken in South Africa, writes Don Seokane.

The single-volume "South African Multi-Language Dictionary and Phrase Book" has been published by the Reader's Digest in consultation with the Department of African Languages at the University of South Africa.

The book is intended to give South Africans a basic understanding of the country's seven major languages: English, Afrikaans, Northern Sotho, Sesotho, Tswana, Xhosa and Zulu.

The text, which com-

prises 5 000 words, translates English and Afrikaans into Northern Sotho, Sesotho, Setswana, Xhosa and Zulu - and translates them back into English and Afrikaans.

There are 500 common phrases translated from English into the six other languages and basic grammar and pronunciation rules of each African language explained in English and a pronunciation guide to Afrikaans.

Reader's Digest Books Division editor, Mr Chris Walton, addressing a Press briefing in Durban, said the book would serve as a basic introduction to the major non-English languages in South Africa - with pronunciation and grammatical guidance.

High price of secure education

See 21/1/91

(50)

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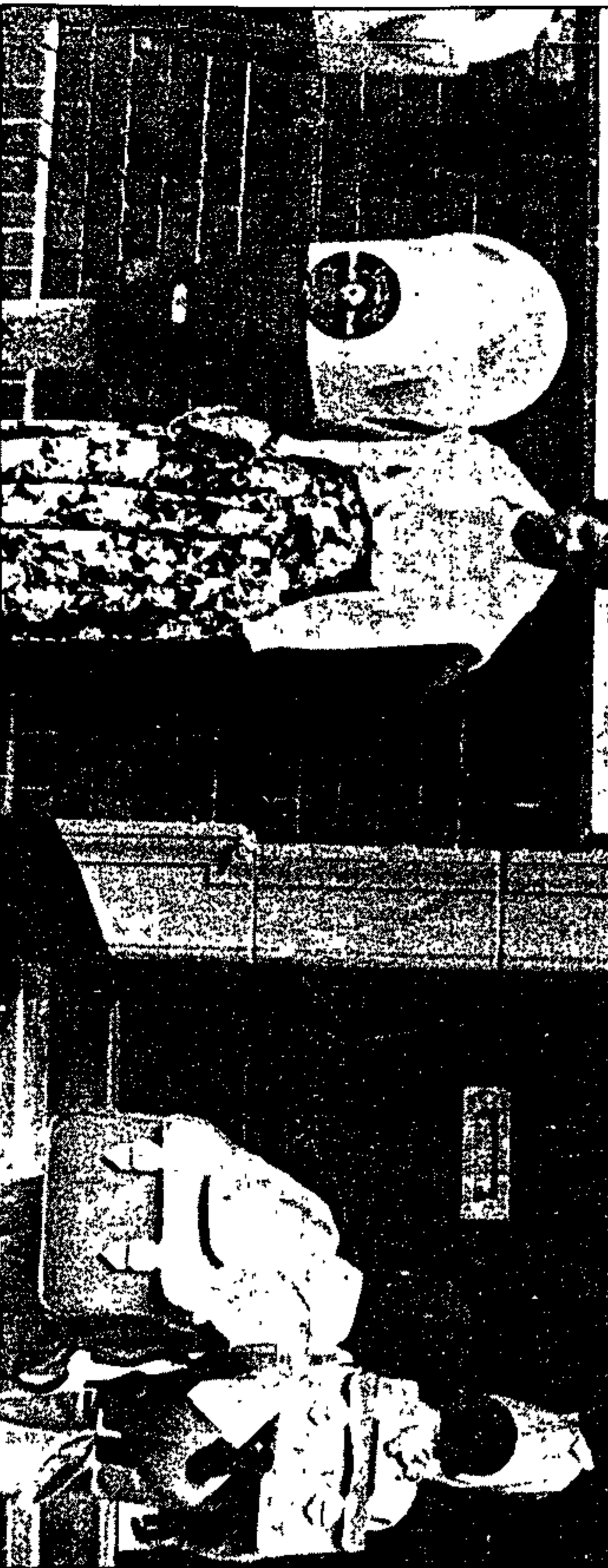
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CENTURY 21 ACADEMY

MEMBER OF S.A.A.I.S.

GRADE 1 TO STD. 10 FULL-TUTION



Thirsty for knowledge... Many parents in the townships want, more than anything else, to offer their children a decent education. But stayaways, politically motivated intimidation of pupils and strikes by teachers mean that safe, uninterrupted tuition is almost impossible. So, as a last resort, they enrol their children at one of the many inner-city colleges that have sprung up in recent years.

BLACK parents are paying between R2 000 and R4 000 a year for education they believe will be better than that offered at township schools.

But shock matric results — with initial results indicating one inner-city school having a pass rate of 147 percent — has highlighted the sub-standard teaching available at high prices at some colleges.

Schools with expensive-sounding names abound in the city, but rarely match pupils' expectations. Concrete playgrounds, the hum of traffic and dingy buildings are common. Some of the schools are overcrowded and dirty.

Claims of corruption, mismanagement and sub-standard teaching are rife. As soon as a street college folds, another waiting in the wings is formed.

While these schools may not always provide the type of schooling needed, overcrowding in township schools, and limited access to private schools and "open" government schools, means they are here to stay.

Ironically, the high fees are often what attracts parents to the school in the mistaken belief that the higher the price, the better the education offered.

None of the inner-city schools achieved a matric pass rate of more than 50 percent and six registered schools had less than 26 percent of their pupils passing, according to the Southern African Association of Independent Schools (SAAIS).

But there was another side to the story as seven non-racial member-schools — two writing DET exams — achieved a pass rate of over 85 percent.

St Endra's College in Braamfontein achieved a 86.66 percent matric pass rate. St Mark's College, in the rural community of Jane Furse, also received a matric pass rate above 85 percent.

Parents must become aware that DET registration does not carry any guarantees of good schooling and be extremely cautious about enrolling their

Desperate parents wanting to give their children a head start in life are ripe pickings for unscrupulous educational entrepreneurs. While some of Johannesburg's inner city "street colleges" are effective educational institutions, many more are seen by failed pupils as blatant rip-offs.

PAULA FRAY and SUSAN SMUTS report

children in schools which charge fees but do not even offer the same opportunity to pass matric as DET schools in Soweto," the SAAIS said.

A headmaster of a school which achieved a 46 percent matric pass rate last year said the lack of a professional philosophy among teachers was still a big problem. "Many of the teachers are underqualified. They tend to see teaching as a job rather than a profession."

The SAAIS said a principal at an independent school had a "responsibility to the parents who pay his salary to ensure that the quality of teaching occurring in his classrooms is adequate, if not excellent."

"Therefore, only suitably qualified teachers with a perceived commitment to their students should be employed in independent schools," it said.

"The level of professionalism among teachers needs to be urgently addressed. Professionalism is related to a responsible commitment."

But teachers also complain of the treatment they receive from some colleges. Several said they had to wait for their salaries while others said principals would hurl verbal abuse at some teachers, in full view of pupils and other staff members. One said teaching staff were expected to come to school during holidays and do administrative

work to justify being paid.

While inner-city schools could not be held legally responsible for their poor results, SAAIS urged parents and the community not to support schools that produced unsatisfactory results.

A University of the Witwatersrand Education Policy Unit survey last year concluded that more than 13 000 Soweto students were attending the 42 alternative schools in Johannesburg. This number is expected to have grown since then.

It is widely believed that inner-city schools will get better or worse in proportion to the amount of public pressure, especially from parents, exerted on them to produce acceptable academic standards.

According to Programme for Technological Careers national director David Kramer, an estimated 90 percent of pupils in the year 2000 will be black. At present 78 percent of pupils fall under the DET — projected to 2000 it would mean nine out of 10 pupils would be black.

"Street colleges have been weeded out to a certain extent," he said, "and while some of them are total fly-by-nights, this is since on the wane."

Many schools were opened in good faith but with few skills. Some schools were ineffective, but not more so than township schools, Mr Kramer said.

"I don't think parents are buying 'superior' education but, rather, secure education. They are paying the premium for continuity and security."

"One thing we can expect in the future is entrance exams. Many of them are becoming quite selective," he said.

Already, more of the serious colleges screen their pupils and are showing improved results. Many, however, continue to enrol students who cannot cope. DET regional chief director Richard Motau said all private schools and colleges had to register before they could offer tuition. Once registered, they could not be closed unless they contravened a law or regulation.

'Exciting day for education'

Staff Reporters DR64322/1/90

THE opening day of desegregated schools in the Cape has been described by Democratic Party spokesman Mr Ken Andrew as "very exciting for education".

A total of 107 of the Cape's 720 white schools today opened to all races.

Mr Andrew estimated that 1 500 to 2 000 black and Coloured pupils had been admitted to previously whites-only government schools in the Peninsula.

A spokesman for the Cape Education Department could not confirm the figure and said it would be available only later this week.

Mr Andrew said: "I have been very gratified to see the speed of admissions. There are schools that have taken more pupils this year than in the past to make a start towards nonracialism."

Today was "a very exciting day for education and will in the near future be seen to be a significant breakthrough for our children and country.

"The schools and parents concerned are to be congratulated on their magnificent achievement in overcoming the tremendous obstacles placed in their way by Minister (of white education) Piet Clase," he said.

Miss Ellen Smith, principal of Ellerton Primary in Three Anchor Bay, said: "We've tried to restrict our intake of black children to the junior primary years because they come from different systems and speak different languages, and this will be less of a problem when they're young."

Although some schools refused to say how many children of colour they had admitted, claiming they were now "colour blind", it remains a regulation that schools must have 50 percent white enrolment.

Miss Smith commented:

"From a teaching point of view all our children are the same colour, but technically about 25 percent of our pupils are black. Why not quantify? The numbers satisfy me that all the work that went into organising the vote last year has been justified."

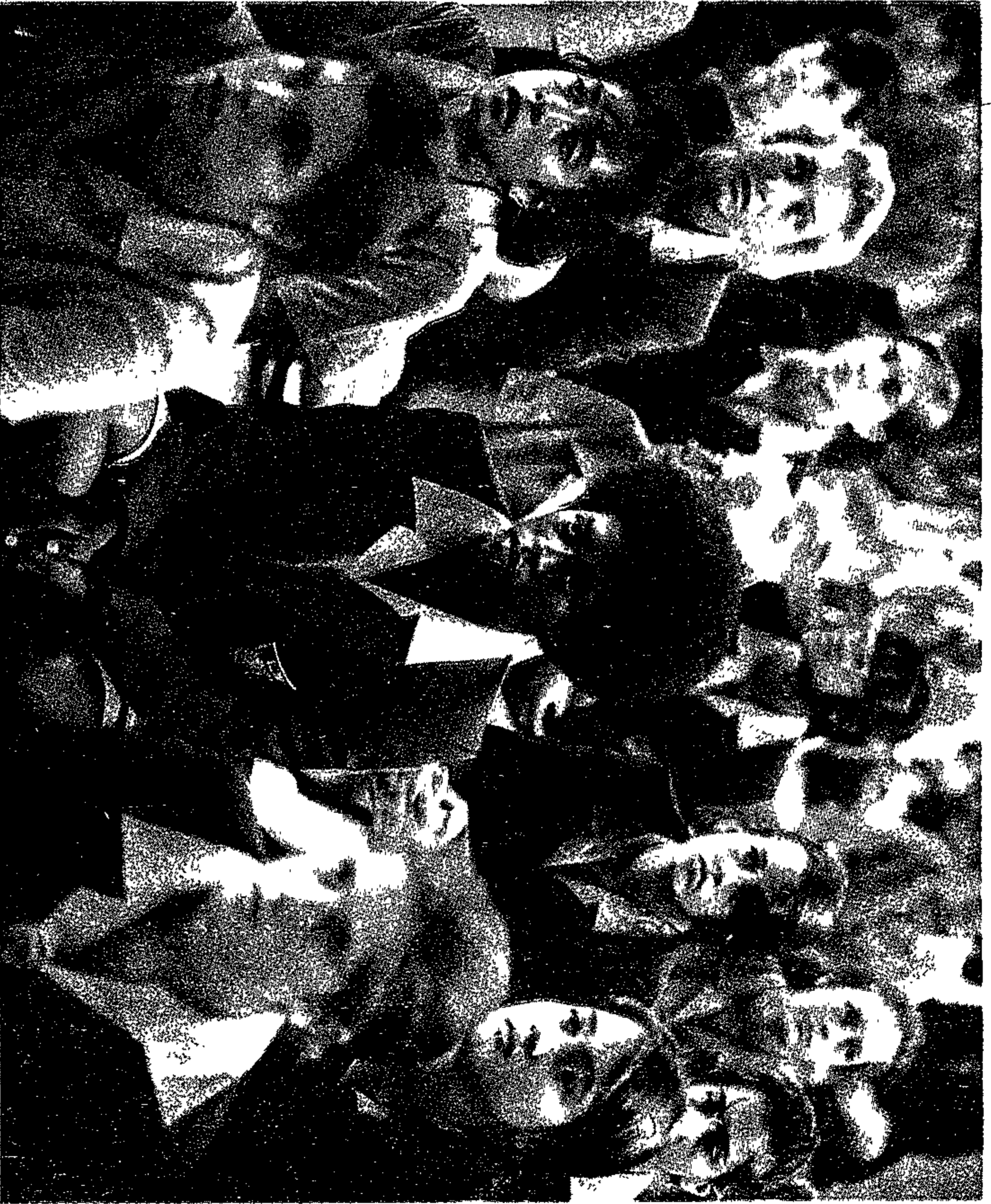
There was a different view at Rondebosch Boys' High School. Said deputy principal Mr Max Brock: "As we have entered a nonracial stage, there is no classification, so we do not know how many black pupils there are."

● More reports and pictures, page 4.



NEW FRIENDS . . . Sub A pupils at Rondebosch Boys' Preparatory School overcame first-day shyness and made new friends when schools opened for the first term yesterday.

Picture: RICHARD BELL



FIRST DAY . . . New pupils listen intently as they are welcomed to Sansi Souci Girls' High by the principal, Mrs. Fiona Watson, during the morning assembly.

Picture: RICHARD BELL



FIRST-DAY NERVES . . . Mr Theo Sitsila will travel between Langa and Tamboers Kloof every school day to ensure that his daughter Thembi, 6, gets an undisturbed education. **Picture: RICHARD BELL**

Smooth sailings at all-race schools

By DAVE MARRS

PRINCIPALS of 107 formerly all-white Cape schools reported smooth sailing yesterday after the term began with the registration of black, coloured and Indian children for the first time in the history of state education in the province.

A melee of anxious mothers, their nervous offspring and stressed teachers combined for a very normal start to the term at Rondebosch Boys' Preparatory School. Prep's principal Mr Bruce Lane said he had enrolled 33 boys of colour, mainly in Sub A and Std 3, in a total strength of 624 pupils.

Mr Lane, who approaches his job with the infinite patience of a man who is used to being surrounded by a mob of mini-ninja turtles, said all Sub A's and other new boys were welcomed to the school during the morning assembly.

"The most interesting aspect of the open school is that it is the adults who see this as such a special day. For the boys race is less important than playing games and making new friends.

"Boys will be boys, whatever race they are," Mr Lane sighed as two of his charges tugged at each others' ties.

Langa businessman Mr Theo Sitsila, who collected his six-year-old daughter Thembi from Tamboers Kloof Primary yesterday afternoon, said he was prepared to drive to town and back twice each school day to ensure that she received an undisturbed education.

Thembi attended a play centre in Rondebosch last year and confessed shyly that she had enjoyed her first day in Sub A. Taryn James, 6, was more forthright in declaring her entry to "big school" a "lekker" experience. Dad Mr Norman James said he applied to send both of his children to Tamboers Kloof school as soon

as he heard that parents had voted to open to all race groups.

The principal of Sans Souci Girls' High, Mrs Fiona Watson, said in the morning assembly that the day was "very special in the life of the school" and hoped that the education the girls received would be "relevant for the society we live in and the changing times".

"My prayer is that we at Sans Souci will integrate this year to be a model for the country, not of model B, but of how things could work," she said.

The Cape Education Department is expected to know by the end of the week how many children of colour have been enrolled at its schools.

The ANC cautiously welcomed open schools as a move in the right direction, but said the education system was still based on racial grouping. The organisation is demanding a single, non-racial education department.

Teachers agree to stay out of school

Supreme Court Reporter THE SA Democratic Teachers' Union (SADTU) yesterday undertook in the Supreme Court not to trespass on the premises of a Bellville South school and not to disrupt classes or intimidate staff.

The undertaking, by agreement between the parties and without the union admitting liability, came after the Minister of Education, House of Representatives; the Director-General of Education, HoR, and Mr Clarence Africa, principal of Bellville South Secondary School, sought an interdict against the SADTU and teachers Mr Louis Green, Mr Newton Adams, a Mr May, Mrs Vivienne Daniels, Mr Benjamin Wright, Mr Cyster Smith, Mr Havilne Elders and Mr Deon Seals.

The union admitted that Mr Wright, Mr Smith and Mr Elders were its members and that should the undertaking be broken by them, the department could launch the application.

In papers, Mr Africa said there had been protests over teacher appointments and that he feared normal school activities would be disrupted and that serious consequences would follow if order and discipline were disturbed.

DEU attacked for lack of consultation

By CHRIS BATEMAN

SA Housing Trust (SAHT) development chief Mr Johan de Ridder yesterday criticised the Department of Education and Training (DET) for "a lack of consultation" with local black civic organisations. He was commenting on the forced cancellation of Monday's opening ceremony of an SAHT-built primary school in Khayelitsha by local civic members. Mr De Ridder said it seemed to be the practice of the DET "not to consult with them (the civic) — the old ways of operating won't work in the new SA".

The central problem lay in the DET not recognising the civic as being broadly representative, while his organisation did. "We are convinced they (the Western Cape Civic Association) have a central influence," he added. The Mandela Park civic zone chairman, Mr Zuzile Ramwana, said a lack of consultation angered hundreds of local residents when news of the opening of the Ebulumkweni primary school was "suddenly sprung on us".

Last night the SAHT convened an urgent meeting with the civic zone in an attempt to mediate between them and the DET, who will run the school. The conflict centres on the upcoming appointment of teachers, the appointment of a "controversial" headmaster and the naming of the school.

There were unconfirmed reports of threats to torch the new school. "The school, which can accommodate 400 pupils and 10 teachers, was built by the SAHT after it brokered an end to last year's Khayelitsha bond boycott.

The SAHT handed the school over to the land owners, the Cape Provincial Administration (CPA), just before Christmas. Monday's ceremony was to mark the CPA's handing over to the DET.

Mr De Ridder said that until December the SAHT had been in continuous contact with the civic. Mr Ramwana agreed that the DET was the only organisation capable of running the school, but accused it of "totally mishandling the issue".

Mr Bill Staude, the DET's Cape director, said teaching appointments were on the recommendation of the headmaster after consultation with the school's management committee.

He had "no objection" to the involvement of the civic in this process but confirmed that the DET had the final say. Teachers have been clamouring for the 10 pre-

Stellenbosch matric belatedly placed 4th

Staff Reporter

A FORMER pupil of the Paul Roos Gymnasium in Stellenbosch has been placed a belated fourth in the 1990 Cape matric results, after being left out of the top 20 when the official results were released last month.

The executive director of the Cape Education Department, Dr Schalk Walters, said Marthinus Johannes Nel received the wrong symbol for Afrikaans First Language (higher grade) due to a "computer error".

Marthinus, who now shares fourth place with Mar- elie Hattinigh of Porterville High School, is undergoing his national service in Potchefstroom and could not be contacted for comment.

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e were no ...
involved in the attack.

Black education faces new crisis

Capit Times 23/1/91

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By BRONWYN DAVIDS
and Sapa

OVERCROWDING and other disruptions at black schools threatened attempts by education and community organisations to resolve the crisis in education.

While black student, teacher and political organisations have tried to coax black pupils back to school, hundreds have been turned away from Western Cape schools because of overcrowding.

The Department of Education and Training (DET) was not fully prepared to cope with overcrowding in schools, said Mr Shepherd Mdladlana, president of the SA Democratic Teachers' Union (SADTU).

The shortage of teachers would lead to "mass negative reaction", he said, compounding the current black education crisis which caused last year's poor matric results.

"Community organisations like SADTU and the Congress of South African Students (Cosas) are urging pupils to return to school but they are being turned away because the schools are full.

"We are trying to normalise the situation, but the lack of classes



Some city schools open

— PAGE 3

and teachers creates more problems. And the organisations will have great difficulty keeping the students at school," said Mr Mdladlana.

In Crossroads parents were doing all they could to keep pupils in school, even offering to build

shacks next to existing schools, to act as extra classes, said Mr Mdladlana.

The problems in education were political, he said, and it was time "political figures addressed the issue", he said.

● Cosas had defied DET principals and taken control of schools in Soshanguve, Randfontein and Kagiso. They were enrolling pupils at these Transvaal schools, according to a DET spokesman.

As a result of overcrowding in the Northern Transvaal, the DET planned to spend R24 million on new school buildings in the area.

● At the Bodideng High School near Kroonstad, more than 500 pupils were attacked by 70 members of a local gang, raising fears of lawlessness at other schools.

● In Beaufort West, 15 parents were arrested when they occupied the St Mathews Primary School in protest against the appointment of principal Mr George de Vos by the Department of Education and Culture.

● In Phoenix near Durban, a large number of pupils at Grove End Secondary School staged a sit-in in protest against bus fares introduced by the House of Delegates.

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R10 000 boost for writers

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SOWETAN
23/1/91

THE African Writers Association has received R10 000 from Bertrams VO Brandy for a series of a series of writers workshops to run for several months beginning in February, writes **VICTOR MET-SOAMERE.**

AWA national co-ordinator Patrick Ngamlana said the workshops

were designed to stimulate talent among writers and guide them in the art and craft of creative writing.

"The workshop series is also aimed at bridging the gap between aspirants and veterans in the field of writing and to encourage them to share their experiences and knowledge," he said.



Private schools enrolment decrease

From Bulelwa Payi and Claire Keeton

SOME private schools in the Eastern Cape have experienced a decrease in black students as white government schools this week opened their doors to pupils of other races.

The son of ANC national organiser, Mr Steve Tshwete, who comes from Peleton near King William's Town, is one of the new admissions to the open schools. Mayihlome Tshwete was accepted into Sub B at Dale Junior.

At least two schools in Grahamstown

admitted that the number of black children had decreased compared to previous years. It is believed the children have enrolled at government schools.

Meanwhile, 64 white government schools in Port Elizabeth, East London, King William's Town, Graaff-Reinet and George enrolled pupils of "other races" this week.

Yet the number of black students accepted by the "open schools" is only a small proportion of the total enrolment at each school, due to strict admission policies.

Exceptions are Dale College and Dale Junior in King William's Town, where nearly half of the new admissions are black students, mostly from the inner-

diate neighbourhood. (S0)

At Dale Junior, 64 out of 120 new admissions are black students and at Dale College, 43 out of 130 students are from other races.

In Grahamstown, the St. Andrew's preparatory school — a private school — said three black pupils had left, but hoped that the number "may be replaced". A spokesperson for the Diocesan School for Girls said "a lot" of black children had left the school.

At Kingswood College, headmaster Mr Neil Jardine said the number of white pupils had increased, while that of black pupils had remained the same.

Meanwhile, Appendale Secondary School, a school for "coloured" stu-

dents in East London, has admitted black children from Duncan Village and Mdantsane for the first time.

East London's Clarendon High School has admitted 20 black children while Pearson High in PE has enrolled 19. Cambridge Preparatory in East London has accepted only 13 black students out of 380 new admissions. The National Education Coordinating Committee in the Eastern Cape has dismissed the figures as "just a drop in the ocean".

An official of the NECC, Mr Njiale Maphellee, said his organisation was still calling for the establishment of a single education department. — ANA and ELNEWS

Enrol pupils now, parents are urged

SO
24/1/91 Star

By Paula Fray

Parents looking for independent schools for their children have been advised to start thinking now for next year — and apply.

South African Association of Independent Schools (SAAIS) executive director Alison Papenfus said parents should make an application to the school of their choice for 1992 as soon as possible. Most member schools were full this year.

The association has strict criteria for membership and so far only two schools in inner Johannesburg — St Endas and Centurion Academy — have been accepted.

Centurion Academy headmaster Ken Fisher said parents with potential pupils were still making applications.

The school obtained a 100 percent pass rate in higher grade English and 93 percent in Afrikaans in the 1990 matric exams.

The school had strict entrance exams which included aptitude tests. There were still a few

vacancies in all standards.

Mrs Papenfus said anyone who wanted a list of the "member schools whom we will vouch for can call the SAAIS".

In order to be accepted as members, schools need to have a constitution, a board of governors or trustees, be nonracial and have an audited financial statement for the previous year.

These four aspects were the basic criteria. After these were found acceptable, the school was then visited by the association.

Only if they were academically acceptable would they be recommended as members.

Parents needed to weigh up several factors before deciding to send a child to an independent school, Mrs Papenfus said.

These included fees, transport, subjects offered, standard of education offered, cost of the uniforms and sports facilities.

"All these factors have to be considered," she said.

For more information contact the SAAIS at (011)679 5380.

Awards for music students

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24/11-30/1/91

TWENTY undergraduate bursaries for music study in Southern Africa in 1991 are being offered by Samro (Southern African Music Rights Organisation, Limited). The bursary fund was founded in 1980 to encourage talented young South Africans of all races at the outset of tertiary music studies. Samro allocates 10 bursaries of R3000 each annually for study in any branch of "serious" music, and a further 10 in

the category of "contemporary popular" music. The bursaries are awarded in February/March of each year. Successful candidates should pursue their studies at any university, technikon or institute of higher education approved by the board. Applicants for the bursaries must incorporate a brief curriculum vitae with their applications, giving details of academic studies, qualifications

and practical experience to date, with particular reference to music. Every application should be accompanied by a recent photograph of the applicant, testimonials from at least two persons to whom the applicant is known, and who can competently testify to his/her musical ability and activities. One testimonial should be from his/her music teacher. Full details of other bursaries or study grants which the applicant may

have obtained should be included. Before awarding bursaries, Samro's board of directors may submit the applications for scrutiny and recommendation to a selection committee appointed by the board. Applicants may be required to appear before such a committee. **Applications must reach Samro before January 31. Forms can be requested from Samro on telephone number: (01 1) 4036635.**

Big education summit soon?

Political Staff

A TOP-LEVEL "education crisis" summit between a government delegation led by President F W de Klerk and an ANC/NECC delegation led by ANC deputy president Mr Nelson Mandela, is expected to take place soon.

Although the ANC had hoped the meeting could place on Saturday, the State President's office said yesterday it would only take place after the opening of Parliament on February 1.

Asked for confirmation of the summit, a spokesman for Mr De Klerk said there was a request by

Mr Mandela to see him about the situation in education.

"But should a meeting materialise, it will only be after the opening of Parliament," he said.

NECC (National Education Coordinating Committee) sources said yesterday that other ministers of education, such as the Minister of National Education, Mr Louis Pienaar, and the Minister of Education and Training, Dr Stoffel van der Merwe, will be included in Mr De Klerk's delegation.

The ANC/NECC delegation, consisting of about 30 people, will include representations of the ANC's education desk, the NECC, representatives of big business

and other individuals appointed by Mr Mandela.

Although no names have yet been released, the delegation is likely to include the ANC's education spokesman, Mr John Samuels, the NECC's national chairman, Mr Monde Tulwana, and NECC's general secretary, Mr Ihron Rensburg.

With increasing speculation that Mr De Klerk may announce moves for a single department of education for all South Africans in his February 1 speech, the meeting could be used to develop a unified framework and structure for dealing with the education crisis.

CAPE TIMES 25/1/91 (50)

EDUCATION (50) ~~11~~
OUT OF SCHOOL FM 25/1/91.

There are more than a million children in Natal and KwaZulu who do not go to school. What to do about them was the focus at a recent conference organised by the Centre for Adult Education at Natal University in Maritzburg; and non-formal education in the city was scrutinised as a solution.

Research done by Gwyneth van Heerden of the centre shows that about 60 000 young people in the region have had no effective schooling whatsoever and that the climate of violence has had a particularly detrimental effect on education as a whole. According to Van Heerden, this large population — “lost youth” — represents a potentially destructive force if programmes are not provided to include them in the labour force or in development projects. She has compiled a report on what is being done in the area to offer some sort of second-chance education to those who have little formal training.

Van Heerden pointed out that it may be a long time before the State addresses non-formal education; most likely, future resources will be channelled into the formal system in an attempt to rectify the backlog. She concluded that communities and local authorities cannot assume that a future government will have the resources for non-formal education — experiences in other developing countries have shown that money is more often spent on housing, development projects and formal schooling.

Blade Nzimande, director of the Education Projects Unit at Natal University in

Durban, made a strong call for non-formal education to be part of any new educational system.

Maritzburg appears to be ahead of most other cities with non-formal education; it offers courses in literacy, sewing, arts and crafts, office skills, specific vocational courses and agriculture. Local organisations, including service and welfare agencies, the State, trade unions, business, industry and church groups, are involved.

A document circulated last year by the Education Policy Unit states that of the 2,7m children of schoolgoing age in KwaZulu in 1989, only 1,6m were actually attending school. Dr Johan van Zijl, executive director of the Education Foundation in Durban, confirmed these figures. He said: “The reasons for this are political violence, disruptions, inferior education and poor facilities. In fact, about 75% of the schools in Natal and KwaZulu do not even have electricity. This makes things very difficult.

“The students do not perceive the real goals of education. What they perceive is inferior education that is not really relevant to the working world.”

The foundation estimates that 3 008 new schools will be needed in the region by the year 2000. Bonga Mambo, who is doing an MA thesis on black education, said he had discovered that of the 3 200 schools which fell under the KwaZulu Department of Education & Culture, 516 suffered disruptions in 1990. ■

Business to attend key seminar on education

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New Nation: Learning Nation 25/1-31/1/91



Convenor of the education seminar, Martin Sweet: "He who opens a school, closes a prison."

AN IMPORTANT seminar in the history of education in South Africa will be held in Johannesburg on February 6.

The seminar, the first of its kind, is being convened by Martin Sweet, senior manager of legal services at the Charter Life Insurance Company and will be attended by business people and members of the community from all spheres of life.

Sweet, who is also a Yeoville city councillor, told PUPILS FORUM that the aim of the seminar was to provide a forum for the community, through its representatives, to communicate its needs in education to the private sector.

"The idea is to provide a platform for big business and the community to have direct contact on this issue," said Sweet.

The seminar is convened at a time when some of the country's leading companies, including Anglo American, have cut their bursaries for black students.

It is expected that big business could announce huge investments in black education after the summit.

Reacting to the idea of the seminar, Soweto Education Co-ordinating Committee (SECC) official David Maepa, expressed joy that "the dream of the Soweto community could come true".

The SECC has drawn up a mammoth education programme and said it would go all out to ask for funds from the private sector to finance its projects.

Sweet and Maepa will be among the speakers at the seminar. Other speakers

High hopes for massive investments in education

will include ANC director of international affairs, Thabo Mbeki and black businesspersons. The seminar will pose a challenge to the black business to invest in education.

It has been pointed out that, although some black businesses have made tremendous breakthroughs in the last few years, little has been done to invest money in the future of the country and the black community, in particular.

Representatives of the National African Federated Chamber of Commerce (Nafcoc), the Foundation of African Business and Consumer Services (Fabcos) and Business Challenge, will attend the gathering.

Sweet said there was a lack of awareness of the importance of education, particularly among big business. "If you do not educate and rehabilitate these young people, you will end up with declining law and order. He who opens a school, closes a prison," he said.

He called on big business to take up the challenge in the education field. "They

must train and develop their workers. They must give them a stake in their business," he said.

Sweet argued that, if business assisted in education, it would help gain acceptance for the kind of economic system it advocated.

He suggested that an umbrella business and community alliance be developed. This, he said, could assist in raising professional standards and efficiency in co-ordinating projects and fundraising at a national level.

Major projects of such an alliance could include a national education sweepstake, development of educational endowment policies and providing assistance in creating a national network of community education centres.

Meanwhile, Charter Life is offering free training for personnel who are serving or are keen to serve in the emerging black brokerages.

● Admission to the seminar is free and is open to interested people from all over the country. Further details are available from Sweet, at telephone number (011) 836-2771.



W DAY IN THE LIFE OF 10 SCHOOLTEACHER



classroom ... militant scholars went on the rampage recently and left this sad reminder of their anger and frustration.

Another lost ^(SO) year for schools?

By SEKOLA SELLO

POLITICAL rivalry and the Department of Education and Training's haughty attitude seem to be at the core of the present education crisis sweeping through the country only two weeks after schools opened.

In the face of this, the Congress of South African Students (Cosas) believes it is the "only game in town".

Cosas president Thami Rubusana says his organisation has the largest pupil representation at most schools, if not at all of them.

He dismisses as "wishful thinking" claims by other organisations that they also have strong representation at most schools.

But the Pan Africanist Student Organisation (Paso), the student wing of the PAC, says most problems pupils face stem directly from ideological differences between rival student organisations.

Paso general secretary Lawrence Nqandela says whenever his organisation launched programmes that would benefit all pupils, these were undermined by rival organisations.

Nqandela said most leaders of student organisations raised their heads at the beginning of the year, but failed to



Lawrence Nqandela

Councillor 'worried sick' over education

JOHANNESBURG city councillor Martin Sweet is worried sick about the state of black

"Discussions and alliances between the business sector and black communities must become

and the private sector will have to substantially increase its allocations to social investment pro-

system in the form of wealth and job creation would also become apparent to the people of youth

ated a problem for township education by aligning themselves with student bodies. This has led to the teachers' hands being tied - they are barred from criticising groups like student representative councils.

"Bodies like SRC's are, in turn, aligned to political organisations. This means teachers have to look over their shoulders when addressing the

Natal schools to revert from KwaZulu to DET

By S'BU MNGADI

THE administration of schools in the Clermont, KwaDabeka and Edendale areas will be transferred from KwaZulu's Department of Education and Culture (DEC) to the Department of Education and Training (DET) from April 1 this year.

This affects 26 primary, secondary and high schools with an enrolment of about 22 000 pupils.

Deputy Minister of Education and Development Aid, PG Marais, said this week the transfer followed representations from the three freehold communities and had been approved by the

^{C/P news 27/1/91}
KwaZulu Cabinet.

He said the schools are on land earmarked for transfer to KwaZulu. The communities have strongly opposed their incorporation into KwaZulu.

Marais said the transfer of administration should not affect the academic programmes in the schools concerned. Pupils and teachers alike will carry on without interruption of their normal activities.

The Legal Resources Centre, which represented the communities, argued that in terms of the Self-governing Territories Act of 1971, the KwaZulu government "only has power to administer education to its own citizens residing within its geographic boundaries".

The Education and

Training Act of 1979 imposes on the DET the duty to provide primary and secondary education for people defined as blacks living in the Republic of South Africa, the LRC said.

The Clermont and KwaDabeka communities made their representations to the authorities as part of a campaign against their proposed incorporation into KwaZulu.

Residents of Ndaleni, near Richmond, are taking similar action against the two departments.

A spokesman for the LRC in Durban said their offices were still receiving instructions from several communities in Natal who wanted to disaffiliate their schools from KwaZulu.



CAT 71-15 28/1/91

Schools' transfer surprise

MARITZBURG. — The announcement that 10 schools in the Edendale area were to be transferred from KwaZulu control to the Department of Education and Training came as a surprise to some of the schools concerned.

SOWETAN - BUSINESS

HERE is little quib- bling about the fact at the improvement knowledge and ills is fundamental achieving economic powerment. It was onomist Adam mith who stated that country with half of s population unedu- ated will never succeed.

Education is key to success in economy

Sowetan 28/1/91

SO

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By ALL MPHAKI

As we speak of a new South Africa, the lamentable, black matric results and, the sorry state of lack education militates against any prospect of economic empowerment or blacks.

Government is not the sole scapegoat for the lack of education of the majority of the people of South Africa.

Bursary

Big business, which draws its workforce from the community, is part of the education challenge and must maximise opportunities in this country. They must train and develop their workers.

It was disheartening to see major companies cut their bursary allocations, citing poor matric results, the economic downturn and retrenchments that make it unnecessary to train professionals in certain fields.

What is the solution? Charter Life insurance believe the welfare of a nation depends on the education of all its people.

They intend challenging the education crisis by becoming involved in black education, albeit too

The insurance company is sponsoring a major black education convention scheduled for the Johannesburg Sun on February 6.

Convenor Mr Martin Sweet, Charter Life senior manager of legal services, contends that no educational initiative or change at any level will succeed without the approval of the community.

Discussions and alliances between the business sector and black communities must become more commonplace, he says.

Hungry

Master of ceremonies will be Mr Phil Khumalo, founder and chief executive of Business Challenge. His involvement in education spans more than three decades.

He is a former teacher and also does part-time lecturing in business. Khumalo says he is convinced black people like education.

Parents are prepared to go hungry for the education of their children. I do not know who came

with this problem of school boycotts and pass-one-pass-all fallacy, he said. "Hopefully, the convention will come up with solutions to our educational problems."

Among the speakers will be Mr George Negota, director of Centre for Development of Hu-

man Resources, Mr Khehla Mthembu, managing director of Afsure insurance and financial brokers, Dr. Nithato Motlana, who will speak on "education for the 21st century", Mr Matsheru Matsheru, Mr Moses Leoka, director of Corporate Image, Mr Gaby Magomola, Mr Mofasi

Lekota, an executive director of Natcoc and Aggrey Klaaste, editor of *Sowetan*, who will speak on "Education and Nation Building".

Admission to the convention is free of charge, but enthusiasts are warned to make early bookings as there is limited space available. Further details can be obtained at (011) 836-6077.

Master of ceremony
Phil Khumalo.



Hundreds turned away from black schools

By HANS-PETER BAKKER
Staff Reporter

AT MBASA Primary School in Old Crossroads 200 parents have queued outside for a week, hoping to have their children enrolled, while inside more than double the allotted number of children fill the classrooms and about 30 newly qualified but unemployed teachers apply for jobs.

In some classrooms, with as many as 170 pupils, there is no room for the teachers, who stand outside.

Headmaster Mr Cephas Cweya says the school has signed up 1 266 pupils, but more than 3 000 children have moved into the school.

Hundreds of parents, unable to register their children, leave them in the classrooms anyway, and another 200 parents wait hopefully outside, missing work.

WAITING LIST

Mr Cweya said the school had a waiting list of 1 300, and that he could not accept any more pupils because of a shortage of teaching posts.

"I don't blame the parents, they want their children in school and are even prepared to bring their children to afternoon classes."

In the foyer 30 newly qualified and unemployed teachers demand jobs and they are encouraged by the parents to return to the school every day.

"The children are here, all we need is another school building to cope with the numbers," says one of the unemployed teachers who asked not to be named.

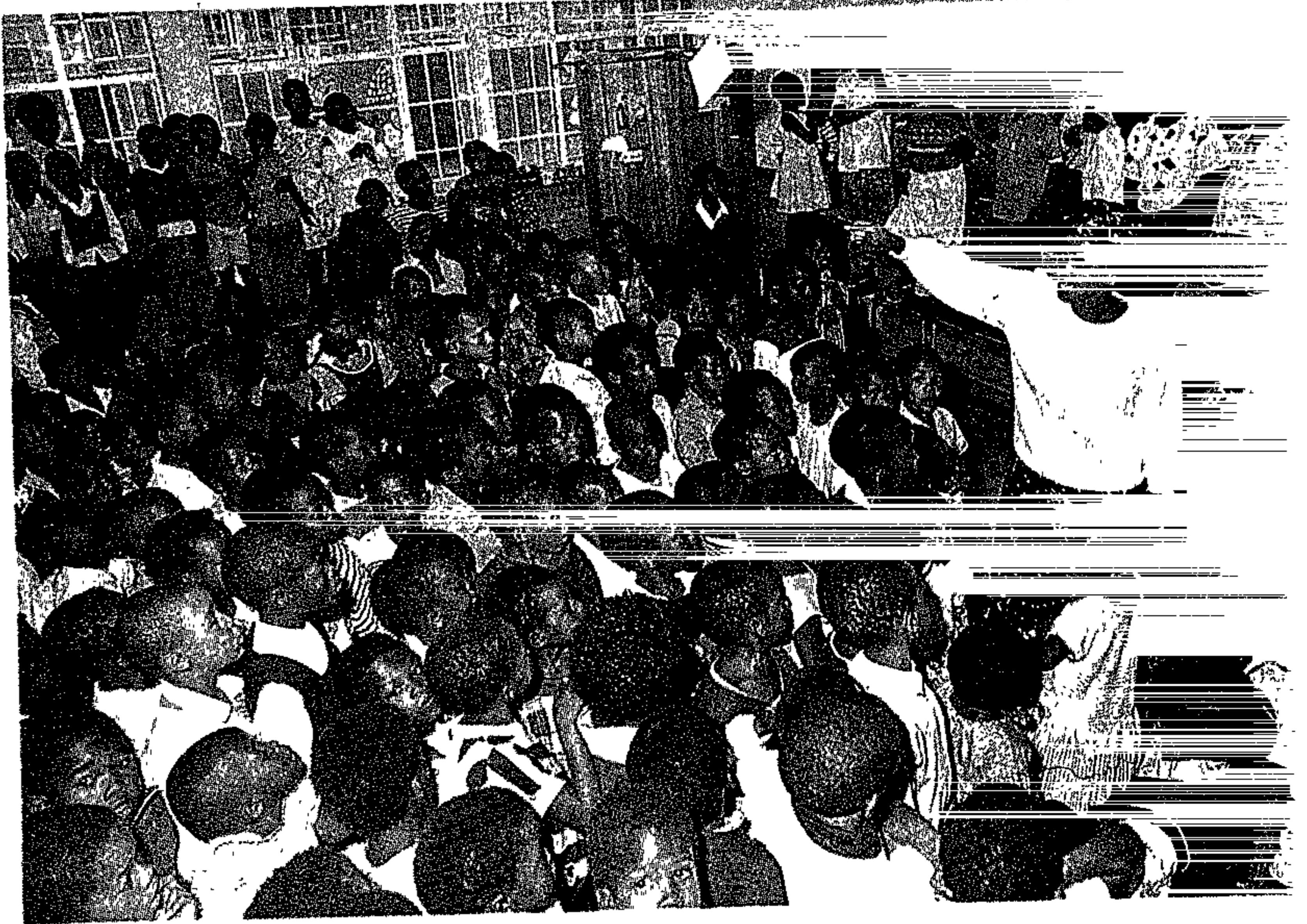
STEPS TAKEN

"We are even prepared to accept the shift system."

Mr Cweya said 50 teachers had applied for a job since the beginning of the year — "but the department says it has no money".

The parents and the teachers said they would come to the school every day until the problem was solved.

Mr Bill Staude, regional chief director of the Department of Education and Training, said the need for primary



schools in Old Crossroads was foreseen and that "specific steps" had been taken.

He said it was "regrettably true that the exponential increase in pupil numbers is such that the department's building programme has been outstripped by demand".

In discussions between the DET and the community of Old Crossroads the shift or platoon system was accepted last week after initially being rejected, Mr Staude said.

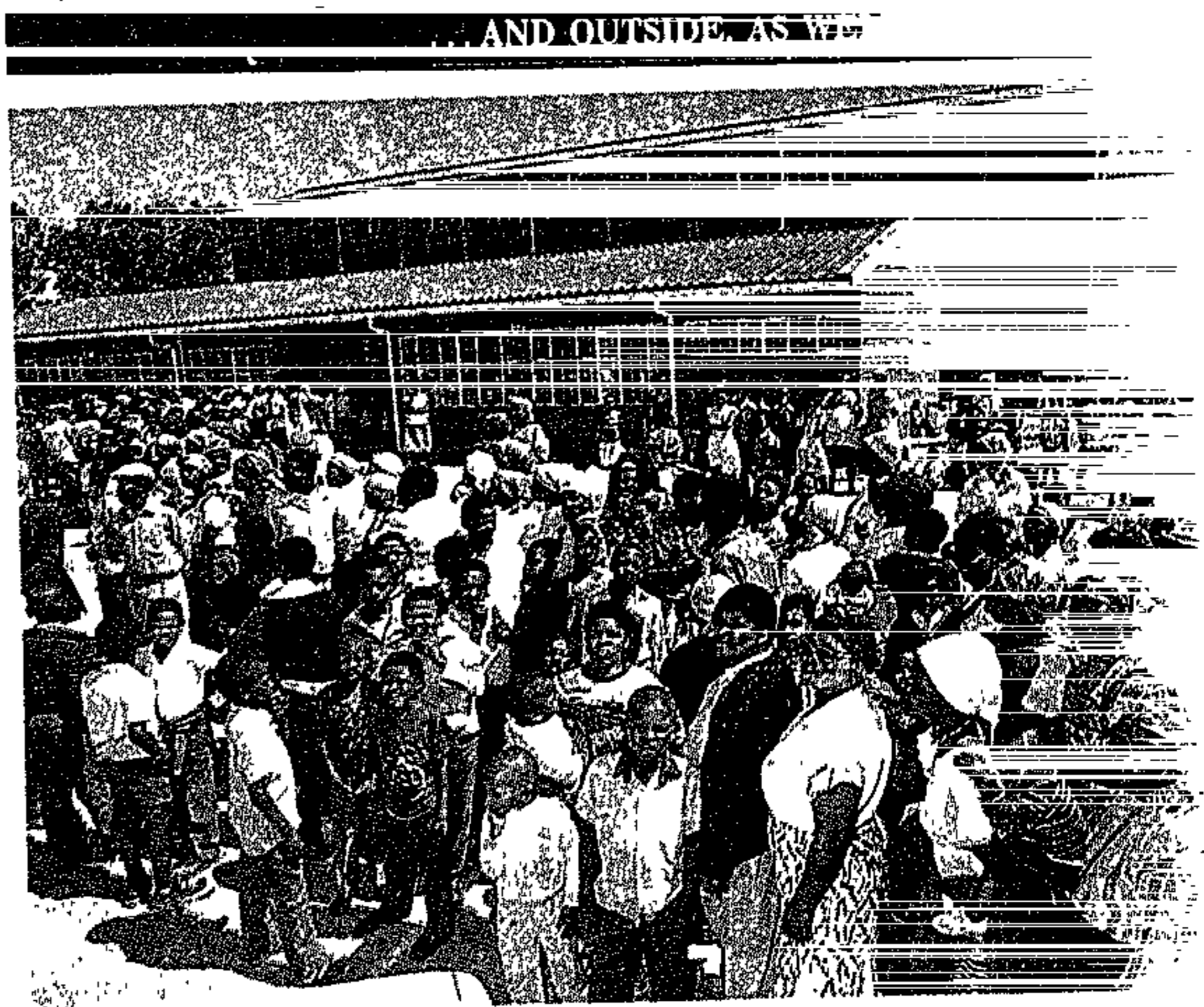
● The Argus Correspondent reports from Johannesburg that black pupils after months and even years of lost education responded in mass to the "go back to school" campaign, but were confronted with no classrooms and overcrowded schools.

In Alexandra, hundreds of pupils were milling outside school premises and in the streets during normal school hours.

This has been the case since schools re-opened more than two weeks ago. There is not enough space to accommodate all the pupils in classrooms.

"We cannot turn away pupils who want to learn though there is no space in our overcrowded school. We have encouraged them to come back, so it is our duty to accept them," one principal said.

He urged the department to keep up its promise of providing schools and facilities.



Pictures: ROY WIGLEY, Weekend Argus
SCHOOL CHAOS: With a class of nearly 170 pupils (TOP), Ms Zana Ngqele tries hard to create even a semblance of order. ABOVE: Parents queuing outside Mbasa Primary School in Old Crossroads have been waiting in vain since January 17 for their children to be accepted.

R1,3 project boost for schools in need

Sowetan 29/11/91 (50)

A national retailing store is to launch an educational charity drive involving R1,2 million.

The new social responsibility project by Edgars, run in conjunction with its revamped club magazine, will benefit needy schools all over South Africa.

From April the store will invite participation of its account holders and club members in a monthly competition to be published in the magazine over a period of five months.

By **SIZAKELE KOOMA**

The winners of each competition will, in addition to receiving their cash prizes, be asked to nominate a school to be given a donation.

Donations

The amount of the monthly donations awarded to schools will be linked to the cash prizes won in the competition and will vary accordingly.

The top three dona-

tions will comprise R50 000, R25 000 and R15 000 respectively. There will also be two donations of R5 000 each.

"The need to raise national educational standards is one of the most critical issues facing the new South Africa," chain marketing manager Mr Sam Michel said.

"The Club's education drive will enable the man in the street to make personalised contribution to raising these standards for the betterment of South African society."

Pat Mkhize, a lawyer and mediator, comments on how education could

Schools must teach

Spar 24/1/91



TODAY'S meeting between the deputy president of the ANC, Nelson Mandela, and the president of the Inkatha Freedom Party, Dr Mangosuthu Buthelezi, gives hope that the violence that has caused so much loss of life, and which is affecting the economic strength of our country, will be curbed.

The meeting in itself will not produce magical results like stopping fighting, but will surely set the tone that people may fight over an idea without becoming enemies.

It will contribute towards a healthier way of looking at conflicts so that people involved in a face-to-face discussion tend to concentrate on the problem rather than attacking people as in the case of communication through the media.

It should, however, be remembered that the two leaders are not the actual movers of violence although they may be politically accountable for the acts of their various supporters.

As I ponder all possible solutions to violence, I feel that education about various methods of resolving conflict is essential. It is heartbreaking to hear people calling upon others to resolve their disputes in a peaceful manner when they themselves have not even the slightest skill in dispute resolution.



Pat Mkhize... Mandela-Buthelezi meeting will make for a healthier way of looking at conflicts.

There is not a single educational institution in South Africa that includes in its syllabus conflict-related subjects or courses.

There is not a single university in South Africa which has a centre on conflict, negotiation and mediation which makes available theoretical and practical facilities to its students and interested members of the community.

If courses such as mediation, negotiation, facilitation, conciliation, mini-trial, hybrid alternative dispute resolution, alternative dispute procedures and others were on offer, those taking such courses would be of great value to their communities.

The universities of the Witwatersrand or of Zululand, for example, admit students from various regions of South Africa. Such students would spread their negotiating or mediating expertise to the whole of South Africa after completing their studies.

Knowledge and training in conflict resolution would enable us to resolve not only political conflict and labour, environmental and

(So)

conciliation

end violence

their clients' lives, but rather to attend to only that which is "legally" relevant in a situation, to ignore what other people may be doing in response to the problem, and effectively persuades students to think of themselves as the pre-eminent problem-solvers.

I suggest that for us not to be ashamed by our much talked-about new South Africa, we will have to start now educating and re-educating ourselves about ways to resolve conflicts without hatred, bloodshed and misery.

Processes like negotiation and mediation are not of recent origin; they were used long ago by our traditional societies, and they were successfully used. □

Azapo should review its education policy (50)

SIR - I was shocked to hear how Dr Gomolemo Mokae, an executive committee member of Azapo, reacted to the discouraging matric results for the 1990 academic year.

It may be correct to assume that Azapo's perception of the problem of black education is very confused and seriously simplistic.

He said in his comment: "We've seen a lot of circuses and we are expecting more with the coming campaign to occupy white schools.

This was a clear reference to the previous student and teacher marches as well as chalk-downs.

The implication of his statement is that all those protest actions were, according to Azapo, unnecessary and, worse, his comment suggests that there are actually no problems in the bantu education system.

And if problems exist Azapo has not come forward with alternative

means of protest other than the "circus shows" Mokae referred to.

He made the naive statement: "All we want is children to go back to school and learn", and he fell short of criticising the Government for underpaying teachers, not supplying textbooks, not building enough schools and classrooms, not opening all State schools, including those of whites for all South Africans, and the Government's failure to train and employ more teachers for those children he wants in class regardless.

I don't think that Dr Mokae believes all is well in black schools and I don't think Dr Mokae disapproves of the right of both black teachers and students to protest, even if it involves such minimal sacrifices.

Black education has become a much more serious political issue, with organisations like the ANC and SECC intending to declare an obstacle to negotiations if De Klerk doesn't declare all schools open when he opens Parliament this year.

It would appear that Azapo or at least Dr Mokae, has lost touch with the masses.

My suggestion to Azapo and all its members is that they should review their position and approach to the resolution of black education.

More specifically, they should desist from making mere statements and theory and be practical in the struggle.

Over and above these, I suggest that Dr Mokae be demoted because he is a political failure and lacks any quality to make a contribution to the liberation of the oppressed masses in South Africa.

EDUCATIONIST
Messina

'Appalling education crisis must be solved'

Education Reporter

A NATIONAL conference might have to be called by business and industrial leaders to try to solve the "appalling" crisis in black education, said Mr Deryck Spence, chief executive of Castrol SA.

"We have now lost two generations of what could have been highly productive skilled labour," he said.

It did not matter now what the causes of the the crisis were. What mattered was the present and the future.

"The authorities can deal with the new intakes of schoolchildren, but the private sector must find ways to convert a two-generation, confused group of largely rebellious youths into a useful pool of desperately needed productive labour," Mr Spence said at a conference in Johannesburg.

Castrol recently launched a bursary scheme for 20 of its employees' children to obtain technical diplomas.

'Migrants cause of crowded schools'

CAPE TOWN
30/1/91

50

Staff Reporter

BLACK schools in the Western Cape were overcrowded because of the rapid influx of migrants to the area, the director-general of the Department of Education and Training (DET), Dr Bernhard Louw, said yesterday.

Although the DET planned for a huge intake of pupils this year, the "magnitude of the migration to the Peninsula" over the holiday period resulted in more pupils seeking places at schools, said Dr Louw.

As a result of the overcrowding, 45 new posts have been created at schools in the Western Cape.

Furthermore, when funds become available, three new schools will be built in squatter areas in the region, during the 1991-92 financial year, Dr Louw said.

Last week, the National Education Co-ordinating Committee (NECC) slammed the DET for not

budgeting for emergencies like overcrowding at urban schools, shortages of teachers, facilities and equipment.

Dr Louw said it was difficult to get an actual indication of the number of pupils waiting to start school as many pupils went to several schools to register.

But principals, circuit inspectors and area officials were assessing the situation.

"It is anticipated that by early next week the registration process will be complete. Stationery and books may be in short supply at certain schools," he said.

Shortages of books and stationery would be tackled once all pupils had been registered.

"Successful negotiation with certain of the communities concerned has also allowed the DET to use platooning as a means of relieving the pressure on the available school facilities," said Dr Louw.

Blacks invited to Athlone schools — buses wanted

By HANS-PETER BAKKER
Education Reporter

HALF-EMPTY schools in Athlone will take some of the overflow from black areas if sponsors can be found to bus them.

Mr Wilfred de Voux, deputy-principal of Kewtown Primary, said the school could accept "about a busload of 50 additional pupils".

Reacting to an article in The Argus about Mbasia Primary School in Old Crossroads, Mr De Voux said: "It must be terrible for a mother to have to wait so long before her child can go to school".

He appealed to the business sector to provide transport between the black townships and some Athlone schools, "many of which are only half full".

Thornton Road Primary School was designed for about

600 pupils, but only 300 have enrolled for 1991.

A teacher said the school was open to black children and though the headmaster would support any programme to bus pupils to Athlone it could not afford to transport additional pupils.

A teacher at Hazendal Primary said the school could accommodate about 500 pupils and now held only 300. The school still had places in all the standards except Sub-A.

He supported an attempt to accommodate black children but said the additional pupils had not been provided for and that the school would have to apply for more resources.

● A memorandum on the state of South African education, compiled by a group of educational and political figures, including ANC vice-president Mr Nelson Mandela, was

handed to President F W de Klerk yesterday.

The group, which also included University of the Western Cape rector Professor Jakes Gerwel, University of Natal rector Professor Pete Booyesen, and representatives of the National Education Co-ordinating Committee, met in Johannesburg on Thursday last week.

A UWC spokesman said a meeting between representatives of the group and the State President had been set for February.

● Straining at the seams, page 11.

Schools crisis an 'obstacle to talks'

By Thabo Leshilo

The black education crisis should be declared an obstacle to negotiations — unless the Government unconditionally desegregated all schools and provided all necessary education facilities in black schools within three months, it was said in Soweto yesterday.

David Maepa, chairman of the Soweto Education Co-ordinating Committee's task force, told journalists that the SECC had already started lobbying political organisations to demand that the education problem be declared an obstacle to negotiations.

The demand would be ratified at a public meeting to be held in Soweto on Saturday.

Mr Maepa added that the SECC rejected the selective opening of

schools according to models used by the Government and demanded that all schools be opened to all people.

Mr Maepa also challenged the Government to publish its position on the Van den Heever report into alleged corruption by top DET officials. He also criticised the DET for having "rewarded" those implicated in the report with top posts at its headquarters.

He said there would be 244 000 pupils in Soweto this year while facilities at the schools in the area could accommodate only 191 000 pupils.

This problem could be alleviated by opening up Indian and white schools in Johannesburg, Mr Maepa said, adding that there was vacant space for 22 000 students at these schools.

11/1/78
Soweto

Cape schools turn away 5 000

(50)
Sowetan
31/1/91

MORE than 5 000 black pupils from Standard 5 upward have been turned away from eastern Cape schools this year, the National Education Coordinating Committee said yesterday.

The NECC said if the

Department of Education and Training did not address the matter by February 28, it would embark on a regional mass action campaign.

The campaign would include sit-ins at DET offices, protests, stayaways and teacher actions.

As a last resort, said the NECC, it would call

for a meeting with State President FW de Klerk.

NECC regional chairman Mr Mvuyo Ralawe criticised the DET, saying it had "failed in its responsibility to combat serious classroom overcrowding and lack of text books".

The NECC said in Grahamstown alone more than 2 000 pupils had not been accommodated this year.

In Patensie, 80 pupils were using one classroom for Standard 3 and 4 and at Kliplaat two classrooms were used for 300 pupils.

Parents feared that such overcrowding and

shortage of teachers could lead to the closing of schools.

"Until the doors of learning and culture are opened to all, we shall continue with our relentless and just war for a free, democratic South Africa," said Ralawe.

Meanwhile, regional DET director Mr Bill Staude said yesterday his department would continue to enrol as many children as possible.

Reacting to the NECC statement, Staude said he had not yet received figures on the number of children who were not accommodated in schools. - Sapa.

'Act before angry pupils take control'

Staff Reporter

TOWNSHIP schools have been urged to fill empty classrooms and appoint extra teachers without waiting for approval from the Department of Education and Training (DET).

This was one of the proposals put forward by a teacher at a meeting of parents, teachers and pupils called by the National Education Crisis Committee (NECC) in Guguletu yesterday to discuss the crisis in black education.

Other proposals included the registration of all pupils that were turned away because of overcrowding, and "mass action" to force the government to provide more funds to build new schools and appoint more teachers.

Principals agreed that the back-to-school campaign would not resolve the crisis if there were not enough teachers or schools.

NECC regional chairman Mr Monde Tulwana said that at some schools, each teacher had to take a class of up to 80 pupils, while neighbouring classrooms stood empty because the DET would not appoint more teachers for lack of funds.

NECC national general secretary Mr Ihron Rensburg said that the number of classrooms and teachers would have to be doubled to resolve the crisis in black education.

He warned that pupils may take matters into their own hands if after being persuaded to return to school, they were turned away because of overcrowding.

3 300 black pupils at ex-white Cape schools

Staff Reporter

AN official survey by the Cape Education Department (CED) has shown that 3 379 African, coloured and Indian pupils have enrolled at 107 formerly all-white, but now open, schools in the province.

Sixty-two of the open schools are in the Cape School Board area and have admitted 2 101 non-white pupils.

More than half of the country's schools that have voted to open to all races are in the Cape. The Natal Education Department announced recently that it had enrolled 1 060 non-white pupils at open schools in the province, while the Transvaal recorded about 500. Only one Free State school has voted to go open.

The executive director of the CED, Dr Schalk Walters, said the trend of dwindling enrolments at CED schools — which resulted in the scrapping of some teaching posts last year — appeared to have been halted, based on 1991 open school enrolment figures.

Leader quits over 'hijacking' of meetings

By RUSSEL MOLEFE

(50)

THE "hijacking" of educational meetings to promote the policies of a political organisation in Tzaneen has led to the resignation of a prominent executive member from the local education crisis committee.

In his resignation letter, Mr Phosakuwa Mashele, said the Tzaneen Education Crisis Committee had been using public meetings to report and announce the activities of ANC structures in the area.

Mashele said some secretly convened committee meetings took decisions and implemented them without the knowledge of other members.

He said information on the financial position of the committee was withheld for no apparent reason.

TECC secretary Mr Martin Shiluvane, to whom the letter was addressed, could not be contacted yesterday for confirmation of Mashele's resignation and allegations. Sowetan 3/1/91

"I found myself with no other option but to resign from the committee so that I remain in peace with my political conscience," Mashele said.

All's well at Jo'burg's integrated schools ^{Star 3/11/91} (50)

By Susan Smuts

Initial apprehension has been discarded as black students settle easily into schools previously reserved for whites.

Principals interviewed by The Star yesterday said their pupils had been integrated without incident, and most were coping academically.

Saxonwold Primary School headmaster Niels Frylinck said some of the pupils were struggling with Afrikaans, but the problems were not insurmountable.

"Afrikaans is at best their third language, and at worst their fifth. We are contemplating a bridging process over and above the classroom, which we will have to finance ourselves.

"The Model B option precludes extra financial help from the department."

Mr. Frylinck said the school was trying to find strategies to improve the competence of some of the pupils who were struggling with class-

room English.

"We imposed an entrance test on prospective pupils to make sure they would cope. There is a willingness to learn."

Parktown Boys headmaster Tom Clarke said it was too early to assess the students' academic performance as cycle tests would only start next week, but the new students were fitting in socially.

"The boys who were here previously have accepted their new classmates."

He said the first parents meeting held this week had been successful.

"One of our worries was that the parents would not integrate as well as the students, but we were pleased with the meeting. Several parents made an effort to speak to each other. I am more than satisfied."

Principals from other primary and high schools said they had not experienced any problems or difficulties, either social or academic.

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'Emergency' funds sought for education

By GLYNNIS UNDERHILL

MR Nelson Mandela will lead a delegation to meet President FW de Klerk next month to discuss the education crisis.

A memorandum highlighting the "disastrous" failure rate of black matriculants was handed to the president's office by the rector of the University of the Western Cape, Professor Jakes Gerwel, this week.

The president had agreed to a meeting with the group on January 29 — but Mr Mandela was unable to attend as he was meeting Chief Buthelezi. A tentative date was set for February 14, according to Professor Gerwel.

The memorandum was given to

Mr De Klerk to pre-empt his address to Parliament tomorrow, he said.

The memorandum recommends:

- That an "emergency educational fund" should be set aside to "begin to address the historical backlogs at all levels of education".

- Basic learning infrastructure should exist — the government should increase its provi-

sion of schools, maintain and repair existing schools and provide for essential learning facilities such as libraries and laboratories in all schools.

- The government should ensure that the Department of Education and Culture be made "to administer the educational resources under its control more for the benefit of all South Africans".

- Basic learning aids like textbooks and stationery should be adequately provided.

- That a "more sympathetic and flexible administrative system be initiated" to assist all Std 10 pupils of 1990 to register for the May 1991 supplementary examinations.

Anger over protest

From Page 1

marches arranged for tomorrow.

"We at Seasa do not accept the ANC policy of mass action. We also do not support any action aimed at disrupting schooling and destabilising the work process," Sibiya said.

The Inkatha Freedom Party also condemned the stayaway, calling on people to defy it.

Cosatu, backed by the ANC and supported by Azapo, Nactu, PAC, NECC, SADTU and various other black organisations, has called for a work stayaway to protest against apartheid laws.

ANC deputy president Mr Nelson Mandela and PAC president Mr Clarence Makwetu said they would lead marchers to Parliament tomorrow.

A rally will be held at the Giant Stadium in Soshanguve near Pretoria at 8.30am.

Marchers would then proceed to the Union Buildings in Pretoria and the Soshanguve Magistrate's Court.

While most parents supported the call for a work stayaway, many believed it was wrong to involve pupils.

Parents

Parents said 1991 had been declared a year of learning and all pupils should be at school.

Most parents feel political organisations should fight their own battles instead of using children to achieve their objectives.

"We will hold them responsible for any violence that might occur," said an angry parent, Mr Isaac Phatle.

Other parents agreed. Mrs Martha Mofokeng said she was angry because it "seems another year is going to be wasted".

Mrs Elizabeth Mbele said: "We have had enough of these stayaways. They should now stop so that the kids could concentrate on their studies."

Mr Sol Moshokoa, liaison officer for the Department of Education and Training, said there was nothing the department could do to stop pupils from joining the marches.

Cosas angry over hostel closure

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3/11/91

By RUSSEL MOLEFE

THE Congress of South African Students has accused the Gazankulu and Lebowa governments of attempting to abort the "back-to-school campaign" by closing down boarding school hostels in the two homelands.

The hostels were closed down last year after the authorities claimed they were "recruitment and mobilising centres for political organisations." The authorities also blamed the alleged abuse of alcohol and drugs by pupils for the closure of the hostels.

Crisis

In a statement released yesterday, the organisation's northern Transvaal treasurer, Mr John Mamatela, said the closure of the hostels would never be a solution to the crisis in black education.

Mamatela said Cosas demanded the reopening of all hostels with immediate effect.

Mamatela said it must also be borne in mind that it would always be the responsibility of the State to supply pupils with text books.

Problems

"We further wish to highlight to the State that the problems of overcrowding and shortage of teachers must be addressed immediately. We therefore demand that the Government employ more teachers," Mamatela said.

He said those who criticised "our mass action" were suffering from "short-sightedness."

"Our actions are conducted in an orderly manner in an attempt to resolve the crisis in black education. The Department of Education and Training responds only when it is confronted with actions," he said.

Schools anger

South 31/11-6/2/91

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CLASSROOM CHAOS: Several classrooms at Nelson Mandela High School in Crossroads are unusable because the school is unable to obtain furniture from the authorities
PIC: YUNUS MOHAMED

By Musa Ndwandwe

EDUCATION is in turmoil once more as anger mounts over the government's failure to remedy the chaos of 1990.

Pupils who have responded to a "back to school" call by educationists, the government and the African National Congress have been greeted with the same state of despair, frustration and shock conditions which led to thousands failing.

While there is speculation that state president FW de Klerk will announce "drastic" changes to the country's education system, fears exist that 1991 will not see tangible changes at schools.

A top-level delegation of educationists, politicians, trade unionists and church organisations, including ANC deputy president Mr Nelson Mandela, has sent an urgent memorandum to De Klerk, urging him to immediately remove racial discrimination in educational structures and implement a single education department.

Negotiations

University of Western Cape rector Professor Jakes Gerwel said: "In the light of the stated commitment by the government to the negotiation process, we expect that the memorandum will not be ignored, but will be given urgent attention."

Gerwel, who delivered the memorandum to De Klerk, said he expected a "significant departure from educational legislation based on racial lines" to be announced.

"We need another logic to distribute the existing resources," he said. The 30-member delegation will meet De Klerk in two weeks' time.

Although the move has been triggered by the 1990 black matriculants' high failure rate, the memorandum suggested that a "reconstruction" was needed in "all levels of education".

This week African townships showed signs of heading for another year of turmoil, with a low morale evident among both teachers and pupils.

After more than a week, classes have not yet started in high schools in Guguletu and Crossroads.

Hundreds of stranded pupils queued outside offices, hoping to get a place in the already overcrowded classrooms

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South 31/11 - 6/2/91

Schools chaos

50

● From page one

Teachers attributed the situation to thousands having heeded the "back to school" call by political leaders and progressive educational structures.

The return of thousands of pupils hoping to repeat their matric is also said to have worsened the situation.

But teachers have laid most of the blame at the doors of the Department of Education and Training.

Classes have not yet started at Nelson Mandela high school in Crossroads as teachers battle to accommodate extra pupils.

Ironically, the school has 10 vacant classes that cannot be used because these are not furnished.

"In addition to this, there are four unequipped laboratories that could be used as classrooms should there be a need," said the principal, Mr Zalisile Mkhontwana.

Mkhontwana said the school had already exceeded the DET-stipulated limit to the number of pupils.

Registered

"We were supposed to have registered only 1 224. Already we have taken 1 335 pupils. This number does not include the 515 on the waiting list — which is increasing by the day," he said.

"We have, on numerous occasions, pleaded with the DET to supply furniture and we've been told that we cannot receive any further grants."

According to Mkhontwana, the problems are not only related to furniture. The school is also suffering a shortage of teaching staff. "We also need to employ about 10 more teachers if we are to deal with this problem effectively," he said.

According to the Temporary Teachers Committee, there are 5 000 teachers without jobs countrywide. The spokesperson for the committee, Mr Fakier Jessa, said the number included recently-qualified teachers.

He said the DET had laid off 10 per cent of all teachers in the Western Cape last year.

Mkhontwana said that more than 60 pupils were presently accommodated in one class in his school; the number was bound to escalate.

The situation is much the same in other schools. Tuition has not started at Guguletu's ID Mkhize, Luhlaza and Fezeka high schools. While teachers are faced with registration problems, parents and stranded pupils are becoming more impatient. The situation could become volatile, leading to demonstrations.

In response to this, the NECC Western Cape region convened a community meeting on Wednesday evening to address the "overcrowding crisis in schools", according to spokesperson Mr Bravis Maqhasha.

He said that, apart from the joint delegation's initiative on education, the NECC would continue to apply pressure to the DET to make more room available for scores of prospective pupils.

'Time for reliance on whites is over'

Sowetan 31/1/91

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By NKOPANE MAKOBANE

THE greatest challenge facing South Africa in terms of providing power to propel it into the next century is technical skills, says Dr Sam Motsuenyane, president of the National African Federated Chamber of Commerce.

Speaking at the re-launching of Nafcoc's Education Committee, Motsuenyane said he believed if skills had to be provided in this country, it would be by black people.

The education committee was launched in 1975 to run management courses for Nafcoc's members.

It was forced to close its offices in major cities in 1989 and 1990 because of lack of funds and sponsorship.

Motsuenyane said South Africa had reached

a stage where people could not afford to allow structures to fall. He said these were times of challenge.

"If skills have to be provided it will be by black people because of their numbers. The percentage of whites who have been leading us throughout the years is diminishing and by the turn of the century it will be even less. We cannot go on relying on whites forever," he said.

Survey

He recalled the time when Nafcoc started addressing education. He said the chamber ran a survey to determine the needs of black people. He said the survey found that the needs were also throttled by discriminatory laws.

"While it is true that

progress was retarded by apartheid laws, we also lost a chance to arm ourselves with skills. It is sad that when doors open, we will find people who cannot use opportunities that will avail themselves.

Support

"We are happy that since 1976 we have addressed the problem and also interfaced with other organisations in the world. We are beginning to get support for meaningful things in this country," he said.

Motsuenyane said his greatest source of any hope was not from other races, but black people. The latter, he said, needed self-help and self-reliance for development of their own people.

He said it was the task of the education committee to serve all Nafcoc

structures. He said it had always been their objective to make Nafcoc viable.

"This organisation is not only going to help people in this country. We believe in future we are going to make a contribution to the development of Africa," he said.

"We have to work harder because we have not yet reached the promised land. The success of Nafcoc will depend largely on grassroots people. Educators must go there and get their support," he said.

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Call for action to help schools

Convinced that urgent Government intervention is needed to deal with the education crisis, educationists will be looking to the State President's parliamentary address for a plan of action, a Cape Town academic said yesterday.

Speaking at the University of the Western Cape, Rector Professor Jakes Gerwel said educationists and politicians meeting in Johannesburg last week drew up a memorandum suggesting measures to be taken.

The memorandum, presented to President FW de Klerk, proposed that the Government set up an emergency educational fund.

The money would be used to increase the number of schools, particularly in rural areas, to maintain and repair existing schools, and to provide essential learning facilities such as libraries and laboratories in all schools.

The memorandum also called for the elimination of racial quotas in schools and training facilities run by the Department of Education and Culture of the House of Assembly.

In all schools, said the memorandum, adequate supplies of textbooks and stationery must be provided.

Particular support should be given to students retaking their matric exams, it said. "All regulations and conditions that frustrate the efforts of such students (must) be removed and a more sympathetic and flexible administrative system be initiated regarding such matters as registration deadlines, etc, for the May 1991 supplementary exams."

The memorandum also called for the DET to provide special services.

Sapa.

Sowetan 31/1/91

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R1-m 'book voucher' for READ

By Adam Gordon

Shell SA yesterday announced a R1 million donation to the READ Educational Trust, in a ceremony at Shell House in Johannesburg.

Shell SA executive chairman John Kilroe said the money would be the first in a series of donations which Shell would be making to educational institutions this year. He described the donation as "the biggest book voucher ever".

READ national director Cynthia Hugo said the money would be used to set up a new "Language and Reading across the Curriculum" project.

Mrs Hugo said the main goals of READ were:

- To provide high quality, rigorously selected books and other reading material which was interesting and relevant to children and,
- To train people who worked with children to use these books efficiently and cost effectively.

READ national chairman Irene Menell said the donation was a major contribution to the restructuring of education.

Pienaar 'no' to quick changes

CAPL-
T-7K
1/2/91

Staff Reporter 50

A DRASTIC transfer of resources from white to black education could provoke instability, the Minister of National Education, Mr Louis Pienaar, said last night.

Speaking at the University of Cape Town's Summer School, he said it would be unreasonable to destroy an excellent educational system for the ideological purpose of equalising funding.

Government strategy, said Mr Pienaar, was to reduce the unjust disparities by streamlining the education system without compromising standards.

Fellow panelist Mr Ihron Rensburg of the National Education Coordinating Committee (NECC) criticised the government's failure fundamentally to restructure education.

The NECC would not participate in structures that ran parallel to apartheid bodies, he said.



'Equal education — own-group education'

By MICHAEL MORRIS
Political Correspondent

AK6 US 1/2/91 50

EQUALITY in education would be necessary to ensure South Africa was free of discrimination, but "autogenous" or own-group education, would have to remain an option, said President De Klerk.

"The present educational system shall and must be changed.

"We are determined that our ultimate system of education shall enjoy the acceptance and support of the majority of the population."

Such a system would have to be affordable and "appropriate" to the changing needs and trends of society.

Mr De Klerk said: "Education affects the future of everyone of us. If we wish to create a future South Africa without discrimination and with equality of opportunity, this will have to be true of education as well.

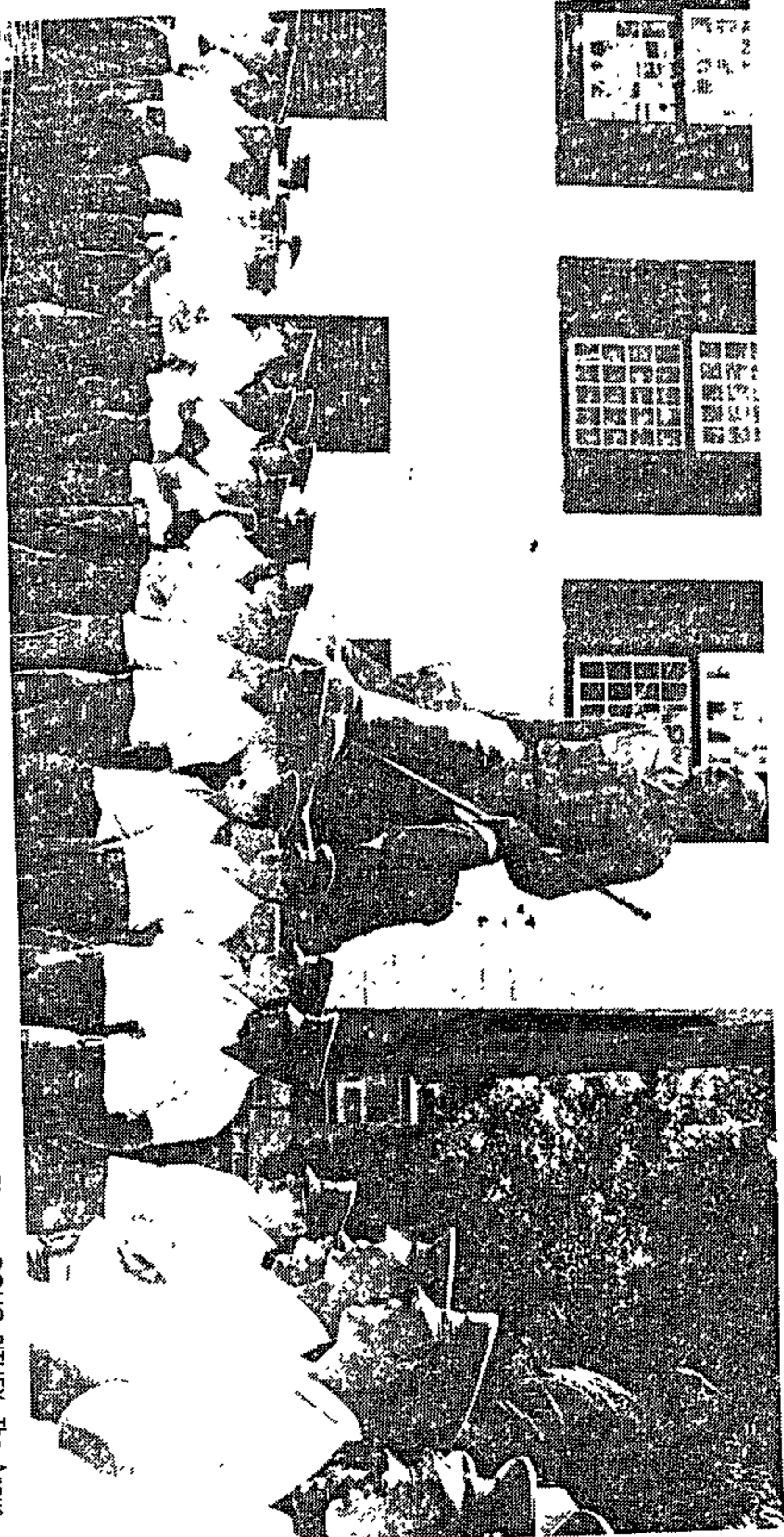
"However, distinctive or autogenous education, conducted with government assistance within a single system by those who desire it, has to remain an option. For this we need the constructive co-operation of all who have an interest in education."

Work was being done on changing the educational system on the political and educational levels, including a comprehensive educational renewal strategy begun last year.

In the meantime "education has to continue in an orderly manner".

It was important to encourage teachers and children to use education and not allow it to be abused for political purposes.

The government was fully aware of



POLICE LINES: Police shoulder to shoulder outside Parliament today shortly before the marchers arrived to hand over their open letter.

Picture: DOUG PITHEY, The Argus.

and deeply concerned about problems in education and recognised that renewal in education was essential.

Continuous and urgent attention was being given to inadequate vocational emphasis in syllabuses, fragmented state administration, equal financial treatment for all pupils, finding alternative sources of finance for education, the adequate provision of facilities and liaison between formal education and the informal sector.

More jobs fight against inflation top priorities

AK6 US 1/2/91

Political Correspondent

FIGHTING inflation, creating more jobs and generating greater wealth were South Africa's top priorities for 1991, said President De Klerk.

but not on the necessity for effective macro-economic management." He said that throughout the world, a non-inflationary environment was the key to sustained economic growth. "Therefore, our own fight against

Shortage of space affects thousands

This year's school crisis is likely to centre on the shortage of space for thousands of children.

In the Southern Transvaal region thousands of students have been turned away and indications are that schools are packed beyond their capacity.

The regional branch of the National Education Co-ordinating Committee (NECC) said it was in the process of forming Parent-Teachers-Students Associations (PTSA's) and Education Co-ordinating Committees in various areas to allow parents to deal with the crisis.

In the Eastern Transvaal, there was no apparent crisis in the schools, except at Mgwanya College of Education, near Nelspruit, where there was an influx of new students.

Sources in the area told NEW NATION that potential students, supported by the

Lekazi Civic Association, were demanding that all those who wished to study in the college be admitted.

According to the college authorities, 9 000 applications for first year students were received, while the institution can only accommodate 350 new students.

KaNywane education and culture minister, Professor Selby Repinga, said means would be made available to increase the intake to 400.

Confrontation

In the meantime, talks between the civic association and the homeland education authorities are underway to avert confrontation. Meanwhile, schools falling under the Department of Education and Culture (DEC) in Natal were reported to be experiencing problems of students being turned away because of alignment to pro-ANC organisations.

The claim was made by Cosas chairperson in the Natal region, Sipho Mbatha, who said several students in Umkomaas were reported to be staying away because of this problem.

Inkatha

He said that there had been instances in rural areas where students were told to take Inkatha membership before they could be admitted in the schools.

Mbatha added that this situation has brought about a state of overcrowding in schools where it was not necessary to prove Inkatha membership.

But, the kwaZulu department of education and culture spokesperson, Zanele Cele, said it was not the department's policy to admit or exclude students because of their political affiliation. However, she said an investigation into the complaint would be launched.

New Nation (Learning Nation) 112-312191

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Students plan united front to fight for funding

New Nation (heasmi ntker) 1/2-7/2/91

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THE South African National Students Congress (Sansco) and its sister bodies are to embark on a campaign to pressurise the State to increase the funding of education.

Sansco political education officer, Edgar Papiyana, told PUPILS FORUM this week that this constituted one of their major tasks for this year. He said all student organisations across the ideological spectrum would be mobilised to take part in the campaign.

A memorandum, to be presented to state president FW de Klerk, is also being planned.

This campaign is likely to bring together students from across the political spectrum and is likely to boost the formation of a united student

front, which is also on the agenda of several student bodies for this year.

Struggles

Although Sansco says it has not been formally invited to take part in a student conference which is being convened by the Azanian Students Convention (Azasco), Papiyana said his organisation was committed to a united front of students to "fight education struggles across political beliefs".

He said as soon as a formal invitation to attend this conference had been received, a proper response would be formulated.

Papiyana said they envisaged a united front which would also cut across racial and religious lines.

However, Sansco's approach is likely to form the basis for a heated debate around the issue of multi-racialism or non-racialism.

Already, the Pan African Student Organisation (Paso) has indicated that it would not take part in the conference if the National Union of South African Students (Nusas), which has an all-white membership, was to attend. Paso president Lourence Nqandela said they were not willing to work with Nusas because of its multi-racial principles.

Accusations

Sansco also dismissed Paso's accusations of intimidation of its members. Papiyana commented: "They wrote us a letter complaining

of this and we asked them to point out instances where our members were involved, but they failed to come back to us with this."

Papiyana disclosed that Sansco was currently involved in discussions with the administrations of various tertiary institutions regarding the admissions and exclusions policy.

He said they were proposing that at least all those who had matric exemption be admitted and the point system not be applied.

A meeting between Sansco and the Council of University Principals is planned to take place sometime this month and the admissions and exclusions policy will be thoroughly be discussed.

DEPARTMENT of Education and Training director-general Dr Bernhard Louw has conceded that rebuilding confidence in the South African education system will not be easy due to its Verwoerdian roots.

He said former premier Dr Hendrik Verwoerd's mass education plan floundered despite huge financial backing from white voters because blacks saw it as inferior and made a political issue out of it instead of appreciating the mass education he was introducing.

Although he did not want to defend policies leading to the creation of Bantu education by Verwoerd, the aim of statements by the former leader was to get whites to finance education for all black people instead of a select few.

Louw said rejection and politicising

It won't be easy, says the DET

led to the 1976 education upheavals and since then, black education had been on a downward trend.

"Prior to 1976 there was a matric pass rate of more than 80 percent - although there were fewer pupils then - a figure which has almost been turned around by the 36 percent achieved last year."

He said apart from plans to upgrade teachers through training and stepping up DET administration resources to make 1991 a year of true learning, more money will be pumped into black schools and book shortages will be a thing of the past.

The DET would consult with parents, students and all other people directly involved with schools.

"Other stumbling blocks threaten-

ing the running of schools, which includes the DET's sacking of teachers on probation and demands for their reinstatement, are being looked into.

"We are busy negotiating with teacher bodies in a bid to resolve this issue without disrupting schools."

Louw said calls by the ANC, the PAC, the National Education Crisis Committee (NECC) and others for students to make this a year of learning were bearing fruit.

"We thank all organisations for their bids to get education back on track, particularly the NECC, and we are sure that if the same atmosphere could reach people on the ground, we will have a wonderful future."

Since schools reopened this year, indications are that some students are

still not keen on learning.

"Attempts have been made at some schools by 'pass-one-pass-all' elements among the students to disrupt classes, but indications are that parents, political and education organisations plus many students have shown interest in stopping classroom disruptions."

The DET was, on a daily basis, monitoring attempts by forces to disrupt schooling and disciplinary actions were being taken.

The pass-one-pass-all tactic was partly responsible for last year's failures because pupils who promoted themselves were not really prepared for matric.

Teachers were powerless to do anything about students who promoted

themselves in the past. Students who had promoted themselves this year had been noted and disciplinary action would be taken.

"On top of the programme of action for this year is the restoration of discipline in schools by means of training teachers to cope with classroom situations and to involve students in serious study."

In the past, teachers were unable to exercise authority in classrooms, but with the new teacher training methods, there would be a balance of authority.

Due to sanctions, social activities of families have been disrupted by lack of income and jobs. "This social disruption spills into classrooms, affecting teaching and learning."

Louw said the DET was against the use of police to guard schools because students became agitated when the SAP entered school premises.

Khayelitsha school row resolved

By CHRIS BATEMAN

CONTROVERSY at a newly-constructed primary school in Mandela Park, Khayelitsha, whose opening was stopped a fortnight ago by angry local civic association members, appeared resolved last night. The school, built by the SA Housing Trust, (SAHT), will begin registration of 400 pupils this morning after agreement was reached over the appointment of teachers and the principle of consultation with the community.

Western Cape Civic Association (WCCA) chairman Mr Michael Mapongwana said last night that problems had been ironed out at a lengthy meeting on Thursday with officials of the Department of Education and Training (DET) and the SAHT.

The DET has approved funds for six teaching posts and all candidates have been approved by the local civic zone, which will also be consulted on candidates for three further posts and school uniforms, Mr Mapongwana said.

The local civic zone will decide this week whether the former principal of Malizo High School in Khayelitsha, Miss Constance January, or a former Hermanus school principal, Mr E Tsholobe, will take charge of the school.

Meeting 'constructive'

It was reliably learnt that the civic is not unanimous on either candidate and that further candidates might be sought this week.

Mr Mapongwana described the meeting with the SAHT and DET as "sound and very constructive".

He said the DET had realised that "everything must be done with proper consultation" and had agreed on applying this principle in future.

He added that the "arbitrarily-chosen" official name of the school, Ebulumkwani, had been changed to Nomsa Mapongwana Primary School in honour of his late wife, killed late last year during an assassination attempt on himself.

Mr Willie Immelman, SAHT co-ordinator for Khayelitsha, confirmed Mr Mapongwana's version of the outcome of the meeting but was unable to confirm the new name of the school.

"In future we'll go through them (the civic) — we basically didn't go through the right channels," he said.

A DET spokesman was unavailable for comment last night.

Cape Times
4/2/91
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Education (50) may get a face-lift *source from 6/2/91*

A SINGLE education department would only be created once the constitution had been changed, Minister of National Education Mr Louis Pienaar said in Cape Town yesterday.

Pienaar said it would be impossible to immediately equalise spending on education, which already constituted the largest single item on the budget.

He, however, revealed plans to form a negotiating forum to shape a new education dispensation.

He said once such a forum had been established, education could be negotiated parallel to constitutional negotiations.

The forum, about which he had had talks

with various educational bodies since coming to office last year, would negotiate aspects such as salaries, the content of curriculae, finances and new educational structures.

System

He cautioned, though, that constitutional changes would be required to alter the present system.

A restructuring of the education system could go a long way towards addressing discrepancies.

One way of achieving parity was to work towards a teacher/pupil ratio of one to 30 for all race groups.

Spending gap on pupils widens to R3 000⁵⁰

CAPT. THAS
6/2/91

By BARRY STREEK

THE gap in spending on black and white pupils has grown to record levels — and now stands at almost R3 000.

The South African Institute of Race Relations has disclosed in its latest issue of Update that the average per capita spending in 1989 on African pupils was R764, while that for white pupils was R3 739.

This means that the average gap in spending on black and white schoolchildren was R2 975 per pupil.

The institute said R3 928 million was spent on the 5,1 million African pupils in the six non-independent homelands and the white-designated area of South Africa.

The highest per capita expenditure was in QwaQwa, with an average of R1 468 per pupil, while the lowest was in KwaZulu, with an average of R545 per pupil.

In contrast, R1 983 was spent on each coloured pupil and R2 659 on each Indian pupil.

In 1989, R3 721 million was spent on 995 198 white pupils.

State expenditure on school education was R10 012 million on the 7,2 million pupils of all races, with an average per capita expenditure of R1 383, says the institute.

The latest figures show that the gap in per capita expenditure on black and white pupils has risen from R653 in 1978/9 to R2 137 in 1987/8 — and to R2 975 in 1989, an increase higher than inflation.

Teachers' bill may cost R600m

Own Correspondent

PRETORIA. — South Africa's 180 000 teachers are seeking salary increases which could add an extra R600 million to next month's budget.

The Teachers Federal Council (TFC) — the body representing teachers of all race groups — yesterday declined to comment. However, a senior educationist said it was expected increases would at least match inflation.

The total teachers' pay bill for the current financial year is estimated at about R4 billion.

Teachers, along with all other exchequer personnel, received a 10% non-pensionable allowance in April last year. They have demanded this be incorporated into basic earnings.

Call to NP on open schools

DEMOCRATIC PARTY education spokesman Mr Roger Burrows has called on the National Party to show a genuine commitment to eliminating discrimination in schooling.

He said even directors of education were now promoting model B, which allows the school council to decide on a school's racial composition.

"Yet of all National Party MPs I know, exactly one has been prepared to speak out on opening schools.

"This year you, the NP, promote the repeal of racial classification — isn't it time you all stood up and promoted non-racialism, especially at schools in your constituency?"

Mr Burrows pointed out that Natal and Cape schools had been told that if they vote for Model B and admit pupils of colour in 1991, they should not expect more teaching staff.

Teachers and pupils march

DURBAN. — Hundreds of Indian teachers and pupils staged a 45-minute protest march on Monday along the Phoenix Highway in a demonstration against education cutbacks imposed by the House of Delegates.

Several teachers and students were arrested.

The detained teachers and pupils were later released on warning.

Transvaal and Cape schools are also expected to join the protest. — Sapa

Whites told to sacrifice

CAP TIMES
6/2/91 (50)

By ANTHONY JOHNSON
Political Correspondent

CABINET ministers yesterday warned whites of sacrifices they would have to make in the "new South Africa" — including the doubling of the size of classes in white schools.

The Minister of National Education, Mr Louis Pienaar, said that the average size of white classrooms would have to be almost doubled in a bid to save money and create a "leaner and fitter" education system.

And the Minister of Planning, Provincial Affairs and Housing, Mr Hernus Kriel, frankly acknowledged that there were "not many incentives" for white councils to join black local authorities under President F W de Klerk's "one city, one tax base" proposal.

Mr Pienaar told a press briefing yesterday that one of the ways in which the government planned to bridge the racial discrepancies in school funding was to re-adjust the pupil to teacher ratio in all schools.

To page 5

From page 1

At the moment, the average ratio in white schools was 17:1 and in black schools 40:1.

The government was considering a ratio of 30:1 in all schools, he said. CAP TIMES 6/2/91 (50)

Mr Pienaar said the government had managed to reduce the amount spent on white pupils compared to black pupils in education from 5:1 to 3,8:1.

In order to eliminate backlogs the percentage of the budget allocated to education would have to be increased from the current 19% to 42%.

As this was insupportable, other methods would have to be found to save money.

Mr Kriel told journalists during a separate briefing: "The face of South Africa will have to change"

He then bluntly told reporters that one of the problems facing the creation of non-racial local administrations was that there were "not too many advantages" for white municipalities to opt for the "one city, one tax base" proposal.

He said that the state might have to give financial incentives to newly-formed local authorities if the monies collected through rates and taxes proved inadequate.

He said the government would not try to keep neighbourhoods white or black.

Residents would be able to decide for themselves which norms and standards would apply in their area and this would be supported by the courts, he said.

Mr Kriel acknowledged that the removal of the Group Areas Act would not resolve the acute housing problem in SA.

Mr Kriel warned that informal housing or squatter shacks ringing metropolitan areas would be a fact of life "for a long time to come".

Widespread protests over education cutbacks

The Argus Correspondent

DURBAN. — Hundreds of Indian teachers and pupils staged a 45-minute protest march along the Phoenix highway near Durban in a demonstration against education cutbacks imposed by the House of Delegates.

Several teachers and students were arrested during the demonstration by police who were assisted by members of the South African Defence Force.

The detained teachers and pupils were later released on warning.

Unconfirmed reports said that in several high schools pupils showing solidarity with the teachers have refused to enter their classrooms.

Indian teachers at many schools in Durban began a sit-in last Friday and the demonstration had now spread throughout Natal.

Schools in the Transvaal and Cape were also expected to join the protest.

The teachers are demanding that the Education Department withdraws a circular sent to school principals which makes provision for bigger classes, an increase in teaching hours, a large scale of redundancies of teachers and cutbacks in monetary allocations for library re-

sources and stationery.

In leaflets distributed by the Teachers Association of South Africa, demonstrating teachers have been urged not to teach, but to remain in class with the children and to secure parent support. The leaflets called for a total ban on extra-curricular and co-curricular activities.

The Education Committee of the S M Jhavery Primary School, has sent an urgent fax message to the Minister of Education and Culture in the House of Delegates, Dr Kisten Rajoo, to immediately withdraw the circular so that normal teaching activities can resume.

Dr Kisten Rajoo urged teachers to stop the sit in and start teaching pupils.

"They are being paid to teach and parents of pupils have been jamming my telephone with complaints and some are annoyed with the teachers actions."

"The circular was sent to schools in a bid to highlight where redundant teachers are."

"According to the South African National Education Policy it states that there are 2742 extra teachers in Indian schools. However, our own survey found that there are only 164 extra teachers."

McL 6/12/91



ON THE MARCH: Pupils stage a demonstration along the Phoenix highway near Durban in protest against education cutbacks imposed by the House of Delegates.

Clase: race not issue for State schools

By Peter Fabricius
Political Correspondent

"Pure racial exclusivity" will no longer be acceptable as a criterion for admission to State schools, the Government has spelled out.

Minister of Education and Culture Piet Clase threw new light yesterday on President de Klerk's speech on Friday in which he said own or community education would continue in the new order.

Mr Clase told Parliament that although group- or community-based education would continue, race would not be the criterion for determining admission.

He quoted Mr de Klerk saying that "individuals who feel attracted to certain communities will be allowed to join structures which were part of certain communities".

However, in an apparent contradiction, Mr Clase also defended those white schools that voted last year against admitting black pupils.

These communities were not wrong, Mr Clase said.

"It does not help to admit pupils who cannot benefit from the tuition to a school with a well-founded and proud ethos."

However, in an earlier part of his speech, Mr Clase said all over the world there were schools that set special admission standards.

There were boys' schools and girls' schools, schools with agricultural or art orientation, French schools in Canada, Jew-

ish schools, Protestant schools and Catholic schools.

Each was supported by a community for whom a specific value system was important.

If this happened all over the world, why not in SA, he asked. Excessive centralisation might threaten these particular needs and initiatives.

"We concede that nowhere is race the criterion for admission and the Government has already let it be known that pure racial exclusivity will no longer be acceptable."

But those individuals who did not belong to a community and yet wished to take part in its institutions would have to identify with the value system and criteria of that community.

This meant an English-speaker at an Afrikaans-speaking school would have to accept Afrikaans tuition.

Mr Clase also disclosed that 5 360 black pupils were now attending 205 white schools.

The Minister dismissed ANC deputy president Nelson Mandela's statement that the solution to the education crisis was to spend the same on each black pupil as was spent on each white pupil.

To do this would mean that more than 40 percent of the Budget would need to be spent on education — an amount no country could afford.

However, the Government had bound itself to equal education, which meant it would have to move closer to parity over time.

● Forum to shape education —
Page 6

Racism ends, own education stays — Clase

Mr Clase 2/19/91
50

Political Staff

THE government has spelt out that "pure racial exclusivity" will no longer be acceptable as a criterion for admission to state schools.

The Minister of (white) Education and Culture, Mr Piet Clase, threw new light yesterday on President De Klerk's speech on Friday in which he said own or community education would continue in the new order.

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Admission standards

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But those individuals who did not belong to a community and yet wished to take part in its institutions would have to identify with the value system and criteria of that community.

This meant that an English-speaker admitted to an Afrikaans-speaking school would have to accept tuition in Afrikaans.

"What this is about is the bringing together of people with a community value-system who want to set an own admission for their schools ..." he said.

Open colleges

Mr Clase also disclosed that 5 360 black pupils were now attending 205 white schools this year as a result of the new open policy introduced this year.

He also gave notice that the government was about to open teachers' training colleges to all races.

He said this was under consideration but would happen only after thorough negotiation.

Mr Clase dismissed Mr Nelson Mandela's statement that the solution for the education crisis was to spend the same on each black pupil as was spent on each white pupil.

To do this would mean that over 40 percent of the budget was spent on education — an amount no country could afford. However, the government had bound itself to equal education, which meant that it would have to move closer to parity over time.

Forum will shape education

Political Reporter (50)

CAPE TOWN — National Education Minister Louis Pienaar has revealed plans to form a negotiating forum to shape education in a new dispensation.

At a media briefing yesterday, Mr Pienaar said once it had been established, education could be negotiated parallel to constitutional negotiations.

The forum would consider aspects such as salaries, the content of curriculae, finances and new educational structures.

He cautioned that constitu-

8/2/91
tional changes would be required to alter the present system. For example, a single education department could be created only once the constitution had been changed.

The education forum might, however, lead to changes "through agreement rather than through amendment".

Mr Pienaar said to equalise immediately spending on education would absorb 42 percent of the Budget against the present already high 19 percent — an impossible undertaking.

Johannesburg City

Business urged to help fund education

8/10/91 7/2/91

(50)

THE Soweto Education Co-ordinating Committee (SECC) is to form an alliance with big business to promote and fund education projects in the black community.

Addressing a Charter Life education seminar in Johannesburg yesterday, SECC chairman Dave Maepa challenged business to make a total commitment to education by becoming partners with the community.

Maepa said it was wrong to talk of a crisis in education in Soweto. What was happening was a war, waged by angry children against a "conspiracy" of government, business and apathetic parents.

The real problem was in the Department of Education and Training (DET) which had a crisis of management, of credibility and of provision.

The DET was neither able nor willing to provide black pupils with the basic resources needed for learning, he said.

Civic leader and private doctor Ntatho Motlana said the education crisis needed urgent attention.

Associations

Teachers came to his practice needing sedatives after a day's teaching. Schools worth R1,5m were burnt down in Soshanguve. Young girls were gang-raped at schools and 10-year-olds threatened teachers with "the necklace".

Motlana said the parent-teacher-student associations that had been talked about for so long needed to be formed at once to make schools safe.

He echoed other speakers by saying that talking would achieve nothing. Action had to be taken by black communities and business to change things.

Speakers said the education alliance would establish several Section 21 companies to manage fund-raising and other education projects.

Proposed projects include a national education lottery, an educational radio station, a home library series of inexpensive locally produced books and an educational

newspaper to be distributed to schools.

Maepa said SECC projects which business could become partners in included Operation Catch-up to improve matric pupils' chances of passing.

Homework centres, correspondence courses and vocational training centres to give the so-called "lost generation" a second chance at gainful employment would also be established.

Sorghum Beer Breweries and Corporate Image director Moss Leoka told the conference he planned to raise at least R10m a year through a national education fund paid for by blacks.

Leoka said the aim was to get blacks to contribute a fixed monthly amount for a year only, with proceeds going towards technical education.

"Let's help ourselves rather than depend on handouts," he said.

Money generated through the fund would be used to sponsor black students studying technical subjects at universities and technikons.

He said he hoped the fund would be registered as a trust by April.

Discussions were being held with the African Bank whose branches would facilitate debit order payments. Trade unions were being approached to get their members to contribute an amount as little as 50c a month.

Black businessmen would be asked to contribute between R100 and R500 a month and black professionals about R20 a month.

Leoka said it would be up to individuals to determine their contribution.

The first bursaries would be allocated for the 1992 academic year and the number would depend on the amount of money raised by then.

Bursaries would be paid back by students once they graduated so that the money would be put back into education.

A workshop on the education alliance will be held at the Sandton Sun on February 27.

TANIA LEVY

Teaching self-reliance early

Step 7/11/91



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TEN years at the helm of the Small Business Development Corporation have convinced managing director Dr Ben Vosloo that it is never too late to kindle the flair of potential entrepreneurs — nor is it ever too soon.

The logic is drawing closer attention as thousands of school-leavers find themselves stranded without jobs in a 1991 New Year with the prospect of growing unemployment queues as the formal industrial and commercial sectors cut down on labour.

One of the corporation's newest projects aims at carrying the search for the next generation of small business operators into the school classroom.

A special youth programme now seeks to avert the dilemma of joblessness by setting out to inspire a spirit of independent private enterprise among those still at high school — and sow the seed of entrepreneurship even at primary school age.

Over the past 12 months the SBDC has attracted no fewer than 520 high schools into a series of regional competitions that have invited more than 40 000 children to set down their ideas in planning a business of their own.

More than 1 100 still younger children at primary school have also joined in contests to find out who can devise the best new ideas to supplement their pocket money.

It's all classroom fun. At the same time, though, the SBDC believes it will encourage serious consideration of entrepreneurship as a possi-

MICHAEL CHESTER reports on a plan to turn schoolchildren into entrepreneurs.

ble future career.

What South Africa really needs now is an entrepreneurship explosion and the place to start is by developing an entrepreneurship culture in the schools," argues Dr Vosloo.

He explains the logic. "Economists tell us that approximately five percent of the economically active white formal sector of the population in South Africa are likely to become entrepreneurs.

This obviously excludes the informal sector. "It is estimated that 12,6 percent of 'non-white' people actively involved in the informal sector are self-employed.

The average in the rest of the world appears to be 10 percent. "In the United States it is 12 to 15 percent and in some of the Far East countries it is even higher.

Furthermore, it is estimated that we will have to create about 1 000 additional job opportunities every day between now and the year 2000 — so we need far more new entrepreneurs.

In South Africa, the formal small business sector contributes 26 percent towards the gross domestic product and is responsible for 38 percent of all existing employment opportunities. "On average, between 1980 and 1989 only about 65 000



Dr Ben Vosloo... 'Protect our valuable assets'.

new jobs were created every year in the formal sector, leaving agriculture aside.

Last year, 222 566 matriculants became potential job seekers. It's obvious that many of them will not be able to find formal sector employment.

All these statistics highlight some of the problems that we have to contend with.

There are no instant solutions, but we believe that small business development can make a valuable contribution.

Our youth are the entrepreneurs of the future and we must protect our most valuable asset now — by developing an entrepreneurial culture in the schools so that scholars will perceive self-employment as a viable and real career alternative and not a pipedream.

Dr Vosloo feels that not only schools but also parents

and the public and private sectors need to support efforts to produce the crop of new entrepreneurs that will be crucial in the future.

He listed a number of priorities:

- Create awareness of entrepreneurship at schools as a viable career option.
 - Encourage entrepreneurial activities at schools.
 - Provide business skills training at schools.
 - Equip our youth for various vocations by providing more practical education rather than purely theoretical education.
 - Provide incentives, through competitions, to maintain interest and finance any viable propositions.
 - Develop pro-active career information and guidance systems at schools.
- Furthermore, he argues, "these new entrepreneurs must be able to enjoy the

benefits of their own efforts in a relatively unrestricted environment, with society as a whole lending a hand with sub-contract orders and insistence on the removal of unnecessary regulations."

The SBDC is making exciting headway. In the 1990 round of competitions in the Southern Transvaal region, the word was spread among no fewer than 8 200 pupils at 41 high schools.

Actual business plans were handed in by 67 of them. Contestants alive to the spirit of entrepreneurship had good encouragement to take the next steps.

The value of the first SBDC prize, which went to young Craig de Necker, a Std 8 pupil at Northcliff High, who laid out plans to instal a sweet vending machine at the school, was R6 000.

Jonathan Maltz, a Std 10 pupil at Sandringham High with ideas about starting a direct mail music retail business, received R3 000.

Trenton Potgieter, also in Std 8 at Northcliff, picked up R1 500 for the blueprint on how to start a mobile disco.

In the primary schools, where the race was on to trigger new ideas about pocket-money income, R600 went as first prize to Shirley Smith, of Weltevreden Park Primary, who planned to make hair bands in her spare time — and sell them to friends.

Dr Vosloo likes to quote Tom Taylor, author of the "Kids and Cash".

"Parents don't owe their children a college education, or cars, or trips to Europe. We owe them self-reliance." □

Pupils oust headmasters

PRETORIA — Thirty-one headmasters were driven away from their schools in Mamelodi, outside Pretoria, by pupils on Tuesday, a Department of Education and Training (DET) statement said yesterday.

The DET alleged the pupils had acted under the influence of SA Democratic Teachers' Union (Sadtu) members. *Bl/Day 7/2/91*

"Mindful of the disruption of education in 1990 and the resultant dismally poor examination results, this shocking development bodes ill for the thousands of pupils and the Mamelodi community as a whole," the statement said.

It appealed to community organisations and parents to work towards restoring normality in schools. — Sapa.

Govt admits its ratios of pupils to teachers are unrealistically low

CAPE TOWN — White schools in metropolitan areas are likely to be even bigger in a future non-racial education system with more pupils per teacher than government estimates have suggested.

National Education Minister Louis Pienaar said earlier this week government aimed to alter the average ratio of teachers from the existing one teacher to 17 students in white schools and 1:40 in black schools to 1:30 in all schools, in its efforts to use up existing space and remove historic disparities.

However, a spokesman in his department confirmed yesterday that the average ratios were probably unrealistically low because they included small rural schools and education personnel other than teachers.

If these two categories were excluded from the calculation, the targeted average ratio of 1:30 would be higher. He declined to give an estimate of what the real figure could be.

Pienaar reiterated in a Parliamentary

Bl/Day 7/2/91

LESLEY LAMBERT

Press briefing this week that there was unlikely to be an increase in expenditure on education in this year's Budget. Education currently took up 19% of the Budget.

Instead, the removal of disparities and accommodation of growing demands would have to be achieved by the careful use of available funds and streamlining.

To accommodate annual growth of 0,55% in white schools, 5% in black schools and 6,6% in the self-governing homelands, Pienaar said 325 new schools would be needed annually at a cost of R650m a year. Filling up all spare capacity in white classrooms would only accommodate 7% of the annual demand for educational facilities.

To address the backlogs government had allocated an additional R150m during the 1990 financial year and a further R750m for departments in need of new facilities.

As a result, the ratio of per capita spending on white to black education had declined from 5:1 in 1986 to 3,8:1 this year.

The government must give the education crisis urgent attention

Delegation take steps to stabilise education

New Nation (Learning Nation) (50) 8/2-14/2/91.



Prof. Eskia Mphahlele, former head of the African Literature at Wits.

Although the widely expected measures to change the face of the country's chaotic education system were not contained in the Nationalist Party leader, F W de Klerk's opening of parliament, major announcements are still expected this month.

De Klerk's failure to announce tangible steps to improve conditions in black education, came against the background of speculation that he would announce measures to form a single education system, as well as address the crisis.

Government sources indicated this week that although it was not known what exactly De Klerk would say in parliament in this regard, he might have withheld the government's plan until he meets with the ANC deputy president, Nelson Mandela.

Mandela is expected to lead a delegation of concerned top educationists, businesspersons and community leaders next week to discuss steps to stabilise the country's education.

The memorandum which was drawn by a wide range of leaders including the National Education Crisis Committee (NECC), homeland education departments and the ANC, was handed to De Klerk's office two days before the opening of parliament.

It was hoped that De Klerk would consider input contained in the memorandum as part of his opening address to parliament. The document was sent with a note requesting to meet De Klerk on February



Sheila Sisulu SACC education officer.

14.

ANC deputy president, Nelson Mandela, who was expected to accompany the delegation could not make it because of a meeting between the ANC and Inkatha Freedom Party.

The rector of the University of Western Cape, Jakes Gerwel, led the committee which charged with gathering suggestions from various individuals and institutions. After the handing of the memorandum to the state president's office, Gerwel said:



Ihron Rensburg general secretary of NECC.

"In the light of the stated commitment by the government to the negotiation process, we expect that the memorandum will not be ignored, but will be given urgent attention".

The delegation which will be join by Mandela for the February 14 meeting with De Klerk include, Gerwel, former head of African Literature at Wits, Eskia Mphahlele, Turfloop rector Prof Tshabani Manganyi, NECC general secretary Ihron Rensburg and South African Council of Churches education officer Sheila Sisulu.

Minister: DET shows progress

'Chaos' in education

Political Correspondent

BLACK education authorities have not been "sitting on our backside twiddling our thumbs", the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Dr Van der Merwe said yesterday that the scope of black education had improved "tremendously" in the past few years.

The DET budget had increased from R244 million in 1980 to R2,6 billion in 1990 — a more than tenfold increase.

The number of primary school teachers with no qualifications had been reduced from 63% in 1985 to 36% in 1989. The number of fully-qualified teachers in secondary schools had increased from 10% in 1986 to 37% in 1990.

The number of successful full-time black matriculants had increased from 2 000 in 1970 to 23 000 in 1980 to 78 000 in 1989. About an equal number of part-time matriculants had passed in 1989.

Political Correspondent

CHAOS would ensure if all pupils were simply thrown into a single education department in South Africa, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

"It would also increase chaos in black education," Dr Van der Merwe told a press briefing yesterday.

Dr Van der Merwe said a new education system would have to be negotiated, but would take some time.

"We are going to have a new education system functioning in 1991."

ANC, NP to meet on future of education

Own Correspondent

JOHANNESBURG. — A high-level ANC-led delegation is to meet the government next Thursday to discuss education and the demand for a single department.

It is believed proposals for the formation of a single non-racial education department are to be put forward at the meeting.

Other issues that could be raised are the allocation of extra funds to black education and increased community participation.

Sources in the ANC said the delegation was being selected and was to be led by Mr Nelson Mandela.

It was expected to include the ANC's Mr Thabo Mbeki, Mr Walter Sisulu and education head Mr John Samuels as well as National Educa-

tion Co-ordinating Committee president Mr Monde Tulwane and general-secretary Mr Ihron Rensburg.

Businessmen are believed also to be on the list, as are Soweto civic leader Dr Nthatho Motlana, headmaster of Sacred Hearts College Brother Neil McGurk, Mr Bill Francois of the South African Council of Churches and Peninsula Technikon rector Mr Franklin Sonn.

Professor Ezekiel Mphahlele of the Council for Black Education and Research and several university principals are also expected to be included.

President F W de Klerk is to head the government delegation, which will probably include Minister of Education and Training Mr Stoffel van der Merwe and Minister of National Education Mr Louis Pienaar.

POLITICS

Top govt, ANC teams plan education meeting

6/04 8/2/91
 TANIA LEVY

A HIGH-level ANC-led delegation will meet government next Thursday to discuss education and the demand for a single education department.

ANC sources confirmed the meeting would go ahead and that a delegation was being selected.

ANC deputy president Nelson Mandela will lead the delegation, which is expected to include the ANC's Thabo Mbeki, Walter Sisulu and education head John Samuels as well as National Education Co-ordinating Committee (NECC) president Monde Tulwane and general secretary Ihron Rensburg.

Also believed to be on the list are businessmen as well as Soweto civic leader Nthato Motlana, Sacred Hearts College headmaster

Neil McGurk, the SACC's Bill Francois and Peninsula Technikon rector Franklin Sonn.

Prof Ezekiel Mphahlele of the Council for Black Education and Research and several university principals are also expected to be included.

President F W de Klerk will head government's delegation, which will probably include Education and Training Minister Stoffel van der Merwe and National Education Minister Louis Pienaar.

It is believed proposals for the formation of a single, nonracial education department will be put forward at the meeting.

Other issues which could be raised are the allocation of extra funds to black edu-

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 cation and increased community participation in the education process.

Our political staff reports from Cape Town that Van der Merwe said the DET budget had increased from R244m in 1980 to R2,6bn in 1990.

The number of successful full-time black matriculants had increased from 2 000 in 1970 to 23 000 in 1980 and 78 000 in 1989.

He said the fact that only 1% of DET matriculants in 1989 had passed both their physical science and maths exams represented a "tremendous problem" in preparing SA for modern, in-

dustrialised society.

Asked why white teachers' training colleges were being closed and white, coloured and Indian teachers laid off when there was a shortage of adequately qualified teachers in black schools, Van der Merwe said: "That is a very sensitive point."

He added these teachers were not very "popular" and were often "shabbily" treated, especially by students, in black schools.

● Comment: Page 8

House told of malpractice

Political Staff

CAPE TOWN — Shock details of maladministration, lack of control and mal-

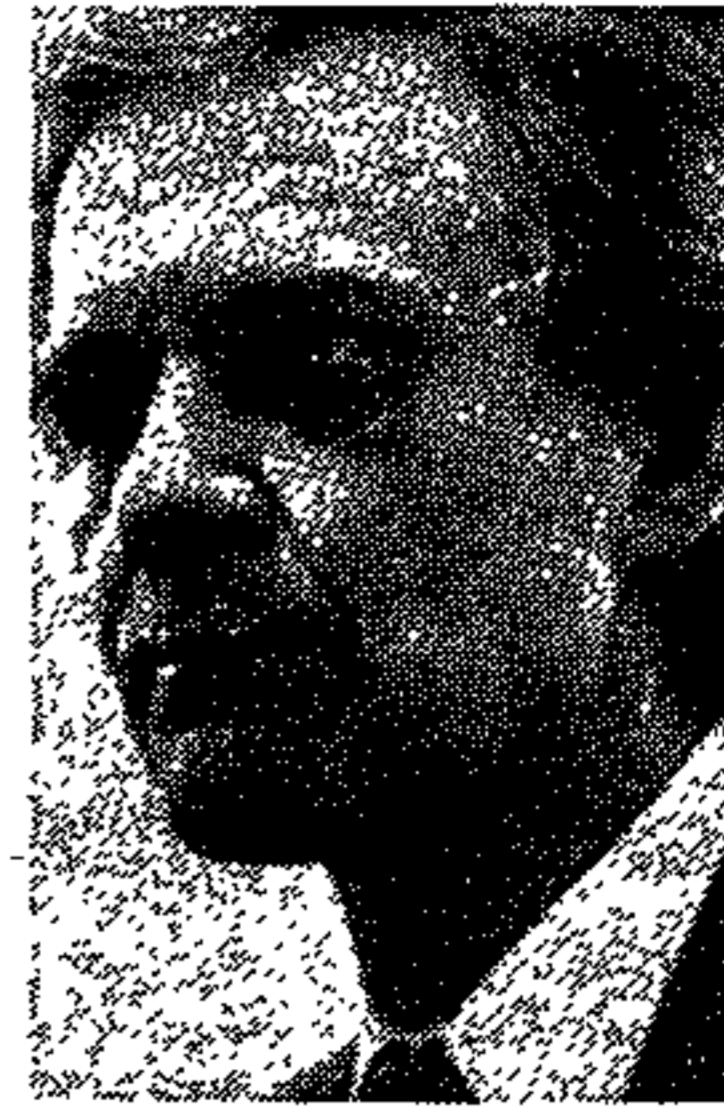
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DIRECTORS: PHN Breme
 C Greyvensteyn, PJ Jaffe,

DECLARATION

Huge boost for education on the cards



VAN DER MERWE

THE Department of Education is expected to receive significant financial input when the Budget is tabled in Parliament on March 20.

While no official confirmation has been received, it is believed that many Government departments would be rationalised and education would benefit.

Minister of Finance Mr Barend du Plessis is expected to make a statement in this regard at a Press briefing today.

Shift

*some item
8/2/91*

In response to a question in Cape Town yesterday whether the Defence Budget could not be reduced in favour of education, Minister of Education Dr Stoffel van der Merwe said: "There will be a marked shift away from defence to socio-economic spending."

Parliamentary sources have confirmed there was a "definite" feeling that education could get a major boost.

Van der Merwe also said there had been a serious

ISMAIL LAGARDIEN
Political Correspondent

lack of coming together of the different education departments over the years.

The training of teachers and the discrepancy in State funding for black and white pupils had also increased.

The discrepancy had shrunk from 15 to 1 in the 1970s to 10 to 1 in 80s. By 1985 it was 5 to 1 and last year it was 3,8 to one, Van der Merwe said.

While this signalled possible equality in the near future in terms of education for all, Van der Merwe warned that dumping everyone together in one education department "would cause chaos".

However, definite progress had been made in this direction and a more detailed department of education would have to be planned "in minute detail".

He said the meeting (on education) between ANC deputy president Mr Nelson Mandela and State President FW de Klerk was "important and most welcome".

ANC, FW to meet on education crisis

By Esmaré van der Merwe
Political Reporter

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SKW 8/2/91

CAPE TOWN — An ANC delegation led by Nelson Mandela is to meet President de Klerk in Cape Town next Thursday to discuss educational matters, Minister of Education and Training Dr Stoffel van der Merwe announced yesterday.

He told a press briefing a memorandum on the issue had been forwarded to Mr de Klerk on behalf of the ANC deputy president.

He declined to disclose details of the proposals contained in the memorandum, but said it dealt with a number of issues regarding the black education crisis.

He hoped this meeting would kick-start the process of negotiations on a new dispensation for education.

An ANC spokesman in Johan-

nesburg confirmed the meeting had been arranged, but was unaware of the date, time and venue, or who would be included.

Presidential media spokesman Casper Venter was asked whether the two leaders might discuss the latest hitches in the activities of the joint Government/ANC working group on the armed struggle and related activities.

He said the meeting had been planned to deal with education only. However, this did not mean other issues would not come up.

At the briefing, Dr van der Merwe said while he was optimistic about negotiations on a new educational system, urgent interim steps should be taken to improve black education.

The current discriminatory system would remain in place for at least this year, Dr van der Merwe said.

First Open Schools

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CHL TmH 8/1/91

JOHANNESBURG.—The opening to all races of 205—out of about 2 000—white schools nationwide begins on Wednesday in the Transvaal, amid continuing criticism.

Critics demanding a single education system for all yesterday described the move as grossly inadequate, but a step in the right direction.

White provincial schools were given the option to open to all races—with strict limitations—when Minister of Education and Culture Mr Piet Clase unveiled a three-model system last year.

Under the new system, parents of pupils at government-funded white schools are now permitted to decide whether or not to admit black pupils.

Mr Hugo Ackerman, general secretary of

the Transvaal Teachers' Association, said yesterday that his organisation "rejects the models as a perpetuation of the own-affairs policy of government".

"However, we welcome the move as a step in the right direction."

The National Education Co-ordinating Committee (NECC) charged that the opening of around 10% of white provincial schools would have "very little effect, because it is not part of national government policy".

"This illustrates that the state does not have a commitment to open all schools, and thereby a commitment to create a single system of education," said NECC representative Ms Mel Holland.

"We encourage the opening of schools, particularly because we understand it to be part of the process of creating a single department of education which is a fundamental demand

of the people of South Africa", she added.

"However, we are unhappy about the models provided by (Minister) Clase because, firstly, they don't address the question of establishing a single department of education, and, secondly, they leave the decision to open white schools in the hands of white parents."

"Also," Ms Holland argued, "the models are an attempt by the state to privatise education which is in contradiction to the NECC's approach, which is to make education accessible to all."

According to Dr Chris Pretorius, information officer at the Department of Education and Culture, 33 provincial schools in the Transvaal had opted to open their doors to all races, one in the Free State, 107 in the Cape and 64 in Natal.

He was unable to provide black enrolment

figures at the previously whites-only schools. A random survey of Johannesburg schools which have adopted the open-door policy yielded mixed results.

Saxonwold Primary School topped the poll with 25%—an estimated 50 out of an expected 200 places will go to black pupils.

Glenvista High School, however, had the lowest estimate—of 800 places, only about 20 will be filled by black pupils.

A spokesman explained that this was because only 50 new places became available at Glenvista this year.

Other schools contacted yesterday were still interviewing parents, as permission to admit black pupils had come through only in December.

Natal provincial schools open next Tuesday, followed by the Free State the next day, and the Cape on January 22. — Sapa

EDUCATION

By SAMANTHA WEINBERG
AFRICAN National Congress deputy-president Nelson Mandela is to head a high-level delegation which will meet State President FW de Klerk on Friday to discuss urgent moves to alleviate the education crisis in South Africa.

The delegation will urge the government to take steps to turn back the grave "educational injustice" created by apartheid, in a way that would lay the foundations for a unitary non-racial education system.

In a confidential memorandum handed to De Klerk last week, on the eve of the opening of parliament, a group describing themselves as "concerned individuals, educationists and representatives of a wide range of national organisations" said they came together out of their concern for the "enormous national education disaster that now confronts us".

They said the government should ac-

Mandela to pressure FW for an emergency fund

WCA 9/2-14/2/91
The delegation will urge the government to take steps to turn back the grave "educational injustice" created by apartheid, in a way that would lay the foundations for all the people of South Africa.

"In this context, it would be significant that all apartheid and/or race-based educational structures and legislation be immediately removed, as well as any new policy initiatives and/or restructuring planned within the same framework."

They laid out a number of concrete steps "urgently necessary" to turn back the crisis. These include:

● That, in addition to the current budgetary allocation, the state president creates an emergency education fund that will begin to address the his-

torical backlogs in education.

● The government provides additional schools, especially in rural areas; increases maintenance and repairs to existing schools; and ensures there are essential learning facilities such as libraries and laboratories in all schools.

● More efficient use and administration of educational resources under the control of the Department of Education and Culture of the House of Assembly (white), which would include: stopping the alienation of any more institutions, buildings and other facilities for use as schools; stopping the imposition of racial quotas on enrolment in public and private schools registered with it; changing the current

regulations governing the "opening" of schools and allowing for the immediate admission of black students to its teacher training institutions.

● The adequate provision of basic learning aids such as textbooks and stationery.

● State support and assistance to all 1990 matric students in their efforts to rewrite exams.

The delegation is believed to have been formed at the express request of Mandela, who is concerned that reforms in education be put at the top of the government's list of priorities for 1991.

Included in the group to accompany Mandela to his meeting with De Klerk are three members of the National Education Co-ordinating Committee — general secretary Byron Rensburg, University of the Western Cape rector Professor Jakes Gerwel, ANC education spokesman John Samuel — and a student representative.

SECC plans to confront 'war' in education ⁽⁵⁰⁾

W/Mon 8/2/-14/2/91.

By SAMANTHA WEINBERG

THE Soweto Education Co-ordinating Committee plans to form an alliance with the business sector to generate funds and promote education, it was announced at the Charter Life education conference on Wednesday.

SECC head David Maepa said it was time to place education firmly in the lexicon of the "new South Africa".

The word "crisis" was a misnomer for the situation in black education, he said. The word for it was "war", waged by the children against a conspiracy of the government, business and an apathetic parent body.

"The crisis is within the Department of Education and Training (DET): It is one of management, because it is unwilling and unable to control the monster it has created; of provision, because the DET has failed to provide the black child with basic tools of learning; and of vision and of credibility."

Among the projects planned by the SECC are:

- The ongoing "Operation Catch-Up", which provides support and extra tuition for matric students.

- "Tell-Tale" sessions to introduce junior students to the "culture of learning".

- Adult education centres which would run study programmes encompassing everything from literacy and vocational courses to handicrafts and health care and which would give the "lost generation" the opportunity to develop skills and enhance their chances of finding a job.

- Research, data collection and monitoring of problems related to specific schools on a day-to-day basis.

- Workshops and seminars on leadership training, democracy and other topics of relevance to the evolving political environment.

- A student advice office for all problems relating to education.

- Safety and security services to ensure children are safe on the way to and from school and while they are there.

Maepa said it was no longer useful to concentrate energy on getting results from a government which has failed in the education field, rather energy should be channelled into providing active assistance to students of all ages.

NECC delegates expelled from talks

New Nation (Kearney Nation) 8/2-14/2/71

TEACHERS who were part of the National Education Co-ordinating Committee delgation were expelled from a meeting meant to discuss the closure of boarding facilities at local high schools by the Gazankulu homeland authorities last week.

The NECC's Northern Transvaal regional organiser, Patrick Phantsi, disclosed this after the Gazankulu department of education released a statement blaming the NECC for "a walk-out" during the meeting.

Phantsi explained that when the NECC delegation arrived at the venue of the meeting, they were met by more than 60 delegates representing the Gazankulu department of education.

He said that their eight-member NECC delegation was told that teachers who were part of the delegation should go back to school to teach. We were told that "teachers are not allowed to be out of school premises during lessons".

Closure

According to Phantsi, the officials demanded that the NECC produce a mandate to speak on behalf of the community concerning the closure of boarding facilities. The ministers and principals also warned the NECC delegation that the meeting will not start until all teachers had left the proceedings.

Finally, nothing billed on the agenda was discussed because some government

officials brought newspaper clippings critical of the NECC as a non-representative body.

Phantsi also dismissed the reasons given by the education department that the hostels were to be closed because of ill-discipline among students. "The department is aware that most students staying in these hostels were politically active and were in the forefront of most campaigns."

"The government feels threatened by the level of student politicisation especially those from outlying-areas such as Johannesburg. We call on Chief Hudson Ntswanwisi to immediately instruct government officials to open the hostels and start communicating with education bodies," he concluded.

Sweet talks business into investing in ⁽⁵⁰⁾ black schools

W/Mart 8/2-14/2/91
THE private sector must invest in the future of South Africa by becoming involved in black education, says Martin Sweet, Yeoville city councillor and senior manager of legal services at Charter Life.

Speaking at a major education conference in Johannesburg on Wednesday, Sweet urged immediate remedial action not only by the government, but more specifically by "big business" working in tandem with the broader community.

The major steps Sweet suggests should be taken to "advance black education so that it meets the ideals of a non-racial democracy" include:

- Consultation with teachers, students and parents, to address their "legitimate grievances" — particularly overcrowding in schools.

- The creation of a single, non-racial education department with open schools for all and a common syllabus.

- Compulsory and free education up to Standard Five.

Education poised to dominate talks 50

TANIA LEVY

THE opening of teacher training colleges to all races, an end to the closure of white schools and the allocation of extra emergency funds to education are expected to be discussed by government and an ANC-led delegation in Cape Town on Thursday.

It is understood a memorandum handed by ANC deputy president Nelson Mandela to President F W de Klerk before the opening of Parliament will form the basis of discussions.

Government will be asked to take steps to lay the groundwork for a single education department. This will involve removing all racially based education laws and structures and suspending any new policy initiatives or restructuring plans based on race.

The memorandum suggests that De Klerk allocate money for an emergency fund, in addition to this year's education budget.

Also on Thursday's agenda will be a call for government to provide more schools, especially in rural areas, and to scrap the models which allow white parents to decide whether white schools may open.

The adequate provision of textbooks, stationery, libraries and laboratories will also be discussed as will help for black matric pupils rewriting exams.

Government will be asked to stop closing white schools and to remove racial quotas on enrolment at its private and public schools.

The ANC team will argue that black students should be admitted to white teacher training institutions and no racial quotas should be placed on their enrolment.

Education and Culture Minister Piet Clase will not be part of the government delegation which will be led by De Klerk and will include National Education Minister Louis Pienaar, Education and Training Minister Stoffel van der Merwe, their deputy ministers and directors-general.

Mandela will head the delegation of ANC office-bearers, businessmen, educationists and other interested parties.

A government spokesman said the parties were expected to agree to further meetings.

1/12/91
Lm 013

Osborn said the current level of reserves

... to R5,74bn while foreign



Foundation to honour efforts of journalists

Sowetan 12/2/91
THE Education Foundation this week announced an annual award "The Education Reporter of the Year" for excellence in education reporting, open to all journalists working within South Africa, including the self-governing states.

Announcing the award in Johannesburg, Foundation executive director Dr Johan van Zijl said: "The award will be made to accord due recognition to the efforts of journalists countrywide in bringing the importance of education to the attention of the South African public and to recognise outstanding work in this regard."

Trip to Britain

"Education reporting is defined in its widest sense and refers to all articles that deal with educational issues from the pre-primary to the tertiary phases, and within both the formal and non-formal sectors."

The winner will be awarded a month-long trip to Great Britain for an in-depth look at education journalism, and includes return airfare to the UK, accommodation, travel and subsistence expenses.

The closing date for 1990 entries is March 31, and entry forms are available from the Education Foundation in Durban. - Sapa

Group Areas: inspectors: (50)
 *2 Mr S S VAN DER MERWE asked the Minister of Welfare, Housing and Works:

Whether any inspectors or other officials of his Department paid any visits in 1990 to persons allegedly occupying premises in contravention of the provisions of the Group Areas Act, No 36 of 1966, if so, (a) how many persons were paid such visits and (b) in how many of these instances did occupants vacate the premises concerned?
 11 February 12/2/91 B26E

THE MINISTER OF EDUCATION AND CULTURE (for the Minister of Welfare, Housing and Works):

- Yes
 (a) 1 546;
 (b) 41 vacated on own accord.

Schools/colleges of education: rationalization

*3 Mr R M BURROWS asked the Minister of Education and Culture: (50)

- (1) Whether any component executive departments of his Department have closed any schools or colleges of education in 1990; if so, (a) for what reasons and (b) what total number was closed;
 (2) whether the closing of schools or colleges in terms of a policy of rationalization will continue in 1991; if so, for what reasons;
 (3) whether he will make a statement on the matter?

11 February 12/2/91 B31E
THE MINISTER OF EDUCATION AND CULTURE:

It is accepted that "component executive departments" refers to the four executive departments of education

- (1) Yes,
 (a) to ensure cost-effective use of facilities,
 (b) 46 schools and 1 college of education;
 (2) yes, to ensure further cost-effective use of facilities;
 (3) no.

Mr R M BURROWS: Mr Speaker, arising from the hon the Minister's reply and the statement

HOUSE OF ASSEMBLY

which he issued last Friday concerning colleges of education, can he give us a guarantee that no further rationalization of colleges will occur until such time as the decision on college councils' right of admission has been settled? (50)

†The MINISTER: Mr Speaker, actually, as I mentioned in my statement, both of these matters have now been referred to the six statutory bodies. Naturally I will do nothing in either case prior to having first received the advice from the statutory bodies. Subsequently a decision will be taken if we are to rationalize further and, if so, to what extent. 11 February 12/2/91

As regards the rendering of service the same principle will apply, namely that we are now awaiting this. In reply to the hon member's question, I want to say that in this respect we are in a great hurry, and that I am addressing a request to the six advisory bodies to deal very swiftly with this matter. With that I mean that within a single month—maybe two or three—the matter will be resolved.

Model B schools: additional staff (50)

*4 Mr R M BURROWS asked the Minister of Education and Culture: 11 February 12/2/91

- (1) Whether he or his Department has agreed to supply additional staff, according to existing staffing quotas, to those schools which voted for Model B and whose 1991 enrolment is greater than that of 1990; if not, why not; if so, how many additional teachers were made available;
 (2) whether any component of his Department has given notice that any school voting for Model B in 1991 and admitting additional pupils would not receive additional staff; if so, why was such notice given;

- (3) whether any school voting for Model B may, under normal appointment practices, appoint teachers of any population group to its staff;
 (4) whether he will make a statement on the matter?

B32E
THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
 106;

- (2) yes, in the sense that it was explained that staff are allocated within the limits of a particular budget and the same financial constraints that apply to all other state schools apply to model B schools; (50)

- (3) yes;
 (4) no.

Mr R M BURROWS: Mr Speaker, arising from the hon the Minister's reply to part (2) of the question, is he aware that certain directors of departments have indicated to school principals that, irrespective of the number of additional pupils of colour they take in this year, they will get no additional teachers?

†The MINISTER: Mr Speaker, I am aware that such an impression might arise. The fact, as the hon member knows, is that the education-formula generates two years ahead. In other words, we are receiving at present—say for the coming year—a subsidy based on numbers of two years ago. Naturally with such numbers there could not be kept account of, for example, the rendering of services. However, the viewpoint of the department is that we try as far as possible within the available funds to provide for additional staff to give the necessary education where services are rendered. It is naturally so that, if additional services are rendered, it also may mean that the number of White pupils in such a school will be decreased so that the number is once again exactly the same.

The fact I want to emphasize is that the provision of education is not just about to whom service is now being rendered. It is treated as a total packet.

The fact is, should specified directors of education or education spokespersons give the impression that no additional provision for staff will be made, is it clear, in the light of the facts I have just made available, that all education departments will create as far as possible within the available funding, additional staff so as not to negatively affect the pupil to teacher ratio.

†Dr W J SNYMAN: Mr Speaker, arising from the hon Minister's reply to part (3) of the question, it would also be possible that a teacher from another race group may be appointed as head of a school that chose Model B?

†The MINISTER: Mr Speaker, it is surely obvious. I made it very clear when we explained

the models that there can be no such thing as second-class pupils or parents, should a school decide to choose a specific model. For that reason too, may White, Coloured, Indian and Black teachers apply according to the normal procedures, but then again the basic principle of what the parents want counts. Such applications will be addressed to the managing board of the school. Should the managing board decide to give a Black, Coloured or Indian teacher the first choice, the department will appoint such a teacher, naturally he or she must comply with the same requirements a White Teacher must comply with. Linked to that is the fact that he or she must be a member of a professional teachers' union. It applies to Whites and will also apply to all other groups. It is now only logical that should there be a promotion post, the managing board of the school will indicate their opinion in respect of such a post. It will then be handled in the normal way.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

New models: permission refused

*5 Mr K M ANDREW asked the Minister of Education and Culture: (50)

Whether any schools that have voted on one of the new models and have subsequently requested permission to adopt a new model, have been refused permission to do so; if so, (a) which schools, (b) why and (c) when?
 11 February 12/2/91 B38E

THE MINISTER OF EDUCATION AND CULTURE:

Yes,

- (a) (i) Observatory Girls' Primary School
 (ii) Houghton Primary School
 (iii) Stutterheim High School
 (iv) Sydenham Primary School
 (b) the required minimum percentage vote was not attained

- (c) (i) 1990-12-05
 (ii) 1990-12-02
 (iii) 1991-01-07
 (iv) 1990-12-07

HOUSE OF ASSEMBLY

Azapo outlines its plans to end schools crisis

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112

Sowetan
12/2/91

THE Sibasa branch of the Azanian Peoples Organisation yesterday announced its proposed remedial actions to the education crisis looming in schools in the area.

Azapo executive member Mr Enos Nephawe said the resolutions were taken during a seminar near Thohoyandou at the weekend.

The resolutions include that discipline should be reinforced in schools to prevent anarchy, student representative councils should be independent from political organisations, and student organisations should exercise political tolerance and should abstain from intimidation and provocative acts.

Additionally, boycotts should be discussed with community organisations before being called,

parents should assist teachers to prevent drug abuse, pupils should never take over the administration of schools and uniforms should be worn "to obscure social imbalances".

"Although many problems like overcrowding and lack of facilities are government-created, class disruptions contributed to a large extent to the high failure rate," Nephawe said.

"As Azapo, we know that there cannot be an effective change in education for as long as the political system does not change," he added.

Lashing out at the opening of some schools to all races, Nephawe said "reforms only produce better slaves who look down on their fellow blacks". - Sapa.

(2) whether he communicated with Brigadier Oupa Gqozo regarding this information, if so, what are the relevant details?
Handwritten: 12/2/91 B52E
 The MINISTER OF FOREIGN AFFAIRS:

- (1) Yes. Since the coup of March 1990 frequent rumours of impending coup attempts against the government of Brigadier O J Gqozo had come to our notice, including rumours concerning the attempt of 27 January 1991. These rumours were brought to the attention of the South African Embassy in Bisho from time to time by Brigadier Gqozo who requested that South Africa take no action
- (2) No

Crude oil: landed cost

*19. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises: *Handwritten:* 12/2/91

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 and (b) what, in respect of 93-octane petrol, was this cost expressed in cents per litre at the pump?

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

- (a) US Dollar 27,9682 during January 1991. Payment is effected thirty days after the loading date at the price negotiated at the time of concluding the contract.

- (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 four refineries—three in Singapore and one in Bahrain—is being used as basis to determine the South African price. The landed cost currently reflected in the price of 93-octane is 59,242 c/l.

93-Octane petrol: pump price

*20. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

HOUSE OF ASSEMBLY

- (1) What average pump price for 93-octane petrol is it estimated will be applied when the average price of light crude oil available to South Africa is (a) 20 and (b) 25 United States dollars per barrel;

(2) when is it anticipated that the present fuel price structure will be reviewed?
Handwritten: 12/2/91 B54E
 The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

- (1) (a) and (b). Fuel prices in the RSA are based on the weighted average of the international market prices of refined products of four refineries with export capacities of which three are in Singapore and one in Bahrain. In addition to crude oil prices, international demand and supply considerations in respect of refined products also play a role in the determination of the levels of these international prices. Pump prices in South Africa are therefore not only determined by crude oil prices and especially not only one type of crude oil. After a price adjustment has been made on the landed cost of refined products, it is possible to calculate a derived average price for crude oil which, however, should only be regarded as a guide-line price. Presently, crude oil prices are being influenced much more than refined product prices by other factors.

- (2) Fuel prices were reduced on 21 December 1990 and currently there is no change in the price structure that justifies further adjustments.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language

Own Affairs:

Handwritten: Schools: status quo model 12/2/91
 1. Mr A GERBER to ask the Minister of Education and Culture:†
 What arrangements have been made by his Department to ensure that, at schools where

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a vote is taken on a choice between education models, parents can make a clear choice in favour of the status quo model?

B159E.INT

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, parents of schools that are considering one of the additional models have at least two opportunities to express themselves in favour of the status quo, if that is what they wish.

It is well-known that school communities need not vote for a model, but when management boards or parent communities begin to send out feelers, for example by means of information meetings or informal opinion polls, every parent has the right to express themselves opposed to change, or rather for the retention of the status quo. I think it happened in quite a number of places that it was resolved during such prior meetings not to proceed with an official vote.

In this connection one must also remember that management boards are elected by the parent communities themselves. Indirectly the guidance emanating from the management boards are therefore the result of parental involvement, and if management boards do not represent the opinion of most parents, it is their democratic right to establish another management board. This happens periodically at various schools.

When a school community proceeds to vote on the matter, the choice on the official ballot-paper is clear. Each parent must make a cross next to one of only two alternatives, namely he or she must indicate whether he or she is voting for one of the additional models—the model involved is clearly defined on the ballot-paper—or whether he or she is voting against it. If the parent votes against the proposed model, he or she is of course voting for the status quo, and he or she has every right to indicate in that way that he or she is satisfied with the present admission policy and does not want any change.

Every parent has an equal opportunity. Each one of our parents received an information document in which the options were clearly defined, and therefore no one can be misled. Every parent receives timely notification if an official vote is arranged according to a fixed procedure, and provision is even made for postal votes and special votes.

*Mr A GERBER: Mr Speaker, in spite of the attempt by the hon the Minister to furnish an explanation, it is as plain as a pikestaff that he is not doing anything to ensure that parents who have been misled—there are parents who have been misled in this connection—are able to cast a clear vote in favour of the status quo.

*An HON MEMBER: Misled by the CP.

*The ACTING SPEAKER: Order!

*Mr A GERBER. The ballot-paper prescribed by his department makes provision only for voting either for or against one of the additional models. In practice, particularly at English-language schools, parents are being erroneously brought under the impression that only the three additional models are involved. They have to choose between Model A, B or C. Models A and C—this is the argument—are not affordable. All that remains is model B, and therefore it is logical that that model should be voted for.

I want to quote an example to the hon the Minister. Under the official letterhead of the Durban High School the following was written to parents under the signature of the principal on 1 October 1990:

The school committee at their recent meeting felt that of the three models available . . .

Please note, I am emphasising “of the three models available” . . .

. . . model B should be the one to be seriously considered

This gross form of deception was brought to the attention of the hon the Minister's department from more than one source. The question now is what is being done about this deception. I maintain that the hon the Minister is turning a deaf ear to valid objections that were raised in this connection. The reason for this is obvious. The Government is actually trying to promote Model B, the open State school model. The Government wants to force Model B on parents

Last week the hon member Mr P J Swanepoel boasted in this House about the number of schools which—

. . . have already applied to admit pupils of colour.

In reaction to an interjection he admitted that he preferred the open State school model.

HOUSE OF ASSEMBLY

The CP cannot express strongly enough its opposition to the campaign of deception, intimidation and disinformation to which parents are being exposed in their propagation of open schools. [Interjections.] It is unheard of for this to be tacitly supported by the hon the Minister, while it even happens on the official letterheads of schools.

We now demand that the hon the Minister take immediate steps to protect parents against this disinformation on the official letterheads of schools, and that the ballot-papers be amended in such a way that a clear choice for the existing model, which should also be defined on that ballot-paper, can be made.

Mr R M BURROWS: Mr Speaker, it appears that hon members of the CP did not receive the document distributed by this hon Minister's department to every single White parent with children in school in South Africa. This was done within days of the hon the Minister's announcement. In this document the following is quite clearly stated:

Only those schools which are considering a change and which are not satisfied with the status quo will exercise a choice with regard to one of the following models

[Interjections.] It seems to me that here we have a classic case of sour grapes. Tens of thousands of parents have voted in favour of opening schools. Very, very, very few in those schools have voted to keep them closed. Even the hon the Minister's stringent requirements, a 72% majority of all voting parents and an 80% poll, have been met. We believe that the opening of 205 schools—the figure is increasing daily, because schools are still voting—according to Model B is exactly the direction in which this country should be going, and we hope that more and more hon NP MPs will be supporting this. [Interjections.]

We understand however—and maybe this is something the CP need to keep an eye on—that there are now hon NP Cabinet Ministers who are stimulating the idea of voting for Model C, for it embodies the possibility of restrictive conditions to maintain White schools when there is no Population Registration Act. [Interjections.] So we need to be very careful that we do not see the models used in precisely the reverse direction, that in fact all schools be opened and the models used to keep them closed, in which case I challenge the CP to see whether they can get

HOUSE OF ASSEMBLY

schools to get a 72% majority in an 80% poll. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I thank the hon member for Pinetown. It is clear that he is able to read and understand, in contrast to the other hon members on that side of the House.

As far as his last remarks are concerned, I just want to tell the hon member for Pinetown that the models had as a basic motivation the devolution of authority and the right of parents to take decisions. This is a valid point of departure, whatever may happen in future. I believe that this will also ultimately form the basis of any decision in this connection.

I should like to come back to the hon member for Brits. I think the hon member for Pinetown is absolutely correct. If we want to see an example of sour grapes it is the hon member for Brits. [Interjections.] In his attack he alleged that there was deception. Listen to who is talking! Truly a master of deception! When it comes to promoting a specific standpoint at a specific school the true masters of deception are the hon members of the Official Opposition. I have received many so-called complaints of intimidation which has already occurred on the part of right-wing groups to force a school to exercise a choice, not in favour of one of the models, but for the retention of the status quo.

Because it is happening that some schools are deciding the other way, there is a terrible outcry. The principle is, however, that it is the right of parents of a specific school community to convey their standpoints. The management board of a specific school has the right to guide its parents in this connection. [Time expired.]

*Mr D S PIENAAR: Mr Speaker, the hon the Minister will certainly agree with me that there is nothing wrong with parents, among themselves, exercising a proper influence in exercising a choice to one side or the other. What is involved here, however, is improper influence, the deliberate, strategically planned deception and manipulation of the parental choice by intervention by the State, by that hon Minister, by hon members on the side of that hon Minister and by officials of the department. [Interjections.] There are many examples of this.

When a parent community, as happened in the case of the Hoërskool Barrydale in the constitu-

ency of the hon member for Swellendam, does not attain the required percentage poll—in other words when they decide effectively against such a school being thrown open—the hon member for Swellendam says that he will not accept that, and he praises those who were in favour of the school being thrown open.

Dr Firmani of the Cape Education Department says that once a community has voted for one of the models that entails the school being thrown open, he is saddled with that; and that is the consequence he has chosen for himself and he is doomed to live with it ad infinitum, for all time. Now the hon the Minister is saying, just to rub it in, that once a parent community has decided that it is not in favour of an open school, a referendum can be held repeatedly in that community. In this way there are many other examples that can be added. [Interjections.] [Time expired.]

*Mr A GERBER: Mr Speaker, I now want to put a straight question to the hon the Minister. What is his choice in regard to the four available education models? [Interjections.]

The choice before the hon the Minister of Education and Training is clear. He said: "We do not have an apartheid education policy but an anti-apartheid one." He therefore chooses Model B in the present constitutional dispensation. The choice of the hon the Minister of Constitutional Development is clear. He says the NP is now an anti-apartheid front in South Africa. He, too, therefore chooses Model B in the present dispensation. The choice of the hon nominated member Mr Piet Swanepoel is also clear. He welcomes the throwing open of State schools. My question now is this. Where does the hon the Minister stand in regard to this matter? What is his choice? What does he recommend for those parents, also within his party, who demand group specific (*volkseie*) education for their children? We ask the hon the Minister to give us a straight answer to this question this afternoon. [Interjections.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I shall gladly reply to the question put by the hon member for Brits. I said advisedly a moment ago that it was devolution of authority and that the parents would decide. I specifically did not want to lead hon members in a specific direction, and I refrain from saying what model I prefer. [Interjections.]

I say it is the right of a specific school community to choose whether it wishes to maintain the status quo or whether it wishes to establish a model.

I want to tell the hon member for Potgietersrus that he made a very serious accusation. He accused people of my department across the floor of the House of being deliberately deceptive or choosing sides. I therefore accept that he is referring to a director of education, a school principal, a teacher or whatever. I want to invite him to bring such cases to my attention. I shall investigate them. The fact of the matter is that the same hon member also has a specific choice.

He had a lot to say because other people had choices, and so did the hon member for Brits. Surely it is very clear now that those hon members recommended to their supporters to adhere to the status quo. They can exercise a choice, but no one else may exercise a choice. Surely that is absurd. That is the kind of debating we get in this House. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

12-1-21-91
Model B: permission granted

*1. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

Whether any schools which fall under his Department and obtained the required majority support in opinion polls for the introduction of the Model B admission policy, have not yet been granted permission to apply this policy; if so, (a)(i) how many schools and (ii) what are their names and (b) for what reasons? B25E

†The MINISTER OF EDUCATION AND CULTURE:

No,

(a)(i)(ii) and (b) fall away.

HOUSE OF ASSEMBLY

that courts must not become a law unto themselves, but, certainly in consultation with all the various agencies, I think the courts have this power to . . . [Time expired.]

The MINISTER OF LAW AND ORDER: Mr Chairman, I would like to thank the hon member for the introduction of this interpellation here. This is an issue which is important to all of us, and I am really looking forward to further discussions in the House on this issue this year. I also think it is a good idea that we should call 1991 the year to combat crime. I think this is a good suggestion and we are going to look into this. I want to thank the hon member for his suggestion.

The hon member for Springfield also said that we need more operations like Operation Thunderbolt. I want to assure him that they are on the way. People will not know when they will take place. They will strike them like a bolt of lightning out of the blue, but they will be coming. I can assure the hon member of this. I thank him very much for this suggestion.

The hon member also referred to the question of the deterrent aspect. I agree with him. However, it is a matter for the courts and I will not elaborate on it any further at the moment.

The hon member Mr Cassim also referred to social conditions which are conducive to crime. He is quite right. It is true. There are conditions about which the SAP and any police force in the world can do very little, but they exist and this is something to which we must all attend. That is why it is so important to me that we have this opportunity here in the House to discuss this sort of thing, because we need all hon members here. They are leaders in their communities and they must help us to take all our communities along with us in the fight to combat crime.

The hon the Leader of the Official Opposition referred to the question of the rural areas. He is quite right. They must also get attention, and I would like to point out that Operation Thunderbolt did not only take place in the cities, but also in the rural areas. It was really intended to hit everywhere in the country.

The hon member for Cavendish said there was a shortfall of manpower. He is quite right. He requested me to use the money that was made available to us. I want to assure him that we are on schedule with recruiting policemen, men and women, for the Force, as well as with the building of temporary police stations in Natal. So we are on schedule. We will spend the money on

the things for which it was allocated to the SAP. [Time expired.] Debate concluded.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language. *Own Affairs:*

Education: single ministry (SO) Mr K PANDAY asked the Minister of Education and Culture:

Whether he will bring about an immediate change to his Ministry so as to conform to the concept of a single ministry of education; if not, why not; if so, what steps does he envisage taking in this regard? *Answer* 12/2/91 DAE:INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I am not presently empowered to do what this interpellation asks for, but in responding to the question put by the hon member, I must point out at the outset that my ministry is in support of the concept of a single ministry of education. Due, however, to the legal constraints placed upon my ministry by the Republic of South Africa Constitution Act, Act No 110 of 1983, it is not possible to institute immediate changes at this stage.

In this connection, I want to inform hon members that the hon the leader of Solidarity asked for a single education ministry. However, hon members will appreciate that the Constitution will have to be amended to provide for this change and therefore it cannot be done unilaterally.

Notwithstanding this impediment, I am pleased to report that my ministry has been instrumental in introducing the following changes within the framework of existing legislation in its contribution towards creating a single ministry of education.

Firstly, schools under the control of my ministry are now open to all persons irrespective of race, creed or colour. Secondly, teacher-training institutions are also open to persons of other race groups. Thirdly, in-service training is being arranged for lowly qualified Black educators. Fourthly, senior officials of my department are currently engaged in negotiations with the Kwa-

Zulu and Transkeian governments with a view to assisting in their examination and curricular programmes. Fifthly, senior officials in my department are involved in discussions with the Department of National Education in formulating structures for a single ministry of education.

My ministry has established a job-creation component, the function of which is to create job opportunities for school-leavers of all population groups. Until such time as a new constitution is determined for the new South Africa, may I assure the hon member that I shall vigorously voice my demand for a unitary system of education to cater for all the peoples of South Africa without any form of discrimination.

I would like to thank the hon member for Reservoir Hills for putting forward this interpellation because it is a crucial one for nation-building. May I add that the Transkeian government has been assisted by my ministry of education for the past three years and by the hon the Minister before that. In this regard we have had tremendous success and have received acknowledgement from the Transkeian government. In KwaZulu right now we intend to train five hundred teachers in a part-time programme of correspondence studies in order to upgrade the skills of those teachers who have low levels of skill. I think it is in our best interests to train teachers so that they can train students better, in order for the latter to be able to take their rightful place in South Africa.

We have the same type of arrangement in the training college of the Department of Education and Training in Laudium. I would like to assure everyone in this House that the Ministry of Education and Culture will do its part to do what is best for education in South Africa.

Mr K PANDAY: Mr Chairman, I am pleased with the announcements and the progress made by the hon the Minister in this field. I have no doubt about the fact that he is doing all that he can to bring about a unitary system of education.

However, I wish to make further suggestions to the hon the Minister in order to help him to reach his desired goal. A unitary system of education is virtually upon us. The Department of Education and Culture must immediately embark on a programme to break down the barriers erected by apartheid education. I would like to suggest that the following be done immediately.

Firstly, there should be a rationalisation of the use of buildings. The two colleges of education in Natal and the Transvaal must now enrol students of all races to full capacity. The hostels should also be thrown open to all students.

Secondly, there should be a rationalisation of services. Approaches should be made to other departments to rationalise services. Negotiations should take place about the transfer of schools in the Transvaal and the Cape Province to the various departments, be it the TED, the DET or the CED.

Regarding departmental personnel at the DET head-office in Durban, negotiations should be held with other education departments in Natal for the services of personnel to be extended, where possible, to schools of other race groups. This will promote the exchange of ideas and practices, making it easier for a transition to a unitary system of education. Personnel from other departments in Natal should be invited to visit the House of Delegates, officials and schools.

The hon the Minister of Education and Culture and the Chief Executive Director should be studying the personnel structure and practices of other departments so as to create structures for educational management for a unitary system of education

A teacher-exchange system between departments should also be considered to remove the trauma both of teachers and pupils which could result from a sudden change to a unitary system. A syllabus common to all departments and South Africans should be embarked upon.

In the seventh place, there should be only one policy for education in South Africa, rather than a myriad of confusing policies. In the eighth place, admission of non-Indians to Indian schools is an excellent practice. However, a subsidy should be demanded from the Government. The Government should not be allowed to shirk its responsibility. It is the department's duty first and foremost to utilise the funds they have to enhance or improve the education of the Indian child in terms of the own affairs budget. They should do as much as they can to uplift the quality of education for the other race groups, but concurrently with that, they should demand a subsidy from the Government. [Time expired.]

Mr M F CASSIM. Mr Chairman, this is one occasion on which I think I can agree with almost everything the hon member for Reservoir Hills has said.

HON MEMBERS: Hear, hear!

Mr M F CASSIM: There is absolute unanimity on this issue and I think some of the steps the hon member has outlined are steps that all of us contemplate need to be taken, and need to be taken in a hurry, in order that we can give impetus to the idea of unitary education.

We know very well that there are a number of our schools in the Transvaal and in the Cape which would be better incorporated into the Transvaal structure or the Cape structure, thereby consolidating the control of these schools. If Government wants an indication of our total unity on this issue, I think this is an occasion on which we can speak with one united voice, where all 45 members of this House can say in unequivocal terms that we want nothing less than one education system.

It is going to lead to a lot of problems. There is a circular which is doing the rounds in Durban, which is distributed by the National Education Co-ordinating Committees. Instead of removing the crisis, these committees, which are crisis committees, are contributing to the crisis, because they are working on the assumption that we are opposed to the idea of a single ministry and they are calling for a single ministry. Let us proclaim loudly and clearly to South Africa that we in this House are four-square behind the idea of a single ministry. [Time expired.]

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I do not think any hon member of this House is opposed to the creation of a single ministry and a single department for education in this country. This was declared by the hon the State President in his policy speech last Friday. We accept the fact that the amalgamation of the various departments will take a considerable period of time.

Of course the media do not look at the positive work done by the House of Delegates. It was our education department, our ministry, past and present, that started creating a sample of the new South Africa within the confines of own affairs. No other department was prepared to take non-Indians, especially Blacks, into its schools.

HOUSE OF DELEGATES

What I want to propose is that all our actions should conform to a common norm. All the departments should decide jointly on the same things so that when a single department is created there will be no need to make any alterations, to restructure, etc. One of the important reasons for obtaining a single ministry on an urgent basis is that the angle of accusation in respect of the financial consequences as a result of the process of equalisation, should be shifted away from the own affairs ministry to general affairs, where the real culprit is the Government, due to the actions and inequalities of the past, because it is through unequal education that we saw the worst race riots in this country in 1976. In the Western Province a few years ago we had riots, especially in the Coloured areas, as a result of problems relating to education. Therefore, what we should propose as a unanimous resolution—the hon member on the other side stated that this was a good reason for unity—is that for these reasons the hon the State President should take immediate steps to amend the Constitution to enable him to remove education from the own affairs schedule. [Time expired.]

Mr M F CASSIM: Mr Chairman, to continue the debate, I think the hon the Leader of the Official Opposition has made a further contribution with regard to the position this House holds.

I think we should take this matter one concrete step further. As the chairman of the study group on education, the ideal that we—I have been conferring with two of the members of the study group here—can now propose is that we should get together to study the mechanics, the structure of the system. Let us take this further in a meaningful sort of way so that we can make proposals via our ministry to the Government as to what can be done. I would like to invite my colleagues, the hon members for Reservoir Hills and Springfield, the hon the Leader of the Official Opposition and anyone else to join us in this study so that we can pursue this matter. That would indicate that this is a matter on which we feel quite strongly, because logically there is no other way in which this cookie will crumble. It will only crumble in one direction, viz in the direction of a unitary system. That will result in major economic repercussions in that the amount of money we have may not be enough for all the programmes we have. Consequently we will need to start educating the community to realise that sacrifices have to be made at the birth

of a new order. None of us should use opportunities to create crises in education. Instead we should work out how we can make sacrifices and where these sacrifices will be permissible. There is no doubt in my mind that sacrifices will indeed have to be made and that these sacrifices will be of some magnitude.

The invitation is being addressed openly in this House and I am sure that hon members from the other side will gladly use this opportunity to prepare a paper or a memorandum which will allow us to take this matter further. I hope that in doing so, we will show our determination and our resolve to obtain a single ministry as quickly as is possible. [Time expired.]

Mr K PANDAY: Mr Chairman, since last Friday a breath of fresh air has entered this House. We are not at opposite ends on this issue. All of us agree on this common goal of a unitary system of education.

HON MEMBERS: Hear, hear!

Mr K PANDAY: The imminent demise of the Group Areas Act and the adjustment to the Population Registration Act sounded the death knell for own affairs administration. Therefore, the call from the hon member for Arena Park is a very valid one and if the hon the State President takes this to heart, and it can be done and there could be an amendment as far as the legislation is concerned, this would most certainly solve many problems here in South Africa.

Hence it is important to prepare our teachers and pupils for fully integrated schools where discrimination on the grounds of colour, race or creed will be a practice of the past. Education for all in all respects will be the order of the day.

It is the bounden duty of the hon the Minister to set the scene for change. However, it is his duty, and that of his department, to ensure that the Indian child does not in any way lose out because of the paltry sum of money being shared with other race groups. Charity begins at home. For every non-Indian pupil admitted into our schools the Government has to provide a subsidy. The good will shown by admitting non-Indians . . . [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, at the outset I would like to thank every hon member for his valuable and

valid contribution in this very important interpellation. I welcome those suggestions that are valid and practical and would like to see certain aspects of them implemented in the system. I would like to add, however, that certain of these recommendations are being implemented already and my division is working on this.

I would like to state at the outset that we were the only division to allow people other than Indians to be accepted in all our schools and to accept that as official policy as of last year. There are 8 643 students who were accepted officially in 1989. In January of this year, we registered 7 100 Black students alone in our schools. So we are well on our way to integration. May I add that we are not looking at these students who are entering our schools as Indian, Black, White or Coloured children—to us they are all simply students.

HON MEMBERS: Hear, hear!

THE MINISTER: Therefore, regarding the subsidy requirement from the Government, we are requesting a larger sum as I have requested vociferously in the past. The money they have given us is not enough. The standard formula they have developed and foisted on us does not suit the needs of this country at this time. We need money on a needs basis and we should have that type of money allocated to us so that we can impart quality education in the search for excellence in our division as we are doing.

HON MEMBERS: Hear, hear!

THE MINISTER: I appreciate the work of the hon the Minister of Health Services and Welfare, because he was the first to start rationalisation. He started it when the House of Representatives took over certain divisions to administer and we are following suit. We are going to ask the House of Representatives to see if they can take up the Cape division and administer it, whereas we would administer the Durban division where the bulk of our people resides. That makes sense and, I think, it is practical and logical. Moreover, we will save money in that particular way. [Time expired.]

THE CHAIRMAN OF THE HOUSE: Order! I just want to advise the hon member Mr Cassim as well as the hon member for Reservoir Hills that in this Chamber the hon the Leader of the Official Opposition enjoys official status and in reference to him hon members must refer to him as the hon the Leader of the Official Opposition and not as the hon member for Arena Park. Debate concluded.

HOUSE OF DELEGATES



Dr Van der Merwe

More classrooms for black children

Political Staff

MORE than 700 extra classrooms for black school-children are being built in the present financial year with funds from the R1,15-billion special sum for overcoming socio-economic backlogs — set aside in last year's budget.

Minister of Education and Development Aid Dr Stoffel van der Merwe disclosed this in Parliament yesterday in reply to a question.

Democratic Party Gardens MP Mr Ken Andrew asked Dr Van Der Merwe whether the non-recurrent sum of R150-million and the education portion of the special sum of R1-billion had been spent.

Dr Van Der Merwe said the R150-million had been divided between his Department of Education and Training — R73,95-million — and the six self-governing territories — R76,05-million.

50 Angus 13/2/91
The R1-billion had been divided equally between the department and the six self-governing territories got R337,5-million each.

The R73,95-million and R150,01-million of the R337,5 million allocated to his department were being spent during the 1990/91 financial year.

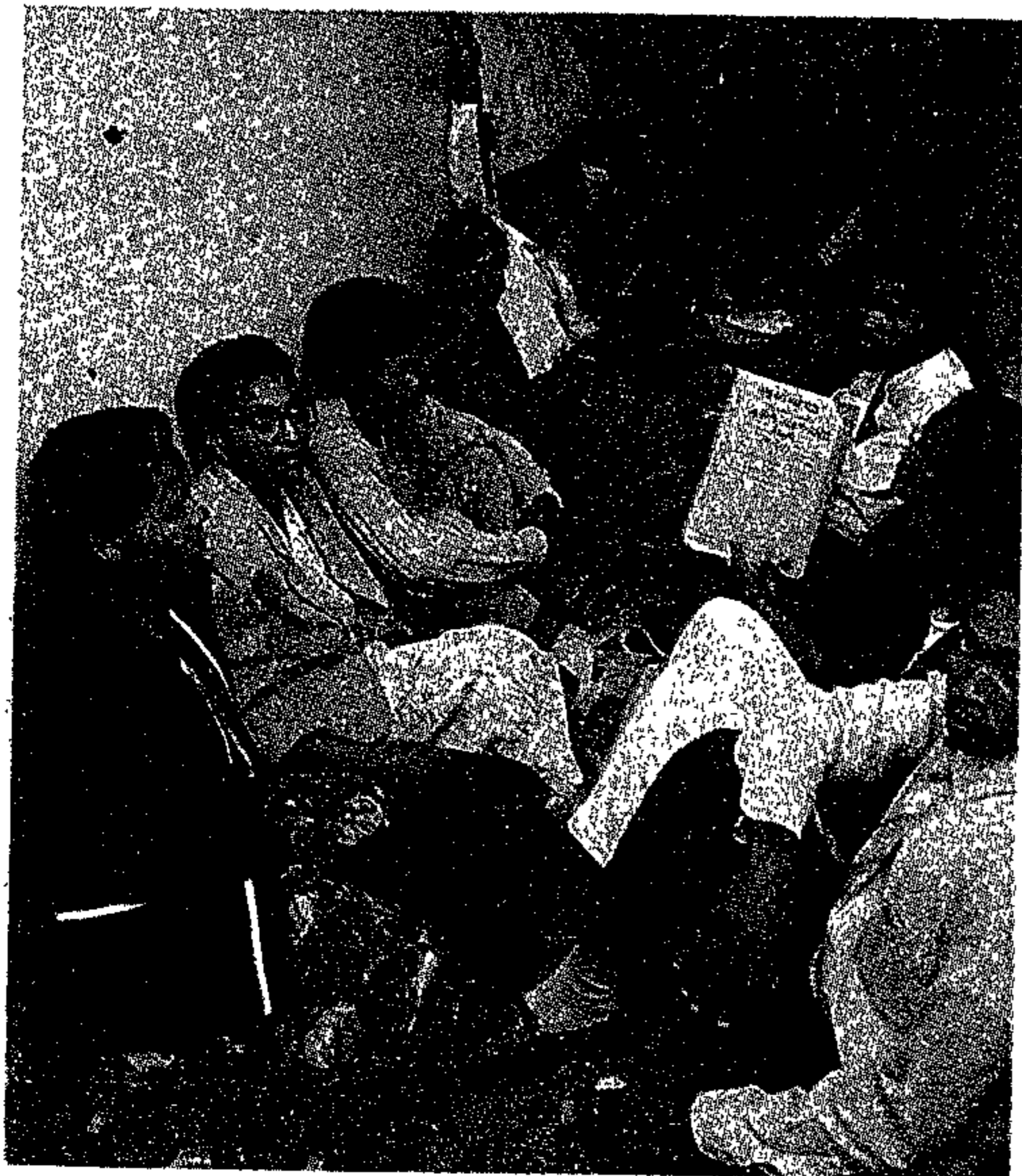
The full R337,5-million was being used for the reduction of backlogs in school buildings.

The spending of this amount was being spread over two financial years — R150,02-million during 1990/91 and the balance of R187,49-million during 1991/92. The full amount of R73,95-million was spent this financial year — R72,71-million on operational expenditure and R1,24-million on buildings.

Of the R150,01-million being spent this year, R122 million was going towards reducing backlogs in school buildings, and R28-million for books.

Of the 717 classrooms Dr Van Der Merwe said would be built this year, 88 will be in the Cape.

CML-TEK 13/2/91 (50)



TEACHERS PROTEST . . . Teachers from the Dr Nelson Mandela Senior Secondary School in Old Crossroads protesting against, among other grievances, the shortage of teachers.

More white schools may close

Political Staff

THE government would continue closing down white schools or colleges during 1991 to ensure cost-effective use of facilities, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

Last year, 46 schools and one college of education were closed down for this reason, he said in reply to a question,

tabled by DP MP Mr Roger Burrows. Mr Clase said the whole issue of the possible integration of colleges of education had been referred to the appropriate statutory bodies and government did not intend dragging its heels on this issue.

Mr Clase also told Mr Burrows his department had agreed to supply additional staff to 106 schools who voted for Model B and whose enrolment was greater than in 1990.



GRIEVANCES . . . The principal of the Dr Nelson Mandela Senior Secondary School, Mr Zalisile Mkhontwana, left, discusses a list of grievances with Department of Education and Training official Mr Anton Gunther.

Pictures: ANNE LAING

Black pupils to get 700 classrooms, says Stoffel

By Peter Fabricius
Political Correspondent

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More than 700 extra classrooms for black schoolchildren are being built during the present financial year with funds from the R1,15 billion set aside in last year's Budget for redressing socio-economic backlogs, Minister of Education and Development Aid Dr Stoffel van der Merwe disclosed in Parliament yesterday.

In the Johannesburg area the extra money was being used to build the new 25-classroom Ithute Primary School in Alexandra and a 15-classroom extension to the Thaba Jabula Secondary School in Klipspruit.

Democratic Party Gardens MP Ken Andrew asked Dr van der Merwe whether the non-recurrent sum of R150 million and the education portion of the R1 billion had been spent.

Dr van der Merwe said the R150 million had been divided between his Department of Education and Training (R73,95 million) and the six self-governing territories (R76,05 million).

Star 13/2/91
Backlogs

Of the R1 billion, the department and the six self-governing territories had each received R337,5 million.

The R73,95 million and R150,009 million of the R337,5 million given to his department was being spent during the 1990/91 financial year.

The full R337,5 million was being used for the reduction of backlogs in school buildings.

Of this amount, R150,009 million would be spent during 1990/91 and the balance of R187,491 million during 1991/92.

He said the full amount of R73,95 million had been spent nationwide during the current financial year — R72,713 million on operational expenses and R1,237 million on schools.

Of the R150,009 million, R122 million was being allocated to reducing backlogs in school buildings and R28 million for school books.

Dr van der Merwe said the R150,009 million was being used to build 717 black classrooms around the country.

7

Star 13/2/91 (50)
**Bank donates
R7 500 to READ**

The Bank of Lisbon yesterday presented the READ organisation with a cheque for R7 500 to help the education trust promote the spread of literacy in South Africa.

In a ceremony in Johannesburg, managing director Dr Durval Marques said the grant was one of the bank's donations to mark its 25th anniversary.

"READ is a wonderful organization with a mission that is vital to the creation of a new South Africa," he said.

READ national chairman Irene Menell said: "We are grateful for the moral support and enthusiasm, as well as the money." — Staff Reporter.

4 schools⁵⁰ to try again

By Phil Molefe
14/2/91

The battle is not yet lost for some white government schools which had their Model B applications to admit all races turned down by the Department of Education and Culture.

Minister of Education and Culture Piet Clase told Parliament on Tuesday that four schools had been refused permission to adopt Model B, which allows government schools to open their doors to all races, because they could not obtain the required percentage vote.

The schools were Observatory Girls Primary, Houghton Primary, Sydenham Primary and Stutterheim High.

The principal of Houghton Primary, Johan Dormehl, said he was confident his school would finally obtain the required percentage vote.

He said the school had re-applied to the department for parents to vote again and was optimistic about the outcome.

He said the department had approved the school's application to vote again.

The principal of Observatory Girls Primary referred all inquiries to the superintendent of the school, a Mr Liebenberg, but indicated that her school would pursue the "open to all races" policy.

Too few pupils, SO 22 Govt Schools shut

SO 141791

By Winnie Graham

Dwindling numbers forced the Transvaal Education Department to close 22 State schools last year, a spokesman for the TED confirmed yesterday.

Many of the schools are now standing empty.

Others have been taken over by the Department of Management, Housing and Works, which will decide their fate, and some are being considered for other educational purposes.

"Some of the schools are in older suburbs, now populated largely by older people," the spokesman added. "However, we estimate white pupil enrolment in the Transvaal is declining at the rate of 5 000 a year."

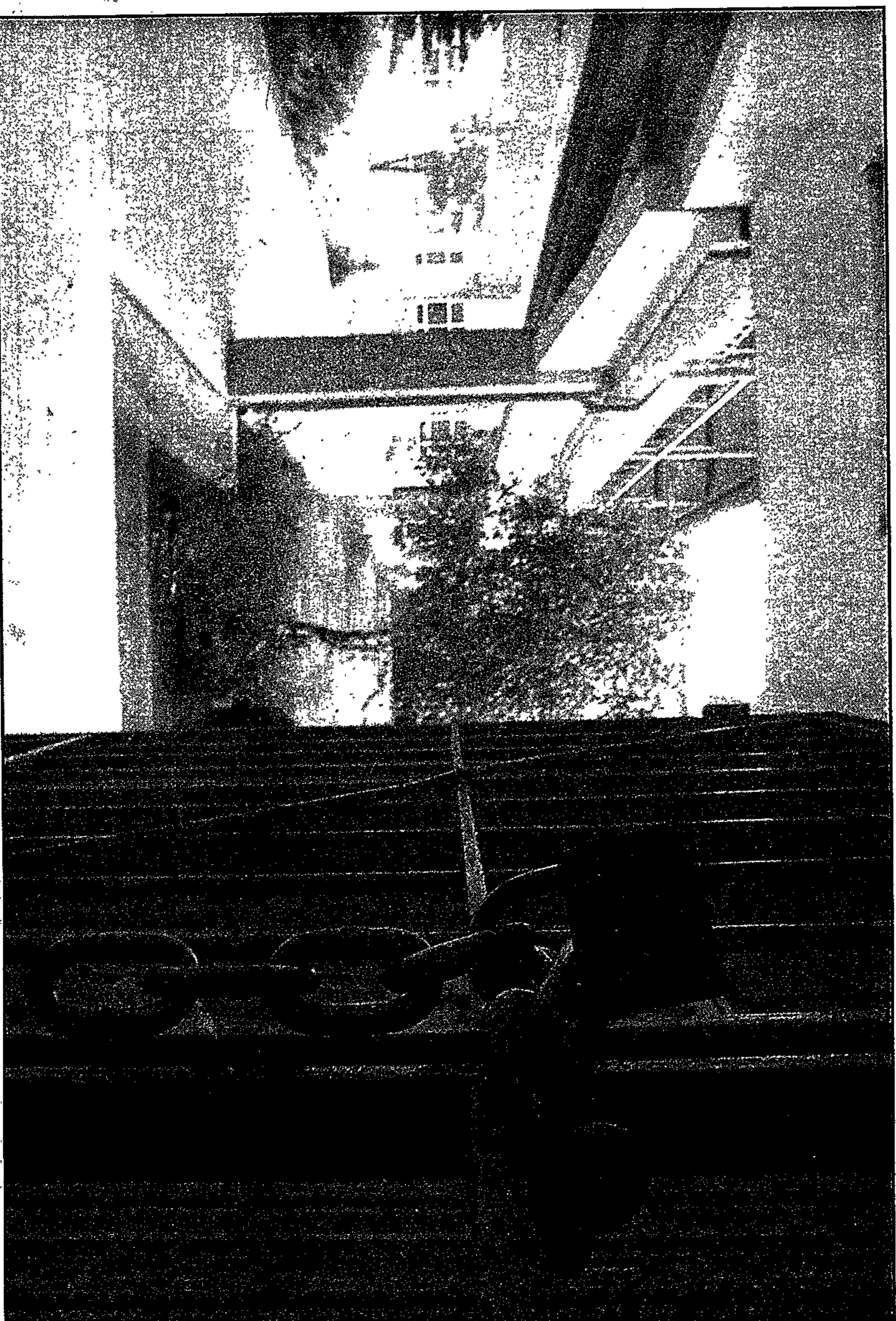
He said it was not possible for the TED to open the schools for the pupils of other races.

The spokesman could not give an official valuation of the school buildings and equipment, but the estimated value could run into tens of millions of rands.

One school closed is Blairgowrie High, which is not yet 20

years old.

Schools closed by the TED are: Lanseria Primary (Afrikaans medium); Bez Valley Junior (English); Dullstroom Primary (Afrikaans); Rooiberg Primary near Warmbaths (Afrikaans); Beestekraal Primary near Brits (Afrikaans); Blairgowrie High (English); Western High, Johannesburg (English); Ontdekkers High, Roodepoort (Afrikaans); Goldpark, Meyerton, (Afrikaans); Malvern West Primary, Johannesburg (English); Orange Grove Primary, Johannesburg (English); Greenhills Primary, Randburg (English); Hendriksdal Primary, Thabazimbi, (Afrikaans); Tri-chardtspoort Primary, Bronkhorstspuit (Afrikaans); Hercules Primary, Pretoria (English); Tobie Winterbach Primary, Grootvlei, near Heidelberg (Afrikaans); Saambou Primary, Klerksdorp (Afrikaans); Home-dene Primary, Standerton (English); Biesesvlei Primary, Lichtenburg (Afrikaans); Joubert Park Primary, Johannesburg (English); Elandsbos, Naboomspruit (Afrikaans); and the Marong Primary at Vaalwater near Nylistroom (Afrikaans).



Desolate corridors . . . The Blairgowrie High School in Randburg stands empty after dwindling numbers of pupils forced the Transvaal Education Department to close 22 State schools in 1990. Picture: Sean Woods

~~A~~

Afrikaans ⁵⁰ spoken more than English

By Esmaré van der Merwe

More South Africans older than 15 speak Afrikaans than English, says the Human Sciences Research Council.

In a statement released yesterday to publicise the first-ever compiled language atlas in South Africa, the HSRC said 59 percent of South Africans older than 15 had a speaking knowledge of Afrikaans compared with 57 percent who had a speaking knowledge of English.

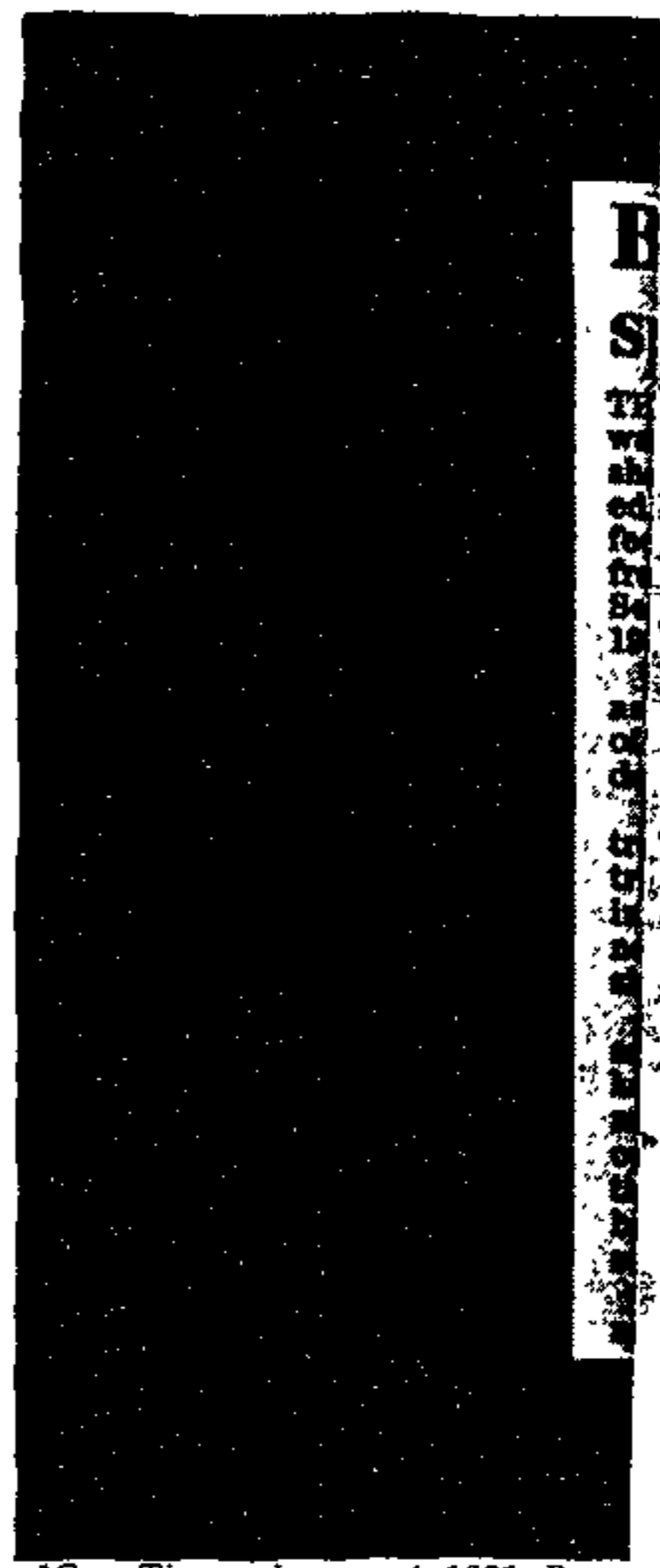
Afrikaans was widely spoken throughout the country, dominating in the south-western parts and low-density rural areas. English was more concentrated in high-density areas.

Step 4/2/91
Debate

The project's initiator, Dr Karel Prinsloo, said this should be kept in mind by decision-makers in the debate on whether Afrikaans should remain an official language in the new South Africa.

The 23 maps in the atlas show the distribution of home languages, dominant and relative language concentration, the distribution of speaking knowledge of the two official languages and literacy patterns in South Africa.

The atlas is available from the HSRC Bookshop, 134 Pretorius Street, Pretoria 0002.



Cape Times - January 4, 1991. Reprint

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Diagram in an envelope





IN SEARCH OF EDUCATION ... These Transvaal pupils were brought to Mitchells Plain by a Hanover Park businessman to get a better education.

Picture: OBED ZILWA

Kids live out ANC dad's schoolboy dream

CPA 7618 14/2/91 50

KING WILLIAM'S TOWN. — The children of a senior ANC executive member have been enrolled as boarders in two of the country's oldest and most prestigious formerly white-only schools here.

Mr Steve Tshwete has entered his children into Dale College and Kaffrarian High School, saying he had long admired the two schools.

The Tshwetes live in Johannesburg but they regard the Border as their home and wanted their son Mayihlome, 8, and daughter Yonda, 10, to go to Dale Junior and KHS respectively.

"I have always admired the two schools," Mr Tshwete said.

"While I was a student at Forbes Grant Secondary in Ginsberg there was always a good rapport between

ourselves and Dale.

"Of course, I would always admire the Dale guys when I saw them in town with their beautiful uniforms.

"The students of Dale and KHS are always well-disposed towards the traditions of the schools. I yearned to be a student there and share all those beautiful facilities," he said.

Commenting on the voting system to open white schools, Mr Tshwete said: "Even if it was negative in the beginning, the mere appeal of parents was quite positive.

"Fortunately at Dale and Kaffrarian it was an overwhelming decision to open up, which means we should begin to try and find one another, laying down the building blocks towards a South Africa of our dreams."

CM-TCB 14/2/91

Soweto kids head for city

Schools

Cape

Staff Reporters

DESPERATE Transvaal parents of black pupils are paying R2 500 a year to a Cape Town businessman who has brought them to the Peninsula with the promise of a sound education and boarding.

The first 89 of 150 children, mostly from Soweto, arrived in Cape Town by train last week and have been enrolled at Glendale High School in Mitchells Plain.

Another 61 arrived at the weekend and the businessman, Mr Anthony van Wyk, of Hanover Park, is trying to enrol them at other schools in Mitchells Plain.

Parents in the Transvaal contacted by the Cape Times said Mr Van Wyk had promised them their children would be accommodated in vacant houses owned by Ilco Homes in Strandfontein.

But the children were found by the Cape Times this week in comfortable quarters at the SA Transport Services hostel in Phillippl. They said they were "happy" there and were being looked after by Mr Van Wyk.

Mr Van Wyk said the Strandfontein homes were not yet ready but would be soon and that the hostel was a temporary measure.

He indicated that he was "negotiating

to purchase 39 houses for the sum of R4 million."

Ilco homes director Mr Alfons Meyer-dicks confirmed yesterday that the company was negotiating with Mr Van Wyk, saying that "we have checked out Mr Van Wyk's source of finance and it appears sound".

Yesterday the Department of Education and Culture (DEC) confirmed it was financing the children's education.

Some teachers at Glendale, who did not want to be named, said the school was approached two weeks ago to enrol 40 pupils.

"Mr Van Wyk then arrived with 89 pu-

pils. We have checked out some of the homes in Strandfontein and they are deserted without any furniture in them," said one teacher.

Glendale principal Mr H M McClaren said "it was an extremely sensitive issue" and he was meeting with the school committee to discuss the problem.

DEC spokesman Mr Thinus Dempsey said last night the DEC had place for the children at the schools but if their accommodation was found to be unsuitable the DEC would have to conduct an investigation.

Mr Van Wyk, who heads a company called Methods Study International, which aims to place black children at

schools and promotes a new study programme, said Mitchells Plain had an excess of educational facilities and Strandfontein an excess of housing.

He said he was receiving opposition from some teachers and feared a "political backlash" from the community.

"We won't make a profit this year; we are writing it off as a tax loss," said Mr Van Wyk, who claimed that embassies and several church and other organisations had agreed to sponsor his venture.

Mrs Audrey Motau, of Soweto, whose 14-year-old daughter Lerato is in Std 6 at Glendale, told the Cape Times that she was paying R1 500 next week and another R1 500 in June for board and lodging.

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DET will spend R51-m on books

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Sowetan 15/1/91

THE Department of Education and Training will spend more than R51 million on textbooks and prescribed books during the current financial year.

The DET's director-general, Dr Bernard Louw, said the increase in the expenditure was necessary because provision had to be made for the expected increase in the number of pupils this year.

He said other reasons

**By NKOPANE
MAKOBANE**

for the increase were that several prescribed books had to be changed, lost and worn books had to be replaced and study guides had to be supplied to Standard 10 pupils.

"The DET has done everything in its power to ensure the timeous delivery of sufficient books at schools. More than 90 percent of the textbooks ordered for this year were delivered at the

schools before the end of 1990," he said.

Louw said the supply of textbooks at each school was only being supplemented.

"Normally textbooks are expected to last for four years. Worn books are replaced on condition that they are processed in the prescribed way.

"It is essential that pupils and parents accept responsibility for the books that are issued at the beginning of the year," he said.

Louw also said the

concession enabling certain candidates to sit for supplementary examinations during March or May/June this year had resulted in a situation where such candidates would need last year's textbooks to prepare for the exams.

"I appeal to the candidates to return the books to the schools without delay.

"Failure to do this may lead to shortages of books at schools, to the detriment of other pupils."

Dead pupil is honoured (50)

By MONK NKOMO

Sowetan
15/2/91
BLACK students should continue the struggle for a single, non-racial, democratic education system.

This was the message echoed by speakers on Wednesday at a service to commemorate the death of Emma Sathekge who was run over by a police vehicle inside the yard of DH Peta High School on February 13 1984.

Mr Zakhele Nxumalo, local president of Cosas said 1991 was the year of teaching and learning.

"We do not encourage class boycotts this year."

"Emma Sathekge's death should revive our struggle toward non-racial education," he said.

Pieter-Dirk Uys and Liz Meiring in Uys' satire, *An Evening With Evita Bezuidenhout*, currently at the Market Theatre. Proceeds from the 5.45pm show tomorrow will go to the ANC Youth League's Soweto branch.



Come to the lab ^{Soweto 15/2/91.} to share theatre's latest experiments

THE Market Theatre Laboratory in Johannesburg is an experimental theatre venue, which, according to fieldwork co-ordinator James Mthoba, is committed to the exploration and development of a new South African theatre. "We have a lot happening at the theatre laboratory and we want as many people to as possible to know about the project and make use of it," said Mthoba.

So what does the theatre laboratory offer?

* Classes in theatre skills such as acting, improvisation, movement, singing, voice, mime, theatre and life and direction for second language students.

Theatre classes are held twice daily - at 9am and 1pm.

They are taught by highly skilled teachers and are offered at the



By ELLIOT MAKHAYA

price of R1.59 a lesson.

* On Sunday afternoons the laboratory puts on performances of new plays that need to be exposed to an audience.

The space is provided free and there is no fee for the audience.

The performance is followed by discussion between audience and performers, from which valuable points on play development are expected.

Mthoba says they have put on about 60 plays and have built up a regular audience.

* A group of field workers, co-ordinated by James Mthoba, are working with various community theatre groups.

At the request of the groups, the fieldworkers advise and guide the directors of the theatre projects without taking over direction.

These fieldworkers also conduct classes and workshops at schools and township venues.

The laboratory hosts a programme of rehearsed playreadings in which a group of actors and a director are paid to meet and discuss a new playtext before holding a public reading.

These readings are designed to help writers re-assess their work in performance, and get them to enter into dialogue with readers and the audience.

CBEPT to ^{New Nation (Learny Nation)} the rescue

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^{15/2 - 21/21 91}
MASS-based organisations, can for the first time, be offered an opportunity to have their personnel trained in project running.

This has been facilitated by the existence of the Community-Based Educational Programme Trust (CBEPT), which has shifted focus on training people to run projects such as youth and advice centres, creches, pre-schools, literacy projects and news reporting.

CBEPT out-reach co-ordinator Zodwa Mashologu said the training was only available for candidates sent by progressive organisations, because it was designed to equip people with the skills to run projects within their organisations.

Participants

The course is run in areas where a required number of participants is forwarded by the local structures and it is extended over a period of a year, which is subdivided in three phases of study.

The organisations eligible to send participants are church bodies, women, youth organisations and civic associations, among others.

CBEPT is currently running a series of courses in the far western Transvaal area where participants are being trained to run some of the projects named above.

Mashologu emphasised that only organisations and not individuals may send people to receive this training and invited structures countrywide to contact CBEPT for further details at: P O Box 32823 Braamfontein 2017, Telephone number (011) 642-4955/7.

FIDDLING AND BURNING

FM 15/2/91

SO

~~36~~

The complicated changes to white "own affairs" education have caused serious confusion in at least one province.

Headmasters of white Natal schools which opted to open to pupils of other race have been told by the Natal Education Department (which falls under the House of Assembly) that no extra teach-



Clase ... yes to extra teachers

ers will be provided — even if there is an influx of black pupils.

This was a contradiction of a statement made to the *FM* in January by the minister responsible, Piet Clase. He made it clear that extra teachers would be appointed if necessary.

The minister, replying to our request for an explanation, said that "106 additional teachers have been appointed to schools in the Model B category, nationwide, since schools reopened in January and is entirely consistent with public statements made by the minister."

On Tuesday, Clase replied to questions in the House on this issue from Roger Burrows (DP Pinetown) and seemed to confirm his earlier commitment to supply teachers if necessary — while making it clear that there are budgetary constraints.

If the usual pupil:teacher ratios are still to apply in formerly all-white schools, it would appear that Clase needs to clarify this to some of his bureaucrats.

If not, the nonracial Model B experiment will be exposed as an act of cynicism.

While 1991 has been declared the year of learning, schools on the East and West Rand and Pretoria have been hit by a crisis with pupils taking control of registration and teaching fellow pupils. MAGOGODI MATHABATHE, a guest columnist, looks at the causes and provides possible solutions to the crisis.

TEACH OUR KIDS TO COMMUNICATE

MORE than a decade ago in 1976, black children rebelled against "Bantu Education", saying it was wrong.

Parents agreed that the system was poisonous and even the government admitted it was wrong. To ease its conscience and placate the angry children, the government abandoned Afrikaans as a medium of instruction and renamed the Department of Bantu Education the Department of Education and Training (DET). Obviously this wasn't enough and the children raised an outcry. We echoed their feelings, but we did nothing. What happened was predictable. Books and classrooms

went up in smoke and the children took to the streets.

Since then several committees have been formed to get the children back into the classrooms.

Numerous appeals have been made to them, and resolutions taken.

Each time hope has soared, it has been dashed.

Children have been threatened, and schools shut and later reopened.

We have tried everything, but they will not go back.

It means we have not understood the root of the problem and we must try again.

We know that black schools are overcrowded and ill-equipped; that the money is spent on a black child.

We know there are no

textbooks; that teachers are underqualified; and pupils and parents have no say in their education.

These problems cannot be solved overnight and education authorities have addressed several already.

For instance, more money has been allocated for black education, more schools are being built and damaged schools repaired.

School fees are no longer compulsory and textbook shortages are receiving attention.

But the children are still out on the streets - which means these are not the only problems.

Children are very impressionable and have heard from us that the system of education is poisonous.

But we have never told them why. We failed to point out to them that the

system is poisonous because of the inadequacies which I have just mentioned.

So they are not aware that these inadequacies are being rectified - and they are still boycotting.

Another popular myth is that the children are being influenced to boycott.

How can this be true? Are there no dissenters among them? Why don't they stand up and be heard?

The truth is that we ignore those voices which do not agree with boycotts.

Those thousands of children who write exams and obtain poor results are those against boycotts.

So why don't they come out and say what they feel?

The answer is simple. Our children cannot express themselves, they can't communicate.

They've never learnt how.

The only way they can express their frustration is through action.

If we want our children back in school, we must teach them to communicate.

If we want them to learn to read, we must give them a choice.

The education department must get rid of its current programmes and introduce English in all schools from Grade 1.

Children should be taught in English. They should be taught to count, be given some religious instruction and be taught the practical application of each subject they learn - something like career guidance.

By Std 6 these children will be able to read, write and communicate effectively in English.

They will have some spiritual values and they will be able to count.

They will know something about why they are being taught their particular subjects.

Most importantly, they will be able to make a choice.



Sunday Scene ■ Arts ■ Theatre ■ Entertainment Guide

WRITERS HONOUR PROF MPHAHLELE

City Press 17/2/91

SO

By SANDILE MEMELA

INTERNATIONALLY renowned academic and writer Prof Es'kia Mphahlele will be honoured by the African Writers' Association (AWA) on Wednesday for his outstanding contribution to educational and literary development in the black community.

The function, to be held at the British Council offices in Braamfontein, begins at 6pm and will be attended by the cream of the literary and academic world.

The main aim is to acknowledge Mphahlele's contribution to black education and literature.

AWA secretary Nhlenganiso Dladla told *City Press* Mphahlele had played a vital role in the development of literacy in the black community.

"So far, honours that have been bestowed upon our people have mostly been mid-wifed by parties with a scant understanding of the inner workings of the African community, and whose motivations are often suspect," said Dladla.

Prof Peter Thuynsma, a Uni-



Es'kia Mphahlele ... vital role in developing literacy.

versity of the Witwatersrand academic and former student of Mphahlele's, will give a detailed account of Mphahlele's life and

achievements.

Poet and writer Don Mattera - Mphahlele's friend and colleague since the early stages of the formation of AWA - will also speak.

There will be poetry reading and performances by artists like Ingoapele Madingoane of *Afrika my Beginning* fame.

Mphahlele is a writer of worldwide reputation whose literary talent has not yet been subjected to close scrutiny by his own people because of the high rate of illiteracy.

Realising this Mphahlele established the Council for Black Education and Research which, among its other objectives, aims to address the problem.

The tribute will bring impressions of Mphahlele the writer, journalist, literary critic, academic and, equally important, Mphahlele the man.

"Within the constraints of the censored imagination, black writers have served as historians of feeling that make us aware of ourselves as we are, have been and as we aspire to be," said Mphahlele.



Wally Serote ... stars must "seriously address lack of artistic resources in South Africa".



Freddie Jackson ... tour requirements include an ankle-deep carpet for his dressing room.

Black education gets R217m in extra funds

(50)

19/2/91

BLACK education is the third largest recipient of supplementary funds for the current tax year, writes **Ismail Lagardien**.

The biggest beneficiary in the Additional Appropriation Bill is the civil service, followed by Law and Order.

The supplementary funds required by Finance Minister Barend du Plessis totals R2,9 billion - four percent more than the R72.5 billion he budgetted last year.

Black education's amount needed is R217m more than the R2.5 billion allotted 11 months ago.

Pre-primary and pri-

mary education takes R117 million of this amount and secondary education R80 million.

The extra costs are attributed to new school buildings and provisions of additional books to reduce backlogs.

Salaries

Better salaries for civil servants are costing an extra R1.3 billion and Law and Order R344 million.

A memorandum explains the extra funds for Law and Order as due to constitutional changes and "the alarming rise in the crime rate" that had led police to shift from inter-

nal security to crime prevention.

"Comprehensive measures had to be taken to prevent and investigate crime," the memo said.

up a fundamental viewpoint? Secondly, what is the Government's fundamental viewpoint in this connection? *Hansard 19/2/91*

†The MINISTER: Mr Speaker, since the establishment of the possibility of the additional models that have been added to the *status quo*, which is also a model, it has been my view that we should first obtain the advice of the statutorily recognized advisory bodies. [Interjections.] I think that the only honourable way is not to make my point of view known before the time and in so doing to inhibit the statutory advisory bodies. In respect of this it is exactly the same. I am awaiting the advice of the six statutory advisory bodies, after that I shall take my decision and then I shall give full particulars in this connection. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, is it correct that he has just said in his reply that he does not know what "education based on national identity" means?

†The MINISTER: No, Mr Speaker. I wish to tell the hon young member that the terminology of the CP is so confused about so many concepts, that it is just not possible for us to understand what hon members mean in respect of people's education. What we believe is that there could, in fact, be a particular community that, for its particular reasons, establishes a particular school that upholds particular values that are of great value to them. I think that a community as such should, therefore, be able to establish a school that upholds its particular values, as one of my hon colleagues has said. These are educational values, such as Christian values, education in the mother tongue and so on. Then it would be the right of such a community to establish such a school. If this is people's education, I say that that is what I understand by "education based on national identity", and it is the right of a community to practise such education. [Interjections.]

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Hansard 19/2/91
 †Mr A GERBER asked the Minister of Welfare, Housing and Works:†
 (1) Whether the homes for the aged under the control of his Department will be

open for use by non-Whites after the abolition of the Group Areas Act, No 36 of 1966; if not, why not; if so, *SO*

(2) whether a restriction will be placed on the number of non-Whites that will be admitted to such homes; *SO*

(3) whether other conditions will apply to the admission of non-Whites to the said homes; if so, what conditions? *Hansard 19/2/91* B177E

The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) The Department does not envisage a change in admission policy as a result specifically of the repeal of the Group Areas Act.

Of the 433 Homes for the Aged registered with the Department 429 are owned and managed by private organizations. Although these homes are subsidized by the Department they determine their own admission policy.

As far as the four departmental homes are concerned the Department will continue to render a service in line with the needs and wishes of the particular communities which have been served for many years and within the framework of the constitution.

It is government policy to promote the concept of an own community. As the State President has spelled out in his opening address of Parliament an own community life has to be sustained by the inherent will and capabilities of communities themselves and not by statutory coercion;

(2) Falls away;

(3) Falls away.

Specialized schools: open to all races

*5. Mr K M ANDREW asked the Minister of Education and Culture: *SO* *Hansard 19/2/91*

(1) Whether schools for specialized education are entitled to admit children of all races; if so, what procedures are to be followed; if not, why not;

(2) whether any changes in admissions policies for these schools are being consid-

ered; if so, (a) what changes and (b) when will they be implemented; if not, why not? *Hansard 19/2/91* *SO* B182E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, the present policy does not provide for this;

(2) yes,

(a) devolution of power with regard to the admissions policy for specialized education is being considered,

(b) after consultation with all parties concerned.

For written reply:
General Affairs.

Senior Certificate examinations: pupils

7. Mr K M ANDREW asked the Minister of Education and Training: *SO*

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1990 Senior Certificate examinations? *Hansard 19/2/91* B40E

| | (a) | (b) | (c) | (d) | (e) |
|------------------------|--------|--------|-------|--------|-----|
| (aa) Orange Free State | 56 081 | 18 946 | 4 159 | 37 135 | 3 |
| (bb) Cape | 3 654 | 1 016 | 167 | 2 638 | 0 |
| Natal | 9 288 | 3 126 | 660 | 6 162 | 0 |
| Northern Transvaal | 4 114 | 1 630 | 526 | 2 484 | 3 |
| Orange Vaal | 8 127 | 3 601 | 895 | 4 526 | 0 |
| Johannesburg | 5 471 | 2 075 | 450 | 3 396 | 0 |
| Highveld | 9 505 | 2 478 | 460 | 7 027 | 0 |
| Diamond fields | 12 811 | 3 943 | 799 | 8 868 | 0 |
| | 3 111 | 1 077 | 202 | 2 034 | 0 |

Note
 This information is as on 7 January 1991.

Standard 10 examinations: symbols

9. Mr K M ANDREW asked the Minister of Education and Training: *Hansard 19/2/91*

How many pupils at schools falling under the control of his Department (a) wrote, (b)

The MINISTER OF EDUCATION AND TRAINING: *SO*

| | |
|-----|---|
| (a) | 175 896 |
| (b) | 65 368 |
| (c) | 13 885 |
| (d) | 110 528 |
| (e) | (i) 5 (ii) 72 (iii) 674 (iv) 5 484 (v) 10 314 |

Note
 This information is as on 7 January 1991.
 Numbers mentioned in (e) also include some candidates who failed.

Senior Certificate examinations: pupils

8. Mr K M ANDREW asked the Minister of Education and Training: *SO*

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1990 Senior Certificate examinations (aa) in total and (bb) in respect of each Departmental region? *Hansard 19/2/91* B41E

The MINISTER OF EDUCATION AND TRAINING:

| | (i) | (ii) | (iii) | (iv) | (v) |
|--------|-----|------|-------|-------|-------|
| (aa) | 3 | 34 | 269 | 1 944 | 2 999 |
| (bb) A | 0 | 2 | 8 | 81 | 139 |
| B | 0 | 4 | 37 | 310 | 530 |
| C | 0 | 4 | 37 | 310 | 530 |
| D | 0 | 4 | 37 | 310 | 530 |
| E | 0 | 4 | 37 | 310 | 530 |

obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E symbols in, and (c) failed, their 1990 Standard 10 examinations in respect of (aa) Mathematics (Higher Grade), (bb) Mathematics (Standard Grade), (cc) Physical Science (Higher Grade) and (dd) Physical Science (Standard Grade)?

Internal Security Act: amendments

*27. Mr P G SOAL asked the Minister of Justice: Whether it is the intention of the Government to repeal or amend those sections of the Internal Security Act, No 74 of 1982, which affect the normal political functioning of the recently unbanned organizations; if so, when, if not, why not?

19/2/91
The MINISTER OF JUSTICE:

B198E

As indicated by me in this House on 12 February 1991, in response to Question No 12 (see my reply to Question No 12 on 12 February 1991—col 28), the Government has, further to the Pretoria Minute, had the opportunity of considering the repeal, on the one hand, of certain provisions and, on the other hand, the review of other provisions of the Internal Security Act, No 74 of 1982. A further announcement in this regard will be made soon and legislation to amend the said Act will be introduced during the current session of Parliament.

One education ministry

*28. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether his Department has taken steps in regard to considering the administrative, financial and educational implications of one education ministry for South Africa, if so, what steps; if not, why not;
- (2) whether he will make a statement on the matter?

19/2/91
The MINISTER OF NATIONAL EDUCATION:

B203E

(1) Yes.

- (a) It has been pointed out repeatedly that the matter of a single Education Ministry is inexplicably linked to the constitutional negotiations which have not yet begun. No preliminary announcements can therefore be made in this regard. Taking this into account, a future education dispensation is being considered within the Education Renewal Strategy *inter alia* the educational, financial and management related advantages and

disadvantages of the present education model. At this stage I can obviously make no statements on the results regarding the outcome of this investigation.

- (b) Lapses.
- (2) No.

Subsidy formula for education departments

*29. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether he has determined a subsidy formula for the financing of South African executive education departments; if not, why not; if so, (a) what is this formula and (b) when was it determined.
- (2) whether provision has been made for the a factor to be greater or less than one in the case of any education department; if so, (a) what provision, and (b) why, in such case.
- (3) whether he has determined a timetable for the progress of the a factor for all education departments ultimately to reach one; if not, why not; if so, what is this timetable?

B206E

The MINISTER OF NATIONAL EDUCATION:

- (1) No. Although these financial formulae have already been drafted, no general policy has been tabled yet under section 2(1)(a) of the National Policy for General Education Affairs Act, 1984 (Act No 76 of 1984), as certain interested parties still have to be consulted. On the basis of the findings of the education renewal strategy this policy will finally be considered and determined. The formulae together with a strategy for their implementation will be announced as soon as general policy has been determined.
- (2) Lapses.
- (3) Lapses.

INTERPELLATION

The sign * indicates a translation. The sign †,

used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Schools: determining of race

Mr A J LEON asked the Minister of Education and Culture:

Whether, in view of the Government's intention of repealing or amending the Population Registration Act and the Group Areas Act, he will still oblige schools under the control of his Department to determine the race of prospective scholars prior to their enrolment in such schools; if not, why not?

B250E.INT

The MINISTER OF EDUCATION AND CULTURE:

Mr Speaker, as a political realist the hon member of Houghton surely knows the answer to his own question. The constitutional argument is that education will be provided according to the dictates and structure of the present Constitution until a new constitution has been negotiated. Even when these Acts are repealed, the pillars upholding the present Constitution, such as education, will for the present remain in force.

Present classification will therefore remain valid for the interim. So will separate voters' rolls for the purposes of a future referendum. This could be the forerunner of changes to the present Constitution, and therefore changes to the present educational structures.

After the Population Registration Act has been repealed, children will still need to be registered at birth, although there will be no race classification. [Interjections] If the repeal should happen this year, children born after the repeal of the Act will only enter the school system six years from that date, at which time a new constitution will surely be in operation.

An HON MEMBER: You hope!

The MINISTER: However, within the constraints of our budget we are now making provision for a wider client base through the additional models. It remains accepted educational practice to cater primarily for the primary target group in the natural feeder area of the school.

Any change of the status quo needs the consent of the communities themselves, and more polls are being conducted all over the country.

Mr A J LEON: Mr Speaker, I was really depressed to hear the hon the Minister's response, because quite clearly the "vision splended", which the hon the State President described and sketched for us in the Chamber of Parliament the other day, and which was reinforced by the Oscar-winning performance of the hon the Minister of Foreign Affairs today, has not been communicated down to the engine room where apartheid is still alive and well, and that is obviously in the field of education.

It has often been said—and it has been said by that hon Minister and others—that if we were to desegregate school education tomorrow, it would not make such a big impact, because we would only be able to absorb something like 20% of the backlog in Black schools into the White school system.

However, we are then talking about 175 000 empty places which are officially reported in White schools under this hon Minister's department. There are probably another 100 000 vacant places if one takes into account the prefab situation in the Transvaal Education Department. What we could do with 275 000 places for Blacks who are currently on the streets, unemployed or involved in activities which are not helpful to the process of change!

This is what the hon the Minister must answer here today. It is no good that hon Minister hiding behind the Population Registration Act, because the limited damage caused by White people only voting in an occasional by-election is not in any sense comparable to keeping Blacks out of White schools. This is the crunch issue. Look at the situation in Johannesburg alone! There one has Black and Coloured children in Hillbrow of primary school age who are not able to use the local Joubert Park Primary School because it is closed. There are not enough Whites and so no one can go to that school.

At the East Bank High School in Alexandra there are 1 200 students who take their lessons together—all standards together—in one hall while four kilometers away one has the all-White Orange Grove Primary School which is going to be closed this year because there are fewer than 80 pupils. These examples are multiplied a hundredfold right across the country in all schools which are affected by this hon Minister. One quarter of White schools in Johannesburg face the risk of closure over the next five years.

Mr M RAJAB: We are discussing Cato Manor, and I was talking about the vision of a new South Africa. I have to endorse everything that the hon the Leader of the Official Opposition has said. [Interjections.]

This area includes the greater Cato Manor, which, in turn includes Cato Crest, parts of Westville, Sea View as well as Chesterville.

The MINISTER OF HOUSING: We have no control over that.

Mr M RAJAB: I hear the hon the Minister saying he does not have control over that. He may not have control, but he certainly has a responsibility to know what is going on in the market place. [Time expired.]

The DEPUTY MINISTER OF HOUSING: Mr Chairman, I agree with the hon the Leader of the Official Opposition that in the circumstances we should do what we are able to do today, and allow tomorrow to take care of itself.

As far as the Durban City Council is concerned, when I have to take into account the agony of the Indian community and the attitude of White authorities, I would like to ask the Durban City Council who subscribed to the idea of Cato Manor becoming a group area in the first place. Yet, today they are great philanthropists. [Interjections.]

We have an administration. I want to make this very clear. One has to understand that there are temples in Cato Manor which date back as far as 120 years ago. There are established national monuments—and this has never happened before in South Africa—in areas which are only being established now. Now for the first time the Administrator and Exco had to be called in by the Ministers' Council for the registration of townships. The efforts made by the deeds office, the surveyor, etc, have all been instrumental in expediting the development of Cato Manor as much as possible. Therefore I want to assure the hon member—not that I or we subscribe to the Group Areas Act—that we have to take the circumstances of the people at grass-roots level into consideration and do whatever is humanly possible to house them.

If we have lost out on Cato Manor, with respect to the rest of the community, history will record that we have failed totally. I do not subscribe to the own affairs concept.

The taking away of Cato Manor was a fight on the part of White racists in Durban and some of the remnants of this fight are still there in another guise. They want to take that land away but they will not! They shall not!

The MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: Some of them do not care about the Indian have-nots!

The MINISTER OF HOUSING: In so far as the Blacks are concerned, we have parted with land to help those who were squatters, in Lenasia, Pietermaritzburg and Chatsworth. We have made those sacrifices. ~~19/2/91~~

The MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: We have helped hundreds of victims.

The MINISTER OF HOUSING: Lip service is useless because we have to face those hundreds of people who come to our offices wanting homes. I would like the hon member for Springfield to find me ten people who are former residents of Cato Manor and are waiting for homes, who will support him. [Time expired.]

Debate concluded.

QUESTIONS

*Indicates translated version.

For oral reply:

Own Affairs:

Committee of inquiry

*1. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Education and Culture: (SO) ~~19/2/91~~

- (1) Whether his Department set up a committee of inquiry to investigate education; if so, what are the relevant details;
- (2) whether members of the (a) press and (b) public were barred from attending the hearings of this committee; if so, (i) why and (ii) who took this decision? ~~19/2/91~~ D2E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No
- (2) (a); (b); (i) and (ii) fall away.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising from the hon the Minister's answer, will the hon the Minister confirm whether the Ministers' Council or any of its members instituted the inquiry? (SO) ~~19/2/91~~

The MINISTER: Mr Chairman, this answer needs thought and deliberation. I would suggest that the hon the Leader of the Official Opposition put it in writing and we shall then furnish him with an answer. [Interjections.]

Mr A G V NAIDOO: Mr Chairman, on a point of order: It is my contention that this question refers to the 1991-92 financial year and is anticipating the Budget still to be presented to Parliament. It is also anticipating the hon the Minister of Education and Culture's budget debate in this House. I therefore suggest that the question is out of order on the grounds of the rule of anticipation. [Interjections.] ~~19/2/91~~

The CHAIRMAN OF THE HOUSE: Order! I will have to go into the point of order raised by the hon member for Durban Bay, but in the interim the hon the Minister may proceed.

Allocation of funds

*2. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Education and Culture: (SO) ~~19/2/91~~

Whether he (a) objected to or (b) rejected the allocation of funds to his Department in respect of the 1991-92 financial year; if not, why not; if so, (i) why and (ii) with what result? ~~19/2/91~~ D3E

The MINISTER OF EDUCATION AND CULTURE:

- (a) Yes.
- (b) Yes, the Provincial Budget Estimate of R685,435 000 for the rest of Education (excluding salary increases) was rejected.
- (i) Funds not enough to meet our needs. There was only minimal difference between the budgets for 1990/91 and 1991/92 upon close examination. Therefore the new budget does not cater for:
 - inflation of ± 15%;
 - price escalation;
 - the confirmation of temporary teachers;

- the appointment of clerical staff;
 - the improvement of salaries for teachers who are in excess of the norm;
 - the building of new schools to accommodate pupils in 33 new areas;
 - the up-dating of facilities;
 - repairs and renovations to schools;
 - the extension of technical, vocational and community education; and
 - the provision of *library books, stationery and adequate teachers' reference books.*
- (ii) The Budget Estimate was increased to R737,319 000 for the rest of education (excluding salary increases).

THE CHAIRMAN OF THE HOUSE: Order! I just want to respond to the point of order raised by the hon member for Durban Bay, and point out to him that the rule of anticipation is only applicable to a matter which is already on the Order Paper. The 1991-92 Appropriation Bill is not yet on the Order Paper, so therefore I cannot sustain the hon member's point of order.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply on 4 February the hon the Minister publicly, in the Chamber of Parliament, confirmed his rejection of the Budget. On that date, did he take into consideration the figure of R685,4 million?

THE MINISTER: Mr Chairman, the hon the Leader of the Official Opposition is correct in stating that we rejected the provisional Budget Estimate, because it was far too low to meet the needs of education. I think it is right that we did this. I thank the hon the Leader of the Official Opposition for his support.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, on 4 February 1991, what was the known amount allocated for Indian education during the financial year mentioned in the formal question?

THE MINISTER: Mr Chairman, I do not want to estimate or guessimate that. If the hon the Leader of the Official Opposition would like to know the nitty-gritty, I suggest that he put his question in writing and I will give him a fair answer from my department.

HD: undeveloped land owned

*3. Mr K PANDAY asked the Minister of Housing:

- (1) How many hectares of undeveloped land are owned by the Administration: House of Delegates;
- (2) whether his Department has made a survey of the number of building plots into which this land can be subdivided; if not, why not; if so, what are the relevant details;
- (3) whether he will make a statement on the matter?

D6E

THE MINISTER OF HOUSING:

- (1) Approximately 3 925,10 hectares are registered in the name of the Housing Development Board.
- (2) In terms of the Administration's development programme, departmental projects are being considered on a continuous basis. At the same time negotiations are also underway to sell unserviced land to the local authorities for township development. This is however being done in accordance with the specific needs of each area. Surveys are being carried out continuously in the areas where the greatest demand for housing exists taking into account the availability of funds.
- (3) No.

Mr K PANDAY: Mr Chairman, arising out of the hon the Minister's reply, I should like to ask the hon the Minister whether he will admit that whoever prepared the answer did not interpret paragraph (2) of the question in particular correctly. That paragraph has reference to the number of plots and the answer was quite different.

THE MINISTER: Mr Chairman, if the hon member for Reservoir Hills wants that information, we will make arrangements to obtain it and pass it on to him.

Mr MRAJAB: Mr Chairman, arising out of the hon the Minister's reply, would he be prepared to divulge to this House exactly where the 3 910 ha are, and secondly, which local authorities are involved in the acquisition of some of this property? I understand this could be a long list. Perhaps he could let us have it by way of a written reply.

THE MINISTER: Mr Chairman, we have land that we are developing in Stanger, Tongaat, Verulam, Phoenix, Maramhall, Shallcross, Pietermaritzburg, Copes Folly, in northern Natal, Lenasia, Lotus Gardens and Pelikan Park. The hon member, however, wants greater detail, so I shall put it in writing for him.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, in respect of the answer to paragraph (1) of the question and in view of the fact that we are 18 days away from 1 February, is the hon the Minister now prepared to revise his policy to use the undeveloped land to create samples of the new South Africa?

THE MINISTER: Mr Chairman, one can have grandiose schemes and plans. It makes excellent material for fruitless argument in debate.

THE LEADER OF THE OFFICIAL OPPOSITION: We have a useless Minister

THE CHAIRMAN OF THE HOUSE: Order! The hon the Minister may proceed.

THE MINISTER: Mr Chairman, I think he knows... [Interjections.]

THE CHAIRMAN OF THE HOUSE: Order!

THE MINISTER: You should be put away for life! [Interjections] You should be put away for life!

THE LEADER OF THE OFFICIAL OPPOSITION: Don't insult me.

THE CHAIRMAN OF THE HOUSE: Order! Unfortunately the time allowed for questions has expired

THE MINISTER: Mr Chairman, are you supporting apartheid?

THE CHAIRMAN OF THE HOUSE: Order!

This is the very period that this hon the Minister tells us is going to be required before we no longer apply the population registration principles or racial classification.

I put it to the House that this hon Minister of Education and Culture is a reluctant reformer. He has done his worst to frustrate efforts to desegregate schools. [Interjections.] He, who represents Virginia with just on 50% of the votes, requires staggeringly high percentages of 82% to allow Whites to open their schools to other race groups. This is what we are looking at and this is the reality behind the hon the Minister's reply. The fact that 10% of White schools have chosen Model B despite the hon the Minister . . . [Time expired.]

Dr F H PAUW: Mr Speaker, this interpellation tells us a lot about politics today. The poor DP tries to maintain the image of the champions of the liberal cause. However, their policy and their constituency has been stolen by the NP, which did not have the moral courage to tell its supporters what was coming. [Interjections.] They promised own schools, but they are delivering total integration into schools. Today the DP is challenging the NP to admit what they intend to do.

We know the NP intends to remove race from groups, community-life, legislation and from education. [Interjections.] However, the NP does not publicly admit that this also applies to White own affairs' schools. I have no doubt that they assure the ANC that they will not allow any reference to race in any matter concerning education. [Interjections.]

Race is a reality. Race cannot be wished away by pretending that it does not exist. Race is an important feature in distinguishing various cultural groups from one another. It is acknowledged, sound educational practice to teach children within their own cultural environment.

*On the critical question in the interpellation, "If not, why not?", the CP said that if the hon the Minister did not want to retain race as an admission requirement to schools, this was simply because healthy educational principles and standards were not safe in the hands of the NP. If they do not want to retain race as requirement, it is because the ANC is putting so much pressure on them that it hurts. If they do want to retain it for the time being, it is because they are not yet

particular school notwithstanding. [Interjections.]

*The ACTING SPEAKER: Order!

*The MINISTER: The wishes of the parents of that particular school notwithstanding, which are fair according to their judgement—I am not expressing an adverse opinion on that—the hon member's point of view is in sharp contrast with that of the parents of that particular school in his constituency. [Interjections.] I should like to leave it at that [Time expired.]

Mr R M BURROWS: Mr Speaker, it is of course interesting to know that 86% of the parents who voted at the Houghton school voted in favour of opening the school. [Interjections.] It was merely because the hon the Minister insisted there should be an 80% poll, and this from a man with a 47-vote majority. [Interjections.]

The point to be made is that not one school in the hon the Minister's constituency is open, and the hon the Minister himself has not said that in fact. . . . [Interjections.]

The hon the Minister has expressed amazement. I must say I do so in turn at him. He has referred to the fact that education will be one of the pillars upholding a constitution. This hon Minister is well aware that education is defined as an own affair in Schedule 1 of the Constitution, and this refers to section 14 of the Constitution, which says that the matter of a population group shall be an own affair.

Section 14 refers to section 100 of the Constitution, which defines a population group [Interjections.] Section 100 of the Constitution is dependent on the Population Registration Act. If the Population Registration Act is repealed, this hon Minister cannot define a population group. [Interjections.] If he attempts to amend the Population Registration Act and still retains racial grouping for schools, I have it on very good authority that the other two Houses of this Parliament will not support that measure. [Interjections.]

Therefore this hon Minister has to get his work done before we reach the point of repealing the Population Registration Act because he will be aware that there is already, and has been for a number of years, coniving going on to have children reclassified White to get them into particular schools. We know that; I know that;

the hon the Minister of Education and Culture knows that; the hon the Minister of Home Affairs knows that. The moment the Population Registration Act is repealed, children cannot be reclassified. That is one aspect. We therefore cannot even use that loophole.

Secondly, the hon the Minister of Home Affairs said that from last week children would not be classified. One must ask this question: Does he include the children of immigrants? Let us ask this specifically. We have 40 000 exiles returning to this country. All, or many of them, have children. Most of the children of the ANC exiles have never been classified. They will not be classified and can therefore go to any school in this hon Minister's department. [Interjections.] Is that not correct, Mr Speaker? Unless this hon Minister has thought these things out, he is putting up blocks and shutters and he is trying to be—I am afraid this is the propensity of the NP—all things to all people. [Interjections.]

One respects the hon the State President when he has said that there would be no racial measure left in South Africa at the end of this year. We say "Hear, hear!" to that. But for the hon the Minister to think that he can keep White schools White when all other racial measures have disappeared is living in a fool's paradise.

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I am very glad that the hon member for Pinetown did not have heart failure during his speech. [Interjections.]

As the hon member said, at least I did not take a stand here in the House by trying to decide for a school whether it had to choose a model or not. From the very outset it was my point of view that I have confidence in the judgement of the specific parents of specific schools and that they would exercise their own choices. If the hon member is therefore referring to the schools in my constituency that have not yet held referendums, I would like to tell him: yes, I accept it; it is the decision of the parents of the children in those schools. Similarly, too, it is the case in the constituency of the hon member for Pinetown that there are schools that have not held referendums yet. [Interjections.]

I want to come back to the hon member for Houghton. He tried to indicate in the House that my statements and my standpoints were in conflict with those of the hon the State President.

*An HON MEMBER: It is in conflict with ours tool *Wassenaar 14/12/91*

*The MINISTER: I should like to ask the hon member to read the hon the State President's Opening Address of this year again. I should also like to tell the hon member that, if he had been watching television last Sunday evening.

*Mr A J LEON I was!

*The MINISTER: He says he was. He would therefore have heard the hon the State President's statements with reference to certain questions that were put to him. If the hon member had evaluated the answers well, he would have found that my utterances were not in conflict with those of the hon the State President!

Mr A J LEON. [Inaudible.]

*The MINISTER: The hon the State President indicated categorically that while reform continues the Constitution will remain intact until the necessary negotiations for a possible amendment have taken place. [Time expired.]
Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply

Own Affairs.

Wassenaar 14/12/91

Schools closed down

*1. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any schools falling under his Department were closed down in or at the end of 1990; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment in 1990 and (ii) potential capacity of these schools?

B39E

†The MINISTER OF EDUCATION AND CULTURE:

(Reply partially laid upon the Table with leave of House).

Yes, (a) Mitchell (Girls') High School Durban
Dirkie Uys Senior Primêre Skool Durban

HOUSE OF ASSEMBLY

Yes, (a) North End Grey Primary School Port Elizabeth

Laerskool Dagbreek Port Elizabeth

Laerskool Coega Port Elizabeth

Laerskool Nelspoort Nelspoort

Laerskool Parowvallei Parow

Hoerskool Gordonia Uptington

Hoerskool Maitland Maitland

Good Hope Seminary Primary School Cape Town

Laerskool Weltevreden Philippolis

Laerskool Boy Muller Ceres

Welbedachtidam Primêreskool Wepener/Zastron District,

(c) (i) 5 083
(ii) 12 032.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, have any of these schools been offered to the Department of Education and Training for use as schools?

†The MINISTER: Mr Speaker, about the specific schools mentioned in my answer I could not say, but what I do know, is that quite a number of schools in the country—apparently this must also include these schools—have gone to the Department of Education and Training, having been either rented by them or alienated to them. The question should rather be put to the Minister of Welfare, Housing and Works, who actually handles the physical alienation thereof.

Blairgowrie Secondary School closed

*2. Mr P G SOAL asked the Minister of Education and Culture: *Wassenaar 14/12/91*

(1) Whether the Blairgowrie Secondary School was closed at the end of 1990; if so, whether any decision has been taken with regard to the future of the property formerly occupied by this school; if not, why not; if so, what was the decision?

Wassenaar 14/12/91 B19E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;
(2) yes, approval in principle has been given for the establishment of a school for specialized education.

HOUSE OF ASSEMBLY

Mr R M BURROWS: Mr Speaker, arising from the hon the Minister's reply, could he give us the assurance that the empty school as it now stands will be protected against vandalism? I understand that windows have been broken and the grounds are not being tended. *Wassenaar 14/12/91*

The MINISTER: Mr Speaker, we will attend to that.

Colleges of education: opening to all races

*3. Mr A GERBER asked the Minister of Education and Culture:

(1) Whether his Department intends opening colleges of education to all races; if not, why not; if so, when,
(2) whether he or his Department supports a policy of education based on national identity; if so,
(3) whether the opening of colleges of education to all races forms part of this policy; if so, in what respects?

Wassenaar 14/12/91 B175E

†The MINISTER OF EDUCATION AND CULTURE:

(1) On 8 February 1991 the six statutorily recognized advisory bodies were requested to comment on the desirability of further devolution of authority by giving full autonomy to college councils with regard to the admission of students to their colleges. As soon as advice has been received I shall make known the Department's intentions in this regard;

(2) It is not clear what is meant by the words education based on "national identity". An education community is still at liberty within the spirit of the Constitution and the Manifesto of the State President as announced on 1 February 1991, to place its own emphasis on the prescribed curriculum which embodies broad national aspirations;

(3) rendering of service of this nature could be possible within the concept which I defined in (2).
†Mr A GERBER: Mr Speaker, arising out of the hon the Minister's evasive reply, does he have a fundamental viewpoint on the opening of education colleges, or is he going to wait until the advisory bodies have advised him before he takes

HOUSE OF ASSEMBLY

12 000 places
lost as white
schools closed

Political Staff

THE government closed 47 white schools with a potential enrolment of 12 032 pupils, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

At the time of their closure, there were 5 083 pupils at these schools, he said in reply to a question tabled by Mr Ken Andrew (DP, Gardens).

Mr Clase said schools for specialised education were not entitled to admit children of all races because "the present policy does not provide for this".

However, changes in admission policies were being considered.

'Don't abolish Afrikaans'

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Any attempts to abolish the Afrikaans language would unleash endless reactionary forces from Afrikanerdom, Afrikaanse Handelsinstituut (AHI) chairman D.G. Steenkamp warned in a fiery speech yesterday.

Throughout their history, Afrikaners had refused to give up their language and cultural identity, Mr Steenkamp said.

However, replying to earlier objections from the AHI's Pretoria branch members, who insisted on retaining the institute's original Afrikaner-only membership clause, Mr Steenkamp

said they had to keep pace with changes within the Afrikaner business community.

He pointed out that the language medium of several of the original Afrikaner companies, founded in the 1930s and 1940s, was no longer Afrikaans. Even the original "Afrikaner's bank" (Volkskas) was no longer owned only by Afrikaners.

"One must accept that the Afrikaans speaker will be totally absorbed in an organisation in which the only language medium is English. This is a fact which cannot be argued away," he said. — Sapa.

Govt cannot cope with socio-economic backlogs alone - SAIRR

By Mark Suzman

The State alone cannot cope with socio-economic backlogs and alternatives to exclusive Government funding will have to be made, according to the South African Institute of Race Relations (SAIRR), in its latest Social and Economic Update, the SAIRR notes that the Government is

caught in a dilemma — it wants to cut expenses, but needs to increase funding to improve black living conditions.

But in the field of education alone, the institute points out, the cost of raising black education levels to those of whites would cost more 40 percent of the State bud-

get, requiring a 25 percent increase in income tax.

One option being examined by the Government is to allow parents to subsidise teachers' salaries, which constitute two-thirds of education expenditure.

Another is to use money from partial privatisation of schools to improve lower income groups' education.

With regard to the housing shortage, the report notes that initiatives from private-sector groups such as the Urban Foundation and Old Mutual are already complementing Government actions.

The Update also discusses ongoing health and transport initiatives to help blacks, and urges private and public measures to help blacks get health insurance.

More positively, the SAIRR observes that some progress has been made to improve blacks' quality of life.

This includes the improvement of teacher qualifications, a reduction in the backlog of land available for housing and steps towards helping first-time homebuyers with their purchases.

Spencer 21/3/91

So

Take a new approach to education, says expert

6/21/91 GILLIAN HAYNE

50

HIGH self-esteem was the basis of education and could be achieved only through a secure family life and positive interaction with the community, Career and Resource Development Strategies managing member Lente Louise Louw said at a conference on Corporate Social Investment yesterday.

More classrooms and lower teacher/pupil ratios were low priority problems within SA's education crisis, and companies should look beyond building schools when formulating their social investment programmes, she added.

South Africans had to learn to let go of the old, traditional educational model and look at the broader definition of education which was based on self-esteem.

Formal schooling only comprised 25% of a child's education; the rest was derived from a secure home environment and from interactions with the community and the work environment, she said.

"Learning is acquired through warmth, empathy and a shared world view. We must concentrate on breaking down black childrens' perceptions that they are 'not good enough'," she added.

Louw described attending formal classes as "a thunderstorm on barren land". Instead, companies should concentrate on social projects which had broader parameters and involved everyone, not just teachers.

She also criticised companies for entrenching the old educational values by relying on traditional certificates when employing staff. She urged companies to bridge the gap between young black expectations, their potential and the formal business perceptions on who would make a good employee.

FOR SALE

1 x 13,5 ton Henley forklift. Originally used at container terminal. In good working condition.

ANC TO SPEAK AT CECS NATIONAL LAUNCH ⁵⁰

COMPUTER SKILLS will be put higher on the national agenda when the ANC speaks at the launch of the Community Educational Computer Society (CECS) as a national organisation in East London this Friday.

CECS, previously known as Cape Educational Computer Society, has been operating in the Western Cape for the past five years, where it has been involved in training, servicing and supporting computer systems of most community-based organisations. *South 21 - 27/91 Southwell*

CECS has mobilised experts to provide this service on a voluntary basis and is setting up six satellite community computer development centres in Manenberg, Woodlands, Khayelitsha, Guguleu, Athlone and the University of the Western Cape. These centres are aimed at skills training and resources development for community groups, teachers and students.

CECS Border, previously known as ELCES, has also been involved in similar work in the Border areas. A satellite centre is presently being set up in Queenstown.

In Natal, the Computer Service Project at the Ecumenical Centre has been training community organisations for three years.

In the Transvaal several organisations are co-operating to establish a base at a teachers' in-service training centre in Alexandra township.

In the Orange Free State, a core of students and community workers have formed a committee to establish CECS OFS.

ANC speaker Mohammed Valli Moosa will be joined on the platform at the launch by Professor Merlin Mehl of the Independent Development Trust, Cosatu speaker Salie Manie, and CECS national president-elect Ashiek Manie.

For further enquiries contact Ansaaf Mohamed (0341) 21865 or 38883. □

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Mandela denounces liberation before education slogan

ANC deputy president Nelson Mandela yesterday denounced the "liberation before education" slogan, saying the ANC had never propagated it.

Addressing about 4 000 Wits University students, Mandela said that while there could not be academic freedom under apartheid, this did not mean there could not be education while apartheid existed.

"I stress this in order to lay to rest, permanently, the false allegation that the ANC has ever propagated the slogan 'liberation before education'," he said.

In his first address to students at his alma mater since his release, he said the ANC felt education was necessary for liberation.

He called on students at the university to use their time fruitfully. Working for political or student organisations could not be a substitute for students' broader civic duty to learn.

Mandela saluted the attempts Wits had made in the past to resist apartheid and to try and prepare people for a non-racial society.

But he said it would be "heartening" if the university were able to move to a point where it was truly representative of the population as a whole.

The decision by two

TIM COHEN

major student organisations, Nusas and Sansco, to move toward a merger and the creation of a non-racial student organisation, was "timely and mature".

Outlining the ANC's position on negotiations, Mandela said the ANC felt an interim government, and constituent assembly, were essential. "Membership of some super-cabinet, while the existing government remains in place, is no substitute for an interim government," he said.

"An all party congress cannot in itself perform the democratic tasks of a constituent assembly, unless it were completely reconstituted," he said.

Mandela said SA was passing through "exciting times", adding that the possibility of a transition to a democratic SA might now exist.

Some people did not like words like "the masses", he said, but they would have to get used to them.

"If you want to really belong to your own society you are going to have to understand that the vast mass of South Africans have lived for centuries outside of the rights and benefits associated with belonging to a state."

(50)

371

Commonwealth to train blacks for rule

Own Correspondent

LONDON. — The Commonwealth is to launch a comprehensive programme to train blacks to participate at all levels in the administration of a non-racial, democratic South Africa.

It is also formulating proposals to help the post-apartheid society in human resources development.

During the transition to a non-racial democracy, the Commonwealth is to invite blacks to take part in a programme of training and work placements to prepare them for "take senior jobs in government".

The fields the programme is to cov-

er include the judicial, economic, legal, police and security services.

A special Expert Group on Human Resources Development for a Post-Apartheid South Africa was established at the suggestion of the May 1990 meeting of the Commonwealth Committee of Foreign Ministers on Southern Africa (CFMSA).

Its interim report, compiled in November but not made public, was "welcomed" when the CFMSA met again in London on Saturday.

The final report is to be presented to the Commonwealth heads of government meeting in October.

Education Emergency

By Musa Ndwandwe

50

NEXT week marks a watershed in education.

State President FW de Klerk will meet a top-level delegation, led by ANC deputy president Nelson Mandela, in Cape Town on Monday to discuss the deepening schools crisis.

Educationalists have welcomed the meeting and view it as the first attempt to place education higher up on the "political agenda".

The delegation, which will include representatives from a broad range of organisations, is expected to demand emergency measures to defuse the crisis.

Some of the problems to be resolved are the lack of classrooms, teachers, books and equipment.

Repairs to damaged and vandalised schools, like this classroom at the Morrison Isaacson High School in Soweto (picture on the right), is another major problem. *Sowet 21/2 - 27/2/91.*

A central demand of the delegation will be the establishment of a single education department for the country.

While there is widespread optimism that Monday's meeting could lead to an improvement in black education, some researchers are painting a grim picture.

About 36 000 classrooms are required to ease the accommodation problem. This means at least 1 200 schools need to be built at a cost of R2,5-million.

● Full Reports — See pages 6 and 7



SADF: townships

30. Lt-Gen R H D ROGERS asked the Minister of Defence:

Whether any national servicemen requested the South African Defence Force in 1990 not to require them to do duty in any townships in

the Republic; if so, how many?

B86E

The MINISTER OF DEFENCE:

There is no record of any national serviceman who requested not to do duty in townships.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Departments/organizational components

6. Mr R M BURROWS asked the Minister for Administration and Economic Co-ordination:

(1) What was the total number of persons employed in each department and organizational component referred to in section 6(1) of the Public Service Act, No 111 of 1984, as at 30 September 1990;

(2) (a) how many such persons were employed in each of the following eight salary intervals in each such department and organizational component, viz (i) more than R165 000, (ii) R120 001 to R165 000, (iii) R110 001 to R120 000, (iv) R87 001 to R110 000, (v) R74 001 to R87 000, (vi) R49 001 to R74 000, (vii) R38 001 to R49 000 and (viii) R29 001 to R38 000 and (b) to which population group did each of these persons belong?

B35E

The MINISTER FOR ADMINISTRATION AND ECONOMIC CO-ORDINATION:

Reply bound in Annexures of House—see M/121-1991

Own Affairs:

(SO) Model B: opinion polls 22/2/91
6. Mr S S VAN DER MERWE asked the Minister of Education and Culture

(1) In respect of each province, (a) how many schools under the control of his Department conducted opinion polls to determine whether the parent body would support the introduction of the Model B admission policy for such schools and (b) how many of these schools obtained the required majority;

(2) whether any schools which failed to obtain the required majority applied to him for permission to introduce Model B; if so, with what results?

B27E

The MINISTER OF EDUCATION AND CULTURE:

| | (a) | (b) |
|-----------|-----|-----|
| (1) Cape | 112 | 107 |
| Natal | 62 | 59 |
| OFS | 1 | 0 |
| Transvaal | 42 | 35; |

(2) 9 of which 5 were rejected and 4 were approved.

New models: votes

8. Mr K M ANDREW asked the Minister of Education and Culture:

(a) (i) Which schools voted on the new models in 1990 and (ii) on what model did each school vote and (b) what was the (i) percentage poll, and (ii) percentage of those voting in favour of a model, in each case?

B44E

The MINISTER OF EDUCATION AND CULTURE:

| (a)(i) | (a)(ii) | (b)(i) % | (b)(ii) % |
|---------------------------------|---------|----------|-----------|
| Aqua Vista Primary School | Model B | 96.64 | 80.67 |
| Balmoral Girls' Primary School | Model B | 94.30 | 89.35 |
| Barrydale Hoërskool | Model B | 86.62 | 65.60 |
| Bathurst Primary School | Model B | 80.82 | 75.34 |
| Bergvliet High School | Model B | 92.76 | 88.67 |
| Bergvliet Primary School | Model B | 94.67 | 91.12 |
| Blouberg Ridge Primary School | Model B | 89.29 | 82.87 |
| Cambridge Preparatory School | Model B | 89.49 | 82.30 |
| Camps Bay High School | Model B | 96.28 | 89.70 |
| Camps Bay Preparatory School | Model B | 90.51 | 86.08 |
| Camps Bay Primary School | Model B | 91.87 | 88.55 |
| Cape Town High School | Model B | 96.55 | 89.53 |
| Central Primary School | Model B | 88.73 | 81.69 |
| Chinese High School | Model B | 99.56 | 99.12 |
| Clarendon Primary School | Model B | 88.26 | 82.20 |
| Clarendon Girls' High School | Model B | 92.84 | 87.50 |
| Clarendon Girls' Primary School | Model B | 94.37 | 90.14 |
| Clarendon Park Primary School | Model B | 83.65 | 79.83 |

| (a)(i) | (a)(ii) | (b)(i) % | (b)(ii) % | (a)(i) | (a)(ii) | (b)(i) % | (b)(ii) % |
|-----------------------------------|---------------|-------------|--------------|--------------------------------------|---------------|-------------|--------------|
| Clarendon Preparatory School | Model B 92.82 | 88.97 | | Oakhurst Girls' Primary School | Model B 97.50 | 95.29 | |
| College Hill Preparatory School | Model B 91.91 | 79.41 | | Oatlands Preparatory School | Model B 93.13 | 79.83 | |
| College Street Primary School | Model B 99.01 | 87.68 | | Observatory Junior School | Model B 95.27 | 91.89 | |
| Collegiate Girls' High School | Model B 86.17 | 81.31 | | P J Oliver Hoerskool | Model B 81.78 | 68.12 | |
| Collegiate Junior School | Model B 99.03 | 96.71 | | Pearson High School | Model B 92.66 | 78.56 | |
| Crewe Primary School | Model B 96.33 | 87.15 | | Pinehurst Primary School | Model B 96.11 | 89.93 | |
| Dale College Boys' Primary School | Model B 97.94 | 94.69 | | Pineclands High School | Model B 92.66 | 84.42 | |
| Dale College High School | Model B 85.54 | 83.22 | | Pineclands North Primary School | Model B 98.12 | 89.25 | |
| Dunestide High School | Model B 96.92 | 93.15 | | Pineclands Primary School | Model B 92.23 | 88.67 | |
| Edgemead High School | Model B 95.10 | 90.40 | | Plinstead High School | Model B 87.17 | 74.24 | |
| Edgemead Primary School | Model B 95.83 | 92.60 | | Plinstead Preparatory School | Model B 95.03 | 90.89 | |
| Ellerton Primary School | Model B 99.15 | 97.03 | | Queen's College Boys' High School | Model B 93.57 | 91.19 | |
| Erica Girls' Primary School | Model B 97.17 | 94.97 | | Queen's College Boys' Primary School | Model B 94.13 | 89.54 | |
| Fish Hoek Middle School | Model B 94.65 | 89.60 | | Queen's Park High School | Model B 92.25 | 89.79 | |
| Fish Hoek Preparatory School | Model B 91.79 | 87.50 | | Queensdown Girls' High School | Model B 87.38 | 83.89 | |
| Fish Hoek Primary School | Model B 86.29 | 80.68 | | Rhodes Girls' High School | Model B 86.20 | 84.50 | |
| Fish Hoek Senior High School | Model B 90.77 | 84.57 | | Rhodes High School | Model B 97.00 | 89.79 | |
| Gardens Commercial School | Model B 91.03 | 83.91 | | Riebeck College Girls' High School | Model B 90.54 | 78.02 | |
| Golden Grove Primary School | Model B 88.14 | 79.14 | | Rondebosch Boys' High School | Model B 94.18 | 92.30 | |
| Good Hope Seminary High School | Model B 93.27 | 81.41 | | Rondebosch Boys' Primary School | Model B 93.57 | 91.96 | |
| Graeme College Boys' High School | Model B 87.84 | 82.43 | | Rondebosch East Primary School | Model B 95.50 | 88.00 | |
| Greenfield Girls' Primary School | Model B 93.75 | 91.03 | | Rosebank Primary School | Model B 87.55 | 83.88 | |
| Greenwood Primary School | Model B 94.08 | 88.16 | | Rustenburg Girls' High School | Model B 90.88 | 87.37 | |
| Grey Boys' Junior School | Model B 92.09 | 90.14 | | Rustenburg Girls' Junior School | Model B 96.20 | 93.93 | |
| Grey High School | Model B 91.96 | 90.00 | | SA College High School | Model B 95.53 | 92.77 | |
| Groote Schuur Hoerskool | Model B 91.28 | 86.91 | | SA College Junior School | Model B 96.57 | 92.80 | |
| Groote Schuur Laerskool | Model B 95.95 | 90.65 | | Sans Souci Girls' High School | Model B 92.48 | 90.04 | |
| Grove Primary School | Model B 97.11 | 94.76 | | Sea Point High School | Model B 91.30 | 82.59 | |
| John Graham Primary School | Model B 98.68 | 96.42 | | Sea Point Primary School | Model B 97.90 | 89.50 | |
| Kaffrarian Girls' High School | Model B 90.67 | 86.66 | | Selborne College Boys' High School | Model B 90.11 | 88.16 | |
| Kalk Bay Primary School | Model B 91.37 | 89.41 | | Selborne Primary School | Model B 95.75 | 92.98 | |
| Kommetjie Primary School | Model B 92.16 | 90.85 | | Stirling Primary School | Model B 91.63 | 86.53 | |
| Kromendal Primary School | Model B 82.85 | 76.49 | | Stutterheim High School | Model B 86.39 | 63.70 | |
| Lawson Brown High School | Model B 85.85 | 74.62 | | Sunlands Primary School | Model B 82.86 | 75.71 | |
| Maitland Primary School | Model B 94.17 | 90.17 | | Sweet Valley Primary School | Model B 92.74 | 88.46 | |
| Mount Pleasant Primary School | Model B 80.36 | 45.99 | | Sydenham Primary School | Model B 81.12 | 68.09 | |
| Mountain Road Primary School | Model B 83.08 | 75.38 | | Tamboerskloof Primary School | Model B 99.21 | 91.82 | |
| Muir College Boys' High School | Model B 95.17 | 90.35 | | The Settlers High School | Model B 90.64 | 77.64 | |
| Muir College Boys' Primary School | Model B 96.52 | 87.43 | | Timour Hall Primary School | Model B 94.75 | 86.30 | |
| Muizenberg High School | Model B 93.20 | 88.11 | | Union High School | Model B 92.78 | 89.16 | |
| Muizenberg Junior School | Model B 93.11 | 85.59 | | Union Preparatory School | Model B 92.78 | 89.16 | |
| Norman Henshwood High School | Model B 93.69 | 87.37 | | Victoria Girls' High School | Model B 88.39 | 81.87 | |
| | | | | Victoria Primary School | Model B 85.05 | 75.70 | |
| | | | | Westerford High School | Model B 98.00 | 95.73 | |

| (a)(i) | (a)(ii) | (b)(i) % | (b)(ii) % | (a)(i) | (a)(ii) | (b)(i) % | (b)(ii) % |
|--|---------------|-------------|--------------|--|---------------|-------------|--------------|
| Windsor High School | Model B 88.19 | 74.78 | | Durban Preparatory High School | Model B 95.30 | 92.10 | |
| Windsor Preparatory School | Model B 94.56 | 87.03 | | Umkomaas Primary School | Model B 95.80 | 91.50 | |
| Windsor Primary School | Model B 93.52 | 87.45 | | Glenwood Junior Primary School | Model B 93.37 | 89.45 | |
| Wynberg Boys' Junior School | Model B 92.76 | 88.93 | | Glenwood High School | Model B 86.47 | 82.50 | |
| Wynberg Girls' High School | Model B 95.23 | 91.53 | | Hillcrest Primary School | Model B 93.99 | 87.05 | |
| Wynberg Girls' Junior School | Model B 87.27 | 83.47 | | Athlone Park Primary School | Model B 97.10 | 95.70 | |
| York High School | Model B 93.89 | 91.22 | | Clarence Primary School | Model B 86.10 | 84.90 | |
| Gingindlovu Primary School | Model B 93.06 | 83.08 | | Manor Gardens Primary School | Model B 91.70 | 88.50 | |
| North Crest Primary School | Model B 88.80 | 71.64 | | Prestbury Primary School | Model B 84.51 | 73.22 | |
| Maidstone Primary School | Model B 96.20 | 92.50 | | La Lucia Junior Primary School | Model B 99.76 | 98.33 | |
| Maitstone Primary School | Model B 96.97 | 94.70 | | Glenashley Senior Primary School | Model B 95.19 | 92.30 | |
| Athollton Primary School | Model B 96.97 | 92.50 | | Ikopo High School | Model B 90.00 | 86.00 | |
| Pinetown Girls' High School | Model B 92.67 | 82.32 | | Ikopo Primary School | Model B 91.80 | 84.40 | |
| New Germany Primary School | Model B 92.67 | 86.28 | | Clarendon Primary School | Model B 87.15 | 85.50 | |
| Ashley Primary School | Model B 85.81 | 78.72 | | Winston Park Primary School | Model B 89.83 | 84.40 | |
| Lynchburg Primary School | Model B 96.44 | 90.77 | | Northlands Girls' High School | Model B 92.50 | 88.71 | |
| Westville Senior Primary School | Model B 93.30 | 88.60 | | Amanzimtoti Primary School | Model B 84.90 | 78.60 | |
| Westville Junior Primary School | Model B 93.00 | 88.70 | | Rosehill Junior Primary School | Model B 96.50 | 95.10 | |
| Westville Girls' High School | Model B 97.70 | 92.40 | | Northwood High School | Model B 87.00 | 83.98 | |
| Westville Boys' High School | Model B 91.10 | 87.20 | | Chelsea Drive Primary School | Model B 92.30 | 87.90 | |
| Pitlochry Senior Primary School | Model B 94.10 | 90.80 | | Laddsworth Primary School | Model B 88.51 | 80.63 | |
| Berea West Senior Primary School | Model B 93.00 | 89.60 | | Durban High School | Model B 94.67 | 92.70 | |
| Berea West Junior Primary School | Model B 94.70 | 92.80 | | Esthove High School | Model B 71.47 | 64.82 | |
| Avon Junior Primary School | Model B 94.40 | 90.10 | | Scottburgh High School | Model B 83.90 | 75.40 | |
| Atholl Heights Primary School | Model B 93.70 | 86.50 | | Umbogintwini Primary School | Model B 97.10 | 94.50 | |
| Sunningdale Junior Primary School | Model B 95.04 | 94.11 | | Brettonwood High School | Model B 90.42 | 85.96 | |
| Glenashley Junior Primary School | Model B 94.07 | 90.62 | | Northlands Primary School | Model B 98.20 | 95.40 | |
| Warner Beach Junior Primary School | Model B 80.70 | 65.50 | | Eston Primary School | Model B 96.90 | 90.80 | |
| Glennore Senior Primary School | Model B 91.28 | 88.07 | | Creighton Primary School | Model B 98.30 | 98.30 | |
| Pinetown Junior Primary School | Model B 75.60 | 64.05 | | Pinetown Boys' High School | Model B 88.47 | 81.73 | |
| Scottburgh Primary School | Model B 83.90 | 80.70 | | Gordon Road Girls' Primary School | Model B 89.20 | 84.40 | |
| Secela Primary School | Model B 90.70 | 83.70 | | Darnall Primary School | Model B 91.00 | 87.00 | |
| Nottingham Road Primary School | Model B 98.40 | 93.75 | | Brecher High School | Model B 74.54 | 64.45 | |
| Underberg Primary School | Model C 91.09 | 86.90 | | Johannesburg Girls' Preparatory School | Model B 93.50 | 87.00 | |
| Carrington Heights Junior Primary School | Model B 98.18 | 88.48 | | Parkview Senior School | Model B 96.75 | 88.19 | |
| Northway Junior Primary School | Model B 98.90 | 96.89 | | Northview High School | Model B 98.90 | 79.00 | |
| Danville Park Girls' High School | Model B 88.81 | 86.25 | | Parktown Boys' High School | Model B 90.07 | 82.30 | |
| Campdown Primary School | Model B 95.75 | 90.30 | | I H Harris Primary School | Model B 95.80 | 86.30 | |
| Izonsha Primary School | Model C 94.70 | 93.10 | | Saxonwold Primary School | Model B 91.00 | 80.10 | |
| Sherwood Primary School | Model B 95.80 | 91.00 | | Bertrams Junior School | Model B 97.10 | 96.20 | |
| | | | | Athlone High School for Girls | Model B 84.00 | 75.60 | |
| | | | | Parkview Junior School | Model B 95.40 | 91.80 | |
| | | | | Parktown High School for Girls | Model B 89.87 | 83.52 | |
| | | | | Farmount Primary School | Model B 94.40 | 82.70 | |

| (a)(i) | (a)(ii) | (b)(i) % | (b)(ii) % |
|-------------------------------------|---------------|-------------|--------------|
| Fairview Junior School | Model B 84,90 | 82,80 | |
| Pretoria High School for Girls | Model B 87,30 | 76,50 | |
| Mondeor Primary School | Model B 89,12 | 83,88 | |
| Rand Park Primary School | Model B 78,40 | 77,10 | |
| Franklin D Roosevelt Primary School | Model B 85,70 | 79,20 | |
| Athlone Boys' High School | Model B 83,10 | 76,90 | |
| Robin Hills Primary School | Model B 78,40 | 73,70 | |
| Willowridge High School | Model B 85,94 | 82,33 | |
| Emmentia Primary School | Model B 91,10 | 82,30 | |
| Waverley Girls' High School | Model B 90,70 | 80,10 | |
| Rosebank Primary School | Model B 91,30 | 85,90 | |
| Jeppie High Preparatory School | Model B 84,80 | 69,80 | |
| Lynnwood Ridge Primary School | Model B 82,80 | 81,60 | |
| Bramley Primary School | Model B 94,20 | 84,70 | |
| Wendywood High School | Model B 88,15 | 85,80 | |
| Wendywood Primary School | Model B 95,96 | 93,05 | |
| Parkhurst Primary School | Model B 89,30 | 85,00 | |
| Mercedale Primary School | Model B 92,00 | 81,50 | |
| Rosemeath Primary School | Model B 90,30 | 85,80 | |
| Fairways Primary School | Model B 93,80 | 88,80 | |
| Linkside Primary School | Model B 94,40 | 81,10 | |
| Montrose Primary School | Model B 92,60 | 90,20 | |
| Glenvista High School | Model B 84,80 | 80,80 | |
| Laerskool Jan Celliers | Model B 93,30 | 89,70 | |
| Waterkloof Primary School | Model B 83,50 | 81,20 | |
| Houghton Primary School | Model B 73,40 | 64,40 | |
| Mellville Primary School | Model B 77,70 | 57,10 | |
| Hillview High School | Model B 65,60 | 54,70 | |
| Krugerdsorp Town School | Model B 70,00 | 48,70 | |
| Thorntown Primary School | Model B 81,50 | 58,50 | |
| Observatory Girls' Primary School | Model B 74,00 | 59,40 | |
| Eastleigh Primary School | Model C 71,50 | 68,50 | |
| Aston Manor Primary School | Model C 88,10 | 84,50 | |

Teacher : pupil ratio

16. Mr R M BURROWS asked the Minister of Education and Culture:

What teacher: pupil ratio was applicable in (a) primary and (b) secondary schools in (i) each of the provincial education departments and (ii) his Department as at the latest specified date for which figures are available?

B199E

The MINISTER OF EDUCATION AND CULTURE:

(i) Cape 1:18,9 1:14,8
Natal 1:22,4 1:16,3
Orange Free State 1:21,0 1:16,0
Transvaal 1:23,2 1:16,8

(ii) On the first Tuesday of March 1990 for public ordinary schools.

Universities: students registered

18. Mr R M BURROWS asked the Minister of Education and Culture:
How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1990 at each university falling under the control of his Department?
The MINISTER OF EDUCATION AND CULTURE:

| UNIVERSITY | (a) | (b) | (c) | (d) | (e) |
|-------------------|--------|-------|-------|--------|-----|
| Orange Free State | 8 975 | 208 | — | 59 | — |
| Natal | 8 163 | 275 | 2 547 | 1 818 | — |
| Rhodes | 2 971 | 132 | 185 | 514 | — |
| Rand Afrikaans | 8 491 | 387 | 16 | 161 | — |
| Witwatersrand | 13 814 | 308 | 1 580 | 2 531 | — |
| Port Elizabeth | 4 098 | 462 | 66 | 142 | — |
| Potchefstroom | 8 271 | 111 | 12 | 264 | — |
| Pretoria | 22 811 | 77 | 24 | 64 | — |
| Cape Town | 9 795 | 1 905 | 467 | 1 378 | — |
| Stellenbosch | 13 083 | 687 | 19 | 41 | — |
| South Africa | 52 497 | 4 559 | 8 863 | 42 097 | — |

The above provisional statistics were obtained from SAPSE table 2.7 and include both undergraduate and postgraduate students.

INTERPELLATIONS UNDER NAME OF MEMBER

- Carlisle, Mr R V—
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ANC to demand one education department

THE ANC yesterday said it wanted to meet government before Parliament opened on February 1 to demand a single nonracial education department.

And the National Education Co-ordinating Committee (NECC) will hold an emergency national executive meeting today to discuss the ANC's proposal.

ANC education head John Samuel confirmed the move and said the ANC would establish a group to meet government with concrete proposals before Parliament opened. The group would include educational and business organisations.

An extra-parliamentary source said the ANC asked the NECC to come up with

EDYTH BULBRING
and TIM COHEN

proposals on a structure for a single education department. (50) (5)

The request has put the NECC under enormous pressure, the source said. Although the NECC has made this call for the past few years, it has not yet finalised details for such a department.

"We have been asked to do in eight days what should be done in five months," a source said yesterday.

Samuel said the unification of the education departments would be difficult but the

process would be speeded up if the political decision was made this session.

He said at the very least initial financial arrangements could be made this session.

If the NECC decides to accept the ANC's proposal today, the organisation will have to go to the branches and regions of the NECC for a mandate to participate in talks with the ANC and government.

Samuel said he did not foresee difficulties with the proposal.

He declined to mention other organisations involved.

The government discussed changes to the education system at its Robben Island meeting at the weekend.

13/1/91

DET coughs up R250m for new schools, upgrading

AMK
1/1/78
24/1/79

PRETORIA. — More than R250 million will be spent on building new schools this financial year, the director-general of the Department of Education and Training, Dr Bernhard Louw, said yesterday.

Part of the money would be used to upgrade existing schools.

Dr Louw said the department was not surprised that it was experiencing overcrowding in certain places around the country.

This was partly because of the movement of squatters which made it difficult to predict the number of expected pupils at various schools this year.

The department was severely criticised by the National Education Co-ordinating Committee (NECC) yesterday for not budgeting for emergencies such as overcrowding at schools.

Spokeswoman Ms Mel Holland said in Johannesburg that there was a 10-year backlog in building extra classrooms and new schools, especially in problem

Teachers' union 'made threats' SU

PRETORIA. — DET subject specialists were intimidated and ordered to leave while offering a career education course for teachers at Soshanguve this week, the regional chief director, Mr J Schoeman, said here yesterday.

They were threatened by members of the Soshanguve Teachers' Union, an affiliate of the South African Democratic Teachers' Union, Mr Schoeman said. — Sapa

areas like the Western and Eastern Cape.

"The DET does not increase its budget to meet the demands of education requirements.

"It never budgets for contingencies and emergencies. They under-budget for textbooks and always rely on the possibility that students will return the books."

DET spokesman Mr Corrie Rademeyer confirmed that there were no special plans to alleviate overcrowding.

He said no planning system could meet the demands of major demographic shifts.

Ms Holland said 130 000 matric students who have to write supplementary exams in March and June had not returned their books.

This meant new matric students would not have textbooks because the DET had no money.

She also said black students were constantly left in the lurch because teachers were always being sent on DET upgrading programmes and this was one of the contributory factors in the high failure rate as syllabi were not completed.

Dr Louw said the opening of previously whites-only schools to all races was insignificant in relation to the DET's total school population as only 1 000 black pupils had registered in white schools. — Staff Reporter, Sapa

Bop embarrassed by white schools

By MPH O KOBUE

STimes 24/2/91
TWO schools in Mafikeng which have remained exclusively white are "embarrassing" the Bophuthatswana government.

Mafikeng High School and Mafikeng Primary still fall under the Cape Provincial Administration under an agreement with the South African government.

Secretary of the Department of Education in Bophuthatswana, Shepard Molosiwa said.

"I can find no reason for the existence of these schools in a free and non-racial society.

(50)
"These schools cannot continue to exist as racially-exclusive institutions. They are an embarrassment to the state."

The principal of Mafikeng High School, SP Geldenhuis, said only the Bophuthatswana and South African governments could decide whether the schools would become multiracial.

The principal of the primary school, Koos van Zyl, said copies of the South African government's education models had been sent to parents, who would decide whether they wanted an integrated school.

FW, Mandela meet on crisis in education

Political Staff

PRESIDENT F W de Klerk and Mr Nelson Mandela meet again today for the highest-profile meeting yet on South Africa's education crisis.

Mr Mandela will head a delegation of educationists and officials from national organisations concerned at the "catastrophic consequences" of the problems in black education.

Mr De Klerk's delegation will include the Minister of Education and Training, Dr Stoffel van der Merwe, his deputy minister Mr Piet Marais and the Minister of National Education, Mr Louis Pienaar.

Few details of what will be discussed have emerged, but Mr Mandela's delegation will be anxious to get some commitment from the government to address the shortage of books, facilities and teachers in black schooling.

A memorandum prepared by the delegation for the meeting indicated that the disastrous performance of black matriculants last year could be prominent in the discussions.

Government spokesmen have already indicated this year that they are anxious to address the crisis.

They have resisted pressure for one education system, pointing out that the practical implications are enormous.

The creation of one education ministry is, however, being viewed with interest in some government circles.

'Breakthrough' in education talks

By Peter Fabricius
Political Correspondent

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Negotiations for a single education system achieved a "breakthrough" yesterday with the establishment of a joint working group on education involving the Government, the ANC and other parties.

This was agreed to at a four-hour meeting between President de Klerk and a 26-person delegation of educationists led by ANC deputy president Nelson Mandela at Tuynhuys.

The working group is to discuss proposals for a single education system and report back to its principals in about four to six weeks, according to participants at the meeting.

Both sides agreed the working group should also discuss ways of establishing a fully representative forum to discuss a new education system.

They also agreed that the meeting had not had time to tackle any substantial problems.

At a press conference, Mr Mandela described the meeting as a "breakthrough" for efforts to change the education system, while Democratic Party education spokesman Roger Burrows said it looked as though the working group would increasingly become an "effective interim administrative structure" for education.

National Education Minister Louis Pienaar stressed, however, that the Government would have the final say in implementing any recommendations by the group.

Education and Training Minister Dr Stoffel van der Merwe

said at a Government press briefing that Mr Mandela's delegation had put on the table its proposal for a single education system or department.

There had been little time to discuss it but Mr Mandela's delegation had agreed that there should be scope for "sub-systems" — a reference to "own" schools based on cultural but not racial criteria.

Dr van der Merwe expressed reservations about creating a single executive education department which could become an "unadministrable bureaucratic monster".

But whether there was one or several departments, in the end there could still be one system.

Funding

Sources on both sides made it clear that the present unequal funding for education was going to be the big bugbear in negotiations.

The demand for a single budget was the first item on the agenda of Mr Mandela's group.

Dr van der Merwe said some members of the delegation would like to see an immediate equalisation of spending on all races, which the Government regarded as impossible.

This was the sort of matter which the working group would deal with.

He indicated that the working group's deliberations could still influence the allocations for the various education departments in this year's Budget to be delivered on March 20.

Mr Pienaar said the group would also discuss the reports of the Government's investigation into a major educational renewal strategy which was now being completed.

The two Ministers pointed out that yesterday's discussions would have to be broadened because they did not represent all major groupings.

The PAC and the Federal Council for Educationists were among those not represented.

The working group will comprise Dr van der Merwe and Mr Pienaar, their two directors-general and Dr van der Merwe's Deputy Minister Piet Marais.

Mr Mandela's delegation will be represented by John Samuel of the ANC's education department, Ihron Rensburg of the National Education Co-ordination Committee, Professor Shabani Manganyi, rector of the University of the North, Neil McGurk of the Association of Independent Schools and Sedupe Ramakgopa of Azapo.

Meanwhile, Minister of Education and Culture Piet Clase told Parliament yesterday that he was prepared to accept a single education ministry in a single education system.

But if this became a "single, massive, executive education department which must provide forced integrated education to six million pupils, then I reject it as unrealistic".

Different communities should be given the right to maintain "own" schools based on "own" values, with State support equal to that of other schools.

Mr Clase said the present four-model white education system could form the basis of a new education system under a new constitution.

DP finance spokesman Ken Andrew accused Mr Clase of following a "scorched earth" education policy.

DET slated ⁽⁵⁰⁾

THE National Education Coordinating Committee has strongly criticised "the collapsing state of education in the country, particularly in the Eastern Cape". *to welton 25/2/91*

"The Government, though advocating reforms, clings to the old Verwoerdian concept of Bantu Education. We raise our concern at the beurocracy which has openly shown its distaste of change or interest in black education," said the NECC. - *Sapa*

Business to attend key seminar on education

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New Nation: Learning Nation 25/1-31/1/91

AN IMPORTANT seminar in the history of education in South Africa will be held in Johannesburg on February 6.

The seminar, the first of its kind, is being convened by Martin Sweet, senior manager of legal services at the Charter Life Insurance Company and will be attended by business people and members of the community from all spheres of life.

Sweet, who is also a Yeoville city councillor, told PUPILS FORUM that the aim of the seminar was to provide a forum for the community, through its representatives, to communicate its needs in education to the private sector.

"The idea is to provide a platform for big business and the community to have direct contact on this issue," said Sweet.

The seminar is convened at a time when some of the country's leading companies, including Anglo American, have cut their bursaries for black students.

It is expected that big business could announce huge investments in black education after the summit.

Reacting to the idea of the seminar, Soweto Education Co-ordinating Committee (SECC) official David Maepa, expressed joy that "the dream of the Soweto community could come true".

The SECC has drawn up a mammoth education programme and said it would go all out to ask for funds from the private sector to finance its projects.

Sweet and Maepa will be among the speakers at the seminar. Other speakers

High hopes for massive investments in education

will include ANC director of international affairs, Thabo Mbeki and black businesspersons. The seminar will pose a challenge to the black business to invest in education.

It has been pointed out that, although some black businesses have made tremendous breakthroughs in the last few years, little has been done to invest money in the future of the country and the black community, in particular.

Representatives of the National African Federated Chamber of Commerce (Nafcoc), the Foundation of African Business and Consumer Services (Fabcos) and Business Challenge, will attend the gathering.

Sweet said there was a lack of awareness of the importance of education, particularly among big business. "If you do not educate and rehabilitate these young people, you will end up with declining law and order. He who opens a school, closes a prison," he said.

He called on big business to take up the challenge in the education field. "They



Convenor of the education seminar, Martin Sweet: "He who opens a school, closes a prison."

must train and develop their workers. They must give them a stake in their business," he said.

Sweet argued that, if business assisted in education, it would help gain acceptance for the kind of economic system it advocated.

He suggested that an umbrella business and community alliance be developed. This, he said, could assist in raising professional standards and efficiency in co-ordinating projects and fundraising at a national level.

Major projects of such an alliance could include a national education sweepstake, development of educational endowment policies and providing assistance in creating a national network of community education centres.

Meanwhile, Charter Life is offering free training for personnel who are serving or are keen to serve in the emerging black brokerages.

● Admission to the seminar is free and is open to interested people from all over the country. Further details are available from Sweet, at telephone number (011) 836-2771.

'No single education system this session'

B/Day 25/1/91

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CAPE TOWN — Government sources yesterday denied speculation that it was considering implementing a single unified education system in this session of Parliament.

However, both government and ANC sources have confirmed that President F W de Klerk is to meet an ANC delegation led by vice president Nelson Mandela after February 10 to discuss the issue.

A government source explained it was not possible to simply scrap the existing system and launch a single education department because this would cause chaos.

BILLY PADDOCK

A new constitution and a new education system had to be negotiated in tandem.

However, he said that in the past 10 years the separate education systems had developed to the stage where the Department of National Education was the body that made the decisions on syllabi, policy and finance and was "in a sense growing together".

ANC deputy president Nelson Mandela apparently requested a meeting with De Klerk before the opening of Parliament to

put forward the demand for a single education system, but the only date available coincided with the ANC meeting the Inkatha Freedom Party on Tuesday.

The government source said a major problem with integrating the department at the higher echelons was a lack of trust and an unwillingness of able and qualified blacks to associate themselves closely with the system.

A standing instruction in the department required that, if any vacancy had to be filled, motivation had to be made as to why a black person was not employed.

FW and ANC to meet on schooling

Star 25/1/91 (50)

By Peter Fabricius
Political Correspondent

ANC deputy president Nelson Mandela and President de Klerk are to meet early in February to discuss the organisation's demand for a single education department.

Minister of Education and Training Stoffel van der Merwe confirmed this yesterday, but made it clear that it would be impossible for the Government to commit itself to a specific form of future education now.

Establishing a new education system was a highly complex problem which would require thorough negotiation.

His remarks seem to have scotched speculation that Mr de Klerk would commit the Government to a single education department when he opens Parliament on February 1.

He expected that Mr Mandela would lead a delegation that would demand a single education department and voice concern over several problems in black education.

Dr van der Merwe said the Government would tell the ANC delegation that negotiating a

new education system was a complex problem which would require thorough negotiation to discover what system was best.

Negotiation of a new system was closely tied in with that of a new political dispensation, he added.

The Government would try to persuade the ANC to agree to an interim arrangement which involved more active participation of the community in education.

Optimistic

Despite these differences, Dr van der Merwe said he was more optimistic about black education now than last year.

There was a much better relationship between the department and "all sorts of organisations".

"There is a much greater appreciation of the realities by all parties, and a willingness among black leaders not only to urge children to go back to school but also for them to learn something, and for teachers to teach something.

"It will make a great deal of difference that the department

and black leaders are saying the same things."

He believed that apart from the demand for a single education department, the delegation under Mr Mandela would also complain about overcrowding, the shortage of teachers, classrooms and textbooks, and the high matric failure rate last year.

He also expected a demand that the department do more to help students pass the supplementary matric examinations which they will write soon.

Dr Van der Merwe said his department had already taken R28 million for more textbooks from the extra-budgetary allocation which the Government granted for socio-economic spending last year.

Responding to a call from the Democratic Party for his department to use church halls and other buildings to accommodate the excess number of black pupils this year, Dr van der Merwe said this would not help if there were not more teachers.

DP education spokesman Roger Burrows said: "Do not turn them away. Enrol them all."

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Jo'burg schools go for semi-private status

81000 25/2/91. TANIA LEVY

PARENTS at several Johannesburg northern suburbs schools are opting for the model C education system which allows schools to become semi-private.

Fourways High School has spearheaded the move away from model B — which allowed about 200 white schools in the country to become multiracial this year. Voting on model C closes at Fourways High on Thursday.

A 95% vote in favour of model C was recorded at Sandown Primary last week and other northern suburbs schools considering this option include Rivonia Primary, Sandown High, Hyde Park High and Westridge High.

Fourways High management council vice-chairman Vic Pugh said after thorough investigation of available models, model C was being put to the vote because it allowed parents most control over the school but included some state financial assistance.

Model C involves the automatic transfer of legal ownership of the school to parents, and gives them full power to decide on and enforce an admissions policy as well as the payment of school fees.

With model B, school fees are not compulsory and there are some government restrictions on admission requirements decided on by parents.

Pugh denied that the choice of model C was an "elitist" attempt to keep the school white. Pupils of any colour who met the requirements would be admitted.

Title deeds

The admission policy proposed for Fourways was based on mother tongue proficiency, ability to pay school fees, academic suitability, age and whether the person lives in the school's catchment area.

The school had to cater for the community's needs but there was no doubt that the growing area would be multiracial in future, said Pugh.

Model A, which allows schools to become fully private, was too expensive, said Pugh. Parents would have had to raise R25m in three years to buy the school.

Title deeds for the school grounds and buildings will be transferred to the school's management committee if it becomes a model C school and government will still pay teachers' basic salaries.

Fourways management committee had decided on model C because it allowed a greater degree of parental control over the school.

As a model C school, Fourways High would be able to enforce compulsory payment of school fees, spreading the financial obligation more evenly and reducing the burden on the state.

The management committee had calculated that fees of R1 104 a year would be payable, R200 less than if the school opted for model B status and about R100 more than this year's fees.

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Some Jhb schools to opt for Model C

Opt 7/4/8
25/2/91
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Own Correspondent

JOHANNESBURG. — Parents at several Johannesburg northern-suburbs schools are opting for the Model C education system which allows schools to become semi-private.

Fourways High School has spearheaded the move away from Model B — which allowed about 200 white schools in the country to become multi-racial this year.

Voting on Model C will close at Fourways High on Thursday. Others considering this system include Rivonia Primary, Sandown High and Primary, Hyde Park High and Westridge High.

Fourways High management council vice-chairman Mr Vic Pugh said Model C was being put to the vote because it allowed parents most control over the school but included some state financial assistance.

He denied that the choice was an "elitist" attempt to keep the school white.

AZASM condemns school disruptions 50
0/21-1143 25/2/91

JOHANNESBURG. — Azanian Students' Movement (Azasm) president Mr Andile Mngxitama says class boycotts and renewed disruption of schooling by teachers and pupils through the country would put black education decades behind that of other national groups.

"We condemn the actions of a section teachers which would have the same effect the racist regime would do to the downtrodden. The increasing vandalism and breakdown of discipline in schools are reactionary," he said.

And in Sibasa, Venda, Mr Rudzani Nemutumbi told the launch of the local Azasm branch that the movement should deal with disruptive student elements if the anarchy looming in black schools is to avoided. — Sapa

The MINISTER OF EDUCATION AND CULTURE:

Hansard 26/2/91

- (1) No, information is not available at this stage. It is not as yet possible to determine the number of posts;
- (2) given the tendency of decreasing numbers in the school population in my Department it is probable that teaching posts will be abolished;
- (a) see (1);
- (b) efforts will be made to appoint the teachers concerned to suitable vacant posts in other areas;
- (3) no.

School/tuition fees

*3. Mr R M BURROWS asked the Minister of Education and Culture: (SO)

- (1) Whether his Department is taking steps to make the collection of school and/or tuition fees compulsory; if so, what steps; if not, why not;
- (2) whether he will make a statement on the matter? Hansard 26/2/91 B205E
- †The MINISTER OF EDUCATION AND CULTURE:

- (1) No, although the necessary preparatory steps have been taken the collection of compulsory tuition fees is not being considered for the near future. The financing of education is one of the aspects which is presently being investigated as part of the Education Renewal Strategy and the findings are awaited;
- (2) no.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister, could he give an indication as to whether his Department permits school management councils to hire or employ additional teachers or to remunerate existing teachers over and above their salary scale?

†The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, officially there is no such policy. I have complete understanding for the fact that there is a particular need in certain schools and also perhaps the financial means to give additional benefits to certain teachers.

However, it creates a very large problem within the teaching profession because there are large problems surrounding this issue. The most important thereof is that a particular community can offer teachers better benefits than other schools can as a result of its economically directed composition, and this can really be a problem. Hansard 26/2/91 (SO)

I am aware that teachers are assisted in various ways to teach at a particular school without a specific amount of money increasing the salary. The whole issue of differentiated salaries is a difficult matter that constantly demands the attention of my department as well as that of the organised profession. It can be that we will really have to pay attention in future to possibly allowing it, but I do not want to commit myself to that at this moment in time.

Certain White areas: permits

*4. Mr J CHIOLE asked the Minister of Welfare, Housing and Works:†

- (1) How many permits to live in the White residential areas of Erasmusia and Christoburg in the Pretoria West constituency have been granted in terms of the Group Areas Act to Indians to date;
- (2) whether his Department obtains comment from the relevant city council, member of Parliament and neighbours before permits in terms of the above-mentioned Act are granted; if not,

- (3) whether his Department gave the member of Parliament for Umhlatuzana the opportunity to make such comment in respect of Indians who wished to settle in Queensburgh, a suburb of Durban; if so, (a) what was the nature of this member's comment and (b) why was this procedure not followed in respect of Erasmusia and Christoburg? Hansard 26/2/91 B254E

†The MINISTER OF WELFARE, HOUSING AND WORKS:

- (1) 140;
- (2) Yes, my predecessor at the request of the relevant City Council had discussions with the Chairman of the Management Committee of the Pretoria City Council and

the City Councillor for Erasmusia/Christoburg on 24 September 1990. Thereafter they orally indicated, on behalf of the City Council, that there would be no objections to the granting of permits.

On 25 September 1990 officials had discussions with the City Councillor, the Chairman of the Ratepayers Association and others. During a residents meeting on 29 September 1990 it was indicated, on a *pro forma* letter, that most of the residents are prepared to sell properties to Indians. This fact was conveyed to the Department by the City Councillor on 1 October 1990.

On 9 November 1990 my predecessor had discussions with the hon member on his request during which the hon member again clearly stated his viewpoint against the possible issue of permits.

Applications for permits were accompanied by forms of consent or otherwise from the adjacent neighbours. The information was verified during the consideration of the applications.

- (3) Falls away.

Mr S S VAN DER MERWE: Mr Chairman, arising out of the hon the Minister's reply, in respect of the suburbs in the constituency of Pretoria West, were any of the applications received by the Department turned down and, if so, how many?

The MINISTER: Mr Chairman, I do not have that information readily at hand. If the hon member wishes to put that question on the Question Paper I will reply to it.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

(SO) *5. Mr A GERBER asked the Minister of Education and Culture:† Hansard 26/2/91

Whether there is any difference in respect of the average amounts spent by the State per child on ordinary State schools as compared to private schools under the control of his Department; if so, (a) what average amount was spent per child in each case during the latest specified financial year for which information is available and (b) what are the reasons for

the difference?

B257E

†The MINISTER OF EDUCATION AND CULTURE:

Yes, for the 1990/91 financial year

- (a) *State schools*: Approximately R3 600 per pupil per year,
Private schools:
Gr 1 to Std 7: R760 or R253 per pupil per year,
Sids 8 to 10: R1 140 or R380 per pupil per year,

- (b) Regulation 5 of the Regulations regarding the Registration of and Financial Grants to Private Schools (No R2281 of 31 October 1986) stipulates inter alia as follows:

"(1) A registered private school may apply to be considered for one or two categories of financial grants.

- (2) The categories referred to in subregulation (1) are either 15% or 45% of an amount calculated in accordance with a standard formula of the Department."

The state accepts greater responsibility for the financing of State schools than for private schools, which have greater autonomy.

Land Tenure Acts: abolition

*6. Mr A P OOSTHUIZEN asked the Minister of Agricultural Development:

Whether after the abolition of the so-called Land Tenure Acts of 1913 and 1936 the Directorate: Financial Aid of his Department will render financial assistance to non-Whites for the purchase of agricultural land; if not, why not; if so, what steps are contemplated in this connection? Hansard 26/2/91 B287E

†The MINISTER OF AGRICULTURAL DEVELOPMENT:

The Directorate: Financial Assistance may in accordance with the Republic of South African Constitution Act, 1983, render a service to any population group provided the funds are available for that purpose. The conditions for financial assistance for the purchase of agricultural land will be the same for everyone.

Education system to change, agrees Govt

By ISMAIL LAGARDIEN
Political Correspondent

THE Government and a group of educationists have agreed that there has to be fundamental change in the educational system.

This was announced in a joint statement after the two sides met in Cape Town yesterday. *Sowetan 26/2/91*

They resolved to meet again to discuss "burning issues" which include the question of whether there should be one educational system and a single budget for the country.

The two sides agreed to establish five-person working groups each to meet again within four to six weeks.

Asked whether it was fair to say that all that had been achieved was an undertaking to meet again, Dr Franklin Sonn, rector of the Peninsula Technikon, said:

Memorandum (50)

"No. We extracted from Government an acknowledgement that there were major problems in the South African education system and both groups agreed that fundamental changes were needed."

The joint statement said the meeting had taken place in a spirit of frank and open discussion around the memorandum submitted to President FW de Klerk on January 29.

The Joint Working Group would deal with short-term and immediate issues raised at the meeting as well as procedures to establish a fully representative forum to discuss a new education system in South Africa, the statement said.

The educationists' team was led by ANC deputy president Mr Nelson Mandela.

Mandela stopped the procession as his 27-member delegation left the State President's



NELSON MANDELA

Tuynhuys office complex after the meeting to address schoolchildren and teachers demonstrating their solidarity outside the gates.

A police brigadier produced a loudhailer and Mandela greeted the crowd to loud cheers and cries of "Amandla".

"There is no necessity to crowd around," he told the media. "I would like to see the children here. They can't see me."

A crucial meeting next week on education between State President F W de Klerk and a delegation led by ANC deputy president Nelson Mandela will be faced with the stark realities of the schools' situation. The meeting, to be held in Cape Town on Monday, is expected to be decisive in the resolution of the deepening education crisis. Musa Ndwandwe reports:

EDUCATION in the country is set to take a decisive turn when the State President meets representatives of education, political, trade union and community organisations from all over the country on Monday.

The meeting is expected to urge the government to give "emergency attention" to the country's deteriorating education system and comes after the delegation presented a memorandum to Mr F W de Klerk about three weeks ago.

The memorandum called on the government to address the crisis in black schools and set the tone for a single education department.

'Breakthrough'

Many educationists say a successful meeting can be the "breakthrough" in resolving the education problems that have caused havoc at black high and primary schools for more than a decade.

This is also the first attempt of organisations like the ANC to place education high on the agenda and could have a major impact on the movement's negotiation strategies. Many educationists feel that coupling the resolution of the education crisis to negotiations is a move long overdue.

However, a daunting task lies ahead to reach parity in education.

About 36 000 extra classrooms will be needed to bridge the gap between white and black education.

This means about 1 500 schools need to be built at about R2.5 million each. "If you speak about 36 000 classrooms, you have to speak about 36 000 addi-

EDUCATION

Stark realities of school

crisis on agenda

South 21/2-27/2/91

(50)

tional teachers," one educationist pointed out.

"Apart from insisting on a bigger budget allocation, we will have to impress on the government that the situation demands emergency treatment," Brother Neil McGourk, a member of next week's delegation and principal of the Sacred Heart College, said.

Professor Jakes Gerwel, who will also be part of the delegation, recently asked for a "totally new logic" in distributing existing resources.

Collapse

Monday's meeting takes place amid fears that 1991 might see the further collapse of black education. As one educationist pointed out: "The situation is deteriorating all the time and the more you try to fight the backlog, the more disparities arise."

At present, the government allocates 19.5 percent of its total budget to education. While this is the largest budget allocation to a single item, researchers say it will have to increase threefold if the education backlog is to be addressed.

Close to six million pupils, registered with the Department of Education and Training are affected. However, there is a strong feeling among progressive educationists that intensified political input in the struggle for a free and equal education.

"A transformed education system cannot simply be brought about by administrative fiat. We will have to ensure the organic relationship with the sectoral organisations continue," said Mr Yusuf Saaved TWC educationist



Mr F W de Klerk



Mr Nelson Mandela



Professor Jakes Gerwel



Dr Stoffel van der Merwe

SECOND UNEMPLOYMENT INSURANCE AMENDMENT
ACT, 1982

Act No. 89, 1982

GENERAL EXPLANATORY NOTE:

- [** **]** Words in bold type in square brackets indicate omissions from existing enactments.
- _____ Words underlined with solid line indicate insertions in existing enactments.

ACT

To amend the Unemployment Insurance Act, 1966, so as to provide for certain persons who enter the Republic from any other state, to be regarded as contributors within the meaning of the said Act, and for the payment of contributions by them and by their employers to that other state; and to provide for matters connected therewith.

*(English text signed by the State President.)
(Assented to 7 June 1982.)*

BE IT ENACTED by the State President and the House of Assembly of the Republic of South Africa, as follows:—

1. Section 2 of the Unemployment Insurance Act, 1966 (hereinafter referred to as the principal Act), is hereby amended by the addition of the following subsection:
 - 5 “(6) Notwithstanding the provisions of subsection (2) (a) and except in so far as the Minister may with reference to any provision of this Act provide otherwise, persons referred to in that subsection who enter the Republic from any other state and in respect of whom the Government of the Republic and the government of that other state agree that they shall be regarded as contributors, shall for the purposes of this Act be regarded as contributors.”
- 10 Amendment of section 2 of Act 30 of 1966, as amended by section 1 of Act 27 of 1967, section 1 of Act 87 of 1968, section 1 of Act 61 of 1971, section 1 of Act 12 of 1974, section 1 of Act 51 of 1975, section 1 of Act 6 of 1978, section 2 of Act 9 of 1979, Proclamation 278 of 1979, Proclamation R.193 of 1980, section 2 of Act 1 of 1981 and section 18 of Act 1 of 1982.
- 15 2. Section 7 of the principal Act is hereby amended by the substitution for paragraph (g) of the following paragraph:
 - 20 “(g) the payment of any other expenditure incurred by the Director-General in the administration of this Act, including the expenses referred to in section 49, **[or] 64C or 64F.**”
- 25 Amendment of section 7 of Act 30 of 1966, as amended by section 1 of Act 118 of 1977, section 4 of Act 9 of 1979 and sections 3 and 18 of Act 1 of 1982
- 20 3. The following section is hereby inserted in the principal Act after section 64E:
 - 25 **64F.** The Director-General shall, at such times and in such manner as may be agreed upon between the Government of the Republic and the government of any other state referred to in section 2 (6) which has established an unemployment insurance fund, pay
- 25 Insertion of section 64F in Act 30 of 1966.

“Payment of amount from fund to government of foreign state.

Govt's education policy slated ^{SO}

steven 26/2/91
The Government had been pursuing an educational scorched earth policy, Ken Andrew (DP Gardens) said yesterday.

Speaking during the first reading debate of the Part Appropriation Bill (Own Affairs), he said that over the past 12 years, 274 white schools had been closed while thousands of white teach-

ers had been made redundant.

"In practical terms, if the whites don't need it, then nobody else is going to get it," he said.

"The policies that have been pursued have sabotaged the educational and life prospects of millions of young South Africans." — Sapa.

White social old-age pensioners

*7. Mr K M ANDREW asked the Minister of Welfare, Housing and Works:

- (a) How many White social old-age pensioners were there during the latest specified 12-month period for which figures are available and (b) what was the total cost of these pensions during the said period?

Answered 26/2/91 B311E

The MINISTER OF WELFARE, HOUSING AND WORKS:

- (a) 136 306 as at 31 March 1990.
- (b) R425 309 000 for the 1989/90 financial year.

Reply substituting reply to Question No 3 on 12 February 1991, but by Mr R M Burrows (col 43):

Schools/colleges closed (50)

*3. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any component executive departments of his Department have closed any schools or colleges of education in 1990; if so, (a) for what reasons and (b) what total number was closed;
- (2) whether the closing of schools or colleges in terms of a policy of rationalisation will continue in 1991; if so, for what reasons;
- (3) whether he will make a statement on the matter?

Answered 26/2/91 B31E

The MINISTER OF EDUCATION AND CULTURE:

It is accepted that "component executive departments" refer to the four executive departments of education.

- (1) Yes, (a) to ensure cost-effective use of facilities, (b) 47 schools and 1 college of education;
- (2) yes, to ensure further cost-effective use of facilities;
- (3) no.

Written reply:

General Affairs:

SADF: persons failing to report for duty

46 Lt-Gen R H D ROGERS asked the Minister of Defence: Answered 26/2/91

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

- (a) None Answered 26/2/91
- (b) and (c) Fall away.

Cape Peninsula: monitoring of oil spillage

65. Mr C W EGLIN asked the Minister of Environment Affairs: Answered 26/2/91

- (1) Whether any steps are being taken to monitor oil spillage from vessels into the sea off the Cape Peninsula; if so, what steps; if not, why not;
- (2) whether there were any cases of oil spillage from vessels into the sea off the Cape Peninsula in 1990; if so, in respect of each such case, (a) what was the (i) nature and (ii) extent of the spillage, (b) what is the name of the vessel concerned and (c) what follow-up action was taken by the South African Government?

The MINISTER OF ENVIRONMENT AFFAIRS:

- (1) The Kuswag 7 oil pollution coastal patrol aircraft patrols the shipping lanes between Saldanha Bay and Richards Bay, flying an average of 60 hours per month. This coverage includes the sea around the Cape Peninsula. All oil spills spotted by the Kuswag 7 are reported to the Department of Environment Affairs. In addition, all coastal and port authorities and other bodies with jurisdiction along the coastline have been requested to report any oil spill sightings to the Department of Environment Affairs. All of these oil spills are recorded for monitoring purposes.
- (2) The following incidents of oil pollution were recorded from around the Cape Peninsula during the period 1 January to 31 December 1990:

| DATE | SOURCE | NATURE | POSITION | EXTENT | ACTION |
|-------|----------------|----------|----------------------|--------|----------------------------------|
| 10/1 | Unidentified | Fuel oil | Milnerton beach | 0,3 t | Cleared |
| 30/3 | "South Island" | Bilge | 30 nm S of False Bay | 0,3 t | None |
| 23/5 | Unidentified | Tar | Milnerton beach | 0,1 t | Cleared |
| 1/7 | "Bubijan" | Crude | N of Robben Island | 0,1 t | Kuswag vessel broke up the crude |
| 29/7 | Unidentified | Tar | Camps Bay | 0,3 t | Cleared |
| 27/12 | Unidentified | Lube | Milnerton beach | 0,2 t | Cleared |

In addition to the above reported spills, 38 incidents of oiled penguins, involving less than five birds in each case, were recorded along the Cape Peninsula coastline during this period. These incidents were not linked to any of the reported spills. All these birds were treated at the South African National Foundation for the Conservation of Coastal Birds (SANCCOB).

SADF: refusal to serve

90. Mr L FUCHS asked the Minister of Correctional Services: Answered 26/2/91

Whether any persons are currently serving gaol sentences for refusing to serve in the South African Defence Force; if so, (a) how many and (b) in respect of what date is this information furnished?

Answered 26/2/91 B320E

The MINISTER OF CORRECTIONAL SERVICES:

- (a) and (b)
- On 19 February 1991 no persons were serving sentences of imprisonment for refusing to serve in the South African Defence Force.

(1) Whether there has been any meeting between the Government and representatives of the United Nations High Commission for Refugees; if so, (a) when did the meeting take place, (b) by whom was it attended and (c) what was the (i) purpose and (ii) outcome of the meeting;

(2) whether any further meetings are due to take place; if so, what are the relevant details?

B242E

THE MINISTER OF FOREIGN AFFAIRS:

(1) Yes

(a) The meeting took place in Cape Town on 12 February 1991.

(b) It was attended by a delegation of four UNHCR officials under the leadership of Mr N Bwakira, Director of the UNHCR Regional Bureau for Africa and the Ministers of Foreign Affairs, National Health and Population Development and Home Affairs, the Deputy Minister of Justice and senior South African officials.

(c) (i) The purpose of the meeting was to explore with the delegation of the UNHCR the basis on which that organisation might assist in facilitating the return of exiles to South Africa should it be decided to extend an invitation to it to play a role.
(ii) The meeting was purely exploratory.

(2) None are scheduled as of now.

Pretoria Minute: work completed

*21. Mr C W EGLIN asked the Minister of Correctional Services:

(1) Whether it is anticipated that the work in connection with the release of prisoners and the granting of amnesty referred to in the Pretoria Minute will be completed by 30 April 1991;

(2) whether he will make a statement on the matter?

B243E

THE MINISTER OF CORRECTIONAL SERVICES:

(1) and (2) 26/2/91

The target date as set is attainable provided that the applicants for release and indemnity give their full co-operation.

Fuel price: criteria

*22. Adv CH PIENNAAR asked the Minister of Mineral and Energy Affairs and Public Enterprises:†

(a) What criteria are applied in fixing the price of fuel on a differentiated basis in the various fuel zones and (b) how many fuel zones are there in the Republic at present?

26/2/91

B252E

THE MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

(a) Fuel prices differ only in respect of transport costs. The different price zones reflect the costs of transport to a particular area and for this purpose magisterial districts are used. All magisterial districts with the same transport cost element are combined in a price zone. The transport cost also represents the most economic mode of transport which can be used in an area, for example pipeline, rail or road, or a combination of these modes as applicable. The Pretoria-Vereeniging-Witwatersrand is price zone 14C and is based on pipeline tariffs. The increased transport cost that became effective on 1 January 1991 has thus far not been passed on to consumers and is still separately financed by the Equalisation Fund.

(b) 60

*23. Dr F HARTZENBERG—Justice:† [Withdrawn.]

White schools: pupil/teacher ratio

*24. Mr A GERBER asked the Minister of National Education:†

(1) Whether his Department is considering adjusting the pupil/teacher ratio in White schools; if so, what ratio is envisaged by his Department in this regard;

(2) whether it is foreseen that some White teachers are going to lose their posts in

White schools as a result of this adjustment; if so, what steps are contemplated in respect of such teachers?

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B258E

THE MINISTER OF NATIONAL EDUCATION:

(1) Strictly speaking, the issue of the pupil/teacher ratio in schools is not a line function of the Department of National Education and it does not fall within the Department's jurisdiction to determine the day-to-day ratio.

The Department is, however, closely concerned with the determination of overall general policy and planning and will probably, as a result of reports related to the Education Renewal Strategy, attend to this matter, and to the implications, if any, that it may have for teaching staff, in consultation with relevant interested parties in the near future.

It would not be appropriate to anticipate those representations and consultations at this stage.

(2) Lapses.

Acacia Park: domestic servants

*25. Mr A GERBER asked the Minister of Public Works and Land Affairs:†

Whether his Department places any restriction on domestic servants of colour living in flats and/or houses in Acacia Park; if so, why; if not, why not?

26/2/91

B261E

THE MINISTER OF PUBLIC WORKS AND LAND AFFAIRS:

Yes, but in the rules and conditions of occupation, drawn up in consultation with the Acacia Park Control Board, no reference is made to race or colour. The applicable rule only states that *servants* may not be allowed to stay overnight in houses, flats or store-rooms.

In Acacia Park there are various types of dwellings ranging from three-bedroom houses to single flats. To ensure that dwellings are allocated in a fair and just manner, a points system is used. The number of people in the particular household who have to be accommodated is an important element of the points system. Tenants with larger families who have

to be in Cape Town for the duration of the Session of Parliament receive preference in the allocation of the larger homes. There are not enough two- or three-bedroom dwellings available to provide accommodation for servants of tenants as well. Store-rooms at dwellings are also not considered to be suitable accommodation for continuous human occupation. For these reasons specific provision were made for servants' quarters in Acacia Park.

P160-1 road (N4)

*26. Dr W J BOTHA asked the Minister of Transport:†

(1) Whether the detail planning of the two uncompleted sections of the P160-1 road (the N4) has been completed;

(2) when is it expected that the construction work on these two sections will be (a) commenced and (b) completed?

B272E

THE MINISTER OF TRANSPORT:

(1) Yes.

(2) (a) and (b) Due to the fact that restricted funds have to be used for other priorities the requested information is not determinable at this stage.

P160-2 road

*27. Dr W J BOTHA asked the Minister of Transport:†

Whether the construction work on the P160-2 road has been discontinued; if so, (a) when, (b) why, (c) when is it expected that the construction work will be (i) resumed and (ii) completed and (d) what amount had been spent on compacting the shoulders of and other construction work on this road when the construction work on it was discontinued?

B273E

THE MINISTER OF TRANSPORT:

Yes.

(a) During May 1986;

(b) Due to a lack of funds;

(c) (i) and (ii) The requested information is not determinable at this stage; and

(d) R15,65 million.

Group probes new education system

LESLEY LAMBERT

CAPE TOWN — A new, unitary education system is to be investigated by a joint working group set up yesterday by government and educational and political organisations. *B/pay 26/2/91*

It was agreed at a meeting between President F W de Klerk, key Cabinet ministers and a delegation of educationists and concerned organisations that the group would also address immediate, critical needs in schools.

Both the delegation leader, ANC deputy president Nelson Mandela, and Education and Training Minister Stoffel van der Merwe said after the meeting that the parties had reached agreement in principle on a wide range of matters, particularly the urgent need for a fundamentally changed, unitary education system.

The agenda of the meeting was based on a memorandum that the delegation submitted to De Klerk on January 29. It listed problems in the education system and recommended ways of resolving them.

A major item of the memorandum was the demand for an emergency educational fund to redress historical backlogs.

But one of the few areas of disagreement was that of budgetary allocations because "government could not concede immediately, and without further discussions, to demands for the immediate equalisation of spending on education", Van der Merwe said.

To Page 2

Education *B/pay 26/2/91*

Mandela confirmed at a Press conference after the meeting that the main items on the agenda had been a single education system and a single budget, recognition of representative structures such as teachers, parents and students bodies, and inadequate teaching resources.

Mandela was asked at the Press conference why he had told a crowd of school children protesting outside Parliament that they had nothing more to worry about. He said his reply was based on discussions at the meeting and agreement to set up

From Page 1

structures to deal with the students' grievances.

Van der Merwe expressed concern at the absence of certain political and educational organisations from the meeting.

Sapa reports police confirmed that 32 people, including teachers, who were arrested while demonstrating outside Tuynhuys during the meeting yesterday, were later released. They would appear in court to face charges under the Gatherings and Demonstrations Act.

Govt and ANC agree to change black education

CAF Tuis 26/2/91 50



SUMMIT . . . Mr Nelson Mandela, flanked by UWC rector Professor Jakes Gerwel, speaks to the press yesterday.

By ANTHONY JOHNSON

THE crisis education summit between the government and a broad-based delegation of educationalists yesterday agreed that there was a need to fundamentally change South Africa's education system.

The teams, led by President F W de Klerk and Mr Nelson Mandela, also agreed to set up a Joint Working Group to look into "critical and immediate" issues which have left many black schools around the country in turmoil.

However, no emergency plan has been instituted to relieve the immediate problems of overcrowding and lack of facilities and materials plaguing many black schools.

Neither did the government agree to provide a special cash injection for black education — either immediately or in next month's budget — to help it out of the doldrums.

But the Minister of Education and Development Aid, Dr Stoffel van der

Merwe, acknowledged that yesterday's meeting and the deliberations of the Joint Working Group could "have an influence" on the allocation for education in next month's budget.

(Last year the government made available an additional R750 million for a crash programme for building more black schools).

● Our Education Reporter reports that a group of 32 mainly female placard protesters who were arrested by police across the road from Tuynhuys during the meeting were released within hours after intervention by members of the education delegation.

Police liaison officer Captain Attie Laubscher said they would appear in court soon on charges under the Gatherings and Demonstrations Act.

A while later more than 250 schoolchildren from Crossroads and Guguletu agreed to put away posters highlighting the overcrowding in black schools and waited patiently for the meeting to end.

The children formed a guard of honour in Plein Street for Mr Mandela as he left Tuynhuys just before lunch.

Govt 'scorched earth policy' with schools

Political Staff

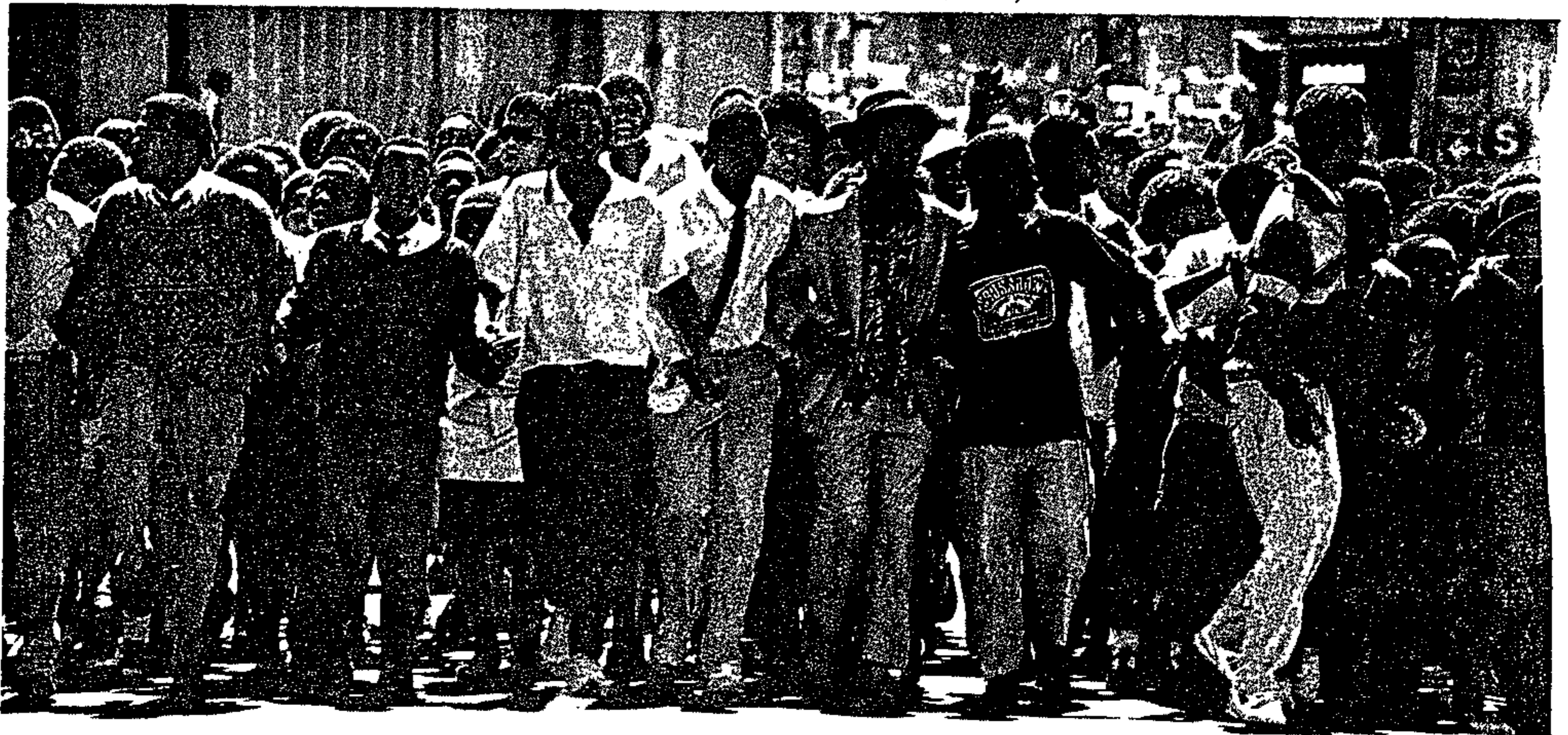
THE government had been pursuing an educational scorched earth policy and billions of rands had been squandered, the Democratic Party's finance spokesman, Mr Ken Andrew, said yesterday.

Over the past 12 years, 274 white schools had been closed down completely and the vast majority of those facilities lost to education.

"Thousands of qualified, experienced and competent white teachers have been retrenched or made redundant," he said during the Own Affairs Part Appropriation Debate.

"This government and this minister of education (Mr Piet Clase) have been pursuing an educational scorched earth policy.

"In fact, this minister would be more appropriately designated the Minister of Educational Sabotage."



EDUCATION PROTEST . . . School pupils, parents and teachers demonstrating outside Parliament yesterday gathered outside Tuynhuys to form a guard of honour for Mr Nelson Mandela as he and his delegation left after discussing problems in education with the government.

Picture: OBED ZILWA

SA ch...

James Moulder discusses different approaches to the unequal teacher:pupil ratio

Thorny side of 'equal education for all'

SPAR 27/2/91

(SO)

THERE are two ways to describe the unequal teacher:pupil ratios that exist in South Africa. One says the black segments of the system have too few teachers. The other says schools controlled by the Assembly, the Delegates and the Representatives have too many.

From the first perspective, justice requires us to provide black schools with as many teachers as the other schools have. The alternative view requires a reduction in the number of teachers in the other segments of the system so that black schools can have more teachers. This seems to be the Government's strategy.

It is being opposed by some of Natal's teachers. They reject the idea that, in a unified and non-racial education system, they will have to teach 35 to 40 pupils rather than 20 to 30.

Principals in the Assembly's schools have objected to the Natal Education Department's ruling that no extra teachers will be sent to open schools, even if there is an influx of black pupils. And about

9 500 teachers who belong to the Teachers' Association of South Africa (Tasa) have held a sit-in because the Delegates want to decrease staff and increase teaching hours.

The Natal Education Board (NEB) also believes black teacher:pupil ratios (TPRs) are too high rather than that the other ratios are too low. It has called for 32 000 additional teachers to staff black primary schools in KwaZulu/Natal.

They are required to reduce the TPR in these schools from 1:51 to 1:30 (17 300), as well as to provide schooling for about 441 000 children in rural areas who are not at school (14 700).

The NEB also calculates that a TPR of 1:35 reduces the number of additional teachers required to slightly less than 24 000. If it had used a TPR of 1:40, the shortfall it is alarmed about would have been reduced even further to less than 18 000.

The difference between these three figures is highly significant because it costs a lot of money to

educate a teacher. It is the difference between an affordable R98 million to educate 18 000 teachers for a 1:40 ratio and an unaffordable R176 million to educate 32 000 teachers for a 1:30 ratio.

Because even R98 million is a lot of money, it is necessary to examine TPRs in the light of the World Bank's policies for adjusting, revitalising and expanding primary schooling in Africa. Its research tells us that "within broad limits (between 25 and 50 pupils) changes in class size influence pupil achievement modestly or not at all".

This means that the TPRs in the Assembly (1:18), the Delegates (1:21) and the Representatives (1:23) are unnecessarily low. If teachers from these departments could be moved to black schools, the TPR for the whole country would be 1:32. And if they could be persuaded that a TPR of 1:40 is not too high, then there are enough teachers for the 1.5 million children who should be at school

but are not being educated.

There are significant inequalities in the TPRs that black schools have.

If all the homelands are lumped together, one gets a TPR of 1:44. If they are separated, QwaQwa emerges with a more than adequate ratio of 1:32. At the other extreme, KwaZulu has a ratio of 1:50, which is where the World Bank draws the line.

Similarly, although the DET as a whole has a TPR of 1:37, the ratios for its regions range from Johannesburg's 1:31 to Orange-Vaal's 1:41.

These figures challenge the objections that many of Natal's teachers have to large classes.

They also pose a string of thorny questions about teachers in a unified and non-racial education system.

● What is an adequate TPR for a Third World country like South Africa?

● How many schools refuse to have teachers who do not come from the local community, or who

belong to a different tribal, racial or ethnic group?

● Who can discourage teachers from demanding small classes (less than 30 pupils) and resisting placement in rural schools?

● If teachers refuse to teach large classes (between 35 and 40 pupils), and cannot be moved from better to worse segments of the system, what alternatives are there to recruitment, or to a reduction in student teachers?

● If teachers are going to have large classes, how should they be educated?

None of these questions is easy to answer and all of them point to another problem: when will F.W. de Klerk and Nelson Mandela start telling us that a post-apartheid education system will be more equal, but at a lower level than teachers and parents who fall under the Assembly, the Delegates and the Representatives are accustomed to?

Both of them, as well as everyone else who advocates "equal education for all" in a unified and non-racial system, should learn

from Winston Churchill.

When the UK had its back to the wall, he was brutally frank about what it would cost to defeat Hitler. He got more support than our leaders get because the hardships that he promised people were credible.

In South Africa, teachers and parents must start knocking down to two uncomfortable facts.

Although the position of black rural teachers can be improved considerably, they cannot get as much relief as they would like. And urban black teachers, as well as those who are in the other segments of the system, will have to teach 35 to 40 pupils rather than 20 to 30.

If urban teachers and parents refuse to accept that this is part of the price that has to be paid to create an equal and non-racial education system, then the inequalities that exist will continue in a post-apartheid SA. □

James Moulder is Professor of Philosophy at the University of Natal, Maritzburg.

POPULAR wisdom holds that the creation of a single education department to replace the present bureaucratic myriad will be a major move towards solving South Africa's education crisis.

This viewpoint will almost certainly be urged by the delegation of 30 imminent educationists, trade unionists, church leaders and representatives of political organisations — led by ANC deputy president Mr Nelson Mandela — who will meet State President FW de Klerk in Cape Town next week.

But is a single department the answer? While most educationists favour a unitary education system, little consideration has been given to the practicalities of such a move. Many researchers doubt whether this is indeed the cure-all for the country's classroom chaos.

Complex

Even more doubtful is whether it will be possible to establish a single education department before the turn of the century.

The crisis facing education is complex. "While the education crisis in the country is everyone's concern, not everyone is aware of its magnitude," says Mr Pundy Pillay, an economist at the University of Cape Town.

Mr Ihron Rensburg, National Education Coordinating Committee (NECC) general secretary, agrees the problem is multidimensional.

"Four main elements of the crisis can be distinguished," he says.

"A crisis of provision, of quality, of management and, clearly related to the

Is a single education department the answer?

50
Sow/L
21/2 - 27/2/91

With the country's education system deeply in crisis, a position appealing to popular sentiment is that a single education department should be established. Doing away with duplications in the present 19 departments of education, it is believed, will elicit the much-needed funds for this to be achieved. Some economic and education experts, however, are less optimistic, reports **Musa Ndwandwe:**

first three, a paralysing crisis of legitimacy and morale."

Economists maintain the provision element is the decisive factor. It is because of financial constraints, argues Pillay, that parity in education is impractical.

While acknowledging that a single education department will reduce some of the inequalities, Pillay says this alone will not iron out all discrepancies.

"Because the degree of underdevelopment is so great, serious inequalities will still exist between urban and rural areas and between rich and poor."

Research on funding has revealed a gloomy picture.

Mr Serrans van den Berg, a researcher at the University of Stellenbosch, says that establishing parity in per capita spending on social services such as edu-

cation, pensions, health and housing, would cost R75bn, which is more than the government's entire 1990-91 budget.

"Given the difficulties of raising taxes in a period of economic decline, it is hard to imagine a future government being able to raise that sort of money for social services," he said.

According to Interfund, an influential London-based fundraising consortium, parity in education spending between whites and blacks in 1990 would have cost the government an extra R25,56bn.

A similar amount would be needed to eliminate the backlog in other social services.

"One of the major challenges that faces the progressive education movement is to define what it means by a single education system and how it intends to con-

solidate the 19 racially-divided and ethnically-fragmented education departments into a single one," says Mr Yusuf Sayed, a lecturer in education at the University of the Western.

The question of responsibility is central to the debate.

The progressive education movement maintains it is the government's responsibility to provide equal education for all citizens.

"The education crisis is the responsibility of the government and it is responsible for its resolution," said Rensburg. In his parliamentary opening speech on February 1, De Klerk outlined the government's view. He hinted at the possibility of establishing "distinctive or autogenous education, conducted within a single system by those who desire it".

This is viewed by the progressive education movement as a move towards privatising education. "Privatisation of education, whatever form it takes, places the burden of education on the local population, further burdening those sectors of our society who have already been disadvantaged," says Sayed.

But economists suggest that people must brace themselves for paying for their education to supplement the state's limited resources.

Pillay suggests several alternatives which involve calling upon the communities to participate not only in the decisionmaking and management of the school system, but also in providing resources.

Increase

"One suggested way to increase the resources available for education is to impose selective charges or to increase charges if fees are already present," says Pillay.

"The rationale of the argument for raising fees is that the resources generated by increased private contributions could be used to redress some of the imbalances in the education system."

While the progressive education movement has not formulated any blueprints, it also favours the idea of community participation.

"The process of formulating alternatives is not simply a technical exercise and as such cannot be left in the hands of experts," says Sayed.

"This is a political task and must involve parents, students and teachers," he says.



Pupils in Standards 8-10

73. Mr R M BURROWS asked the Minister of Education and Training:

- (1) What total number of pupils attending schools falling under his Department were in Standards 8 to 10 in 1990; *was 271291*

| | Std 8 | Std 9 | Std 10 | Total |
|----------------------------|---------|--------|--------|---------|
| (1) Total number of pupils | 110 903 | 86 313 | 58 986 | 256 202 |
| (2) Enrolment for — | | | | |
| (a) Mathematics | 93 015 | 28 000 | 18 644 | 139 659 |
| Functional Mathematics | 5 149 | — | — | 5 149 |
| Total Mathematics | 98 164 | 28 000 | 18 644 | 144 808 |
| (b) Physical Science | 24 269 | 17 238 | 12 740 | 54 247 |
| (c) Biology | 89 675 | 67 944 | 45 310 | 202 929 |

Educational purposes: deductibility of moneys

74. Mr R M BURROWS asked the Minister of Finance: *SO* *Answer 27/2/91*

- (1) Whether he or his Department has initiated further investigations into the deductibility of moneys paid by individual taxpayers for educational purposes at school or college level; if not, why not; if so, (a) what matters are being investigated and (b) by what body;
- (2) what is the current tax policy regarding individuals and/or companies making donations to (a) tertiary institutions, (b) pre-primary schools, (c) primary schools and (d) secondary schools;
- (3) whether there have been any changes in the above policy during the past five years; if not, why not; if so, what changes?

B209E

The MINISTER OF FINANCE:

- (1), (2) and (3)

The answers to these questions are the same as those given in reply to questions nos 24 of 14 March 1989 and 26 of 19 March 1990.

Although extensive discussions have been held with the Department of National Education, no solution has, as yet, been found. Since then input has been received from the Urban Foundation and the Tax Advisory Committee has also been consulted. Everything possible

- (2) Cape, Natal and Transvaal: no, *was 27/2/91*
- (a) and (b) fall away. *was 27/2/91*
- OFS: yes, *was 27/2/91*

Private school subsidies

5. Mr R M BURROWS asked the Minister of Education and Culture: *was 27/2/91*

- (1) Whether private school subsidies for 1991 have been decided upon; if not, (a) why not and (b) when is it anticipated that they will be decided upon; if so, how many private schools have been granted subsidies of (i) 45 and (ii) 15 per cent;
- (2) whether any private schools (a) have not applied for and (b) have been refused subsidies in 1991; if so, how many in each case;
- (3) in respect of what date is this information furnished?

B55E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, per capita amounts for the 1991/92 book year have already been determined, (i) and (ii) applications from private schools will be received not later than 31 July 1991 only at which point the number of schools applying for financial assistance can be determined. As an interim measure, however, existing private schools whose registration with the Department is still current are provisionally subsidised at the same percentage level as in the previous financial year;
- (2) (a) and (b) fall away;
- (3) see (1).

Teachers made redundant

9. Mr K M ANDREW asked the Minister of Education and Culture: *was 27/2/91*

- (1) How many qualified teachers were made redundant, retrenched or retired early because of a surplus of teachers during or at the end of 1990;

- (2) how many teachers who qualified at the end of 1990 were unable to obtain posts from the beginning of 1991; *was 27/2/91*
- (3) (a) how many White student teachers have bursaries from the State at present and (b) (i) what is the annual cost to the State of such bursaries and (ii) in respect of what year is this information furnished? *was 27/2/91*

B45E

The MINISTER OF EDUCATION AND CULTURE:

- (1) 344;
- (2) *28;
- (3) (a) 9 368,
- (b) (i) R31 575 500
- (ii) 1990.

*Information in respect of the Cape not available.

White teacher-training colleges

17. Mr R M BURROWS asked the Minister of Education and Culture: *was 27/2/91*

- (1) Whether any qualified applicants were not admitted to White teacher-training colleges in 1990 because of (a) lack of facilities and (b) other specified factors; if so, how many such prospective students were (i) admitted, and (ii) refused admission, to these colleges in 1990;
- (2) (a) what is the combined capacity of these colleges and (b) what total number of students is enrolled at present? *was 27/2/91*

B201E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) No,
- (b) yes, a quota system which applies to teacher training;
- (i) 1 500
- (ii) 1 273;

- (2) (a) 10 250
- (b) 6 546.

My life is over. I cannot run away. They will find me wherever I am. I cannot hire bodyguards. I am a poor man.

This is the perception of people outside, looking in, and when they look at what happens to people who actually go and testify, they know that if they want to stay alive it is in their best interests rather to remain silent.

There is also a suspicion that the State has played a passive or an active role in the disappearance of certain witnesses. I quote from *The Sunday Star* of 17 February 1991:

The Government, on the other hand, allowed the fiasco to occur by doing nothing concrete to protect witnesses, despite repeated warnings of their fears. It was left to the Methodist Church to offer its services and this proved insufficient.

Why did the State not offer a better system of protection to the witnesses, because the present case has come a long way, and it is not only now that these people decided to give evidence. The State knew full well, a long time ago, that these people were going to give evidence, and consequently did not give them the necessary protection. [Time expired.]

*Mr A J ROOPER: Mr Chairman, I should like to share the sentiments as placed on record by my colleagues in this House today. In the light of the Mandela case, I would not want a distorted version to be sent out that the fact that it is Mrs Winnie Mandela specifically provides the reason why the LPSA has come forward with such an interpellation.

Against the background of the times in which we are living, it is of paramount importance that witnesses in any case who are threatened or feel intimidated should receive adequate protection. The hon the Minister already has sufficient legislation at his disposal.

I agree with what he said, but the burning question is whether existing legislation cannot be improved. I should like to see whether the Department of Justice could not perhaps come forward with an interesting improvement to the existing legislation. In the USA provision is made for the FBI to protect such witnesses. [Time expired.]

Mr L T LANDERS: Mr Chairman, we take careful note of the hon the Minister's pronouncement at the beginning of the interpellation, but he must please tell the House whether witnesses like Gabriel Mekgwe were sufficiently motivated by the State. In other words, were they provided with sufficient incentive to come forward and provide the court with their valuable evidence. If not, we would like to know why not.

We are equally concerned about the mass mobilisation of people and the toyi-toying demonstrations outside our courts, particularly our supreme courts. This adds to the atmosphere of fear and intimidation and is certainly most unhealthy for any court hearing. Are we heading for a situation in which people can march on the homes of our learned and respected judges in order to intimidate them or to influence their decisions?

*The MINISTER OF JUSTICE: Mr Chairman, I am delighted at the spirit of the debate because this spirit indicates that the House has come out strongly in favour of and in support of the administration of justice of this country. This is positive. I am delighted that hon members have said that the status of our courts should be maintained and that nothing should affect this. This is to be welcomed. Of course, this is why the House also supports the police in taking action against demonstrators, as they certainly do, where people try to enforce their own law. I like this.

My proposals fill a gap. The gap is that at present a warrant is required. A person is taken and locked up or detained in a prison. He cannot care for his wife and children. He is not in familiar surroundings and this represents total disruption to him. The proposal makes provision for him to be detained in a place of safekeeping or perhaps even in his house. It makes provision for the Methodist Church possibly to be declared a place of safekeeping with the same status as a prison where people are subject to discipline. It makes provision for indemnity for the State because such a person voluntarily requests protection.

All the provisions stipulate that there shall be a warrant and that the person be detained against his will to a great extent. He can actually be detained for a shorter period with his co-operation, but we now foresee a much longer period

even after the court hearing. One would then perhaps be able to work with him and, with his co-operation, move and further protect him.

This is a programme that we want to tackle with great caution because we see that we shall be filling a gap here. As regards children as witnesses too, I said that we had given instructions that this should take place with co-operation.

In speaking of a witness protection programme, we can look at the USA which has introduced it and where it has already come to light that 39% of witnesses with whom interviews were conducted feared reprisals. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs

Single education authority/education system

*1. Mr J A RABIE asked the Minister of National Education:†

- (1) Whether it is the intention to introduce a single education authority and education system in South Africa; if so, what are the relevant details;
- (2) whether the State will have the final say in the opening of schools to all population groups; if not,
- (3) whether the parents concerned will have this say; if not, what procedure will be followed in the opening of schools;
- (4) whether he will make a statement on the matter?

The MINISTER OF NATIONAL EDUCATION:

- (1) The different education departments which at present provide education form part of the same single education system which is merely administered by the different Ministers. The unity in the system is achieved by means of the general education policy which is determined by

the Minister of National Education.

The intention of the Government is to continue to conduct education within a single education system. Whether this entails introducing a single education authority, however, is a matter which depends on the outcome of constitutional negotiations which have not yet begun. No premature announcement can therefore be made in this regard.

- (2) and (3) The policy relating to the admission of pupils to schools is at present determined and applied by the respective education departments controlling them. It is not possible to speculate on what the structure of the education system and the position as regards the admission of scholars to schools will be under a new constitutional dispensation.
- (4) No.

†The MINISTER OF NATIONAL EDUCATION: Mr Chairman, as it is my first opportunity to reply to a question in this House, I would like to express my respect to the House and the hon members present here.

†Mr P W SAAIMAN: Mr Chairman, arising out of the hon the Minister's reply, I want to put a question. I do not want to make a debate out of this, but at the beginning of his reply the hon the Minister actually admitted that we are not going to have one education system. Now I want to ask whether this role that the parents are going to play to determine whether a school will be open or not, is not merely a way to delegate apartheid to the parent level so that the State does not have to decide whether a school may be open or not.

†The MINISTER: Mr Chairman, the present education system and division in the various education departments is contained in the Constitution as it stands at the moment. If the hon member looks at Schedule 1 of the Constitution, he will see that provision is made for education to be referred to own affairs departments. It is thus part of the Constitution that must be changed with the whole process of constitutional negotiations in which we are now involved.

†Mr C INASSON: Mr Chairman, further arising out of the hon the Minister's reply, I wish to ask whether he, having said that his department is an

umbrella department, can and will prescribe to the Department of Education and Culture in the House of Assembly to open up its schools to all population groups.

†The MINISTER. Mr Chairman, in my reply to subquestions (2) and (3) I have already indicated that the policy and the function in respect of the opening-up or not of schools and admission to schools fall squarely within the ambit of the departments which provide practical education. The Minister of National Education has just as little chance of telling the Department of Education and Culture in the House of Assembly to open up its schools as I have of telling the hon Minister of Education and Culture in this House to close his schools. I have no such authority. Mine is a co-ordinating, planning and consulting function. We plan in respect of quite a number of things. I am not going to trouble the House with them now, because I think it knows what they are. It has to do with quite a number of facets which bring about unity in education. That is the function of the Department of National Education. It concerns syllabi, teachers' qualifications, certifying examinations and hon members will see that this year it even involves something such as the standards of buildings.

Official representative groups

*2. Mr J A RABIE asked the Minister of Foreign Affairs:†

(1) Whether persons representative of all the population groups in South Africa will in the foreseeable future form part of official groups paying visits abroad on behalf of his Department; if not, why not; if so, when;

(2) whether the diplomatic and other staff of his Department will in the foreseeable future, both at home and abroad, represent all the population groups in South Africa to a larger degree; if not, why not; if so, what are the relevant details?

C6E

The MINISTER OF FOREIGN AFFAIRS:

(1) Yes. It has been the practice for several years to involve persons representative of all communities in South Africa in official

HOUSE OF REPRESENTATIVES

to me. If the hon member wishes to table the question, I shall furnish him with a reply but if he does not want to wait that long, he is welcome to approach me personally.

missions abroad. Such persons include Parliamentarians, members of local authorities, businessmen, academics, theologians and journalists.

(2) The Department's doors are open to all South Africans. Appointments are made on a non-discriminatory basis in terms of certain prescribed qualifying requirements, namely in the case of the diplomatic staff, a Bachelor's degree, good health, security clearance at an appropriate level and the successful completion of a selection interview and aptitude tests. Regarding the other professional groups in the Department, particulars of the qualifying requirements which are laid down by the Commission for Administration can be obtained from the Department upon request. Although the Department already employs persons of all population groups, it would welcome it if more people of groups other than the White group would apply in order to enable it to be more representative of South Africa's population composition.

†Mr P W SAALMAN: Mr Chairman, arising from the hon the Deputy Minister's reply, I would just like to know whether there is now a person of colour in the Department of Foreign Affairs who qualifies to represent his country abroad on the senior staff. Against the background of a new South Africa, is there now such a person who can, together with the hon the Deputy Minister and the senior staff, put this country's case?

†The DEPUTY MINISTER OF FOREIGN AFFAIRS: Mr Chairman, I do not have firsthand knowledge of such a person, but what I do know, is that persons from outside the Department have been approached to fill such senior posts and that they refused.

†Mr J DOUW: Mr Chairman, further arising out of the hon the Minister's reply, I should very much like to know what is the highest position in the diplomatic corps occupied by a person who is not White.

†The DEPUTY MINISTER: Mr Chairman, with respect, I cannot reply to that question. It does not fall within the scope of the question put

HOUSE OF REPRESENTATIVES

Business and community forge educational alliance

By Phil Molefe

Jan 28/91

The "Education Alliance" between the private sector and community organisations was officially launched in Johannesburg last night to address South Africa's education problems.

The focus of the alliance will be to address the immediate crisis in black schools and, for the long term, engage the business community's expertise in providing the education that would meet South Africa's economic and social needs.

The alliance has been formed between the Soweto Education Co-ordinating Committee (SECC), including its components like the Congress of South African Trade Unions, Azanian Peoples Organisation and various community and student organisations; and more than 80 major companies who support the "Third Alternative" education initiative.

SECC chairman David Maepa said at the launch: "One step forward and we can say the economic order of this country can still be saved."

The alliance will assist in fundraising, the recruitment of expertise and the management

and co-ordination of a host of projects aimed at addressing the crisis in education.

The alliance will commence operations on the Reef, but the intention is to go national.

Projects will include day-care, pre-school and homework centres for higher classes; Mentor system and "Operation Catch-up" to provide extra classes for matric students; English upgrading programmes; adult education and literacy schemes; student advice office, career guidance and inter-racial cultural clubs to promote relations among all South African students.

The alliance has pledged to establish a model high school, which will look at the needs of industry and commerce as well as a correspondence college and a community centre to co-ordinate all its activities.

Mr Maepa said: "If we can start to work together we will find a solution to the problem."

A member of the Third Alternative, Tony Rattey, said there was a new realism among community organisations about the role of the private sector in education and a number of joint ventures to tackle educational problems have been identified.

SOUTHSIDE

ARTS & LIVING SUPPLEMENT OF SOUTH NEWSPAPER • FEBRUARY 28 TO MARCH 6 1991

THE STAGGERING WHEELS of bureaucracy that have hampered the progress of progressive cultural organisations, is slowly grinding to a halt. A case in point is the Congress of South African Writers (Cosaw) who at a national executive meeting in Cape Town last weekend turned an inward eye on its structures and activities.

Cosaw is one of the largest cultural organisations in South Africa. It employs 32 staff members in four regional offices in Johannesburg, Cape Town, Port Elizabeth and Durban. There are approximately 1450 members on paper nationally with 350 in the Western Cape, 200 in the Eastern Cape, 400 in Durban and 500 in Johannesburg and have used thousands of rands in funding — although no one in the organisation was prepared to say how much.

Has all the expenditure on maintaining offices to support this membership been justified? Are these members actively engaged in the business of writing, and are they producing insightful, entertaining and stimulating work?

These are questions being fired at the organisation from many quarters.

Since its launch in 1987, while initiating projects such as suitcase libraries, writing workshops and publications, Cosaw has also been involved in MDM campaigns, the cultural desk and administration of its expanding infrastructure which detracted from the brief of a writers' organisation.

"Our political image made us an element in the mobilising structure of the MDM," says Junaid Ahmed, Cosaw's national organiser.

This political image was the price Cosaw had to pay for attracting mainly activists who saw the organisation as grassroots expression of political aspirations. The unwieldy mass mobilising structure of Cosaw into grassroots locals and branches mimicking the model set by trade unions, has in many areas failed because of an inability of staff to adequately train and service the large membership.

"We neglected to deliver what 'serving' a writers' organisation meant," says Ahmed.

"We produced publications that did not set a useful standard for the development of literature, in particular new writing," he adds.

In a draft paper circulated to members, Njabulo Ndebele suggested that competency of writers and an effectively run organisation were pillars supporting the same roof.

"We are entering the period where



COSAW AT THE CROSSROADS

HEATHER ROBERTSON looks at what the options may be for the largest writers' organisation in the country, Cosaw.

RIGHT: Njabulo Ndebele president of Cosaw PHOTOGRAPH: Rashid Lombard

CONTINUED ON PAGE 2

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COSAW AT THE CROSSROADS

in order for us to consolidate the success of the struggle, it is important for all of us whether we are novelists, poets or journalists to develop the necessary skills.

"Writers should realise that the task of writing requires constant application and investment of time."

Yet, this is something which has never before been addressed in Cosaw.

Cosaw national publicity officer Frank Meinjies attributes the organisation's lack of direction to the vacuum in leadership with its president until this year being forced into exile in Lesotho.

"There are many more serious writers in the African Writers Association than in Cosaw and we need to evaluate this. Our vision has to incor-

porate more established writers and we need to ask how do we make up the deficit in the culture of reading," he says.

While the organisation has to grapple with ways of incorporating established writers, it also has to deal with the fact that South Africa's apartheid legacy in education has left almost half the population barely literate.

But how many professional writers are there in South Africa? asks novelist Nadine Gordimer.

"The whole idea in Cosaw is to encourage writers on a grassroots level. I'll be sorry to see Cosaw losing sight of that."

Another aspect of Cosaw's rationalisation of resources is the development of a more commercially viable publishing house. Already it has taken over the literary journal Staffrider from

South 15 28/2 - 6/3 1991
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Ravan Press. In this year there are plans afoot to co-publish with Zed Books in London Robert Kavanagh's "Theatre and Cultural Struggle" and "The African Theatre Manual."

Cosaw has also secured a publishing contract with Raduga Press in Moscow, obtaining the rights for all of Maxim Gorky's children stories to be translated into Pedi, Zulu, Tswana, Xhosa, Afrikaans and English. The books were translated and illustrated in South Africa and will be printed in Moscow.

While the development of a commercially viable publishing house is a laudable objective, it remains to be seen whether this can be realised with the limited resources at Cosaw's disposal.

According to Donald Parenzee, chairperson of Cosaw in the Western Cape, the withdrawal of

funding has forced Cosaw to reassess.

"With the withdrawal of funding into more development projects and away from cultural organisations, we realise we have to become self sufficient. We tried to organise people into writers locals but this didn't work, the people really interested in writing were not served."

Some of the other proposals which will be discussed at the conference on April 26/27, are funding, whether to integrate the organisation's existing resources into established community libraries and the feasibility of establishing a writing school.

These are good intentions, but perhaps the question that needs to be addressed is whether this will be another meeting about what to do, rather than tackling the task at hand — developing writers.



Debate on single education system

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Sowetan 28/2/91
THE much debated issue of one education department was the central theme of discussion at an education conference organised by the Free State region of the Urban Foundation.

The conference was held at the University of the Orange Free State.

It took a closer look at education needs in the Free State.

The implications of a single regional department of education was discussed by a panel consisting of members from major education organisa-

tions in the province.

Speakers included Mr Pieter Jafta of the South African Democratic Teachers Union, Dr Michael Heyns, chairman of the Orange Free State Teachers Association, Dr Benito Khotseng of the University of QwaQwa and Dr Albert Weideman of the Urban Foundation.

The conference also held workshops to deal with two other topics.

The first addressed the imbalances between academic and career-orientated education and explored ways to promote

a technical culture in secondary and tertiary education.

The other dealt with the "relevance of people's education" in a future education dispensation.

Participants included Professor Neil van Loggerenberg, director of OFSTA, and Mr Teboho Loate, an official of Sadu.

More than 100 participants, including educationists, teachers, business people and public officials, from all over the Free State attended.

Schools wait for benefits of summit on education

By Noel Bruyns

(S0)

SCHOOLS in need throughout the country are waiting for the working group set up at the summit between the government and anti-apartheid educationists to meet to address and alleviate school, equipment and textbook shortages.

A 34-person strong delegation, led by ANC deputy president Mr Nelson Mandela, met State President FW de Klerk and his delegation in Cape Town on Monday to discuss the education crisis.



ANC leader Mr Nelson Mandela with some of the educationists he led to a meeting with the government this week

Delegates from the anti-apartheid ranks said after the meeting it appeared the government had taken the point that a single education budget was necessary.

One of the delegates, Brother Neil McGurk of the South African Association of Independent Schools, said it was unfortunate that the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, had not attended the talks.

The delegation would have wanted to stress to him that the estimated 300 000 places at white schools and 3 650 at white teacher training colleges should be filled as a matter of urgency, McGurk said.

R500-m 'for education reforms'

By Michael Chester

SO

Big business is pledging R500 million over the next five years to provide new thrust to black socio-economic advancement in a post-apartheid era.

Priorities will be aimed at reform of the entire education system as racial barriers collapse at schools and universities.

The new initiative by the private sector was announced last night by the Urban Foundation, which promised "a major impact on certain of South Africa's critical problem areas".

STW 29/11/91
Chief executive officer Sam van Coller said a number of major industrial and commercial companies had agreed in principle to the R500 million commitment. More cash is expected as other firms pledge support.

He emphasised, however, that the precise allocation of funds would depend on the inter-reactions now awaited from across the whole political spectrum, as well as trade union leaders and the teacher fraternity.

Insiders predict that most of the R500 million will be ploughed into the encouragement of a radi-

cal reconstruction of the education system — as recommended by the Private Sector Education Council — to give pupils and students of all races equal opportunity.

SA Chamber of Business manpower adviser, Gerrie Bezuidenhout, last night underlined the urgency of changes inside the education system to place more stress on technical courses to counter the critical skills shortage.

Discussions are to be held with various funding and development agencies to co-ordinate the whole programme.

Single education ministry for SA?

Cape Times 31/1/91 (50)

By ANTHONY JOHNSON
Political Correspondent

THE government is prepared to negotiate a single ministry of education for a new South Africa, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

However, he stressed that practical and logistical considerations meant that any moves to create a unified system could not happen overnight.

If, following negotiations, it was decided that a single ministry should be created, the next step would be to design such a system and work out ways of implementing this. "That will take some time," he said.

Dr Van der Merwe said there was clearly a need to replace the current system, which contained large race-based funding discrepancies. "Government policy is that discrimination must be eliminated. We do not have an apartheid education policy but an anti-apartheid one.

"There is still, however, an apartheid legacy which will take

time and money to change."

The government was not dragging its feet, but the process required an enormous amount of work.

Responding to a document of education proposals handed to the government this week by a "broad group of educationally concerned persons" with ANC connections, he said he was happy with the non-confrontational tone of the document.

"I think it holds lots of promise that we can get something going to better the living conditions and future prospects of millions of South Africans."

Agreed in principle

Dr Van der Merwe said the group's demand for a single ministry of education was not something the government could implement immediately.

He said the government agreed in principle with several of the demands outlined in the document and many were already in operation.

The foundation had already been laid for a single education system with the Department of

National Education acting as an umbrella body which laid down general policy which was binding on all education departments.

Discrimination in the area of salaries, benefits and working conditions had also been eliminated, he said.

Referring to the request for the government to create a special emergency education fund to eliminate historical backlogs, Dr Van der Merwe said this was exactly what the government had done last year.

R750 million had been set aside for black education and additional education funding was also made available through the Independent Development Trust.

The Department of Education and Training's bona fides were also demonstrated by the growth in its budget over the past two years.

Dr Van der Merwe could not say if another lump sum was to be allocated in addition to the amount formally budgeted, but there was a chance that the government's defunct 10-year plan to eliminate funding disparities in education could be revived.

ANC plans for education well received

Star 31/1/91 50
Political Staff

CAPE TOWN — Proposals on education by the ANC yesterday received a favourable reception from Minister of Education and of Development Aid Dr Stoffel van der Merwe.

He called for negotiations on a new system and the avoidance of disruptions in the meantime.

Dr van der Merwe stressed that the Government was not reacting to ANC proposals in a confrontational way as these had also not been couched in such a style.

Government policy was that all differentiation along racial lines in education must be removed.

Dr van der Merwe explained that he was reacting to the ANC memorandum as President de Klerk would have only limited time to refer to education in his speech at the opening of Parliament tomorrow.

Referring to the ANC call for the laying of a foundation for one education department, he said this process had already started with the Department of National Education serving as the controlling body for all other education bodies.

Salaries and working conditions in all these departments had been brought on par and there were no longer discrimination based on colour.

Another request, for a special education fund to deal with backlogs, had already been addressed and he hoped more could



Dr Stoffel van der Merwe . . . calling for a new system.

be done.

Last year R750 million had been set aside for this purpose, black education had received R675 million, coloured education R60 million and Indian education R15 million.

Some of the R2 billion which had been set aside for the Independent Development Trust would also be used for this.

From 1988-89 to 1990-91 Government spending on black education had increased by 34 percent.

As far as participation by the community in the education system was concerned, he had since the middle of last year been trying to get black organisations to do so.

Dr van der Merwe said he was confident that problems with the supply of text books could be ironed out.

As far as school buildings were concerned, priority would be given to allocating buildings no longer being used by one race group to another.

R337-m goes to build schools

Sowetan
31/1/91
THE Government has allocated R337,5 million to the Department of Education and Training for building schools in an effort to alleviate overcrowding, a DET spokesman said yesterday.

Mr Jeff Makwakwa, DET liaison officer in Pretoria, said R24 million of the total would be used to build nine secondary and primary schools and to upgrade two high schools in the northern Transvaal.

Construction on two primary and one secondary schools in Soshanguve was expected to start next week, Makwakwa said.

Investigations by *Sowetan* have revealed that there is an acute shortage of schools in Soshanguve due to the mushrooming of squatter camps since large numbers of non-Tswanas fled Bophuthatswana last year.

About 1 600 pupils in the township are presently attending lessons under a tree at a school dubbed "Morula Tree".

Makwakwa said two primary and a secondary school would be built in that vicinity beginning next week.

Sowetan has also established that there is a serious problem of overcrowding at several schools in the northern

By MONK NKOMO

Transvaal. Up to 70 pupils are enrolled in one classroom, twice the number stipulated by DET regulations.

"We do expect a serious problem of overcrowding. That is why we

have already started building new schools in some areas to alleviate this problem," Makwakwa said.

He added that R24 million would also be used to build two secondary schools in Atteridgeville and

Mamelodi; a primary and a secondary school in Khutsong, Carletonville; a three-storey secondary school in Naboomspruit; and additions of four classrooms to Vulingqongo and Tiyeelelani secondary schools in Soshanguve.

Unified education 'needs more time'

CAPE TOWN — Government was prepared to negotiate a single education ministry for a new SA, Education and Development Aid Minister Stoffel van der Merwe said yesterday.

However, he stressed that practical and logistical considerations meant that any moves to create a unified system could not happen overnight.

If, following negotiations, it was decided that a single ministry should be created, the next step would be to design such a system and work out ways of implementing this.

"That will take some time of necessity," he told a Press conference.

Government did not wish to commit itself yet to a particular education model. Education was so important to all people that all interested parties should have a say in what a new system should look like.

Van der Merwe said there was clearly a need to replace the current education system which contained large race-based funding discrepancies.

"Government policy is that discrimination must be eliminated. We do not have an apartheid education policy but an anti-apartheid one.

"There is still, however, an apartheid legacy which will take time and money to change," he said.

Government was not dragging its feet, but the process required an enormous amount of work.

Responding to a document of education proposals handed to government this week by a "broad group of educationally concerned persons" with ANC connections, he said he was happy with the non-confrontational tone of the document.

"I think it holds lots of promise that we can get something going to better the living conditions and future prospects of millions of South Africans."

Van der Merwe said the group's demand for a single education ministry was not

Political Staff

something government could implement immediately, even if it wished to do so.

"You cannot just abolish a law as there must be something under which a system can operate. My plea is for the community to say what we must do in the meantime as students are losing time which is not possible for them to recoup later."

Van der Merwe said that the government agreed in principle with several of the demands outlined in the document and many were already in operation.

The foundation had been laid already for a single education system with the National Education Department acting as an umbrella body laying down general policy which was binding on all education departments.

Backlogs

Discrimination in the area of salaries, benefits and working conditions had also been eliminated, he said.

Referring to the request for government to create a special emergency education fund to eliminate historical backlogs, Van der Merwe said this was exactly what government had done last year.

He said R750m had been set aside for black education and additional education funding had also been made available through the Independent Development Trust.

Sapa reports that the SA Catholic Bishops Conference (SACBC) yesterday expressed its serious concern about problems experienced in black education.

SACBC chairman Archbishop Denis Hurley criticised the inadequate education facilities for blacks as well as the existing 18 departments for education in the country, and called for one unified education system for all races.

EDUCATION - GENERAL

1991 - MARCH.

2965
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3021

Parents and teachers clash over headmaster

Lack of communication between educational structures involving parents, teachers and students has led to clashes among the three in several areas.

Tempers are at boiling point between parents and teachers in Katlehong after the latter were accused of disrupting classes.

Hundreds of teachers in the township staged sit-ins which disrupted classes by demanding the expulsion of Monde Lower Primary School principal, who they accused of misappropriation of school funds.

However, parents have come to the defence of the headmaster. They insist that they want to retain the headmaster because she got their approval to collect fees from the pupils.

The matter has since reached the police who were called to the scene. It is believed that they played a major role in averting a physical confrontation between the parents and the teachers.

Behavior

A spokesperson for the Monde school interim committee, representing parents, told PUPILS FORUM that they were angered by the teachers' behaviour which resulted in the locking of school gates without proper consultation.

Another area of friction revolves around the setting up of a soup kitchen which has been condemned by the teachers and on the other hand approved by the parents.

The spokesperson accused the teachers of acting without proper consultation between the parties involved.

"We accept that their union is autonomous, but they should consult with us. It is our children's future which is at risk," he said, "As it is, we are happy with the services of the principal."

In a similar development, four kaNgwane department of education motor vehicles were set alight by students at kaBokweni township near Nelspruit, two weeks ago.

The local branch of the Congress of SA students distanced itself from the action and said

New Nation (Lecem by Nation) 1/3-7/3/91
the student representative councils of two high schools in the township, Vulindlela and Khutalani, were involved.

Unhappy

Joe Makhubedu, an official of the National Education Co-ordinating Committee (NECC) in the Eastern Transvaal, in condemning the incident, said: "We were told the students were unhappy with the department's failure to meet their demands, but we do not see their action as being the right way to solve the problem."

NECC national information officer Mel Holland said his organisation's position was that no sector should take unilateral decisions that might affect other parties.

On the Katlehong teachers' issue, she said they should have at least consulted with the parents. This is in view of the fact that primary schoolpupils could not be expected to make an input in matters of this nature.

8/04/11/3/91
**Student march
disrupts traffic**

CAPE TOWN — Up to 1 800 students demanding one education department marched in central Cape Town yesterday singing, chanting and disrupting traffic for more than two hours.

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A memorandum drafted by student bodies was handed to a Department of Education and Culture (House of Assembly) official who undertook to pass it on to Education and Culture Minister Piet Clase.

(50) Sowetan 1/3/91

Liz bridging the language barriers

ACADEMIC Liz Johanson has devised a model to bridge racial language barriers.

The course is known as Transfer of African Language Knowledge.

She hopes the course will do away with barriers and bridge the gap.

"It is based on the formation of relationships," Johanson said.

"It does not only promote language learning, it also opens up channels of

communication and understanding between people of different language groups.

"The course will provide learners with good basics to be able to continue learning African languages of their choice on their own," said Johanson who holds an English Honours degree from Stellenbosch University.

"It is based on the belief that languages are learned through interaction with members of the

language community.

"It is therefore experimenting with methods of enabling people to learn

African languages by making contact with and speaking to the speakers of that language," she added.

She said the course method would be similar to a learning method developed in America some years ago called Language Acquisition Made Practical.

"The method was used successfully by mis-

sionaries working in foreign countries.

"In applying the method every learner works with a mother-tongue speaker during the course. This can be a person already known to them or someone identified by the project," explained Johanson.

She said that in a situation where learners and helpers are all members of the same organisation, better communica-



tion and a sense of community can be built through courses such as TALK.

TALK will be run at the Centre for Continued Education at Wits University and the duration of the course is 12 weeks.

According to Johanson, by the end of the course learners should have a fluent command of the kinds of basic language texts which will enable them to carry on learning on their own.



ARG 43 1/3 / 91 (50)



CAPE

Bubbly as Van Riebeecks vote for open schools

By HANS-PETER BAKKER, Education Reporter

CHAMPAGNE corks popped at Jan van Riebeeck Primary School in Gardens last night when it was announced that the two oldest Afrikaans-speaking schools in Cape Town would be able to open to all.

Jan van Riebeeck Primary, which this year celebrates its 70th anniversary, had a 96,6 percent poll with 90,8 percent in favour of Model-B.

Announcing the results, school committee chairman Mr Johan Coetzee said the school would maintain a high standard of education.

He said the committee had applied to the Minister of Education and Culture to allow the school to open to all from April 1.

Votes from near and far

Jan van Riebeeck High School had a 93,6 percent poll with 84,6 percent of parents voting to open the school to all.

Ds Kobus van der Westhuizen, chairman of the school committee, said it had been difficult to collect the votes needed because many of the parents lived far away — some in Namibia.

The school had a proud tradition and did not intend to deviate from it.

Another school to opt for Model-B yesterday was Table View Primary School.

Mr Chris Waller, principal of the dual-medium school, said 92 percent of parents voted, of whom 89 percent wanted an open admissions policy.

Mr Waller said they would apply to open the school to all races soon.

● Good Hope Seminary junior school in Gardens has voted overwhelmingly to adopt Model B and hopes to open to all by April 1.

In a 94 percent poll, 92,5 percent voted in favour of Model B, with one percent against and one spoilt paper.

The school, founded in 1873, has 240 pupils after amalgamating with Vredehoek Primary at the end of last year.

Principal Miss Merle Sterley described the results as "fantastic" and said parents were very positive about the move.

"The second term starts on April 3 and we hope to have permission to open with effect from April 1," she said.



MARCH LEADERS . . . Leading local academics, including (second from left) Mr Graeme Bloch of UWC's education department; Professor John Cartwright, assistant dean of UCT's arts faculty; Professor John Reid, acting vice-chancellor at UCT, and Mr Julian Smith, UWC's registrar, led yesterday's education protest march through the city.

Picture: OBED ZILWA

Protesters seek a free ride

HUNDREDS of students tried to board trains without paying at Cape Town station yesterday, after participating in a march through the city.

They were allowed to board only after a march organiser, Mr Mike Briggs, assured senior policemen that Spoornet would be paid.

A Spoornet spokeswoman said a delegation from the South African National Students' Congress

(Sansco) and the National Union of South African Students (Nusas) had agreed to pay R3 920 in fares before Monday.

Earlier an estimated 2 000 students, drawn from most peninsula tertiary institutions, marched through central Cape Town, disrupting traffic for two hours.

A memorandum was handed to a representative of Education and Culture Minister Mr Piet Clase, and the students demand-

ed a report-back within a week.

The memorandum demanded that the government establish a single education department, stop subsidy cuts, establish a national bursary and loan scheme and stop closing colleges. The students were accompanied by prominent educationists, including UCT's acting vice-chancellor Professor John Reid and Mr Tobie Titus, registrar of the Peninsula Technikon. — Sapa

CMK Times 11/3/91 **50**

COMMUNITY, BUSINESS TACKLE SCHOOLS LOGJAM

By ^{CIPRES} LEN KALANE 3/3/91 (50)

AN organisation seeking to address the education crisis through closer co-operation between the black community and the business sector was launched in Johannesburg this week.

Known as the "Education Alliance", the organisation was created by a movement calling itself the "Third Alternative", comprising business people who believe the education solution would have to come "from bottom up and inside out", according to Teddy Langschmidt, one of the facilitators.

This initiative was announced on Tuesday, a day after the government and the ANC established a joint working group to try and solve immediate and long-term education problems.

The decision, hailed by the leader of the 27-man delegation, ANC Deputy President Nelson Mandela, as a "breakthrough", followed a four-hour meeting with State President FW De Klerk and education ministers.

The initiative was launched independently from the ANC-Government working group and will be spearheaded by the Soweto Education Co-ordinating Committee (SECC), along with a wide range of other organisations.

Its aims would be to assist in



FW De Klerk ... met education ministers and the ANC.

fundraising, recruitment of expertise and the co-ordination of a host of projects.

One of the co-ordinators, David Maepa, said the alliance did not compete with any other organisation. In fact, companies and education upliftment organisations were being urged to join it.

The alliance projects include:

■ Community study centres that would operate during the day as day-care centres, as study centres

in the afternoon and would also offer adult education programmes in the evening;

■ Community projects to include a student careers advice office which would also assist students with other educational problems.

In addition, the Soweto Civic Association, which is part of the alliance, intends establishing school patrols to control lack of discipline and criminal activities near schools.

■ A model high school and night school with the aim of introducing a two-year matric programme. The school would cater for day scholars and adult education at night.

■ A correspondence college with the aim of supplying high-quality, low-cost correspondence education to those unable to attend high school.

Some of the projects would take off within a week, Langschmidt said. But others would take a year or two to become operational.

Meanwhile Sapa reports the joint ANC-government working group has been mandated to address a wide range of urgent education problems.

These include the immediate shortages in buildings, teachers, books and stationery in black schools, and, in the long term, the establishment of a single education department.

TWO years ago we launched an education supplement called *Learning Press*. Our critics at the time thought we were doing it for fun or financial gain, but far from it.

We could no longer sit on the sidelines and pontificate about the high matric failure rate year after year.

We had to do something, and certainly we did.

Many pupils who have followed this education supplement since its inception have written to me thanking *City Press* for having eased their workload.

One touching letter I received this week came from Iris Kgapole who lives in Sekhukhune in the Northern Transvaal. She passed Matric with exemption last year.

"Until I got hold of *Learning Press* I was struggling with my studies. It was difficult to follow what the teachers were saying. That goes for my classmates as well," she wrote.

"The most difficult subjects were science and mathematics and our

MY WAY
With Khulu Sibuya

SO

More chalk, less talk!

21/11/91
3/3/91



teachers in these subjects were struggling as well. Later they also seemed to rely on *Learning Press*."

So much for boasting about *Learning Press*. The point is that many of our people out there are yearning for better education.

They know what apartheid education has done to them, and that they are trapped in rural areas where there is little access to educational tools.

Pupils like Iris should set an example for those who believe they can do without school principals, as was the case this week in Mamelodi where more

than 40 principals were chased out of their schools.

She should be a role model for those pupils who have taken over teaching when they need to be taught.

This year has been declared the year of learning. But soon after this announcement was made, we witnessed pupils taking over schools on the West and East Rand.

Each time our hopes are raised, they are quickly dashed by pupils who still believe in the slogan "pass one, pass all".

A teacher friend painted a gloomy picture about the kind of pupils

they are forced to teach these days.

"Our children are not as stupid as the matric results reflect. In fact, some of them can easily obtain A aggregates. The problem is their role models are politicians. Everybody wants to be a political leader."

His assertion was backed up by an essay written by pupils on the topic: "My career after school". Almost all the pupils said they wanted to be cabinet ministers. One, who said he wanted to be Law and Order Minister, devoted his essay to explaining how he would oppress whites in a new

South Africa.

"It was a well-written essay. He said he would re-introduce apartheid. But this time, whites would carry bigger passes and be forced to hang them around their necks. He said his father's boss would be resettled at Mshengville squatter camp and must be a gardener at his home," the teacher told me.

While our politicians are negotiating for a single education system for all, they must warn our pupils against unrealistic expectations. It is one thing to be angry and bitter about the apartheid system, but another to want to re-introduce it in a different form.

We at *City Press* will continue to play a role in helping our community with education. We will soon be launching an adult education supplement to assist victims of apartheid, especially those who were forced to cut short their schooling because of endless boycotts.

We will make this announcement soon. So keep an eye on *City Press*.

Inkatha cuddles up to new allies on the Reef



St Alban's matric pupil Anthony Mhlanga, left, is jetting off to Europe. With him is Hennie Viljoen of the soft drink firm sponsoring his holiday.

Editor slams parents on education

CPrem 3/3/91
ISSUES affecting black education had been left to politicians even though educationists were better qualified to deal with these problems, *City Press* editor Khulu Sibiya said this week.

He was addressing guests at a function at which National Beverages awarded bursaries amounting to R300 000 to 23 private schools in Johannesburg.

Sibiya said it was time people stopped pointing fingers at each other without providing solutions.

He lashed out at parents for not taking an active interest in their children's education, saying: "It seems we have abdicated responsibility and do not care any more."

Sibiya urged students to go back to school and learn.

"What good will more schools do if pupils stay away from them or use them for means other than learning?"

"What good will the provision of more books be if they end up in flames when pupils demonstrate their anger at the education system?"

CPrem 3/3/91
... and takes a step further away from links with the ANC

By SEKOLA SELLO

THE presence of several Reef township mayors and councillors at Inkatha Freedom Party's rally in Soweto last weekend raised eyebrows.

To compound the issue Inkatha leader Chief Mangosuthu Buthelezi confirmed that any lingering hopes for a possible rapprochement between his party and the ANC were fading fast.

While councillors have in the past attended Inkatha's rallies in Soweto, it was the first time they had come in such big numbers and been lauded so profusely.

At the rally they were referred to as "heroes" who had withstood "intimidation, harassment, murder, the burning down of their homes" and countless other atrocities.

What political mileage does Buthelezi hope to gain?

He must be aware how unpopular councillors are and of the potential liability of such an alliance.

It also appears that Buthelezi will never merge with or play a junior role to the ANC, and sees Inkatha as an "election winning political party".

He told the crowd of 35 000 that Mandela could take his own policy decisions and he would take his.

"Then we must go to the people to decide the who's who of South African leadership."

This is the first time Buthelezi has openly challenged Mandela in the political leadership stakes.

Until recently there was hope that the two organisations might resolve their differences and that Inkatha might team up with the ANC.

But this no longer seems the case.

By aligning with councillors on the Reef Inkatha may collect a few more votes.

Buthelezi could even get support from followers of Ephraim Tshabalala's Sofasonke Party, some of which were at the rally.

But even with this, Buthelezi will not get a strong support base on the Reef.

Councillors are a discredited lot and Sofasonke is not a serious factor in black politics.

Is Inkatha hoping for an alliance with such discredited people? If so, what does he hope to achieve?

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Business grant for US study

By ZB MOLEFE

A CHANCE to study at one of the best business schools in the US awaits a black South African, it was announced this week.

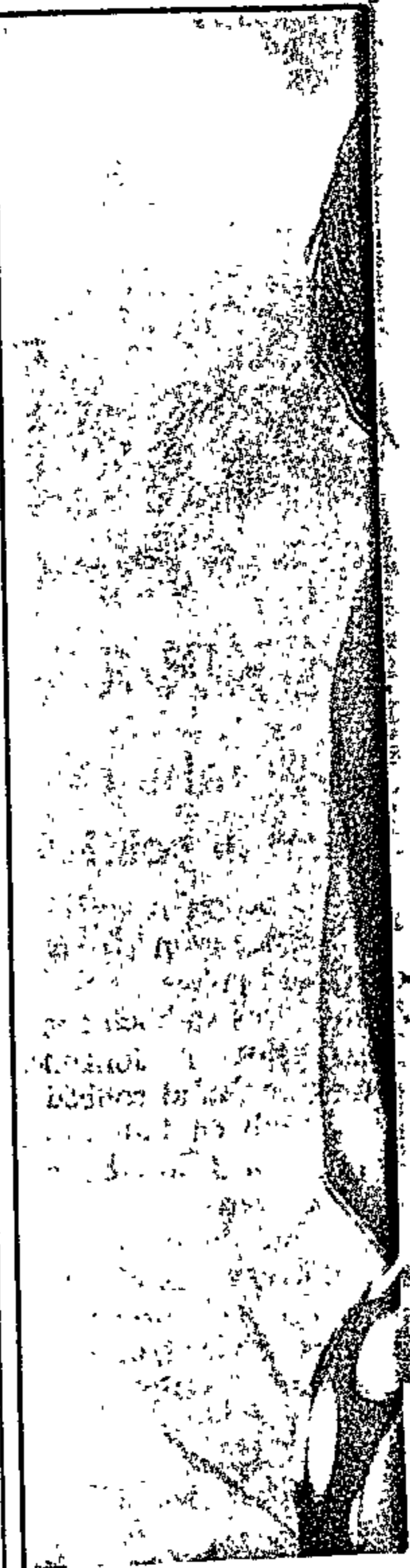
A R60 000 study grant - sponsored by the South African-based Harvard Business School's Club Alumni (HBSCA) - is offered each year to two black people in middle management positions.

The HBSCA aims to send at least two candidates each year to the famous Harvard Business School in Boston.

One of this year's winners, Roy Isaac Moga-jane, who works as a marketer for a top car manufacturer, left for Harvard in February.

■ Those interested should apply to: JJ Nel, Harvard Business School Club of South Africa, PO Box 590, Johannesburg 2000.

Ciprens 3/3/91



Obit

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Appeal for moratorium on Natal education job losses

B/day 4/3/91

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COMMERCE and industry have called for a moratorium on the scrapping of more than 2 000 of the 5 000 posts in the Natal Education Department until such time as a new education system is in place.

The weekend appeal was made through the office of the Private Sector Education Council (Prisec) whose members include Sacob, Seifsa, the Afrikaanse Handelsinstituut, Bifsa and the Chamber of Mines.

Prisec said it noted "with grave concern" the announcement arising from an emergency meeting between officials of the Natal Education Department and the Natal Teachers' Society held late last month.

"This stated that more than 2 171 of the 5 000 posts in the Natal Education Department will be slashed while thousands of posts in the Department of Education and Culture in the

Business Day Reporter

House of Assembly will be lost.

"Prisec has no quarrel with logical moves towards an increased staff/pupil ratio for white pupils, especially if this is seen as a device for bringing about a radical reduction of the present unreasonably high ratio for black pupils."

However, it said, any decisions taken in respect of education must consider the changes with which the whole education system is to be confronted as a result of political and constitutional developments.

It said at the opening of Parliament on February 1, the President announced government's intention to rationalise the duplication in management of state departments, including the education departments.

"On Monday February 26 1991 the State President's and the ANC delegations met to discuss the education

crisis which resulted in a working group being set up to work towards the development of a new education era for the country," the statement said.

It added it was already clear that when a new system was devised it would not be based on the present form of racially segregated education departments as the system had been made "totally illogical" in the absence of the Population Registration and the Group Areas acts.

It said it would be a tragedy if highly qualified and dedicated white teachers were driven from the system at a time when they would be able to work with a much wider section of the schoolgoing population.

The statement added that because of the declining numbers of white pupils, further valuable school buildings would be lost to the education system.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

Own Affairs.

(50) New model: polls

20. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any schools that have been given permission to hold polls on a new model have not done so as yet; if so, (a) which schools and (b) when are they due to hold their polls?

Heussard 4/3/91.

B313E

The MINISTER OF EDUCATION AND CULTURE:

Yes, (a) and (b) not available as it is the prerogative of a school management council to decide whether to make the date of the voting publicly known.

Enrolment in schools

22. Mr R M BURROWS asked the Minister of Education and Culture:

What was the (a) total potential capacity of, and (b) enrolment in, (i) primary and (ii) secondary schools in each province in the first term of 1991?

B233E

The MINISTER OF EDUCATION AND CULTURE:

| | (a)(i) | (a)(ii) | (b)(i) | (b)(ii) |
|-----------|---------|---------|---------|---------|
| Cape | 157 700 | 134 900 | 120 833 | 104 829 |
| Natal | 84 657 | 64 477 | 56 262 | 40 802 |
| OFS | 55 300 | 35 415 | 43 224 | 29 235 |
| Transvaal | 295 807 | 218 203 | 294 365 | 192 900 |

FAD: applications

24. Mr A P OOSTHUIZEN asked the Minister of Agricultural Development:†

(1) (a) How many applications were received from farmers by the Financial Assistance Directorate of his Department during the

period 1 January to 31 December 1990 and (b) how many of these applications were approved;

(2) (a) for what total amount of financial assistance did farmers apply to the Financial Assistance Directorate of his Department during the above-mentioned period and (b) what total amount was approved?

Heussard 4/3/91

B288E

The MINISTER OF AGRICULTURAL DEVELOPMENT:

(1)(a) and (b) Particulars of applications received from farmers and approved during the period 1 January to 31 December 1990, are reflected in the table hereunder.

| Scheme | Applications received/approved |
|-------------------------------|--------------------------------|
| Purchase of agricultural land | 251 55 |
| Consolidation of debt | 1 416 486 |
| Improvements | 1 1 |
| Impliments and vehicles | 11 9 |
| Livestock | 132 39 |
| Means of crop production | 2 500 2 062 |
| Farm labourers housing | 2 2 |
| Waterworks | 47 32 |
| Sinking of boreholes | 2 2 |
| Conservation works | 128 65 |
| Flood disasters | 47 47 |
| Stockfeed | 1 1 |
| Allocation of land | 100 100 |
| Compromise/Postponement | 160 84 |
| Total | 4 798 2 984 |

(2)(a) and (b) The total amounts of financial assistance applied for by farmers and approved during the afore-mentioned period, are reflected in the table hereunder.

| Scheme | Amount requested | Amount allocated |
|-------------------------------|------------------|------------------|
| Purchase of agricultural land | R 74 730 000 | R 8 985 000 |
| Consolidation of debt | 442 009 500 | 42 491 000 |
| Improvements | 102 000 | — |
| Impliments and vehicles | 712 500 | 453 000 |
| Livestock | 11 196 900 | 2 199 100 |

been furnished to the Defence Force for the purpose of the Minister's reply; if so, (a) which section of the Defence Force, (b) to which of these organisations and (c) to what extent,

(2) whether he will make a statement on the matter? *Hansard S/3/91* B363E

The MINISTER OF DEFENCE:

(1) and (2) As far as the SA Defence Force is concerned, I refer you to the answer given by the State President regarding the National Intelligence Service, which suffices.

Organisational support to self-governing territories

*22. Mr J H MOMBBERG asked the Minister of Development Aid:†

(1) Whether, over the past 10 years, any section of his Department or of the governments of the self-governing territories has directly or indirectly given financial or organisational support to any of the cultural or political organisations of the said territories, if so, (a) what sections of the Department or the departments of the self-governing territories, (b) to which such organisations and (c) to what extent,

(2) whether he will make a statement on the matter? *Hansard S/3/91*. B366E

The MINISTER OF DEVELOPMENT AID:

(1) Yes

(a) Directorate Social and Ethnological Services

(b) Historical Monuments Committee of KwaNdebele.

(c) An official of the Department of Development Aid is serving, since the establishment of the Department, as member on the Historical Monuments Committee of KwaNdebele where he is rendering expert advice. No financial or further organisational assistance is rendered.

Inquiries were made to the Governments of the self-governing territories in order to reply in full to the question. Feedback is still awaited

† *Hansard S/3/91* whereafter the honourable member will be furnished with a written reply on these questions

(2) No. A statement is not deemed necessary

Electrification of schools *(SO)*

*23. Mr K M ANDREW asked the Minister of Education and Training: *Hansard S/3/111*

(1) Whether any investigation has been conducted into the electrification of schools falling under his control; if not, why not; if so, (a) when and (b) what was the outcome;

(2) what will be the additional (a) capital and (b) annual operating cost of providing electricity to all schools other than farm schools? B367E

The MINISTER OF EDUCATION AND TRAINING:

(1) No. The provision of additional classrooms, teachers and equipment enjoys priority over the electrification of those schools where electricity has not been provided. Where electricity is available, new schools and schools where extensions are being added to the buildings, are provided with electricity.

(2) The information is not available.

Avoidance of military service: indemnity

*24. Lt-Gen R H D ROGERS asked the Minister of Defence: *Hansard S/3/91*

(1) Whether any persons who left the Republic for the purpose of avoiding military service and who have subsequently been granted indemnity by the Government will be subject to conscription by the South African Defence Force upon their return;

(2) whether any other persons returning to the Republic from voluntary exile are to be made subject to conscription;

(3) whether he will make a statement on the matter? B376E

The MINISTER OF DEFENCE:

(1) Such an indemnity covers an instance where an individual has committed the

offence of contravening section 126A(1)(a) of the Defence Act (Act No 44 of 1957). It stands to reason that he can no longer be prosecuted for that offence. The indemnity does not, however, preclude him from being called up again for military service in terms of the Act

(2) Yes. *(SO)*

(3) No

Ezibeleni Township: water supply

*25. Mr A E DE WET asked the Minister of Planning, Provincial Affairs and National Housing: *Hansard S/3/91*

(1) Whether the municipality of Queenstown has cut off the water supply to Ezibeleni Township; if so, why;

(2) whether these residents have embarked on a consumer boycott in Queenstown, if so, what were the reasons advanced for this boycott;

(3) whether the cutting off of the water supply had any other effects on the residents of this township; if so, what effects;

(4) whether he has investigated the grievances of these residents and the underlying reasons which led to dispute; if not, why not, if so, what were his findings? B377E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(1) Yes, Ezibeleni is situated in the Transkei. The water supply was cut off by Queenstown Municipality because Ezibeleni did not pay its account to Queenstown. The water was connected again on 22 February 1991 after negotiations.

(2) Yes, the reasons advanced for the boycott are:

— Arrear amounts for what must be written off.

— Two prisoners must be released.

— The Town Clerk and Mayor of Queenstown must resign.

(3) Yes, there was a possibility of a health risk before the water was connected again on 22 February 1991.

(4) The matter was investigated from which it became evident that Ezibeleni is situated in the Transkei and it is accordingly the responsibility of the Transkei Government to find a solution, if necessary in co-operation with Queenstown Municipality. *Hansard S/3/91*

Certain person: deportation

*26. Mr S S VAN DER MERWE asked the Minister of Home Affairs: *Hansard S/3/91*

(1) Whether arrangements have been made to deport a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, if so, (a) when is the deportation to take place, (b) to which country is this person to be deported and (c) what is his name;

(2) whether he has consulted the Minister of Defence or the head of the Civil Co-operation Bureau about the proposed deportation; *(SO)*

(3) whether he will make a statement on this matter? B378E

The MINISTER OF HOME AFFAIRS:

(1) Yes.

(a) 31 March 1991.

(b) He may possibly be removed to Ireland as he is the holder of a valid Irish passport. He may, however, at his own expense depart from the Republic to any country of his own choice.

(c) Donald Acheson.

(2) No. The decision concerning his removal rests solely with the Department of Home Affairs.

(3) No.

Surplus of 1 000 teachers *(SO)*

*27. Mr R M BURROWS asked the Minister of Finance: *Hansard S/3/91*

(1) Whether he recently made the statement that the Department of Education and Culture of the House of Delegates had a surplus of 1 000 teachers; if so, how was this figure arrived at;

⁽³⁾ ~~Hansard~~ 5/3/91 A committee comprising mainly of experts from the private sector, is at present busy with inter alia an investigation into the investment opportunities of the pension funds. I shall provide a full statement on this matter as soon as this extensive investigation has been completed

Family planning: amount spent

*15. Mrs C H CHARLEWOOD asked the Minister of National Health:

Whether there has been a decrease in the amount spent by her Department on family planning in the current financial year, if so, (a) why and (b) what amount (i) has been spent on family planning in the current financial year and (ii) was so spent in the 1989/90 financial year?

~~Hansard~~ 5/3/91 B343E

The MINISTER OF NATIONAL HEALTH:

No. (a) falls away and

- (b) (i) R128 000 000 has been spent up to date in the present financial year and (ii) R113 000 000 was spent in the 1989/90 financial year.

Project Dyson

*16. Mr A A BRUWER asked the Minister of Defence:† ~~Hansard~~ 5/3/91

- (1) (a) What is understood by Project Dyson, (b) when will this project be completed and (c) how many present members of the Defence Force are involved in it;
- (2) whether any former members of the Defence Force are involved in this project; if so, (a) how many and (b) why?

The MINISTER OF DEFENCE: B349E

(1) (a) Project Dyson is primarily aimed at the rationalisation of occupational differentiation in the Permanent Force. In terms of the Project, 38 different occupational classes have been consolidated into a single occupational class, namely that of Military Practitioner. The rationale of the Military Practitioner dispensation rests on the concept of soldier-ship in order to neutralise the over-

emphasis of functional specialties at the cost of soldier-ship. By implication, the nucleus salary structures of 38 different occupational classes have been reduced to a single basis salary structure for the Military Practitioner. A further facet of the Project also includes the rationalisation of the various allowances

- (b) The Project has not been finalised in total. The Military Practitioner dispensation and the accompanying salary structure has been implemented with effect from 1 July 1990 and was completed on 28 February 1991. The refinement of certain facets of salary and allowances is in progress. The remaining facets of Project Dyson will be implemented as part of other personnel projects on an ongoing basis. ~~Hansard~~ 5/3/91
- (c) All members of the Permanent Force are, in one way or another, affected by Project Dyson

- (2) No. Only those persons who were members of the Permanent Force on the implementation date, in other words 1 July 1990, are affected by it. (a) and (b) Fall away.

SADF: Special Forces

*17. Mr A A BRUWER asked the Minister of Defence:† ~~Hansard~~ 5/3/91

- (1) Whether there are still Special Forces in the South African Defence Force; if so, what is the function of these forces;
- (2) whether these forces exist as separate Defence Force units; if so, how long will they continue to exist as such units?

The MINISTER OF DEFENCE: B352E

(1) Yes. The Special Forces are, just as other units of the SA Defence Force, employed in accordance with the stipulations of section 3(2) of the Defence Act.

(2) Yes. With the exception of CCB which has already been operationally disbanded and is in the process of having its administrative affairs closed down by the Chief

of the Army, it is not planned to disband any of the remainder of Special Forces.

Afrikaans as official language

*18. Mr A GERBER asked the Minister of National Education:† ~~Hansard~~ 5/3/91

- (1) Whether it is the standpoint of his Department that Afrikaans should be retained as an official language under a new constitutional dispensation; if not, why not; if so, for what reasons;
- (2) whether he will make a statement on the matter?

~~Hansard~~ 5/3/91 B354E

The MINISTER OF NATIONAL EDUCATION:

- (1) The official status of languages, and thus also Afrikaans, will be dealt with in the process of negotiation and eventually in the new constitutional dispensation
- It is however the view of the Department and the Government that the status of Afrikaans, as well as English, will be maintained in the new constitution.

- (2) Lapses.

Peaceful protest marches

*19. Mr P G SOAL asked the Minister of Justice:

Whether, with reference to statements made by him during an interpellation debate on 13 February 1990 (a newspaper report on which has been furnished to the Minister's Department for the purpose of his reply), proposals to clarify the requirements for peaceful protest marches have been formulated; if so, what requirements have been laid down; if not, why not? ~~Hansard~~ 5/3/91

The MINISTER OF JUSTICE: B357E

The enactments providing for the control of peaceful protest marches are to be found in *inter alia* the Internal Security Act, 1982 (Act 74 of 1982) and various Provincial Ordinances. As already indicated by me the provisions relating to gatherings and processions are under review. It must be pointed out that at present the authorities enjoy the co-operation of the majority of organisers of protest

marches in complying with formal and informal arrangements and directives. ~~Hansard~~ 5/3/91

Mbekweni: electricity supplied to schools

*20. Mr J VAN ECK asked the Minister of Education and Training:† ~~Hansard~~ 5/3/91

- (1) Whether schools in the Black residential area of Mbekweni, Paarl, falling under his Department, are not being supplied with electricity at present; if so, which schools;
- (2) whether the electricity account for these schools has been paid to date; if not, why not; if so, for what reasons are these schools not being supplied with electricity at present; ~~Hansard~~ 5/3/91.
- (3) whether he is contemplating steps to have the supply of electricity to these schools restored, if not, why not, if so, what is the nature of these steps?

~~Hansard~~ 5/3/91 B358E

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes. Simon Hebe Secondary School Mbekweni Primary School Langaboya Junior Primary School

- (2) Yes. According to my information, the electricity supply to the township was cut off by the Paarl Municipality. This was apparently caused by residents refusing to pay the Mbekweni Residents' Council for services since October 1990. Consequently the latter has been unable to pay the Paarl Municipality for the services.
- (3) No. Negotiations between the Paarl Municipality and the Mbekweni Residents' Council, as well as the Council and the residents are in progress in order to end the boycott and resume the supply of electricity. Local conditions preclude the selective restoration of power to schools.

SADF: support to certain organisations

*21. Mr J A JORDAAN asked the Minister of Defence:† ~~Hansard~~ 5/3/91

- (1) Whether, over the past 10 years, any section of the South African Defence Force has directly or indirectly given financial or organisational support to certain organisations, whose names have

applications. It is the specific community which must in the first place look after itself and its environment. In my opinion a peaceful residential area must not suddenly be confronted with a high-rise office block. Of course there must be a balance, because urbanisation also contributes to new development and requires more community facilities and infrastructure.

From the outset there must be close liaison, co-operation and negotiation between representatives from the relevant residential area or community, the city council and members of the city council from that area, the developers and/or applicants and consultants so that sufficient knowledge and perspective can be exchanged regarding the application and intended development and the nature of objections from the community involved. Many problems which crop up later could probably be resolved in this way. As a matter of fact, in most cases the development can be effected with maximum satisfaction and expensive, lengthy court cases can probably also be curtailed, and I think this will contribute to eliminating misunderstandings, uncertainty and emotion at the end of the day.

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply:

Own Affairs:

Potchefstroom: closing of teachers' colleges

*1. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether his Department has investigated or ordered an investigation into the possible closing of the teachers' college at Potchefstroom; if so,
- (2) whether this college or staff members of the college have been notified officially or unofficially; if so, what are the relevant particulars? Hansard 5/3/91

B259E
The MINISTER OF EDUCATION AND CULTURE:

- (1) No, the hon member is referred to my media statement of 8 February 1991;

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(2) no. Hansard 5/3/91

Private schools: de-registration

*2 Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department has advised any private schools registered with the Department that, because their total enrolment does not comply with the requirement of having to be more than one half White, they may be de-registered in terms of Regulation 2(2)(f) (as amended by Government Notice No R1477 of 29 June 1990) of the regulations regarding the registration of and financial grants to private schools; if so, (a) how many schools were so informed and (b) why were they so informed;
- (2) what effect does de-registration by his Department have on a private school;
- (3) whether the above schools will be able to register with any other education department given the racial composition of their pupil numbers; if so, with which department; Hansard 5/3/91
- (4) whether he will make a statement on the matter? Hansard 5/3/91

B281E
The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
 - (a) 17;
 - (b) because these schools do not comply with the first provision of Regulation 2(2)(f) and to grant them the opportunity to provide reasons why the Head of Education should deem them exceptions to the rule according to Regulation 2(2)(f);
- (2) if such a school received a subsidy from this Department it cannot be considered for further subsidy by this Department and all children of school-going age who are the responsibility of my Department attending such a school would then attend an institution that cannot be deemed a "school" in terms of the provisions of Act 39 of 1967;
- (3) yes, usually the Department that is responsible for the pupils constituting the majority group in the school,

(4) no. (50) Hansard 5/3/91

Teaching staff serving as mayors

*3. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether teaching staff in the service of his Department may serve as mayors in urban city councils; if so,
- (2) whether such persons may occupy this position in consecutive years;
- (3) whether his Department has any statistics in this regard; if so, what are the relevant details; Hansard 5/3/91
- (4) what is his Department's standpoint on the matter? Hansard 5/3/91

B298E
The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, on the condition that it will not inhibit the execution of duties at the departmental institution concerned;
- (2) yes;
- (3) yes, 10 during the past three years;
- (4) it is in accordance with the conditions of section 96(1)(e) of the Education Affairs Act, 1988 (Act 70/1988).

Special education: expenditure cuts

*4. Mr M J ELLIS asked the Minister of Education and Culture:†

- (1) Whether any cuts in expenditure on special education have taken place during the present financial year; if so, what was the extent of these cuts;
- (2) whether further cuts are expected during the course of 1991; if so, (a) why and (b) what will be their effect? Hansard 5/3/91

B305E
The MINISTER OF EDUCATION AND CULTURE:

- It is accepted that special school education is referred to
- (1) Yes, in as far as was necessitated by the decrease in my Department's allocation in real terms and which was spread throughout all sectors of the Department;
 - (2) no.

Vacant school buildings (50)

*5. Mr K M ANDREW asked the Minister of Welfare, Housing and Works:

- (1) Whether all school buildings vacated during or at the end of 1990 as a result of the closing of White schools have been offered to other education departments for use as schools; if not, why not; if so, how many are being or are to be used as schools;
- (2) what are the school buildings vacated last year currently being used for or to be used for? Hansard 5/3/91

B369E
The MINISTER OF WELFARE, HOUSING AND WORKS:

- (1) No. In terms of policy the mentioned school buildings which are not required for other purposes within the Department of Education and Culture, in the Administration; House of Assembly, are firstly offered to the other departments in the House of Assembly. Only thereafter are school buildings offered to other education departments for use as schools. School buildings are also made available to private schools and other educational institutions.
- (2) At the end of 1990, 34 of the White schools which had closed were transferred to the Department of Local Government, Housing and Works, House of Assembly. Of these schools 7 are already being used by other Departments as schools. A decision regarding the other 27 schools is at present in the process of consideration.

Mr R V CARLISLE: Mr Speaker, arising from the hon the Minister's reply, I would like to know whether it is not his opinion that the best possible use that could be made of these buildings would be for schools.

The MINISTER: Mr Speaker, I fully agree with the hon member. We intend doing that and are applying that policy at present

It does not matter what population groups are involved, but when we are dealing with education matters, we go about things with great compassion.

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Mr R V CARLISLE Mr Speaker, further arising from the hon the Minister's reply, am I to understand that he would be prepared to see these buildings wherever there was a need— turned into schools for whatever population group, regardless of the group area they are currently in Hausaland 5/3/71 (50)

The MINISTER. Mr Speaker, we have already applied our policy in that way and we shall continue to do so.

*2. Mr M Rajab — Education and Culture. [Question standing over.]

) Newlands West Area: sale of business sites

*3 Mr K PANDAY asked the Minister of Housing:

(1) Whether his Department has finalized the sale of business sites in the Newlands West Area of Durban; if not, (a) why not and (b) when are these sales expected to be finalised; if so, what are the details in this regard;

(2) whether he will make a statement on the matter?

D18E

The DEPUTY MINISTER OF HOUSING:

(1) No. The business sites in the Newlands West area of Durban do not belong to the Housing Development Board of the Administration: House of Delegates.

(a) falls away.

(b) falls away.

(2) No.

Mr K PANDAY: Mr Chairman, arising out of the hon the Deputy Minister's reply, we again have a problem in that the Ministry of Housing does not seem to know where they are going.

Mr S PACHAI: Or coming either!

Mr K PANDAY: I have with me State reference number 1507/5924/2. One minor shopping site in Castle Hill, Newlands West, has been awaiting Ministerial approval since 10 June 1985.

The DEPUTY MINISTER OF HOUSING: Mr Chairman, that goes far beyond the information I have. I think the hon member for Reservoir Hills has written about that issue, and we will provide him with the answer he is entitled to from the Department.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising from the hon the Deputy Minister's reply, can he confirm that since he assumed office he has not seen these particular applications?

The DEPUTY MINISTER: Mr Chairman, the hon the Leader of the Official Opposition should know better than anyone else that there are thousands and thousands of applications. No

HOUSE OF DELEGATES

Minister goes through every application. I want to remind the hon member for Natal Midlands, who said we did not know whether we were coming or going, that he probably needs to know which way he is coming or going.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Deputy Minister's reply, in respect of his reply to Question 3(1), will he agree with me that he does not know the relevant laws, policies or procedures, namely that any land financed from Government funds, subject to law, is the property of our department and is subject to pre-emptive control and that the finalisation or release of the sale is the responsibility of the House of Delegates?

The DEPUTY MINISTER: Mr Chairman, that is an issue that has been negotiated by the Durban City Council and the Housing Development Board. If the hon the Leader of the Official Opposition puts his question in writing, we will give him more clarity as far as the legality of that situation is concerned.

Mr P GOVENDER: Mr Chairman, further arising out of the hon the Deputy Minister's reply, I wonder why this particular application has been outstanding since 1985. There must be something intricate or difficult to handle in this regard. The hon the Leader of the Official Opposition was in office at that time, so he should tell us why this is so. [Interjections.]

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

General Affairs:

Education: A factor

The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of National Education:

(1) What is the purpose of the A factor in respect of the application of the formula being used in the allocation of funds for education; *Hansford 5/3/91*

(2) whether he will comment on the A factor for the 1990-91 financial year?

D24E.INT

The MINISTER OF NATIONAL EDUCATION: The hon the Leader of the Official Opposition has asked about the purpose of the so-called A factor in the application of the formula being used in the allocation of funds for education. He has also asked whether I will comment on the A factor for 1990-91.

In order to share the funds available for education on a rational basis among the various education departments, certain formulae have been devised. Some of them have been announced as general policy, while others have not yet been so announced. All of them have nevertheless been applied since about 1985. I intend to complete negotiations on the implementation of the subsidy formulae for the financing of education departments as general education policy as soon as possible, but all of them have been settled after negotiations with all the education authorities concerned.

This formula represents a scientific norm which treats all education departments identically. In designing the formula, the expenditure pattern of a theoretical average education department was used as a guideline. This ensured that reality was simulated as closely as possible. By means of cost units, which are adjusted annually to compensate for inflation, provision is made for expenses regarding remuneration, ie salaries, supplies and services, buildings and ground improvements, media collections and equipment.

One of the most important characteristics of this formula is that it is based on the ratio of one educator for every 30 pupils in the primary and junior secondary phases, and on a ratio of one educator for every 20 pupils in the senior secondary phase, thus providing for the higher instructional intensity in this phase of education. The high scholar numbers we have in some education departments—overcrowding, if you wish—will reflect a negative compliance with this norm. The formula further compensates for a low pupil density in rural areas.

The subsidy formula approach provides a fair and objective basis for financing education. [Time expired.]

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I wish to congratulate the hon the Minister on his appointment to this portfolio.

With all respect, I do not agree that the formula was introduced in order to effect a rational sharing of funds. The formula was introduced at a time when the present hon State President was Minister of National Education and, as a result of the policy of the then State President, he wanted to achieve equality and parity in respect of the allocation of funds over a period of 10 years. Three years ago that was derailed. The A factor is a factor that was being used to bring about equality over a period of 10 years.

Our complaint, as far as the House of Delegates is concerned, is that the A factor of one has been achieved over a period of three years, contrary to the announcements which the hon the Minister made on 5 February that 30:1 is a goal not achievable over a period of one year or over a period of three years. If the House of Delegates' A factor was put into effect over a period of three years when it was supposed to be done over a period of ten years, then the A factor of White education should also be one. The A factor of White education is not one, so there is discrimination. Since the hon the State President made reference last night to a single system of education, there is no need to waste any energy in renegotiating or further negotiating the question of allocation of funds to racial departments when we should now create a sample of the new South Africa. Let us get rid of this A factor. Let us get rid of this formula.

The mood and the thinking of the present time is that something must be done on the basis of mutual agreement. Our hon Minister has not accepted this formula and nor did the previous Ministers' Council. It was unilaterally applied and I want to suggest to the hon the Minister that he should demand from the hon the Minister of Finance that, in terms of the Constitution, he should give consideration to an extra 5% which was promised in the House of Delegates in 1987.

The A factor is supposed to bring equality, yet it has been applied racially to the House of Delegates and it has created a crisis. The Whites are being treated differently and what we should do, as the hon the Minister of Finance indicated a few weeks ago during a joint debate, is to get rid of duplication, etc. Let us now allocate funds for education on the basis of need in this country.

The A factor has one deficiency, because, as a result of discrimination in the allocation of funds to those communities and those departments

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that had severe backlogs, like the Indian education department, we were dealing with resettlement schemes and we have more capital expenses than White education. The A factor may take these things into consideration, but not to the extent to which it is required. Therefore, I want to say that we must get rid of this formula, because we are moving away from racial compartmentalisation. The A factor is applied, if my facts are correct, because White education has not reached a level of one, and Indian education has reached a level of one over a period of three years. . . . [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I welcome the hon the Minister of National Education to the House of Delegates. I know he has a difficult task ahead of him today. I would also like to endorse certain of the statements made by the hon the Leader of the Official Opposition. As he stated, the A factor is not the only factor that is applied in the funding of the education budget for the House of Delegates. We also have the B factor, the H factor and the V factor. There are so many factors here that we do not know which factor will be administered.

I submit today that the application of the formula is at fault. I have reiterated this many times! The hon the Minister has stated that this formula is based on scientific facts and that this is a formula which has norms and is applied equally to all the departments. I say that it is simply not so and the facts emanating from the hon the Minister of National Education's own department refute that statement. Therefore, we must not play games with these factors; education is too valuable for us to mess around with it.

What we need is a funding-by-needs factor. Throughout the world there is funding by needs. The needs of a particular community have to be determined. The greatest needs today are in Black education. The needs are not so great in Indian education because it is quite close to White education, although we have tremendous handicaps in certain aspects because of the Group Areas Act and apartheid to which we have been subjected.

The simple factor is that these formulas do not work. These factors should be reassessed and scrapped. In fact, I agree with the hon the Leader of the Official Opposition that we should have needs assessment. I agree with the hon the

HOUSE OF DELEGATES

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Hansard

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Minister of Finance who stated very clearly in his speech in the Chamber of Parliament that we must have one Ministry and that the structure is top-heavy with bureaucracy. It is true, we should scrap all these other Ministries.

Let us have one Minister of Education. Let us have division. Let us have regionalisation. Let us have funding on a needs basis. The density factor is not bringing about the funding we need either. Of the 18 districts, there are 12 districts that do not get funds for Indian education from the Minister of National Education. How are we supposed to administer our schools? [Time expired.]

MR K PANDAY: Mr Chairman, the formula used to fund ordinary public school education is complex and includes factors such as teacher force, qualifications, pupil numbers, equipment, etc. Various coefficients are applied to obtain a formula sum. It should have been scrapped even before it was started.

The A factor for 1990-91 is 1.5 for Whites, 1.094 for Indians, 0.912 for Coloureds, and 0.602 for Blacks. Herein lies discrimination. It has been racially implemented. The Government planned to bring all departments to equality within a period of 10 years. The Indians achieved a level of one in respect of the A factor in just three years, whilst the Whites still remain above the norm of one. Sacrifices have to be made, but this should not be expected only in the case of a selected few. Since Indians have come down to a level of one, Whites should be subjected to the same rule.

This reduction has hit Indian education very hard. The result is an upheaval in Indian education, with a hue and cry from the public, and rightfully so. The hon the Minister of Education and Culture in the House of Delegates has to bear the brunt of their attack, and most of the grievances of pupils, teachers and parents centre around the lack of funds.

For the sake of our children, and in keeping with the theme of change from White "baasskap" to a more democratic South Africa, I appeal to the hon the Minister of National Education to distribute all the money evenly and immediately.

If a teacher-pupil ratio of 1:30 is the aim, as the hon the Minister of National Education suggested in *Die Burger* of 5 February 1991, the total school-going population of 7 240 198 pupils—

that includes Blacks, Whites, Indians and Coloureds—in the Republic of South Africa will need an additional 2 973 teachers. [Time expired.]

MR M F CASSIM: Mr Chairman, I also wish to take this opportunity of welcoming the hon the Minister of National Education to this House.

I am of the view that this algebraic formulation had its logic in a different time with different circumstances. Now that we are moving into a new South Africa, the old logic, with all its scientific formulation, will be of no use to the future.

The idea that we can share funds according to this A-factor formula, and base this on the theory that we take some kind of theoretical average, negates factors such as those which are evident in our education. We have highly educated teachers in our system—teachers with two or three degrees. As a result of their qualifications their salaries should be much higher than the salaries of teachers who are generally less highly qualified. Applying the logic of the theoretical average, it is conceivable that an education department such as ours, with highly educated educators, would necessarily be pegged at a much lower numerical number. That goes against the grain because, when we ask what it is that South Africa would need to build this new South Africa, we recognise at once that South Africa would need a corps of highly qualified teachers.

It saddens me immensely that in the province of Natal the White education system is considering reducing its staff corps by 2 000. That loss of teachers would be a loss to the entire country at a very critical stage when we are actually in the process of building. [Time expired.]

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, about 20 years ago many of our teachers left the profession because of low salaries, to assist African countries upon their attainment of independence. However, I want the hon the Minister of National Education to take very careful note of the sentiments expressed last night by the hon the State President and by the hon the Minister of Finance when they said that we need to train teachers.

One cannot train teachers at great expense to the taxpayer and to the educators themselves, however, and then tell them that they have no jobs.

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Hansard

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That would be the height of madness. We continue to indulge in rhetoric which we do not translate into real action while there is a tremendous shortage of teachers in this country. It is a crying shame and the height of madness to have to live with reports that on the one hand, education departments are having to retrench highly qualified teachers, whereas on the other, the average qualification of teachers in certain schools is Std 8.

If we want to build South Africa into a great country, we must make use of these teachers. My suggestion is that the formula should be reconsidered and then scrapped. As the hon the Minister of Education and Culture has stated, the allocation of funds is not done on a fair basis. [Time expired.]

THE MINISTER OF NATIONAL EDUCATION: Mr Chairman, let me deal with some of the observations made in this Chamber this afternoon, all of which have been constructive.

I shall deal firstly with the contribution of the hon nominated member Mr M F Cassim. I would like to say that this formula will still be useful even after the scrapping of the so-called racially biased education systems, because it is quite feasible and quite possible that we might have regional education systems or dispensations in the future. One would like to compare the allocation of funds to one region with that to another. That is the purpose of the A factor, namely to determine whether there is equality of distribution. That is exactly what is meant here.

Let me immediately say that the Government is committed to achieving equality of distribution of funds, but it is not possible to do so by merely waving a magic wand. There are people, schools and systems at stake and one cannot throw the baby out with the bath water. One must therefore take one's time. As far as teachers are concerned, the A factor provides for fully qualified teachers. If, therefore, there is a system in which there are less qualified teachers, money could be saved on the A factor and could be used elsewhere.

The hon member for Reservoir Hills has made a plea for the even distribution of funds. I agree with him wholeheartedly. We should have an even distribution of funds. He wants that to be done now. If we were to do it now, however, he should realise that this would mean that every-

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body would be receiving only 70% of the A factor, because that is the average at the moment. That means that the amount made available to Indian education would have to be reduced to 70% of the current total. This would have an enormous influence on Indian education as such. [Time expired.] (50)

Debate concluded. *Hansford*

17 'mixed' schools face subsidy cuts

Capit. Tr. 6/3/91

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Political Staff

THE white "own affairs" administration is considering cutting off subsidies to 17 private schools because more than half of their pupils are not white.

The controversial Minister of Education and Culture in the House of Assembly, Mr Piet Clase, confirmed yesterday that 17 schools had been told that they did not comply with stipulated requirements.

These schools may provide reasons why the head of education should consider giving them exceptions to the rules under Regulation 2 (2) (f), he said.

De-registration by his department would have the effect that if these schools received a subsidy from his department, they could not be considered for further subsidies and they would not be deemed to be a school in terms of the law.

Mr Clase, who was replying to questions by the DP education spokesman, Mr Roger Burrows, said these schools would be able to register with other education departments, "usually the department that is responsible for the pupils constituting the majority in the school".

The Minister of Welfare, Housing and Works in the House of Assembly, Mr Sam de Beer, told Mr Ken Andrew (DP, Gardens) that 34 white schools were closed at the end of last year and were transferred to his department.

No power for schools: Minister under fire

Opp-Units 6/3/91 *SO*

Political Staff

THREE black schools in Mbekweni in Paarl are not being supplied with electricity at present, though no bills for this are outstanding, the Minister of Education and Training, Dr Stoffel van der Merwe, said yesterday.

The electricity for these schools — Simon Hebe Secondary, Mbekweni Primary and Langaboya Junior Primary — has been paid to date, he said in reply to a question tabled by Mr Jan van Eck, DP Claremont.

According to his information, the electricity to the township was cut off by the Paarl Municipality, apparently because the residents have refused to pay the Mbekweni Residents' Council for services since October last year and it has been unable to pay the Paarl Municipality for the services.

Dr Van der Merwe said he was not contemplating steps to have the supply of electricity to the schools restored.

Negotiations are in progress to end the boycott and resume the supply of electricity.

"Local conditions preclude the selective restoration of power to schools," Dr Van der Merwe said.

Mr Van Eck said Dr Van der Merwe's reply displayed a shocking and unacceptable attitude.

"If this is the attitude of the minister and his government, then they will not convince anyone in the affected black community that they care about the quality of black education."

Even if the selective restoration of power was not possible, the least he should have done was to provide schools with generators so that they could continue to provide normal education.

"If any white school was in a similar position, this government would leave no stone unturned to find some solution."

"Why should black schools settle for less?" Mr Van Eck asked.

Grim past haunts Dale

From Claire Keeton
East London

IT IS afternoon at Dale College and throngs of uniformed boys, black and white, are darting around green playing fields, enjoying the bright summer sun.

The boys are heirs to a 130-year-old tradition at this King William's Town school, consciously modelled on the elite English public school system.

The school's imperial past is exemplified in its imposing war memorial "To Our Glorious Dead" and in the hostel's colonial-style dining room hangs a plaque engraved with the names of meritorious former pupils.

But behind Dale's imposing stone facade, lies a darker legacy. Side by side with the school's proud tradition of serving God and country, exists a violent, racist tradition.

A long established, secret Kaffir Bashing Society at the school was exposed this year during the trial of four Dale pupils for culpable homicide after a fatal assault on a vagrant sleeping in the school grounds.

The society was based at the school's Frank Joubert Hostel — a solid building surrounded by palm trees and rolling lawns.

Outside the hostel, an energetic game is in full swing, its participants seemingly oblivious to the hostel's new found notoriety.

Inside the sturdy building, boarders are playing pool and larking about in the wood-panelled corridors which lead to dormitories and bedrooms.

One of these rooms was the nerve centre of the society where ringleader Richard Bester kept a register of members' names in his room. A police truncheon hung on the back of his door and



DARK LEGACY: Palm trees and lush lawns facade hide the dark secrets of the Frank Joubert Hostel at Dale College

The trial of four Dale College boys for culpable homicide in East London Supreme Court has focussed attention on one of the Eastern Cape's top boys schools. This week as the boys were sentenced — one to two years jail and the others to community service — **Claire Keeton** visited the hostel which served as the headquarters for the "Kaffir Bashing Society" *South 7/3-13/3/91* (50)

his red desk-pad was decorated with an AWB insignia.

Here Bester planned midnight attacks in which the society's members stealthily set out from the hostel armed with bats, truncheons and knuckledusters to beat up vagrants sleeping in the school's sprawling grounds described by the headmaster as "the recreational heart of King William's Town".

The members of the society would gather at night in one of the bedrooms,

unbolt the front door and creep through the grounds in search of victims.

In February last year, Bester and his followers launched a fatal assault on a 70-year-old vagrant Tom Ruiters, which resulted in Bester and three other boys being convicted of culpable homicide.

Evidence in court depicted a chilling picture of the "kaffir bashing" activities. Earlier on the day of the assault, the boys spotted Ruiters sleeping on a dirt path — clearly visible from the hostel

That night, wearing stocking masks blackened with shoe polish, the boys bunked out of the hostel, threw Ruiters over a fence, dragged him down concrete steps across a field and into a cricket shed where they beat and kicked the already injured man.

After the assault the boys stopped for a chat before sneaking back to the hostel. One of them checked on Ruiters, whom they had left at the cricket nets, and reported he was coughing blood.

According to evidence in the trial during the assault Ruiters had said, "No boss, I'm not a kaffir, I'm a coloured."

Bester had replied with a kick in the face and the words "I hate you all".

The raw racism that motivated the "Kaffir Bashing Society" contrasted sharply with Dale's open school policy.

This year under the "open school model", 43 of the 130 new admissions at the school are black pupils.

They include the son of ANC national executive committee member Steve Tshwete.

While hostel security has been tightened up and the school's lush playing fields look like an advertisement for a new South Africa, more than a year after Ruiters' death Dale is still struggling to overcome its grim past. **ELNEWS**

By Chiara Carter

SCHOOLS have an important role to play in preventing racially motivated violence such as occurred at Dale College.

This is the view of Mr Chris Giles, a clinical psychologist at the Cape Town Child Welfare Centre, who gave evidence at the trial of four former Dale College students convicted of culpable homicide last month.

The four — Andrew Bester, 18, and three juveniles — were members of a "Kaffir Bashing society" at the school. Mr Tom Ruiters died after being assaulted by the four boys while asleep on the school premises last year.

Racist attitude

Giles said a range of contributory factors led to Ruiters' death, among others, their racist attitudes and the "macho" nature of the school they attended.

What disturbed him, though, was that none of the boys showed any regret for what they had done.

He was appalled that since the death, none of the boys had attempted to contact the relatives of their victim or make any effort at reparation for their actions.

"There are no signs that they understand the seriousness of what they had done."

He said all four boys viewed black people as non-people.

The key to this attitude lay in the boys' homes.

In racist households, a person, usually

Macho school partly to blame for racist killing

the domestic worker, is perceived as being without feelings. *South 7/3-13/3/91*

Domestic workers are unable to assert personal feelings or rights and children conclude such employees have no inner life.

They are therefore seen as "dull housemates" who have to obey the child.

According to Giles, Dale College itself was another major contributory factor to Mr Ruiters' death at the hands of the four pupils.

Like many South African schools, Dale has an ethos which emphasises toughness and being macho.

"Sporting achievement is seen as the pinnacle of success."

For boys who did not match up to this standard, the "Kaffir Bashing Society" provided a sub-cultural activity where they could assert themselves.

He said the fact that the society had been in existence for a long time indicated that the school had in a sense legitimated it even though the society was against school rules.

Giles criticised Dale sharply for refusing to accept responsibility for the boys

who were expelled from the school after they were arrested.

"The school acts in loco parentis for its students. There is a level at which the school is responsible for what happened," he said.

He said it was clear that while the school knew how to negotiate with middle class people who used its grounds, the staff had no idea of how to negotiate with people from other backgrounds, hence the headmaster's suggestion that pupils use force if they found vagrants vandalising the premises.

Political changes

He said recent political changes in South Africa had created a "doomsday" feeling in the boys, particularly the leader, Bester, whose father had to close his business after a consumer boycott.

There was a feeling of being abandoned by the Nationalists and hence a view that law could not be entrusted to the state," Giles said.

Coincidentally the boys watched the video "Mississippi Burning", a film

about racist conflict in the American Deep South, a few days before the killing.

Another contributory factor was their backgrounds.

All four boys came from families where the parenting had left them feeling emotionally insecure.

They came from homes where there were divorces and remarriages; one was adopted as a child.

The result was general anxiety and lack of self-esteem.

According to Giles, boarding school accentuated these feelings, the more because the boys were sent to Dale because their parents could not cope with them at home.

They had also grown up seeing violence as the way to resolve problems.

Giles said while he viewed their immaturity as indicated in their racist attitudes as a "mitigating factor", the crime was extremely serious.

The boys could have reasonably foreseen the possibility their victim would die.

It was not the first time they had as-

saulted someone, there were no signs they had lost control during the assault, they had not tried to get help for their victim after the assault.

He said despite their family problems the boys were all relatively privileged children and therefore had a high degree of personal responsibility for their actions and the community had the right to expect the boys would be punished.

"Many people in South Africa are anxious about the future, many are tempted to take the law into their own hands."

There are serious questions about the legal system in the black community. White children can't be seen to have carte blanche," Giles commented.

Fateful events

He said in addition to being punished, the boys' racism had to be challenged and one way of doing this would be for them to be ordered to do community service with black community organisation where they would meet black people as people and indeed be in a position where black people were powerful.

While a complex set of factors led up to the fateful events at Dale College, Giles said the case highlighted basic issues which schools would have to address.

"Schools have a special responsibility to address the emotional, social and political deficits pupils have as a result of growing up in apartheid households."

"Children are anxious and feel inadequate, schools can't withdraw from this. They should rather re-examine the curriculum to help pupils adjust to a non-racial country."

Private schools 'should get more govt assistance'

PRIVATE schools should get larger subsidies so that more people can afford them, the SA Institute of Race Relations says in a study published yesterday.

In a new book, *The Blackboard Debate: Hurdles, Options and Opportunities in School Integration*, author Monica Bot says private schools have more freedom to determine how and what pupils are taught.

They also offered the opportunity for more parental and community involvement in areas such as curriculum and syllabus content.

Granting private schools more state funding would help establish community schools, and this would meet black community demands for participation in education.

Bot says since tax-paying parents have the right to send their children to state schools free of charge, it is not unrealistic to expect the state to increase subsidies to private schools.

At present, private schools are generally seen as elitist, but with higher state subsidies, poorer people could also attend them.

She says a change of curriculum is long overdue as schools do not equip people with the necessary skills for business.

Bot also stresses the urgent need

for innovation in order to move away from racial education.

The stipulation by Minister Piet Clase that open schools provide education using the culture of the "target group" — white Afrikaans or English pupils — as the point of departure implied that black pupils were to be assimilated into the existing ethos of the (formerly) white state schools.

There was a need for a "core curriculum" with a diversity of cultural, language or ethnic groups.

This involved identifying common needs and values, and complementing them with content responding to the different cultural or religious needs.

Co-ordination

However, Bot says this may be unacceptable due to inequalities between race groups, and that "under such conditions, differentiation may be viewed as a form of racism rather than a way of responding to specific needs or circumstances".

Although open private schools have grappled with such issues for more than a decade, some institutions have altered little and basically adhere to the national core curriculum.

The fact that there is little co-ordi-

nation in developing new curriculum materials and content is partly because this process "is both time and cost-intensive, and many private schools already rely heavily on private sector funding".

Bot says private schools must adhere to certain minimum curriculum requirements of the education department, which results in the majority of the time being used to prepare pupils for the final examination, leaving little time for innovative content.

She argues that integration should be voluntary if it is to be successful.

Bot says there are some ways schools can cope academically with pupils from different backgrounds.

These are by:

- Applying admission criteria, such as entrance and aptitude tests;
- Starting integration from the lower standards;
- Providing bridging education to facilitate the transition;
- Employing remedial teachers;
- Placing limitations on the size of the school; and
- Establishing "magnet schools", which specialise in certain fields, with pupils' being allowed to select schools according to their preferences and talents.

Students to address education crisis at national conference

SA's main student organisations will join forces to address the education crises in schools and tertiary institutions at a national conference in Johannesburg.

In a statement yesterday, the National Union of SA Students (Nus), the SA National Students Congress (Sansco), the Congress of SA Students (Cosas), the Azanian Students Congress (Azasco) and the Azanian Students Movement (Azasm) announced they would hold the consultative conference next month.

They said SA was passing through the worst education crisis in its history. Illiteracy, poverty and violence were manifestations of both the education and political crises.

The statement said the student bodies were concerned with inter-or-

ganisational violence, particularly where people of school-going age were at the forefront of the conflict.

Tertiary institutions' inflexible admission criteria did not take into account the crisis background from which many students came.

Besides the violence, the inadequate provision of technical resources and well-qualified teachers at black high schools was legendary.

At the conference in April possible common solutions to the education crisis would be investigated.

The practicalities of the "back to school" campaign would be discussed, so would tertiary institution admission and exclusion policies, and social problems affecting students.

TANIA LEVY

Piet Skiet ends his hunger strike

PATRICK BULGER

ORDE Boerevolk (OB) leader Piet "Skiet" Rudolph ended his hunger strike on the 30th day yesterday, convinced government would have let him and his followers starve to death.

OB acting deputy leader Coen Vermaak said Rudolph and five followers ended their strike yesterday.

"The strike proved government will not talk with any right-wing person," Vermaak said. "We called off the strike because we realised they would die."

The Correctional Services Department said awaiting-trial prisoners Darryl Stopforth, Arthur Archer, Craig Barker, Henk Bredenhann and Leonard Veenendal had ended their strike. Sentenced prisoners Corrie Lottering and Fanie Goosen were still on a hunger strike.

THE business sector and the community have been challenged to participate in solving the black education crisis.

The Soweto Education Co-ordinating Committee (SECC) and the Third Alternative said this when they unveiled what could prove to be the solution to the crisis - the Education Alliance.

The Alliance sets out ideal projects to supplement formal education and appeals to the business sector to contribute finance and human resources to win back the marginalised youth by involving the whole society in the education system.

Bridge

Its major aim is to serve as a bridge between the private sector, the community and educational organisations. Also it will ensure that invested funds are channelled to areas where they are urgently needed.

The Alliance proposes a model high school and a night school where Standard 10 will extend over two years to enable matriculants to have "a useful matric qualification

New group to tackle black education crisis

By PHANGSILE MTSHALI

and night school pupils can acquire technical and commercial skills".

Also, it proposes a series of supplementary education activities like extra classes, informal education such as storytelling and cultural activities, and measures to restore discipline and the culture of learning in the schools of Soweto.

The aim is to have each pupil passing three subjects at the first-year level skill and then to completing the remaining subjects and trade skill in the following year. Pupils will be able to pass matric without undue pressure and will leave the school with a marketable skill.

The night school courses would vary. They would offer basic skills that would enable stu-

dents to obtain work and to progress within their companies.

Advice office

* Students advice office which will focus on intervening and preventing crises in the schools.

The office will be open during the day and will have a toll free number to help pupils and the youth with educational problems or any problem which can have a negative effect on schooling.

Campaigns will be launched to fight drug and alcohol abuse which is rife in the townships, give health education, particularly on AIDS and teenage pregnancies.

Data will be collected to ensure timeouts intervention to normalise the schools. This will be on registration, drop-out tendencies, vandalism,

provision of learning material and thugery.

Soweto 8/3/91

The Soweto Civic Association intends to establish a neighbourhood watch to patrol schools where the discipline has broken down. Workshops to counteract the predominant culture of violence will be set by the SECC.

A Career Awareness project will also be launched to familiarise pupils with the work place. Role models and volunteers will be urged to conduct Saturday clinics and workshop and arrange field trips.

Catch up

* Operation Catch Up, which was introduced in November 1990 will be consolidated into a year round exercise. Extra lessons will be offered to Standard 10 pupil on Saturdays.

* A culture club to forge cross cultural communications and start projects to counteract racism will be set up.

Tied to it will be the "Tell-tale" fun days, where elders will tell educational stories to children the traditional way. Youth clubs will also be formed.

* A training and motivation programme for Parent-Teacher-Student-Associations to enable them to run smoothly. These will include administration skills, negotiation and alliance versus the politics of protest, rights and civic duties and intervention, arbitration and adjudication skills.

Home work centres

* Setting up homework centres in

every community. Adults should supervise and assist pupils from Standards 5 to 10. They will be opened every week day until the summer holidays.

Concerned adults will be recruited as "mentors" to underprivileged or needy children in their communities. They will encourage and supervise the child providing assistance, guidance and tuition.

* An education broadcasting station is envisaged by the Alliance as a long term objective. The radio station will broadcast educational programmes, lessons and stories.

To address the question of funds the Alliance proposes a series of fund raising projects.

* Affiliation fees to be paid by companies, edu-

national bodies and individuals ranging from R12 to R5 000 a year.
* National Lottery with prizes awarded at quarterly draws that will be televised. It will serve as a fund raising project and a publicity move.

+Art book

* A children's Art Book will be launched. It will be a collection of drawings and painting by children of all ages from all communities.

* An education newsletter will be launched to pass information to all involved in addressing the education crisis

* Establish the Home Library Series which will be put together by local writers and illustrators. This is aimed at addressing the illiteracy rate as recent research estimated that 30 percent of black families do not have a single book.

* An education video and movie circuit is also planned. At first it will broadcast stories by traditional and modern storytellers and will be developed later to an indigenous film industry, producing films and documentaries for television and cinema.

Need for new curriculum in schools, says SAIRR 50

A CHANGE of curriculum in South African schools was long overdue.

The current curriculum did not equip people with the necessary skills for business, said the SA Institute of Race Relations.

In a book entitled "The Blackboard Debate: Hurdles, Options and Opportunities in School Integration", published this week, author Monica Bot stresses the urgency of curriculum innovation in order to move away from racial education and cater for a more heterogeneous school population.

The stipulation by the Minister of white education that open schools are to provide education using the culture of the target group as the point of departure, that is white Afrikaans or English pupils, implies that black pupils are to be assimilated into the existing white institutions.

Bot discusses the need for establishing a "core curriculum" with a diversity of cultural, language or ethnic groups.

This involves identifying common

needs and values and complementing them with content responding to the different cultural or religious needs.

However, she points out that this may be unacceptable in South Africa due to the inequalities between race groups.

Although open private schools have grappled with such issues for more than a decade, some institutions have altered little and basically adhere to the national core curriculum.

Sowetan
Costly 8/3/91

The fact that there is little co-ordination in developing new curriculum materials and content is partly because this process is costly and time-consuming.

Private schools must also adhere to certain minimum curriculum requirements of the education department, which results in the majority of time being used to prepare pupils for the final examination, leaving little time for innovative content. - *Sapa*.

THE SCANDAL GOES ON

Apartheid lives on in education and government does not have the slightest idea how to get rid of it. Not only that; various government departments appear to disagree on whether the future lies in "own affairs" or unitary education. Amid the confusion the bureaucrats are ploughing ahead with plans for segregated education, based on budgets drawn up years ago.

Just consider the mixed messages from government in the last 10 days alone: Finance Minister Barend du Plessis virtually admits in parliament that Own Affairs administration is doomed, saying government has to look at the duplication of structures in health, welfare and education, with expenditure in education an "indictment in itself."

Yet further down the line, this message to save money is still interpreted in terms of race. Just a few days later and after telling parliament that white schools who are admitting a limited number of black pupils under the Model B option can employ teachers of any race, news comes that white Education and Culture Minister Piet Clase's department has ordered provincial authorities to speed up teacher cutbacks.

In an emergency meeting, the Natal Teachers' Society is told by the provincial education department that at least 2 171 teachers — nearly half the white teachers in Natal — will lose their jobs in the next three years. Less than a year ago, teachers were told by Natal Education Department executive director Arthur Olmesdahl that only about 100 posts would be scrapped each year as part of the rationalisation of white education.

DP education spokesman Roger Burrows pursues the matter in parliament and learns that, nationally, an estimated 21 000 white teaching posts are to go in the next three years.

How any black teachers are going to get through the doors of white schools, with so many of their white colleagues being thrown out of them, is difficult to imagine; it makes Clase's previous assurance meaningless.

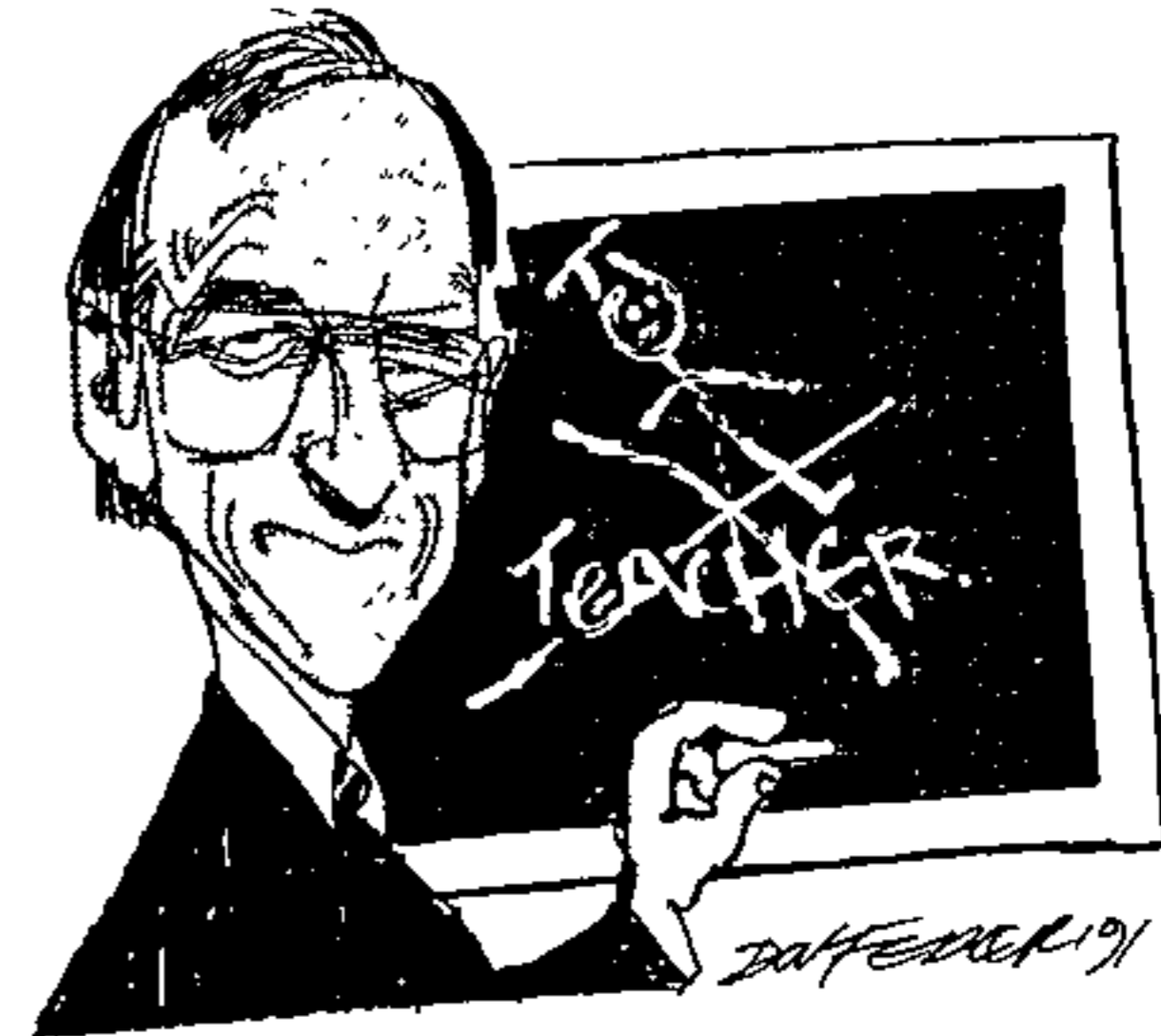
On the other hand, and not before time, some of the last bastions of pure white education — the colleges of education — could be opening to all soon.

Possibly in response to pressure for half-empty white colleges to take in black student teachers and go some way towards filling the huge demands for qualified staff in black education, Clase asked his six statutory advisory bodies for recommendations on whether colleges should determine their own admission policies and decide on what he calls "rationalisation" of colleges of education.

On Monday, the Natal Education Council

met and made its recommendation — they definitely want college councils to decide on who they can teach (which means admitting black students), but with the proviso that interim funding is provided for black students.

Colleges of education presently fall under



the province, which basically means they will only get enough money for the white students they have. To bypass "own affairs" funding, the Natal council wants the colleges to be placed in the tertiary sector and get funds directly from central government like the universities and technikons, or receive interim additional funding until there is one education ministry.

The question of rationalisation is a matter of perception. The Natal council sees it as optimum use of existing staff and facilities, not necessarily cut-backs, which once again would mean opening doors to all student teachers.

Clase's department could not say this week how many of the other advisory bodies had submitted recommendations, but most are expected to be in line with Natal, which could well mean the end of whites-only teacher training if the "own affairs" funding problem can be worked out — which it obviously can, if there is the political will to do it.

Meanwhile, perhaps the State President himself should insist on an end to the bungling. So far, his government's handling of education has been a stain on his reformist record.

EXILES Fm 8/3/91

NO YELLOW RIBBONS

The first large batch of exiles gets back on Thursday to a chaotic reception — and the ANC has admitted that not all exiles or political prisoners will be home by the April

EDUCATION ~~SO~~ ~~2/3~~
SMALL CHANGE

A curious development in black education in Natal is underway. It's been announced that 26 schools around Maritzburg and Pinetown will, from the beginning of the next term, be transferred from the KwaZulu Department of Education & Culture (DEC) to the direct control of the Department of Education & Training (DET.)

The break with KwaZulu follows sustained pressure from local communities, including teachers and parents, and more schools are expected to follow, says Tshinyaho Phidane, National Education Coordinating Committee (NECC) chairman for the Midlands region.

There seem to be two underlying reasons: financial and political. DET regional chief director Edward Ndaba explains that while schools on SA Development Trust land are usually administered by the DET, for his-

torical reasons some schools in these areas were placed under the control of KwaZulu's DEC "for administrative purposes" when the homeland was created.

Problems arose, says Ndaba, because of KwaZulu's limited resources. Following an arrangement between DET Minister Stoffel van der Merwe and DEC Minister Lionel Mshali, the schools will now fall under the direct control of Pretoria.

Mshali disputes this version by saying funding played no part in the decision to transfer the schools. "The NECC put the DET under political pressure to take the schools away from us." He would not comment further.

The NECC's Phidane says funding was only part of the problem of what he calls KwaZulu's "illegal control" of the schools. "Usually schools on Development Trust land are built and maintained by the Department of Development Aid and handed over to the DET for administration." But he says while KwaZulu paid teachers'

salaries and supplied stationery, no funds could be had from either the DEC or Pretoria for maintenance, equipment or the building of new schools.

"Thousands of pupils in the Maritzburg area alone do not have a place in school, yet we could not get funds from anybody to expand existing schools or build new ones. One school in Edendale is still short of 300 desks."

Yet, he says, schools in certain parts of KwaZulu did not seem to have the same difficulties in getting funds.

Another problem was having schools in areas, such as Edendale, Clermont and Kwadabeka near Pinetown, which do not fall directly under the homeland but under DEC control.

"With different curricula at DET and DEC schools, there were difficulties with pupils who had to change schools."

He says pressure will continue from schools in the same position to break away from KwaZulu. ■

Campaigning for the right to learn

8/3-14/3/91

New Nation (Learn Nation)

50

R 13-14/3/91.

FOR the first time in the history of education, students, academics and university workers have united to challenge the state over subsidy cuts.

At the beginning of the Right to Learn Campaign declared by the National Union of South African Students (Nusas) and the South African National Students' Congress (Sansco), protest marches were held in various places.

The major demonstration took place in Cape Town last week, where thousands of students, academics and workers in various tertiary institutions in the area took to the streets to highlight the issue.

Motivating the campaign, Sansco general secretary Moss Sekhu said it was aimed at "highlighting the severity of the crisis in education and to focus on its manifestation at the tertiary level".

He said preliminary meetings had taken place between representatives of Nusas, Sansco and the Committee of University Principals as well as the Committee of Technikon Principals to discuss the crisis.

Non constructive

"We would not blame the administration in various campuses for the financial crisis, but we feel that they have handled in a non-constructive way issues such as admissions and exclusions," he said.

He indicated that while thousands of students were being laid off in several campuses because they have had a poor academic performance, the state was cutting funds which could be used in academic development to prevent the high failure rate.

Nusas president Steven Silver indicated that administrations in some campuses such as Wits University had failed to render proper

assistance to students and it did not take this into account in its exclusions policy.

He said about 200 black students slept in the SRC office and the library. "This happens while there are 250 empty spaces at the residence of the Johannesburg College of Education. Those empty spaces cannot be allocated to those students, because they are blacks," said Silver.

He said apart from issues of national concern, Wits students would wage their own campaign to force the authorities to find accommodation for the students and review the admissions and exclusions policy.

Another event around the issue of subsidy cuts and one education system took place at Turfloop University where the rector Prof Chabani Manganyi addressed students.

He said his university "can no longer isolate itself from the general and particularly the

processes of change, especially where education's needs are at stake".

Working group

Manganyi is one of the members of the joint working group established at the meeting between the state and a delegation of educationists led by ANC deputy president Nelson Mandela.

The Right to Learn Campaign is likely to get the support of students from other organisations across the political spectrum.

A student conference will take place next month. Organisations which will participate are; Nusas, Sansco, the Pan African Students Organisation (Paso), the Azanian Students Movement (Azasm), the Azanian Student Convention (Azasco) and the Congress of SA Students (Cosas) will take part in the congress.

Own Affairs:

The MINISTER OF EDUCATION AND CULTURE:

Model B schools: cadet activities

50

- (1) Yes, to the best of my knowledge;
- (2) no.

21. Mr R M BURROWS asked the Minister of Education and Culture: *passed 8/3/91*

- (1) Whether permission has been granted to all pupils at Model B schools whose parents so request to be excluded from cadet activities; if not, why not; if so, when was this permission granted,
- (2) whether he will make a statement on the matter?

B315E

SOUTH Africa is a nation of child beaters. There seem to be very few citizens — black and white — who do not get beaten during their childhood or teen years — by their parents, teachers and maybe through sentences handed down by the courts and township street committees.

Most psychologists and academic educationists stress that corporal punishment does no good and can do an enormous amount of harm to a child. In Sweden giving your child a hiding could give you a criminal record, and the tendency in the West has long been away from the rod.

But in South Africa, it seems, the beating, lashing, spanking, jacking, caning and whipping continues unabated.

Take the case of 12-year-old Alexandra primary school pupil, Thenjiwe.

Her granny was very upset when she discovered that Thenji and her friends were using Tiger Balm (which, it is said, makes you sexy). So off they went to the headmaster's office, and granny requested that he beat the daylight out of granddaughter and her four male friends. The task was handed over to another teacher, known for his brutality.

"I was with one of the woman teachers when it happened," said a Johannesburg educationist, who asked not to be named for professional reasons. "She said, 'Oh no, not him. He beats the kids till they can't stand because he loses control', and sure enough that's what happened."

"I was outside his office at the time and he beat the kids for 15 minutes, using heavy rubber hosing. They screamed blue murder, but he wouldn't stop. He'd make them stop screaming and then would beat them some more — all five of them including the girl."

The same week in an elite white section of Pretoria, Hoerskool Waterkloof principal Dr Christo Becker (who has a doctorate in education) lined up 38 boys from standard six to matric and lashed them one by one for wearing "mod" hairstyles. Afterwards he said he received support calls from 110 parents and a cheer from the boys in assembly.

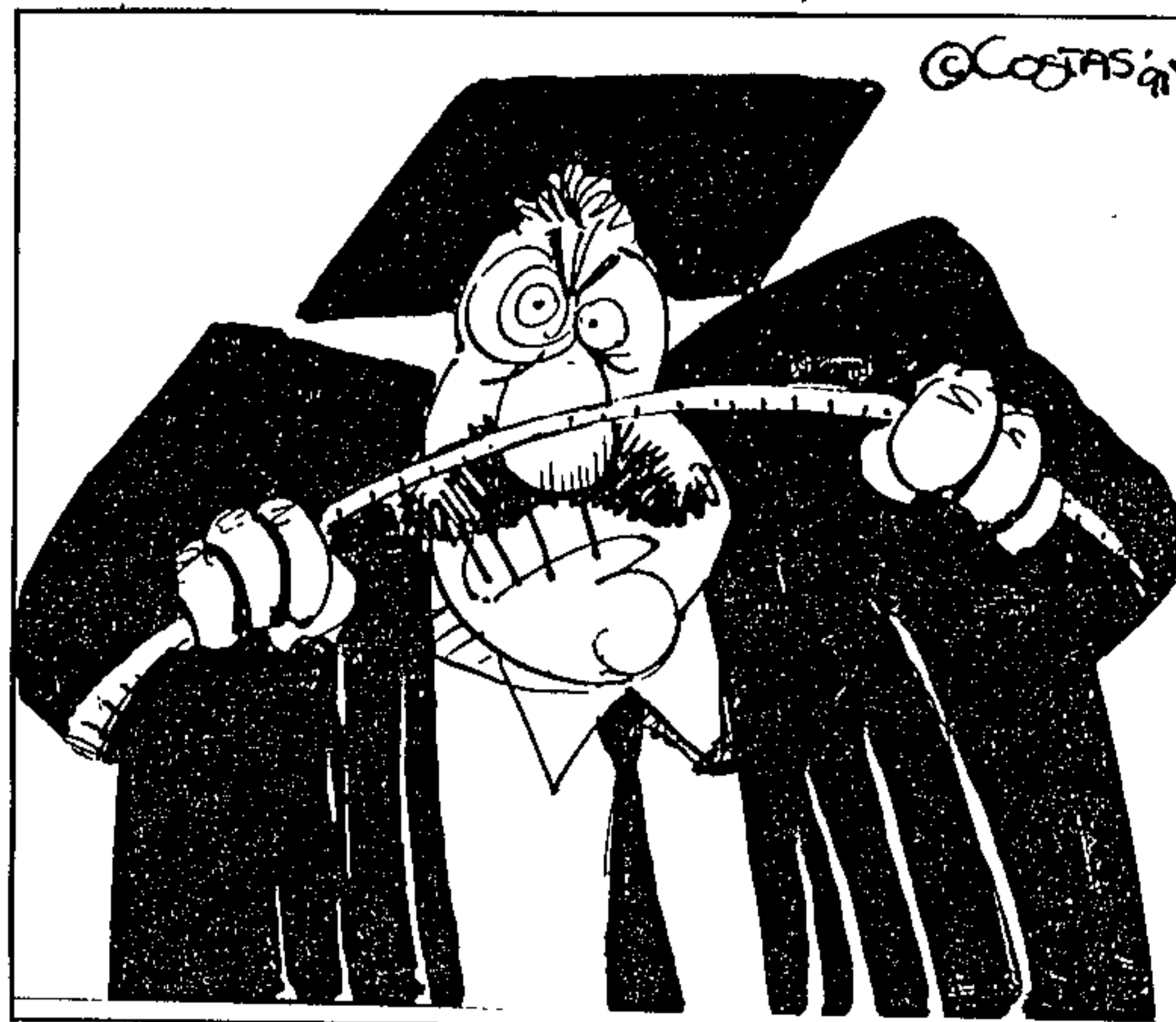
The issue of corporal punishment has been a burning one in the letters pages of the South African press over the past few years — with most contributors arguing fervently for the practice. Several quote a variant of the 3 000-

Pupils get bum deal

W/Mail 8/3-14/3/91 (SO)

Western schools are moving away from corporal punishment, but in South Africa the lashing, caning, whipping, jacking and thrashing continues.

GAVIN EVANS reports



year-old verse from the Old Testament book of Proverbs — "He that spareth the rod, hates his son", as the ultimate sanction.

It was with this in mind that the Rhema Church encouraged its congregants to whack their kids — and even sold "lovesticks" in the church bookstore.

Writing in the *Sunday Star* last month, Marion van Oltzen argues that the practice of giving 39 strokes with the cat-o'-nine-tails whip in biblical days discouraged violence.

"The upsurge in violence in our society coincides, not with an increase in corporal punishment, but rather with the reduction of corporal punishment,"

she says, explaining that violence increased after 1977 "when quietly, almost secretly, corporal punishment imposed by the courts was softened to a maximum of seven cuts from 10 ...".

She goes on to explain how her own children graduate at home from receiving two cuts at the age of eight to "the traditional six" at 13 and bemoans the fact that her school canes "very feebly, judging from the faint pink stripes they display with a smile".

Psychologist Lloyd Vogelmann, who is director of Project for the Study of Violence at Wits University, says that while corporal punishment is not a direct cause of societal violence "it does

make a contribution to the culture of violence which suggests violence as an appropriate way of achieving your ends.

Anita de Chires, an educational psychology intern at the Johannesburg Child Guidance Centre, says that corporal punishment is still widely used in government schools and that "South African parents are still more comfortable with it than other forms of discipline."

"In the coloured schools where I have worked it is rife. At both high and junior schools it was used on a daily basis. They would often line the children up and wallop them."

She said corporal punishment had detrimental effects on children's development. In poor communities it is often a major problem because parents and teachers start hitting and can't stop.

Over the past decade the Congress of South African Students has made opposition to corporal punishment one of its key rallying issues, and the non-racial South African Democratic Teachers Union is currently considering policy proposals to do away with the practice.

Department of Education and Training representative Corrie Rademeyer said regulations for black schools placed a limit of four strokes on the buttocks, and noted that it could be carried out only by the principal or approved teacher, and not in the presence of other pupils. A register, listing each occasion a boy is beaten, has to be kept.

Transvaal Education Department representative Willie van Staden mentioned similar regulations, but noted that the register was seldom checked.

Department of Education and Culture representative Rinie Wilken said corporal punishment was "considered a last resort, used only when all attempts at discipline have failed".

But many teachers contacted by *The Weekly Mail* note that the regulations are frequently ignored. Pupils are lined up and beaten in front of each other. Class teachers cane boys without reference to the principal, and "six of the best" is used as the ultimate sanction.

Said one teacher at a Johannesburg coloured school: "We were all brought up in the same system and we all went to schools where we were beaten, so many of my colleagues don't know other techniques of discipline or alternative educational models."

But at the private schools there seems to be a decisive move away from the practice.

(50)
Star 14/3/91
**MP: uneducated youth
threatens SA's future**

The lost generation which had subscribed to the slogan "no education before liberation" constituted a major threat to the future of South Africa, MF Cassim (Solidarity-nominated) said in the House of Delegates yesterday.

He called on the Minister of National Education and his colleagues to examine very seriously

the problems in education.

Responding, Minister of National Education Louis Pienaar said the unemployed, untrained and unskilled people of South Africa — the so-called lost generation — was a source of concern not only for the Government but the whole of South Africa.

"It is the concern of trade, commerce and industry, and all of us must make a contribution to the introduction of discipline among the ranks of the young people who did not receive adequate schooling for various reasons."

Mr Pienaar said the Government and the private sector had a responsibility to address the problem and reverse the situation.

There had already been a good response from the private sector, which was represented on consultative bodies established by the National Education Department. — Sapa.

APARTHEID BAROMETER

EDUCATION

w/ Mail 8/3-14/3/91 (50)
THE Democratic Party's education spokesman, Ken Andrew, said in parliament last week that over the past 12 years a total of 274 white schools had been closed — despite massive overcrowding in black schools.

White Education Minister Piet Clase said in parliament last week that in 1990 344 white teachers were retrenched, made redundant or retired early because of a surplus of staff in white schools. Furthermore, 28 white teachers who qualified last year were unable to obtain teaching posts. This is despite an enormous, growing shortage of teachers in black schools.

Clase said that of the 221 schools which voted on the issue of changing their status to allow black pupils to attend, 54 failed to obtain the necessary 80 percent majority within a 90 percent poll. He said that of the 214 schools which voted on whether to accept Model B (to remain a government school and admit black pupils), 16 had failed to obtain an 80 percent majority — five in the Cape (out of 112), seven in the Transvaal (out of 42), three in Natal (62) and one in the Free State (one). Nine of the schools which failed to obtain a majority had applied to him for Model B status, and he had turned five of them down. Two schools voted on Model C, and both failed to obtain the 80 percent majority.

Clase told parliament recently that different communities should be given the right to maintain "own" schools based on "own" values. He added that the present four-model white education system could form the basis of a new education system under a new constitution in a new South Africa.

Krugerrands:

'no SA surge'

Blow 11/3/91
MARC HASENFUSS

THE Krugerrand was not on the comeback trail in the local gold coin market, despite recent increases in volumes of Krugerrands traded, experts said at the weekend.

Volumes peaked at 2 879 coins sold on February 27, and last week 5 392 coins were traded. Krugerrand coins traded at around R960 last week. 11/3/91.

An Investec spokesman said although it was difficult to pinpoint the exact cause of the rise in Krugerrand sales volumes, the fall in the gold price from December levels might have led to a perception of the coin price, at under R1 000, as cheap.

SA Gold Coin Exchange chairman Elias Levine said selling by local institutions had boosted Krugerrand sales volumes.

Levine said there had been a marked international improvement in Krugerrand buying since the start of the Gulf war.

'Frank' meeting on education

Blow 11/3/91 SO

LESLEY LAMBERT

CAPE TOWN — The joint working group on education — formed after talks between President F W de Klerk and ANC leader Nelson Mandela two weeks ago — had set the parameters for talks at its first meeting on Saturday, National Education Minister Louis Pienaar said yesterday.

The group, formed to investigate a non-racial education system, had held "frank" discussions.

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Blue Waters

Kaizer Nyatumba reviews a book that looks at options for education

Tailoring a new curriculum for SA

SKR 11/3/91

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AN urgent overhaul of the national school curriculum is the main recommendation of a South African Institute of Race Relations researcher, Monica Bot, in a new book, "Blackboard Debate: Hurdles, Options and Opportunities".

The book, published by the institute, discusses a variety of educational matters and makes a number of important recommendations. It also stresses the urgency of curriculum innovation in order to move away from racial education and to cater for a more heterogeneous school population.

Ms Bot says an overhauling of the school curriculum is long overdue, given the shortcomings of the South African education system which fails to equip people with skills necessary for business. She discusses the "core curricu-

lum" adopted in many industrialised countries with a diversity of cultural, language and ethnic groups. This, she says, involves identifying certain common needs and values and complementing them with content responding to different cultural or religious needs.

However, Ms Bot points out this may not be acceptable in South Africa due to the many inequalities between race groups.

"Under such conditions differentiation may be viewed as a form of racism rather than a way of responding to specific needs or circumstances."

Ms Bot says little has so far been done to establish "a common core of South African values" or to develop a South African culture given the fact that the effect of segregated education was to em-

phasise differences. She says although private schools have grappled with these issues for more than a decade, some of these schools had not changed much and still adhered to the national core curriculum.

Turning to some of the positive changes made in curriculum development so far, Ms Bot singles out the creation of the Independent Examination Board "which intends to develop and authenticate curricula, conduct examinations and issue certificates". The aim, she says, is that once influence can be exerted on the examination, the core curriculum can be changed.

She says there is also greater recognition among all groups of the need for skilled manpower, particularly in view of the high level of unemployment. This need, she says, necessitates education pro-

grammes and schools that combine sound education with the teaching of practical skills to obtain widespread support and an incentive for business to fund them.

Other conclusions reached by Ms Bot in her study are that:

- Successful integration in schools in South Africa will be voluntary, as opposed to forced, integration.
- Private schools, which had more freedom to determine how and what pupils were taught, had to get much bigger state subsidies so that many more could afford them. This would facilitate the establishment of community schools and meet long-standing demands by the black community for participation in education. □

Ms Bot's study is available from the SAIRR's publications department.

Top firms step up social responsibility funding

B1024 11/3191

Business Day Reporter

LEADING businesses in SA had invested as much as R800m in social responsibility last year compared with the R100m invested in 1982.

The latest Innes Labour Brief said the amount spent by companies on the community was R200m in 1985 and R500m in 1987. Spending increased to R600m in 1988.

In a comprehensive survey of corporate social responsibility (CSR) the Labour Brief said that at the beginning of the 1980s, social responsibility outlays by SA firms constituted about 17% of after-tax profits, which was less than that of companies in the US.

By the end of the decade, the large concerns, which supply more than 80% of all funds, were disbursing anything between 2% and 5% of after-tax income — approximately the same as their US counterparts.

"Community engagement has thus become a growth industry in SA, despite the most serious economic recession since the 1930s, an unfavourable taxation environment, and the disinvestment of some 500 foreign subsidiaries."

It was claimed in 1989 that American withdrawal alone had meant a loss of up to R100m in social responsibility resources.

It said the study was testimony to the massive volume of appeals which the companies had received from a

wide variety of sources.

"It was not too fanciful to imagine that the rise in expenditure would continue in the light of swelling demand, the government's apparent eagerness to reduce its role in the provision of some welfare functions, and the talk of nationalisation that was in the air.

"Furthermore, the practitioners of social responsibility have clearly come to select their targets more carefully."

The Labour Brief said demand for CSR had risen in a period of economic downturn, so the pressure on firms had intensified.

A survey of 10 companies showed more CSR spending was being targeted at technical education.

Identify

"Companies aim to identify talented students (particularly blacks); provide them bursaries to obtain further education; appoint mentors (employees in important positions at the company) to give guidance and insight into the professional world and serve as role models and ultimately place them in responsible jobs with upward mobility.

"Sasol supports 350 students annually in such training; Castrol's new

bursary scheme will attempt to identify 20 employees' children each year for a three-year technical training programme that will eventually land them jobs in the company; Sentra-chem allocates the vast bulk of its CSR money toward tertiary education; AECI has a tertiary education budget in addition to its CSR (also called "Quality of Life" budget) that supports university training," it said.

In the food industry the CSR programmes of two companies, Premier Food Industries and SA Breweries' beer division, were directed toward upgrading a less-skilled workforce whose needs were more likely to be obtaining basic literacy and numeracy skills for themselves and improved "educare" for their preschool-age children.

Both companies offered on-site instruction, and SAB was developing a technical training institute to provide further skills training to employees.

The 10th company in the study, Liberty Life, was profiled not only because of its size and influence but because it had chosen a novel approach to CSR from which other companies could draw inspiration.

"Last year, the Liberty Life Foundation formed a social foundation that plans to spend over R100m on programmes to improve education, housing, and economic opportunities in urban and rural communities."

As a result of changed circumstances regarding the capabilities of the RSA, the Government decided during 1988 that the continued existence of the scheme was no longer justifiable and that it should therefore be phased out.

Stockpiling is undertaken in terms of the National Supplies and Procurement Act, No 89 of 1970. The scheme is financed by the National Supplies Procurement Fund (NSPF). The NSPF was established in terms of section 12 of the Act and its annual statements are incorporated into the Auditor-General's annual report which is tabled in Parliament. The official banking account of the NSPF is kept with the SA Reserve Bank while surplus funds are invested with the Corporation for Public Deposits. Strategic stocks are held by the private sector. Certain strategic commodities with a relatively long shelf life and, consequently a low risk of obsolescence are stockpiled as Government stocks. These stocks represent approximately 16% of the stockpiling scheme and belong to the Government. The balance, 84% of the stocks, is financed by means of interest-free loans by the NSPF and is the property of the respective stockpilers.

As regards the phasing out of the scheme, it is a process which cannot be finalized overnight. The agreements with the stockpilers concerned provide that if the Government should decide to phase out the scheme, the interest-free loans will be repaid in accordance with the usage or running down of these reserve stocks. The same arrangement applies to the liquidation of Government stocks.

The major portion of the original investment in the scheme has been recovered to date. It is expected that the scheme will be phased out towards the end of 1993.

Any funds which are in the NSPF from time to time, and which, in my opinion, are surplus to the requirements of the fund, are paid into the State Revenue Fund.

The NSPF is a general fund and should not be confused with funds of the SA Defence Force or the Central Energy Fund.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

Own affairs:

Model B: negative implications

Mr A GERBER asked the Minister of Education and Culture:†

- 1) Whether he foresees any negative implications for Christian education of a national character with the implementation of Model B in the White education system; if not, why not; if so, what implications;
- 2) whether he will make a statement on the matter?

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*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the fact that the hon member for Brits linked his question on Christian education of a national character to model B schools, gives one a clue as to what lies behind the question. In my view, it is blatant, naked racism. [Interjections.] Now that Black and Coloured pupils are being admitted on a selective basis to schools in which parent communities have voted overwhelmingly in favour of this, the hon member is concerned about the content of both Christian education and so-called education of a national character. In all the years we have admitted Japanese, Chinese, Roman Catholics and Jehovah's Witnesses—you name them—to our schools and recognised their religious freedom, including by way of our treatment of them in our schools, there have never been any complaints about the Christian nature of our education.

*An HON MEMBER: Yes, that is correct.

*The MINISTER: Now that Black and Coloured pupils are being admitted, however, the department is being denounced, as if Coloureds and Blacks cannot also be Christian to the same extent as Whites. Or does the hon member for Brits wish to suggest that every White person is a Christian whilst other groups are not? That is a gross insult to these people . . .

*Mr J H VAN DER MERWE: That is an old straw doll of yours!

*The MINISTER: . . . and to the work which Christian churches, including the hon member's own church, have done among the people for so many years. Surely the hon member ought to know that the legislation in terms of which my department is run, provides that education should have a Christian character, with religious freedom for those who prefer it.

*Mr J H VAN DER MERWE: For how long?

*The MINISTER: The admission of pupils in terms of the additional models will not change this. In fact, this was one of the conditions that were brought to the attention of parent communities.

As regards the incessant questions regarding the influence this will have on so-called education of a national character (*volksie onderwys*), I am beginning to think that the hon member takes education of a national character to mean something different to what I and many others take it to mean. Is he not perhaps referring to a dream of CP-oriented education? If that is the case, he is in trouble because he and his party make a great song and dance about the large measure of CP support among the English, Portuguese and others. How will he sell his ideas of a national character to all those supporters? [Interjections.] The merits of the models lie in the very fact that the communities themselves are allowed to place their own stamp on education in their schools. Why is the hon member concerned about the character of education that is being offered in those schools that have voted in favour of one of the models? Or does the CP now wish the prescribe to these communities, too, which values they should subscribe to?

The models are not going to alter the curriculum at our schools, because this is a proven curriculum that makes everyone, regardless of his origin, feel at home. One change that is taking place, however, is that parents are being offered a wider choice. Does the CP object to this? Surely it works in their favour as well, or do they still wish to try to regulate peoples' value systems from above by way of laws? [Interjections.] [Time expired.]

*Mr A GERBER: Mr Speaker, despite the assurances the hon the Minister tried to give us regarding the retention of the Christian character of education, we on this side of the House are

seriously concerned about the future Christian character of education.

*An HON MEMBER: Very despondent!

*Mr A GERBER: We warned as early as last year that the opening up of State schools could exert irresistible pressure on the Christian character of education.

*An HON MEMBER: Why?

*Mr A GERBER: No sooner had we uttered those words and model B been implemented than we heard of a policy proposal by the Department of National Education with regard to the possible disappearance of religious instruction and biblical science from school syllabuses. [Interjections.] That is what the NP newspapers have been reporting during the past few days. We say that this school of thought represents a total capitulation to ANC demands and is a logical extension of the Government's new education policy. Model B has become a gateway for the incursion of non-racial multicultural education for South Africa and a philosophy in terms of which, as is happening in South West Africa now, there will ultimately be no place for subjects such as biblical science and religious instruction. If one forfeits one pillar of the educational policy, namely that of education of a national character, the other pillar, namely that of Christian education, will ultimately fall as well.

I now want to ask the hon the Minister on behalf of many concerned parents in South Africa what his standpoint is on this matter, or has he not yet taken cognisance of it? [Interjections.] Is the hon the Minister rejecting in advance the possibility of religious instruction and biblical science being replaced by a new subject, so-called life orientation, or does he first have to consult his advisory bodies on this matter before he can express an opinion on it?

Furthermore, I submit that the implementation of model B also has serious implications for the national character of education in those schools that have opted to retain the status quo, and not only in model B schools.

After all, the hon the Minister knows that school boards and provincial education boards will henceforth be racially mixed. Does the hon the Minister wish to assert that this is not going to have any negative implications for education of a

national character, even in those instances in which the provincial education boards will have to advise him on White education?

Moreover, surely it is logical that parent and teacher associations will in future have to accommodate coloured parents and teachers as well. Does the hon the Minister really wish to submit that this will have no influence on education of a national character, or Christian National Education, as we called it in the past before the NP brought about a new nation in South Africa? If the hon the Minister were to assert that, it would be political deceit, pure and simple. It would be nothing but the implementation of the Huntington recipe in education as well, namely that one thing is said whilst another is done. Never, never let the people discover what you are really doing. [Interjections.]

Mr R M BURROWS: Mr Speaker, it is worth the hon member for Brits' while to look at both the English and Afrikaans versions of the question he has posed, since in the Afrikaans version it refers to "Christelik-volkse onderwys", which concept I assume he understands, and I assume the hon the Minister understands. However, the English translation of it is "Christian education of a national character", which I will tell hon members as an English-speaking person I do not understand. In fact, it does not exist at all. It is obviously not something that this hon member for Brits understands in terms of the education policy in South Africa, and here I am referring to the National Education Policy Act of 1967, which was well before any new South Africa and well before any thoughts of reform had come. Here reference is made to the education policy in schools, and I quote:

... the education in schools maintained, managed and controlled by the Department ... shall have a Christian character, but that the religious conviction of the parents and the pupils shall be respected ...

Section 2(b) states that—
... the education shall have a broad national character ...

The specific wording of section 2 was arrived at as a compromise between the incessant demands for Christian National Education on the one hand and the demands of those who did not want CNE in their schools.

This formulation is the one that has existed in so-called White schools for heaven knows how long, and I want to give it to the hon the Minister. When he drafted the additional models policy document that went to schools in September last year, he said the mission of the Department was the provision of excellent and relevant education, schooling which has a Christian and broad national character and which shall be maintained within the schools.

It is interesting that even that subversive organisation which the CP refers to on occasion, ie the Open Schools Association, in its document, which was distributed to schools that were thinking of voting, said that the schools should consider—

... the principle of Religious Freedom within the established religious ethos of the school.

[Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member for Brits made a great song and dance about a certain statement that had been made or a document of the Minister of National Education that had appeared in connection with the possible method of religious instruction in the future.

I want to tell the hon member categorically across the floor of the House that the standpoint of this side of the House is, and will remain, that our education should have a Christian character, with the recognition of religious freedom. [Interjections.]

Secondly, the hon member for Pinetown is absolutely correct. In the legislation we find the word "and", namely "and a broad national character". The national character will also continue to exist within the schools in future.

The fact is that if the hon member and his fellow screamers have any objection or any doubt, then it is because they doubt the ability and the wishes of the community and the common values in a particular community.

I want to ask, what is education of a national character? In my view it is that type of education a particular community adopts as being the type of education that conforms to the specific values to which it attaches importance. In other words, that education of a national character is, in the final analysis, determined by the wishes of the parents in a particular community.

I want to repeat that if the hon members of the Official Opposition do not have any faith in the community and in the choice of the parents, then I pity them, because they will determine the national character of that education.

Likewise, as the hon member for Brits argued as well, the Christian character will also emerge from that foundation of a national character, because the Christian aspect will then also form part of the philosophy of life and world-view of that particular community. [Time expired.]

*Mr S C JACOBS: Mr Speaker, that hon Minister has given us the assurance today—as he said—across the floor of this House that our education will continue to retain a Christian character. I also heard that hon Minister say across the floor of the House—this was not all that long ago—that he gave us the assurance that education in South Africa would remain education of a national character in the sense that it would only be White education for White children. [Interjections.]

*The ACTING SPEAKER: Order!

*Mr S C JACOBS: The hon the Minister gave us that assurance. [Interjections.] We now want to tell him bluntly, whilst looking him straight in the eye, that we do not believe one word of what he has told us because his party has told untruths in respect of every facet of our constitutional system. [Interjections.] They said group areas would remain. Now group areas are going to be abolished. They told us they would not negotiate with the ANC, whereas they are now negotiating with the ANC. [Interjections.]

*The ACTING SPEAKER: Order!

*Mr S C JACOBS: I also want to make the following statement, and the hon the Minister must understand this quite clearly. We are not playing games with education. The education and upbringing of our children probably represent the most important aspect to us. I now want to tell the hon the Minister that either he cannot read or he tried to circumvent the interpellation altogether by way of his reply. The interpellation relates to whether he foresees any negative implications with the implementation of model B. He did not answer that question, but rather accused us of having all sorts of political prejudices. We want to put this simple example to him today: If, in respect of model B, Blood River were to be explained in a classroom

situation to a racially mixed class consisting of Zulus and Afrikaners, does he mean to tell us here today that the same historical truths that hold good for the Afrikaner in relation to the Zulu would not have negative implications for our children's education? [Interjections.] [Time expired.]

*Mr A GERBER: Mr Speaker, I just want to tell the hon member for Pinetown that the CP prefers the concept of Christian education of a national character in contradistinction to the NP, which still talks about Christian National Education, because we want to make a correction in regard to the new "nation" which the NP has created since we began to use that concept years ago. That is why we refer to it in this way.

The hon the Minister can argue until he is blue in the face, but he will go down in history as the Minister who sold out the Afrikaner child and the White child to multi-cultural education in South Africa. [Interjections.] Model B, which he created, was the instrument used to achieve this. [Interjections.] The hon the Minister has abandoned an educational principle to the effect that education also entails upbringing and that it is precisely for this reason that it ought to take place within the ethnic context. He has renounced the great educational truth that the upbringing at school should be an extension of the upbringing the child receives in his parental home. If he says that he still subscribes to those principles, then I want to ask him how this is consistent with a Xhosa teacher, with his particular cultural background, providing an Afrikaaner child with education. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member for Brits can choke in his rage in berating me for having ostensibly committed treason and having sold out the White teacher ... [Interjections.] ... and the White child. The fact of the matter is, I have confidence in the judgement of the parents. I believe, on the basis of my confidence in the choice of the parents, that Christian education will continue to exist. Notwithstanding the tirade from the CP, education of a national character, devoid of a racist character, will continue to exist. The hon member may continue to abuse me; it will mean nothing.

I want to tell the hon member for Losberg that he may feel free to repeatedly shout at me that he does not believe me, but the fact of the matter is

that if any party's credibility is in jeopardy, it is, in fact, that of the Official Opposition. If we take note of what that party has said over the years through its leader and various other hon members and we compare these statements to what they are saying today, I want to say that we on this side of the House could say that we do not believe them either.

That does not solve the problem, however. The fact of the matter is that it is not necessarily true to say that if there are model B schools rendering service, those schools will have to lose their national character or their Christian character. An Afrikaner, an English-speaking person, a German-speaking person, a Xhosa or a Coloured can be just as good a Christian as any of those hon members sitting there. [Interjections.] The presence of any one of those other persons will not impair the Christian character of that particular school. *(Laughter)*

The same argument applies in respect of the national character, because it is indeed true, as hon members argued earlier on, that the community in question has specific values against which it may test its national character.

Debate concluded.

Rebel teacher paid out

S/ Times 10/3/91

A CAPE TOWN teacher who opted for voluntary redundancy rather than teach in an open school has been paid a "retirement" package which has left him "financially secure".

Terry Eksteen received a gratuity payout as well as full pension payments for his 25 years of service, plus an additional five years pension, even though he is only 48.

Lucky

"I am lucky to be in a position where I am financially secure," he said this week.

Mr Eksteen, the co-author of a history textbook used by senior students and a former Cape and Namibia matric history examiner, cited one of his reasons for taking early

By GLENDA NEVILL

retirement as the government's open schools policy.

He said to admit "token blacks" instead of simply integrating all schools was "hypocritical" and would lead to a decline in educational standards.

"I did not want to be put in a situation where, if I punished a black child, I would be called a racist," Mr Eksteen said.

"These open schools will see a decline in discipline and respect for teachers. They will also perpetuate mediocrity," he said.

After 25 years as a teacher, he was "disillusioned" with the state of education and when the high school where he held the position of senior deputy headmaster was forced to make two teachers

redundant, he voluntarily offered to retire.

This was soon after Plumstead High School became the first open school in the Western Cape.

SO Stand 

Had the situation arisen where his post would still have been available, Mr Eksteen said he would have resigned rather than continue teaching at the school.

Mr Eksteen said he believed many other teachers would agree with his stand — although a spokesman for the Department of Education and Culture said they knew of no other teachers who had resigned or asked for a transfer rather than teach at an open school.

Education Foundation offers journalism award ~~43~~ (50)

A NEW annual journalism award, The Education Reporter of the Year, is being offered by the Education Foundation. *Sowetan 12/3/91*

A statement released by the Foundation on Monday said the award is in recognition of the efforts of journalists country-wide in bringing the importance of education to the attention of the public.

The award is open to all journalists, for articles deal-

ing with issues from pre-primary to tertiary phases, and within both the formal and informal sectors.

Independent adjudicators will select the winner, who will be awarded a month long trip to Great Britain for an in-depth look at education journalism. The prize includes return airfare to the UK, accommodation, travel and subsistence expenses.

The closing date for entries is March 31. - Sapa

Education chief sees hot seat as golden chance

SO
star 14/3/91

The hallmark of a civil servant, a South African flag, flutters on the desk of the regional chief director of the Department of Education and Training (DET).

However, this particular civil servant, Dr Edward Ndaba, is treading new ground.

He describes himself as "first a concerned parent and second an official" and "a people's servant".

He has earned the respect of opposition organisations, and that alone has been a major factor in heralding new hope for education.

Dr Ndaba stepped from a 15-year academic career, culminating in a professorship in educational psychology, and joined the DET as deputy director in Natal five years ago, becoming the highest ranking black official in the civil service.

Early last year, he was appointed chief regional director of the DET.

He concedes that he occupies a hot seat, "but I grew into it. It was a golden opportunity to put academic principles into practice".

Resentment

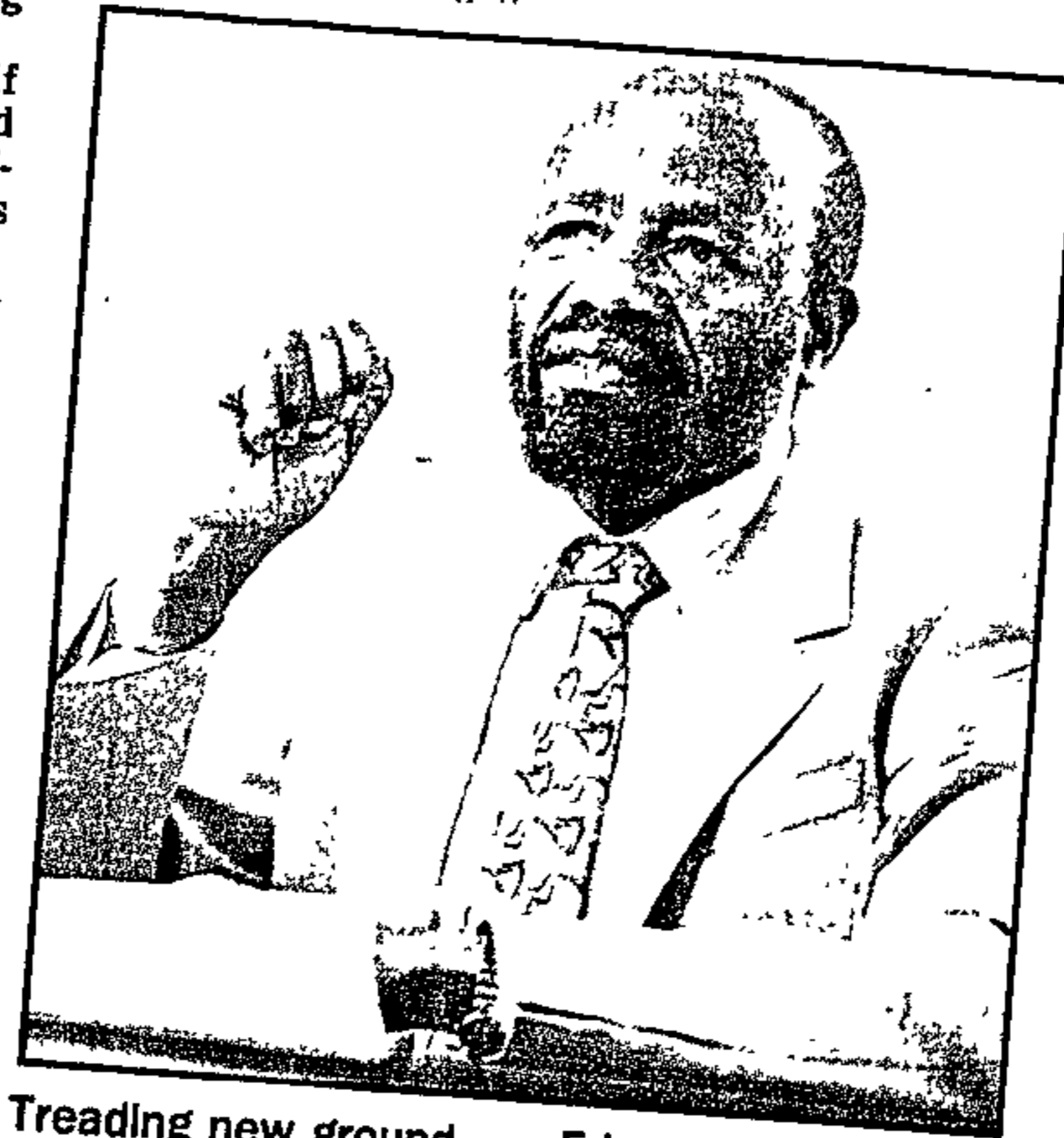
Dr Ndaba's first year in the seat began in turbulence. Teacher demonstrations in March were a taste of things to come, he said.

He was faced early with a massive welling of anger and resentment among teachers and pupils.

Dealing with that mood, he said, was his greatest challenge.

To break down the "them and us" barriers, Dr Ndaba established communication systems to liaise with organisations, teachers and pupils.

"People discovered they could really talk to



Treading new ground... Edward Ndaba occupies the hot seat of Department of Education and Training chief regional director, Natal.

me and that I shared their concerns.

"The problems are still there, but people are learning to face them in the correct perspective."

A second task was to establish good relations with the KwaZulu education authorities.

"We had been operating in separate camps in the same areas. Relations between the DET and KwaZulu officials are now cordial," he said.

His theme for 1991 is to see a "moratorium" in education.

"By that I mean that schools must be delinked from political activism," he says.

"School boycotts are targeted against the self. Education is a developmental process and once there are gaps in educa-

tion, there are problems."

He would like to see "genuine community involvement" in schools.

"The communities themselves must see what is happening in their schools, whether effective learning is taking place."

Dr Ndaba said the greatest problem facing his department was financial constraints for staffing and building schools.

"In DET schools, we are trying to meet the needs of staffing, books and stationery."

Dr Ndaba is proud of the performance of Natal pupils in the disastrous matric results last year.

"Modestly equipped schools produced excellent results. In 1989 only

one candidate in the whole DET attained an A aggregate. In 1990, three attained A's and all were in Natal.

"And of the six schools which achieved 100 per cent pass rates, three were in Natal."

"The most crucial aspect in a school is the climate for learning. I really do hope that the intensive learning messages of organisations like the NECC (National Education Co-ordinating Committee) and Cosas (Congress of South African Students) filter down into schools."

Dr Ndaba envisages an ideal balance in education.

"On the one hand, teachers should have a passion for teaching, and on the other, pupils should have a joy for learning. But that does not mean one must fold one's arms in the face of injustice."

One of his goals is the promotion of "mental liberation".

Others are the identification and elimination of racial discrimination and a clean administration.

Support

Referring to organisations like the Congress of South African Students and the National Education Co-ordinating Committee, Dr Ndaba said: "They speak my language. Their messages must be carried to their logical conclusions in the classrooms. They have implied the need for a code of conduct at different levels for teachers, pupils and communities. I like that."

Of central importance to success in education were teachers, he said: "They are doing a gigantic, sometimes thankless, task. They need all the support they can get from officials and communities."

Not much hope for education

WANY people expect that political change in South Africa will produce budgetary shifts towards greater spending on social services, particularly education and health, for the disadvantaged sections of the community.

It is essential to consider broader economic issues, given that resources are urgently needed to address the unacceptably chronic unemployment levels, vast inequalities in income distribution and widespread of poverty.

The crucial issue in the education debate is to address the racial and regional inequalities in educational provision. How do we address the inequalities in education? Is it a question only of more financial resources? What is the scope for a budgetary redistribution of resources to education? Is it possible to increase sources of revenue like taxes?

Constant

In the fiscal year 1989/90, the total education expenditure was R11,6bn. This represented just over 18 percent of total public expenditure.

Education expenditure as a proportion of total government expenditure remained virtually constant during the 1980s.

Between 1982/3 and 1989/90, the proportion of total government expenditure on education fluctuated between 18 and 19 percent.

South Africa is at the top of the education spending league in terms of expenditure expressed as a proportion of the Gross Domestic Product (GDP).

In 1986, educational expenditure was already 5,6 percent of GDP, while the average for middle-income countries (South Africa is one) was 2,9 percent.

Middle income countries are those which have a per capita income of between R5 000 and R7 500 — some examples are Argentina, Malaysia,

GDW 15-20/3/91
14/3

Mexico, South Korea and Venezuela.

By 1987/88, the expenditure figure had risen to 6,23 percent.

To many people, equality in education means equal expenditure on blacks and whites. But what would this cost?

Professor Servaas van der Berg of Stellenbosch University's Economics Department, estimates that equal spending on education at white levels, based on 1986 figures, would have cost an extra R17bn, increasing educational expenditure from 4,8 percent to 16,6 percent of GDP.

While such estimates are admittedly crude, an important factor not considered here is that provision for black education would be disproportionately at the primary level, given the population structure. Present resources would also not be able to finance secondary and tertiary education, which is more costly than primary education.

It is also important to keep in mind that a transitional or post-apartheid government would have to address the issue of greater spending not only on education but social welfare, housing and employment creation, among other things.

Resources can be redistributed from such sectors as defence, police and government services. However, it would be naive to assume that these sectors would disappear under a new dispensation.

Also, pruning these sectors would not generate adequate resources for addressing all or even most of the existing imbalances.

Increasing the level of taxation has

There is relatively little scope for increasing resources for education either through the existing Budget or through increased levels of taxation, cautions **PUNDY PILLAY**:

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~~100~~

been posited as an alternative means of raising resources. There is some scope for increased tax revenue through efficient tax collection through the impending VAT, and resources could be generated through increased wealth taxes.

The South African economy has been in a serious crisis since the 1970s, a crisis which manifests itself in little or no growth, high unemployment and inflation and severe, prolonged and frequent recessionary periods. This means that resources of the magnitude required for removing inequalities in education and other areas cannot be addressed only from budgetary resources.

Imbalances

What then can be done to address the racial and regional imbalances in education? In the critical short-term period, it may be necessary to look beyond budgetary measures. A new educational policy must include strategies for more effective use of existing resources.

One strategy is to expose a larger number of disadvantaged to the pool of qualified teachers. This would be relatively easy to implement in urban areas. Underused institutions of higher education such as bantustan universities and white teacher training colleges must be put to better use.

A single, non-racial education system, effectively decentralised with a lean and efficient bureaucracy, must also be introduced. Considerable savings may be achieved through eliminating the waste caused by apartheid structures.

Choices will have to be made regard-

ing priorities for state financing, with the government trying to alleviate its fiscal crisis through spreading the burden of educational financing.

In the face of growing demand and continued economic austerity, it is unlikely that the state will be able to fund free, universal and high-quality school education at all levels in the short term. Given such a situation, the state could decide to finance free and universal primary and secondary education. The historically low levels of investment in primary education would justify this.

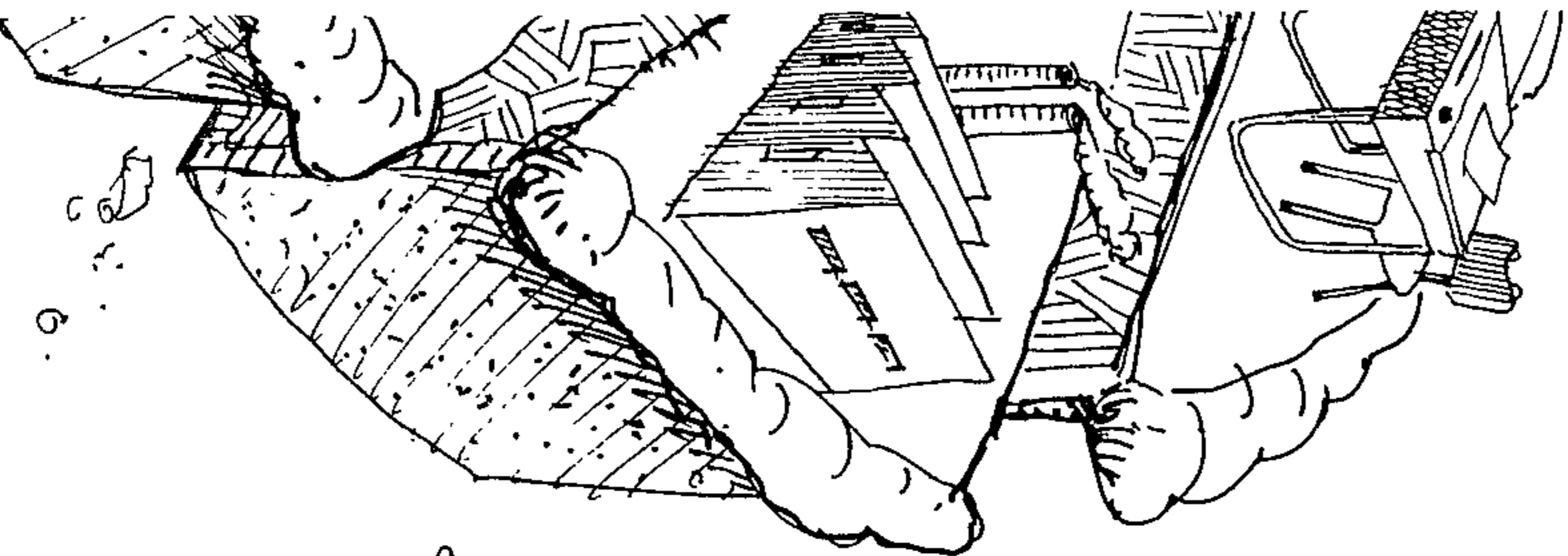
However, this may result in the neglect of secondary education — particularly in rural areas. This may seriously affect the chances of the disadvantaged to progress beyond basic education.

A preferable strategy would be to address specific deficiencies and imbalances in the education system. Apartheid education has resulted in serious inequalities in terms of access to and survival within the education system, teacher quality and quantity and educational facilities.

Some of these inequalities may be reduced by implementing a single, non-racial education system.

The bottom line is that — given the crisis in the South African economy as manifested in low growth and high levels of unemployment and poverty — the state has to make choices about the allocation of resources on social services, of which education is only one component.

(Pundy Pillay is a lecturer in economics at the University of Cape Town.)



Hansard 25/3/91

| Month | Male | Female |
|-----------|---------|--------|
| May | 102 160 | 45 545 |
| June | 100 576 | 44 417 |
| July* | 209 077 | |
| August* | 229 723 | |
| September | 160 844 | 66 354 |
| October | 157 557 | 64 858 |
| November | 159 125 | 60 278 |
| December | 164 238 | 61 844 |

*Detail not available.

Whites/Coloureds/Indians unemployed

190. Mr P H P GASTROW asked the Minister of Manpower:

How many Whites, Coloureds and Indians, respectively, were registered as unemployed in each inspectorate area as at 31 December 1990? *Hansard 25/3/91* B519E

The MINISTER OF MANPOWER:

Registered unemployed as at 31 December 1990.

| Region | White | Coloured | Indian |
|---------------|-------|----------|--------|
| Central Areas | 4 262 | 2 860 | 15 |
| Eastern Cape | 3 183 | 4 881 | 102 |
| Natal | 6 483 | 1 858 | 8 072 |

| Region | White | Coloured | Indian |
|-------------------------|-------|----------|--------|
| PWV-Central | 5 091 | 4 708 | 1 201 |
| PWV-North | 5 389 | 586 | 151 |
| North and North-Eastern | | | |
| Transvaal | | | |
| PWV-South | 4 829 | 907 | 225 |
| Western-Cape | 5 723 | 24 771 | 30 |

Medical schools: Black students

205. Mr M J ELLIS asked the Minister of National Education:

How many Black students were studying in each medical discipline at each medical school in South Africa as at the latest specified date for which information is available? *Hansard 25/3/91* B552E

The MINISTER OF NATIONAL EDUCATION:

The table below shows a headcount of Black students enrolled at the various medical schools of the universities in South Africa in 1988.

| University | Medicine & Surgery | Dentistry | Nursing | Veterinary Science | Pharmacy | Other |
|------------------|--------------------|-----------|---------|--------------------|----------|-------|
| Cape Town | 39 | 3 | 2 | 4 | 7 | 10 |
| Durban-Westville | | | | | | 15 |
| Medunsa Natal | 650 | 166 | 162 | 53 | 1 | 164 |
| Natal North | 242 | | 32 | | 126 | 19 |
| OFS | | | 73 | | | 17 |
| UPPE | | | 1 | | 2 | |
| PU for CHE | | | 19 | | 2 | |
| Pretoria | | | 10 | | | 1 |
| RAU | | | 4 | | | |
| Rhodes | | | | | | |
| UNISA | | | | | | 27 |
| West-Cape | | | | | | 36 |
| Wits | 134 | 15 | 2 | | 17 | 11 |
| Zululand | | | | | | 82 |
| | 1 065 | 212 | 3 597 | 57 | 218 | 319 |

Crayfish

230. Mr R J LORIMER asked the Minister of Environment Affairs:

- What quantity of crayfish was caught by (a) commercial fishing companies and (b) private holders of fishing licences in 1989 and 1990, respectively;
- whether any changes are envisaged in quotas granted to commercial fishing companies; if so, (a) what changes and (b) when will they be introduced;
- what are the dates of the 1991 season for the catching of crayfish in South African waters;
- whether this season will be adhered to by his Department; if not, (a) why not and (b) what deviations are envisaged?

B609E

The MINISTER OF ENVIRONMENT AFFAIRS:

- (a) 1988/89: West Coast Rock lobster: 4 000 t whole mass
South Coast Rock lobster: 450 t tail mass
1989/90: West Coast Rock lobster: 3 493 t whole mass
South Coast Rock lobster: 450 t tail mass
- (b) 1989: Unknown 1990: Unknown
- (a) Quotas are adjusted upwards or downwards each year in accordance with scientific advice.
(b) Before the start of each fishing season.
- North of the mouth of the Olifantsriver: 15 October 1990—30 June 1991
Between the mouth of the Olifantsriver and Yzerfontein: 1 November 1990—30 June 1991
South of Yzerfontein: 15 November 1990—30 June 1991
- Normally yes
(a) Not applicable

(b) no deviations are envisaged but an extension to 31 July 1991 may be considered upon request only in the southern area 8 (Cape Point), because the rock-lobster there come into berry later than in other areas.

Own Affairs.

Schools: enrolments

34. Mr A GERBER asked the Minister of Education and Culture:

- How many pupils were enrolled in schools under the control of his Department as at the latest specified date for which figures are available and (b) what amount was appropriated for his Department for the year in respect of which the above-mentioned figure is furnished? *Hansard 25/3/91* B511E

The MINISTER OF EDUCATION AND CULTURE:

- *890 042 for 1990,
R3 092 106 000 for the 1990-91 financial year
- Grade 1 to Standard 10 (special schools included).

Technical colleges: admissions

35. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 25/3/91*

- What number of persons of each population group was admitted to technical colleges under the control of his Department with effect from 1 January 1991 or the latest specified date for which this information is available;
- what policy is currently applicable regarding the admission of students of population groups other than White to technical colleges and hostels of such colleges?

B531E

The MINISTER OF EDUCATION AND CULTURE:

| (1) | White | Coloured | Indian | Black |
|-----|--------|----------|--------|-------|
| | 48 704 | 239 | 88 | 415 |

Star 25/3/91

3 Reef schools opt for Model B

By Phil Molefe

50

Three Reef schools last week voted in favour of opening their doors to children of all races in terms of the Model B system, which allows for a school to remain State-funded while still determining its own admission policies.

The schools are Norwood and Sandringham primary schools, in Johannesburg, and Princess High School in Krugersdorp.

They are now waiting for approval from the Minister of Education and Culture in the House of Assembly, Piet Clase, to admit children of other races.

Percentage polls at all three schools were high and the votes returned indicated that the vast majority of parents are in favour of the Model B system.

As on 6 March 1990;

(2) college councils determine the admissions policy which is approved by the education board. These students presently do not reside in hostels. An extension of the policy is presently under consideration and advice has been requested from my six statutorily recognized bodies.

Colleges of education: lecturer/student ratio

36. Mr R M BURROWS asked the Minister of Education and Culture *Hansard 25/3/91* (a) How many (i) students and (ii) lecturers are there at each of the colleges of education falling under his control and (b) what is the applicable lecturer/student ratio for each such college? B533E

The MINISTER OF EDUCATION AND CULTURE:

| | (a)(i) | (a)(ii) | (b) |
|-------------------------------------|--------|---------|--------|
| RESIDENTIAL COLLEGES OF EDUCATION | 87 | 21 | 1:4.1 |
| BARKLY HOUSE COLLEGE OF EDUCATION | 335 | 52 | 1:6.4 |
| BOLAND COLLEGE OF EDUCATION | 235 | 33 | 1:7.1 |
| CAPE COLLEGE OF EDUCATION | 192 | 31 | 1:6.2 |
| PORT ELIZABETH COLLEGE OF EDUCATION | 208 | 54 | 1:3.9 |
| DURBANSE ONDERWYSKOLLEGE | 509 | 70 | 1:7.3 |
| EDGEWOOD COLLEGE OF EDUCATION | 281 | 49 | 1:5.7 |
| BI OMFONTEINSE ONDERWYSKOLLEGE | 1 081 | 113 | 1:9.6 |
| ONDERWYSKOLLEGE PRETORIA | 798 | 79 | 1:10.1 |
| GOUDSTADSE ONDERWYSKOLLEGE | 707 | 69 | 1:10.2 |
| POTCHEFSTROOMSE ONDERWYSKOLLEGE | 1 150 | 110 | 1:10.5 |
| JOHANNESBURG COLLEGE OF EDUCATION | 300 | 39 | 1:7.7 |
| PRETORIA COLLEGE OF EDUCATION | | | |

Transvaal education regions: amounts

42. Mr F J LE ROUX asked the Minister of Education and Culture: *Hansard 25/3/91* (a) What amounts were requested by each education region in the Transvaal for (i)

maintenance and (ii) minor works services in respect of the latest specified three years for which information is available and (b) what amounts were granted in each case? B572E

The MINISTER OF EDUCATION AND CULTURE:

| | 1988/89 | | 1989/90 | | 1990/91 | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | (a)(i) | (b)(i) | (a)(i) | (b)(i) | (a)(i) | (b)(i) |
| Southern Transvaal | 2 950 968 | 2 998 517 | 2 684 600 | 2 984 248 | 2 984 248 | 2 984 248 |
| East Rand | 3 226 428 | 3 252 089 | 2 913 070 | 3 240 002 | 2 867 728 | 2 867 728 |
| Central Rand | 3 106 032 | 3 242 032 | 2 896 980 | 3 220 433 | 3 220 433 | 3 220 433 |
| West Rand | 2 316 661 | 2 409 409 | 2 394 556 | 2 453 710 | 2 354 525 | 2 354 525 |
| Eastern Transvaal | 2 982 676 | 3 075 433 | 2 056 225 | 3 062 796 | 2 386 614 | 2 386 614 |
| Far Northern Transvaal | 1 590 249 | 1 668 049 | 1 527 475 | 1 705 981 | 1 725 743 | 1 725 743 |
| Western Transvaal | 1 939 297 | 2 293 954 | 2 035 307 | 2 262 356 | 2 714 827 | 2 714 827 |
| Northern Transvaal | 4 651 030 | 4 819 551 | 3 797 863 | 4 190 070 | 4 190 070 | 4 190 070 |

| | 1988/89 | | 1989/90 | | 1990/91 | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | (a)(ii) | (b)(ii) | (a)(ii) | (b)(ii) | (a)(ii) | (b)(ii) |
| Southern Transvaal | 1 343 371 | 1 343 371 | 1 343 371 | 1 343 371 | 1 343 371 | 1 343 371 |
| East Rand | 1 457 525 | 1 457 525 | 1 821 985 | 1 612 990 | 1 612 990 | 1 612 990 |
| Central Rand | 1 453 038 | 1 453 038 | 1 453 038 | 1 453 038 | 1 453 038 | 1 453 038 |
| West Rand | 1 079 483 | 1 079 483 | 1 079 483 | 1 079 483 | 1 079 483 | 1 079 483 |
| Eastern Transvaal | 1 378 538 | 1 378 538 | 1 378 538 | 1 378 538 | 1 378 538 | 1 378 538 |
| Far Northern Transvaal | 764 225 | 764 225 | 776 719 | 776 719 | 776 719 | 776 719 |
| Western Transvaal | 1 028 229 | 1 028 229 | 1 233 875 | 1 233 875 | 1 233 875 | 1 233 875 |
| Northern Transvaal | 1 755 863 | 1 755 863 | 1 755 865 | 1 755 865 | 1 755 865 | 2 355 865 |

Teachers: termination of services

43. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 25/3/91*, (1) Whether he will suspend any pending termination of the services of teachers under a rationalization process until such time as the education renewal strategy has been finalized; if not, why not;

- (2) whether the Natal Education Department has been required to suspend, proportionately, the services of more teachers than other provincial departments have been required to do; if so, (a) why and (b) how many teachers are required to be suspended by each such department;
- (3) whether he will make a statement on the matter? B564E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, because teaching staff are allocated to schools on the basis of the financial allocation of the Department and in accordance with the approved personnel provision scales;

- (2) no;
- (3) no.

UPE: capacity/enrolment

46. Mr E W TRENT asked the Minister of Education and Culture:

- (1) (a) What is the current (i) capacity of and (ii) enrolment at the University of Port Elizabeth and (b) in respect of what date is this information furnished;
- (2) how many (a) White, (b) Black, (c) Coloured and (d) Indian students (i) applied for admission to and (ii) were accepted by this university for the 1991 academic year? *Hansard 25/3/91* B592E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) ±5 000
- (ii) 4 834,
- (b) 1990;
- (2) (a), (b), (c) and (d)(i) these statistics are not kept (ii) not yet available

Nothing has changed, report city schools

By LINDA GALLOWAY
Weekend Argus Reporter

MULTI-RACIAL government schools have been open for a term now.

Weekend Argus asked headmasters of some Peninsula schools for their impressions of the first term.

Mr Alan Powell, headmaster of Plumstead High said his school was the first school to vote on the open schools issue and the resounding "Yes" was a "landmark" for the traditionally-working class area.

The school took on a number of new pupils, of all races, this year and is now filled to capacity with 400 boys and 400 girls.

"The new pupils have provided an exciting new energy for the school," said Mr Powell.

"Socially and culturally it was a non-event. The anxieties of 'ghetto schools' and 'culture gaps' are simply not true.

"We have only had tests this term but academically our impression is that the kids are more competitive and the new children are providing the impetus. We are looking forward to the results of the first exams."

On the sportsfield there had been renewed participation in a variety of sports, the newest being softball for girls. We won our triangular athletics event this year, with many more pupils than usual taking part.

"This winter we'll have a larger contingent playing soccer and volleyball and a wider spread of sports participation."

Mr Powell said the renewed spirit at the school was tangible.

Parents had voiced anxieties in three areas: age discrepancies, the size of classes and the standards of education.

"We made no concessions on the entrance requirements for any pupils and we have limited numbers to 800, in a school designed for 600," he said.

"Parents bring their kids here because they want them to have a good, stable education and we are trying to teach them. The show must stay on the road," he said.

Mr Powell's chief concern was that there would be confusion in people's minds between the opening of schools and less State money being available for education.

"The government is spending more money on education, but more equitably, and because of population growth the available funding will be spent differently.

"We will just have to rethink our ideas on funding education."

■ Mr Louis Terblanche, principal of Groote Schuur High said:



'Oh how dire were the predictions'

Brother Chalmers of CBC.

"Everything good you could have said about this school a year ago is equally applicable now.

"Nothing has changed."

Mr Terblanche said the 30 new pupils were spread evenly through from Standard 6 to matric.

All the kids got on "right from the start" and there had been "nothing which even looked like an incident".

"All our pupils play sport and represent the school at cricket, swimming and tennis."

Mr Terblanche said there had been no bad feeling from parents "that I am aware of" and that those who had doubts were now convinced that it was "a non-event".

■ Brother M M Chalmers of Christian Brothers College (CBC) in Green Point, tells the story of five successful "open" years.

"Every school has its ups and downs. Sometimes there are factors which influence circumstances, that go beyond the control of persons in authority.

"During the past five years the composition of the school population has changed at St John's CBC. In January 1986 the school had a predominantly white population. As the years passed, the percentages changed with an ever-increasing number of coloured and black children seeking admission.

"How dire were the predictions that the end was near. Academic standards would fall, sporting achievement would be a thing of the past, discipline would disappear completely.

Upward trend

"A study of our results over the past five years reveals some very interesting patterns. The graphs of the class averages in each subject for the matriculation examination show a steady upward trend.

"With these rising standards has come an increasing percentage of pupils completing matric and each year a higher percentage being successful. In the 1990 examinations the school's success rate was 100 percent.

"Some subjects have shown a



'Nothing which even looked like an incident'

Mr Louis Terblanche of Groote Schuur.

small improvement, for example English (five percent). Others like physical science showed an improvement of 10 percent on Higher Grade and 13 percent on Standard Grade.

The most dramatic improvement has been History, which climbed a massive 20 percent.

"Of the subjects which form part of this study, 12 have shown significant improvement in standard, two have remained static and one has declined.

You should have seen our teams when I was at school.

"How the achievements grow when we look back on the past! St John's pupils take part in 50 percent more extramural activities now than five years ago.

"Two years ago we won our local inter-schools athletics. Our previous victory was so

long ago that nobody could remember it. Today we have athletes who compete with the best in the province — something has happened. At those favourite sports, rugby and cricket, we still do well in spite of being a small school.

The one thing that must decline in an open school is discipline.

"While in the past CBC may have had a somewhat different record, these five years have shown a remarkable trend. Not once has corporal punishment been used in the school. The corporal punishment book lies under a thick pile of dust. Oh, we have our share of problems but I assure you that the discipline has not suffered — indeed it has improved over the years.

"For us the religious charac-

OPEN



SCHOOLS

ter of the school is important. There are no rules about this, it naturally permeates our daily activities.

"Concern for our fellow-man, less fortunate than ourselves, is another characteristic of our school.

"Somehow the cultural side of a school tends to be put into the background — pupil demand can be the catalyst for this growth. In 1986 we had one part-time music teacher. Today two teachers cannot cope with the load. Where there was no choir our primary and senior choirs now flourish.

"This may sound like a success story — it is — it has happened and the success has been in direct proportion to the increasing openness of the school."

APARTHEID BAROMETER

W/Ment 22/3-27/3/91

BLACK LOCAL AUTHORITIES

A TOTAL of 83 black local authorities have not finalised their accounts for past years, Planning and Provincial Affairs Minister Hernus Kriel said in parliament.

He said 29 Free State black local authorities had not finalised their accounts for the financial years 1987/8 to 1989/90, while a further 27 had unfinished books going back to 1987/8 and another 10 to 1989/90. In the rest of South Africa 15 had not finalised accounts going back to 1988/9 and a further two to 1987/8.

Kriel said a total of 105 administrators had been appointed to perform the duties of black local authorities which had been unable to operate because town councillors had resigned, leaving them with no quorum. Thirty-eight of these administrators came from the Free State, 35 from the Transvaal, 30 from the Cape and two from Natal.

WHITE SCHOOL CLOSURES

COMMENTING on reports that 30 white schools might have to be closed in the Cape Province as a result of having too few pupils, "own affairs" Education and Culture Minister Piet Clase said in parliament that the director of education had invited those schools concerned to "make representations". W/Ment 22/3-27/3/91

He said that "rationalisation" in white schools as a result of declining numbers was not the government's fault.

DETENTIONS

A TOTAL of 70 people were being held in detention without trial in South Africa on March 20 1991, according to the Human Rights Commission.

Their weekly report noted that 18 people were being held under section 29 of the Internal Security Act, one was being held under section 50 and 51 were being held under the Transkei Public Safety Act.

The HRC said 28 people had been released in the previous week — 13 from section 29 detention, three from section 50, one from Transkei and 11 from Ciskei.

UNREST DEATHS

A TOTAL of 2 675 people, including 68 policemen, died as a result of unrest in 1990, Deputy Law and Order Minister Johannes Scheepers said in parliament. He said this figure included incidents where the motives were "not necessarily political".

Earlier, Law and Order Minister Adriaan Vlok said that 2 330 people died in unrest-related incidents last year, 67 of them policemen.

He said that in 1989 673 people died, including 20 policemen. W/Ment 22/3-27/3/91

INTIMIDATION

A TOTAL of 222 people were detained in connection with 168 cases of intimidation between January 18 and March 12 this year, Law and Order Minister Adriaan Vlok said in parliament.

He also said that between February 21 and March 7 this year there had been 22 incidents where police had ordered people to disperse.

DEATHS AND INJURIES

THE latest report of the Human Rights Commission lists the following "actions" which they monitored from March 1 to 17:

Security Force: 11 actions in which three people were killed, 11 injured and 16 arrested.

Hit Squad: three actions

Rightwing: one action

Vigilante-related: 14 actions in which 116 were killed and 355 injured.

Uncertain origin: 15 actions in which 27 people died and 13 were injured.

50 MASS ACTION!

New Nation (Learnin' Nation) 22/3 - 26/3/91

The consultative conference of the Pretoria-Witwatersrand-Vereeniging (PWV) region of the National Education Coordinating Committee (NECC) has resolved to embark on mass action until the DET has addressed the crisis in education.

The conference, which was held at the University of the Witwatersrand last weekend resolved that mass protests and sit-ins in the offices of the department be stepped-up. These would involve parents and school principals only.

"This is our last attempt to find solutions to the situation where learning has not taken place since the beginning of the year, in several schools in our region due to the massive shortages in learning material," said Arnon Msane, an NECC official in the region.

Msane said pupils and teachers will be exempted from the campaign to avoid disruptions of the learning process, but headmasters would be required to participate.

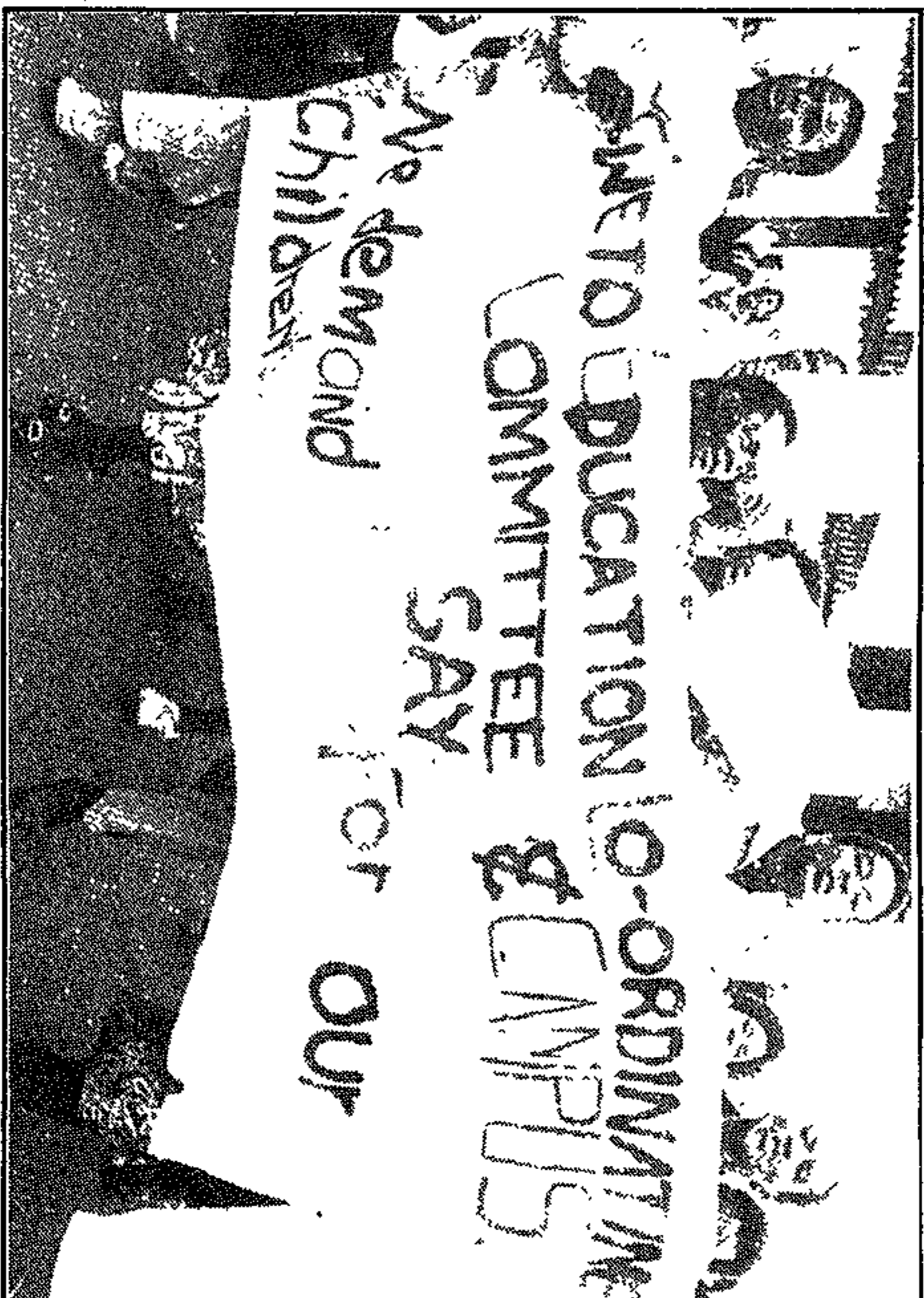
Contradict

"We do not want to disrupt the already ailing process of learning, because we do not want to deviate from our determination to make this year the year of intensive learning," he said.

Unlike in the past, he said, the memoranda that will be delivered to the offices of the DET will be a common one. Local structures of the organisation have been advised not to enter into any form of negotiations with the department before consulting with the NECC leadership at a higher level.

The national leadership was also warned against entering into any bargaining with the authorities without a proper mandate from the grassroots structures, Msane said.

The attention of the international community is also likely to be drawn into the crisis, but Msane declined to elaborate on this.



Parents demonstrating in Johannesburg last year. The demonstration culminated with a sit-in at the offices of DET. To date, the education crisis has not been resolved.

The NECC official said political organisations within the liberation movement would be consulted and asked to take part in the activities.

Consult

He said unlike in the past, those organisations would be consulted in time to be able to take part in the preparations. "The crisis affect all of us without regard to our political ideologies," he said.

The conference further resolved that representations be made to the DET to ask for an extension of the deadline for registration for the matric exams. "Students are not confident they will pass,

because there is no learning going on, so they are not registering.

"We would like the DET to give us more time to discuss this issue with the students, because some feel that they need to see proper learning taking place before they can commit themselves to going to the exam room," he said.

Meanwhile the DET extended deadline expires today and students are expected to pay R54 on registration.

Msane said the payment of exam fees is also being deployed by the students. "They feel they are paying in vain, because they know they will fail," he said.

Teachers welcome the bigger Budget slice for education

THE Teachers' Federal Council (TFC) has welcomed education's bigger slice of the national Budget.

Wednesday's Budget pegged education spending at R16bn — a 16% increase on last year. Education's share of the Budget rose 1% to 18,5%.

TFC chairman Hennie Maree noted that R3,735bn had been made available for all employees in the government sector.

He said the exact scope and impact of the improvements could be determined only when clarity had been given about: the date on which improved benefits came into force; the consolidation of last year's 10% non-pensionable allowance; how the further phasing out of disparity between male and female educators would be funded; and how the relative weakening of the salary position of educators would be rectified.

However, a spokesman for the Wits University Education Policy Unit said the legitimacy of the bodies implementing spending changes hampered an otherwise welcome allocation and the unit welcomed the

B10am 22/3/91 (50)

PATRICK BULGER

increases in spending.

Spokesman Linda Chisholm said the Budget showed a concern with accommodation, quality of education, unemployment and community participation.

However, the unit believed Du Plessis' decision that the National Education Department would decide how the money would be allocated and that the education renewal strategy would decide how to improve standards, while the community could participate in decisions about the building of schools, pointed to a political problem as the department and the renewal system enjoyed "little legitimacy".

The second problem was that there was not a single education budget.

The third problem concerned the utilisation of resources. Education Policy Unit research suggested that rationalising vacant places at white schools could add at least R1bn to the education budget.

Du Plessis said of the R750m set

aside for educational capital projects last year, from the additional R1bn allocated to urgent capital needs in developing communities, R188m had been spent and the remaining R562m would be spent in 1991/92 and would be increased by R212m.

It was also proposed that the special supplementary estimate provide R160m for current expenditure on black education.

Du Plessis said R212m had been earmarked to relieve the pressing shortage of black schools and accompanying infrastructure, while sums of R90m and R75m would be voted to the Houses of Representatives and Delegates as one-off transfers.

Sapa reports from Durban that Education and Culture Minister in the House of Delegates Kisten Rajoo said yesterday the R75m extra allocated for Indian education was still R25m short of the total budget.

He said the projected budget for 1991/92 year was R988m, the bulk of which would be used for building new schools and renovating buildings.

Free lesson in speed reading

THE Reading Dynamics Institute is offering free reading assessments at introductory speed reading presentations next month. *50*
Spokesman 2/21/91

A spokesman said the presentations will be held at the Milpark Holiday Inn, Empire Road on April 9 and April 10 from 7pm to 8.30pm.

"At these free assessment/introductory meetings, present reading rates are assessed, bad reading habits are identified and reading speeds improved by 50 percent to 100 percent immediately," said the spokesman.

"These 90-minute presentations, designed specifically for businessmen and professionals, high school and college students, are open to readers of all ages. This is a public service from the institute and there is no admission charge."

For further information call Bruce Stewart at the Reading Dynamics Institute, telephone (011) 705-1124.

- ~~86. Sport and Recreation~~
- * 87. Water
- * 88. Tourism
- * 89. Research and Development
- * 90. Religion
- * Reprintings from South Africa 1989/90 official Year Book (ENG).
- (c) R5 019 384,38
- (d)
1. Home Journal Press
 2. Republican Press
Leader Press (Since Nov 1990)
 3. Republican Press
Leader Press (Since Nov 1990)
 4. Perskor
 5. Ditto
 6. NMB Printers
 7. Ditto
 8. Ditto
 9. Ditto
 10. Ditto
 11. Ditto
 12. Ditto
 13. Ditto
 14. Ditto
 15. Ditto
 16. Ditto
 17. Ditto
 18. Ditto
 19. Ditto
 20. Ditto
 21. Ditto
 22. Ditto
 23. Galvin en Sales (Prop) Ltd.
Paarl Post (Since Oct 1990)
 24. Perskor
 25. Ditto
 26. Ditto
 27. Ditto

28. Ditto
29. Ditto
30. Ditto
31. Ditto
32. Ditto
33. Ditto
34. Ditto
35. Ditto
36. Ditto
37. Ditto
38. Ditto
39. Ditto
40. Ditto
41. Ditto
42. Ditto
43. Ditto
44. Hoofstad Pers (Aurora Press)
45. Ditto
46. ABC Press
47. Ditto
48. Perskor
49. National Book Printers
50. Ditto
51. CTP Book Printers
52. Perskor
53. Ditto
54. Aurora Drukkery
55. CTP Book Printers
56. Ditto
57. Ditto
58. Ditto
59. Ditto
60. Ditto
61. Ditto
62. Ditto
63. ABC Press
64. CTP Book Printers
65. Ditto

66. Ditto *Hansford*
67. Ditto *21/3/91*
68. Ditto
69. Ditto
70. Ditto
71. Ditto
72. Ditto
73. Ditto
74. Ditto
75. Ditto
76. Ditto
77. Ditto
78. Ditto
79. CTP Book Printers
80. Ditto
81. Ditto
82. Ditto
83. Ditto
84. Ditto
85. Ditto
86. Ditto
87. Ditto
88. Ditto
89. Ditto
90. Ditto
- (2) Yes. Tenders for printing contracts are dealt with by The Government Printer.
- Educational concepts**
174. Mr R M BURROWS asked the Minister of National Education: *(50)*
- (1) Whether there are any differences between the concepts (a) teacher/pupil ratio, (b) average class size and (c) pupil density in relation to numbers of pupils in schools; if so, what are the differences;
 - (2) whether information is available on the average class size in each of the education departments in South Africa; if not, why not; if so, *Hansford 21/3/91*
 - (3) whether he will make this information public; if so, what are the relevant details;

- (4) whether he will make a statement on the matter? *(50)* B478E
- The MINISTER OF NATIONAL EDUCATION: *Hansford 21/3/91*
- (1) (a) The concept teacher/pupil ratio is defined by the Department of National Education as being the total number of pupils at public ordinary schools divided by the total number of full-time equivalent educators engaged within the public ordinary school sector (educators engaged in education management and auxiliary services are also included).
 - (b) The term average class size is defined by the Department of National Education as being the total number of pupils at public ordinary schools divided by the total number of classrooms used for instruction (classrooms and laboratories) in public ordinary schools.
 - (c) My Department of National Education is not familiar with the term: pupil density.
 - (2) My Department of National Education does not have such information at its disposal. It is not needed for determining general education policy.
 - (3) Lapses.
 - (4) Lapses.
- Teachers: equalisation of salary scales**
191. Mr R M BURROWS asked the Minister of National Education: *Hansford 21/3/91*
- (1) Whether agreement was reached in 1990 to bring about the equalisation of the salary scales payable to male and female teachers of equivalent qualifications; if so, (a) as from what date will payments be made in terms of such scales and (b) what scales will be applied; *(2/3/91)*
 - (2) whether he will make a statement on the matter? B530E
- The MINISTER OF NATIONAL EDUCATION:
- (1) With effect from 1 April 1990 a number of steps were implemented in order to reduce the salary disparities in respect of

Many in SA 'pitifully poor'

CAPE TOWN — Gloomy but frank acknowledgement of the extreme levels of poverty in SA were made yesterday by Finance Minister Barend du Plessis.

In 1989, some 44% or about 16-million people of the population, including the independent homelands, were estimated to be on very low incomes.

He said: "One of the most daunting socio-economic issues is the great gap in development and income between people and communities."

"SA has one of the most unequal distributions of income in the world; but still more disturbing are the millions of South Africans who have to make do with pitifully low incomes. "And there are similar disparities in the ownership of assets," Du Plessis said.

Government's goal was a new SA with justice for all and political, social and economic equality.

BIDC 21/3/91
Political Staff

"It is the considered judgment of this government that the means to securing justice for all lies in the process of purposeful even-handed treatment, alike in the political, the social and the economic fields."

The theme of the 1991/92 budget was therefore "equity through growth and stability", Du Plessis said.

The Budget Review, prepared by the Finance Department, stated that the extent of poverty in SA was "still extremely great."

"Poverty in SA has increased over the past decade and a half. "This is reflected in the fact that the real gross domestic product (GDP) per capita has fallen since 1981 at an average annual rate of 1,5%."

Unemployment in SA had shown an upward trend since the mid-1970s. The decline in the labour absorp-

tion capacity of the economy had assumed daunting dimensions. In 1965-1970, 73,6% of the increase in the labour force was absorbed by the formal sector, but this fell to 62,7% between 1970 and 1975, 35,4% between 1975 and 1980, 21,9% between 1980 and 1985, and "an exceptionally low level of 12,5%" between 1985 and 1990.

"The implication is that only about 125 out of every 1 000 new entrants to the labour market in 1985 to 1989 were accommodated as fulltime employees in the formal sector.

"Unemployment, therefore, has largely become entrenched in the South African economy as a structural problem."

The review said evidence submitted to Vatcom showed some children younger than 12, the aged, social dependents, and certain categories of unemployed needed urgent direct aid.

Education's slice up 27% to R16bn

CAPE TOWN — Government has earmarked R16,1bn for education in the next financial year, with R6,833bn going to blacks — a 27% increase on last year.

The Labour Party's boycott action also bore fruit as they will receive a one-off R90m and the House of Delegates R75m to address pressing needs.

White education spending will total R5,950bn — an increase of 6% while the budget for coloureds totals R2,303bn (13,9%), and for Indians R977,3m (18,6%).

Finance Minister Barend du Plessis said that for years education had been the largest single component in the Budget, and in the 1991/92 tax year it would account for 19,2%. This was before accounting for the contingency reserves and transfers to the TBVC states.

He said R1bn had been earmarked for capital projects last year in a special fund.

BIDC 21/3/91
Political Staff

of which R750m had been set aside for black educational capital projects. Of this R188m had been spent and the balance would be used this year.

It was proposed an extra R250m be added to the rest of the R1bn fund — with R212m for capex in black education.

Special steps would be taken to ensure buildings would be erected with the support and co-operation of local communities, and if possible they would involve work-creation projects.

It was generally accepted that the massive backlogs in education demanded great cost effectiveness, with the emphasis on skills-orientated education, he added.

A direct contribution by parents and local communities was likely to play a larger role in future educational financing.

He said some of the resources released by the SAJUR had to be re-routed to the maintenance of law and order and a total of R4,63bn was now provided — an increase of 53%.

Rising crime, the need for certain security steps and the mass action campaign required a larger visible police presence with the emphasis changing from "reactive" to "pro-active", he said.

The Minister said in the light of the high priority given to efficient policing and the need for emergency police stations, R20m of the R950m which had been set aside for urgent capital requirements was earmarked for this purpose.

MPS' salaries to rise by 27%

CAPE TOWN — Parliament's 308 MPs, who last year earned salaries worth R26,2m, will get a pay rise of 27,4% worth R5,6m.

The overall cost of parliamentary salaries, including pensions paid to MPs, administrators and members of the President's Council, will rise by 22,7% to R19,4m.

The latest pay increases for parliamentarians follow a double pay rise last year which increased MPs' salaries by 25% and Cabinet Ministers' by 17%.

While no details of MPs increase were provided Ministers are to get R187 000 a year, including a reimbursive allowance of R40 278, and deputy ministers R135 000 a year, including a reimbursive allowance of R30 930.

Deficit above IMF recommendation

ANNOUNCING a generally expansionary Budget yesterday, Finance Minister Barend du Plessis forecast a deficit before borrowing above expected levels and the IMF's suggested ceiling. At 3,4% of GDP, the deficit exceeds the suggested IMF ceiling of 3% and 1990's 2,7%.

Du Plessis has drawn on a R950m bonanza "emerging from the diminishing need for strategic stockpiling" for financing the deficit and a R206m input from the 1990/91 surplus after borrowing.

The remainder, R8,962bn, constitutes 3% of GDP, "unfortunately above the level of capital spending", estimated at 1,8% of GDP. Moreover, loan redemptions will be about R5,4bn, bringing the net financing requirement to R14,4bn.

The plan is to finance it chiefly from

ANDREW GILL

domestic stock sales to the amount of about R14bn, including investment by the Public Investment Commissioner (PIC).

"In the light of the relatively modest loan programmes of other public sector institutions, the state's financing requirement this year should reinforce the slightly downward trend that long-term interest rates have begun to display."

The R10,17bn requirement, said Du Plessis, was the result of "all the fiscal commitments and tax reform in particularly tight economic circumstances".

The tax concessions will result in a loss for government of R1,77bn in fiscal 1991/92, while supplementary spending proposals account for another R2,15bn of the R85bn budget.

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Continued on p. 2

Educationists look to technology

1986
B/day 21/3/91
THE crisis in SA's formal education system, coupled with the chronic lack of skills, has prompted both educationists and the business community to look to technology as an aid to help confront these issues.

—And integrating audio and video technology with computers is a new trend in the information industry, says a BMI-T study, Computers in Education and Training. This integration represents an opportunity not only for hardware and software vendors but also for the entire electronics and telecommunications industries.

The study looks at the use of multimedia technology in education and training in SA.

- The objectives of the study were:
- To quantify the market for various training and education technologies;
 - To investigate industry and market forces and assess their impact on the future of the industry; and
 - To highlight key supply and de-

mand trends.

The study breaks the education and training market into three major sectors — formal, which involves government and private primary and secondary schools and tertiary institutions; non-formal which includes education and training conducted by private-sector organisations, human resources development, acquisition of basic and technical skills and supplementary education; and informal, which covers radio, television, video and audio tapes, films, books and magazines and over-the-counter courseware.

Effective

As the education crisis deepens, the study says, the non-formal and informal sectors will grow strongly.

Political uncertainty has severely restricted the development of multimedia in the formal sector. There is broad agreement among educationists that no definite decisions will be

made on technology in education until a curriculum for the "new SA" has been formalised — and this will not happen until there has been a political settlement.

That said, most education departments believe the use of computers as instructional media is effective, and more would be implemented in schools if funds were available.

Interactive Computer-Based Training (CBT) is the largest market for multimedia applications, though the time and expense involved in developing courseware, particularly that tailored to individual companies, is seen as a drawback.

BMI-T expects the SA market for CBT to grow about 30% next year. Storing information on compact disc offers tremendous potential in space and cost savings.

Hypermedia — the electronic integration of a variety of media — offers one of the most exciting prospects in the future, says the report.

BUDGET

'People 50 must have

say on star 21/3/91 education'

By Phil Molefe
Education Reporter

Educationists and educational institutions yesterday welcomed the increase in education spending announced by Minister of Finance Barend du Plessis.

They said, however, that the increase would not solve education problems if the decision-making process was still in the hands of a minority.

Mr du Plessis announced a proposed expenditure of more than R16 billion, which is 16,1 percent higher than the revised expenditure for last year.

More than 19 percent of the total Budget will be spent on education to meet the needs of more than 8 million pupils.

The University of the Witwatersrand's Education Policy Unit said several problems remained, such as decision-making, allocation of funds to various educational departments and the utilisation of these resources.

ANC spokesman on education Lindelwe Mabantla said the increased expenditure would go some way towards relieving conditions in black schooling.

Inequalities

He said: "It is, however, not helpful for the Minister to merely express the hope that the building of schools should receive the maximum support of communities if the process of decision-making on spending is carried out without an extensive consultation process."

Mel Holland, information officer of the National Education Coordinating Committee, said: "Can this Budget translate itself concretely into more books and classrooms for students, and does this Budget have the capacity to effect a generative educational strategy on the part of the State to address the past inequalities and consequences of apartheid education?"

The Democratic Party's spokesman on education, Roger Burrows, said: "The 16,1 percent increase in the total sum for education nowhere meets the demands currently being placed on education."

He said the 24 percent increase in the budget of the Department of Education and Training was almost totally taken up by the increase in teachers' salaries and better benefits for teachers.

Professor Johan Muller, professor of education at the University of Cape Town, said that while he welcomed the increase, which "exuded" good intentions, it was no longer good enough to simply allocate funds without spending them where they were needed.

"The welcome features of the education budget notwithstanding, the Government has a long way to go before it deserves our congratulations," said Professor Muller.

Pupils to be taught about Aids dangers

Sowetan 21/3/91

By MOKGADI PELA

ALL school-going children should be Aids literate by the time they reach Standard five.

This was resolved at a national workshop for educationists in Pretoria recently following a shock announcement in Parliament about pupils infected with HIV virus.

Minister of Health and Population Development, Mrs Rina Venter said there were 4 113 blacks infected with the virus, 1 288 whites, 173 coloureds and 39 Indians.

Cooperation

The workshop recommended close co-operation between the department and the education authorities during all phases of programme development.

It was further resolved that Aids prevention education would occur within phases of programme development.

It was further resolved that Aids prevention education would occur within the context of life skills

education.

A major recommendation was that all teachers should receive Aids training to ensure an emphatic attitude. "Specialised training should be given to identified Aids-prevention educators," the workshop said adding that the involvement of tertiary institutions was vital.

Programmes would be planned with consideration of short, intermediate and long term goals. The aim is appropriate health behaviour patterns.

Modules

The planned modules will be researched and subjected to pilot testing in order to determine their suitability for different communities within South Africa.

Venter said her department has resolved to embark on a massive Aids prevention programme for school-going children and their parents this year.

33 Cape schools informed of possible closure

*CMF Tink
20/3/91*

THE Cape Education Department had advised 33 schools that it is looking into closing them, the executive director of the Department of Education, Dr Schalk Walters, said yesterday.

He said that no decision had been taken and the schools, which he declined to name, would be given time to make representations to the department.

It is understood that nine of the schools are in the Eastern Cape and Border.

Meanwhile, it was reported yesterday that the Boland School Board in Paarl is to close down at the end of June because of rationalisation in the Department of Education. It will be absorbed by the Parow School Board.

The same fate befalls the school boards of Stellenbosch, Malmesbury and Piketberg.

They are all part of the 42 boards in

the Cape Province, which are being reduced to 22.

● The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, revealed yesterday that there are more than 21 000 empty places in white school hostels.

The vacancies in the hostels represent 27,1% of the potential capacity of 77 477 places in secondary and primary school hostels.

Mr Clase also said the government spent R66,5 million on capital projects at four white training colleges over the past five years, but closed down three colleges over the same period.

The capital projects included extensions to administration and handwork at the Boland Training College, the cost of planning a new building complex at the Bloemfontein College of Education and the building of a complex at the Pretoria Training College. — Sapa and Political Staff.

Closure of schools explained

Rationalisation in white schools was the result of declining numbers of pupils and was not the Government's fault. Minister of Education and Culture Piet Clase said in the House of Assembly yesterday.

Speaking during an interpellation debate on a question by Roger Burrows (DP Pinetown), he said the decreasing pupil numbers had caused a decline in the number of teachers and in the number being trained.

When schools reached a low occupancy level, the matter was given over to the Minister of Welfare, Housing and Works to decide on their future use.

Referring to reports that 30 schools may have to be closed in the Cape, Mr Clase said the Director of Education had invited those concerned to make representations.

Not all teachers in the department were willing or able to be transferred to other education departments, and some would not be welcomed there.

Teachers' transfers could not be forced, but there was no legal impediment to transfers from one department to another.

No arrangements were being made for new posts in his department, Mr Clase said.

Mr Burrows said the department's policy was ethnocentric and viewed in racial terms.

The various Ministers of Education should get together and sort out the problems for the betterment of education in the new South Africa, he said.

The key morale problem among teachers was that they were not being told what was going on.

Andrew Gerber (CP Brits) said the solution lay in a movement away from the idea of a unitary state with a single education department.

The Afrikaner and the whites had built up a proud education system, he said. — Sapa

(2) whether the Government intends taking steps to remove these squatters; if not, why not; if so, (a) what action and (b) when? *Answered 19/3/91* B583E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

- (1) Yes. ~~_____~~
- (a) 2 365.
- (b) 1988.
- (2) Yes.
- (a) Negotiations are in progress.
- (b) Falls away.

Social pensions: national policy

*23. Mr E W TRENT asked the Minister of National Health: *Answered 19/3/91*.

- (1) Whether her Department determines the national policy in regard to social pensions for all races in South Africa; if not, who determines this policy; if so,
- (2) whether Black, White, Coloured and Indian social pensioners receive equal pensions; if so, as from what date; if not, (a) why not, (b)(i) by what body or person, (ii) in terms of what statutory provisions and (iii) on what basis are these differing pension amounts determined?

~~_____~~ B584E

The MINISTER OF NATIONAL HEALTH:

- (1) Yes, in consultation with the National Welfare Policy Council;
- (2) no, only in respect of War Veterans Pensions since 1987;
- (a) as a result of a lack of available funds and
- (b) (i) the Cabinet determine the global amount available,
- (ii) the Social Pensions Act, 1973 (Act No 37 of 1973) and
- (iii) according to available funds.

State schools: funding formula ~~_____~~ SO

*24. Mr R M BURROWS asked the Minister of National Education: *Answered 19/3/91*

HOUSE OF ASSEMBLY

used or soon to be vacated parts of the central campus buildings of the Natal Technikon; if so, (a) who refused permission and (b) why; if not, what are the relevant details; ~~_____~~ *Answered 19/3/91*

- (2) whether his Department has been informed of the purpose for which the KwaZulu Department of Education and Culture intends to use the buildings; if so, for what purpose;
- (3) whether he will make a statement on the matter? B587E

The MINISTER OF DEVELOPMENT AID:

- (1) (a) Permission for the purchase of the campus buildings were not refused.
- (b) The relevant particulars are as follows:

The KwaZulu Department of Education and Culture explored the possibility of purchasing under-utilized or redundant education premises and was in the process approached by senior officials of the Technikon Natal with a view to negotiate the purchase of the Smith Street campus.

After further investigations the Department of Development Aid received an application from the KwaZulu Department of Finance in which approval was sought in terms of the provisions of section 7(2) of the Self-governing Territories Constitution Act, No 21 of 1971, in order to enable the KwaZulu Legislative Assembly to use money from its Revenue Fund for the purchase of the Technikon Natal which is situated outside KwaZulu's area of jurisdiction.

The Department of Development Aid investigated the application in terms of the provisions of section 7(2) and Schedule 1 of the Self-governing Territories Constitution Act, No 21 of 1971, as well as a written legal opinion obtained from the State Legal Advisors and came to the conclusion that it would not be possible for the KwaZulu Department of Education and Culture to administer the Technikon Natal as an education facility which is situated outside the KwaZulu area of jurisdiction.

The State Legal Advisors remarked as follows: *Answered 19/3/91* ~~_____~~

"Lastly we must emphasize that where such an arrangement has been made with the government of a self-governing territory the South African laws which are otherwise applicable to the provision of education will have to be suitably amended to provide for education by the self-governing territory concerned and to arrange for resultant matters (such as the acknowledgement of qualifications). The education act of the self-governing territory concerned will probably also have to be amended suitably in order to provide for extraterritorial education."

Since the South African laws and the education act of the self-governing territory have not been suitably amended the KwaZulu Department of Education and Culture can not administer the Technikon Natal as an Education facility.

The Department of Development Aid has, during the 1990 Parliamentary session, introduced proposals by means of an appropriate amendment to the Self-governing Territories Constitution Act, 1971, to make it possible for KwaZulu to provide education outside its area of jurisdiction. The proposal was however not supported in the Standing Committee and the Department was therefore compelled to withdraw the proposal.

The Department of Development Aid informed the KwaZulu Department of Finance in writing that it will not be possible for the KwaZulu Government to administer the Technikon which is situated outside KwaZulu's area of jurisdiction.

- (2) In a letter received from the KwaZulu Department of Education and Culture in this regard, mention was not made of the purpose for which the buildings of the Technikon Natal will be used.
- During its investigations and subsequent inquiries the Department of Development Aid was informed that the buildings of the Technikon Natal will be used as a college for continual education.

HOUSE OF ASSEMBLY

*25. Mr R M BURROWS asked the Minister of Development Aid: *Answered 19/3/91*

- (1) Whether he, his Deputy Minister or his Department refused permission for the KwaZulu Department of Education and Culture to purchase any part of the dis-

there are schools which show a lower attendance figure. The lower attendance figure is of such a nature that because we want to administer and operate in a more cost effective way, we simply have to let rationalisation take place which more often than not takes the form of amalgamation. As a result of this facilities are made available. Who do these become available to?

We have said more often than we can remember that when such school buildings become available, they are transferred to the administration of my colleague, the hon the Minister of Local Government and Housing, who can decide on the alienation of such schools. [Interjections.] Many schools have already been transferred to the Department of Education and Training, the House of Representatives and the House of Delegates. [Interjections.]

Over and above that, this department is not unwilling to provide services as far as it can. Within the creation of the models, the opportunity is there, based on parental choice, to provide the necessary services to Black, Coloured or Indian pupils. [Time expired.]

Mr M J ELLIS: Mr Speaker, by way of this interpellation the hon member for Pinetown has proposed two ways in which to keep teachers in the profession at a vital time in our country's educational crisis. He has also given a good reason, from a broad perspective, for not cutting back on teacher numbers, and his argument makes good sense. Quite clearly, my hon colleague from Pinetown has done his homework yet again, while the hon the Minister has failed to answer him logically. [Interjections.]

Unless the hon the Minister takes steps to prevent teacher redundancies, I believe his attitude and that of his colleagues will have serious consequences for the teaching profession and therefore for education in general.

The hon the Minister is getting a portfolio in which the general morale of by far the majority of the people concerned, namely the teachers, has dropped steadily in recent years. If he does not know that, it is because he does not keep his ear close enough to the ground or because he is badly informed.

Let me remind him that the teaching profession is made up of a group of dedicated, motivated, well-educated, qualified people who have been subjected to the most unfortunate treatment

over the years. They have been asked to survive one salary crisis after another. They have had to witness a general waning of their own professional standing in the community. Their jobs have been made all the more difficult by the continual financial restrictions the State has placed on their schools, and they have been subjected to an enormous increase in red tape and administrative duties.

In addition, they have had to watch, over the years, as thousands of their colleagues have resigned in frustration or have been made redundant. They have had to stand back as the State has closed school after school—and we heard about this again today—despite the dramatic need for classroom space generally in this country. Now they are faced with the prospect of a major cutback in their numbers, as many more teachers are facing the prospect of being made redundant. It simply is not good enough.

Mr R M BURROWS: Mr Speaker, what the hon the Minister is saying does not measure up to the reality outside.

The hon the Minister says he closes the school and hands it over to his colleague. That is precisely what we do not want to happen. We want to keep the school as a living community. If one has a school in a town—any town, it does not matter where it is—and one closes that school, for the interim that school is dead. The pupils and the teachers leave and go somewhere else. We want this hon Minister to arrange that there be a living community. A living community gains more pupils, and whether it has to be by way of interdepartmental transfer, I do not care. We are all going to have one Ministry . . . [Interjections] . . . before the end of this year in any case. That hon Minister knows it. That arrangement, we believe, needs to be spelt out to the teachers of South Africa because we believe that the key morale problem is that they are not being told what is going on. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, it is not necessary for me to ask the hon member for Pinetown whether or not he supports the principle of parental choice, because I know he supports it. [Interjections.] Yes, he is nodding his head. The crux of the matter is that the opportunity is now being given to schools to achieve exactly what the hon member predicts, if the parents are so inclined. It

is there, and once this has happened, the hon member knows that provision may also be made at such schools for teachers of colour to teach there if the community prefers that. The hon member for Pinetown's argument therefore—with all due respect—has no substance, and he knows that.

Allow me to tell the hon member for Durban North that of course I agree with him wholeheartedly that the teachers deserve praise for everything that they are doing and have done in the past. With regard to the transferring, or rather, the surplus of teachers, this is surely not something which is only happening today. Through the years—surely that hon member knows this, because he was a school principal, although I find it hard to believe when I hear him arguing—on the grounds of the pupil teacher ratio which applies in a school, there were teachers who lost their posts in a specific school. This is not something new. Why has this now come to a head? Once again as a result of the drastic decrease in the number of pupils. [Interjections.]

Next I want to refer to the question which appeared in the newspaper about the 30 schools which were possibly going to close in the Cape.

The Director of Education said that he was going to make a recommendation to the Minister that a certain number of schools should be closed, but he extended an invitation to the management boards to make submissions in this regard. Therefore, in the perfectly normal rationalisation programme this closure of schools is to take place in the Transvaal, the Free State, the Cape and Natal. [Time expired.]

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

19/3/91
Corporal punishment

*1. Mr A J LEON asked the Minister of Education and Culture:

- (1) Whether consideration has been given to abolishing corporal punishment at schools under his control; if so, what steps have

been taken to substitute alternative punishment; if not, why not;

(2) whether there are any departmental guidelines concerning the infliction of corporal punishment at such schools; if not, why not; if so, what are these guidelines? 19/3/91

B408E

*The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, as part of the Department's policy to look at sensitive issues on a continuous basis. The Department has once more satisfied itself that there are a variety of alternative ways of punishment which can be applied in an accountable manner, with corporal punishment as the last resort in exceptional cases;
- (2) yes, as worded in the Regulations promulgated in compliance with the Education Affairs Act, 1988 (Act 70 of 1988) and published in *Government Gazette* 12381 of 30 March 1990.

Aids education programme

*2. Mr M J ELLIS asked the Minister of Education and Culture:

- (1) Whether his Department is involved in drawing up an Aids education programme for use in schools under his control; if so, (a) in which categories of education will this programme be used, (b) who will be expected to present it to the pupils and (c) who is responsible for drawing up this programme; 19/3/91
- (2) whether it will be compulsory to use this programme in the categories referred to above; if not, why not?

B448E

*The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) junior and senior secondary phases,
- (b) either personnel already responsible for the family education programmes of the department or as arranged by each provincial education department and in some cases arranged by local communities;

- Handled
14/3/71* (c) an Aids programme for presentation in schools is being compiled in collaboration with several experts, while a video is being compiled in close collaboration with the Department of National Health and Population Development; **SO** ~~SA~~
- (2) yes, the programme is to be introduced in all secondary schools but the right of parents to withdraw their children from these types of programmes will be acknowledged.

Handled
14/3/91
steps which have been taken with regard to the reports. In appropriate instances a reportback is made to a judge concerned.

After a visit a magistrate reports his findings to the Commissioner in terms of Prisons Regulation 104(2)(b). The findings are recorded in the official complaints and requests register together with an indication of the manner in which they were dealt with. The head of the prison and the commanding officer control on a continuous basis that the findings have been dealt with appropriately. Due to the quantity of visits in question as well as the fact that the reports/findings deal with a wide variety of subjects, the information requested cannot be supplied within the scope of this reply. However, should the Honourable Member require the particulars with regard to a specific report/finding, I will consider providing the information to him on a personal basis.

Land/housing: amount

142. Mr J J WALSH asked the Minister of Planning, Provincial Affairs and National Housing:

- Handled 19/3/91*
- (1) (a) What total amount was budgeted for the 1989-90 and 1990-91 financial years, respectively, in respect of (i) land acquisition and (ii) the erection of housing for the Republic, excluding the self-governing territories, and (b) how much was made available for this purpose under each specified vote;
 - (2) whether he will furnish corresponding information for the (a) self-governing territories and (b) independent Black states; if not, why not; if so, what are the relevant particulars?

B404E

THE MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

- (1) (a) (i) 1989/90 R 69 000 000
1990/91 R202 090 000
- (ii) 1989/90 and 1990/91. None — It is Government policy to provide serviced sites in order to enable Black people to erect their own houses either with own capital

Handled
14/3/91
or with loans which are made available for the purchase of building material.

- (b) (i) 1989/90 R 69 000 000
1990/91 R202 090 000
- (ii) 1989/90 and 1990/91 — Fall away
- (2) (a) and (b) No — the areas mentioned do not fall under the jurisdiction of the Ministry of Planning, Provincial Affairs and National Housing.

Mines: financial assistance

184. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

- (a) How many mines received financial assistance in terms of the Gold Mines Assistance Act, No 82 of 1968, (b) how many persons were employed by each of these mines, and (c) what was the amount of the assistance in respect of each such mine, in the 1989-90 financial year?

B501E

THE MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

- (a) None. (The Gold Mines Assistance Act No 82 of 1968 was repealed as from 1 January 1988.)
- (b) Falls away.
- (c) Falls away.

Own Affairs:

School buildings: disposal of

23. Mr R M BURROWS asked the Minister of Welfare, Housing and Works:

Whether, since the reply by the Minister of Education and Culture to Question No 72 on 23 May 1990, (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 the outcome of each such approach?

B234E

THE MINISTER OF WELFARE, HOUSING AND WORKS:

- (a) Yes.
- (b) Yes.

In terms of State policy a school building which becomes redundant for White educational purposes, is in the first instance offered to other departments within the Administration: House of Assembly.

If the building is not required and the possibility exist that it can be used by other education departments, the building is offered to these departments.

If the school building cannot be utilized by these departments, the school building should then, as prescribed, be offered to other State departments, the local authority concerned and private schools at market value.

After the needs of the aforementioned instances have been addressed, the school building can be sold out-of-hand to a welfare organization, a recognized church body or a private school at a reasonable value.

Should none of the aforementioned instances be interested, the property is sold by public auction or tender.

Depending on the location of a school building it appears that a large number of persons and institutions approach the department of Local Government, Housing and Works on a regular basis. As some of these persons or institutions do not qualify for the out-of-hand acquisition of school buildings, these applications cannot be considered.

Persons and institutions who do qualify for the acquisition of school buildings as set out above and who have approached the Department, are the following:

Cape

| (i) (aa) | (bb) | (cc) | (ii) |
|--|----------|--|-----------------------------|
| Department of Education and Training | 90-11-12 | Swartkops Primary School, Port Elizabeth | Alienated |
| House of Representatives | 90-10-30 | Albatros Primary School, Port Elizabeth | Alienated |
| House of Representatives | 90-10-12 | Coega Primary School, Port Elizabeth | Alienated |
| Department of Education and Training | 90-02-08 | Frans Jooste Primary School Norvalspont | Alienated |
| City Council, Durbanville | 91-02-15 | Institute for Girls, Durbanville | Alienation being considered |
| Orange Free State | | | |
| (i) (aa) | (bb) | (cc) | (ii) |
| Department of Education and Training | 90-08-28 | Kaferrievier Primary School, district Bloemfontein | Alienated |
| NG Congregation, Soutpan | 90-11-27 | Soutpan Primary School, Soutpan | Alienation being considered |
| Agricultural College Glen | 90-11-15 | Glen Primary School, district Brandfort | Alienation being considered |
| Transvaal | | | |
| (i) (aa) | (bb) | (cc) | (ii) |
| St Endas (private school) City Council of Johannesburg | 91-02-14 | Joubert Park Primary School, Johannesburg | Alienation being considered |
| St Charles Lwanga School | 91-01-28 | Malvern West Primary School Johannesburg | Alienation being considered |
| Torah Academy | 91-01-04 | | |

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(i) (aa) Studywell 91-01-24 Orange Grove Primary School Alienation being considered

Jewish Board of Education 91-01-18 Alienated

French School 91-01-11 Alienated

East Rand Protected Place of Work 90-06-15 Pomona Primary School, Kempton Park Alienated

Natal (i) (aa) (bb) (cc) (ii)

Kwazulu/Natal Joint Executive Authority 90-09-03 Babanango School, Durban Alienation being considered

South African Police 90-12-03 Highflats Primary School, Durban Alienation being considered

Paul Pietersburg Retirement Village 90-05-07 Paul Pieters Primary School Alienation being considered

Heritage Academy 91-02-25 Voortrekker Primary School, Pietermaritzburg Alienation being considered

Department of Environment Affairs 90-07-27 Weza Primary School, Weza Alienation being considered

Technikon Natal 90-08-03 Model Junior Primary School, Pietermaritzburg Alienated

Durban Central Technical College 90-07-24 Mitchell's Girls High School Durban Alienation being considered

Kennont School 90-11-21 Dirkie Uys Junior and Senior Primary School, Durban Alienation being considered

School facilities: utilization

27. Mr R M BURROWS asked the Minister of Welfare, Housing and Works: 50

Whether, since the reply to Question No 83 on 4 June 1990, any unutilized or underutilized school facilities have been made available to other population groups; if not, why not; if so, (a) which facilities, (b) to whom have they been made available and (c) in respect of what date is this information furnished?

Howard 19/3/91 B235E

THE MINISTER OF WELFARE, HOUSING AND WORKS:

Yes, unutilized educational properties are handled in accordance with prescribed procedures by the Department of Local Govern-

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Albatros Primary School, Port Elizabeth Department of Education and Culture: House of Representatives

Coega Primary School, Port Elizabeth Department of Education and Culture: House of Delegates

Western High School, Homestead Park, Johannesburg Department of Education and Culture: House of Delegates

Rynsoord Primary School Mayfair-Goedeheop Primary School, Johannesburg Black private school

Bezuidenthout Valley Primary School, Johannesburg Multi-racial private school

(c) 1 March 1991

In a similar question asked during 1990 it was indicated that the Mayfair-Goedeheop Private School, was allocated to the Department of Education and Culture in the House of Delegates. This did however not materialize and the school has since been alienated to a private Black school organization.

School hostels

31. Mr R M BURROWS asked the Minister of Education and Culture:

(1) How many (a) hostels and (b) places for pupils at such hostels are there in each province in respect of (i) secondary and (ii) primary schools falling under the control of his Department;

(2) how many places are vacant at such hostels;

(3) in respect of what date is this information furnished?

THE MINISTER OF EDUCATION AND CULTURE:

B419E

| Province | (1)(a)(i) | (ii) | (1)(b)(i) | (ii) | (2)(i) | (ii) | (3) |
|-----------|-----------|------|-----------|-------|--------|-------|------------|
| Cape | 241 | 74 | 25 852 | 5 665 | 7 394 | 1 623 | 1990-12-31 |
| Natal | 62 | 43 | 5 068 | 1 732 | 1 327 | 764 | 1991-01-31 |
| OFS* | 44 | 21 | 5 121 | 1 231 | 1 368 | 357 | 1990-03-31 |
| Transvaal | 93 | 56 | 25 026 | 7 802 | 6 189 | 2 782 | 1991-01-22 |

*Excluding combined secondary and primary hostels: 70

Places for pupils in these combined hostels: 7 534

Vacant places for pupils in these combined hostels: 2 418

ment, Housing and Works after permission for the waiving of the reservation thereof for educational purposes was granted by the Minister of Education and Culture. 50

With regard to underutilized educational facilities, the Department of Education and Culture is researching the possibility of rationalization by means of amalgamation.

(a) Frans Jooste Primary School, Norvalspont

(b) Department of Education and Training
 Swartkops Primary School, Port Elizabeth
 Kafferivier Primary School, District Bloemfontein

certain hospitals, and that they would see to their own staffing matters

The hon nominated member must realise that Natal is not the Transvaal. The Transvaal has its own unique problem. The Natalians have taken advantage of the situation in all respects. I think the hon the Minister must now realise this. He must come to grips with this and do something about the situation. We cannot afford to have a shortage of teachers in the Transvaal any longer. He must now take a positive step and create an office in the Transvaal to handle the appointment of staff. [Interjections.]

The hon nominated member Mr Naidoo has been a teacher and a Natalian, and I am surprised that he is not interested in the education of students today. He should be, because half of his family lives in the Transvaal. Half of his family has left Natal to go to the Transvaal for an education and to find jobs. Today, however, he says . . . [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I can understand the emotive appeal that the hon member for Central Rand evokes in this House, but unfortunately it is more a case of emotive control than logical facts. That is the very same hon member who in this House fights for a unitary system of education in this country and who fights for the scrapping of the apartheid policy in this country, yet here he is, asking us to find another unit to develop the staffing situation in Central Rand.

Mr D K PADIAACHEY: No, no, no.

The MINISTER: The hon member for Central Rand must understand that we do not want any perpetuation of the apartheid policies in this country. [Interjections.] He must not try to give me facts when I have them at hand. The total population of teachers in the Central Transvaal area is 1 877. That constitutes only 15,7% of the total teaching force of 11 936, and for 15,7% he wants me to create another central office for staffing with all its attendant problems. We have enough of those problems in Durban. [Interjections.]

Mr D K PADIAACHEY: Mr Chairman, is the hon the Minister prepared to take a question?

The CHAIRMAN OF THE HOUSE: Order! Is the hon the Minister prepared to take a question?

distribution, and which will then be forwarded to the State Tender Board for authorisation. Hopefully this will happen with effect from the 1991-92 financial year.

Mr M RAJAB: Mr Chairman, as all hon members of this House know, this is a controversial and very sensitive issue because the previous policy was abused by politicians. I would like to make one appeal to the hon the Minister, and that is that he should try to strike a balance between two interests in the formulation of the new policy, the first being to maximise our resources, in other words, to try to get as many books as we possibly can for the amount that we have available in the budget, and the second being to strike a balance with the interests of traders who have obviously given long and efficient service to this department. They are people who have in fact set up entire departments to ensure that the schools that fall under this Administration are adequately provided with school books.

This is indeed a difficult task and I must agree with the hon the Minister that, in view of what has happened in the past, it is advisable for us to have an outside agency look at this matter objectively so that no politician, hon Minister or any other hon member of this House has entrée to that particular committee. What we do not want to happen again, is for there to be another sink attached to this policy.

Mr P NAIDOO: Mr Chairman, I have always been puzzled by the fact that the book procurement policies of the Administrations in both the House of Assembly and the House of Representatives have not generated the same degree of controversy which one has come to expect in this House. If I may venture a reason for this state of affairs, I would say that it is the ambivalence that exists amongst hon members in this House on this important issue.

Many hon members in this House are torn between divided loyalties, loyalty to the so-called Indian bookseller on the one hand, and loyalty to sound educational practices on the other hand. Whatever policy we adopt, one cardinal rule should be observed: The interests and needs of the education department should be paramount, and not the bookseller who, to my mind, is incidental in this exercise. In the light of financial stringency, the policy should strive to obtain supplies at the most competitive rates,

ensure the timeous availability of such books, eliminate opportunities for corrupt and fraudulent practices and reduce red tape to an irreducible level.

The onus is on businesses to tailor their operations to the department's expectations if they are to secure a slice of the business available and not vice versa. Not only is this a characteristic of free enterprise principles, which the hon member for Springfield continually espouses in this House, but it will ensure that functionaries . . . [Time expired.]

Mr K PANDAY: Mr Chairman, the hon the Minister of Education and Culture must be commended, because he seems to have grasped the problem and he now seems to be finding a solution. I am indeed very happy about the fact that a subcommittee has been appointed. However, I am a little worried about the fact that there was a deviation from the original policy which seemed to work so very well in Indian education. The Indian booksellers did an excellent piece of work and they did this during the most trying period and the most difficult times.

What happened, is that over the past few years there has been a change in the policy. This has been done so that the "fat cats" could benefit. I am now referring to the Broederbond. There is a particular ex-official of the Department of Education and Culture who seemed to have had an interest, and therefore was able to bring about a change in the book procurement policy.

I am saying that I think it is vital and necessary for the Department of Education and Culture . . . [Time expired.]

Mr M MOHANLALL: Mr Chairman, I want to thank the hon the Minister of Education and Culture for having reconsidered the plight of the Indian booksellers. This does not imply that we are talking about Indianisation. I state this quite advisedly, due to the fact that prior to the existence of the House of Delegates, it was these very booksellers who provided a service for many decades when we were paying for our books. Why should these people, together with the staff they employ, now be deprived of their livelihood?

The hon the Minister suggested that a system of corporate buying was being considered by a subcommittee. May I make a plea to the hon the Minister that while we naturally have to take into

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The MINISTER: No, Mr Chairman, I do not have time to answer his question. He should have thought about it earlier on.

The CHAIRMAN OF THE HOUSE: Order! The hon the Minister may proceed.

The MINISTER: What I would like to state is simply that the crisis in education throughout this country is due to the monetary situation. The Treasury does not give us enough money for the education of all the people in South Africa. We cannot differentiate between Indians and Whites and Coloureds any longer, and that is the idea that must be conveyed to them.

The crisis in education is simply that the Transvaal do not understand that they have to provide housing for my teachers. [Interjections.] Teachers moving from Natal must be housed over there, and local affairs committees should provide housing. The department must not be expected to do that, because we do not have that type of money. That type of understanding must come about in the minds and hearts of people like the hon member for Central Rand. [Interjections.] There is no shortage of teachers. The situation is that there are 21 teachers who refused to take up positions in the Transvaal because there is no housing for them. Young girls, who qualified recently, refused to go. [Time expired.]

Debate concluded.

School books procurement policy

2. **Mr M RAJAB** asked the Minister of Education and Culture: *Amended 1913/17*
Whether it is his intention to amend or review the school books procurement policy of his Department; if not, why not; if so, (a) in what manner and (b) when? **50**

D70E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer to the question is yes. Preliminary work has been done in this regard, leading to the appointment of a subcommittee of four members drawn from the interdepartmental book procurement committee of the Administration. This subcommittee is charged with the responsibility of advancing recommendations for the formulation of an efficient and cost-effective book procurement policy, which may include corporate buying and

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account a saving that could accrue—and notwithstanding this—that he consider a reasonable percentage for the handling fee which I presume will be payable. In order that a viable situation prevails, might I suggest a figure of, say, 20% [Time expired.]

Mr M RAJAB: Mr Chairman, it is quite clear that the hon nominated member did not understand what I was trying to say. Let me repeat to him.

An HON MEMBER: He never understands

Mr M RAJAB: ... in very clear and simple language that all I wanted the hon the Minister to do.

Mr P NAIDOO: You are hedging your bets!

Mr M RAJAB: It is not I who should be hedging my bets. That hon member should be hedging his bets, because as I understand the legal position, his tenure in this House is still under a cloud. [Interjections.]

However, getting back to the question of school books, let me merely repeat what I said. I believe, in fairness, that we should try to strike a balance between the interests of people who have given good service to this department and the interests of the department itself in so far as trying to maximise our resources is concerned. [Interjections.] That is my simple plea. It is not a plea to favour any particular bookseller, nor is it a plea to favour any bookseller of a particular ethnic origin. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I thank hon members for taking part in this particular interpellation, because book procurement has been a sore point for many years in the Department of Education and Culture. This may be because of problems caused by apartheid which put us in a particular area where a particular bookseller had to give his particular service to a particular group of people. That is the point here.

The question which was put to me very forcibly by a number of people, including the all-party conference we had of the House of Delegates, made it very clear to me that we need a fair and balanced type of programme for the dispensation and procurement of books for our division.

Previously, it has been stated clearly here that there had been problems in the past because

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(a) The Acting Principal denied having made derogatory remarks against Black pupils.
(b) Falls away.

Chief Director: work

*2. Mr S PACHAI asked the Minister of Housing:

- (1) Whether the work done by a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, was previously done by the Chief Director in the Department of Local Government, Housing and Agriculture; if not, by whom was the work previously done; if so, why is the work now being done by this person;
- (2) what is the name of the person concerned;
- (3) whether he will make a statement on the matter?

19/3/91

D61E

THE MINISTER OF HOUSING:

(1) No.

Following on the Cabinet's decision of 28 March 1990 on the need to improve overall financial and management performance in departments, the Director-General appointed a consulting firm to investigate and advise him in this regard but specifically on the management of the Housing Development Fund. The reports identified a weakness in certain areas of financial and management expertise. In view of the urgency to provide such expertise and the time limits imposed upon the Administration, the Director-General decided to employ an outside expert to provide him with assistance for the overall expeditious planning and execution of housing schemes having regard to the concomitant task of financial management in order to ensure the maximum returns on the money expended on housing.

(2) Dave Hall BSc, MBA.

(3) No.

Mr S PACHAI: Mr Chairman, arising out of the hon the Minister's reply, can he tell me whether, on the advice of the previous Minister of Housing, who is now the hon the Minister of Health

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and Welfare, a certain retired Director of Housing was appointed to do exactly what Mr Hall is doing now, at a cost of approximately R50 000?

THE MINISTER OF HOUSING: Mr Chairman, the gentleman to whom I referred earlier has not been engaged to do the kind of work that the hon member for Natal Midlands referred to.

Mr S PACHAI: Mr Chairman, further arising out of the hon the Minister's reply, will he tell me that a manager for a housing programme has in fact been appointed? This manager of the housing programme has taken on some of the duties of the Chief Director of Local Government, Housing and Agriculture.

THE MINISTER: Mr Chairman, the person currently employed, by his very qualifications and experience, is a professional man. Having regard to the hundreds of millions of rands that have to be expended on housing, and the delays that have been experienced in the proclamation of townships, the laying out of townships, and all the attendant problems that have been experienced over the past five years, it has been necessary to bring in somebody who knows something about township planning, layout, etc. This is a supplementary service to facilitate the work of other public servants in the employ of my Department.

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's answer, could he please tell this House what the cost of this additional supplementary service will be?

THE MINISTER: Mr Chairman, the cost to the House must be compared with that of Pelican Park, a township laid out seven years ago, where Port Jackson trees are growing, because the people handling the project were not competent to know all the things that have to be dealt with in buying land, consolidating, proclaiming and registering a township. As a result of this, that township is now in the process of being proclaimed. Had it been proclaimed when we first came to Parliament, we would have saved something like R5 million in capital loss.

With regard to Villa Lisa, we find out now that there is a mining right. In many other townships, because of a lack of experience, we are only finding out at this point in time the number of impediments that exist. I want to have this matter resolved and a man employed whose expertise and experience will minimise the time

Star 18/3/91 Educational technology slow to catch on in SA (50)

By Phil Molefe
Education Reporter

The age of hi-tech schooling has arrived, but has had limited direct impact on South African schools.

A two-day educational technology conference, which ended on Friday in Johannesburg, sought to address how the use of hi-tech aids such as computers and television could be effectively introduced in schools.

The director of the Independent Schools Association, Mike Henning, said schools had been cautious about spending large sums of money on projects which might not bring results.

The conference, attended by more than 100 teachers and educationists from across the country, looked at issues such as how technology helps educators to teach

more effectively and rewardingly as well as how pupils can be helped to be more self-reliant in their learning.

William Smith, the head of Star Schools, addressed the conference and demonstrated to the participants the enormous contribution TV educational material could make to supplement their workload.

Eye-opener

Last year Star Schools brought education to the homes of many students through educational television for matrics, broadcast by SABC-TV2/3 in October.

The conference opened with an eye-opening session of television material shown by Mr Smith. Subjects covered included mathematics, physical science, biology and English.

"The videos are not

technically perfect but if we wait for perfection we will never start with technology education," said Mr Smith.

A geography and science teacher from Namibia, Phillip Hawke, said he was fascinated with TV educational programmes and hoped time would not be wasted in introducing these to schools.

Johan du Preez, from the Mngwenya Teachers Training College in KaNgwane, said: "This is a very good start because it supplements the teacher's work."

He said these programmes would be helpful if the SABC allowed the Star Schools TV programmes to be shown in the morning or afternoon. They could be recorded to benefit students who did not have access to television.



Sanlam expands its base

By DESMOND BLOW

ANLAM has expanded its traditionally Afrikaner base with strong growth among black and English-speaking clients during the past year.

For the first time, the company's total annual income topped the R10-billion mark.

Sanlam had maintained growth despite a difficult year for the life assurance industry, said chairman Dr AJ van den Berg at Sanlam's recent annual general meeting.

Recurrent premiums received from black clients increased by 74 percent on the previous financial year, while those from English-speakers grew by 17 percent.

In Namibia, Sanlam received more than R1-billion in premiums during the year.

Payments to policyholders and beneficiaries amounted to about R3,9-billion.

Sanlam also maintained its position as the leading underwriter of pension and other group benefits in South Africa. The company's investment team earned an income of almost R3-billion for clients, said Van den Berg.

As Sanlam was a mutual company with no shareholders, all assets and profits belonged to the policy owners and were managed for their benefit.

Education too dear for most?

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cl. Press 17/3/91

Buy Unit Trusts and beat the rising fees

By DESMOND BLOW

THE cost of education is rising so fast that parents will not be able to afford higher education for their children if they do not plan ahead.

In today's fast-moving technological world, increasing emphasis is being placed on tertiary education, including university degrees and technical diplomas.

The cost of education has risen sharply over the past 10 years and is estimated to rise about the same again over the next decade.

One of the best ways of financing children's education is through a unit trust investment which offers inflation-beating returns.

The normal investment in a building society, bank or post office, although it has a slightly lower risk factor, cannot keep pace with South Africa's high 15 percent inflation rate - which can halve the buying power of savings within five years.

South Africa's largest fund, the Old Mutual Investors' Fund with assets of more than R2,27-billion, gave investors a return of 26,19 percent in the past five years.

A unit trust is rather

like a syndicate, where investors' funds are pooled to buy a stake in a portfolio of leading shares.

Units are issued to investors in return for their investment and these units can be sold back to the company managing the fund at any time.

Most people put aside a set amount - from as little as R50 - every month to purchase units.

The prices of the units published daily in the

Press reflect the prices of the shares in the portfolio.

Even if he had sufficient money to play the stock exchange, the man-in-the-street would find it difficult because of his lack of knowledge about shares. But the unit trusts employ investment experts to manage their funds.

The assistant general manager of Old Mutual Unit Trusts, Bastiaan van der Westhuizen, believes

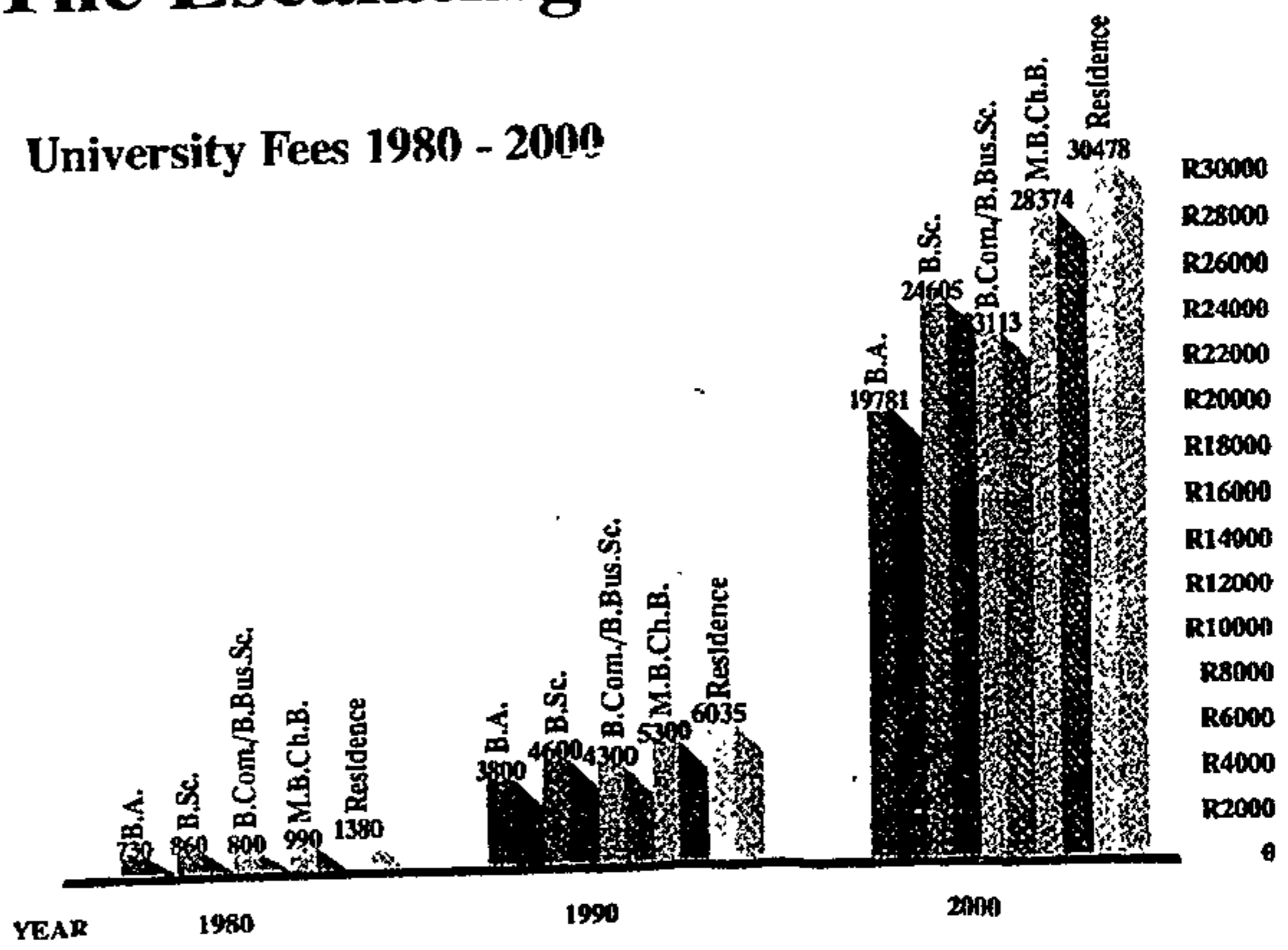
new investors should have a regular savings account as well as a unit trust account.

The savings account can be used for shorter term requirements, while the unit trust funds should be invested for at least five years.

Even a regular monthly investment of R50 will soon build up to a useful lump sum which can be used to educate children, buy a house or a car.

The Escalating cost of Education

University Fees 1980 - 2000



This graph shows how the cost of university education is shooting up.

US Embassy programme is now open

Souetan 15/3/91

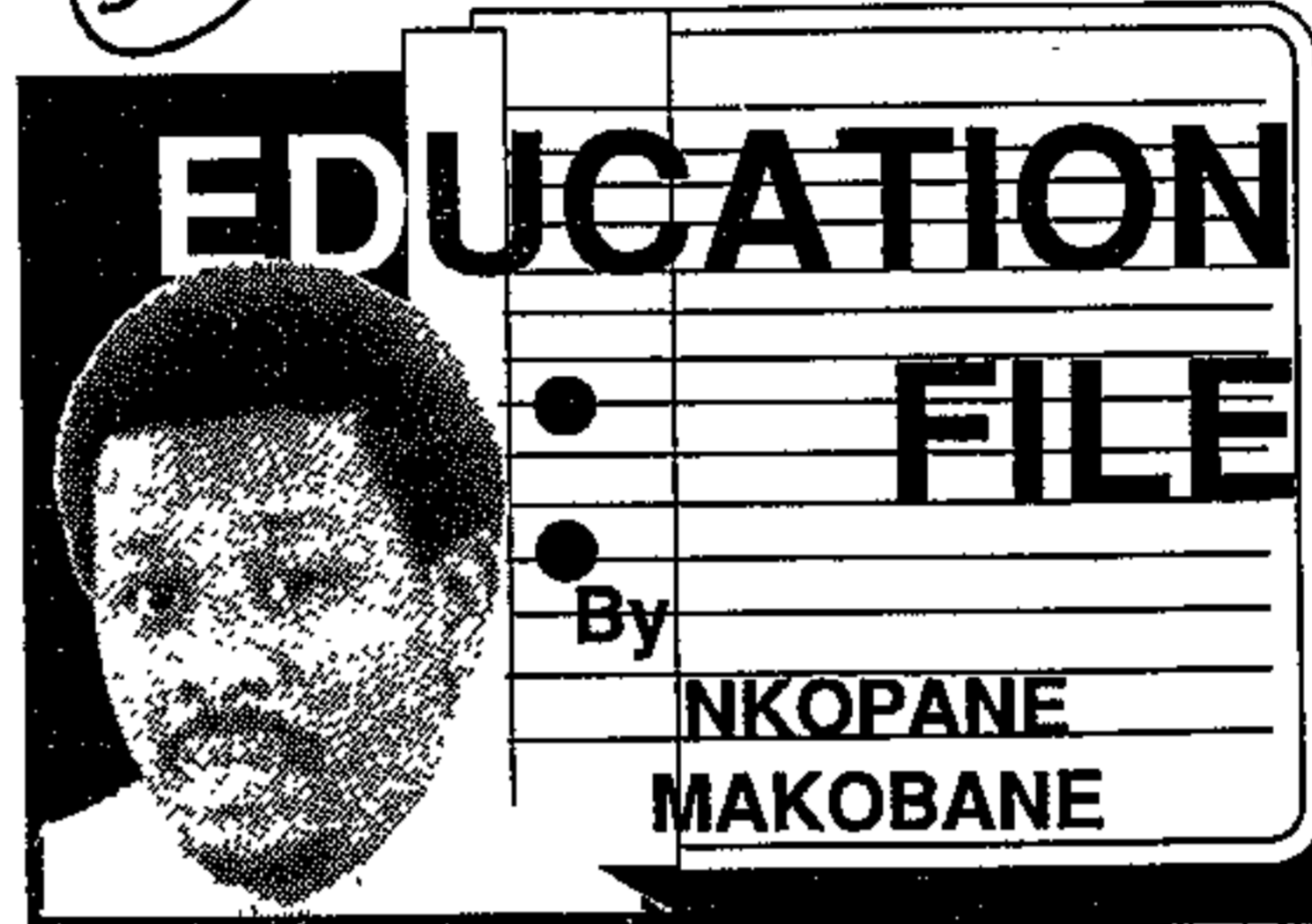
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THE Fulbright Scholarship offered by the United States Embassy is now opened for the academic year beginning in September 1992.

The Fulbright programme is open to all young South Africans holding junior degrees with excellent academic achievements and to those with financial needs.

The grants vary from full bursaries, covering tuition, travel and basis expenses on any American campus to partial bursaries covering about half the total costs.

Another grant for blacks studying for a Master's degree in Law in the field of legal ed-



ucation; constitutional, administration and labour law is available.

Candidates for this 13-month Master's degree programme must have LLB before July next year.

Another non-degree programme for professionals in mid-career is offered.

It is the Hurbet Humphrey scholarship for professionals committed to public service

from agriculture to health and nutrition.

The deadline for applications is April 20 1991.

Applications must be sent to United States Information Service, 3rd floor, African Life Building, 111 Commissioner Street, Johannesburg.

For more information telephone Mr Vusi Zwane at (011) 293451.

EDUCATION

Hunger strikers⁵⁰ force minister into talks about Alex

without 15/3-21/3/91
Education Minister Stoffel van der Merwe agreed to talk to members of Cosas about the education crisis in Alexandra this week, after 12 students embarked on a hunger strike. **SAMANTHA WEINBERG** reports

HUNGER-STRIKING students from Alexandra have, if not brought the mountain to Mohammed, at least brought Minister of Education and Training Stoffel van der Merwe to their schools.

However, a representative from the minister's office said Van der Merwe had not agreed to a meeting with students from the Congress of South African Students (Cosas) and representatives from community and education organisations today because of any kind of blackmail, but because his doors were always open to talk to anyone genuinely concerned about education.

Last week, 12 members of Cosas embarked on a hunger strike in the Department of Education and Training (DET) offices in Alexandra council buildings, in an attempt to persuade Van der Merwe to meet and talk to them about their demands regarding the education crisis in Alexandra.

Schools in the northern Johannesburg township are labouring under terrible conditions: unmanageable class sizes and teacher:pupil ratios of up to 1:90 and a lack of adequate facilities and equipment.

The demands Cosas wants addressed are for more schools in Alexandra, more teachers, stationery and textbooks, laboratories and furniture.

They said they had sent memorandums to the DET and met with the circuit inspector, but these had no noticeable effect.

After these attempts failed, 12 students started a sit-in on February 28, and finally a hunger strike last Wednesday. After a week without food, during which six of the students were taken to hospital, given glucose injections and later discharged when they refused to eat, DET officials visited them with an invitation to talk to Van der Merwe today.

The hunger strikers were given moral support by 18 Alexandra school principals, who held a sit-in in the next-door room.

Both the principals and hunger strikers emphasised that they had taken this action as a last resort to bring the unacceptable learning conditions for all students in Alexandra to the attention of the authorities without unnecessary disruption to schooling.

Local Cosas publicity secretary Ncane Ntuli said: "We have shown we are committed to a campaign to go back to school and learn. That is why we undertook a campaign of this kind instead of a chalks-down strike.

"The conditions in Alex schools are not conducive to effective teaching and learning, and we want to learn," he said. "Van der Merwe must show he is committed to the back-to-school campaign by doing something to meet our demands."

The representative from the minister's office said the case was only brought to the minister's attention on Monday, and that Van der Merwe was ready and willing to meet anyone if a mutually convenient time and venue was arranged in the proper way. The representative said there was no need to batter the door down when it was already open.



Black pupils need to go back to school — professor

ARGUS
25/3/91

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The Argus Correspondent

PRETORIA. — Black children need to be encouraged, motivated "or even coerced" to go back to school now that they have won some of the political concessions they have been fighting for, a leading United States educationist has said.

Addressing a Press conference in Pretoria last week, Professor Leonard Beckum, vice-president and professor in Practice of Education at Duke University, North Carolina, said the educational infrastructure in South Africa — for both blacks and whites — was "bad", but this year's Budget showed that the government was moving in the right direction.

Professor Beckum spent two weeks in South Africa studying the education system at the invitation of the CSIR and the Foundation for Research Development (FRD).

"The thing that struck me about this country was the tremendous under-education and miseducation. Thousands of lives have gone wasted through untrained people who are unable to contribute to the economy of the country," he said.

Students had taken a very active political role in the past decade, but now that positive change was taking place, they had to start thinking about education if they were to play a role in the new South Africa they had helped create.

'Earn their respect'

However, the standard of facilities, teachers and administrators was inadequate and had to be improved to earn the respect of students, he said.

The government's resource allocation would have to strike a balance between generating new knowledge through research, and improving the educational opportunities for disadvantaged communities.

Business and tertiary educational institutions also had a part to play in providing bridging programmes and academic support programmes for students with a disadvantaged background.

Rather than restrict entry to tertiary institutions by setting minimum standards, institutions should accept as many students as possible and provide them with the support to succeed, without lowering the standard of education.

Professor Beckum criticised technikon and technical colleges, which seemed "focused on teaching business science, accountancy and secretarial work".

"That is not where the jobs are. These people are going to graduate and then they'll be mad at you because they won't be able to find jobs."

Technikons should be training people in technical skills such as plumbing or carpentry to work on the upgrading of township infrastructure, Professor Beckum said.

NECC plans protests to 'knock sense into DET'

SO

Day 26/3/91

DARIUS SANAI

THE National Education Co-ordinating Committee (NECC) yesterday called for a campaign of demonstrations at Department of Education and Training (DET) offices to protest "appalling conditions" in township schools.

NECC PWV secretary Amon Msane told a Press conference overcrowding in township schools was rife, with an average pupil-teacher ratio of 70 to 1. Many classes had no stationery and no textbooks for pupils.

The demonstrations would include sit-ins by NECC members and parents and would not disrupt teaching, Msane said.

He accused the DET of procrastinating, saying that it "always makes promises but has done nothing" to remedy the situation.

A DET spokesman said overcrowding was caused by thousands of blacks entering schools as part of the NECC's re-education programme, which advocates literacy and training among people of all ages.

The spokesman said more than 40 000 people aged between 21 and 35 had enrolled in schools this year, causing severe

overcrowding, and that hundreds of adults were attending primary schools.

"This problem can't be solved overnight," he said, adding that the shortage of textbooks had been exacerbated by people who steal books from schools.

However, Msane said the NECC needed to "hammer some sense" into the DET, adding that white schools experienced no problems with supplies, while several black schools which he did not specify had neither books nor stationery.

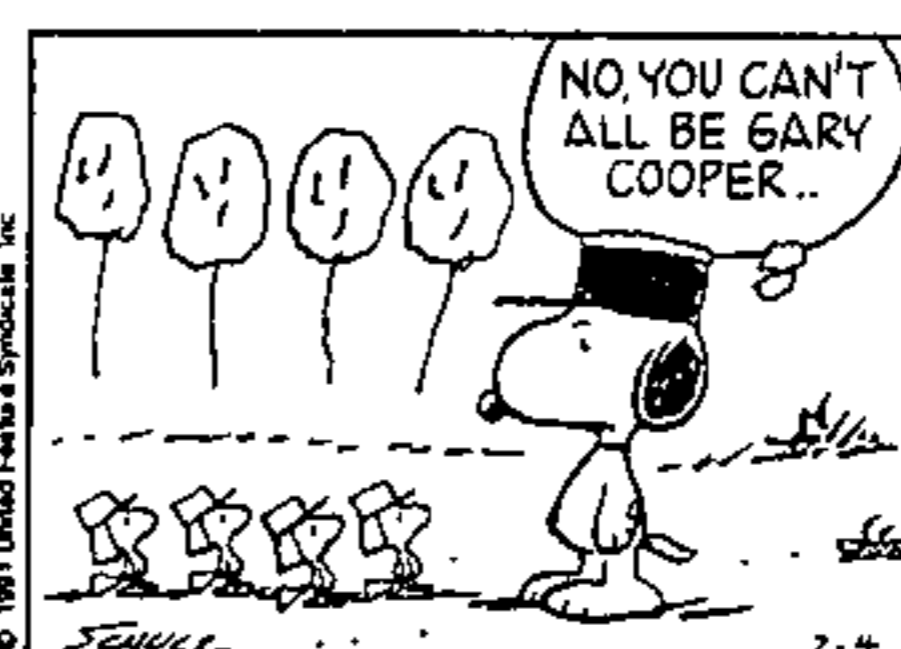
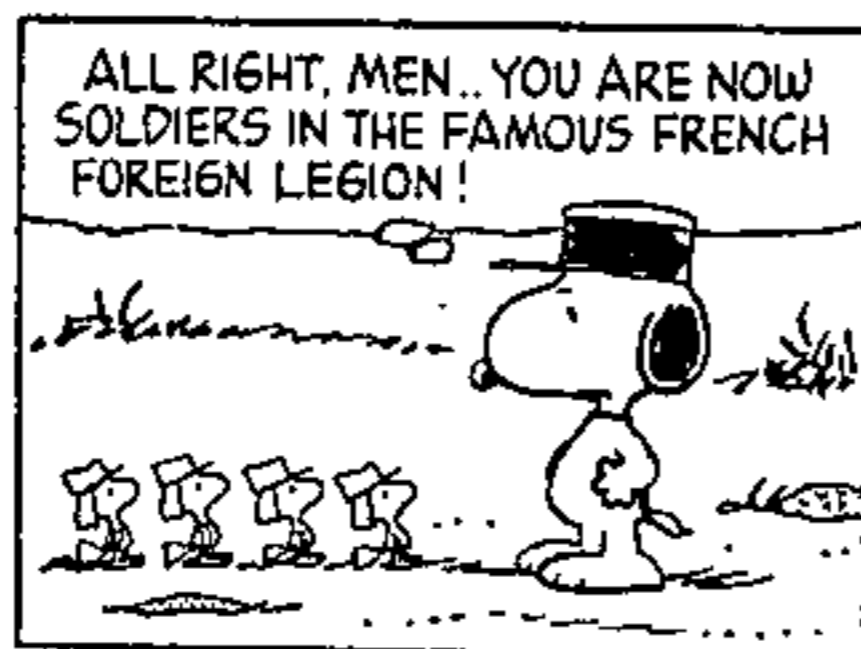
The campaign of sit-ins and demonstrations at DET offices would be co-ordinated later this month, Msane said. It would not involve pupils or teachers.

He also appealed for the deadline for paying matric exam fees to be further postponed from April 5, because "we cannot expect people to prepare for exams without any textbooks".

The DET spokesman said he did not know of any township schools without supplies, but would look into the matter.

PEANUTS

By Charles Schulz



'Vula' 000 0

plants in affected areas; if so, what are the names of these herbicides;

(2) whether he will comment on a claim made by a Dr Louis van Dyk in a paper delivered at a national weed science conference in February 1990 that hormone herbicides were the primary cause of vegetable problems experienced in Natal; if not, why not; if so, what are his comments;

(3) whether any research has been undertaken into whether hormone herbicides are the primary cause of the vegetable problems experienced in Natal; if not, why not; if so, (a) what research, (b) at what cost to date and (c) with what results;

(4) whether any research in this regard is being envisaged for the future; if not, why not, if so, what are the relevant details? B580E

The MINISTER OF AGRICULTURAL DEVELOPMENT:

(1) Yes;

(i) 2,4-D, dicamba, MCPA and triclopyr were found in rain samples;

(ii) 2,4-D were found in plant samples; and

(iii) 2,4-D, MCPA and dicamba were found in air samples.

(2) Dr Van Dyk delivered a paper titled "Phenoxy-herbicide Residues in the Atmosphere" at the combined congress of the SA Society for Crop Protection, the Southern African Weed Science and the Soil Science Society of Southern Africa on 20 January 1989. Because a court case was pending his paper was not published but the Farmers Weekly of February 10, 1989 published a brief extract. Dr Van Dyk made no claim that hormone herbicide contamination was the primary cause for alleged vegetable problems in Natal.

(3) Yes;

(a) (i) Monitoring of hormone herbicides in rain in Natal and Transvaal.

(ii) Monitoring of air for hormone herbicides in both Natal and Transvaal.

(iii) Monitoring plant samples for hormone herbicide residue.

(iv) Comparison of physical and chemical properties of hormone herbicide formulations.

(v) Ability of adjuvants to reduce water evaporation from spray droplets.

(vi) Ability of adjuvants to decrease secondary vapour drift of hormone herbicides.

(vii) Determination of 2,4-D in plant material.

(viii) Development of an immunoassay technique for quantifying hormone herbicides in various matrices.

(ix) Correlation of plant symptoms with hormone herbicide content

(x) Monitoring of air and rain in Natal and Transvaal for pollutants other than hormone herbicides

(xi) The effect of temperature stresses and 2,4-D dimethyl-amine on the tomato cultivar Florade.

(xii) The economic effect of hormone herbicides in rain on vegetables.

(xiii) Optimization of lettuce production in the Tala Valley.

(xiv) Interaction between 2,4-D in vapour, dew and rain and the incidence of diseases on susceptible field crops.

(xv) Analysis of soil and plant samples from the Tala Valley for nutrients and other elements.

(b) The cost of the research to date is about R2 million.

(c) The results are voluminous. Final computations and evaluations are being made. An open conference where all the results will be made available and discussed is scheduled for 3 June 1991 at Cedara College of Agriculture.

(4) Research is still going on. The continuation of research will be considered at and after the above-mentioned conference.

Pongola: hormone herbicides

45. Mr P C CRONJÉ asked the Minister of Agricultural Development:

(1) Whether it has been brought to his attention and/or that of his Department that research conducted by the Plant Protection Research Institute showed that several hormone herbicides were found regularly in rain-water in Pongola;

(2) whether he will comment on a report submitted in 1990 by a person working for the South African Society for Plant Pathology to the effect that the so-called Tala Valley vegetable syndrome occurred all over Natal, including Pongola; if not, why not; if so, what are his comments;

(3) whether he or his Department has evidence that the problems experienced by farmers in the Tala Valley are caused by a factor other than hormone herbicides; if so, what evidence;

(4) whether the agrochemicals industry has intimated that it will sue the responsible Minister if hormone herbicides were banned in Natal or the rest of South Africa; if so, what are the relevant details;

(5) whether he has research results proving that hormone herbicides in vapour or solution form can cause damage to vegetable crops; if so, what is the nature of these results? B581E

The MINISTER OF AGRICULTURAL DEVELOPMENT:

(1) Yes, Only 2,4-D and MCPA residues were found by the Plant Protection Research Institute in Pongola rain-water samples. Out of a total of 48 rain-water samples collected in the 1989/90 season, one contained MCPA (1989-10-20) and two 2,4-D (1989-10-31 and 1989-11-04) which amounts to 6% of the total number which is only sporadic.

(2) No; No report by a person working for the South African Society for Plant Pathology was received.

(3) Yes; Results of experiments which have not been fully concluded will be made available at the open conference scheduled for 3 June 1991.

(4) No.

(5) Yes; The research results will be made available at the open conference scheduled for 3 June 1991.

Schools: amounts spent

50. Mr R M BURROWS asked the Minister of Education and Culture:

What total amounts were spent on (a) school textbooks, (b) library books, (c) hostel accommodation subsidies, (d) pupil transport subsidies, (e) school audio-visual equipment, (f) school buildings, (g) stationery and (h) school furniture in the 1990-91 financial year at schools falling under his Department? B629E

The MINISTER OF EDUCATION AND CULTURE:

(a), (b), (c), (d), (e), (f), (g) and (h) Information not yet available.

| | | | | |
|---------------------------------|----|---------------------------------|--|--|
| Wynberg | 1 | Relief Staff | | |
| Stanger | 1 | Randburg | | |
| Alberton | 1 | (c) Prosecutor (Regional Court) | | |
| Durban | 3 | (iii) Durban | | |
| Benoni | 1 | Port Shepstone | | |
| Mtunzini | 1 | (District Court) | | |
| Krugerdsdorp | 1 | Verulam | | |
| Greytown | 1 | Chatsworth | | |
| Mouse | 1 | Durban | | |
| Kimberley | 1 | Scottburgh | | |
| Vanderbijlpark | 1 | Pietermaritzburg | | |
| Empangeni | 1 | Pinetown | | |
| Witbank | 1 | Johannesburg | | |
| Potgietersrus | 1 | Wynberg | | |
| (c) Prosecutor (Regional Court) | | Queenstown | | |
| (ii) Cape Town | 1 | Kimberley | | |
| Wynberg | 4 | | | |
| Worcester | 1 | | | |
| Port Elizabeth | 4 | | | |
| Vanderbijlpark | 1 | | | |
| (District Court) | | | | |
| Cape Town | 2 | | | |
| Bellville | 2 | | | |
| Wynberg | 19 | | | |
| Paarl | 2 | | | |
| Worcester | 1 | | | |
| Port Elizabeth | 5 | | | |
| Witbank | 1 | | | |
| Johannesburg | 6 | | | |
| Springbok | 1 | | | |
| Evander | 2 | | | |
| King William's Town | 1 | | | |
| East London | 1 | | | |
| Goodwood | 4 | | | |
| Grahamstown | 1 | | | |
| Malmesbury | 1 | | | |
| Kuilsriver | 2 | | | |

(2) The required information is not readily available.

Income tax written off

6 Mr K M ANDREW asked the Minister of Finance:

Whether any income tax was written off in the 1989-90 financial year as irrecoverable; if so, (a) in respect of how many (i) individuals and (ii) companies and (b) what was the amount of tax written off in each category?

MINISTER OF FINANCE:

(a) Yes.
 (i) 7 923
 (ii) 436
 (b) Amount written off in respect of individuals: R20 697 164,24
 Amount written off in respect of companies: R9 738 049,97

Teacher/pupil ratio

144. Mr A J LEON asked the Minister of Justice:

(1) How many persons were sentenced in South Africa in 1990 to a whipping (a) with and (b) without the option of a fine (1) or imprisonment by (i) regional magistrates' courts and (ii) Divisions of the Supreme Court;

(2) how many (a) such whippings were carried out in 1990 and (b) cuts were administered in each case?

MINISTER OF JUSTICE:

(1) The required information is not readily available. In an effort to be of assistance to the Honourable Member, the following statistics for the period July 1989 until June 1990 were obtained from the Central Statistical Services:

| | |
|--|--------|
| Total number of persons sentenced to whipping only | 31 647 |
| Total number of persons sentenced to whipping and imprisonment (not suspended) | 84 |
| Total number of persons sentenced to whipping and imprisonment (partially suspended) | 4 975 |

(b) 4 March 1990

| | | |
|-----------|---------|-----------|
| Yes | Primary | Secondary |
| OwaOwa | 1:32,11 | 1:33,31 |
| Lebowa | 1:41,35 | 1:35,60 |
| Gazankulu | 1:42,35 | 1:35,49 |

| | | |
|------------|---------|---------|
| KwaZulu | 1:53,39 | 1:41,87 |
| KwaNdebele | 1:36,57 | 1:36,63 |
| KaNyane | 1:39,62 | 1:36,68 |

Note:

All teaching staff at schools (CS Educators) including principals, are regarded as "teachers" for purposes calculating the teacher/pupil ratio.

Transcription of court proceedings: contracts

175. Mr R V CARLISLE asked the Minister of Justice:

(1) Whether, during the latest specified 24-month period for which information is available, any contracts for the transcription of court proceedings were awarded to certain bodies and persons, whose names have been furnished to the Minister's Department for the purpose of his reply; if not, who was awarded such contracts during the above period; if so, (a) what are the names of these bodies and persons and (b) in respect of what courts and areas were contracts awarded to each such body or person;

(2) whether, in respect of the contracts so awarded, he will furnish the House with the names of the shareholders and directors in the case of companies and the names of the members in the case of close corporations or partnerships; if not, why not; if so, what are the relevant particulars?

MINISTER OF JUSTICE:

(1) Contracts for the transcription of court proceedings were, *inter alia*, awarded to the following bodies and persons with effect from 1 September 1989 for a period of 4 years:

| | |
|---|---|
| (a) Names of Bodies (b) Areas of contract awarded to Bodies and Persons | |
| (i) Mrs H Maré | Magistrates' Court Worcester |
| (ii) Paarl Tikdienste | Magistrates' Courts Paarl Stellenbosch Wellington |

Aids education: Whose morality?

The development of courses in Aids prevention for schools is raising a crucial debate — should Aids education proceed from a moral standpoint, and, if so, what should it be?

BY JOHN PERLMAN

CHILDREN in Transvaal schools are to be given an emergency course in Aids prevention next month.

This decision by the Transvaal Education Department (TED) follows a meeting between education authorities and the Department of National Health which set in motion plans to develop long-term Aids education programmes in schools. Packages appropriate to different communities are to be researched and tested this year with a view to introducing them at the start of 1992.

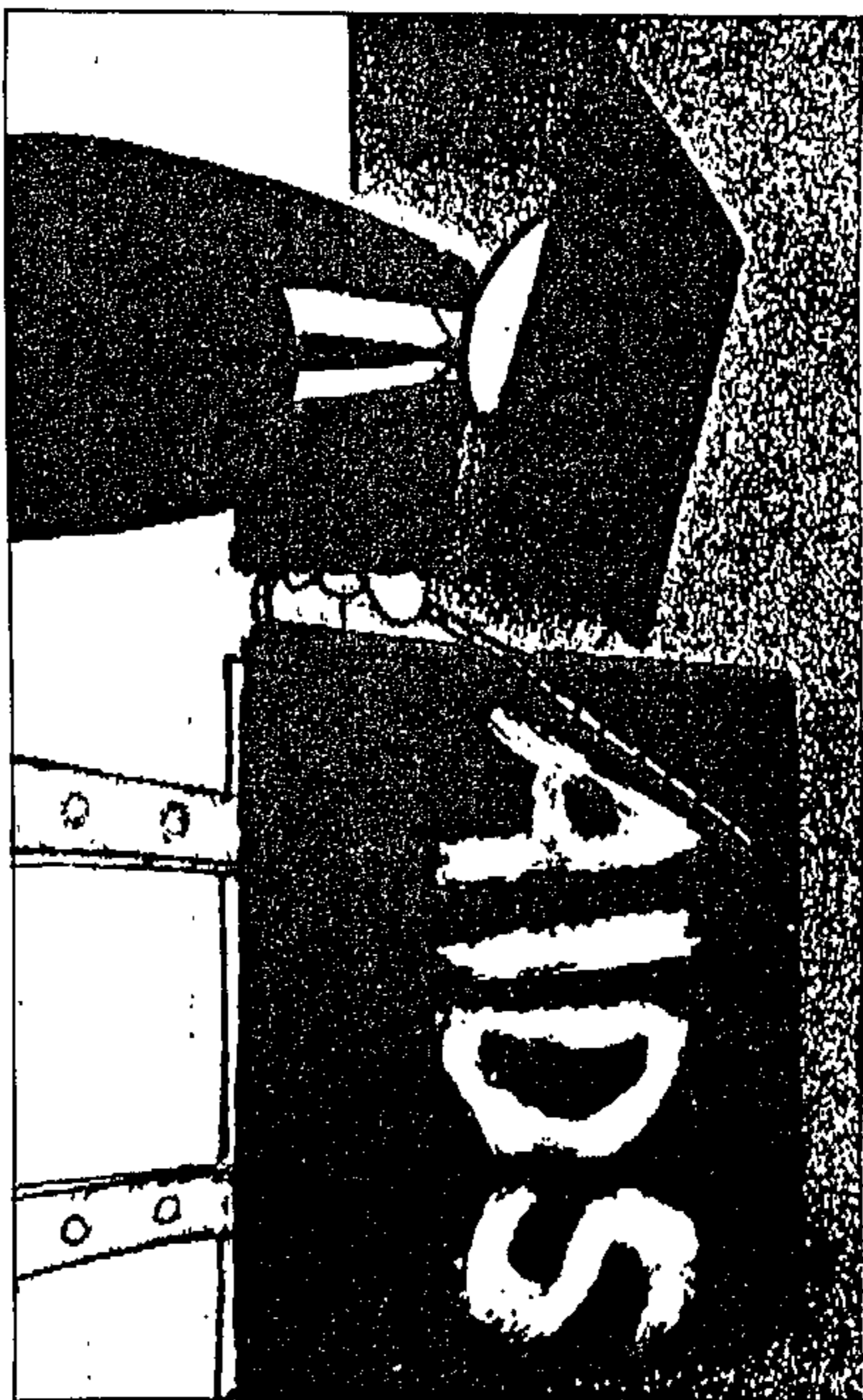
Both measures will be welcomed. The TED's prompt response comes after some delegates at the meeting argued the case for urgency. And National Health's decision to put the education packages out for tender to researchers and organisations working in the field has also been applauded.

It is possible that the TED's programme, or one similar, may be offered to National Health for country-wide use. And that will raise at a national level a most crucial debate — should Aids education proceed from a particular moral standpoint, and, if so, what should it be?

The TED last week began briefing selected teachers on the programme. "Our long-term goal is behavioural change," said Melia Louw, who heads the family guidance programme for the TED's Northern Transvaal region. "But now we need a short-term emergency plan. We need to give children the information to save their lives."

Louw was addressing a group of some 40 Pretoria teachers, all trained to run the TED's family guidance programme in schools. The Aids programme, designed for standards six to matric, will follow a similar approach to the family guidance programme, which includes a section on Aids.

The guidelines ask teachers to clearly spell out the ways in which Aids is and is not transmitted. It urges them not to use fear and shock tactics and stresses compassion for people with Aids. "People with Aids need to be accepted,"



Plans to introduce Aids education programmes in schools have been welcomed, but how it is to be taught is a matter of contention

Louw says, "because we are going to have them in our schools later on."

Few health educators will disagree with this. But the TED's moral starting point raises issues that are likely to come up again as the government's long-term programme is developed.

The guidelines say that the "ultimate goal" is to encourage pupils to "accept a healthy, biblically-based lifestyle."

"Virginity is not outmoded and is the only 99.9 percent guarantee that the pupil will not contract Aids," the document says. There are "innocent" people with the disease, "so do NOT stress that Aids is a punishment for disobedience to God's word. Rather stress that God protects us if we obey His word and choose a partner who obeys His word."

"Sexual restraint should therefore at all costs be advocated, and skills should be taught in order to assist pupils to resist peer pressure," it continues. "The concept of 'safe sex' (the use of the condom) is not to be stressed as the ideal form of Aids prevention. The same lack of self control which causes sexual involvement amongst adolescents in the first place also often results in adolescents ignoring contraceptive

28/3-4/4/91

The solution, the document says, lies in a "biblically-based lifestyle, self-restraint, ability to say NO to sexual manipulation, in other words no sex before marriage and, after marriage, total commitment". Teachers are urged not to "moralise, preach or be judgmental", but to be open, honest and emphatic.

As regards homosexuality, teachers are told to "condemn the practice, but not the person". Louw says: "We are never judgmental. Children in high school are often in a homosexual phase. That does not mean they are homosexual. We tell our teachers, if you think a child has a homosexual orientation, take him for professional help."

Louw believes there is "a difference between conveying morals and moralising, which is forcing values on someone", she says. "But a programme like ours has to take into account the life perspectives of the parents in the community, their religion, their values and their way of educating their children."

"Unless the pendulum swings as far as moral values are concerned, we won't stop Aids. In the same breath, we have to be realistic," Louw says.

Graphic: COSTAS KALARYTIS

"There are children who are sexually active and we do have to speak to them about contraceptives, although we don't teach them how to use a condom — parents refused to have that. But for us contraceptives are not the starting point. It would be very irresponsible for us to say do what you like as long as you use a condom."

Critics of the TED's approach concede that a "there's a condom, do what you like" approach is fraught with problems. "It is tricky with condoms because you do run the risk of appearing to advocate promiscuity," said a health educator at the Johannesburg City Council. "What you do try to convey is that if you are in a sexual relationship, this is a condom and this is how you use it."

"It is inappropriate for the TED to train Aids educators because their world view is not necessarily shared by everyone. The problem with the TED approach is that it is totally out of line with reality," she said.

"The programme is very judgmental and if this family guidance approach was working so well, why are eight percent of the children born in this city born to teenage mothers? Sex education and Aids education should deal with the real world first and then put forward ideals for young people to strive for,"

tion and Aids education should deal with the real world first and then put forward ideals for young people to strive for." w/m 28/3-4/4/91

The city council has been giving Aids education to private schools that request it. "We always ask the school first if we can be explicit about sex and condoms and we ask that a teacher be present," the educator said. Sometimes condoms are brought to the class and shown to the children, "but some schools don't want it."

The city council educators have not yet had complaints from teachers or parents. "The reaction of the children has been most interesting. They have had sex information before, but not much opportunity to talk about it. It is clear that if they are not yet sexually active, they are obsessed and curious about being sexually active," she said. She said that with Aids education there was "no point in adding anxiety to anxiety. The TED programme tells them not to have sex. If they do, that is an additional anxiety. And I don't believe homosexuality should be portrayed as abnormal."

The educator said it was very difficult to condemn certain practices without condemning the people who practiced them. "It might be possible to work off ideals in a tolerant society," she said. "But in a society like ours, it is very easy for these ideals to become grounds for intolerance, as happens with homosexuality."

The Department of National Health is not yet staking out a position in this debate. Dr Manda Holmshaw, who is coordinating Aids education, said all material would be evaluated by "consulting as widely as possible". She said the various education packages would consist of separate modules. "Every community must decide which are appropriate for their specific use. We can't just have one approach, one bit of information that everyone must use."

Dr Malcolm Steinberg of the Medical Research Council, which will be evaluating various education programmes, said "there will be a lot of debate about moral perspectives and these will have to be resolved. But the critical point will be when the material has been developed. That is when the government will have to set about distributing it. And that is when the amount of money allocated for Aids education will become a critical factor."

Cosatu tackles illiteracy

Wimond 28/3-14/4/91

Worker illiteracy is one of the biggest problems facing unions and management alike. Cosatu is launching a nationwide literacy campaign to address the issue, reports **DREW FORREST**

THE Congress of South African Trade Unions (Cosatu) is formulating proposals for a nationwide worker literacy and basic education programme which it intends tabling in negotiations with the employer body Saccola.

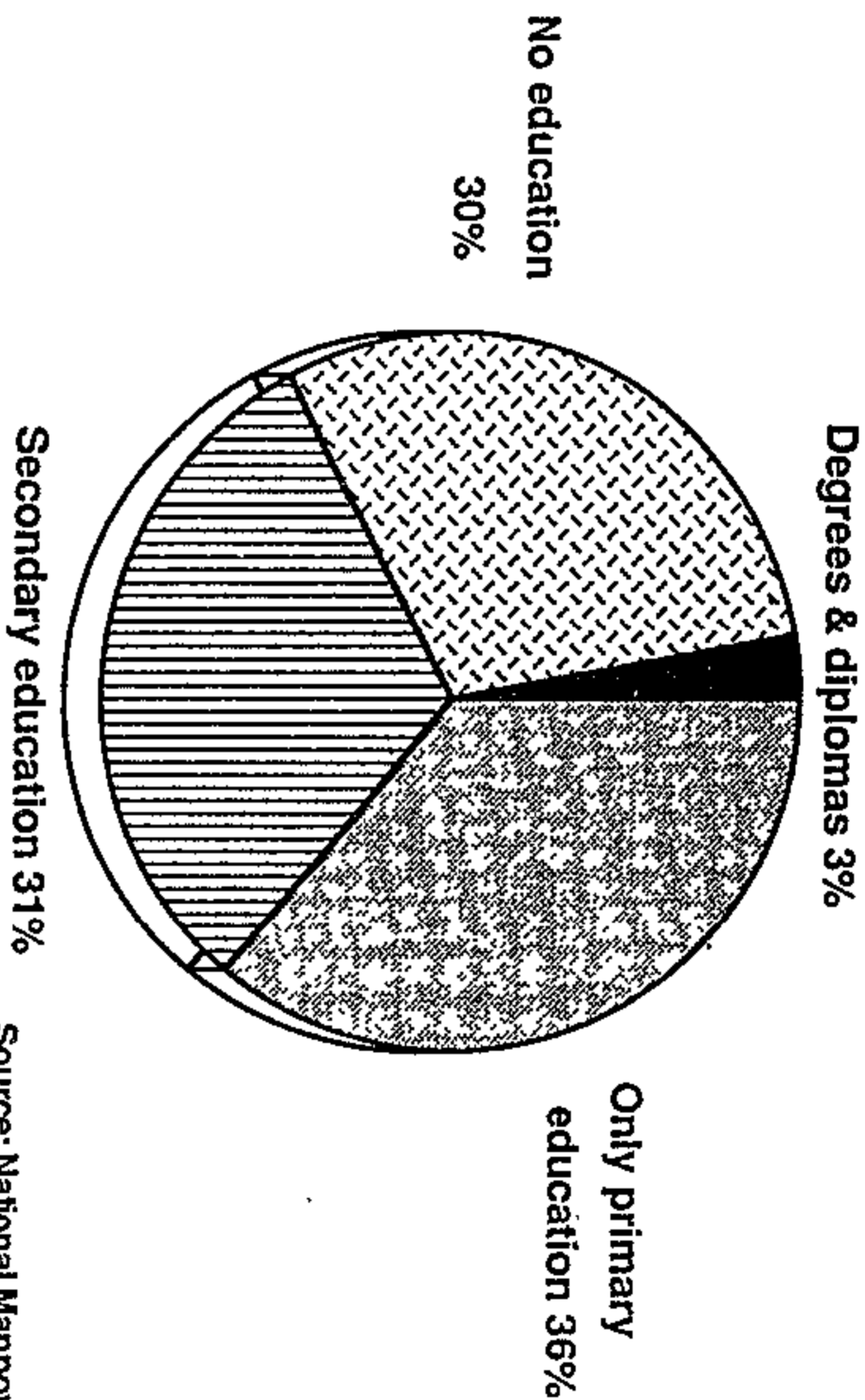
"We want the bosses to start taking responsibility," said Cosatu campaigns co-ordinator Lisa Sefel this week. "To tackle our enormous literacy problem there must be a larger initiative than is possible through small independent agencies."

A 1986 National Manpower Commission report estimated that two thirds of the total labour force is either unskilled or has primary schooling only, and in a recent letter to the African National Congress, Cosatu estimated that up to eight million South Africans may not be fully literate.

Cosatu has seconded an expert in adult education, Judy Favish, from Sached for a six-month period to help draft a plan after consulting the federation's affiliates. This will form the basis both of a resolution at Cosatu's July congress and for an approach to Saccola.

It is clear that Cosatu's literacy campaign will also require engagement with the state. A document circulated at Cosatu's recent campaigns conference

SOUTH AFRICA: EDUCATION PROFILE



Source: National Manpower Commission

stresses that both management and the government must recognise programmes negotiated by Cosatu to ensure workers' access to further training and study.

It emphasises the vital need for co-operation with "organisations such as the NECC (National Education Coordinating Committee) and a future democratic state" on the issue.

Basic principles for an effective programme set out in the document include:

- The tying of courses to the state's adult education system, and access from courses to industry training pro-

grammes.

- Programmes must be planned and negotiated with Cosatu.

- Paid time off for courses and an agreed target date for workers to achieve the first two literacy levels: mother tongue literacy, and basic English and numeracy.

- Employers must provide facilities for classes, and negotiate the payment and training of teachers and the development of materials.

Cosatu sees literacy training in the broad perspective of worker empowerment, economic growth and the building of democracy in South Africa.

Listing the effects of illiteracy at a meeting last year, the National Union of Metalworkers' training group stressed that it enabled leaders to manipulate people, undermined participation in decision-making structures and retarded the elimination of race discrimination in the workplace.

On the economic front, it made training more difficult, hampered communication and problem-solving, limited opportunities for job advancement and, by impeding an understanding of technology, made South African industry less competitive on the international front.

Parlez vous isiXhosa?

Language prejudice a stumbling block to unity

South 28/3 - 3/4/91

(50)

Language could play an important role in the quest for national unity in South Africa. But, unfortunately African languages are not being introduced to South Africans at an early age. **Rehana Rossouw** examines what the Department of Education and Culture is doing to introduce African languages to students at schools under their jurisdiction:

THE Department of Education and Culture's (DEC) decision to offer Arabic as a third language at 12 schools next year has raised concerns about just how much is being done to promote African languages in the South African education system.

Language experts, while not negating students' right to learn Arabic, believe that not enough is being done to promote the study of Xhosa in the Western and Eastern Cape.

They warn that language prejudice in South Africa could be a stumbling block in building unity among the population.

Language trainers have found widespread ignorance among teachers about which languages are relevant in South Africa.

Statistics

Recent statistics show that the dominant language in the country is Zulu (with 4 026 000 speakers), followed by Xhosa (3 929 000).

English rates seventh among languages spoken as a mother-tongue in the country with 1 432 000 speakers. Afrikaans, interestingly, rates third with 3 421 000 speakers and Arabic does not feature in the statistics at all.

Human Sciences Research Council research done recently showed that 43 percent of South Africans speak neither English nor Afrikaans.

The DEC offers six languages at present—English, Afrikaans, German, Latin, French and Xhosa. There are more schools offering French than Xhosa.

"Xhosa is being taught at seven schools as a third language, at matric level at four schools," a DEC spokesperson, Mr Thinus Dempsey, said.

He said the decision to offer Arabic at DEC schools stemmed from requests from Muslim organisations and parents.

Generally, it was up to the principal to decide which languages would be taught at schools.

"All they must do is ask the department, and we will provide the necessary staff," Dempsey said.

"We have been offering French for two years now, and there have been more requests from schools for French than Xhosa."

Attitude

Mr Yasien Mohamed, of the department of Arabic Studies at the University of the Western Cape, said Arabic had definite cultural and religious significance for the local community.

"When apartheid goes in South Africa, the attitude of Middle East countries to us will change and we look forward to diplomatic, economic and political ties with those countries.

"We will then need translators, teachers, ambassadors and travel agents who



are fluent in Arabic."

Mohamed stressed, though, that Arabic should not be seen as a language exclusively for Muslims. The language was spoken not only by Muslims, but Christians and Jews as well.

"Almost 10 percent of Christians in Egypt speak Arabic — and conduct their church services in the language as well. Christians have contributed to the development of Arabic.

"Half of Africa speaks Arabic and the language will be important in developing links between South Africa and the rest of the continent."

Mohamed said it was not the viewpoint of his department — which was encouraging the study of Arabic as a third language — that it should be made compulsory.

He believed that it would be of greater benefit to South Africa if Xhosa and other African languages were compulsory as second languages.

Language experts have questioned

why the DEC has not extended their Xhosa course to schools in the Western and Eastern Cape, instead of waiting for principals to decide if the language was useful.

Another concern raised was the large influx of Xhosa-speaking pupils into DEC schools. Their language and culture was being completely neglected, experts said.

Training

Helen Pooler, a trainer at the Early Learning Resource Unit, which provides training for preschool teachers, has been researching second language teaching for months now.

Through her research, conducted particularly in the Athlone region of Cape Town, she has discovered up to 45 percent of Xhosa-speaking children in "coloured" schools.

Pooler said since white and "coloured" schools opened their doors to all, they had not adjusted their curricula or environment to suit the needs of all pupils.

There was no acknowledgement of the pupils' backgrounds, cultures or language.

"While I understand why many parents choose not to send their children to DET schools, I have discovered that a lot of them do it with hesitation and regret," Pooler said.

"They don't want them to be alienated from their communities and look down on their language and traditions.

"This is why it is so important that a second language at schools should not supplant but supplement the child's home language, even if English is used as a medium of instruction."

Pooler said that the ideal situation for schools in the region would be if all three languages — English, Afrikaans and Xhosa were offered.

However, this would have to be supplemented by learning each other's cultures and beliefs

"This is what is known as an anti-bias curriculum, where we break down ra-

cial and gender stereotypes," Pooler said.

"Unfortunately, this process is very much in the infancy stage, and there are no prototypes that South African can learn from"

Pooler said another factor constraining the introduction of Xhosa to schools was the low status the language enjoyed in society.

There were not many books and materials published in the language, making it difficult for teachers to prove its worth to students.

Challenge

"The challenge for teachers and parents now is to put a value on Xhosa which has not been there before," she said.

"We cannot continue to regard Xhosa-speaking children as being handicapped. We have to reverse our perceptions completely and realise that as teachers and parents we are handicapped because we cannot speak an African language."

Pooler said the language curriculum at schools had to change — for every one's benefit.

The reality of South Africa was that it was a black nation, and black languages deserved prominence.

"Schools which are offering Xhosa at the moment have to stress the importance of the language to their pupils," she said.

The National Language Project (NLP), an organisation actively involved in the language debate, has also questioned the DEC's policy on language.

"A policy decision on Xhosa must have been made at some point, just as English and Afrikaans education is based on policy," said the NLP's Mr Nigel Crawshaw.

He questioned the decision to introduce Arabic to schools, saying that this could separate the Muslim student from the rest, instead of uniting students.

"The NLP is in favour of heritage language education, but it must not be used to isolate students," Crawshaw said.

"At this point in time the study of Arabic is not essential to fostering unity in a democratic South Africa.

"We must first work with the languages spoken here, in South Africa."

Crawshaw said the influx of Xhosa speaking students to DEC schools provided the ideal opportunity to introduce the language as a school subject.

Assist

Instead of being regarded as handicapped students, Xhosa-speakers could be used as a vital resource in the classroom.

They could assist other students in learning their language and bring others up to their levels of fluency, and in that way excel in one subject where they were not handicapped by language.

The NLP could assist schools in debating which languages were relevant to their communities, by discussing options with the students, staff and parents.

"Parents have legitimate fears when we raise the study of Xhosa at DET schools," Crawshaw said.

"They cannot understand why their children have to learn what they regard as a downward mobile language

"But while we're planning for a future South Africa, we have to discuss these policies now — with as wide a range of people as possible.

"We want to bring the language debate to the people, by working through schools and community groups.

"There must be no arbitrary decisions; people must know the options available, the political and education issues which will assist them in making informed decisions"

Contradiction in education vs radicalism

MUCH educational research remains hidden on departmental university and college bookshelves; it is good that the centre for Adult and Continuing Education of the University of the Western Cape has begun to publish theses on adult and non-formal education. Shirley Walters' PhD thesis, written with great clarity and displaying precision and logic in an often woolly sector, is a valuable contribution to educational theory.

She set out to "describe and explain the self-educational practices within the community organisations at a particular historical juncture".

The juncture is the rise of new community organisations in Cape Town after the wholesale banning of organisations in October 1977; one could cynically say that these, and others in South Africa, developed for a decade until the axe fell again when many were restricted in early 1988. It is these harsh experiences which cause many community workers to remain deeply suspicious of the state's more recent

EDUCATION FOR DEMOCRATIC PARTICIPATION by Shirley Walters (UWC, R20)

openness, for it might only be temporary.

Walters looked at the nature of voluntary organisations; at the theories of Illich, Freire and Gramsci on education, at the relevance of these to community adult education. This is followed by three chapters on the South African context in the 17th Seventies and early Eighties. She then gives detailed data on the history, development and self-education practices of Zakhe (Xhosa for "build yourself"), a community resource and service agency set up locally in a sub-economic "coloured" area; at the Careers Research and Information Centre (CRIC) and the Cape Town Rape Crisis Centre (RCCT).

Conflicts about accountability in community organisations are described: should staff share the running and responsibilities of the organisation, or should the staff be accountable to "the

community" that has set up (owns?) the organisation? (And how much say should the funders have?) From this conflict and other evidence she concludes that "there is a fundamental contradiction between political action and internal participatory democracy". This critical finding implies to this reviewer that a balance must be found between the two: political structures and political activists professing democracy must not insist on blind obedience from the community organisations rendering services and providing resources but allow them space for professional development.

Walters found that: "What is possible is largely determined by the ideological, political and economic milieu in which the organisation operates"; and it is fascinating to read how the rise of the United Democratic Front and the Cape Action League in 1983 affected the organisations she has studied, and identified with, so closely.

Her careful analysis of how authority and ac-

countability operate in such organisations is valuable to all who care about issues like "process" and "product" in voluntary organisations.

The three case studies displayed common participatory democratic practices, for example regular participation in decision-making and regular sharing of information. But there are limits to participation: Walters found — and my experience in Johannesburg would confirm this — that in many cases "participants appear to have been concerned to use the services but not to administer them".

Many people working in community organisations need to ponder Walters' concluding remarks: while there is a wish among many of them to engage the status quo, "there is a contradiction between 'education' on the one hand and 'political action' on the other. This contradiction is at the heart of radical educational practice".

Franz Auerbach

EDUCATION

Education for the 'lost generation'

W/Week 28/3 - 4/4/91

SO

W/Week 28/3 - 4/4/91

THE South African Council for Higher Education is undergoing a major shift in orientation towards adult learning and influencing national education policy.

The new direction is the culmination of a period of intense introspection which began in September 1989 and so, says Sached's John Samuel, the organisation was "not entirely caught napping" by President FW de Klerk's February 1990 speech.

Samuel, who is also head of education for the African National Congress, spoke solely in his capacity as director of Sached.

Just as previous decades have ushered in fresh challenges for Sached — which established itself in 1959 by offering assistance to about 60 students who refused to go to "bush" colleges — so with the 1990s.

"Dissatisfaction with the Bantu education system culminated in the uprising of 1976 and Sached shifted towards more direct interventions in education with teacher upgrading programmes and the *People's College* — a 24-page educational supplement in the *Weekend World*.

"In the 1980s, increased state repression was counterbalanced with the growing strength of the trade unions and mass-based political organisations like the United Democratic Front and National Forum, and Sached introduced Khanya College as a bridging programme from matric to university and Lacom, its labour and community project."

He believes the 1990s context, with almost daily shifts in the political situation, has forced educational organisations to identify and discharge new roles. And for Sached, with its central thrust the need for "democratic education to enhance the capacity of the working class in South Africa", this means a new focus on structured adult education and training for both development and economic needs.

Sached sees itself supplementing the educational development of "the lost generation" — huge numbers of poorly trained or unemployed adults who have been denied the opportunity to realise their full learning potential.

Quoting a total schooling population

Sached, in meeting the needs of the 1990s, is shifting its focus towards adult education.

By PORTIA MAURICE

of around eight million and an equivalent figure for illiteracy, Samuel points out that there are many more people outside of formal education than within it. "In order to effectively utilise our people resources in the future, we will need a trained and skilled workforce. In 1989 for example, about 800 students matriculated with mathematics from the Department of Education and Training. How is it possible to drive a modern industrialised society with that?"

The Sached plan is to design alternative curricula to facilitate adult learning and, through this process, to develop models which could influence national education policy.

"Unlike in other countries where you could assume that someone who has spent 10 years at school is able to cope with technical training, the ravages of



Sached director John Samuel

apartheid education have forced the need to build a strong educational component into the technical training of the future," says Samuel.

The development of democratic curricula for basic numeracy and literacy

and support programmes for other subjects, with accreditation and certification, are all part of the process.

Accreditation, he says, is important because workers will need broader education to move from sector to sector rather than within individual factories; because national standards will have to be set which are not arbitrary and subjective; and because systems of reward will be necessary to provide incentive.

Sached is unlikely to run the programmes itself and plans to work with organised constituencies such as the unions, civic associations, organisations of the youth, unemployed and women, and teacher bodies.

Rationalising the Sached machine towards a more tightly targeted approach will mean some projects will have to be discontinued or relocated. At any rate, envisaged shifts in the pattern of funding support for developmental work in South Africa means service organisations have to begin conducting their work in a more accountable and efficient way. But Samuel sees no cause for alarm.

He doesn't think overseas financial support will cease suddenly, but does warn that service organisations should not rely on this generosity.

"As the alternative sector, we have been particularly guilty of not using people — our central resource — in the most effective way," he says, pointing to the fact that almost 80 percent of the total expenditure of non-profit organisations goes to salaries.

And of our educational future in the short- to medium-term? Samuel says the government, while negotiating towards a new South Africa on one hand, is attempting to define the parameters for change with its reforms on the other.

"We have to intervene now and engage the state as it begins to shift the boundaries, at the same time as we articulate our vision for education through policy documents," he says. "If we do not, we may inherit a foundation which inhibits our ability to make fundamental changes. Once a system is running, it is very difficult to abolish it fast."

DET offices scene of ^(SO) NECC protests

South: 28/3 - 3/4/91

From Mono Badela
Johannesburg

THE National Education Coordinating Committee (NECC) in the PWV region will demonstrate against the shortage of textbooks and overcrowding at township schools.

Sit-ins and demonstrations are to be held at the offices of the Department of Education and Training, the NECC announced.

Amon Msane, general secretary for the NECC in the region, said overcrowding in township schools was rife with an average pupil-teacher ratio of 70 to 1.

He said many classes had no stationery and no textbooks for pupils.

Parents will be involved, Mr Msane said. He emphasised that there would be no classroom disruptions.

The pupils and teachers would participate only during Saturdays.

The protests are to begin before April 27 when the region holds its annual congress.

EDUCATION

Alliance involves business in addressing education crisis

THE growing realisation that business and community organisations can work together to their mutual benefit has resulted in the formation of an education alliance which will work at alleviating some of the more pressing problems in black education.

At a workshop in Johannesburg last week, members of the Third Alternative — which spent three years and R400 000 researching the area of black education — and the Soweto Education Co-ordinating Committee announced plans for the education alliance.

"We have reached the make-or-break point where 'black advancement equals business survival' ... The business community has an important role to play — and the morally right thing to do will make the best business sense," said Tony Rattey of the Third Alternative.

Wits SRC calls for three-day boycott

By SAMANTHA WEINBERG *w/Mat 8/3-14/3/91*
THE Students Representative Council of the University of the Witwatersrand has called a three-day class boycott starting today, in an attempt to force the administration to attend to what they describe as "the crisis of mismanagement".

Despite a call by Nelson Mandela in orientation week for students to attend to their studies and not jeopardise their education, and despite a common desire for more funds, the rift between students and the administration of Wits University appears to be deepening.

According to SRC president David Jammy, the high exclusion rate — 22 percent of first year students failed to meet minimum academic requirements last year — demonstrates the gap between the present structure of teaching at the university and the sort of structure required to meet the needs of, specifically, disadvantaged students.

"What is needed is a long term strategy which will not only cater for the needs of the majority, but will play a constructive role in the transformation of South Africa. To that end, we are prepared to take the strongest action to force the administration to acknowledge the present crisis and start finding ways to address it," he said.

However, vice-chancellor Professor Robert Charlton said Wits was already making as much provision as it could for students in the face of restricted resources.

He said that if students did decide to stage a class boycott, the position of some students could be endangered.

"A class boycott is a quite inappropriate response to the problem of students failing to meet minimum academic requirements. The very people it is trying to help would be the ones most likely to be affected," he said.

Jammy said that if the decision was taken to boycott, it would reflect the "complete frustration" students are feeling at exclusions, the shortage of accommodation and the increase in fees.

An alliance between progressive businesses and credible community organisations aimed at addressing the crisis in education was announced this week in Johannesburg.

SAMANTHA WEINBERG reports

"It is crucial, however, that attempts to address the crisis are community-based and accountable. In response to this challenge, an alliance between credible community organisations and progressive businesses has been formed.

"It will assist in fund-raising, the recruitment of expertise, and the management and co-ordination of a host of projects aimed at addressing the crisis in education," he said.

Companies which bank-rolled the research initiative of the Third Alternative — including mining giant Gencor and Old Mutual — will be approached for funding for the new projects.

Among the projects that the alliance envisages developing are:

- A network of community study centres offering a wide range of facilities and activities, and both formal and informal study;

- Community projects, including a student advice office, school monitoring and intervention, safety and security awareness, the development of PTSAs and the drawing up of a "people's education charter".

- Education projects, such as a model school equipped with superior facilities and aimed at providing an example for black school children to show that, given the facilities, black children can do as well as white children. Also a night school, a correspondence college and an educative radio station.

- Fundraising, by inviting companies, organisations and individuals to affiliate to the alliance at a price. The possible development of a national lottery, a children's art book, an education newsletter, a home library series and an education movie or video circuit.

According to Rattey, the Third Alternative's main involvement is to provide ideas and assistance with fundraising, leaving community structures to decide what projects are appropriate and start them rolling.

"The education alliance aims to serve as a bridge between the private sector and community and educational organisations," said Rattey.

"It is not in competition with any organisation currently serving the interests of disadvantaged communities. Where it is involved, it will ensure that funds invested are applied where the needs are greatest — and that these projects enjoy the support and commitment of the communities affected."

R16-b boost for education (50)

SPENDING on education in the coming year would total more than R16 billion, which was 16,1 percent higher than the revised expenditure for 1990/91, the Minister of Finance, Barend du Plessis, said yesterday.

He said in his Budget speech that R212 million had been earmarked to relieve the pressing shortage of black schools and accompanying infrastructure, while sums of R90 million and R75 million would be voted to the Houses of Representatives and Delegates respectively as one-off transfers to solve structural problems in their education funding.

He warned that it was imperative that total education spending be limited in future to the allocations decided by National Education.

No less than 18,5 percent of the Budget was going on education compared with 17,5 per cent in 1990/91.

If the estimated education spending in the TBVC countries was added to this, the share of education in the GDP could reach as much as 6,2 percent in 1991/92, which was exceptionally high.

Judged by comparable international experience, the SA education budget was already high, and the solution to education bottlenecks would therefore not be found merely in more spending.

The education renewal strategy now being developed under the Committee of Ministers of Education would have to make radical adjustments to provide more efficiently for the burgeoning demand for high quality education.

In the meantime, the pressing shortage of schools and infrastructure had to receive urgent attention.

Of the R750 million set aside for educational capital projects last year from the additional R1 billion allocated to urgent capital needs in developing communities, R188 million had been spent and the remaining R562 million would be spent in 1991/92.

It was proposed to increase this amount by R212 million, which would be allocated to capital expenditure.

Special steps would be taken to ensure that the building of these schools and the supporting infrastructure drew maximum support and participation from local communities, and that the building operations took the form of job-creation projects wherever possible.

It was also proposed that the special supplementary estimate provide R160 million for current expenditure on black education. - Sapa

21/3/91
1991 03 21

Hefty boost for education - spending

50
Star 2/13/11

MORE than 19 percent of the Budget is going on education in a spending thrust to meet the needs of more than 8 million pupils and students.

Proposed expenditure of more than R16 billion is 16,1 percent higher than the revised expenditure for last year.

No less than 18,5 percent of the Budget is going to education, compared with 17,5 percent last year.

Finance Minister Barend du Plessis said that, judged by international experience, the South African education budget was already high and the solution to education bottlenecks would therefore not be found merely in more spending.

Radical adjustments would have to be made in terms of the education renewal strategy now being considered by the Committee of Ministers of Education to provide more efficiently for the burgeoning demand for quality education, but without having to make a higher claim on resources.

"Meanwhile, the pressing shortage of schools and accompanying infrastructure must receive urgent attention.

"Of the R750 million set aside last year from the additional

R1 billion for black education, R188 million has been spent, while the remaining R562 million will be spent this year. It is proposed that this amount be increased by R212 million."

These expenditures are to be financed from the release of funds following the shrinking need for strategic stockpiling.

Further sums of R160 million for current expenditure would be provided for black education, as well as one-off transfers of R90 million and R75 million for coloured and Indian education.

Mr du Plessis added: "Special steps will be taken to ensure that the building of these schools and the the supporting infrastructure draws the maximum support and participation of local communities and that building operations take the form of work-creation projects wherever possible."

The Budget Review notes that the number of pupils in the formal education system in South Africa is growing at 4 percent a year.

Last year, the number of learners passed the 8 million mark.

The review says the movement towards equal education is a high priority. □

Congress says no to integrated education

A CONGRESS on education held in Pretoria at the weekend has rejected integrated education and the Government's proposed education models. (50)

The *Volkskongress vir Christelike Volkseie Onderwys* said that Christian own-education and religious and Bible instruction in Afrikaans schools were not negotiable. *Sowetan 25/3/91.*

It rejected the Government's intention of achieving parity in the provision of education.

The congress said this would not be just towards the white community, but that it would drastically reduce educational standards and seriously hamper development and progress. - *Sapa.*

Education a priority — Amcham charter

BIDAY 27/3/91

SHARON WOOD

EDUCATION should be a national priority, the American Chamber of Commerce (Amcham) says in an Economic Charter which stipulates the conditions required for American investment in SA.

The charter, the first to be produced by a foreign business representative body, says government should address the problem of inadequate human skills in SA as this was an impediment to new foreign investment.

The charter said government should consider and financially support "Head Start" programmes which provided pre-school education for disadvantaged children. The authorities should also support training of teachers through low cost loans and free education, the charter said.

Amcham yesterday made public the Economic Charter, which apart from education, also mentioned key elements such as reducing SA's tax burden, promoting a market-oriented system and guaranteeing the repatriation of foreign profits.

SA's corporate and personal tax burden remained a hurdle in attracting foreign investment. SA's disproportionately high corporate tax rate militated against foreign investment, the charter said. The relatively high direct personal taxes also worked against attracting and retaining skilled staff.

The charter advocated a market-oriented system in SA, free of overregulation, as one of the conditions necessary to encourage new foreign investment. The removal of sanctions would not automatical-

ly lead to new investment, said Amcham board member Rudolf Gouws.

Political, economic, tax and regulatory certainty and stability were the most essential conditions which had to be met before foreign investment, an important contributor to economic growth and welfare, would return to SA.

SA had recently turned a corner in achieving many of these conditions which had previously not been met, said Gouws.

Amcham welcomed government's recent attempts at reducing the size of budget deficits and minimising its impact on the business cycle. It also praised the more conservative stance on monetary policy.

The charter said it was reasonable for countries wishing to attract foreign capital also to have certain expectations of foreign companies investing there.

These expectations included the willingness to accept and train the local labour force, to reinvest a portion of the profits if the conditions were appropriate, and to contribute to the social and economic upliftment of the disadvantaged.

Amcham rejected restrictions on the repatriation of profits. They said that the creation of a favourable foreign investment environment would encourage foreign companies to repatriate a large portion of profits.

Peaceful industrial relations were an important prerequisite to new fixed investment, the charter said.

Aids education: Whose morality?

The development of courses in Aids prevention for schools is raising a crucial debate — should Aids education proceed from a moral standpoint, and, if so, what should it be?

By JOHN PERLMAN

CHILDREN in Transvaal schools are to be given an emergency course in Aids prevention next month.

This decision by the Transvaal Education Department (TED) follows a meeting between education authorities and the Department of National Health which set in motion plans to develop long-term Aids education programmes in schools. Packages appropriate to different communities are to be researched and tested this year with a view to introducing them at the start of 1992.

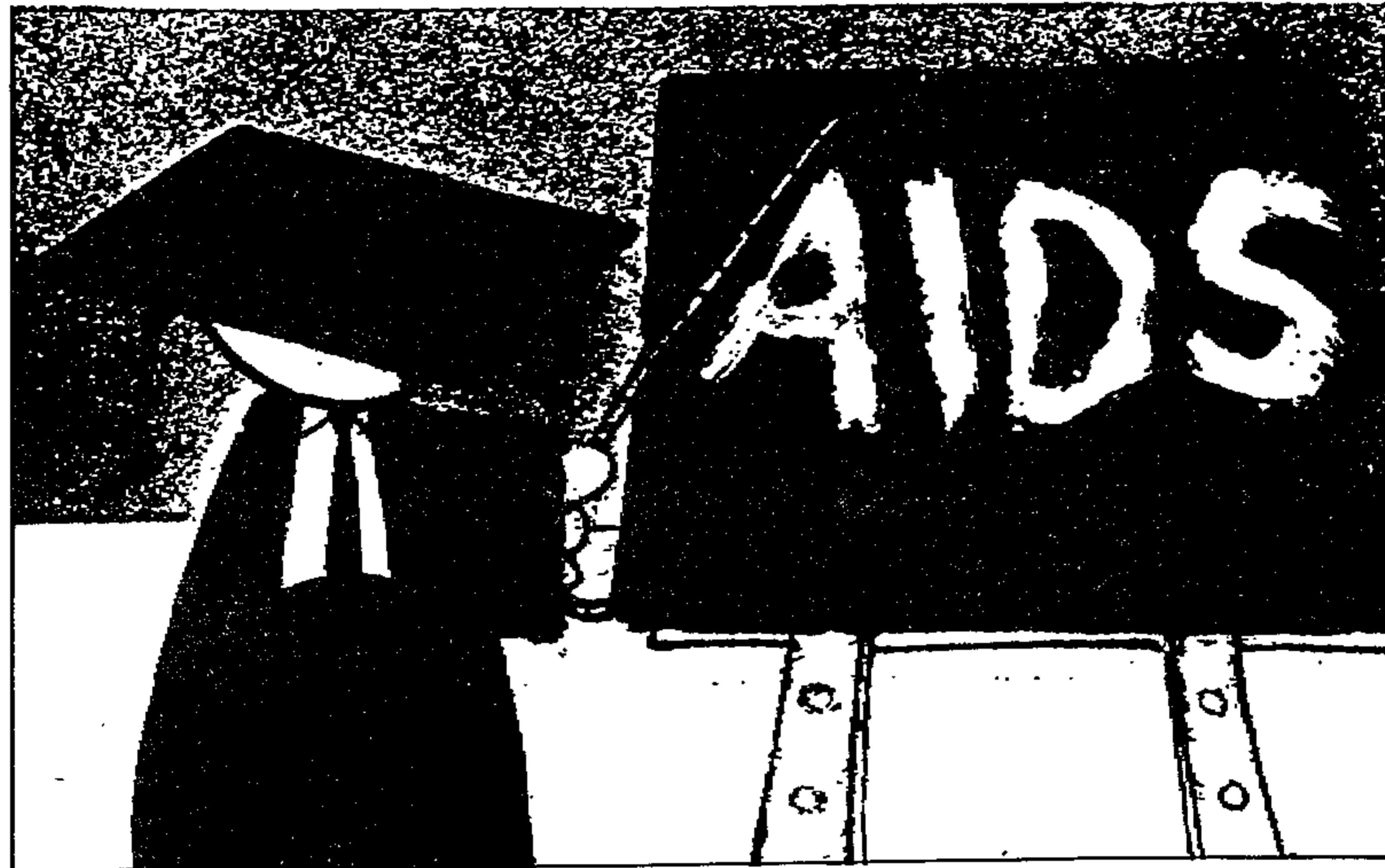
Both measures will be welcomed. The TED's prompt response comes after some delegates at the meeting argued the case for urgency. And National Health's decision to put the education packages out for tender to researchers and organisations working in the field has also been applauded.

It is possible that the TED's programme, or one similar, may be offered to National Health for country-wide use. And that will raise at a national level a most crucial debate — should Aids education proceed from a particular moral standpoint, and, if so, what should it be?

The TED last week began briefing selected teachers on the programme. "Our long-term goal is behaviour change," said Melia Louw, who heads the family guidance programme for the TED's Northern Transvaal region. "But now we need a short-term emergency plan. We need to give children the information to save their lives."

Louw was addressing a group of some 40 Pretoria teachers, all trained to run the TED's family guidance programme in schools. The Aids programme, designed for standards six to matric, will follow a similar approach to the family guidance programme, which includes a section on Aids.

The guidelines ask teachers to clearly spell out the ways in which Aids is and is not transmitted. It urges them not to use fear and shock tactics and stresses compassion for people with Aids. "People with Aids need to be accepted,"



Plans to introduce Aids education programmes in schools have been welcomed, but how it is to be taught is a matter of contention

Louw says, "because we are going to have them in our schools later on."

Few health educators will disagree with this. But the TED's moral starting point raises issues that are likely to come up again as the government's long-term programme is developed.

The guidelines say that the "ultimate goal" is to encourage pupils to "accept a healthy, biblically-based lifestyle."

"Virginity is not outmoded and is the only 99,9 percent guarantee that the pupil will not contract Aids," the document says. There are "innocent" people with the disease, "so do NOT stress that Aids is a punishment for disobedience to God's word. Rather stress that God protects us if we obey His word and choose a partner who obeys his word."

"Sexual restraint should therefore at all costs be advocated, and skills should be taught in order to assist pupils to resist peer pressure," it continues. "The concept of 'safe-sex' (the use of the condom) is not to be stressed as the ideal form of Aids prevention. The same lack of self control which causes sexual involvement amongst adolescents in the first place also often results in adolescents ignoring contraceptive

The solution, the document says, lies in a "biblically-based lifestyle, self-restraint, ability to say NO to sexual manipulation, in other words no sex before marriage and, after marriage, total commitment". Teachers are urged not to "moralise, preach or be judgmental", but to be open, honest and emphatic.

As regards homosexuality, teachers are told to "condemn the practice, but not the person". Louw says: "We are never judgmental. Children in high school are often in a homo-erotic phase. That does not mean they are homosexual. We tell our teachers, if you think a child has a homosexual orientation, take him for professional help."

Louw believes there is "a difference between conveying morals and moralising, which is forcing values on someone", she says. "But a programme like ours has to take into account the life perspectives of the parents in the community, their religion, their values and their way of educating their children."

"Unless the pendulum swings as far as moral values are concerned, we won't stop Aids. In the same breath, we have to be realistic," Louw says.

"There are children who are sexually active and we do have to speak to them about contraceptives, although we don't teach them how to use a condom — parents refused to have that. But for us contraceptives are not the starting point. It would be very irresponsible for us to say do what you like as long as you use a condom."

Critics of the TED's approach concede that a "here's a condom, do what you like" approach is fraught with problems. "It is tricky with condoms because you do run the risk of appearing to advocate promiscuity," said a health educator at the Johannesburg City Council. "What you do try to convey is that if you are in a sexual relationship, this is a condom and this is how you use it."

"It is inappropriate for the TED to train Aids educators because their world view is not necessarily shared by everyone. The problem with the TED approach is that it is totally out of line with reality," she said.

"The programme is very judgmental and if this family guidance approach was working so well, why are eight percent of the children born in this city born to teenage mothers? Sex educa-

tion and Aids education should deal with the real world first and then put forward ideals for young people to strive for." *w/m mail 28/3-4/4/91*

The city council has been giving Aids education to private schools that request it. "We always ask the school first if we can be explicit about sex and condoms and we ask that a teacher be present," the educator said. Sometimes condoms are brought to the class and shown to the children, "but some schools don't want it".

The city council educators have not yet had complaints from teachers or parents. "The reaction of the children has been most interesting. They have had sex information before, but not much opportunity to talk about it. It's clear that if they are not yet sexually active, they are obsessed and curious about being sexually active," she said.

She said that with Aids education there was "no point in adding anxiety to anxiety. The TED programme tells them not to have sex. If they do, that is an additional anxiety. And I don't believe homosexuality should be portrayed as abnormal."

The educator said it was very difficult to condemn certain practices without condemning the people who practiced them. "It might be possible to work off ideals in a tolerant society," she said. "But in a society like ours, it is very easy for these ideals to become grounds for intolerance, as happens with homosexuality."

The Department of National Health is not yet staking out a position in this debate. Dr Manda Holmshaw, who is coordinating Aids education, said all material would be evaluated by "consulting as widely as possible". She said the various education packages would consist of separate modules. "Every community must decide which are appropriate for their specific use. We can't just have one approach, one bit of information that everyone must use."

Dr Malcolm Steinberg of the Medical Research Council, which will be evaluating various education programmes, said "there will be a lot of debate about moral perspectives and these will have to be resolved. But the critical point will be when the material has been developed. That is when the government will have to set about distributing it. And that is when the amount of money allocated for Aids education will become a critical factor."

The schools of scandal FW must fix

Politicians may be making breakthroughs regarding education policies but the classroom crisis cannot wait for a new school system.
By SAMANTHA WEINBERG

AS African National Congress and government leaders held education crisis talks in the elegant Tynhills, 90 Standard Six pupils sweltered in their makeshift 20-20 prefabricated classroom in Alexandra. (W&A 1/3-7/91)

"This is the reality of the crisis," said Mary Metcalfe, secretary of the Alexandra Education Co-ordinating Committee (AECOC). "Stoffel van der Merwe (Minister of Education and Training) and the DET officials need to get past the bureaucracy and figures and come and see the picture behind the figures — maybe then they will make the enormous extra effort required to resolve the crisis." (SO)

Metcalfe, a teacher at Realogue High School in Alexandra, battled to be heard above the noise created when 30 desks, each with three — sometimes four — 14-year-old pupils crowded around them, are squashed into a room barely 12m square.

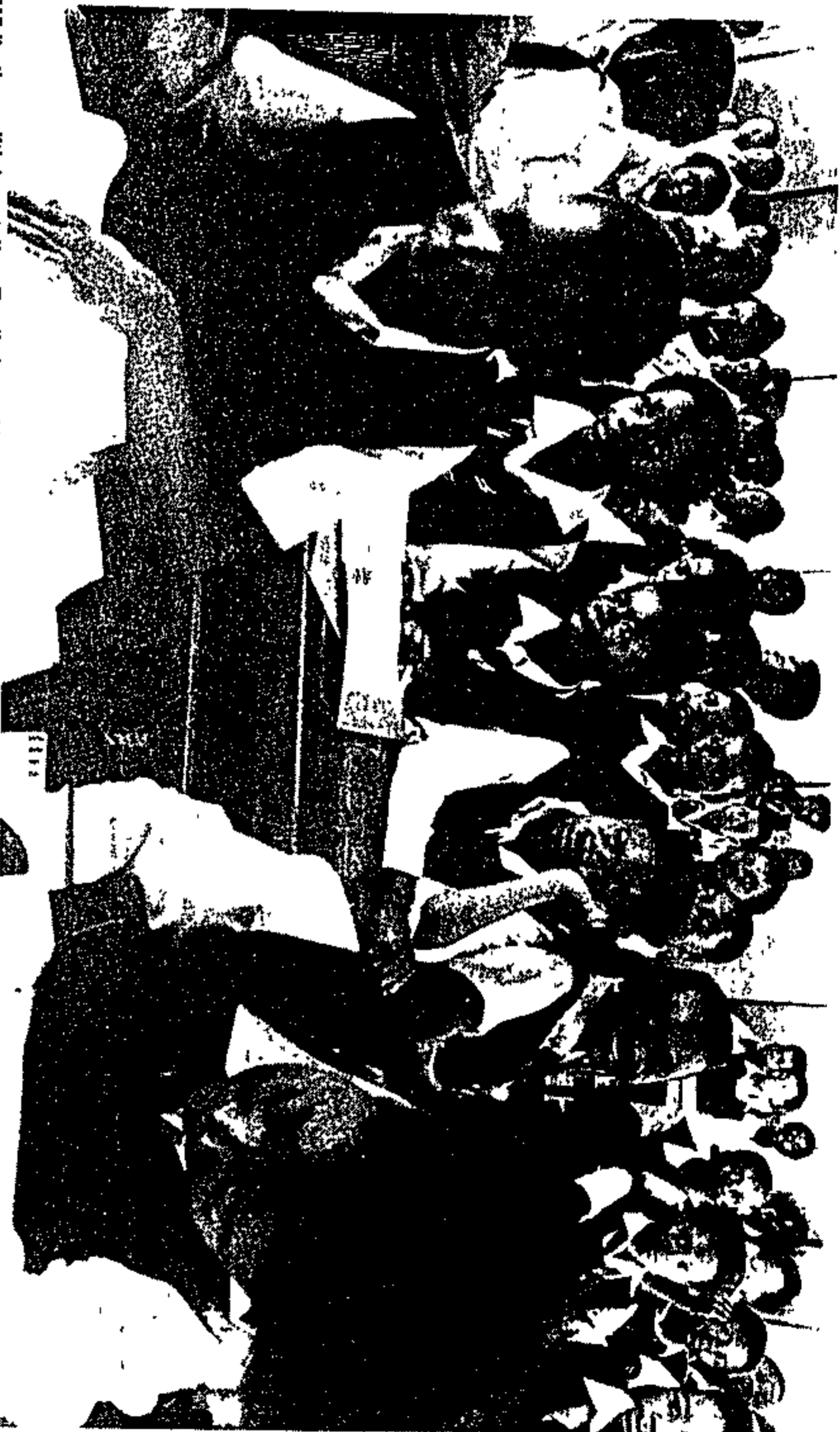
There was no space for the teacher to move between desks, no room on the desks for the pupils to place their books — assuming they had any. Through the broken windows, the sounds of the densely populated township drifted in. There was no longer a playground — for where the small playing area used to be, there are now 10 overcrowded classrooms.

Down the road, at the crumbling Skeen Primary School, 80 tiny Grade One pupils sat on red and blue plastic chairs or knelt on the floor, using the chairs as makeshift desks.

The stench from the blue plastic toilets was overpowering. As the principal, TMS Muthabogame, explained, there was no water with which to clean the toilets, no water, in fact, at all. Pupils begged buckets of water from neighbouring houses when desperate. The school had been pressing the Department of Education and Training for toilets — and classrooms — for years, to no avail.

"You can go on for a while without electricity and telephones, but not without toilets," said the principal. A delegation from the AECOC, the South African Democratic Teachers' Union (SADTU), the Congress of South African Students (Cosas), parents and principals meet the regional director of the DET on Monday to present the findings of their Back to School campaign — and to demand action.

But according to Metcalfe, the problem is so huge as to be almost unmanageable. She said the government and ANC had to hurry up and provide relief to the situation on the ground.



Write the politicians talk ... Pupils in an Alexandra school cram into a crowded, ill-equipped classroom. Photo: JUSTIN SHOLK

Joint working group gets mixed response

By GAYE DAVIS, Cape Town
ELPHORLA over the new education joint working group set up in a bid to break through the education impasse may be misplaced, educationists warned.

The working group, made up of anti-apartheid educationists and government representatives, was established at the request of the delegation led by African National Congress deputy president Nelson Mandela in his three-hour meeting with President FW de Klerk this week.

The working group's brief is to address not only the "burning issues" — the lack of textbooks, classrooms and other facilities — but also "procedures to establish a fully representative forum" to discuss a new education system.

In the view of the delegation, the government has now been forced to concede some of its hegemony in an arena of crucial political importance. It has committed new education system to be intact before they start addressing the crisis, away from them," she said.

The wholesale welcome for the initiatives arising out of the meeting on Monday — perhaps most importantly the setting up of a joint government-ANC working group to look at the crisis — pales into insignificance in the face of the problems in many thousands of schools across the country.

"The rhetoric seems encouraging to an uninformed observer, but they do not address the real issues," said Metcalfe. Most schools in Alexandra are beset with similar problems: overcrowded classrooms, lack of teachers, appalling sanitary conditions and, consequently, disastrous academic records.

Eastbank High School has no premises, despite a pupil enrolment of 1 100 in this, their first year. They managed to get hold of the buildings vacated by another school, but have had to pay for renovations out of school funds, as the DET has not given any money for the project.

(SO)

political repercussions. By agreeing to allow the responsibility for running schools to devolve to local community structures, the government could also ensure anti-apartheid organisations in a trap that it could later argue was sprung at their own request.

Confronted with sorting out the mess on a local level, without resources and in the absence of a national strategy to address inequities, communities could find themselves plunged into a nightmare.

As Muller pointed out, while anti-apartheid educationists are engaged in researching educational policy options, their work is still in its infancy.

"Politicians going out to bat armed only with popular demands could get bowled," Muller said.

His views were supported by Saleem Badat, an educationist at the University of the Western Cape, who warned that the teacher-pupil ratio is close to 1:100. Each school has a tale to tell, of how they have been waiting for two, three, maybe more years for money promised by the DET.

While the primary schools are patently, the conditions in the high schools are volatile. At one of them, tensions created by the shortage of furniture and overcrowding came to a head recently, when two vandals who had been stealing chairs were identified and "chastised" by Cosas. The students took violent revenge on the vandals and set fire to the school.

their anger at the two men, but more of their frustration at their impotence in the face of the lack of resources. Failure rates in Alexandra schools reflected the learning conditions. About 80 percent of last year's matric students failed, well above the national average of 63 percent. High failure rates each year mean that in January school intake is swollen with pupils repeating a year, compounding overcrowding.

This is the situation that ANC deputy president Mandela and President FW de Klerk face — and it is in no way confined to Alexandra.