

EDUCATION — CEMENT.

1961

APRIL — MAY.

# Grim scenario for national education

By Phil Molele  
Education Reporter

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Almost half the present national Budget would have to be allocated to education to achieve parity on Government spending between black and white pupils.

This grim scenario emerged as educationists started making calculations on the huge figures released by Finance Minister Barend du Plessis when he delivered his Budget for 1991/92.

Mr du Plessis gave education R18,225 billion, 21 percent of the total 1991/92 Budget, which includes the supplementary capital amount of R1,169 billion, earmarked to relieve the pressing shortage of black schools

and accompanying infrastructure, as well as solving structural problems in Indian and coloured education.

He said if the estimated education spending in the TBVC countries was added to this, the share of education in the Gross Domestic Product (GDP) could reach as much as 6,2 percent.

On the face of it, the Budget was hailed as a step in the right direction towards solving South Africa's education problems, but looking behind the huge figures, educationists believe that the Government has hardly moved an inch to address the legacy of apartheid education.

Inron. Rensburg, general secretary of the National Education Co-ordinating Committee, said: "If education spending has reached 6,2 percent of the GDP

we could be moving into a favourable area compared to developing countries, but South Africa is not a normal developing country because it has massive backlogs based upon race."

In the next 20 years South Africa would be put under pressure to wipe out the backlogs and expand expenditure on education, reaching almost 8 or 9 percent of the GDP, he said.

A breakdown of how Mr du Plessis allocated monies to various "own affairs" education departments shows that the State has hardly taken a step to expel apartheid from the classroom.

The Department of Education and Culture in the House of Assembly (white education) will receive R5,950 billion, House of Representatives (coloureds) R2,303, House of Delegates (In-

dians) R0,977, Department of Education and Training (blacks) R3,135 billion.

Based on last year's figures released by the Research Institute for Education Planning (RIEP) on the number of pupils in various education departments, and considering the annual black student-population growth of 6 percent, per capita expenditure between white and black pupils under the DET still remains 4:1, while spending between white and average African pupils (including homelands) remains 5:1.

According to the RIEP, which is attached to the University of the Orange Free State Education Department, 78 percent of DET spending goes to pre-tertiary education. The Government will spend

R970 for each child in pre-tertiary education out of about 2,5 million black pupils under the DET, while R3 956 will be spent on a white child out of about one-million pupils in pre-tertiary education. The estimated per capita expenditure for white education is based upon a projection that 70 percent of the total education vote within the House of Assembly is awarded to pre-tertiary schooling.

The Government will spend R590 for a black child in the homelands and rural areas while per capita expenditure in the TBVC will be R890, making an average per capita expenditure for Africans R780.

The Government will spend R2,040 for a child classified coloured out of 845 000 pupils and

R3 130 for an Indian child out of 230 000 pupils.

There are 9,97 million pupils of all races in pre-tertiary education and the national average spending on each is R1 260.

Mr Rensburg said SA would need an extra R24,1 billion per annum added to the present education budget to bring parity of spending between black and white pupils, about 48 percent of the total Budget.

Professor Johan Muller, professor of education at the University of Cape Town, said it was no longer good enough to simply allocate funds without them being used where they were needed most. "We need to remember, too, that norms governing capital expenditure are still apartheid-driven," he said.

# Azasco puts focus on education

SO  
Sowetan  
3/4/91.

WIDE-ranging educational issues are on the agenda for the Azanian Students Convention's extraordinary national council meeting to be held this weekend in Durban.

Mr Siphon Maseko, national publicity secretary of Azasco, said there was growing instability in secondary schools, particularly in Mamelodi, Kagiso and Khutsong.

Maseko said Azasco regards the expulsion of principals or any such action by pupils as unacceptable and reactionary.

Subsidy cuts by the Government, development of national students' consultative conference and the democratisation of universities will be discussed during the council meeting.

The myth of democratising universities has to be debunked, Maseko

By DON SEOKANE

said, adding that a distinction has to be made between true democratisation which comes after freedom and tokenism which comes before freedom.

"It is in this light that we regard the appointment of a black activist as chancellor as being tokenism.

## Subsidy

"Such an appointment is meant to blunt the contradictions in education.

"We believe no institution in this country can be democratised before political, social and economic change has transpired," Maseko said.

He said the manner in which the Government pursues subsidy cuts shows that the interests of black students is a notion which is unknown to this white Government.

# TEACH fund to build library for school

By Phil Molefe  
Education Reporter

Star 4/4/91  
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The Star TEACH fund will build a R87 000 library this year for Tshebedisano Higher Primary School in Soweto, which was adopted by The Star in 1982.

This was announced yesterday by The Star's former general manager, Jolyon Nuttall, at a farewell function for him held at the Pimville school following his retirement from company this week.

Mr Nuttall, who has been associated with the school since it was built by The Star in 1973, said the two-classroom library, which will be fully equipped with books, will be built in May or June.

Presenting a bouquet of flowers and a silver-plated trophy to Mr Nuttall for his "meritorious contribution" to black education, Std 5 pupil Allan Leuta (13) said parents, teachers and pupils appreciated Mr Nuttall's good work and association with the school.

"We hope your successor will continue with the good work you have done for us," said Allan.

The library will be built from

money donated to the TEACH fund — which stands for Teach Every African Child — by a former sports editor of The Star, the late Louis Duffus.

Mr Nuttall said he had watched the school grow from humble beginnings and wanted to add another "quality of life" to it as his parting message to the institution he served for the past 17 years.

"We have developed this school from buildings into a very special place and now it is time to provide this community with a proper library."

The assistant director of the Department of Education and Training for the Johannesburg region, Ishmael Kutoane, said The Star had been involved in black education from the early 1970s.

"At the height of apartheid, The Star refused to call us Bantus but rightfully called us Africans, as it stands out in their motto: Teach Every African Child," said Mr Kutoane.

He said The Star had had a vision and had invested in black education before several major South African companies became involved after the 1976 Soweto uprisings.



Anthony van Wyk

# NECC called in over pupils 'pathetic' conditions

SO  
4/4-10/4/91.

By Musa Ndwandwe

THE self-styled businessman who earned thousands bringing Soweto pupils to Cape Peninsula schools has been effectively stripped of his position as the children's guardian because of their "pathetic living conditions".

Mr Anthony van Wyk also faces legal action arising from his Urban Projects and Finance company's debts of R74 000.

The National Education Coordinating Committee (NECC) now has taken over responsibility for the wellbeing and education of the more than 130 pupils whose parents had to pay Van Wyk up to R3 000 for each child.

"We were called in to intervene as problems arising from the pathetic living conditions of the pupils grew," said Mr Fred Barron, the Western Cape NECC spokesperson.

He said the NECC — with ANC and community representatives — felt urgent steps were needed to improve the living conditions of the pupils.

"People were sleeping on the floors and there were numerous complaints about inadequate catering facilities and transport."

## Settle

Barron said parents had appealed to the NECC to take charge of the pupils.

However, the NECC was not running the project, he said. While Van Wyk was "definitely out" of the project, the NECC would only be a "channel through which parents can communicate with the pupils, teachers and the Spoornet officials".

The pupils have now moved back into Spoornet's hostel in Phillippi, where they were originally housed.

A Spoornet source confirmed that Van Wyk owed about R27 000 but added that he had undertaken to settle the debt. He also confirmed that an arrangement had been finalised for the pupils to stay at the hostel until the end of the year.

Lawyers for the parents claimed R12 000 is owed to the owners of the Lutheran Youth Centre and R35 000 to the owners of the Shepherd-Baker building in Muizenberg, where the children had been temporarily accommodated.

Van Wyk had earlier claimed he had bought the Muizenberg building as the pupils' permanent boarding home.

Attempts by a delegation of parents who had travelled to Cape Town on a "fact-finding mission" to find Van Wyk were unsuccessful. SOUTH was also unable to locate him.

# School in prison for 250

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South 4/4 - 10/4/91

By Shadley Nash

A PRISON school, the first of its kind in the country, has been started at St Albans jail in Port Elizabeth.

About 250 prisoners have already enrolled at the school, held in a renovated building on the prison's premises.

The school, which goes up to matric, can accommodate up to 500 "pupils". Skills training in various trades is also offered. The teaching staff comprises

Department of Correctional Services officials, assisted by four qualified teachers.

"We have also received enquiries from several recently qualified teachers looking for teaching posts," said Lieutenant John da Silva, the "headmaster".

He said the school tried to provide prisoners with an opportunity to educate and prepare themselves for when they leave the prison. A lack of funds and shortage of training materials were some of the problems he hoped could be overcome with a bursary system.

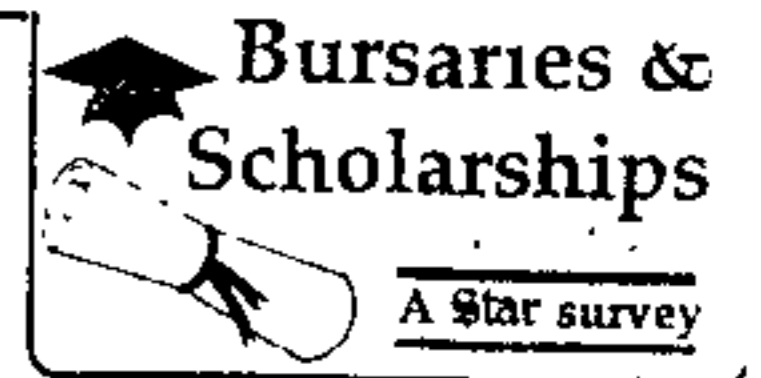
"While study material is given free of charge, other resource material, such as setwork books, have to be bought.

"The formation of an education trust may go a long way towards resolving our financial problems," Da Silva said.

Adjacent to the school is a training centre run in conjunction with the East Cape Training Centre. Carpentry, masonry and training in various other trades are offered at the training centre.

Of the more than 5 000 prisoners at St Albans, about 425 are receiving training at the training centre. - PEN

# A long-term view of SA's future



Eskom, one of the largest sources of bursary funding in South Africa, with an estimated 2 400 bursars on its books, is able to make a real impact on the country's education crisis.

But, says student affairs manager Hermien Cohn, public response to the organisation's education involvement is not always as favourable as might be expected.

"There are people out there who believe Eskom should supply free electricity rather than sponsor education. They don't acknowledge our commitment to this country's long-term future."

Eskom's involvement in tertiary education spreads across the board, to encompass students at technical colleges, technikons and universities.

And although quality is a factor in determining who qualifies for assistance, Ms Cohn comments: "Eskom employs 54 000 people — they can't all be so-called 'superior' students."

"We take a holistic approach in selecting our bursars. Our requirements, in terms of their

interests and training, are very focussed.

"But, more than that, we want people who will be good for Eskom and will fit in well with us — and these are not necessarily all students with matric distinctions."

The organisation's commitment to affirmative action has met some criticism — but Ms Cohn says Eskom will continue to sponsor as many disadvantaged students as have the necessary interests and qualifications.

"We do a great deal to upgrade the quality of students entering the tertiary education system before they are in a position to apply for bur-

saries," she adds.

Programmes for secondary school students include Tekprop — a programme run at Eskom head office which aims to provide specific academic support, life skills and enrichment to secondary school pupils.

This is staffed on a voluntary basis by Eskom employees and their dependents. Classes in extra mathematics and science are also offered on the same basis.

That the programme is a success with students is demonstrated by the loyalty Eskom commands.

"There is no contractual obligation on students who pass through

our supplementary and bridging programmes. The contract starts with formal tertiary education, when they are bound to a year-for-year agreement.

"When our bursars change direction while at university, we try to accommodate them in the Eskom structure — and we haven't yet lost any of the students we have aided due to a lack of interest in Eskom on their part," she says.

Ms Cohn adds that direct educational enrichment activities are only a small portion of the corporation's education-oriented corporate responsibility programme.

"We support pro-

grammes like Protea and Read, as well as the bridging programmes at the universities of the Witwatersrand, Cape Town and Natal — and we sponsor student teachers in science, maths and communication skills.

"We also run an in-house bridging programme of our own for technikon and technical college students, and we even close the gap between the school environment and that of the bridging programme through a three-week orientation course, held at Eskom, where we teach basic study and thinking skills."

~~50~~ 50 SF 18/4/91

# Avoid 'battle for power' in class

The bossy approach to teaching seldom stimulates growth, and leads to frustration between teacher and pupil, says Johannesburg teacher counsellor Shirley Shochot.

Mrs Shochot held a series of workshops at the Wits University's Centre for Continuing Education on developing attitudes to promote deeper understanding between teacher and pupil.

Mrs Shochot says when teachers force their will on unwilling pupils, tension builds. This results in an unequal balance of power in the classroom. This way, growth is stifled and no learning takes place.

When pupils feel information is being forced on them they withdraw and revolt against the teacher, she says.

"And teachers these days, through no fault of their own, find themselves between the

devil and the deep blue sea. On the one side parents and principals expect them to follow traditional methods and still produce good results; on the other, they face defiant pupils.

"When teachers feel the squeeze from both sides, their relationship with pupils gets strained and leads to a burn-out situation. Learning stops and a power struggle ensues."

In her workshops, teachers are taught that pupils should be left to learn about the things they find interesting. Research, she says, shows that pupils learn faster when dealing with subjects they enjoy.

She believes and follows what her American mentor, psychologist Dr Carl Rogers, has written in his book, "Freedom To Learn". Dr Rogers says the primary task of the teacher is to permit the student to learn, to feed his or her own curiosity.

Mrs Shochot suggests three points that teachers need to follow to clear the way for effective learning:

- The teacher must show empathy for pupils who are slow in class and encourage them.
- Teachers should value and appreciate pupils as human beings. Not only approve of them because they get good marks or they are perfect.
- A teacher must communicate on a person-to-person level with the pupils, not on a one up, one down level.

"Teachers need to learn to listen deeply to the needs of their pupils. They should also share some of their responsibilities with the pupils. Pupils should be made part of the deal, and that way they will invest time and energy on their work, and nobody wants to lose on an investment," she says.

ZINGISA MKHUMA



# Soweto pupils rescued from scam school

By GLENDA DANIELS

*at least 50 - 11/4/91*  
A CAPE TOWN businessman's scheme to provide 150 Soweto school children with an education in Cape Town is in disarray after 50 of the children were "rescued" from appalling conditions this week.

At the beginning of the year Antony van Wyk put an advertisement in Johannesburg newspapers promising pupils a "trouble free education" in Cape Town and accommodation at Strandfontein beach houses. It would cost their parents R2 500 a year.

Three months later, some children were sleeping on the floor in an empty warehouse in Muizenberg and others at the Lutheran Centre in Athlone.

The National Education Coordinating Committee (NECC) this week moved 50 of the children to a Spoornet hostel in Phillipi. Only 11 boys remain in Muizenburg with Van Wyk, who accused the African National Congress and the NECC of trying to incite the children against him.

The NECC has proposed that if the accommodation problem was not resolved then lawyers would be consulted. Fred Barron, of the NECC, said the students had often gone hungry, were sleeping on the floor and were struggling to get to their schools, which were a great distance away.

Van Wyk registered the boys and girls at about five different schools in Cape Town.

This week Van Wyk told Sapa: "These organisations are going to have to put their money where their mouths are, as the children are now their responsibility."

Baron said the NECC is "merely assisting concerned parents and is in no way involved in providing accommodation or schools for the children".

# Soweto kids moved back to Philippi

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Soweto  
5/4/91

THE National Education Co-ordinating Committee has moved about 50 Soweto children, who were brought to Cape Town to study by businessman Mr Anthony van Wyk, back to a Spoornet hostel in Philippi.

Only 11 boys remain in Muizenberg with Van Wyk, who accused the ANC and the NECC of inciting the children and trying to settle old scores with him.

A while ago, Van Wyk placed an advertisement in a Johannesburg newspaper, calling on parents who wanted their children to have a "trouble-free" education to send their children to the Cape.

On Wednesday he said: "These organisations are going to have to put their money where their mouths are as the children are now their responsibility".

Van Wyk added he believed he had fulfilled his side of the contract by placing the children in Mitchell's Plain schools, providing shelter and feeding them for R2 500 a year.

## Parents

However, NECC regional convenor Mr Fred Baron said the organisation was acting on behalf of the children's parents, who met in Johannesburg and sent a

delegation to inspect the accommodation.

Baron said the NECC was in no way involved in providing accommodation or schools for the children, but was merely assisting concerned parents, who had agreed to pay Spoornet R3 800 for their children to stay in the Philippi hostel for the rest of the year.

The children, who believed initially they would be housed in Strandfontein and were then moved to Philippi, were finally split into two groups and settled in the Shepherd-Bakers building and the Lutheran Youth Centre in Athlone.

## Standard

Some complained that the accommodation was below standard and approached Operation Hunger and the NECC for help.

About 60 children who went back to the Transvaal for the school holidays will have to decide on their return whether they wish to stay with Mr van Wyk, go back to Soweto or move to Philippi. - Sapa

Majority lauds Learning Nation as ...

New Nation (Learning Nation)

514-114191

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# Valuable resource

**N**EW NATION's education supplement, the LEARNING NATION, is regarded by students, academics, activists and the vast majority of the community as a viable resource for both formal and informal education.

According to a research done recently, a great number of readers bought NEW NATION because of their interest in the supplement.

The majority of readers are people whose aim is to improve their knowledge on issues of national and international concern, put in both formal and informal ways. LEARNING NATION deals with them in an exceptional way.

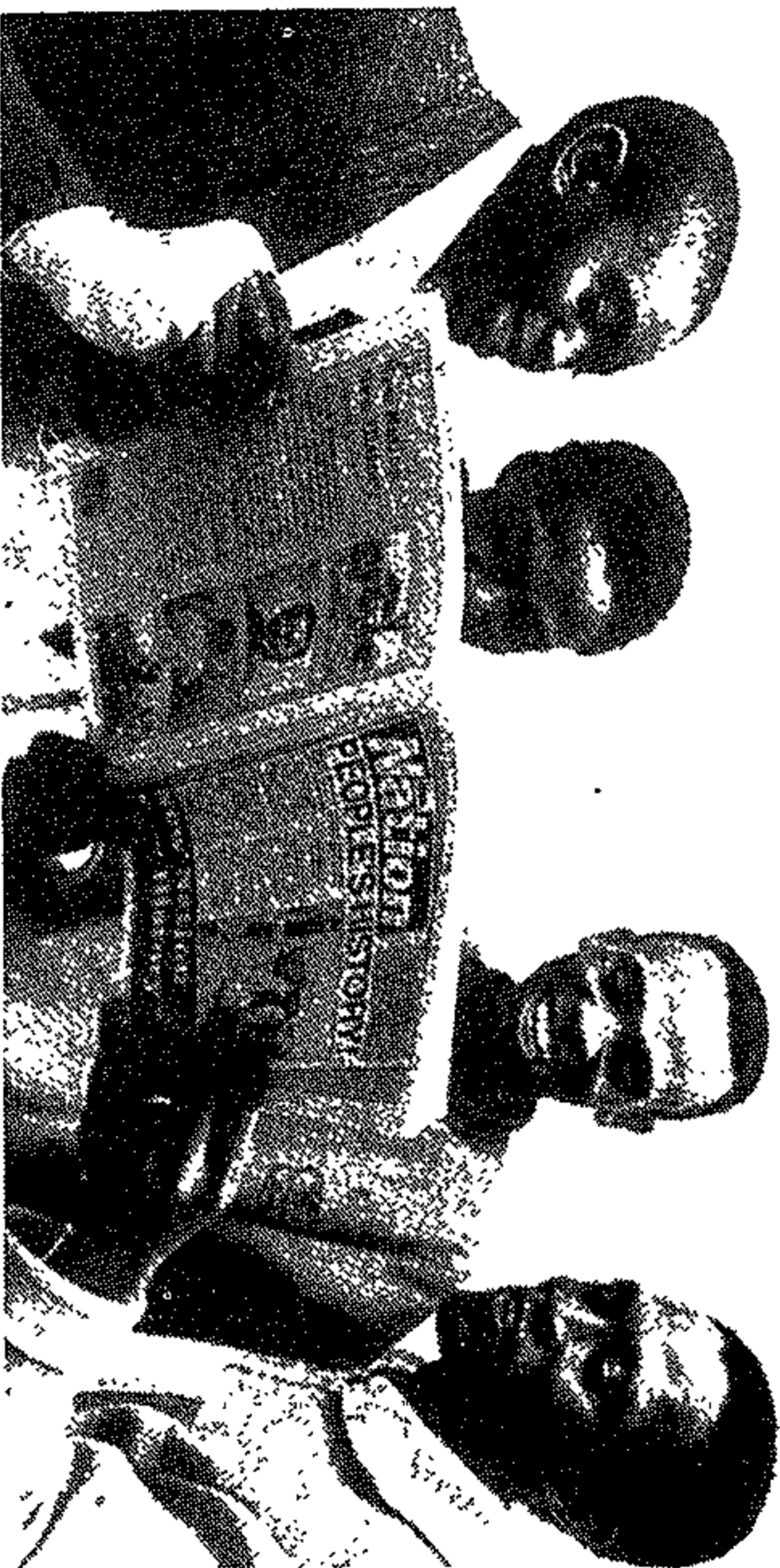
Its first page - International History - deals with political developments around the world and it attempts to situate them in the context of their happening. At the same time, one of its pages deals with matric history, which has been arranged to run concurrently with the school programme.

A recently introduced page - Resources - has been requested by the readers. Nine per cent of the respondents of the research wanted information on books, bursaries and other learning material

### Current Issues.

Also in the informal arena the supplement has recently introduced a page - Current Issues - in which matters affecting the South African society are discussed in detail, enabling people with little background to understand them easily.

Other exciting pages in the supplement are the ones that deal with the Skills for Learning



**LEARNING: Students making use of one of New Nation's learning material**

and Health Matters. In the Skills for Learning page readers are advised on how to study and make it interesting and productive.

Health Matters is a page which has helped many people, particularly youngsters and workers. It has advised workers on their rights as far as dangerous working conditions are concerned.

Women have benefited from articles on rape and child abuse which are skillfully written in this page.

Apart from benefiting from history syllabus, matriculants have literature at their disposal.

The last page of the supplement - Pupils Forum, has been highly recommended by students for the way in which it has reported about happenings in the schools and throughout the education arena.

Several students, teachers and parents have

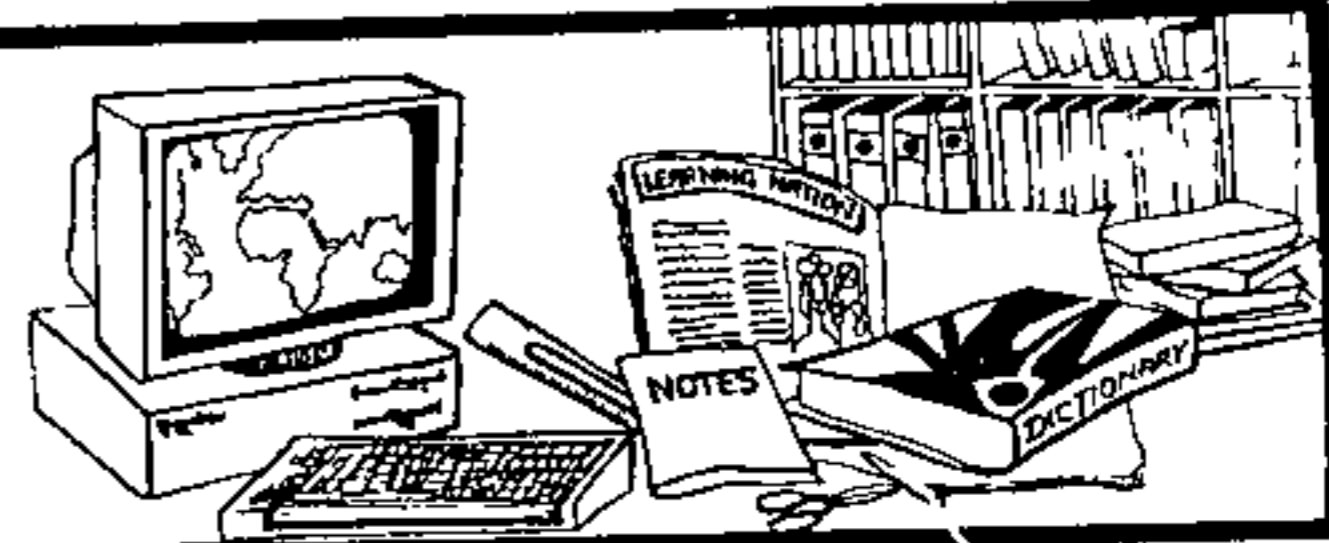
communicated with PUPILS FORUM requesting guidance on several issues ranging from bursary information, career guidance, addresses of educational institutions, among others.

### Offer

In response to endless calls by readers, particularly students and teachers, the editor of the NEW NATION has finally decided to make an offer to schools, youth clubs and other educational institutions who may need to buy the paper in bulk.

Instead of paying 70 cents for a copy of the NEW NATION, schools have been offered to pay 40 cents per copy if they buy a minimum of 100 copies. Delivery arrangements can be made after the orders have been placed.

# RESOURCES



## Sharing Literacy

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94-11/4/91  
New Nation  
(Learning Nation)

Next week you will be able to read an interview with a woman in Paris who cannot read or write.



Jose Tangawizi  
Contemporary woodcut of colonial exploitation

"We learners are shy, we pretend we know how to read and write. When we meet in class, we know we are not alone. We have stepped out of the shadows - we are making our voices heard."  
(Johanna Khosa - September 1989).

Do you know that 9 million people in South Africa cannot read or write? If we take the South African population as 35 million and take away children under the age of six years, we can give a rough estimate that 45% of all adult South Africans are illiterate.

What do we mean when we use the term "illiterate"? The obvious answer is to say "an illiterate person is someone who cannot read or write". However, even if someone can read and write they may not have a level of literacy that enables them to function effectively in a "literate" world. There are many things that go towards making us literate, for example reading symbols, understanding concepts and definitions, etc.

For the sake of developing a definition let us say that an illiterate person is someone who has had less than four years of school and cannot read or write in their own language or (in South Africa) one of the official languages.

Who are the illiterate people in South Africa? I am sure that it will not come as a shock to you to learn that over 8 million of the 9 million illiterate people are black. The other one million is made up as follows: 600 000 "coloured" people, 110 000 "indian" people and 90 000 white people.

The racial breakdown in these statistics is necessary in order to draw attention to the fact that they directly reflect government policy of expenditure in education. For many decades the government spent approximately ten times more on white education than on black education.

You will probably also not be surprised to learn that most of the illiterate people in the world live in Third World countries or come from the poorest class in First World countries.

There are 900 million illiterate people in the world. If we consider that there are five billion people in the world, then take away all the children under the age of six years, we will probably come up with a finding that approximately one third of all adults in the world are illiterate.

What are the implications of high illiteracy in the Third World? Brian Cooper of the National Literacy Co-operative makes the following statement, "Literacy, in the fullest sense, means the ability to understand and act on the world we live in". If people don't have the ability to understand and take action in response to the world they live in then they can be easily manipulated by political powers. If one keeps a nation illiterate, there is less chance of people questioning the powers that control their lives.

In South Africa the high rate of illiteracy can be seen as a direct result of the overall social, political and economic policies which have kept power in the hands of a white minority. Therefore it is no coincidence that illiteracy is so high in black society. In order for us to eradicate illiteracy and to improve education in general, we need to struggle to change our society on all levels. But we also need to wage a direct war against illiteracy!

Obviously you can read and I can write and that is why we are sharing this information. In South Africa that is a privilege, but it should be a basic human right.

### Resources

If there is anyone you know who would like to join a literacy class, why don't you send a letter to the National Organiser of the National Literacy Co-operative and s/he will be able to give you details of any literacy classes being run in your area. Their address is:

National Literacy Co-operative  
National Organiser  
c/o English Resources Unit  
Offices no. 7 & 14  
St Andrew's Centre  
36 Ecumenical Centre  
20 St Andrew's Street  
Durban  
4001

Alternatively, if you live in the Johannesburg area you can write to:  
English Language Project  
314 Dunwell House  
35 Jorissen Street  
Braamfontein 2017  
Phone: (011) 339-2864

If you are in the Cape Town area, you can contact USWE - Using Spoken and Written English (USWE)  
1 Strubens Road  
Mowbray 7700  
Phone: (021) 689-4026

How can we take immediate action? Perhaps you know someone who cannot read or write and would like to learn. Let us share our skills so that together we can fight for this basic human right.

Everyone should "...have the ability to be able to understand and act on the world we live in".

### Writing a formal letter of inquiry

Can you write a formal letter of inquiry? Remember that formal letters should always be brief and to the point. Supply only the necessary details. Always check to see that you have given your address and that you have made your request in clear and direct language.

#### Try this model

(Your postal address)  
(date)

(Address of the organisation  
you are writing to)

Dear... ..

Paragraph one - state how you came into contact with information and/or the address of the organisation.

Paragraph two - state your business/inquiry  
Paragraph three - conclusion/thank you

Yours faithfully

Name

#### Does your letter look something like this?

30 Jabulani Street  
Kuma Township  
0000

20 February 1991

National Organiser  
National Literacy Co-operative  
c/o English Resources Unit  
St Andrew's Centre  
21 St Andrews Street  
Durban 4001

Dear comrade

Recently I read an article on literacy in the Learning Nation. The article gave the above address for enquiries regarding literacy classes.

I am writing on behalf of my neighbour who would like to join a literacy programme. We live in Kuma Township near Sullfontein.  
Can you please give us information about literacy classes in our area?

Thank you

Yours faithfully

J Khumalo  
Johanna Khumalo

The kaNgwane Department of Education and Culture has initiated a monthly newsletter called KaNgwane Education News (Ken).

In this paper the department aims to facilitate communication among the various parties involved in education and the community, according to the homeland's education and culture minister, professor Selby Repinga.

The four-page document published its first edition in February and focused on events in the homeland's education arena, learning resources, among other issues. It is distributed free of charge mainly to teachers and pupils with an appeal reading: "Ken is your newsletter, and your contributions will make it interesting".

In the same edition Ken wrote stories about renovation of schools, the opening of South Africa's first environmental school and moves to improve and expand pre-schools in the homeland.

According to the newsletter, the kaNgwane education department was the first in the country to have accepted the 1989 white paper on environmental education as an integral part of its education policy.

### Advise

In its front page article, Ken wrote about the establishment of the kaNgwane Technological Education Working Group (Kate). The group is made up of businesspeople and industrialists from the Lowveld area and will advise the department on the development of technological education.

A pilot scheme has already been introduced at the kaNyamazane Technical Orientation Centre at the standard six level, said the newsletter. It added: "Special technical classes are offered to standard six pupils of the Thembeke High School in kaNyamazane."

Some of the subjects taught in this scheme are technical drawing, woodwork, metalwork, brick-laying, plumbing and electricity. The newsletter said the department was committed to providing "relevant" education and training in view of the fact that "technological education is of utmost importance to the future economic growth of

## Ken to facilitate communication in education

New Nation  
(Learning Nation)

5/4-11/4/91

kaNgwane"

The newsletter said an Environment Education Centre was currently being built in the Shongwe Game Reserve.

Environmental education programmes will be established and teachers and students will be welcome to visit the centre and be taken on trails and walks through the reserve, said the newsletter.

### Exciting

Another exciting article in the newsletter is that of the expansion of pre-schools throughout the homeland. Ken reported that an organisation named as kaNgwane Early Learning Association (Kangela) was spearheading the project which gets some form of subsidy from the kaNgwane education department.

The newsletter said the department of education and culture's objectives in establishing these type of schools were to improve pre-school education and encourage community involvement in early education.

It said workshops for pre-school teachers were occasionally run and outside experts in the field were brought in to lead the discussions.

427  
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DET- "abolition of influx control causes overcrowding"

# Annual Report shocks teachers

New Nation (Learning Nation) 19/4-25/4/91

22/4/91 25/4/91

**T**he Department of Education and Training's (DET) last year's annual report has taken several educationists by surprise since it appeared to lack objectivity in many areas.

According to the report, the overcrowding at schools is blamed to the abolition of influx control. The department argues that with the abolition of this law, people moved from rural to urban areas, thus contributing to the scarcity of resources in the cities.

With this argument accepted, the report would be expected to mention an abundance of resources in the rural areas. On the contrary, the reality is that schools in the metropolitan areas are relatively well-off if compared to those in the country, including farm schools and those under the control of the homelands.

The department claims a teacher-pupil ratio of 1 to 34,5 in 474 public schools, a figure which appears not to correspond with the reality of overcrowded classrooms and shortage of schools throughout the areas under the jurisdiction of the DET.

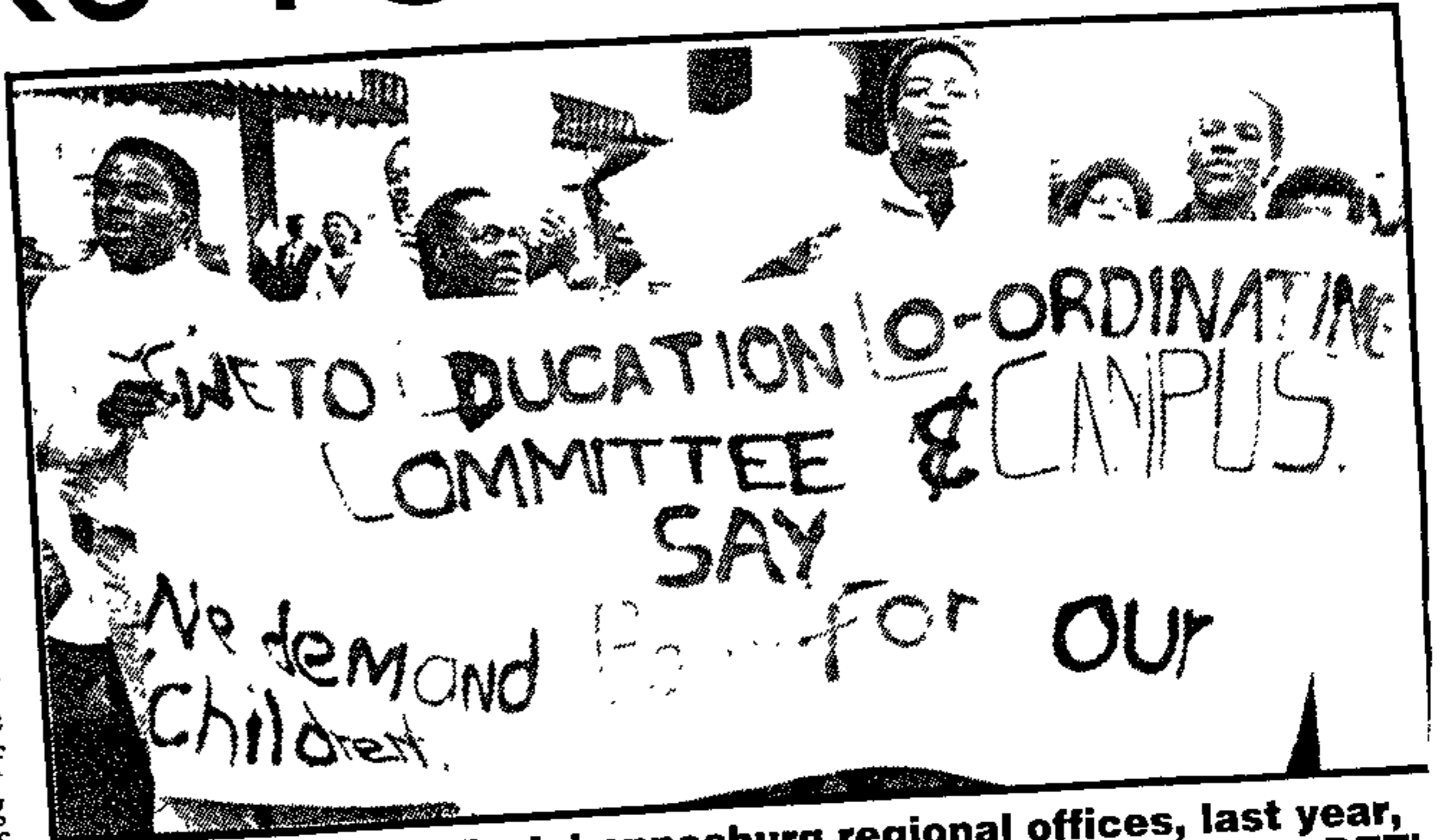
### Blamed

The report says that because of the poor standard 10 results in 1989, the minister ordered a thorough investigation into the causes. The findings blamed the principals in some schools who "manage their schools poorly, without taking lead professionally".

While the report does not cite the shortage of textbooks and stationery as one of the primary causes for the poor results, it blames the lack of "competent management of textbooks and stationery" to poor school management which, it says, is evidenced by inability to carry out normal management functions effectively.

The department acknowledges that a significant number of pupils wrote standard 10 examinations despite being unprepared to do so. The report mentioned that there are pupils who do not stand a chance of being successfully educated in certain standards and are overcrowding classrooms.

However, the document does not explain how those pupils happened to be in those standards. It simply expresses concern that "such pupils" presumably play a significant



**A march on DET's Johannesburg regional offices, last year, demanding textbooks and stationery for school children - DET's report blames the shortage of these resources to "lack of competent management" in schools.**

part in the disruption of their colleague's learning opportunities.

"The great demand for education places standards under pressure," said the report.

"However, this is the one area in which, in the interests of all, no compromises are possible."

The report categorically states that standards may not "in any area whatsoever" be lowered. It, however, does not suggest what

needs to be done or what it will do to preserve high standards and meet the great demand for education.

Nowhere in the mammoth document can one read about the youth camps scandals or a commission which enquired about them.

A thorough reading of the document clearly suggest that the DET is itself in crisis and unable to give proper account on the crisis in education.

## Mamelodi schools in turmoil

Schools in some areas of the trouble-torn Northern Transvaal region failed to re-open for the second term this week.

According to DET spokesperson Geoffrey Makwakwa, 48 Mamelodi principals were chased away from their schools by pupils this week. The principals, all from secondary schools, have not been operating in their schools for the past three months.

### Demand

They were allegedly chased away by members of the Congress of South African Students (Cosas) after the department failed to meet their demand to provide stationery, textbooks, hiring more teachers and building more

schools.

In Atteridgeville, the spokesperson said a pamphlet was distributed last weekend urging students not to report to school on opening day. *New Nation (Learning Nation) 19/4-25/4/91*

Attendance was poor in Soshanguve township, north of Pretoria.

The official did not say whether the undertaking made by his department to close Mamelodi schools would be carried out.

The threat was made shortly before the beginning of the first term and it was to be carried out at the beginning of this term if the headmasters were not allowed to resume their duties.

## DESTROYING PRIDE

As more details of cutbacks in white education emerge, the worst fears of teachers and parents seem to be confirmed — the crunch is going to be on preschool education.

This comes at a time when a growing body of educationists, parents and business people are advocating the importance of the preschool sector as possibly the only way of getting to grips with the education crisis.

Despite white Education Minister Piet Clase telling parliament last week that Natal would not lose more teachers than other provinces, this does not seem to be the case, according to details released by the Natal Education Department (NED) on cutbacks in the province.

NED executive director Arthur Olmesdahl says 165 preprimary school posts will be chopped next year — half the posts in the province. This means that unless parents are prepared, or able, to pay for one or two teachers' salaries at each preprimary school in Natal, the whole system will be changed beyond recognition.

Another 135 remedial education posts are to go next year, which means separate remedial centres will close and counselling will have to be done by remedial teachers at individual schools — assuming the school has such a post.

Further cuts will be at music schools (24 posts) and about 30 posts will go at the NED's head office in Maritzburg. Olmesdahl also said that 300 teaching posts at Natal primary and high schools would be

scrapped this year.

The director is in a difficult position, with financial cutbacks from Pretoria effectively tying his hands — but still there seems to be a lot of confusion between the provincial authorities and the Department of Education & Culture.

For example, in trying to justify the severe crack down on preprimary education, Olmesdahl said in a statement last week that preschool children had not been taken into account by Pretoria when setting the funding formula which determines the number of teachers the NED can employ.

Clase seems to think differently, and has said in the past that preschool education is provided for. The problem seems to be in the interpretation of the funding formula, the application of which is still not publicly known — not even to organisations like the Natal Teachers' Society.

One view is that the confusion is deliberate, and that provision is made for financing preschool education, but not openly. With no money going to black preschool education, there would naturally be an outcry if it were learnt that the white department was making provision for preschool children.

Olmesdahl argues that while the NED will try to provide financial support for the immediate preschool group (generally five-year-olds) for as "long as is financially possible," staff cuts would mainly affect teachers working with three- and four-year-old children, which he believed should be financed by parents.

While his argument is understandable, and it seems clear that white parents are going to have to pay more for education, it flies in the face of current views on the importance of preschool education.

It also contradicts earlier NED policy which, according to working documents, was moving towards greater emphasis on preschool education.

To make Olmesdahl's position even harder, the historical development of education in Natal has to be taken into account.

Under the old provincial council system, before education was centralised in Pretoria, Natal placed special emphasis on schools. The Natal Provincial Council would often skim other budgets, like roads and public works, for the development of what arguably became the best education system in the country. Consequently what are now called the extras — like school psychologists, remedial teachers and preprimary schools — were well established before the financial cutbacks began.

Tampering with a system proudly built up by the province over decades does not make Olmesdahl's job any easier.

Besides teachers, even the private sector is realising the importance of the preschool

years, and increasingly more funding is going in this direction. Many argue that getting preprimary education right might be the only way of normalising education in SA.

But a long-term programme recently introduced to parts of SA seems to show that the benefits of preschool education go far beyond the school.

The High/Scope Programme, run by various organisations in parts of Natal, the western Cape and around Soweto, is starting to show striking results in preschool education after some 18 months.

The programme is based on similar work done in Michigan in the US — possibly the most extended study of the effects of a preschool programme. An experimental sample group, centred on a mixed, relatively poor community in Michigan, has been monitored since the early Sixties. Most of the sample are now in their late 20s. Comparing the sample to a group without the benefit of the preschool programme, it has been found that fewer needed remedial training, failed a year at school or dropped out; and that more went on to complete some form of tertiary education.

But the High/Scope study in Michigan also found clear social and economic benefits. For example, there were fewer teenage pregnancies amongst the sample group, fewer committed either a petty or serious crime, and their earning potential was significantly higher.

While the study was of one particular preschool programme — which already seems to be showing results in SA, particularly in developing language and thinking skills — it does again underline the importance of preschool education.

With the vast social and economic problems transitional SA is facing, it seems a tragedy that preprimary education is going to suffer most.

On the wider scale, the latest cutbacks highlight yet again the absurdity of apartheid in education: teaching posts being abolished in white schools while black schools require thousands of teachers.

As the *FM* has argued before (*Leaders* January 25), it is time for the State President to put a halt to the destruction of some of the country's best education resources. ■



Clase

QUESTIONS

\* Indicates translated version

For written reply:

General Affairs:

Judges/magistrates: visits to prisons

5. Mr P R E DA GAMA asked the Minister of Correctional Services:

On how many occasions in 1990 did (a) judges and (b) magistrates inspect or pay visits to prisons in connection with persons awaiting trial?

C39E

The MINISTER OF CORRECTIONAL SERVICES:

The available statistics unfortunately do not distinguish between visits to sentenced and unsentenced prisoners

(a) and (b)

Judges and magistrates visited prisons 87 and 605 times respectively during 1990 and have access to all sections of prisons which include awaiting trial sections. In this regard also refer the hon member to my written reply to question number 126 on 19 March 1991 by judges and magistrates to prisons in general (see cols 634-651).

HOUSE OF DELEGATES

QUESTIONS

\* Indicates translated version.

For written reply:

General Affairs:

Teacher/pupil ratio

14. Mr A SINGH asked the Minister of Education and Culture:

(1) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished;

(2) whether his Department has statistics on the teacher/pupil ratio in other education departments of the Republic; if so, what are the relevant ratios?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 1:23  
(ii) 1:17  
(b) 1990-03-31

(2) Yes.  
For 1989:  
House of Assembly 1:17,6  
House of Representatives 1:23,5  
Education and Training 1:36,3  
Self-governing territories 1:41,0

House of Assembly	1:17,6
House of Representatives	1:23,5
Education and Training	1:36,3
Self-governing territories	1:41,0

Schools: average class size

12. Mr A SINGH asked the Minister of Education and Culture:

(1) What is the average class size in (a) primary and (b) secondary schools in each specified region of his Department;

(2) what is the class size required by his Department for supplying a class teacher in (a) primary and (b) secondary schools;

(3) what is his Department's policy in regard to the supply of additional teachers to schools?

D57E

The MINISTER OF EDUCATION AND CULTURE: *Handwritten: 8/4/91*

(1) My Department is not subdivided into regions and according to latest available figures the average class size is as follows.

Primary Schools	23
Secondary Schools	20
Primary Schools	30
Junior Secondary Schools	30
Senior Secondary Schools	25

(3) The supply of additional teachers to schools is based on the needs of the school concerned weighed against Departmental norms so as to ensure standardisation and uniformity

Teacher-training institutions: admission refused

14 Mr M RAJAB asked the Minister of Education and Culture: *Handwritten: 8/4/91*

(1) How many persons were refused admission to teacher-training institutions under the control of his Department in respect of the current academic year;

(2) (a) what policy is being applied at present in regard to the acceptance of a specific number of prospective students into his Department's teacher-training institutions and (b) on what demographic projection and school admissions is the current acceptance policy into such institutions based;

(3) whether his Department is experiencing a shortage of teachers; if so, (a) what is this shortage and (b) in what categories of skills are these shortages found?

D39E

The MINISTER OF EDUCATION AND CULTURE:

(1) 2 384.

(2) (a) In the first instance, admission of students for pre-service teacher education is determined by the projected needs of the Department, based on pupil population and subject specialisations

In the second instance, with effect from this year, Black students are being admitted for pre-service teacher education in subject specialisations

HOUSE OF DELEGATES



# Government no closer to bridging the education gap

By MONDLI MAKHANYA (50)  
EXPENDITURE on education in this year's Budget showed no real increase and will not significantly lessen the gap between white and black education.

In fact, some educationists contend that when inflation and population growth are taken into account the budgeted expenditure for 1991/1992 is a decrease on last year's expenditure.

The allocation to education in the Budget is R14,946-billion but additional appropriations bring this figure to nearly R16-billion. Finance Minister Barend du Plessis added R562-million which remained from last year's additional appropriation to black education and added another R212-million specifically for black education.

According to Democratic Party finance spokesman Ken Andrew, at a projected inflation rate of 14,3 percent for this year and a population growth of two percent, expenditure on social services has remained static while education in particular has shrunk slightly.

Andrew points out that calculating real expenditure is difficult because the figures are often confused. For instance, there is a real decrease in education spending but this is reversed if the TBVC countries are included.

w/mant 5/4-11/4/91.  
The gap in per capita spending on black and white pupils, however, has not been lessened by the Budget. Total expenditure on white education only increased by 10 percent but this was offset by declining pupil numbers. This meant the real spending on each white pupil still increased by more than that for each black pupil.

National Education Co-ordinating Committee spokeswoman Mel Holland notes that the six percent annual increase in pupil numbers in black schools means that the ratio of expenditure on white and black will be 4,5 to one, up from 3,5 to one.

Holland adds that the Budget failed to address short term and long term problems in the education crisis last year.

"There is no provision for backlogs; no provision for textbooks and it does not address the teacher:pupil ratio. There is also no programme embarking on long-term equalisation," she says.

The head of the Wits University Education Policy Unit, Nick Taylor, said while the non-increase in real terms in this year's Budget could be attributed to economic conditions, budgetary constraints could easily be removed by unifying education departments.



Riots and protests marked the first school term of the year. Will the second be any better? Many organisations are trying hard to make it so.

# Time for a new education deal

By LEN KALANE *Clpers 7/1/91*

THE NATION is hoping that the second school term - which starts this week - goes better than the first, which was made ineffective by a series of disruptions.

There were endless class boycotts at several schools throughout the country, with students making a variety of demands.

Mass sit-ins and demonstrations were held at Department of Education and Training (DET) offices in PWV regions to force authorities to address problems such as book and stationery shortages and overcrowding in black schools.

Some schools, particularly in the Pretoria region, were closed because of several disruptions.

Principals and teachers were frog-marched out of school premises by their own disgruntled pupils and warned never to return.

When schools went into recess for the Easter holidays, these problems re-

mained unresolved and might well still be a feature of the second term.

DET northern Transvaal regional chief director Job Schoeman threatened drastic action if disruptions continued into the new term at Mamelodi schools.

He said several schools in Mamelodi - where about 40 principals and teachers had been frog-marched off the premises - may have to close if the situation failed to improve.

He welcomed the efforts of concerned parents and organisations to restore order and stability at the schools, but said their efforts had been hampered by intimidation and the disruptive, undemocratic actions of so-called "progressive organisations".

"During the first quarter very little effective education has been offered in Mamelodi, especially at secondary schools," he said.

Against this bleak background another disturbing feature is unfolding. Hundreds of students are leaving the country for "greener pastures" else-

where.

They end up in ANC camps in Lusaka, the Zambian capital, hoping to get scholarships to further their education elsewhere in Africa. The Chelston transit camp in Lusaka is reportedly filled to capacity by refugees trying to get away from the education crisis plaguing black townships. Even for them, there is no hope.

Others end up in many of the scores of "private schools" in the cities, only to find out they are illegal and not registered in accordance with the Education and Training Amendment Act of 1984. By the time this is discovered, valuable time has already been lost.

Not all schools are affected, but even those where pupils have been loyally reporting for lessons, little effective education has been taking place.

The education scene had such a bad start in the first term that even the ANC and the government had to establish a joint working group to try to solve immediate and long-term education prob-

lems.

The Soweto Education Co-ordinating Committee and the "Third Alternative" movement announced an initiative to address the education crisis through closer co-operation between the black community and the business sector.

Now a major consultative conference on the education crisis has been planned by the students themselves for later this month.

It will be held somewhere in Johannesburg at a venue still to be announced. Its importance is that student organisations of various political persuasions have cast aside their differences to address the education crisis in a united front.

The conference, planned for five days from April 19-23, will have 600 delegates from student organisations such as Nusas, Sansco, Pan African Student Organisation (Paso), Azanian Student Movement (Azasm), the Azanian Student Convention, (Azasco) and Cosas.

on a National Environment Management System; *Hansard 9/4/91*

- (2) (a) and (b) fall away

**Expenditure on personnel**

\*19. Mr K M ANDREW asked the Minister of Education and Training: *Hansard 9/4/91*  
 What percentage of the total expenditure on personnel is spent on (a) educators and (b) all personnel in his Department who are above the level of school principal?

*Hansard 9/4/91* B661E  
 The MINISTER OF EDUCATION AND TRAINING.

- (a) 1.2%  
 Note: Includes all educators on post levels 6 and 7
- (b) 1.6%  
 Note: Includes all staff above the level of Deputy-Director (Admin) and post level 5

**Teachers: salaries outstanding**

\*20. Mr R M BURROWS asked the Minister of Education and Training: *Hansard 9/4/91*

- (1) Whether, further to his reply to Question No 91 on 8 March 1991, the teachers whose salaries were outstanding for longer than one month have been paid, if not, why not; *Hansard 9/4/91*
- (2) whether any teachers at the Masstyle Senior Secondary School had salaries outstanding for longer than one month, if so, for what reasons were they outstanding;
- (3) whether these teachers' salaries have been paid, if so, when, if not, (a) why not and (b) when is it anticipated that they will be paid.
- (4) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND TRAINING

- (1) Yes
- (2) Yes  
 Appointment documents were not submitted uncously to the regional office.

- (3) Yes—15 March 1991.  
 (4) No

**Dr Nelson R Mandela High School**

\*21. Mr R M BURROWS asked the Minister of Education and Training: *Hansard 9/4/91*

- (1) Whether he has, in accordance with the applicable quotas, supplied the number of teachers required to staff fully the Dr Nelson R Mandela High School in Crossroads; if not, why not; if so, (a) how many teachers have been supplied, (b) what is the average class size at the school and (c) in respect of what date is this information furnished; *Hansard 9/4/91*
- (2) whether the necessary school desks, chairs and laboratory equipment have been supplied to the school; if not, why not;
- (3) whether he will make a statement on the matter? B666E

The MINISTER OF EDUCATION AND TRAINING.

- (1) Yes
- (a) 35 Teachers.  
 A quota of 1 225 pupils was allocated to this school, for which number 35 teachers are sufficient. The quota was exceeded due to the influx of 640 pupils. Funds are not available for the creation of a further 18 teaching posts for the pupils by which the quota has been exceeded
- (b) 50 Pupils  
 If the 640 pupils by which the quota has been exceeded are omitted, the average class size is 35 pupils
- (c) 21 March 1991

- (2) Yes. The school is equipped to accommodate 1 225 pupils. Funds, as well as space are not available for the purchase and placement of desks, chairs and laboratory equipment for the number of pupils by which the quota has been exceeded
- (3) No

**Pipeline effluent**  
 \*22. Mr M J ELLIS asked the Minister of Water Affairs and Forestry *Hansard 9/4/91*

- (1) Whether the effluent from the pipeline referred to in his reply to Question No 7 on 12 March 1991 is being monitored, if not, why not, if so, (a) what is the frequency of this monitoring and (b) by whom is it being monitored;
- (2) whether the results of the monitoring will be made known to the public, if not, why not, if so, (a) in what manner and (b) when? *Hansard 9/4/91* B668E

The MINISTER OF WATER AFFAIRS AND FORESTRY:

- (1) Yes. *Hansard 9/4/91*
- (a) and (b) Samples are taken on a daily basis by the Company concerned, while grab sampling is conducted on monthly basis by the Department of Water Affairs and Forestry as a control measure.

- (2) Yes

- (a) The results are made available by the Department during meetings of the Joint Co-operation Committee on Environment Pollution of the Mandini Town Board, which Committee can then make the information public
- (b) The Committee meets three to four times per annum, but particulars can be obtained on an *ad hoc* basis at any time by the Committee.

**SABC: educational television service**

\*23. Mrs C H CHARLEWOOD asked the Minister of Education and Training

- (1) Whether his Department has taken any steps to establish, through the South African Broadcasting Corporation, an educational television service to Black schools throughout the country, if not, why not, if so, (a) what steps and (b) when is it anticipated that this service will commence. *Hansard 9/4/91*
- (2) whether he will make a statement on the matter? *Hansard 9/4/91* B670E

The MINISTER OF EDUCATION AND TRAINING

- (1) Yes.

- (a) The Department participates in an interdepartmental pilot project in co-operation with the SABC, through which an educational TV programme series is planned. *Hansard 9/4/91* (50)
- (b) It is planned that broadcasts of the programmes will commence on Monday 1 July 1991. *Hansard 9/4/91*
- (2) Not at this stage.

**Anti-Aids advertisements**

\*24. Mr M J ELLIS asked the Minister of National Health: *Hansard 9/4/91*

- (1) Whether she has approached the Minister of Home Affairs with a request for free air time on radio and television for anti-Aids advertisements of any form and/or Aids information or education programmes; if so, what was the response; if not,

- (2) whether she intends making such a request, if not, why not?

B671E

The MINISTER OF NATIONAL HEALTH.

- (1) No
- (2) no, but the Department of National Health and Population Development does negotiate with the Board of Executives of the SABC regarding the Corporation's involvement in creating AIDS awareness and dissemination of knowledge. The matter has not been finalised, therefore information cannot be released at this stage

**Kruger National Park: copper poisoning in animals**

\*25. Mr E K MOORCROFT asked the Minister of Environment Affairs: *Hansard 9/4/91*

- (1) Whether any reports of cases of copper poisoning in animals in the vicinity of Phalaborwa have been received from the Kruger National Park, if so.
- (2) whether the source of the poisoning has been traced, if so, what are the relevant details.
- (3) whether any steps have been taken to prevent such poisoning from occurring, if not, why not; if so, what steps.

# More private cash for education aid

8/10 am 9/14/91  
100 50  
180

THE private sector invested R554m in education in the 1990/91 financial year — a R257m rise since 1987, a survey by BMI Service Research has found.

The BMI report, Social Investment in SA 1991, said the total corporate social investment expenditure for the 1990/91 year would be R840m.

Of this, 66% would be spent on education, 7% on environmental conservation, 7% on health services and 6% on welfare. The other 14% would be split among general community projects, small business development, art and culture and housing.

The report focuses on external corporate social investment aimed at addressing the problems of the community at large rather than on companies' involvement with their own personnel.

BMI Service Research MD Bets Nel says: "Even with this increase in private sector spending there is still insufficient funding for education.

"The 1990 government budget for education has been overshoot by R217m and alternative sources of finance such as foreign capital and possible state or sport lotteries will have to be exploited in the next financial year."

Of the money spent by the private sector on education, 58% will be in bursary grants and donations to tertiary institutions. Government education is supported through supplementary education programmes.

ZILLA-EFRAT

Major companies are also involved in building and establishing private multiracial schools and there is a strong trend to support literacy programmes.

All companies involved in the survey indicated that more funds would be available in their 1991/92 budgets to support education at grassroots level such as primary and pre-primary education.

Nel says dramatic changes have occurred in corporate social investment since President F W de Klerk's 1990 parliamentary speech. Companies previously not involved in this type of funding have become more pro-active and most corporations are appointing staff and setting up specific divisions to handle the distribution and administration of monies.

"Corporate social investment is now seen as a critical part of business activity by the major corporations.

"The era of mere handouts has passed and involvement has become the key word. Major companies now devote advice, expertise and assistance along with monetary funding."

She adds: "It would seem that corporations are allocating money in the correct areas if we look at the respondent's priority needs."

Of those interviewed, 99% of black consumer respondents mentioned education as a major priority. Other priorities were housing, job creation and health.

to repeal this Act, and I hope that it will do so in due course.

\*The MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, the hon member expressed a view about what I was trying to explain, namely that it was the object of the Act to stabilise the farming community and to promote the density of population, and he said he agreed with the implementation of the Act, but he went on to say that if we look at what the Act is trying to achieve and if we weigh this up, we find that the Act did not achieve its objectives and that we should therefore make amendments to rectify this. By saying that we have a cold heart for the farmers, he is making an emotional issue out of a factual issue. This is exactly what the CP does [Interjections.]

Do the CP do any differently? The facts are against them, and now they are telling the farmers: Just look what is happening. The Government does not want to do anything for you. They are taking this privilege away from you. But what are the facts? It was not the new farmers who went there. It is the big farmers who bought larger farms. The density of the population was not promoted at all [Interjections.] I did not interrupt that hon member.

A further point is that greater density of population not only means putting people on the ground, but it is the potential of the land which determines how many people can use that land. In terms of surveys that have been done there are already too many people for the available potential. Now the hon member wants us to place more people there and pay subsidies to support these people. This is enslaving people. It is making farmers slaves to government assistance. This is what will happen to the CP if it comes to power, because if this happens there will be no economy, and the designated area will then have to be re-proclaimed because the attacks from outside will be even more serious. This is what the CP has up its sleeve.

Why do they not tell this to the people when they come up with these clever and emotional stories? They are for ever placing emotions on the table and not facts. [Time expired.]

\*Mr A A BRUWER: Mr Speaker, the hon the Minister knows why the farmers are not staying in that area.

HOUSE OF ASSEMBLY

He is correct in regard to some of the statements he made, but why was this effort counterproductive? It was counterproductive because the recommendations of the Venter Commission which investigated the whole issue in regard to that area, were not properly implemented by the Government. One cannot settle people there and pay their interest subsidies but then simply stop paying these subsidies on a certain date. Surely this is a thing that has to be phased out. These farmers are not used to this. The hon member for Soutpansberg is quite correct in saying that the most difficult time is now being used to gauge the productivity and the right to exist of those farmers and this Act in that area. The hon the Minister is really not being fair in saying this.

I think the problem is that that hon Minister knows that this Government is in such a dilemma that they can no longer afford the farmers there, because they have no more money to run the country. That is their problem [Interjections.] He should not make such poor excuses. Those people have made a worthwhile contribution in that area for many years.

He knows that every house of every worker and every farmer in that area was an observation post. He knows as well as I do that those people cannot leave that area for the sake of the defence of this country. He also knows how many people stream across that area to come and increase the squating problem in South Africa. It is vitally important to keep those people there. Even if the DP says the Black people must stay there, the Black people must stay there under the control of the White people because this will mean that they can at least ensure that the right people receive the right information. [Time expired.]

\*Mr T LANGLEY: Mr Speaker, the hon the Minister says he wants to rectify this matter, but he has stopped giving those people assistance in terms of the Designated Areas Development Act.

He gives his explanation now, two months after he has stopped giving assistance and he says that certain assistance is being retained. This is the same assistance that is available to farmers throughout the whole country. In other words no special assistance exists other than what was given long ago to the farmers in the designated areas. As he has already admitted, he has de-proclaimed the designated areas; in other

words he can no longer give assistance in terms of this Act.

I want to make an appeal to the hon the Minister, and I want to ask the hon the Minister of Defence to help. It is that the assistance for the farmers which exists—I do not want more farmers there—be retained for at least a period of five years and then phased out over a certain period.

\*The MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, in the arguments of the Opposition I have again not heard a single fact relating to the objectives of the Act which provides that we must obtain population density and that farming communities must be promoted. Rather I have again heard an emotional argument which has no basis in fact, because there is no new assistance, while the old assistance is being maintained. The reason we put a stop to it was that one does not want to give new assistance to make an already bad situation even worse.

He comes from that area and ought to know about the problems we have there, but he has not taken note of what effect the assistance given in respect of purchases of land has had on low interest rates. The price of land has shot up. In spite of the assistance in the form of cheaper interest rates the farmer had to pay just as much interest because he paid a higher purchase price. Consequently the people are more deeply in debt as a result of what the State did there. The prices of land have made it impossible for young people to come in.

The hon member for Soutpansberg is shaking his head, but he knows this is true, that is why he does not do so. Sixty per cent of the farmers are in arrears with their payments, and as a result of what? As a result of this assistance. This is why people who have been enslaved with assistance have to be brought back slowly by using other measures which make sense.

The available water has been overutilised. Must we therefore continue to stimulate farmers on the land and to overutilise the water further? Is this what the hon member wants? His idea is to make use of agricultural measures on the basis of security mechanisms to solve this problem. He is incorrect. One should use security measures to deal with a security situation, and not agricultural measures.

This is why they are so wide of the mark and why they are leading the farmers along the wrong track. The farmers of South Africa will still settle accounts with the hon members because the hon members are counting on their emotions. [Interjections.] Yes, they will increasingly settle accounts with the hon members, because hon members are using emotions and those emotions will subsequently disappear and then the facts will remain—and we work with the facts. We will give them meaningful assistance in this regard. [Interjections.]

Debate concluded.

#### QUESTIONS

† Indicates translated version

For oral reply:

Own Affairs:

**Educational institutions: White pupils/students**

\*1. Mr R M BURROWS asked the Minister of Education and Culture.

(1) Whether any educational institutions fully financed by his Department have fewer than 50 per cent plus 1 registered White pupils or students;

(2) whether the University of South Africa is still registered with his Department;

(3) whether he will make a statement on the matter?

Answer 9/4/91

B532E

**THE MINISTER OF THE BUDGET AND OF WELFARE, HOUSING AND WORKS** (for the Minister of Education and Culture):

(1) Yes.

(2) no, universities do not register with a specific department but have been assigned to a department according to the majority of the students enrolled at that particular university at the time of assignment. The University of South Africa therefore falls under the jurisdiction of my Department;

(3) no.

†Adv J J S PRINSLOO: Mr Speaker, arising from the reply of the hon the Minister, must we

HOUSE OF ASSEMBLY

assume that he referred only to the University of South Africa in his reply to the first part of this question, or are there other institutions under the control of the Department where Whites are in the minority? **SO**

†The MINISTER, Mr Speaker, if I were to reply to this question, I would be speculating. I would rather ask the hon member to put the question to my hon colleague so that he can get the correct reply. **Hansard 9/4/91**

†An HON MEMBER: Where is your colleague?

**School management boards: separate voters' rolls**

\*2. Mr J H MOMBORG asked the Minister of Education and Culture: **SO**

(1) Whether he gave instructions that school management boards in the Cape Province be elected on separate voters' rolls on language lines; if so, why;

(2) whether he will make a statement on the matter? **Hansard 9/4/91**

†The MINISTER OF THE BUDGET AND OF WELFARE, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) No, according to Regulation 14(4) (Government Notice No R459 of 8 March 1991) permission may be granted to hold one election for the two language groups,

(2) no.

**Parents' voluntary contributions to schools**

\*3. Mr R M BURROWS asked the Minister of Education and Culture: **SO**

(1) Whether his Department or any provincial education department has conducted or intend to conduct a survey on parents' voluntary contributions to schools or school trust funds; if not, why not; if so, (a) when and (b) what departments are involved;

(2) whether he will make a statement on the matter? **B622E**

The MINISTER OF THE BUDGET AND OF WELFARE, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) Yes,

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(a) October 1990, **SO**

(b) the OFS Education Department established the needs of less privileged pupils; **Hansard 9/4/91**

(2) no.

**Certain organisation: support**

\*4. Mr H D K VAN DER MERWE asked the Minister of Education and Culture:†

Whether he will furnish information on whether his Department is providing or has provided financial and/or any other support to a certain organisation, whose name has been furnished to the Minister's Department for the purpose of his reply; if not, why not; if so, (a) what total amount has been provided to date, (b) what other support has been provided, (c) what is the name of the organisation concerned and (d) in respect of what date is this information furnished?

**B645E**

†The MINISTER OF THE BUDGET AND OF WELFARE, HOUSING AND WORKS (for the Minister of Education and Culture):

No, no application was received

(a), (b), (c) and (d) fall away.

#### QUESTIONS

\*Indicates translated version.

For written reply:

**General Affairs:**

**Doornkop, Natal: squatters**

131. Mr W U NEL asked the Minister of Planning, Provincial Affairs and National Housing: **Hansard 9/4/91**

(1) Whether any persons are squatting in the area of Doornkop, Natal: if so,

(2) whether any sanitation, water and electricity facilities are available to these squatters; if so, what is the nature of these facilities; **SO**

(3) whether these squatters moved to this area voluntarily; if not, for what reason were they moved; if so, (a) from what area did they move and (b) what facilities

were available to them where they lived previously; **SO**

(4) whether any steps are being taken to provide these persons with alternative housing; if not, why not, if so, what steps? **Hansard 9/4/91**

**B371E**

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(1) No.

(2) Falls away.

(3) Falls away.

(4) Falls away

**Natal Black local authorities: services discontinued**

163. Mr J VAN ECK asked the Minister of Planning, Provincial Affairs and National Housing: **Hansard 9/4/91**

(1) (a) (i) In how many Black local authorities in Natal has the provision of any services been discontinued and (ii) in respect of what date is this information furnished and (b) in respect of each such case, (i) what is the name of the relevant (aa) town and (bb) township, (ii) what services were discontinued and (iii) on what date was each of these services discontinued;

(2) whether these services were discontinued only in townships that were in arrears in respect of service payments; if so, (a) what total amount is owed by each of the Black local authorities concerned and (b) to whom is it owed; if not, (i) what procedure was followed in discontinuing services and (ii) why was this procedure followed;

(3) whether he is taking or plans to take any steps to restore the provision of services; if not, why not; if so, (a) what steps and (b) when? **B439E**

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(1) As at 7 March 1991 no services have been discontinued to Black local authorities in Natal.

The remainder of the question and questions (2) and (3) thus fall away. **SO**

**Prison warders: complaints**

180. Mr L FUCHS asked the Minister of Correctional Services: **Hansard 9/4/91**

(1) (a) How many complaints relating to assault were made by prisoners against prison warders in 1989 and 1990, respectively, and (b) how many prison warders were (i) charged with and (ii) convicted of assault on a prisoner in each of these years; **SO**

(2) in respect of 1989 and 1990, respectively, (a) how many prison warders faced disciplinary hearings arising out of an assault on a prisoner, (b) how many prison warders were dismissed for assaulting prisoners and (c) what other forms of disciplinary action was taken against such prison warders? **B493E**

The MINISTER OF CORRECTIONAL SERVICES:

(1) (a) 1989—A total of 1 952 complaints of alleged assault were received and registered.

1990—A total of 1 505 complaints of alleged assault were received and registered.

The Department of Correctional Services regards every complaint of alleged assault on a prisoner by a member of the Service, no matter how petty, in a very serious light. In terms of the Departmental Orders, every complaint of alleged assault is registered in the appropriate register and properly investigated by the Commanding Officer.

Likewise, assaults on personnel by prisoners are not tolerated either and offenders are dealt with severely

(1)(b)(i), (ii) and (2)(a)  
During 1989, 72 members were charged in public courts due to complaints of assault on prisoners. Of these, 66 members were found not guilty whilst 6 members were found guilty. **Continued**

HOUSE OF ASSEMBLY

## The MINISTER OF WATER AFFAIRS AND FORESTRY:

	TRANSVAAL	NATAL	CAPE PROVINCE	ORANGE FREE STATE
(a)	133	257	127	Nil
(b) (i)	89	251	126	Nil
(ii)	25 211 ha	84 196 ha	29 812 ha	Nil
(c) (i)	44	6	1	Nil

(ii) The maximum permissible area for afforestation in the relevant catchment or sub-catchment had already been fully allocated.

## Public servants: retired on pension

266. Dr W J BOTHA asked the Acting Minister for Administration:†

In respect of each salary category and the latest specified period of five years for which information is available, (a) how many public servants retired on pension, (b) how many of these officials had bought back pension and (c) (i) how many of these officials who had been promoted only once during the above-mentioned period had received such promotion in the (aa) last year of service, (bb) second-last year of service and (cc) third-last to fifth-last years of service and (ii) in which years of service had officials who had been promoted more than once during the above-mentioned period received their very last promotion before retirement?

B717E

The ACTING MINISTER FOR ADMINISTRATION:

(a) and (b) The Department of Finance has indicated that the required information is not kept on a central system and that it will take several months, at great cost, to withdraw the information from individual files.

(c) The relevant information is not available from any central record, as each department handles its own promotion matters and the Commission for Administration's recommendation is requested only in those cases that are not assigned or delegated. To obtain the information, each department will have to consult its archive records, which will be costly in terms of man-hours. If the information is still required, the question will have to be addressed to each department individually.

## Broad categories: persons employed

276. Mr P H P GASTROW asked the Acting Minister for Administration:

(a) How many (i) Whites, (ii) Coloureds, (iii) Indians and (iv) Blacks were employed in the following broad categories in Departments, viz. Labourers, Educators, Nursing, Services and Other Personnel and (b) what total number of persons in each race group was employed in Departments as at 30 September 1990?

B735E

The MINISTER OF STATE EXPENDITURE AND FOR REGIONAL DEVELOPMENT:

ANNEXURE

(a)	(i)			
	Whites	Coloureds	Indians	Blacks
Labourers	1 140	33 428	1 453	132 143
Educators	68 437	39 188	13 139	58 624
Nursing Services	23 432	15 562	5 773	29 252
Others	87 466	13 685	3 871	51 428
	122 408	17 817	7 071	22 985
(b)	302 883	119 680	31 307	294 432

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## Administrator of Natal: overseas trip

279. Mr M J ELLIS asked the Minister of Planning, Provincial Affairs and National Housing:

Whether the Administrator of Natal recently went on an overseas trip to Hong Kong; if so (a) who authorised the trip, (b) what was the purpose of it, (c) who accompanied him, (d) what was the (i) duration and (ii) cost of the trip and (e) who paid for it?

† answered 9/4/91

B739E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

Yes

(a) The Minister of Planning, Provincial Affairs and National Housing.

(b) The purpose of the overseas trip was two-fold—

(i) to encourage affluent businessmen and persons with competence and expertise in respect of labour intensive industries to resettle in Natal with a view to creating job opportunities in the region and the development of an infrastructure which will offer a high degree of training to a great number of the unskilled in Natal; and

(ii) to recruit engineers, medical personnel and persons trained in the technological field for the Natal Provincial Administration

(c) Dr N E Howes, Director-General of the Natal Provincial Administration as well as municipal councillors, town clerks and members of the private sector.

(d) (i) 11 days.

(ii) approximately R45 000.

(e) The Natal Provincial Administration in respect of the Administrator and the Director-General † answered 9/4/91.

Own Affairs:

Natal Education Department: posts

51. Mr R M BURROWS asked the Minister of Education and Culture

50

(1) Whether, at the meeting of the Natal Education Council held on 4 March 1991, the Executive Director of Education in Natal gave an indication of the number of posts which will be abolished or declared redundant in the Natal Education Department at the end of 1991; if so, (a) what number was so indicated and (b) in which education areas will cuts be made initially; † answered 9/4/91

(2) whether any other executive directors have indicated, in quantifiable terms, the number of posts which will be abolished or declared redundant in the provinces concerned, if so, what number in each such province;

(3) whether he will make a statement on the matter?

B667E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) ± 640,

(b) pre-primary and remedial education, extra-curricular music schools and teacher trainings;

(2) no;

(3) no

HOUSE OF ASSEMBLY

# Store supports reading

ONE of South Africa's largest supermarket chains has donated R200 000 towards this year's Readathon, the annual fund raising project of READ Educational Trust.

By PEARL MAJOLA

This donation was announced by Checkers' managing director, Mr Sergio Martinengo, at a function to launch the

event.

Millions of pupils from schools throughout South Africa and Namibia are expected to take part in the 1991 Checkers Readathon, set for September 6 this year, by reading for sponsorship between 10.30am and 11am on that day.

Funds raised will be used to buy books for their own schools or for other needy schools.

The children will also be encouraged to participate in a host of reading activities during a reading, literacy and education week from September 2 to 7.

Speaking at the launch, Martinengo said Checkers was on a mission to become meaningfully involved with the country.

Accepting the cheque, READ's national director Cynthia Hugo thanked Checkers.

"All who work for READ are conscious of the responsibility we bear.

## Privilege

"To be part of the education process in South Africa is a wonderful privilege, but it is also an awesome responsibility to which READ staff are totally committed.

"Gestures of confidence mean a great deal to us.

"Checkers has become a loyal friend to READ and has extended this friendship by pledging support for next year's Readathon. We are truly grateful," she said.

Readathon is aimed at developing the literacy skills of South Africans who never had the opportunity to learn to read, write and speak with greater competency to improve their chances of gaining employment, master the skill of independent study and increase their enjoyment of leisure time.

Entries for participation in the Readathon will be accepted by READ until June 10.



BOARD	FIRMS OF ATTORNEYS	AMOUNT	YEARS
Grain Sorghum Board	State Attorney	1989 R9 677	5
		1990 R13 201	
		1986 —	
		1987 R520	
		1988 R3 162	
Lucerne Seed Board	Duvenhage, Keyser and Jonck	1989 R111	31
		1990 R30	
		1986 R30	
Maize Board	State Attorney	1987 —	53
		1988 —	
		1989 —	
		1990 —	
		None	
Meat Board	Ross & Jacobsz	1986 R515	20
		1987 R33 401	
Mohair Board	Stulting, Delpont & Villiers	1988 R15 747	26
		1989 R2 508	
		1990 R154 995	
		1986 —	
		1987 R127	
Oilseeds Board	Gildenhuys, Van der Merwe	1988 R448	7
		1989 R100	
		1990 —	
		1986 R4 435	
		1987 R7 702	
		1988 R8 915	
		1989 R12 511	
Potato Board	Couzyn, Hertzog & Horak	1990 R4 333	20
		1986 R4 304	
		1987 R1 626	
Rooibos Tea Board	Jan S de Villiers & Son	1988 R430	4
		1989 R439	
		1990 R2 445	
		1986 R3 999	
		1987 R18 617	
		1988 R313	
		1987 R2 301	
Rooibos Tea Board	Stone & Bresler	1987 R7 130	3
		1988 R22 399	
		1989 R510	
		1989 R510	

BOARD	FIRMS OF ATTORNEYS	AMOUNT	YEARS
Tobacco Board	Jan S de Villiers & Son Hartman & Partners	1990 R265	9
		1986 R70	
		1987 —	
		1988 —	
		1989 R350	
Wheat Board	State Attorney	1989 —	31
		1990 —	
		1986 —	
		1987 —	
		1988 R14 496	
		1989 —	
		1990 —	
Wool Board	Ross & Jacobsz and Van der Linde, Greyvenstein and Myers, PE	1991 —	19
		1986 R3 538	
		1987 R13 032	
		1988 R8 331	
		1989 R9 348	

## Foreign journalists: requests to visit SA

391. Mr P G SOAL asked the Minister of Home Affairs:

- (1) Whether any requests by foreign journalists or other members of the foreign media to visit South Africa in 1990 were refused; if so, (a) how many, (b) what were the names of the individuals concerned and (c) which newspapers or organisations did they represent;

- (2) whether he will furnish the reasons for refusing these requests; if not, why not; if so, what were the reasons in each case?

10/4/91 B766E

The MINISTER OF HOME AFFAIRS:

- (1) (a) The hon member is referred to my reply to his Question for written reply, No 240 of 18 March 1991.

(b), (c) and (2)

It is not considered expedient to disclose information of this nature, as an application for a visa is a personal matter between the applicant and the Department of Home Affairs.

## Own Affairs:

## Schools: utilisation

30. Mr R M BURROWS asked the Minister of Education and Culture:

Whether any schools owned or controlled by his Department are unutilised or utilised for purposes other than education; if so, (a) how many as at the latest specified date for which information is available and (b) for what other purposes were they being utilised?

10/4/91 B418E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

- (a) 55 on 7 March 1991,\*

- (b) 20 are at present unutilised. The possibility of re-utilisation or alienation is being investigated;

35 are being utilised by the House of Representatives, Cape Provincial Administration, farmers' associations, municipalities, regional services councils and various other organisations.

SO \*Schools already transferred to the Department Local Government, Housing and Works for alienation/leasing excluded.

Group Areas Act: permits

40. Mr J CHIOLÉ asked the Minister of Welfare, Housing and Works:†

(1) (a) How many applications for permits in terms of the provisions of the Group Areas Act, No 36 of 1966, to reside in White group areas in (i) Pietermaritzburg and (ii) South Africa (excluding Pietermaritzburg) were refused and granted, respectively, during the period 1 August to 31 December 1990 and (b) in respect of which areas were such applications refused and granted, respectively;

(2) (a) how many complaints against the granting of permits in connection with contraventions of the provisions of the said Act were received during the above-mentioned period, (b) how many petitions against the granting of such permits were received during the above-mentioned period and (c)(i) in how many of the above-mentioned cases were permits granted in spite of the fact that petitions against it were submitted and (ii) in respect of what areas, towns or residential areas did this occur?

B523E

The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) (a)(i)	Refused : 19
	Granted : 3
Pietermaritzburg:	
(a)(ii) and (1)(b)	
Natal region:	Refused : 9
	Granted : 190
Western Cape region:	Refused : 11
	Granted : 871
Eastern Cape region:	Refused : 1
	Granted : 264
Northern Cape region:	Refused : —
	Granted : 62
Southern Transvaal region:	Refused : 12
	Granted : 1 356

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Northern Transvaal region:

Refused : 4  
Granted : 84

(2) (a) The question is not quite clear, but it is accepted that it refers to complaints of the contravention of the Act in which case 705 complaints have been received and investigated with a view to reach an acceptable solution. As a rule people accepted each other's presence and a permit was issued after an application was made.

(b) 16  
(c) (i) 15

(ii) Eastern Cape region: Port Elizabeth; Rowellan Park, Walmer, Linton Grange, Algoa Park; East London; Dawn; Somerset East  
Northern Transvaal region: Pretoria; Erasmus/Christoburg.

Additional education models: voting

52. Mr A GERBER asked the Minister of Education and Culture:†

What arrangements are being made by his Department to ensure that the voting on the additional education models takes place in an orderly fashion and without any irregularities?

SO

B676E

The MINISTER OF EDUCATION AND CULTURE:

Voting is arranged by an impartial electoral officer as prescribed in the document "Procedures for opinion polling in schools wishing to express an opinion on the choice of a model for schooling", made available to all interested parties. These directions are in essence similar to those which apply during a general election.

Transvaal schools: Model B

54. Mr A J LEON asked the Minister of Education and Culture:

(1) What are the names of the Transvaal schools that (a) have voted for Model B

and met the voting requirements and (b) have applied to vote but have not yet voted;

(2) in respect of what date is this information furnished?

B702E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a)
- Bramley Primary School
  - Berrams Junior Primary School
  - Bordeaux Primary School
  - Brooklyn Primary School
  - Cliffview Primary School
  - Emmarentia Primary School
  - E P Baumann Primary School
  - Fairmount Primary School
  - Fairview Junior Primary School
  - Fairways Primary School
  - Franklin D Roosevelt Primary School
  - Glenhazel Primary School
  - Glenstantia Primary School
  - Greenside Primary School
  - I H Harris Primary School
  - Jan Celliers Laerskool
  - Jeppe High Preparatory (Primary School)
  - Johannesburg Girls' Preparatory (Primary School)
  - Kensington Ridge Primary School
  - King Edward VII Preparatory (Primary School)
  - Linksfield Primary School
  - Lynnwood Ridge Primary School
  - Meredale Primary School
  - Mondeor Primary School
  - Montrose Primary School
  - Parkhurst Primary School
  - Parkview Junior Primary School
  - Parkview Senior Primary School
  - Rand Park Primary School
  - Rivonia Primary School
  - Robin Hills Primary School
  - Rosebank Primary School
  - Roseneath Primary School
  - Saxonwold Primary School
  - Waterkloof Primary School
  - Wendywood Primary School
  - Winchester Ridge Primary School
  - Yeoville Boys' Primary School
  - Athlone High School for Boys
  - Athlone High School for Girls
  - Glenvisia High School

- (b)
- Anton van Wouw Laerskool
  - Birch Acres Primary School
  - Bonaero Park Primary School
  - Bronkhorstspuit Primary School
  - Bryneven Primary School
  - Bryanston Primary School
  - Buccleruch Primary School
  - Constantia Laerskool
  - Craighall Primary School
  - Cresslawn Primary School
  - Danie Theron Laerskool
  - Dunvegan Primary School
  - Edenvale Primary School
  - Forest Hill Primary School
  - Freeway Park Primary School
  - Hatfield Primary School
  - Leicester Road Primary School
  - Northcliff Primary School
  - Norwood Primary School
  - Observatory East Primary School
  - Panorama Primary School
  - Park Junior Primary School
  - Park Senior Primary School
  - Pietersburg Noord Laerskool
  - Rembrandt Park Primary School
  - Rietondale Primary School
  - Robertsham Primary School
  - Selcourt Primary School
  - Sir Edmund Hillary Primary School
  - Sunnyridge Primary School
  - Unicorn Primary School
  - Boksburg High School
  - Dawnview High School
  - Die Wilgers Hoërskool
  - Highlands North Boys' High School
  - Jeppe High School for Girls
  - Johannesburg Art, Ballet, Drama & Music School
  - Kensington Hoërskool
  - Northcliff High School
  - Randburg Hoërskool

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Sir John Adamson High School  
Suncrest High School  
The Glen High School  
The Hill High School  
Wordsworth High School

(2) 28 March 1991. *Hansard 10/14/91.*

Schools in PWV area: enrolment

55. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) With regard to each (a) primary, (b) secondary, (c) special, (d) technical and (e) comprehensive school under the control of his Department in the PWV area, what was the (i) enrolment capacity and (ii) enrolment rate for each of the latest specified five years for which information is available;
- (2) in terms of what criteria was the capacity of each school assessed?

*(50)* B703E  
The MINISTER OF EDUCATION AND CULTURE:

(1)(a), (b), (c), (d), (e), (i), (ii) and (2) Information not available.

Model B schools: non-White children enrolled

56. Mr R M BURROWS asked the Minister of Education and Culture:

(a) How many non-White children had been enrolled in Model B schools under the control of his Department in the PWV area of the Transvaal by the latest specified date in 1991 for which information is available and (b) what are the admission requirements for each of these schools?

B704E  
The MINISTER OF EDUCATION AND CULTURE:

- (a) 1 338 on 28 March 1991.  
(b) Not available

Pre-primary schools: provincial fees

57. Mr A GERBER asked the Minister of Education and Culture:

(1) Whether his Department is going to increase the provincial fees for pre-primary schools in the Transvaal with effect from

*Hansard 10/14/91*  
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about 16 April 1991; if so, (a) by what percentage and (b) why;

(2) whether he will make a statement on the matter?

*Hansard 10/14/91* B719E  
The MINISTER OF EDUCATION AND CULTURE:

\* (1) Yes,

(a) income group under R12 000 per annum:

90,7% for 1 child  
113,9% for 2 children  
84,4% for 3 children

income group R12 000 and more per annum:

133,1% for 1 child  
160,8% for 2 children  
122,5% for 3 children,

(b) in order to maintain effective pre-primary education in provincial schools in the Transvaal;

(2) no, since the Executive Director of Transvaal issued a statement on 27 March 1991 in which the matter was explained

\*From 1 April 1991.

PWV area: schools closed

58. Mr R M BURROWS asked the Minister of Education and Culture:

(a) How many schools have been closed in the PWV area since 1 January 1985 and (b) what are the names of these schools?

*Hansard 10/14/91* B705E  
The MINISTER OF EDUCATION AND CULTURE:

(a) 22,

(b) Johan Rissik Junior School

John Ware Primary School

Laerskool Rynoord

Laerskool Suurbekom

Laerskool Denneoord

Laerskool Mayfair Goedehoop

Laerskool Lanseria

Laerskool Peacehaven

Westgate Primary School

Hercules Primary School

Bezuidenhout Valley Junior School

Malvern West Primary School  
Orange Grove Primary School  
Greenhills Primary School  
Laerskool Joubert Park  
Laerskool Albertskroon  
Laerskool Die Trap der Jeugd

*(50)* *Hansard*  
Johannesburg Girls' High School  
Western High School  
Blairgowrie High School  
Hoerskool Ontdekkers  
Golfparkskool

## No educational 'quick fix'

61824  
10/4/91  
50  
GERALD REILLY

PRETORIA — Government's commitment to a single education system did not necessarily entail a single, giant department, Education and Culture Minister Piet Clase said yesterday.

Clase told an education symposium in Pretoria there was no "quick fix" for education's many problems.

Transferring redundant teachers to other education departments was not a viable solution to the current staffing situation. Not all teachers in his department were able or willing to accept transfers.

Education's future would be on the negotiating agenda.

However, government's commitment to a single education system did not mean a single, unwieldy department providing education for 10-million pupils through 250 000 teachers.

SA already had an over-arching Department of National Education, he said.

# Toast to mind of man: let us celebrate how we celebrate

Star 12/4/91

AS A second-year student, I taught hospital employees to read and write. Some 50 to 100 hospital cleaning staff attended each evening and I had my first encounter with the avid thirst of the illiterate to become literate. The school lasted several years until the change of government in 1948 sounded the death knell of the night-school movement.

A crying need for South Africa in the last decade of the 20th century and on into the 21st is a revival of the adult education programme and an intensified programme to spread literacy and raise the average level of education.

Years later, I found myself checking manuscripts and drafts of theses of students and lecturers working under my supervision. No fewer than 80 percent of the mistakes were errors of English grammar, usage, idiom, choice of words, spelling and even punctuation.

My remarks about dangling participles, offensively split infinitives, ghastly errors of concord, malapropisms and other barbarisms became notorious among my research students. Yet the message did get across: that there can be no clarity or logic of thought without correctness and lucidity of expression.

Professor Phillip Tobias, the internationally acclaimed scientist and palaeontologist who has just stepped down as head of the department of anatomy and human biology at the Wits Medical School, was given a standing ovation at the end of his valedictory in the university's Great Hall last week. What prompted the applause? He made some worthy points: he



appealed for more attention to be given both to adult literacy and English usage, he called for an education programme to deal with deep-seated racial prejudices and he asked that universities be included in negotiations for a new constitution. But the applause was also a tribute to a broad-minded scientist, a humanist and a thinker.

Hendrik Hofmeyr (one-time chancellor of the University of the Witwatersrand who was also minister of education and deputy prime minister) was at a graduation ceremony over which he was presiding. The date was March 16 1946.

In his address Mr Hofmeyr reminded us of the four freedoms of the Atlantic Charter

the freedom of speech and expression, freedom of religious worship, the freedom from want and the freedom from fear.

To these four freedoms, Mr Hofmeyr proposed a fifth freedom be added: freedom from prejudice. As he pointed out: "The chief cause of our failure to realise the idea of free-

dom in our land is the strength of prejudice — race prejudice and colour prejudice."

Looking back after just under 50 years, I have no doubt that Raymond Dart (the man who discovered the so-called "missing link" — the Taung ape child) was the biggest single influence in my life. It was Professor Dart's qualities as a human

being rather than his scientific work which had the greatest impact on me.

One memory (in my first year as a medical student) stands out. The entire student body of the Medical School foregathered in this Great Hall to hear the president of the students' medical council convey their tribute to Professor Raymond

Dart. When he accepted the students' gift, a set of Encyclopaedia Britannica, I had my first experience of seeing a grown-up man crying in public. It was touching and spell-binding and unforgettable.

I listened to the speeches that day, a slip of a boy recently turned 17, gazing wide-eyed at the man on the stage as he struggled to control his emotions and to find words to express his appreciation, the man who was to play so large a part in my life as mentor, exemplar, paragon, colleague and friend.

It's been a long time from *Australopithecus* and a still longer time from his 10 million-year-old ape-like ancestors. What do we have to show for it?

Appallingly little when one contemplates our bodies, so puny and pitiful; our teeth, re-

duced as they are to decader-mush-jiggling denticles; of vertebral columns, so prone to slipped discs, backache, ma posture, exostoses and other 1) erected abdomens with the confounded tendency to protrude, hernias, middle-aged spread, pot-bellies and haemorrhoids, our seemingly well-balanced heads with neck spasms, headaches, wry-neck, cervic osteophytes and other pain prices we pay for persevering in propping them precariously on a pathetically poised pillar; our ungainly, tw-legged stance and gait with feet, varicose veins, bunions, plantar warts, sprained ankles and torn cartilages in our knee joints.

I give a toast to the man of man. Long may we celebrate how we celebrate □



# SA education needs help urgently, Americans told

126 us 12/4/91  
The Argus Foreign Service

WASHINGTON. — Unless the reconstruction of South Africa's education started immediately, political negotiations would be rendered almost meaningless, a delegation of senior South African educationists has told American groups.

The delegation of six comprises Dr Jakes Gerwel of the University of the Western Cape, Professor Chabani Manganyi of the University of the North, Ms Ivy Matsep-Casburri of the Education Development Trust, Professor Wiseman Nkuhlu of the University of the Transkei, Mr John Samuel of the ANC and the Rev Buti Tihagale of the Educational Opportunities Council.

They are in the United States to brief American educationists, government officials and donor groups on the status of education and to es-

establish links with US colleges and universities.

The delegation told a press breakfast in Washington yesterday it had not come to undermine sanctions against South Africa, but it wanted to warn that the crisis in South African education was such that an immediate start had to be made with reconstruction if a non-racial democracy was to flourish in South Africa.

Dr Gerwel said apartheid education policies had wreaked tremendous havoc. Last year's school-leaving results were not just a crisis but a national disaster which had prompted ANC deputy president Mr Nelson Mandela to convene crisis talks between the education sector and the government.

The delegation was hoping to elicit financial and academic support from American organisations.

PLEA FOR US  
expertise,

## aid in black Star 12/4/91 education

By David Braun  
Star Bureau

WASHINGTON — Unless the reconstruction of South Africa's education system started immediately, the issue of political negotiations would be almost meaningless, a delegation of South African educationists is telling American groups.

The delegation of six educators comprises Dr G J Gerwel of the University of the Western Cape, Professor Chabani Manganyi of the University of the North, Ivy Matsep-Casburri of the Education Development Trust, Professor Wiseman Nkuhlu of the University of the Transkei, John Samuel of the ANC and the Rev Buti Tihagale of the Educational Opportunities Council.

They are in the US to brief American educators, government officials and donor groups about the status of education talks between the black community and the Government, the challenges confronting their own institutions, and to establish links with US colleges and universities.

The delegation told a press breakfast in Washington yesterday it had not come to the US to undermine sanctions but wanted to warn that the crisis in education was such that an immediate start had to be made with reconstruction if a future non-racial democracy in South Africa was to flourish.

### Havoc

Dr Gerwel said apartheid education had caused havoc. It was mind-boggling how explicit and deliberate it had been as a means to prevent the masses from acquiring skills.

Last year's school-leaving results were not just a crisis but a national disaster.

He said the delegation was in the US to see how South Africa's education system could benefit from financial assistance and especially any expertise and academic input from American organisations.

Various delegation members said South Africa's education system had been isolated from the rest of the world because of apartheid. There was a pressing need to catch up.

Professor Nkuhlu said recent political developments had made it more important to address the education requirements of an emerging black managerial group.

The traditionally black universities needed a lot more resources to cope with the expected demand for higher education and training.

It is generally acknowledged that illiteracy in South Africa is the single most important factor that restricts economic growth and general well-being.

These words are contained in a document released by ID Education, a Johannesburg company dedicated to promoting literacy.

ID Education has developed a literacy programme which has been transmitted to instructors from some of South Africa's big companies. The instructors attend a one week course.

After completing their course, the instructors teach their fellow workers to write and read - first in their mother tongue and then in English.

The programme is divided into five basic courses which are: breakthrough to literacy, survival English, conversational English, operational English and Advanced English.

The first course helps the learner to become literate in his mother tongue. This is regarded by ID Education as a pre-requisite to learning a second language.

Having completed this course, the learners



al, economic and social environments.

This course puts greater emphasis on writing and reading as essential to acquiring good English skills.

The last course of the programme - advanced English - is designed to equip learners with the capacity to write reports, advanced reading skills, study skills, and a variety of other English usage.

At this level the learner is equipped for development at post secondary school level.

Learners take approximately two years to finish all the courses, and when they are through they are able to write, speak and read English like a standard eight student, the ID Education document says.

The ID Education, because of the success of its programme, has finally decided to venture into community organisations. Organisations are asked to make use of the programme. A special price for the training of instructors and provision of learning material can be arranged with interested organisations.

are taught survival English. Here they start to read and write in English. This course focuses on the learner's interactions in daily life.

The third course - conversational English - primarily focuses on the development of the speech. It is focused on the learner's environment and it is strongly experimental.

Operational English deals mainly with English usage that is appropriate to vocation-



(2) (a) Primary—40 pupils (minimum)  
 Secondary—35 pupils (minimum)  
 This planning norm has been applied since 1989 and has not yet been completely implemented.  
 The Department creates new posts every year, in accordance with the amount of money available. Posts are apportioned to the regions in terms of the policy (point 2 above) and the growth in pupil enrolment. The Regional Chief Directors allot the posts to schools according to need and in the light of the available classrooms. Statistics as on 6 March 1990.

**Aids education programme**

170. Mr M J ELLIS asked the Minister of Education and Training:  
 (1) Whether his Department is involved in drawing up an Aids education programme for use in schools under his control; if not, why not; 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;  
 (2) whether it will be compulsory to use this programme in the categories referred to above; if not, why not?

B451E

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes
- (a) The target population for these programmes is the teenage school population.
- (b) The programmes are presented by deputy chief education specialists and School Guidance Teachers of the Department, as well as by officials of the Provincial Administrations
- (c) The sexual guidance programme has been drawn up by officials of the Department of National Health and Population Development and the video programme on AIDS by experts of the Department of Education and Training.

(a) (i) Schools  
 Francis Mokapanele  
 Simon Hebe  
 Mbekweni  
 Primary Langaboya Jun. Prim.  
 (ii) Residential Area  
 Tidimalo  
 Mbekweni  
 Mbekweni  
 Mbekweni  
 (iii) Town  
 Delpoortshoop  
 Paarl  
 Paarl  
 Paarl

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes.  
 (a) (i) Schools  
 All schools (13)  
 All schools (6)  
 All schools (3)  
 All schools (2)  
 All schools (1)  
 All schools (6)  
 All Sec. schools (4)  
 All Prim. schools (12)  
 (ii) Residential Area  
 Jouberton  
 Khuma  
 Tsweleng  
 Kgakala  
 Borolelo  
 Mzinoni  
 Thokoza  
 (iii) Nearest Town  
 Klerksdorp  
 Stiffontein  
 Wolmaransstad  
 Leeudoringstad  
 Swartruggens  
 Bethal  
 Alberton

(b) The electricity supply to the residential areas concerned, and thus also to the schools mentioned, was discontinued because the township councils neglected to pay their electricity accounts to the municipalities.

(2) Yes.

**Transvaal schools: electricity**

222. Mr J VAN ECK asked the Minister of Education and Training:

- (1) Whether the supply of electricity to any schools in the Transvaal falling under his Department was recently discontinued; and if so, in each case, (a) what is the name of the (i) school concerned, (ii) residential area in which this school is situated and (iii) nearest town or city and (b) for what reasons was the supply of electricity discontinued;

(2) whether the latest electricity accounts of each of these schools have been paid; if not, what are the relevant particulars?

B582E

The MINISTER OF EDUCATION AND TRAINING:

(a) VISITING SCHOOL	(b)(i) STANDARDS PLATOONING	(b)(ii)(aa) NUMBERS OF PUPILS PLATOONING	(b)(ii)(bb) NUMBERS OF CLASS GROUPS INVOLVED
Elundini	A, B, 1, 2, 3, 4, 5	995	19
Vulumzi	6, 7, 8, 9, 10	2 463	45
Masiphathisane	6, 7, 8, 9, 10	1 850	26
Mooniselo	A, B, 1, 2, 3, 4, 5	1 254	24
Ikhwezeliithe	A, B, 1, 2	1 023	24

*Hansard*

*50*

*Hansard*

*12/4/91*

B589E

**PE/Ibhayi schools: platoon system**

224. Mr E W TRENT asked the Minister of Education and Training:

- Whether any schools falling under his control in the Port Elizabeth/Ibhayi area operate on a platoon system; if so, (a) which schools and (b)(i) which standards, and (ii) how many (aa) pupils and (bb) classes, are involved in each case?

The MINISTER OF EDUCATION AND TRAINING:

Yes

(a) VISITING SCHOOL	(b)(i) STANDARDS PLATOONING	(b)(ii)(aa) NUMBERS OF PUPILS PLATOONING	(b)(ii)(bb) NUMBERS OF CLASS GROUPS INVOLVED
Khulile	A, B, 1, 2, 3, 4, 5	1 076	18
Masangwana	3, 4, 5, 6	803	16
Sophakama	6, 7, 8, 9, 10	1 135	20
Gqebera	6, 7, 8, 9	962	24
Tyhilulwazi	6, 7, 8, 9, 10	956	23
Phakama	A, B, 1, 2	766	19
Sakhisizwe	6, 7, 8	1 013	19
Phakamisa	6, 7, 8, 9, 10	875	18
Spencer Mabija	A, B, 1, 2, 3, 4, 5	643	16
Ben Nyai	2	144	3
Ilitha	2	100	2
Daniels	A, B, 1, 2	495	12
Emsengeni	2	300	7
Funimfundo	1, 2	270	6
Charles Duna	1, 2	440	9
Lamani	1	147	3
Phakama	1, 2	75	2
Tubelihle	7, 8, 9, 10	1 165	18
New Brighton	3, 4, 5	654	19
Moltefe	3, 4, 5	663	13
26		20 267	405

**I Military Hospital: doctors resigned**

256. Mr P J GROENEWALD asked the Minister of Defence: *Answered 12/4/91*

(a) How many doctors resigned at I Military Hospital in Voortrekkerhoogte in 1988, 1989 and 1990, respectively, and (b) what were the reasons for resignation?

**SADF: doctors resigned**

The MINISTER OF DEFENCE:

(a) 1988 : 23  
1989 : 15  
1990 : 28

The MINISTER OF DEFENCE: *Answered 12/4/91*

(a) 1988 : 75  
1989 : 65  
1990 : 72

(b) Numerous reasons but mainly the fact that serving doctors may not run private practices after hours, a lack of specialisation opportunities in the SA Defence Force and better earnings in private practice.

**Registration of all teachers**

269. Mr R M BURROWS asked the Minister of National Education: *Answered 12/4/91*

(1) Whether any progress has been made in the registration of all teachers in South Africa; if not, why not; if so, what progress;

(2) whether he will make a statement on the matter?

**B743E**

The MINISTER OF NATIONAL EDUCATION:

(1) No. The State President, during the opening of the present session of Parliament indicated that work is being done on the political and educational levels to reform the present education system. It is therefore desirable not to proceed with the establishment of a general registration body for teachers until a new statutory structure of education acceptable to all South Africans has been negotiated

(2) No.

**Own Affairs:**

49. Mr R M BURROWS asked the Minister of Education and Culture: *Answered 12/4/91*

(1) Whether all student places in colleges of education falling under the control of his Department are filled; if so, how many such places are there; if not, (a) how many places are vacant and (b) why are they vacant; *Answered 12/4/91*

(2) whether any arrangements have been made with any other departments of education for the utilisation of any colleges of education, or parts thereof, falling under the control of his Department; if so, what arrangements;

(3) whether any colleges of education, or parts thereof, have been disposed of in any way to any other Government Department or organisation; if so, (a) which colleges and (b) to which Government Department or organisation in each case?

*Answered 12/4/91 B628E*

**The MINISTER OF EDUCATION AND CULTURE:**

(1) No, *Answered 12/4/91*

(a) 4 180, *Answered 12/4/91*

(b) the annual intake is determined by the projected need for teachers in four years' time;

(2) no, but there is a formal agreement with the Department of Education and Culture: House of Representatives and the Kwa Zulu Education Department for a number of their teachers to undergo further training at the distance teaching college, the Natal College of Education. In addition to this and in accordance with an informal agreement B Prim Ed Courses are offered at Edgewood College of Education and Johannesburg College of Education which students of other groups enrolled at the University of Natal and Wriwatersrand may follow. At Edgewood College of Education a further Diploma in Education (General Science) is offered to Black teachers

(3) this information may be obtained from the hon the Minister of Welfare, Housing and Works.

**Natal: closure/amalgamation of schools**

59. Mr R M BURROWS asked the Minister of Education and Culture: *Answered 12/4/91*

(1) Whether the Executive Director of the Natal Education Department has instituted planning programmes for the (a) closure and/or (b) amalgamation of schools and other education institutions falling under his control; if so, (i) what are the names of the (aa) schools and (bb) other institutions involved in each case and (ii) when will the intended or suggested action be taken;

(2) whether he will make a statement on the matter?

B748E

(50)

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) and (b)

Yes,

(aa), (bb) and (ii)

since the matter is still under consideration and negotiations with the interested parties are still taking place, the information is not yet available;

(2) no.

### INTERPELLATIONS UNDER NAME OF MEMBER

Burrows, Mr R M— <i>Own Affairs:</i> Education and Culture, 603	Jacobs, Adv S C— <i>General Affairs:</i> Home Affairs, 421
Carlisle, Mr R V— <i>General Affairs:</i> Home Affairs, 10	Landers, Mr L T— <i>General Affairs:</i> Justice, 251
Cassin, Mr M F— <i>Own Affairs:</i> Education and Culture, 345	Langley, Adv T— <i>General Affairs:</i> Defence, 281
Chetty, Mr K— <i>General Affairs:</i> Law and Order, 681	Leon, Mr A J— <i>Own Affairs:</i> Budget and Local Government, 317 Education and Culture, 109
Eglin, Mr C W— <i>General Affairs:</i> Foreign Affairs, 429	Lorimer, Mr R J— <i>General Affairs:</i> Planning, Provincial Affairs and National Housing, 848
Gerber, Mr A— <i>Own Affairs:</i> Education and Culture, 36, 460	Momberg, Mr J H— <i>General Affairs:</i> National Education, 574
Haswell, Mr R F— <i>General Affairs:</i> Law and Order, 286 Planning, Provincial Affairs and National Housing, 65	Mopp, Mr P A S— <i>Own Affairs:</i> Health Services and Welfare, 495
Herandien, Mr C B— <i>Own Affairs:</i> Housing, 125	Padiachey, Mr D K— <i>Own Affairs:</i> Education and Culture, 692
Hoon, Mr J H— <i>General Affairs:</i> Planning, Provincial Affairs and National Housing, 567	

# NECC races against time to aid matrics

By PORTIA MAURICE

*w/mant 12/4-18/4/91.*  
AFTER a false start earlier this year, the National Education Co-ordinating Committee is racing against time to assist unsuccessful black matriculants who wish to rewrite their exams through its Intensive Learning Campaign.

National campaign co-ordinator Siphso Blose told *The Weekly Mail* this week that although the NECC had effectively missed the boat in helping the 34 917 students who wrote the Department of Education and Training's (DET) March exams, tuition would start in earnest across the country on Monday to assist those due to rewrite in May/June.

The Intensive Learning Campaign (ILC) was established late last year in the wake of the dismal 36,4 percent matric pass rate in African schools. It aims to prepare students to pass their supplementary exams through providing secondary alternative resources such as study centres, tutorials and learning aids, as well as to pressurise the state to provide "basic tools of education".

On the ground, though, the campaign has yet to take root. Twenty thousand study packages and compilations of past exam papers have been posted to all regions, said Blose, and tuition is planned in study centres — classrooms, community or church halls — for the duration of a normal school day.

Parents too are expected to participate actively in the process. "Parents need to be involved by administering the study centres on a shift system," said Blose.

The task is a mammoth one. The DET has registered 30 145 students to begin exams on May 2 but, said Blose, the department has been dragging its feet in publicising exam information and has not provided textbooks or stationery.

"Judging by last year's results, we cannot be confident that a large percentage of these students will pass, but we need to galvanise community support and combine our efforts to support them," he said.

●Anyone able to assist with the Intensive Learning Campaign should telephone Siphso Blose (NECC head office) at (011) 836-4726.

# Education <sup>50</sup> breakdown is the result of lack of order

*Sowetan 12/4/91*  
LACK of discipline and the absence of parental control had led to the breakdown in black education.

Mr Patrick Dooms of the Council for Black Education Research said this at a seminar on the "Crisis in Black Education and Its Implications for Human Resource Development" held at Wilgespruit Fellowship Centre.

The seminar was part of the Ubuntu Social Development Institute update programme.

It was also addressed by Mr Buntu Mfenyana of the USDI and Mr George Negota of the Black Managers Forum.

The crux of the presentation was not solely on the failures of black education and its chaotic state but on its relationship with human resource development.

Dooms argued that black education was not in a "crisis" situation but was experiencing a breakdown.

Expounding on this syndrome, Dooms said parents had lost control of their children. The children no longer attended school and were independent of their parents.

He said discipline was an integral part of any education system.

In black education, however, most black pupils did not have discipline as a result of the breakdown of family control.

He said the word "crisis" was made common by the media when referring to the state in which black education was in.

However, quoting from the works of Louis Althusser, Gramsci and social writers Bowles and Gintis, Dooms said the "crisis" was only as far as big business and the reproduction of labour were concerned.

He said big business needed a stable workforce and the chaotic state of black education was not conducive to producing the required disciplined labour.

Dooms said a relationship existed between big business and the reproduction of labour power.

He said capital was not getting the stable and disciplined workforce it expected from schools.

## Skills

In capitalist states, the reproduction of the productive forces had been achieved more and more outside production.

Quoting Althusser, Dooms said although there was apprenticeship training within production itself, this reproduction of the skills of labour power tended to be on the decrease.

The dangling question was what do children learn at school, he said.

In his book, *Ideology and Ideological State Apparatus*, Althusser notes that besides techniques and knowledge they gain at school, children also learn the rules of good behaviour - the attitudes that should be observed by every agent in the division of labour.

Discussing it more scientifically, Althusser says the reproduction of labour power required not only a reproduction of its skills, but also a reproduction of its submission to the rules of the established order.



# Parents 'have lost control'

This is the type of activity which has kept young people out of the classroom and resulted in a lack of discipline and in a breakdown in parental control.



By DON

SEOKANE

capitalism because it had not provided the incentive to learn.

The school, Althusser takes it further, teaches know-how but in forms which ensure subjection to the ruling ideology.

All the agents of production, exploitation and repression and what Karl Marx referred to as "the professionals of ideology" must be steeped in this ideology to perform their tasks "conscientiously".

According to Althusser, the reproduction of labour power reveals as its precondition not only the reproduction of its "skills" but also the reproduction of its subjection to the ruling ideology.

Subjection, he says, recognises the effective presence of another reality - ideology.

Dooms said the parallel which could be drawn from the recognition of the presence of ideology was that black education had been the vehicle of manipulation of the young and their subjection to submit to the ruling ideology.

## 'Effects of Bantu Education has been disastrous'

He said the effects of Bantu Education on past generations of school-goers had been disastrous, not only to the black people, but also to big business.

That probably had been the reason why the De Lange Report was

hailed by big business and rejected by extra-parliamentary groups as "reforming apartheid education", he said.

The De Lange Commission of Inquiry was set up after the 1980 riots.

The end effects of the realisation of the manipulative nature of black education had brought it to a halt - and reduced schooling to sporadic attendance.

Of the "crisis" and "breakdown", it appeared one situation appeared first, then followed by another.

If black education had experienced a crisis, then it certainly was breaking down.

However, it does not seem proper to say that the breakdown was only on the part of family control, the education system on the whole is breaking down.

# Natal NECC in fund probe

By S'BU MNGADI

CP 14/4/91

THE Natal region of the National Education Co-ordinating Committee is being asked to account for R532 200 which 121 Maritzburg teachers claim was raised for them following their dismissal by KwaZulu authorities last August.

A commission of inquiry is investigating the allocation of funds generated as financial relief for the dismissed teachers.

(50)

Consisting of representatives of the Congress of South African Trade Unions, the South African Democratic Teachers' Union, the ANC, the Congress of South African Students and the Edendale Landowners' Association, the commission is expected to report on its progress tomorrow.

The appointment of the commission came in the wake of complaints by the dismissed teachers that the NECC in Natal used their plight to raise funds.

The teachers were dismissed by KwaZulu's Department of Education and

Culture last August for staying away from school in protest against inadequate security after political violence had spilled over into schools.

They told *City Press* financial relief offered by the NECC fell far short of promises and expectations.

Edenvale Teachers' Crisis Committee says the fund-raising drive has so far netted R532 200. The money came from Diakonia, Kagiso Trust, overseas donor agency Inter-Fund, and embassies of countries such as Canada.

Each of the dismissed teachers received R2 370 last August.

Political comment and newsbills by K Sibiyi, headlines and sub-editing by B Keswa, both of 2 Herb Street, Johannesburg.

# Renewed calls for learning as kids go back to school

By LULAMA LUTI

THOUSANDS of Transvaal children are due to return to school tomorrow amid renewed calls for them to ensure that effective learning takes place. *UPress 14/4/91*

Last term learning was at a low ebb in schools under the Department of Education and Training.

The call for normality in schools has been reiterated by students' organisations, who further appealed to teachers to help pupils make up for lost time. *50*

Said Azanian Students' Convention publicity secretary Siphon Maseko: "Azasco desires the re-opening of schools to be devoid of the circus which characterised them last quarter. The schools should serve the purpose they were intended for - effective learning.

"We also call on teachers to assist students in this regard by pursuing their professional duties with seriousness, and on teachers' unions to stop misdirecting students."

Congress of South African Students' president Thami Rubusana said Cosas urged students to go to school and called for a "process of intensive learning" to take place.

"But we should note that in areas where there was not effective learning at schools there were problems of overcrowding and lack of adequate facilities.

"However the campaign for these facilities does not mean learning should come to a standstill."

Speaking on behalf of the Pan Africanist Students' Organisation, the PAC's secretary for education Joel Gwabeni said: "Noting that today's education crisis is tomorrow's labour crisis, we call on students to go back to school and learn.

"We further call on Cosas to stop slogans like 'pass one pass all' and address fundamental issues like the lack of stationery and the shortage of teachers and classrooms."

Meanwhile, in a major step towards resolving the education crisis in Mamelodi, which reached alarming proportions last term, the 48 principals expelled from schools de-

ecided they would go back to their respective posts tomorrow.

The move has been welcomed by the DET, which said the decision was taken at a meeting earlier this week between the principals and members of the schools' management councils.

DET Northern Transvaal spokesman Geoffrey Makwakwa said while the department welcomed community involvement in education, it could not allow individuals or groups to usurp the authority of principals or to prescribe to them.

"I wish to make it clear that the principals will return to their schools and perform their duties only on the conditions laid down by the DET."



Siphon Maseko... we don't want the circus we had last time.

AS THOUSANDS of black pupils head back to school today for the second quarter of the year, they leave behind three months which did not live up to the call for "effective teaching and serious learning" in 1991.

Although thousands of them heeded the call made at the beginning of the year by various political and educational organisations to go back to school, serious learning in many PWV schools was hamstrung by protest actions and campaigns of defiance against authorities, resulting in the loss of valuable teaching time.

In the wake of last year's disastrous matric results, community and student organisations pledged to ensure effective learning which would be devoid of disruption. But in some areas, particularly Pretoria, these objectives were not achieved.

Mamelodi schools have been without principals since January after the local branch of the Congress of SA Students (Cosas) had instructed them not to return to school until the

## It's time for some serious learning

Community and student organisations have pledged to ensure effective learning for students, devoid of disruption.  
PHIL MOLEFE reports.

Department of Education and Training (DET) had responded "positively" to demands of improved learning conditions.

The headmasters are expected to return to their respective schools today, however, according to Mamelodi Principals Council chairman Ben Tlou.

Schools in the Johannesburg region — which includes Soweto, Alexandra, Tembisa and the West Rand — appeared normal, but students had not really got down to serious learning, said Ihron Rensburg, general secretary of the National Education Co-ordinating Committee.

Alexandra Cosas activists embarked on a protracted sit-in and hunger strike at the DET offices last month in a bid to force the authorities to meet their demands.

The principal and staff at Fidelitas High School in Diepkloof were chased away by students in February to confront the DET about their demands.

The Johannesburg regional chief director of the DET, Richard Motau, said the second quarter promised to be a period of serious learning despite the problems encountered in the first three months.

"There is a new trend in educational circles in the Johannesburg region, and this is that the three groups that were apparent in the first quarter have started to merge positively to start well in the second quarter," said Mr Motau.

Vaal Triangle schools opened to a slow start at the beginning

of the year because of anxiety that accompanies the current spiral of violence as well as grievances by students that serious learning could take place only if the DET improved conditions in schools.

DET regional chief director for Orange Vaal, G B Stey, said progress was made when officials of the department and a delegation of the South African Democratic Teachers Union held a meeting at which an undertaking was made to create a culture of learning and serious teaching.

Education in the strife-torn East Rand townships of Katlehong, Tokoza and Vosloorus has been adversely affected by the continuing violence and disruptions following protest action by pupils and teachers.

About 140 Katlehong and Tokoza teachers were arrested in February and charged with trespassing after staging a sit-in at the DET offices.

DET spokesman Corrie Rade-meyer said the situation in the first quarter was "not bad" compared with the corresponding period last year. □



## Electricity <sup>80</sup> to schools disconnected

16/1/91  
50 wofan 15/1/91  
THE supply of electricity to 47 schools had been discontinued recently when the supply to the residential areas was cut off, the Minister of Education and Training, Dr Stoffel van der Merwe, confirmed on Friday.

He said the electricity had been cut off because the townships in question had not paid their bulk electricity accounts.

Schools affected by the electricity cuts included 13 in Jouberton, near Klerksdorp; six in Khuma, three in Tswelelang, two at Kgakala, one at Borolelo, six at Mzinoni, and four secondary and 12 primary schools at Okoza near Alberton. - Sapa

# Nothing seems to have changed



*Swefer 15/4/91.*  
I AM reminded of the stories my father used to regale us with about Professor Tengo Jabavu when I read the first of a politico-historical trilogy edited by Thomas Karis and Gwendolen M Carter, called *From Protest to Challenge: A Documentary History of African Politics in South Africa, 1882-1964*.

Jabavu was the embodiment of the missionary schooled intellectual of the past who played a major role in shaping the politics of South Africa.

According to Karis and Carter, African political journalism began in 1884 when John Tengo Jabavu founded *Imvo Zabantsundu* in King William's Town.

His editorials are for me rather arresting. One short example should suffice to give a feeling of grandiloquent tone, the grand flavour of English as expressed by some of our forebears. Thus:

"Muzzling the Natives. Editorial in *Imvo Zabantsundu*, March 23, 1887.

The Bill which the Sprigg Government has given notice of introducing next Parliamentary Session, with the ostensible object of making 'better provision for the Registration of Persons entitled to the Electoral Franchise' is about the severest blow that has ever been aimed at Native rights since representative institutions were introduced into this country. The *Cape Times*, a journal which cannot be suspected of negrophilistic tendencies whatever, characterises it as an attempt 'to cloak injustice under the specious pretext of reform'.

I am delighted by the gravitas, the serious intellectual tone coming from that editorial chair. I am tempted to call it a podium, in the spirit of the roll of that particular essence of the English language.

More extraordinary about this historical volume is that nothing seems to change.



Jabavu was a staid, Christian, almost reactionary type of black intellectual.

Like his peers, including the man who fathered me, they stood in awe of "western civilisation". They sincerely believed that the white man, being civilised, would change if the black became his intellectual equal.

From the same book comes the view about black education or education generally in South Africa that has been repeated for years. It claimed "the parlous condition of education in South Africa may be judged by the anomalous attitude of former Ministeries under Responsible Government towards Native Education".

It continues: "At the present time, under the improved management of the Supt Gen of Education, the disparity between the grants allowed per pupil to white and black, as shown by the Education Report, will be seen from the following table:

First Class Public Schools (White) ... three pounds, seventeen shillings and four and a half pence.

First Class Public Schools (Black) ... twelve shillings, two and a half pence.

Third Class Public Schools (White) ... two pounds, one shilling, three and a half pence; and

Third Class Public Schools (Black) ... thirteen shillings, three and a half pence.

This document was delivered to the British Government by the South African Native Congress in 1903.

(v) imprisonment for four to six years, (vi) imprisonment for six to eight years, (vii) imprisonment for eight to 10 years and (viii) imprisonment for more than 10 years in each province in 1989 and 1990, respectively?

*Hansard 15/4/91*  
The MINISTER OF JUSTICE *(Signature)* B773E

The required information is not readily available in the Department. In an effort to be of assistance to the honourable member, the Central Statistical Service was approached. Only statistics regarding convictions of the crimes concerned are kept by the Central Statistical Service and statistics regarding sentences cannot be furnished. The statistics regarding convictions obtained from the Central Statistical Service for the periods 1 July 1988 to 30 June 1989 and 1 July 1989 to 30 June 1990, are as follows:

1/7/88- 1/7/89-  
30/6/89 30/6/90

(a) *Murder*  
Cape Province 760 921  
Natal 578 548  
Transvaal 1 066 1 010  
Orange Free State 290 240

(b) *Rape*  
Cape Province 1 956 1 842  
Natal 551 559  
Transvaal 2 211 2 121  
Orange Free State 442 469

(c) *Car theft*  
Cape Province 1 381 1 175  
Natal 705 678  
Transvaal 2 316 2 289  
Orange Free State 219 241

(d) *Assault with the intent to do grievous bodily harm*  
Cape Province 20 755 19 441  
Natal 6 569 5 544  
Transvaal 19 365 17 730  
Orange Free State 3 934 3 601

#### Non-payment of maintenance

293. Mr A J LEON asked the Minister of Justice:

(1) How many cases relating to the non-payment of maintenance were heard in maintenance courts in 1989 and 1990, respectively;

closure and/or (b) amalgamation of schools and other education institutions falling under his control; if so, (i) what are the names of the (aa) schools and (bb) other institutions involved in each case and (ii) when will the intended or suggested action be taken;

(2) whether he will make a statement on the matter?

B749E

(2) no.

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) and (b) Yes,

(i) (aa), (bb) and (ii) since the matter is still under consideration and negotiations with the interested parties are still taking place, the information is not available at present;

#### Own Affairs:

##### Pre-primary schools: subsidies

33. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 15/4/91*

(a) What amount was provided in each provincial education department for subsidies to pre-primary schools in 1990, (b) how many schools in each province received such subsidies in that year and (c) what policy was followed in each of these departments regarding the payment of this subsidy?

B420E

The MINISTER OF EDUCATION AND CULTURE:

*	(a)	(b)
CAPE	R14 991 000	172
NATAL	R14 780 000	96
OFS	R 7 749 000	81
TRANSVAAL	R 4 804 137	184

(c) the policy as set out in the "Regulations relating to the Registration, Classification and Subsidization of Private Pre-Primary Schools" promulgated on 30 March 1990 in terms of the Education Affairs Act (House of Assembly), 1988.

\* private pre-primary schools only.

#### Closure/amalgamation of schools: planning programmes *(50)*

60. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 15/4/91*

(1) Whether the Executive Director of the Cape Education Department has instituted planning programmes for the (a)

# Shortage of books as pupils stream back

By Phil Molefe *staw*  
Education Reporter *16/4/91*

The positive response by thousands of black pupils to the back-to-school campaign has resulted in a shortage of textbooks, Department of Education and Training director-general Dr Bernhard Louw said yesterday.

Dr Louw said the DET was

<sup>(SO)</sup> engaged in finding ways to finance more textbooks.

Funds would probably have to be diverted from other urgent projects such as the repair of damaged facilities, he said.

"The book shortage was caused by the fact that principals had been forced by pressure of numbers to admit more pupils than their

schools could accept under normal circumstances," said Dr Louw.

National Education Co-ordinating Committee general secretary Ihron Rensburg said the DET should be blamed for the crisis because the authorities had been warned in advance to make provision for the increased pupil numbers.



# Squatters our top priority, says DET

Sowetan 16/4/91

(50)

(S)

(S)

By PHANGISILE MTSHALI

PROVISION of education in squatter areas is among the top priorities of the Department of Education and Training this year, according to a report tabled in Parliament.

The department says it plans to formulate an education policy which will suit the learning needs of people in these communities.

## Protest marches

"The department cannot depend on the traditional model for provision of education in the areas. It is unrealistic to expect that pupils who sometimes live in very poor conditions should fit into the conventional general-formative education programme.

"There is a national consensus that circumstances in black schools have to be normalised. Where order does not exist, (it) must be created.

"A climate of learning and studying must be established in schools. The squandering of resources and time must be ended. The whole community must be involved in this," the report says.

It describes 1990 as "a year of extremes" in which DET and its officials and teachers experienced tension, failure and frustration.

Through a determined effort to rectify shortcomings, the department managed to make breakthroughs, to change attitudes and to provide a credible service.

The report attributes last year's bad performance and the breakdown of order in schools to "deliberately organised" activities which "seriously disrupted education".

It cited protest marches and sit-ins as activities which contributed to this breakdown.

in the 1991-92 tax year as a result of primary rebates having been reduced and tax brackets not having been increased by the inflation rate and (b) what amount in revenue has it been budgeted will be collected from these new taxpayers?

*Hansford* 16/4/91 B769E

The MINISTER OF FINANCE:

(a) 510 000

(b) R77 410 423.

#### Afforestation applications

\*16. Mr M J ELLIS asked the Minister of Water Affairs and Forestry:

(1) Whether it is mandatory for his Department to refer all afforestation applications to the provincial nature conservation departments for their recommendations before permits are issued or refused; if not, why not;

(2) whether he will make a statement on the matter?

B770E

The MINISTER OF WATER AFFAIRS AND FORESTRY:

(1) No, as it is not required in terms of the Forest Act, 1984 (Act 122 of 1984). It is normal practice, however, to approach the provincial nature conservation authority concerned for comment prior to the issuing of a permit and to inform the said authorities after the issue of a permit. This enables the nature conservation authority to contact the permit-holder at an early stage regarding the conservation of sensitive areas or endangered plant and animal species. As the hon member may be aware, the country's forest industry has a proud conservation record and the industry is subject to stringent self-imposed conservation guidelines.

(2) No.

#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

HOUSE OF ASSEMBLY

*Own Affairs:*

*Schools: moratorium*

Mr R M BURROWS to ask the Minister of Education and Culture: *(SO)*

(1) Whether he will declare a moratorium on the closure of schools and the termination of the employment of teachers until such time as the Government's education renewal strategy has been presented, if not, why not;

(2) whether he will make a statement on the matter?

*Hansford* 16/4/91 B813E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member has raised this issue before. On 25 March 1991 I gave an answer to one of his questions to the effect that I would not suspend any pending termination of services of teachers until the education renewal strategy had been finalised.

The reasons are clear. The department is run in accordance with the present Constitution. This will continue to be done until a new Constitution has been negotiated and has come into operation. It is my responsibility to see that my department operates in a cost-effective way, and I have to do so on a very tight budget. Even when rendering services, I have to make ends meet. The functioning and the financing of my department are therefore not dependent on the outcome of the education renewal strategy which will be taken into account as wider negotiations proceed. Whatever the ERS findings, they cannot lead to an immediate change in general policy.

Obviously we are aware of and concerned about the problems existing in education. Moreover, we are part of a dedicated team committed to solving these problems. However, the issues are complex and there are no instant solutions. May I also repeat that the solution to our problems does not, for instance, lie in the forced transfer of redundant teachers to other departments or the implementation of a strategy which requires further negotiation with a view to general acceptance. I have explained more than once that redundant facilities do not necessarily occur where the need for them exists.

I have repeatedly emphasised the present trend towards devolution of authority, with communi-

ties making their own decisions. Or would the hon member wish to fight this trend and once more move towards greater centralised control and stifling autocracy, forcing the issues from above? [Interjections.] He is usually very critical about that, especially when there are some political points to be scored. [Interjections.]

Does the hon member realise that the other State departments of education also have redundancies and vacancies? Both the House of Representatives and the House of Delegates have an occupancy rate in the region of 70%, not that much different to ours. All the colleges of the DET are not fully occupied either. Therefore, even in a future scenario with a single education system, responsible rationalisation will have to continue.

I shall therefore continue to act in the best interests of education and with due regard to the general sensitivity of the matter. I shall not destabilise education, nor shall I be wasteful of scarce resources [Time expired.]

Mr R M BURROWS: Mr Speaker, I pick up the last words of the hon the Minister: "I shall not destabilise education." [Interjections.] At the end of this year in his department more than 30 schools will be closed in Natal. 33 schools will be closed in the Cape and 680 posts will be abolished in Natal. No, says he, "I will not destabilise education."

The hon the Minister is taking, if I may say so, a dangerous weapon like a pangas or an axe and he is hatching education, because this aggressive rationalisation policy—and the words are not mine, they are the words of one of the hon the Minister's own officials—which must be pursued is being pursued through White blinkers. If we have a look at the list of schools—it has been made available to us in Natal, by the Director, and we thank him for that—we see that the only reason why these schools are being closed is because that Director and this hon Minister are having to take into account planning for White children. [Interjections.]

Similarly, if we pick up the point made by the hon the Minister about greater centralised control, the answer is no, we do not want greater centralised control. On the other hand, if the hon the Minister allows a school to vote for model B and open its doors, and then one year later says that it must close because it is only going to be

allowed one year of existence with children of colour as pupils, what policy is being pursued? It is absolute nonsense.

In Natal we have a situation in which remedial schools, provided over a period of time with the money of the people of Natal, in addition to State funding, are being summarily closed. Will the hon the Minister allow remedial schools to remain open if parents start raising fees?

At pre-primary school level, 150 posts are to be abolished in Natal. Why? The reason is that those teachers are catering for three-year-olds and four-year-olds. Yet, when the hon the Minister's department is approached by the Pre-primary Teachers' Association with a request to expand the five-year-old group, which we understand is possibly going to be a compulsory group under the education renewal strategy, they are told: No, you must rationalise because we have to get rid of the posts.

The education renewal strategy proposals are likely to take into account planning for a non-racial South Africa and for all children. If we are going to start closing country schools because there are not enough White children, all we have to do is read the editorial in *Die Burger*, which says at least allow the schools to open and keep the communities going.

The whole concept of the desperate need in Black education can be read in the newspaper every day. Tonight's newspaper says:

Overcrowding in schools could affect matric results. All secondary schools in the Cape Peninsula are overcrowded and could be affected.

My colleague the hon member for Cape Town Gardens has spelt out the fact that empty places in White schools in the Cape Peninsula alone can in fact reduce the population in those Black schools.

In the Cape and Natal rumours are going around that the hon the State President has, in fact, given assurances that schools will not be closed at the end of this year. I do not know if this is true. [Time expired.]

\*Mr A GERBER: Mr Speaker, the request by the hon member for Pinetown in this interpellation reveals the dilemma of the left-wingers in South African politics, and here I include the NP. The new South Africa which they have been

HOUSE OF ASSEMBLY

appealing for is catching up with them. They were under the blissful impression that once there was equity in education, everyone could be uplifted to the standards of White education. Now the realities are starting to catch up with them. Preventive measures must now be taken to counteract that unrealistic policy they have advocated for years. A disaster in White education must be prevented by a moratorium on the closure of schools and the termination of teachers' services.

The DP hopes that a new educational dispensation will be a reality in South Africa within a year or two. They are hoping that by that time differentiating factors such as ethnicity and race will play no role. Then, they believe, we will have heaven on earth in South Africa. The wolf also shall dwell with the lamb, as it were. The empty places in White schools will be filled peacefully by Black pupils and redundant White teachers will, with their concurrence, be transferred to those predominantly Black schools. All the problems with empty schools and redundant teachers will be a thing of the past. What a fool's paradise some hon members are living in!

In the new South Africa many teachers will be without jobs and standards of education will drop to Third World standards. The provision of basic education up to standard 5 level will barely be possible. Schools will be closed, not because there will be no children, but because there will be no money in the new South Africa to run those schools. [Interjections.]

This interpellation is an act of desperation by a political party whose dreams are being dashed. The postponement of the problem—moratorium—will not save the situation. The only thing that can save education is a CP government. [Time expired.]

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I want to tell the hon member for Pinetown that when schools are closed as a result of our reasons for rationalising, namely a decrease in the number of pupils, this certainly does not mean destabilisation. In fact, when rationalisation takes place by means of amalgamation or in other ways, it is already to the benefit of the children in all those cases.

As a former teacher the hon member should know this very, very well. What is the hon member doing? When the facilities of those

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schools become available, those schools are not used for any other purpose. The hon member knows exactly what the policies of the Ministers' Council are. He knows that those buildings are also offered to education departments by my hon colleague for the purpose they were intended to serve. In other words, those empty facilities continue to be used for education. [Interjections.] Yet the hon member is now asking me why we are not continuing to do so.

The fact of the matter is—if the hon member had opened his ears, he would have heard—that at present we are dealing with a Budget drawn up in terms of the present Constitution. We must finance education out of that Budget, and my responsibility as the Minister of Education and Culture in the Administration: House of Assembly is to finance education for my primary task, namely for Whites.

Mr P C CRONJÉ: [Inaudible.]

\*THE MINISTER: If that hon member would just close his mouth, we would be able to see his face. [Interjections.]

\*THE ACTING SPEAKER: Order!

\*THE MINISTER: Seeing that the hon member talks so much, I shall not reply further to the hon member for Pinetown, because he cannot hear. However, I want to come to the hon member for Brits. [Time expired.]

Mr R V CARLISLE: Mr Speaker, let me deal very briefly with the CP. Until the day that that hon member can tell us what his party proposes to do about schooling for Whites in the plateau areas, they should stay silent on this debate. [Interjections.] They are misleading their own people about what is occurring with platteland schools.

The hon the Minister of closed schools has actually given us an answer today. We are grateful to him. He spilt the beans—I hope the hon the State President is listening—by saying that as long as this Constitution was in place, White own affairs education would continue with no possibility of transfer. It was impossible to have a bookkeeping entry, he said, because he had a certain amount for White education and he could do nothing beyond that.

The MINISTER OF EDUCATION AND CULTURE: Nonsense!

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Mr R V CARLISLE: That is exactly what the hon the Minister said. [Interjections.] He said that until the Constitution changed he could not change the system. Does that imply that the day that we have a government elected by all South Africans is the day on which we will try to resolve these problems? Is the hon the Minister trying to tell me that there is no provision for transition? That is an act of madness [Interjections.]

I want to make two further points in closing. One is that part of the problem is political. There are hon members on that side and their officials behind them who do not want to see Blacks in White schools, even if they are ex-White schools. [Interjections.] The second problem is a management problem. The impression is that this Administration is too exhausted and lacks the creativity and ingenuity to resolve a problem, so they close schools, throw the empties to the hon the Minister of Welfare, Housing and Works over there and the problem is resolved. [Time expired.]

Mr R M BURROWS: Mr Speaker, the moratorium has been called for, as the hon the Minister knows, by teacher organisations, the business community, the private sector and his great friend, the *Financial Mail*. All we are calling for is for the notices that are now beginning to go out to teachers, telling them to start looking for new work next year, to be stopped until the education renewal strategy has at least been tabled, because the moment he has lost a teacher, it is highly unlikely that that teacher will ever return to the profession.

It is precisely those teachers that we want to hold on to in the new South Africa. It is precisely those teachers, the schools they represent and the communities that want to keep those schools going that we need to hold on to. If we do not, the key thing that the hon the Minister is talking about is that once they go into the hands of the hon the Minister of Welfare, Housing and Works and he hands them over to another education authority, the whole starting-up process must begin again.

He knows what happened to the Johannesburg School for Girls. Imagine, if we had kept that school going, how much better it would have been, rather than going through the process we had to go through. This is true of the 60 schools that are due to close this year. [Interjections.]

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\*THE MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member—I repeat, he used to be a teacher—knows as well as I do that for all these years nothing has been standing in the way of any White teacher from offering his services to any other education department. [Interjections.] The hon member's argument that those teachers will be lost to education if a school closes, is the biggest load of rubbish, and he knows it!

Mr R M BURROWS: Can they stay at that school?

\*THE MINISTER: The fact of the matter is that there has never been a regulation preventing a White teacher from teaching in Black, Coloured or Indian education. [Interjections.] In fact I am on record as having encouraged White teachers to do so, if they felt they wanted to assist because there was a need in Black, Coloured or Indian education. This argument of the hon member holds no water whatsoever.

I want to return to the hon member for Brits. He maintains that the standards of education will drop in a new South Africa. I want to tell hon members that this will only happen if the impossible happens and the CP comes to power. [Interjections.] Then the whole of education would be so destabilised that there could no be possibility of standards.

I want to mention a second point. The hon member said there would be no money in a new South Africa. The opposite is true—in a new South Africa there will be more money, and we have seen proof of this during the past day or two with the lifting of sanctions. [Interjections.] Therefore I want to continue by saying that in a new South Africa there will only be no money if the Official Opposition is in control. May the good Lord prevent that! [Interjections.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Vaal Triangle campus: conversion

\*1. Mr L F STOFBERG asked the Minister of Education and Culture:†

(1) Whether his Department has investigated, or has ordered an investigation into, the possible conversion of the Vaal Triangle campus of the Potchefstroomse Universiteit vir Christelike Hoër Onderwys into a university for Blacks;

(2) whether any official or unofficial communication has been made to this university or staff members of the university; if so, what are the relevant details?

†The MINISTER OF EDUCATION AND CULTURE: B663E

- (1) No;  
(2) no.

**Expenditure on personnel**

\*2. Mr K M ANDREW asked the Minister of Education and Culture:

What percentage of the total expenditure on personnel is spent on (a) educators, and (b) all personnel in his Department, who are above the level of school principal?

†The MINISTER OF EDUCATION AND CULTURE: B663E

- (a) 87%,  
(b) 0,15%

\*In respect of public ordinary school education.

**Schools: new model**

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

Whether, since his reply to Question No 5 on 12 February 1991, any additional 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?

†The MINISTER OF EDUCATION AND CULTURE: B664E

Yes,

(a) Clapham High School,

HOUSE OF ASSEMBLY

(b) the required percentage of votes in favour of an alternative model was not obtained,  
(c) 13 March 1991.

**Eastern Cape School: principal's letter to parents**

\*4. Mr S P VAN VUUREN asked the Minister of Education and Culture:

(1) Whether the principal of a certain school in the Eastern Cape, the name of which has been furnished to the Minister's Department for the purpose of his reply, in an undated letter to parents on the official letterhead of the school advanced reasons why the school should be opened; if so, what (a) is the name of the school and (b) reasons were advanced by the principal;

(2) whether his Department endorses the (a) action of this principal and (b) reasons advanced by him;

(3) whether his Department has taken or intends taking any steps against the principal concerned?

†The MINISTER OF EDUCATION AND CULTURE: B675E

(1) Yes, on behalf of the Chairman of the School Committee who was not available when the letter was sent

(a) Piet Retief High School, Adelaide,  
(b) the following reasons were advanced by the School Committee:

\* As the status quo will not be maintained in future, it would be advantageous to open the school under its own provisions

\* Pupil numbers at white schools are decreasing and this impacts negatively on schooling

\* More financial support can be expected especially from large enterprises which will benefit technical education.

(2) (a) the Department has no problem with the headmasters' administrative handling of the matter at the request of the chairman,

(b) it is not the duty of the Department to endorse or not to endorse reasons formulated by school committees;

(3) no

†Mr H D K VAN DER MERWE. Mr Speaker, arising out of the hon the Minister's reply, I want to ask him if, in the light of this reply, he supports the American system of bussing. [Interjections]

†The MINISTER: Mr Speaker, that is absolutely ridiculous; I shall not reply to such a question

**QUESTIONS**

†Indicates translated version.

For written reply:

Own Affairs:

**Hospitals: beds/wards not utilised**

61. Mr M J ELLIS asked the Minister of Health Services:

How many (a) beds and (b) wards were not utilised in 1990 in each hospital falling under her control?

The MINISTER OF HEALTH SERVICES

Natal

Greys Hospital 10 1  
Hillcrest Hospital 0 0  
Greytown Hospital 0 0

Orange Free State

Voortrekker Hospital 0 0  
Bethlehem Hospital 0 0  
Sasolburg Hospital 0 0

Jagersfontein

Hospital 0 0  
Zastron Hospital 0 0

Cape Province

P E Hospital 135 4  
Volks Hospital 32 7

William Slater Hospital 0 0

Walvisbay Hospital  
Transvaal

Andrew McColm Hospital 66 3

Bernice Samuel Hospital 8 0

Bloemhof Hospital 0 0

Brits Hospital 0 0

Delareyville Hospital 0 0

Duiwelskloof Hospital 0 0

Edenvale Hospital 52 1

Elsie Ballot Hospital 0 0

Evander Hospital 0 0

F H Odendaal Hospital 0 0

Gen. de la Rey Hospital 0 0

Groblersdal Hospital 0 0

H A Grove Hospital 0 0

Hendrik v.d. Bijl Hospital 0 0

J G Strijdom Hospital 98 4

Kempton Park Hospital 166 4

Louis Trichardt Memorial Hospital 0 0

Ontdekkers Memorial Hospital 20 1

Paardekraal Hospital 69 2

Phalaborwa Hospital 0 0

Pretoria West Hospital 36 1

Sannieshof Hospital 0 0

South Rand Hospital 130 4

Sybrand van Nickerk Hospital 142 6

Van Velden Memorial Hospital 0 0

Ventersdorp Hospital 0 0

Vereeniging Hospital 40 1

Far East Rand Hospital 111 5



HOUSE OF REPRESENTATIVES

Mr W J DIETRICH: Mr Chairman, may I ask the hon the Deputy Minister a supplementary question?

The CHAIRMAN OF THE HOUSE: Order! Will the hon the Deputy Minister answer a supplementary question?

The DEPUTY MINISTER OF LAW AND ORDER: Yes, Mr Chairman.

The CHAIRMAN OF THE HOUSE: Order! The hon member may ask his question.

Mr W J DIETRICH: Mr Chairman, arising from the hon the Minister's reply, may I ask why it is that in this instance a reward has not been offered for the information which is so badly wanted. It is done in the case of Whites. [Interjections.]

†The DEPUTY MINISTER: Mr Chairman, if it should prove that the possibility exists that evidence in the matter could be obtained, it would be expedient, by way of the appeal which I made this afternoon, to bring such evidence to light. If it transpires that no evidence is available, neither an appeal nor a reward will serve any purpose.

However, I will keep an eye on the case and if it appears that a reward will be the only manner in which to obtain such information, it will be considered

†Mr I J KRUGER: Mr Chairman, may I put a supplementary question to the hon the Deputy Minister?

†The CHAIRMAN OF THE HOUSE: Order! Will the hon the Deputy Minister answer a question?

†The DEPUTY MINISTER: Yes, Sir.

†Mr I J KRUGER: Mr Chairman, arising from the hon the Deputy Minister's reply, may I ask whether the original investigating officer is still handling the case?

†The DEPUTY MINISTER: Mr Chairman, it is not known to me who is handling the case at present, but the normal procedure is that the case is referred to the section head of the relevant branch as soon as the Attorney-General has taken the decision that he refuses to prosecute, as in this case. Of course when new evidence comes to light, it is probable that the

HOUSE OF ASSEMBLY

calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed.

(a) Lapses *He was asked 17/4/91*

(b) Lapses *SO*

(2) No.

Insurance association: amounts voted

187. Mr L F STOFBERG asked the Minister of Finance:†

(1) Whether the Government votes any money to a certain insurance association, whose name has been furnished to the Minister's Department for the purpose of his reply; if so, (a) what is the name of this association and (b) what total amount has been voted to it to date;

(2) whether he will furnish any further information on the business activities of this insurance association; if not, why not; if so, (a) what is the total value of the assets of the association, (b) what total amount is at present outstanding in respect of claims, (c) what total amount has the association (i) paid out in respect of claims for damage and (ii) received in revenue from premiums, since its establishment, (d) what revenue other than revenue from premiums, excluding funds voted by the State, has this association generated since its establishment and (e) in respect of what date is this information furnished?

B514E

The MINISTER OF FINANCE:

(1) No. *Revised 17/4/91*

(a) and (b) fall away;

(2) (a) R2 520 066 850;

(b) R176 322 589;

(c) (i) R346 112 480;

(ii) R1 987 761 974;

(d) R977 868 038;

(e) 31 December 1990.

HOUSE OF ASSEMBLY

calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed.

(a) Lapses *He was asked 17/4/91*

(b) Lapses *SO*

(2) No.

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(2) whether he will furnish any further information on the business activities of this insurance association; if not, why not; if so, (a) what is the total value of the assets of the association, (b) what total amount is at present outstanding in respect of claims, (c) what total amount has the association (i) paid out in respect of claims for damage and (ii) received in revenue from premiums, since its establishment, (d) what revenue other than revenue from premiums, excluding funds voted by the State, has this association generated since its establishment and (e) in respect of what date is this information furnished?

B514E

The MINISTER OF FINANCE:

(1) No. *Revised 17/4/91*

(a) and (b) fall away;

(2) (a) R2 520 066 850;

(b) R176 322 589;

(c) (i) R346 112 480;

(ii) R1 987 761 974;

(d) R977 868 038;

(e) 31 December 1990.

HOUSE OF ASSEMBLY

calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed.

(a) Lapses *He was asked 17/4/91*

(b) Lapses *SO*

(2) No.

Teacher/pupil ratio: effect

173. Mr R M BURROWS asked the Minister of National Education:† *17/4/91*

(1) Whether he or his Department has made any calculation regarding the likely effect on teacher personnel of the application to all education departments of a ratio of 1 teacher per 30 pupils; if not, why not; if so, (a) what effect would such a change have on teacher distribution and (b) what is the likely educational effect of such a changed ratio in each department;

(2) whether he will make a statement on the matter? *SO*

B477E

The MINISTER OF NATIONAL EDUCATION:

(1) The formula for ordinary school education which is currently being used as a guide-line for the distribution of funds for education (excluding universities, technicals, and private ordinary school education), assumes a pupil-teacher ratio of 30:1 for primary and junior secondary education and 20:1 for senior secondary education. Provision scales for CS educators are, however, determined by each Department of State responsible for education, taking into account the norms for the post level ratios which are determined as general policy by me and which have been set out in the report NATED 02-142(90/04). In view of the above-mentioned my Department has not yet determined the probable effect that the application of a ratio of 1 CS educator to 30 pupils will have on the CS educators, as such calculations are not needed for general policy purposes. These are the typical

(50)

## No education revamp before new deal - Clase

Star 17/4/91

There would be no moratorium on the closure of schools and there could be no fundamental change in education strategy until a new constitution had been finalised, Minister of Education and Culture Piet Clase said in the House of Assembly yesterday.

Speaking in an interpellation introduced by Roger Burrows (DP Pinetown), he said his department would have to remain as cost-effective as possible with the limited funds at its disposal.

### Redundant

The department could not depend on an Education Renewal Strategy (ERS) nor would any change of education policy be made as soon as the ERS report was completed.

The solution did not lie in transferring redun-

dant teachers to other departments.

Occupancy rates in schools administered by departments of education and culture in the Houses of Representatives and Delegates were about the same as those in House of Assembly schools: 70 percent.

Mr Burrows said 33 schools in Natal and 30 in the Cape would have to close at the end of the 1991 school year. He suggested they be used by other population groups.

Mr Clase said this had been done as a matter of course when the closed schools were transferred to the Department of Home Affairs.

Mr Burrows said the crisis in education could be seen from daily reports in newspapers.

Instead of closing country schools, they should be opened up to all. — Sapa.

## Register of sponsors is 'biggest yet'

A bursary register, annually updated and bearing information about some 50 percent of the bursaries offered by a host of South African organisations, is available from the Education Information Centre (EIC) in Johannesburg.

The EIC is an independent, non-profit service organisation which provides career information and guidance to underprivileged students.

Its bursary register is comprehensive, including bursaries for schools, commercial and secretarial courses, correspondence studies, teacher training colleges, technical colleges and technikons.

"The list this year is our biggest yet," comments bursary compiler Rita Levin.

Star 12/11/91 Range (50) (100)

"Bursaries have been offered by a huge number of organisations, ranging from major institutions such as the mining houses, to black scholarship programmes such as the Educational Opportunities Council and Africa Scholarship Programme, and church and community organisations, such as the SA Council of Churches.

In addition, bursaries offered for university study are organised into categories such as university preparedness, a list of 37 faculties and post graduate studies.

A new section, on medical and paramedical studies, has also been added this year.

A section on bursaries available for overseas study is also included, and a complete list of all universities and technikons in Southern Africa has been incorporated.

The register is aimed specifically at students. More than 30 000 lists are distributed each year.

# Scales weighted for blacks, but . . .

Star 18/1/71

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A top priority for the majority of bursary donors today is black advancement — and while most still maintain they will aim to aid the most deserving and suitable student, few deny that the scales are weighted in favour of underprivileged black students.

"The principle at stake is: Are we prepared to do more for blacks than for whites? The answer has to be yes," says Fred

Camphor, executive vice-president (human resources) at the CSIR. "As is to be expected, some of our black bursars are coping better than others. "South Africa cannot expect to see any real change in the quality of black students coming into the system until it rationalises its education system, which is essentially a political issue. "But the private sector also has a role to play in helping overcome the education crisis."

Private sector involvement, he says, starts with catering for its own needs. Companies should get involved at Std 8 level with scholars with potential — sponsoring, and encouraging them to realise their potential. Programmes like the Lear Schools system make it possible for such students to prepare for and write a JMB matric. This means they leave school academically on a level with their white peers. "We have started offering this kind of sponsorship to the families of our own employees — we will sponsor children who pass the selection process," Mr Camphor says.

On the other hand, where students with ability need an extra leg-up, the CSIR is committed to providing it. And while in the past the issue of financial need did not arise, a family's ability to pay a student's tertiary education fees is now being taken into account when deciding whether to make a bursary available. "We will not back down on quality — a student must at least have the academic ability to

pass, and our bursaries are not available exclusively for black children. "And I don't believe white students will suffer as a result of the weighting in favour of blacks — with the decrease in the white birth rate we are seeing a drop in the number of white matriculants, while the ratio of black matriculants is rising."

Extra aid to black students, says Mr Camphor, has largely to do with bridging the education gap they encounter on coming out of the black education system to enter tertiary training. "For instance, we have a bursar who won the science Olympiad in Venda — and who probably matriculated in

Venda without ever having seen anything like a science laboratory such as we have at the CSIR. "Put him in a first year university science course and he is lost — yet he is clearly among the brightest students to come out of Venda. "Students like this must be put through a special programme that helps iron out the differences between them and their more privileged white peers," he says.

Sponsorship of black students is still a fairly new phenomenon, however, and the CSIR has only 10 black bursars on its books at various stages of university and technician study, as well as 15 on the bridging programme.

"The tests and interviews aimed at determining whether a child qualifies for a bursary are all oriented towards white social norms. "Bursary placement officers need to take more account of the norms of the society the child is coming out of." Ms Mosupye says while a change in attitude is clearly developing among companies that provide bursaries, they remain locked into their perceptions and expectations. "Little allowance is made for the fact that a black bursary applicant is operating in his second or third language. "Misunderstandings arise when questions are not clearly phrased or are poorly answered — even an African accent can impact on a child's chances." She challenges bursary donors to familiarise themselves with black social norms, and to redesign their psychological tests. "No psychological response is normal for every society. "In designing tests, and in conducting interviews, companies must make use of specialists in black education and individuals who have come through the system and can tell them what to look for," she says.

## test method criticised

The business community claims to have a commitment to black advancement — yet its approach to awarding bursaries is still heavily weighted against black pupils, says Bertha Mosupye, national post-school and placement coordinator at Protec. "The tests and interviews aimed at determining whether a child qualifies for a bursary are all oriented towards white social norms. "Bursary placement officers need to take more account of the norms of the society the child is coming out of." Ms Mosupye says while a change in attitude is clearly developing among companies that provide bursaries, they remain locked into their perceptions and expectations. "Little allowance is made for the fact that a black bursary applicant is operating in his second or third language. "Misunderstandings arise when questions are not clearly phrased or are poorly answered — even an African accent can impact on a child's chances." She challenges bursary donors to familiarise themselves with black social norms, and to redesign their psychological tests. "No psychological response is normal for every society. "In designing tests, and in conducting interviews, companies must make use of specialists in black education and individuals who have come through the system and can tell them what to look for," she says.

## A steady flow of staff

Stev 18/4/91. (50)  
Bursaries must be planned to help meet expected staff needs, say planners at the Council for Scientific and Industrial Research (CSIR).

A major bursary donor, the CSIR currently sponsors about 245 students at technikons and universities.

Its bursaries vary from year to year and are planned to ensure a steady inflow of qualified staff to meet specific projected needs.

"From the start, our bursars are allocated to specific divisions or strategic units, within which they are earmarked for specific lines of research," explains executive vice-president (human resources) Fred Camphor.

"Our aim is to provide the right manpower for our medium- to long-term needs. But we aren't too rigid to accommodate change —

not all students can be expected to know early in their studies, exactly which field they wish to enter as a career."

This year bursary funding is down due to budget restrictions. But finance is still available for the right students.

"We are not always able to allocate each of our bursaries — our needs are usually quite specific: a certain combination of majors together with the necessary range of interests.

"And we look for certain personal qualities in our applicants — they need to be energetic, bright and dedicated, and able to fit in with our dynamic, 'can do' style of operation."

School marks provide an indication of suitability, with at least a higher grade B in physics required for university bursaries or C for technikon students.

# Language a barrier to many

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18/4/91

In spite of the huge sums of money that remain available for bursaries and scholarships, and the widespread policy of favouring black applicants wherever possible, the language gap remains a major stumbling block to would-be university entrants.

"Some children are refused bursaries simply on the basis of their written applications — they don't even get to first base," says Protec national post-school and placement co-ordinator Bertha Mosupye.

"Most of these children have never been told how to apply, or what information to provide.

"When I meet many of them afterwards, it is clear they would be quite able to cope with a university course — but their communication skills are considered too poor even to get them an interview with the bursary officer."

The problem, says educationist Elizabeth Burroughs of the Human Sciences Research Council, is fundamental to the policy of introducing education in the pupil's second language far too early.

## 'Impossible'

"Everyone has a right to education in his home language — right up to and including university level," she says.

English is introduced into black schools at early primary level, and the result of this, says Ms Burroughs, is a complete breakdown in the educational development of the individual.

"Cognitive skills — the ability to think and reason — develop primarily at this stage, and only in the home language. Teaching a child in a second language makes this development impossible.

"Current predictions are that by 2000, 90 percent of pupils will be black.

"Yet, under the present system, for every 10 000 black school entrants, only 113 matriculate, a mere 27 of them with matric exemption and only one with exemption in mathematics and science."

She points out that more than half the pupils who enter primary school drop out — simply because the strain of suddenly switching from the home culture to the completely different approach of school is too great.

"What can this mean for the future of South Africa? We face a critical shortage in technical skills, which will never be met by the present black education system because the children it produces lack cognitive skills."

## Return to school, says Sisulu

TANIA LEVY

ANC Women's League leader Albertina Sisulu yesterday called on all pupils to return to classrooms and to stop "undermining" teachers.

Speaking at the opening of the Alexandra Teachers' Centre, Sisulu said today's students would be tomorrow's leaders and no country could be governed by the illiterate.

"Education is the one weapon in all our hands, black and white. It is the one weapon which will uplift the nation," she said. *18/4/91*

Sisulu said the league called on parents to form education watches in every township street to ensure all children in the neighbourhood attended classes and did their homework. Parents had to speak to principals about discipline and sex education for pupils.

Sisulu called on teachers to rededicate themselves to educating their pupils as if they were their own children.

"It is painful that when we are preparing to govern in a future SA there are uneducated children roaming the streets."

The centre, established by the private non-racial Sagewood Education Trust and sponsored by P G Glass, will be a venue for teachers in and around Alexandra to hold seminars and workshops, upgrade their teaching skills, provide support for each other and pool resources.



Alexandra Civic Organisation chairman Moses Mayekiso, athlete Bruce Fordyce and ANC Women's League member Albertina Sisulu at the opening of the Alexandra Teachers' Centre yesterday.

# Parents are urged to link up with teachers

THE education of the child requires the active participation of the parent, both within home and in co-operation with the teaching staff of the school. (SO) (23)

This is the opening statement of the document outlining the Parent-Teacher Partnership project.

The already on-going project, an attempt by the Johannesburg Region Management Council "to bring the education back to the community", has been drawn by Prof D C Badenhorst and Prof Elizabeth Dekker, both of Unisa, while Mr Steve Ramoetsane, chairman of the region and Mr Placid Johannes Kunutu, a senior lecturer at the Mamelodi branch of Vista University liaise with the community. Soweto 18/4/91

"We have had the first workshop at Jabulani Technical School after a parents' meeting held in March," Ramoetsane said.

The second one will be at Senyamo Primary School in Dobsonville on April 21.

"We expected the first stage to last for two years and then allow those fully trained to engage in training others for the next two years.

"In that way we achieve the multiplier effect to reach everyone."

The document accused parents of not being fully involved in supporting education among things that have attributed to the current disintegration of the black education.

It also accused inadequate preparation of teachers to foster and utilise parents as partners in education.

"Therefore, there is a need to devise

By PHANGISILE MTSHALI

a training programme to prepare parents and teachers to act as partners in support of the child's education," stated the preamble.

This idea was mooted last September at the meeting of the Unisa's Department of Comparative Education and Educational Management with Soweto community leaders and those interested in education.

The project seeks to change parental attitudes towards school activities, educate them for effective parenting; create awareness of parental rights and responsibilities and prepare them to participate in formal and informal activities by parent organisation.

## Parents to help

On the other hand it aims to equip teachers with knowledge for an understanding of parent involvement in education and for managing and implementing parent involvement.

The project is divided into two programmes.

The first consisting of training given by Unisa professors in four phases to the community. It is estimated for the four phases to be finished in two years at the cost of more than R200 000.

In the second programme parents and teachers, who have been fully trained, will continue to reach those who were left out in the next two years.

The project's main objective is to train 170 000 teachers and 200 000 parents in 21 000 schools through 50 000 trainers from the community.



# ANC urges halt to schools stayaway

*CAK Tuisi 19/4/91*  
*SO BY*

JOHANNESBURG. — The ANC's PWV branch has reiterated its call for students and teachers to return to school following stayaways during the first two days of the second term.

"While the ANC appreciates conditions in African community schools are not conducive to learning, it is our belief these problems are not problems of a particular education sector, but of the community as a whole," ANC media officer Mr Ronnie Mamoepa said in a statement.

He blamed the government for not normalising the situation and said responsibility lay with the government to bring about a climate conducive for learning.

However "our communities are not without blame", he said.

Schools in Mamelodi, Atteridgeville, Soshanguve and Moutse are back to normal, Department of Education and Training (DET) spokesman Mr Job Schoeman said yesterday. — Sapa

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DARRIN  
5/2/8

# Teachers attacked at schools on the Reef

**JOHANNESBURG.** — In spite of appeals by the ANC, incidents of disruption and attacks on teachers are continuing, plunging schools in a number of townships across the country into a deepening crisis.

The house of a Soweto school principal, a Mrs Moatsie of Fidelitas High School, was petrol-bombed on Wednesday and one of her colleagues stabbed.

Mr Norman Mashishi was stabbed by pupils,

allegedly because he had expressed his views on radio about declining standards and discipline at schools.

After the attack on Mr Mashishi pupils locked the gates of the school, called other teachers to the staff room and warned them to be "careful."

A Department of Education and Training regional spokesman in Johannesburg said

yesterday there was growing tension in some Soweto schools, where teachers had been attacked by pupils.

Classes at Emiseheni Primary School were suspended after pupils assaulted teachers.

Classes in Katilehong were disrupted on Wednesday in apparent reaction to the suspension of 16 Monde Primary School teachers last week.

A DET spokesman said classes at the Daveyton College of Education near Benoni had been suspended because of "serious problems".

The DET's chief director for northern Transvaal, Mr Job Schoeman, said the situation at schools in the area — including those in Mamelodi — had returned to normal. However, three principals had been chased away by pupils. — Sapa

DET- "abolition of influx control causes overcrowding"

# Annual Report shocks teachers

New Nation (Learning Nation) 19/4-25/4/91

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**T**he Department of Education and Training's (DET) last year's annual report has taken several educationists by surprise since it appeared to lack objectivity in many areas.

According to the report, the overcrowding at schools is blamed to the abolition of influx control. The department argues that with the abolition of this law, people moved from rural to urban areas, thus contributing to the scarcity of resources in the cities.

With this argument accepted, the report would be expected to mention an abundance of resources in the rural areas. On the contrary, the reality is that schools in the metropolitan areas are relatively well-off if compared to those in the country, including farm schools and those under the control of the homelands.

The department claims a teacher-pupil ratio of 1 to 34,5 in 474 public schools, a figure which appears not to correspond with the reality of overcrowded classrooms and shortage of schools throughout the areas under the jurisdiction of the DET.

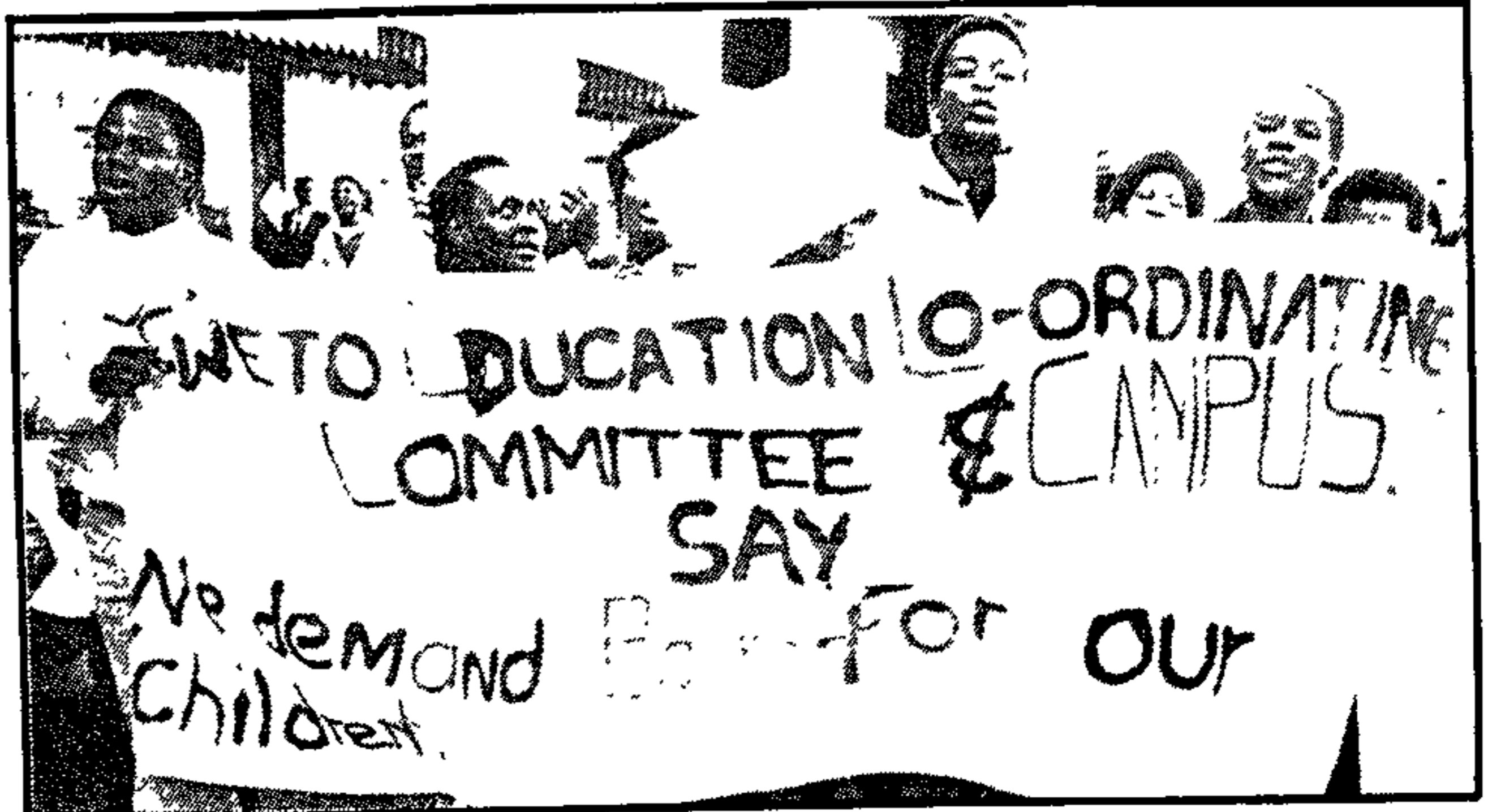
### Blamed

The report says that because of the poor standard 10 results in 1989, the minister ordered a thorough investigation into the causes. The findings blamed the principals in some schools who "manage their schools poorly, without taking lead professionally".

While the report does not cite the shortage of textbooks and stationery as one of the primary causes for the poor results, it blames the lack of "competent management of textbooks and stationery" to poor school management which, it says, is evidenced by inability to carry out normal management functions effectively.

The department acknowledges that a significant number of pupils wrote standard 10 examinations despite being unprepared to do so. The report mentioned that there are pupils who do not stand a chance of being successfully educated in certain standards and are overcrowding classrooms.

However, the document does not explain how those pupils happened to be in those standards. It simply expresses concern that "such pupils" presumably play a significant



**A march on DET's Johannesburg regional offices, last year, demanding textbooks and stationery for school children - DET's report blames the shortage of these resources to "lack of competent management" in schools.**

part in the disruption of their colleague's learning opportunities.

"The great demand for education places standards under pressure," said the report.

"However, this is the one area in which, in the interests of all, no compromises are possible."

The report categorically states that standards may not "in any area whatsoever" be lowered. It, however, does not suggest what

needs to be done or what it will do to preserve high standards and meet the great demand for education.

Nowhere in the mammoth document can one read about the youth camps scandals and a commission which enquired about them.

A thorough reading of the document clearly suggest that the DET is itself in crisis and unable to give proper account on the crisis in education.

## Mamelodi schools in turmoil

Schools in some areas of the trouble-torn Northern Transvaal region failed to re-open for the second term this week.

According to DET spokesperson Geoffrey Makwakwa, 48 Mamelodi principals were chased away from their schools by pupils this week. The principals, all from secondary schools, have not been operating in their schools for the past three months.

### Demand

They were allegedly chased away by members of the Congress of South African Students (Cosas) after the department failed to meet their demand to provide stationery, textbooks, hiring more teachers and building more

schools.

In Atteridgeville, the spokesperson said, a pamphlet was distributed last weekend urging students not to report to school on the opening day. *New Nation (Learning Nation) 19/4-25/4/91* Pook

Attendance was poor in Soshanguve township, north of Pretoria.

The official did not say whether the undertaking made by his department to close down Mamelodi schools would be carried out.

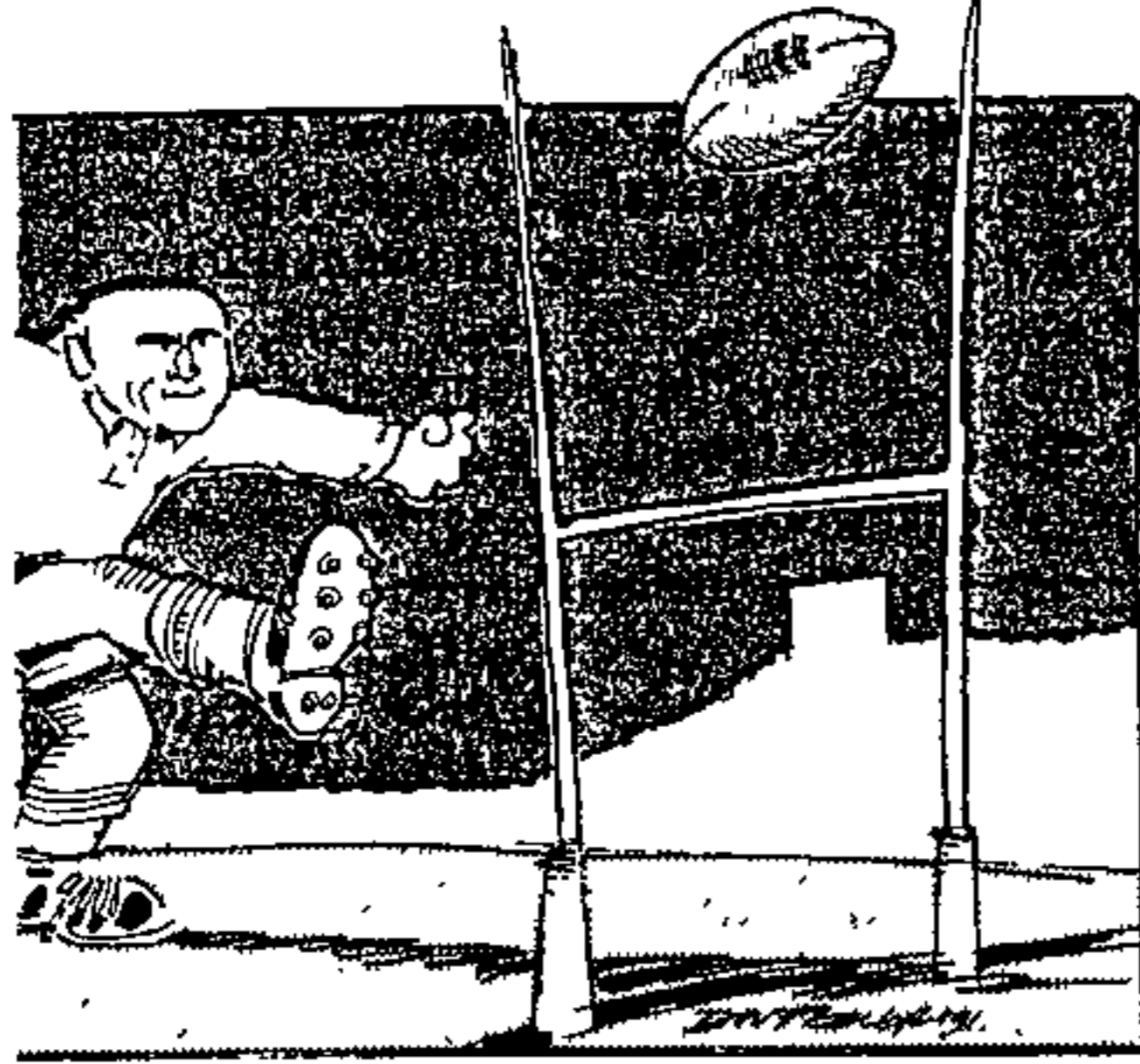
The threat was made shortly before the end of the first term and it was to be carried out at the beginning of this term if the headmasters were not allowed to resume their duties.

19/4/91

create."

Botha stresses, however, that this week's developments must be seen as another step towards a return to international sport, rather than the end of the road.

Botha concedes that violence is now the major obstacle to prosperity. "As far as I'm



concerned our international isolation is over. We now need to create a climate that will encourage investors to come here." ■

EDUCATION

## LOOMING DESPAIR

If ever President F W de Klerk needed to back the reform process he has set in motion with firm action, it is now, before the country's education system breaks down beyond repair.

Minister of National Education Louis Pienaar has washed his hands of the drastic teacher cutbacks which come into effect at the beginning of next year, telling the *FM* (*Leaders* January 25) he is only responsible for "general policy."

At the same time the minister responsible for the white Department of Education & Culture, Piet Clase, seems determined to push ahead with his rationalisation process, despite numerous appeals and warnings of the consequences. Many educationists are convinced his department is working off a white education rationalisation plan drawn up in 1984, which ignores the certainty of a future single ministry of education. De Klerk and ANC deputy president Nelson Mandela agreed on this when they met last month to discuss education.

Late last year the Natal Teachers' Society wrote to De Klerk to ask him to intervene in the education crisis and call a moratorium on teacher cutbacks and the closing of facilities while the whole matter was investigated as a national issue. They are still waiting for a reply. NTS executive director Dave Ryman finds this disappointing.

As has been argued before, the destruction of the white education system is not about entrenching white privilege nor maintaining the status quo. Well-qualified teachers and

Fm 19/4/91

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good facilities lost now will not be able to be replaced when the country converts to some form of equal national education.

It is unlikely that education for all children will get anywhere near equal with the brunt of the cutbacks falling on pre-school education.

The hard reality of the 50% cut in pre-school teachers hit home last week. Principals in Natal were officially informed by the Natal Education Department (NED) of the consequences of the cutbacks — on average, a big school (140 pupils) now employing six teachers and a principal will have to lose four teachers; a smaller school with a principal and two teachers will be left with only a principal next year.

Many of the 95 provincially controlled pre-primary schools in Natal will try to keep teachers marked for retrenchment — which, depending on the size of the school, will mean fee increases ranging between 40% and 100%.

In poorer areas, where parents cannot afford the increases, there are two options — the school will have to close or de-register as a preprimary school and become a play school. Present regulations require a preprimary school to have a ratio of 25 pupils to one qualified teacher to be registered as an educational institution.

The play school route could prove more expensive as Carolyn Robinson, of the Natal Preprimary Teachers' Association, points out. When VAT is introduced this year registered preprimary schools will be exempt but not play schools.

It seems certain that a number of preprimary schools will close next year. Many teachers — in Natal they have a four-year tertiary qualification in preprimary education, compared to three years in other provinces — will be lost to the profession for good.

The consequence, despite Clase arguing that the cutbacks are to try to equalise funding between white and black education, will be that preschool education becomes elitist.

The Natal Preprimary Teachers' Association put out a memorandum last week spelling out the importance of formative phase education in dealing with the education crises. One example: it finds that despite concern at poor black matric results there is a far more serious drop-out problem lower down the system, with more than 40% of children never attaining basic literacy and numeracy.

With 300 primary and high school teachers facing the axe in Natal this year, it is reliably learned that 25 primary and high schools in the province have been earmarked for closure over the next three years.

While this is going on, neighbouring Kwa-Zulu needs an estimated 23 000 qualified teachers and hundreds of schools.

If De Klerk does not do something soon, the country might find it does not have an education system to equalise when the time comes. ■

# Classrooms 'wasted'

By CAS St LEGER

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ANOTHER 85 white schools are due to close in 1991, bringing to 163 the number of schools lost to education. *S/Times 21/4/91*

"The cost wastage to the taxpayer is staggeringly high," said the Democratic Party's Roger Burrows this week.

Due to close this year, said Mr Burrows, were 33 Cape schools, 30 or more in Natal and 22 in the Transvaal.

"The minister has proved incompetent in taking into consideration the changing nature of South African society and its needs and should immediately

be turning over empty places and vacant classrooms to use by all South Africa's children.

"Only a strong, single, central ministry can do this," he said.

Minister of Education and Culture Piet Clase has produced figures in Parliament that show there are now 142 811 empty places in white schools, with an enrolment of 903 648 against a capacity of 1 046 459.

According to research by the SA Institute of Race Relations, only 65 percent of black children between the ages of five and 19 are at school. More than 1-million black children are without school places.

(c) (i) and (ii)(aa)  
*Prosecutor*  
 Regional Court 1  
 Pietermaritzburg 1  
 Pretoria 1  
 Empangeni 1  
 Johannesburg 1

District Court 3  
 Pretoria 1  
 Pretoria North 1  
 Pietermaritzburg 10  
 Johannesburg 4  
 Verulam 2  
 Springs 1  
 Wynberg 1  
 Stanger 1  
 Alberton 1  
 Durban 3  
 Benoni 1  
 Mtunzini 1  
 Krugersdorp 1  
 Greytown 1  
 Moutse 1  
 Kimberley 1  
 Vanderbijlpark 1  
 Empangeni 1  
 Witbank 1  
 Potgietersrus 1

*Magistrate (District Court)*  
 King William's Town 1  
 Stanger 1

(c) (i) and (ii)(bb)  
*Prosecutor*  
 Regional Court 2  
 Cape Town 2  
 Wynberg 19  
 Worcester 2  
 Port Elizabeth 1  
 Vanderbijlpark 5

District Court 1  
 Cape Town 4  
 Bellville 1  
 Wynberg 4  
 Paarl 1  
 Worcester 5  
 Port Elizabeth 1  
 Witbank 1  
 Johannesburg 6  
 Springbok 1  
 Evander 2  
 King William's Town 1  
 East London 1  
 Goodwood 4  
 Grahamstown 1  
 Malmesbury 1  
 Kuisriver 2  
 Relief Staff 1  
 Randburg 1

*Magistrate (District Court)*  
 Wynberg 1  
 Queenstown 1

1174  
 The MINISTER OF MANPOWER:  
 (a) Yes — 2  
 (b) Yes — 7 728

*Education authorities: amounts allocated*  
 284 Mr R M BURROWS asked the Minister of National Education: *Hansard 23/4/91*

(1) Whether he or his Department has been granted powers or additional powers in order to oversee or control the amounts of money allocated by his Department to the various education authorities; if not, by what mechanism will spending be limited to the allocation; if so, what is the nature of the powers granted;  
 (2) whether any of the existing education authorities exceeded the allocation made to it by his Department in any of the past three financial years; if so, (a) which authorities exceeded their allocation and (b) by what sum did they exceed it;  
 (3) whether he will make a statement on the matter? *Hansard 23/4/91*

The MINISTER OF NATIONAL EDUCATION:  
 (1) No. Control over the amount of money allocated to the various education authorities is carried out in terms of the Exchequer and Audit Act, 1975 (Act 66 of 1975). The accounting officers of the various Education departments and Administrations are in the first place responsible that the amounts budgeted are not exceeded. Appropriation accounts of departments must be audited by the Auditor-General each year  
 (2) The heads of the Education departments and Administrations concerned are accountable for their department's allo-

ated funds. The information requested in (a) and (b) should therefore be obtained from their respective Ministers. *(SO)*  
 (3) No. *Hansard 23/4/91*

*Nurses: new salary scales*  
 310 Miss M SMUTS asked the Minister of State Expenditure and for Regional Development:

Whether new salary scales for nurses were introduced with effect from 1 July 1990 or a later date; if so, (a) what are these scales and (b) when were they introduced? *B811E*  
 The MINISTER OF STATE EXPENDITURE AND FOR REGIONAL DEVELOPMENT:  
 Yes; *Hansard 23/4/91*  
 (a) see attached Annexure  
 (b) new salary scales were introduced for nurses with effect from 1 July 1990.  
 Annexure

The salary scales are as follows:  
 Student Nurse: R7 011-9 999/7 410-12 429 + 10% non-pensionable allowance  
 Professional Nurse: R17 403-25 584 + 10% non-pensionable allowance  
 Senior Professional Nurse: R23 766-30 561 + 10% non-pensionable allowance  
 Chief Professional Nurse: R31 917-37 341 + 10% non-pensionable allowance  
 Nursing Service Manager: R37 341-43 335 + 10% non-pensionable allowance  
 Senior Nursing Service Manager: R41 694-48 258 + 10% non-pensionable allowance  
 Chief Nursing Service Manager: R48 258-56 217 + 10% non-pensionable allowance  
 Deputy Director: Nursing Services: R58 323-68 763 + 10% non-pensionable allowance

277. Mr P H P GASTROW asked the Minister of Manpower: *Hansard 23/4/91*

Whether any employers were (a) prosecuted and (b) warned in 1990 for failing to keep their employees' unemployment insurance cards up to date; if so, how many in each category? *B736E*

only sub-division (2) of Question 14 can be answered.

- (1) No. (Vested in the Administration: House of Assembly) This question relates to Question 5 in the House of Assembly.
- (2) Yes, the area in question was proclaimed a nature area in 1984. The nature area was not deproclaimed. On 6 August 1985 a permit for the use of land (75 ha) within a nature area was granted by the Department of Environment Affairs. A further permit for 50 ha was granted by the Cape Provincial Administration on 3 September 1990, this permit was issued because the changed land-use is more acceptable from an environmental point of view.

- (3), (4) and (5) Vested in the Administration: House of Assembly.

#### Schools in Lindaleni area: transfer

\*15. Mr R M BURROWS asked the Minister of Education and Training:

- (1) Whether a decision was taken to transfer to his Department schools currently falling under the KwaZulu department of education in the area of Lindaleni near Durban; if so, (a) when, (b) by whom and (c) why;
- (2) whether it is his intention to proceed with this transfer; if not, why not; if so, when will the transfer be effected;
- (3) whether he will make a statement on the matter?

B824E

#### The MINISTER OF EDUCATION AND TRAINING

- (1) No
- (a) Falls away.
- (b) Falls away.
- (c) Falls away
- (2) No.
- The area falls under the jurisdiction of KwaZulu.
- (3) No.

HOUSE OF ASSEMBLY

Lakehaven Children's Home: placement denied

\*17. Mr M J ELLIS asked the Minister of Planning, Provincial Affairs and National Housing:

- (1) Whether the Natal Provincial Administration recently denied three children, whose names have been furnished to the Minister's Department for the purpose of his reply, placement in the Lakehaven Children's Home; if so, (a) when and (b) on what grounds;
- (2) whether representations in regard to this matter were made to the said Administration by a certain social workers' association in Durban, the name of which has also been furnished to the Minister's Department; if so, (a) when and (b) what is the name of this association;
- (3) whether the Administration has responded to these representations; if not, why not; if so, what was the response?

B826E

#### The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

- (1) Yes.
- (a) During November 1990.
- (b) The Lakehaven Children's Home is registered with the Department of Health and Welfare: House of Delegates and not with the Natal Provincial Administration. The Natal Provincial Administration has no jurisdiction over this home.
- (2) Yes.
- (a) November 1990.
- (b) South African Black Social Workers' Association Durban and the Society for Social Workers Durban.
- (3) The associations were informed that the Lakehaven Children's Home is registered with the Department of Health and Welfare: House of Delegates and not with the Natal Provincial Administration. The Natal Provincial Administration has no jurisdiction over this home.
- The Administrator is empowered to execute the provisions of the Child Care Act,

1983 (Act No 74 of 1983) in respect of the Black population group only.

#### Desegregation of hospitals

- \*18. Mr M J ELLIS asked the Minister of National Health: *Hansard 23/4/91*
- (1) Whether she laid down guidelines in May 1990 in regard to the desegregation of hospitals; if so,
- (2) whether the Welkom Hospital is being desegregated in terms of these guidelines; if not, why not;
- (3) whether she will make a statement on the matter?

B827E

#### The MINISTER OF NATIONAL HEALTH:

- (1) The Health Policy Council approved a management model to manage hospitals. The purpose of the management model is to furnish superintendents with fixed guidelines in order to provide patients with all the means at the State's disposal;
- (2) the situation at Welkom Hospital and also at other hospitals are being evaluated according to these guidelines. I will discuss the matter at the next meeting of the Administrators Health Council;
- (3) no

#### Pretoria Minute: progress

\*19. Mr D J DALLING asked the Minister of Justice: *Hansard 23/4/91*

- (1) What progress is being made in giving effect to paragraph 7 of the Pretoria Minute of 6 August 1990 in regard to the (a) repeal of various sections of the Internal Security Act, No 74 of 1982, and (b) review of security legislation and its application in order to ensure free political activity;
- (2) whether legislation arising from deliberations on the matters referred to above is to be submitted during the current session of Parliament, if not, why not; if so, when?

B829E

HOUSE OF ASSEMBLY

#### Education renewal strategy

\*16. Mr R M BURROWS asked the Minister of National Education: *(50)*

- (1) Whether he, his predecessor or his Department appointed an integration committee to co-ordinate recommendations and findings in regard to the education renewal strategy; if so, (a)(i) when was the committee appointed, (ii) who are its members and (iii) from which bodies and/or organisations were they appointed and (b) when is it anticipated that the integration committee will report;
- (2) whether he will make a statement on the matter? *Hansard 23/4/91* B825E

#### The MINISTER OF NATIONAL EDUCATION:

- (1) The Integrating Committee was established by the Committee of Heads of Education Departments.

- (a) (i) 6 August 1990.

(ii) The members are:

Dr J G Garbers (Chairman)  
Dr J Bignaut  
Dr P H Bredenkamp  
Dr E H Davies  
Prof J P de Lange  
Prof J W Grobbelaar  
Dr F L Knoetze  
Dr K R Paine  
Mr B Phillips  
Mr W H Smit  
Dr A G W Steyn  
Prof J F Steyn  
Dr H J Stone  
Dr R H Stumpf  
Dr S W Walters  
Dr D H Wiid.

(iii) The Education Departments, the Universities and Technikon Advisory Council, the Teaching Profession, the Private Sector, the Committee of University Principals, and the Committee of Technikon Principals.

- (b) It is anticipated that the Integrating Committee will report to the relevant principal during the present session.

- (2) No.

(a) 25 March 1991

(b) Dennis Vincent Frederic Brutus

(2) No.

(3) Yes. The applicant forfeited his South African citizenship when he left South Africa permanently in 1966. Since then he has been a prohibited person in the RSA. He thus did not apply for a visa at the time of his enquiry in June last year and press reports that so alleged were incorrect.

He subsequently enquired in June 1990 about his legal status and was advised accordingly. *Hansford 23/4/91*

In view however of delicately balanced negotiations and meetings between various representative national and international sporting executives inside and outside South Africa, at the time, and in view of the applicant's intensive campaign over some 25 years against international sport participation by South Africa, he was advised last year, despite the fact that he had not applied for a visa, that his position could be reviewed after the expiration of a period of twelve months.

An application for a visa to visit South Africa during May and June 1991 was received on 25 March 1991 and subsequently approved by me.

**HSRC: investigation into history writing**

\*5. Mr H D K VAN DER MERWE asked the Minister of National Education:†

- (1) Whether the Human Sciences Research Council recently investigated the change in history writing in the Republic; if so, (a) when and (b) what were the findings;
- (2) whether he will disclose the names of the researchers concerned; if not, why not; if so, what are their names?

*Hansford 23/4/91* B778E

†The MINISTER OF NATIONAL EDUCATION:

- (1) No. The Human Sciences Research Council has not investigated the change in history writing in the Republic recently. The HSRC is however, involved with two history related investigations, namely:

The position of the philosophy and meth-

odology of history in South Africa.

This project which is being undertaken by the South African Historical Association

(a) is currently in progress and a final report is expected towards the end of 1992;

(b) the findings will be made known to the HSRC by means of a report; and

(c) is led by Prof D J van Zyl of the History Department of the University of Stellenbosch.

*An HSRC investigation into aspects of the teaching of history at secondary school level.*

(a) This investigation has been in progress for some time. The aim thereof is to examine the teaching of history in a broad sense, but specifically with regard to recommendations in respect of the history curriculum. *(SO)*

(b) The findings of the investigation will be made known to all interested bodies by means of a report—especially education departments

(c) This investigation is being conducted by a work committee under the chairmanship of Dr S W H Engelbrecht of the HSRC. The members of the committee come from various education sectors.

(2) Falls away.

†Mr J H MOMBORG: Mr Chairman, arising out of the hon the Minister's reply, given the feeling among many people that the writing of history in South Africa is very one-sided, does the hon the Minister know whether academics at the so-called other side of the spectrum will also be asked to rewrite history books?

†The MINISTER: Mr Chairman, the investigations which are being conducted at present, have nothing to do with the content of history books or syllabi at schools. They have to do with teaching methods and the philosophy and methodology of history. What the hon member is asking, will most probably come up for discussion when we deal with the education renewal strategy in this House.

†Mr J H MOMBORG: Mr Chairman, further arising out of the hon the Minister's reply: In other words, I take it that the Zulus are still learning about Piet Retief?

†The CHAIRMAN OF THE HOUSE: Order! Is that a question or a statement? Does the hon the Minister want to react to it?

†The MINISTER: Mr Chairman, I am sorry; I do not think it was a question.

†Adv S C JACOBS: Mr Chairman, further arising out of the hon the Minister's reply, is it his standpoint that the methodology of history has changed in the interim and that it has to be investigated as such? *Hansford 23/4/91*

†The MINISTER: Mr Chairman, at present the investigation deals with the position of the philosophy and methodology of history in South Africa. The investigation is being conducted by the South African Historical Society and has no bearing on any instructions of the Department of National Education. *(SO)*

†Mr H D K VAN DER MERWE: Mr Chairman, further arising out of the hon the Minister's reply, is he unaware that newspapers have reported that the HSRC did in fact investigate whether there should be a change in South Africa regarding the whole history syllabus?

†The MINISTER: Mr Chairman, I am not aware of such newspaper reports. If the hon member Mr H D K van der Merwe brings them to my attention, I will react to them.

†Mr J H VAN DER MERWE: You must start reading the newspapers!

**Official residence Groote Schuur: restoration**

\*6 Mr P H DE LA REY asked the Minister of Public Works and Land Affairs:†

Whether restoration work was recently done to the official residence Groote Schuur; if so, (a) what was the nature of the work and (b) what total amount was involved?

†The MINISTER OF PUBLIC WORKS AND LAND AFFAIRS:

Yes.

(a) Restoration work consisting mainly of water jet cleaning of the roof; waterproofing of balconies, gutters, flashing and the

flat roof of the servant's quarters; as well as minor painting and plumbing improvements.

(b) R25 280,00.

**Certain counsel: fee**

\*7. Mr R V CARLISLE asked the Minister of Law and Order:

(1) Whether a certain counsel, whose name has been furnished to the South African Police for the purpose of the Minister's reply and who has represented both the Minister of Law and Order and the South African Police, has in this capacity (a) had his fee drastically reduced by the taxing master on three occasions, (b) been instructed to reduce his fee by the Pretoria Bar Council and (c) been rebuked by the Appellate Division in the matter of *The Minister of Law and Order vs Parker* on the grounds that all but 15 pages of his 100-page "Heads of Argument" were irrelevant; if so,

(2) whether the Minister and the Police have continued to retain the said counsel; if so, why;

(3) whether the Minister and the Police will continue to retain the said counsel in the future; if so, why;

(4) what is the name of the counsel concerned?

*Hansford 23/4/91* B815E

The DEPUTY MINISTER OF LAW AND ORDER:

(1) (a) The fees of the advocate in question, where he appeared in two appeals on behalf of the Minister of Law and Order and/or the South African Police, were reduced by the taxation master of the Appeal Court, Bloemfontein. The taxation master's function for the purpose of party and party costs, is to determine a reasonable amount as a successful party's legal expenses, which must then be paid by the unsuccessful party.

In numerous cases there is a vast difference between the legal costs of advocates who have been taxed on a party and party basis by a taxation



~~The MINISTER OF JUSTICE~~  
 Hansard 23/4/91

(1) and (2) A Bill to amend the Internal Security Act, No 74 of 1982, has now been finalised and will be submitted during the current session of Parliament. A further announcement in this regard will be made soon.

**Cape provincial hospitals: reductions in services**

\*20. Miss M SMUTS asked the Minister of National Health:

- (1) Whether any reductions in services were introduced at Cape provincial hospitals in March 1991 in order to effect savings; if so, (a)(i) what reductions and (ii) on what dates were they (aa) introduced and (bb) discontinued and (b) what total amount was saved as a result;

- (2) whether any of these reductions are still in force; if so, (a) which reductions and (b) when is it anticipated that they will be discontinued?

Hansard 23/4/91

B830E

**The MINISTER OF NATIONAL HEALTH:**

- (1) Yes,  
 (a) (i) the cessation of the admission of non-emergency cases (in-patients).

The restriction of out-patient visits to specialist and academic hospitals.

The curtailment of certain specialist services and medicines.

The curtailment of contracted patient transport in the Cape Peninsula and the cessation of all out-patient transport services from the rural local hospitals to the Peninsula and the large specialist referral hospitals in the Port Elizabeth metropole, East London and Kimberley.

The intensive elimination of superfluous and duplicated services.

The curtailment of specific services to hospital personnel.

The cessation of subsidised and free personnel catering services.

The immediate cessation of subsidised transportation of personnel.

Keeping unfilled posts vacant, apart from those to which the Hospital and Health Services Branch is contractually bound.

The implementation of such savings measures as heads of institutions are aware of and which they have themselves offered to implement and

- (ii) (aa) 4 March 1991 and  
 (bb) 27 March 1991 and

(b) figures not yet available;

(2) yes, Hansard 23/4/91

(a) keeping unfilled posts vacant.

The curtailment of out-patient visits to specialist and academic hospitals.  
 The curtailment of certain laboratory services and special examinations.

The curtailment of patient transport and visits to specialists and

(b) unknown.

**INTERPELLATION**

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

*Own Affairs:*

**Goedgevonden: squatters**

\*1. The CHAIRMAN OF THE HOUSE: Order! The interpellation which appeared on the Question Paper has been withdrawn in terms of a ruling by Mr Speaker that this matter is *sub judice*. We shall therefore proceed to deal with the questions for oral reply.

\*Mr F J LE ROUX: Mr Chairman, I should just like to have the question of the interpellation rectified. The question was not withdrawn; Mr Speaker ruled that it was *sub judice*; that is why it is not on the Question Paper.

\*The CHAIRMAN OF THE HOUSE: Order! I apologise. The word I actually intended to use,

was "removed" and not "withdrawn". The hon the Chief Whip is correct.

\*1. Mr S P van Vuuren—Agricultural Development. [Withdrawn.]

**QUESTIONS**

\*Indicates translated version.

*For oral reply:*

*Own Affairs:*

**Pre-primary schools: subsidies/admission**

\*1. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether any pre-primary schools in the Cape Province received subsidies from his Department; Hansard 23/4/91

(2) whether there are any restrictions or other requirements affecting the admission of children who are not White to such schools; if so, what restrictions or requirements;

(3) whether any changes to such restrictions or requirements are being considered; if not, why not; if so, what changes?

B712E

**†The MINISTER OF EDUCATION AND CULTURE:**

(1) Yes;

(2) yes, in terms of regulation 2(2)(d) promulgated in terms of the Education Affairs Act (House of Assembly) (Act 70 of 1988) "the number of White children attending such school shall at all times be an absolute majority of the total pupil enrolment of the school";

(3) no, on account of the primary responsibility of my Department in terms of the Constitution.

\*private pre-primary schools only

**Certain schools: accommodation for pupils of colour**  
 Hansard 23/4/91

\*2. Mr A GERBER asked the Minister of Education and Culture:† Hansard 23/4/91

(1) Whether a certain school, particulars of which have been furnished to the Minister's Department for the purpose of his reply, has obtained and/or provided overnight accommodation for pupils of colour; if so, (a) what education model has been implemented at the school concerned, (b)(i) for what period and (ii) for what reasons has the said accommodation been provided and (c) what is the name of the school concerned;

(2) whether this meets with the approval of his Department? Hansard 23/4/91

SO  
 B775E

**The MINISTER OF EDUCATION AND CULTURE:**

(1) Yes,

(a) model B,

(b) (i) the night of 31 January 1991

(ii) because the unrest situation could possibly have prevented pupils from reaching the school on the next day,

(c) the name given to my Department by the hon member;

(2) yes.

†Mr A GERBER: Mr Chairman, arising from the hon the Minister's reply, I would like to know whether there is any connection between what happened at this school and the legislation which is currently being considered to introduce health inspections at school buildings and at school hostels.

†The MINISTER: Mr Chairman, the reply is no.

**Agricultural schools: management board elections**

\*3. Mr A GERBER asked the Minister of Education and Culture:† Hansard 23/4/91

(1) Whether his Department has directed that management board elections for agricultural schools in the Cape Province be called off; if so, why;

(2) whether his Department will itself nominate management board members for such schools; if not, what procedure will be followed in this regard; if so, why;

# Media industry sets goals in education

B/day 23/4/91.

EDUCATION will be the major objective of the Media Association of SA (Masa), which was recently re-established following its demise four years ago.

Gordon Muller, media director at Saatchi & Saatchi Klerck & Barrett, who has been elected Masa chairman, says Masa's main objective will be to upgrade "educational opportunities for people with an interest in the media industry".

He says this will contribute to improved standards of performance, status and ultimately career opportunities for people employed in the industry.

## Explosion

The advertising media industry has come under "considerable fire" in recent months for a perceived decline in professional standards, he says.

However, media personnel respond by saying that the problem is caused by impossible workloads due to an explosion in data-availability as well as increased administration "inherent in the deregulation of the local media scene".

Muller says although the truth probably lies somewhere between these points of view, one thing which is clear is that since Masa's demise, "little has been done to

provide specific training for people wanting to become media specialists and for those specialists already employed".

Masa's objective will be met at three levels. Firstly, it will be met outside the industry by achieving a closer liaison with external educational institutions since many communication students do not consider advertising as an employment option after graduation.

Secondly, Masa will meet its objective within the industry by developing syllabuses and standards for advertising schools, hold monthly meetings with the industry and making available quality textbooks.

Thirdly, Masa will facilitate informal gatherings at a social level.

Muller says Masa's aim is "to ensure that its members are in a position to ride the wave of interest in the media function rather than being swamped by it".

The Masa committee includes Market-place editor John Farquhar, The Media Business MD Bryan Gabriel, The White House media director Alan McClarty, SBB & W media director Janet Watermeyer, OASA GM Natalie Wilks and vice-chairman Ian Snelling.

SO  
23/4  
Reports by  
MARCIA KLEIN

**JOHANNESBURG.** — An urgent meeting on the education crisis in the East Rand township of Katlehong, where 42 school principals are reported to have been expelled in the past month, is to be convened by Azapo's youth wing, the Azanian Students Convention, on Sunday.

Delegates from the Congress of SA Students, the SA National Students' Congress, the Pan Africanist Students' Organisation, the National Education Co-ordinating Committee, the SA Democratic Teachers' Union, and the Black Educationists' Convention had been invited, said Mr Sopho Maseko, ASC publicity secretary.

He said the Department of Education and Training had not been invited as it was "a bureaucratic organisation whose interests are antagonistic to the demo-

## 42 school principals expelled. Meeting on crisis

cratic forces".

The SA Democratic Teachers' Union yesterday denied reports that 42 principals had been expelled.

SADTU's Johannesburg branch secretary, Mr Thabiso Matea, said the principals themselves had decided they would not return to their schools.

They resolved to continue negotiating with the Department of Education and Training on "burning issues".

The Alberton area offi-

cer of the DET, Mr Daan Theron, said meetings between principals and the directorate concerning "internal business affairs" were in progress.

Commenting on the DET's suspension of principals, Mr Theron said: "They did not want to teach — we had no choice but to suspend them. It is not necessary to give a reason."

The DET's 1990 annual report, released recently, said more than 200 educators were prevented from working at black schools for differing periods last year because of protests and disruptions — and the property of at least 240 teachers, principals and inspectors had been damaged.

"Through patient dialogue and negotiation, most of these educators were able to fill their posts again by the end of the year." — Sapa

# Apartment to blame say callers

CALLERS to the Sowetan/Radio Metro Talkback programme yesterday expressed concern at the disruption of learning in black areas but were divided over who was to blame for the chaos.

Some told Radio Metro DJ Tim Modise apartheid was responsible for the crisis while others blamed black principals for "not doing anything



to address the problems like shortage of books". One caller blamed what he called arrogant elements in the student community.

Lionel Nkosi of Mzimhlope, suggested that nation-building had to be re-applied. He said he was opposed to the idea of pupils evaluating teachers or taking control of the school administration.

He said pupils should be subjected to the authority of teachers. Jabu Hlakula of Witbank condemned the actions of principals "who

have Verwoerdian ideas. "Although black principals are not responsible for apartheid education, their inaction is worrying. They should be part and parcel of the teachers in their struggle," he said. Sizwe of Emdeni said he was extremely worried by the intransigence of the Government in refusing to change the education system. Richard of Natalspuit said children would suffer the consequences of the "chalk downs" embarked upon by teachers. He urged teachers to go back to their classes. He said the DET was right to have suspended the 16 teachers at Monde Lower Primary School. "If they are not serious about their jobs, there are many people out there who will take their place," he added.

CPA-71475  
24/4/81  
'Clase 50  
should  
apologise'

**Political Correspondent**

THE white "own affairs" Minister of Education and Culture, Mr Piet Clase, should apologise to all the school communities whose efforts to open to all races he had frustrated, the DP MP for Gardens, Mr Ken Andrew, said yesterday.

Speaking during the debate on Education and Culture in the House of Assembly, Mr Andrew said Mr Clase had, in effect, told parents who wanted to see schools opened that they were hypocrites. "Now he has been made to eat his words."

The nominated CP MP, Mr Daan van der Merwe, said that during the 1989 general election Mr Clase had promised that no white schools would be opened to children of other races while he was minister. Mr Clase, if he was an honourable man, should resign.

# DET blamed for disruption <sup>(50)</sup>

THE National Education Co-ordinating Committee said yesterday it was the Government's lack of response which had led to stayaways and disruptions at schools. *Sowetan 24/4/91*

High enrolments at schools this year had resulted in inadequate resources being pushed to the limit, the organisation said.

"Most pupils have not yet received textbooks. Teachers often teach a class of more than 100 pupils and in many areas there has been no effective learning since the beginning of the year," the NECC said.

"We believe the Government has now a historical obligation to begin to take steps that would turn back this grave educational injustice."

At a consultative conference last month the NECC recommended mass action to force the Department of Education and Training to deliver books and stationery. This was to be discussed by local NECC branches.

The NECC will hold an annual general meeting from Friday to Sunday and has invited all its locals and sectors. - *Sapa*

# Pupils' age the criterion

## — Minister

87 or 2514/91  
Heds of schools under the control of the Department of Education and Culture in the House of Representatives did not have to determine the race of pupils for admission, the Minister of the Department, the Rev Allan Hendrickse, said yesterday.

Replying to the Education Budget Vote, he said principals only had to examine birth certificates to determine the child's age.

It was a pity there were not more black pupils in House of Representative schools, but it was hard for black families to spend a lot of money to have their children travel to schools in coloured areas, even though the standard of education was higher.

Although there had been calls for one department of education, regional departments were still envisaged as carrying out responsibilities to their immediate communities. — Sapa

## EDUCATION

# Closure threat to the schools with too many blacks

Despite the deepening crisis in education, 'open' schools and colleges have been warned that they face closure and de-registration.

By CARMEL RICKARD

**O**PEN Catholic schools and private cram colleges around the country have been threatened with closure and de-registration by officials of the Department of Education and Culture — because they have too many black students.

The threats, which could prove an embarrassment to State President FW de Klerk on his international tour, have been strongly condemned by the African National Congress. Officials of the organisation said leaders of the international community "lavishing praise" on De Klerk should bear in mind the "apartheid reality" seen in this action by the government.

Timing of the closure threats is extraordinary; they come at a time of deep crisis in South African education, with fears that some urban township schools will never be able to function satisfactorily again. They also follow recent moves making it easier for schools to determine their own entrance policies.

The Catholic bishops have kept De Klerk informed of the situation but so far he has not intervened in the growing row.

Until this week the bishops had not disclosed the threats made by the department, preferring to handle the issue directly with the department, its minister, Piet Clase, and De Klerk.

However, a report released in the Vatican and circulated to international church media agencies, quoted a top Vatican official recently in South Africa, who said during his visit a number of Catholic schools "received closure threats because they defied government limits on black student enrolment".

Yesterday the president of the Southern African Catholic Bishops Conference (SACBC), Bishop Wilfred Napier, confirmed the story, adding it was "beyond belief" that the government should be trying to close down such schools given the education crisis in the country.

He said it "cast serious doubts on the vision of the government". Since the threat still hung over the schools De Klerk, despite being kept informed by the bishops, had "obviously not done enough".

The letters, some of which were written in December, were headed, "Possible closure and withdrawal of registration". They informed the schools that they had to give reasons why they should be regarded as "exceptional" and therefore entitled to have fewer whites than 50 percent plus one.

A later letter to another school principal warned he faced closure and de-registration, saying representations motivating why the school was an "exceptional case" were to be received by the end of March, "after which steps will be taken for the withdrawal of the registration of your school".

Secretary general of the SACBC, Jude Pieterse, said the bishops and representatives of the schools were opposed to making representations on the grounds they were "exceptional cases". He said the church schools were providing "normal education".

Given the serious education crisis in the country it was "incredible" that the government, through Clase's department, appeared determined to worsen the crisis by threatening schools which were functioning well, with de-registration and closure. Napier added it was a return to "permit-style apartheid".

The Democratic Party spokesman on education, Roger Burrows, said the threats to the Catholic schools were "outrageous" but that he understood a similar ultimatum had been given a number of "cram colleges" where white students made up fewer than half the total student body.

An official of Clase's department denied any threats of closure or de-registration had been made. He said the letters were written to the schools informing them that their situation was irregular and giving them the opportunity to stay open by making representations to the department.

The ANC's Saki Macozoma said the government claims it was being held back in education reform because of the attitude of parents.

However, the threats to these schools indicated it was rather "reactionary officials" who were to blame, since the parents of pupils at these Catholic schools, and the cram colleges, were clearly happy with the situation.



**T**HE phenomenon of too many matriculants with the wrong types of skills chasing too few jobs is explosive. The resulting frustration is the underlying cause of the black youth rebellions that has kept black townships on the boil for most of the last 15 years.

Because of the 1960s economic boom, when South African economic growth averaged 6% a year, all available white skills had been mopped up by about 1970. Reluctantly, government acknowledged that the country would have to rely more and more on black manpower to keep the economy growing.

But the cruel hand of fate then intervened. Just as the state started spending more on black secondary schooling, the rate of GDP growth slowed dramatically. The 6% average of the 1960s was halved in the 1970s, and halved again in the 1980s. The education system was churning out more and more matriculants but the economy needed fewer and fewer of them.

**P**art of the problem is that many of those who pass matric, sometimes in the face of heavy odds and huge parental sacrifice, do not have the skills that the economy requires. Mike Rosholt has pointed out that of every 1 000 children entering primary school, only 16 obtain tertiary qualifications in science, technology or commerce.

John Maree pointed out a year ago that the "mismatch between the output of the education system and the skills required by the market-place" meant in 1988 no fewer than 80 000 matriculants were unemployed while economic growth was hampered by a shortage of skilled people.

Daily we hear calls for more and more money to be spent on education, which is already consuming 20% of the budget and more than 6% of GDP. Yet I think that Jaap Meijer of the South African Reserve Bank raised a valid point a few weeks ago when he said: "It's all very well to spend 6% of GDP on education, but what about the mismatch between

# SA needs to get its educational priorities in order

JOHN KANE-BERMAN

the qualifications people are getting and what the economy needs?" State expenditure on black education has increased by no less than 12 500% in the last 20 years in nominal terms, and expenditure on all education by more than 4 000%. But is SA getting adequate returns for this investment, or are we merely consolidating the foundations of instability as the education/employment gap continues to widen?

Trying to make something grow in the wasteland created by Verwoerd is difficult enough. It is necessary not only to eliminate racial distortions and injustices, however, but also to correct the academic bias of our education system. One of our dozen or so education ministers noted some years ago that only 10% of SA's manpower was being trained in a technical field while the figure should be closer to 75%.

West Germany has four students in technikons for every one in university. In SA the position is almost exactly the reverse. In 1989 we had 301 000 students in universities and only 80 000 in technikons. Among white, coloured and Indian students the university/technikon ratio was around 3:1. Among blacks it was 9:1.

The 9:1 ratio among blacks is mainly a legacy of apartheid in one form or another. Although apartheid in universities began to break down

10 years ago, the desegregation of white technikons is much more recent. Apartheid has numerous other legacies. One of them is a nationwide black classroom shortage of 47 537, 91% of it in the homelands. About 20-million South Africans do not have electricity in their homes, and in rural areas up to 80% of households do not have easy access to drinking water. To deal with these problems you need plenty of engineers and other technical people.

**T**here is much talk about income redistribution in SA, a process that is already under way through the successful efforts of black trade unions and via the Budget. Technical education will enable more black people to perform economically important jobs. However, the debate about redistribution is too narrow. One of the crucial types of redistribution that we need is that of educational resources from academic to technical.

Remedying the defects in SA's education system may also include pushing up the salaries of teachers in short supply, such as maths and science teachers. This may sound like heresy to some ears, but it is quite logical in economics that when

something is in short supply the price goes up.

There is no greater challenge facing SA than to increase the rate of economic growth. About 1 000 people are joining the labour market each day, but only 125 of them are getting full-time jobs in the formal sector of the economy. Unemployment is reaching crisis proportions, if it has not done so already. Yet the ability of the economy to grow faster is inhibited by the shortage of skills.

A recent report of the National Manpower Commission (NMC) points to the increasing imbalance between the over-supply of unskilled workers and excess demand for skilled workers. The report notes also that there has been a sharp increase in demand for skilled workers even during the last decade of low economic growth. It adds that there are now critical shortages, not only of apprentices, foremen and production supervisors, but also of computer operators, bookkeepers, technicians and engineers — demand for which will grow rapidly.

Fortunately, according to the commission, more black students are showing interest in careers related to technology. However, it warns, the desired ratio of five technikon students to one university student is nowhere near being achieved. There is also still a disturbing trend that

most degrees and diplomas are being awarded in social science and education. "The urgent need for engineers and scientists is not being addressed properly by tertiary training institutions," the NMC says.

Most South Africans are no doubt very pleased that international economic sanctions are being eroded. However, instability and uncertainty about future economic policy combine to ensure that the foreign capital we need to help finance growth will not come rushing back in. We need lots of it. This economy must grow at between 5% and 6% a year to provide enough jobs, and half of that growth rate will have to be financed by inflows of foreign capital.

One of the ways of pushing up our growth rate is to become a much bigger exporting nation. New markets for our exports will not open up automatically. We have to fight for them against the disadvantages of rising production costs, limited economies of scale, and protectionist pressures abroad — not to mention competitors.

**F**or too long SA has been complacent about the capacity of gold to come to the rescue of our balance of payments. But our future lies not with the hope that the gold price will jump back to \$850 an ounce. It lies rather with success in all kinds of other exports, including exports of beneficiated minerals.

SA sells raw minerals abroad to produce many millions of rands in income. Yet, as a CSIR official pointed out some time ago, we then spent even "more millions in buying finished goods or processed materials made from the very same raw materials after someone else had beneficiated them."

He calculated that SA was earning R178 a ton of chrome exported in its raw state, but that if it were processed and exported as stainless steel we would earn R25 000 for that same ton of chrome. To beneficiate minerals we need many more scientists, technologists and engineers.

□ This is an extract of a speech delivered yesterday by SA Institute of Race Relations director Kane-Berman to a Protec function.

(50)

# EXPULSED FROM SKOOL <sup>Fm</sup> 26/4/91.

**The situation** in black schools is deteriorating by the day and — with the spread of unrest to technikons and universities — has again become a significant vector of social instability. Last year's matric failure rate is likely to be repeated; more thousands of unemployable illiterates will spill into the streets.

In some areas conditions of anarchy prevail. In Katlehong and Thokoza on the East Rand this week, *all* black principals were physically chased off school grounds — “expelled,” apparently, by something called the SA Democratic Teachers Union — and at a technikon near Pretoria thousands of students began a sit-in to protest against high fees and the appointment of white lecturers whom they alleged were pensioners.

The students' problems are well known: overcrowding, inadequate teaching, a lack of textbooks and so on. Added to this is the “pass one, pass all” philosophy which demands that failures be readmitted indefinitely, and the idea that government has to provide a free educational ride for all.

Oddly enough, government *is* attempting to meet some basic demands — as demonstrated in the Budget when Barend du Plessis announced a 24% increase in Education & Training expenditure (to over R2,5bn) alone. An extra R28m was allocated to the creation of new teaching posts

this week in addition to the R53m obtained by the Department of Education & Training to create 1 500 new posts at the beginning of the year. Quotas for formerly white universities have been abolished.

Obvious wastage and inequality still need to be addressed — the closure of white schools because of a “lack” of students; the continued fragmentation of the educational authorities. But when students take it upon themselves to judge the issues, allowing political priorities — if that is what they are — to rule the schools, then the lunatics really have taken over the asylum.

Lack of respect for authority is one thing, particularly since the inherited black education system seems corrupt to the core; but lack of respect for learning seems suicidal. It helps to create a culture in which the role-models are not figures like Nelson Mandela but car hijackers and drug or arms dealers. The American experience shows how long such a culture of failure can endure.

Unfortunately, Mandela and the ANC appear too concerned to reimpose sanctions and break off negotiations than to do very much about black schooling — though this is supposed to be the year of education. Fine words are spoken; nothing is done. To the degree that they are culpable, they are sowing dragon's teeth. ■

EDUCATION

# Principals directed: Get the house in order

W/mand 26/4 - 2/5/91

**A** CURTAIN of silence is drawn in Alberton's small Department of Education and Training offices. Thirty-odd principals sit huddled in one of its rooms, engaged in animated and sometimes angry discussion about the South African Democratic Teachers' Union, the African National Congress and "unlawful" pupils. But the public does not have the right to listen in.

At the beginning of this week, 41 principals in Kaitlshong on the East Rand were ousted from their schools and instructed to report to the DET offices to secure the demands of their communities. Yet all attempts by this reporter to penetrate the bureaucratic web, speak to the school heads and unravel through them this bizarre situation were met with hostility from local departmental officials.

"What I can do for you is offer you a cup of tea, and that's all," an obviously vexed Daan Theron, assistant DET director of the Alberton area, told me in no uncertain terms before I had even explained my business in his office. "You are not allowed to speak to the principals. They are not allowed to make press statements."

A simple question to the black circuit inspector who had escorted me in and out of his superior's office: "Can you tell me how many schools there are in Kaitlshong?" was met with: "No, no, you see, if you ask me questions like that, you will get me into trouble."

One cannot help but wonder what there is to hide.

In Kaitlshong itself, young girls in miniskirts roam the streets casually, although it is mudday.

A teacher interviewed by *The Weekly Mail* is insistent, though, that schooling in the area is "super-normal", although the principals "are missed". He says the staff at Alafang High School where he is based is working very hard for a full school day, but that learning will not be normalised until the DET meets the community's demands for more teachers and textbooks.

Frustrated by educational problems on the ground to which there seem no end, a host of organisations — the local civic association, Sadu, the ANC, the Congress of South African Students (Cosas) — called parents, students and educators to a meeting at the Kaitlshong High School on Sunday. It was there — contrary to press reports that they were chased by students — that principals were "requested" to present demands to the DET office in Alberton, and not return until these had been met.

## EDUCATION BARRIERS

### Quota system scrapped - but restrictions remain

THE abolition of the "quota" system will not mean university education is more accessible to black students, the National Union of South African Students said this week.

The organisation was responding to the announcement in parliament by Minister of National Education Louis Pienaar that section 25 of the Universities Act — which was meant to control the percentage admission of black students — would be scrapped.

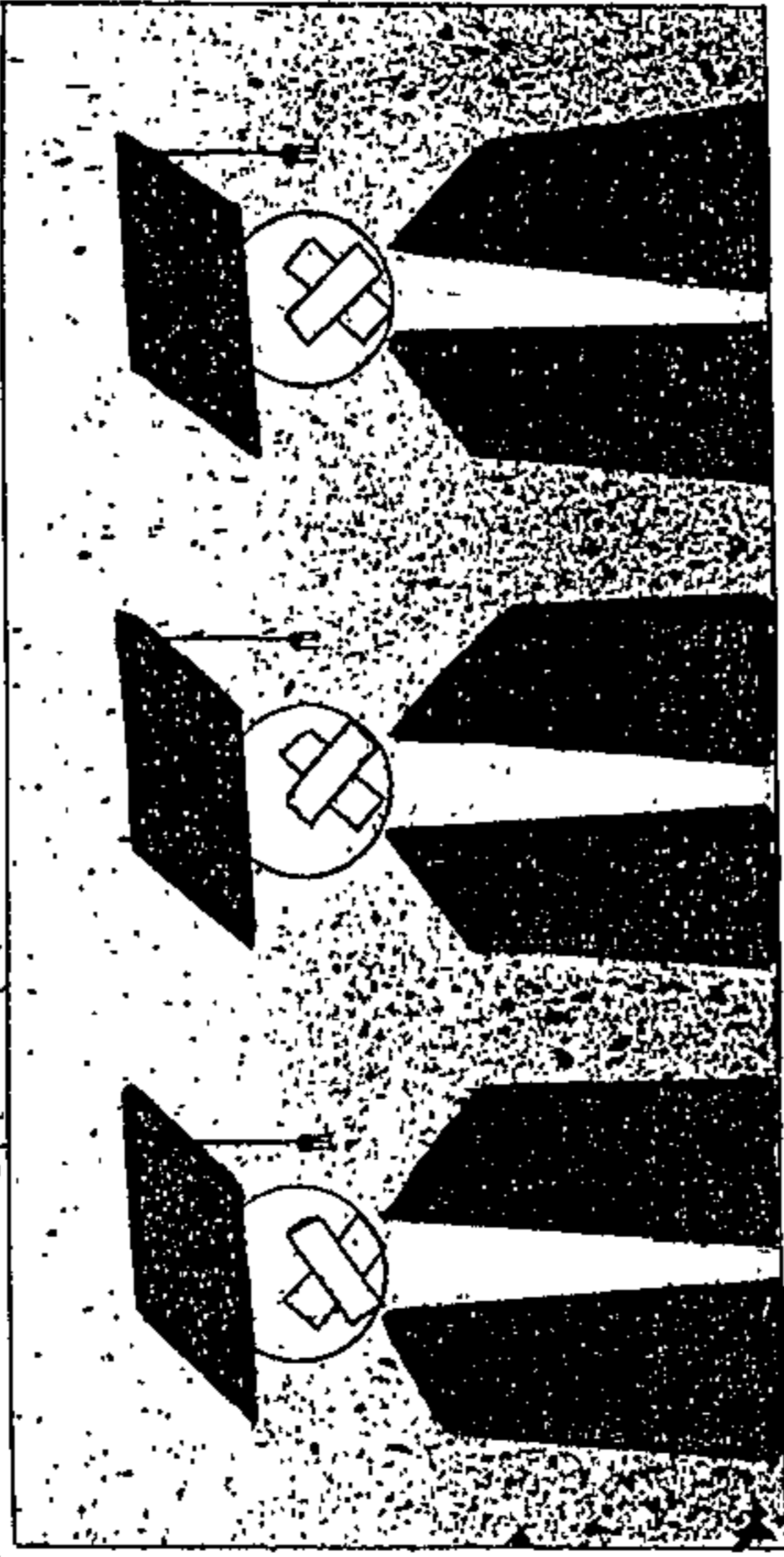
Describing the move as "finkering with apartheid", Nussas said the quota system was never formally implemented because of protests against it.

The organisation called for the scrapping of the entire Universities Act, which allows for the establishment of different institutions along racial lines. It said the poor standard of black education, the restrictive points system, high fees and insufficient or nonexistent academic support were other factors which restricted the access of blacks to university education.

### UCT honours Sachs

AFRICAN National Congress constitutional specialist Albie Sachs, an alumnus of the University of Cape Town, has been appointed an honorary professor in the university's Department of Public Law.

The university announced this week his appointment would be for five



Gagged ... Kaitlshong's expelled principals are being prevented from speaking out  
Graphic: COSTAS KALARYTIS

been raising allegations of mismanagement at Monde Primary since 1989. From the outside, Monde certainly appears a disciplined school. And clearly, community sentiment in Kaitlshong is divided over strategies to deal with flawed education.

"The teachers should not demand what they want from the parents and principal — they must go to their employer, the department," said the vice-chairman of the interim school committee, who did not want to be named "for security reasons".

He believes the suspended teachers got what they deserved. "We want our kids to learn, under any circumstances. We stand firm on this point," he said.

At other schools in Kaitlshong, it seems, the situation varies. Students loiter in the playground, some are in the classroom, and in other cases teachers relax beneath the trees. That discipline has broken down, there can be no doubt. The education crisis this week

seemed less a problem of getting students to school, and more one of getting them to see the point of learning at all.

Even Cosas, which has come under fire for the behaviour of its members in Mamelodi, near Pretoria, echoes this.

"Students are demoralised," says Aaron Mwele, the organisation's general secretary. "They may be going to school, but they begin to roam the streets very early in the day."

Suggesting that organisations with an educational interest find out why this is the case, Mwele said Cosas shared the common concern that no "proper schooling" was taking place.

The crisis in Mamelodi mirrors that in Kaitlshong, although there the 48 principals were expelled last term by students themselves. Three principals are still not back, and this week the DET said the township faced a "total breakdown in discipline" and that Cosas members had forcibly confiscated school fund records.

Pupils had advanced "vague, unsubstantiated" allegations concerning misuse of funds and seized administrative records, despite the fact that they had been audited, said DET Northern Transvaal regional chief director Job Schoeman. This made investigation of complaints impossible.

Despite allegations that Cosas members were being "ungovernable" — reminiscent of the 1985-86 era of school politics — and apparently contradicting calls by its sister "adult" organisations for students to return to school, Mwele is adamant that Cosas is able to control its members.

"Our locals all have the right to take progressive action appropriate to the situation in the township," said Mwele, although he could not comment on the specifics of the Mamelodi problem and said it would be resolved as soon as possible.

"There are no differences between ourselves and the ANC, but Cosas is an independent and autonomous organisation," he said. "If the ANC makes a resolution, we will evaluate and consider it, but we will take our own decisions."

The DET was not available to comment on the crisis, but announced this week that it would, in the current financial year, be providing an extra R28-million for the creation of teaching posts. This is in addition to the R53-million budgeted for the costs of 1 500 posts created at the beginning of the year.

"The additional posts will help in relieving pressure in certain areas, but the backlog experienced due to the rapid growth in pupil numbers will, however, not be eliminated. There will still be a shortage of teaching posts," said DET director general Dr Bernhard Louw

on community colleges in South Africa in Durban on May 23.

For further information, contact Dr Johan van Zijl, executive director of the Education Foundation, at (031) 3052401.

### Slow start for ILC

THE Intensive Learning Campaign of the National Education Co-ordinating Committee is taking root very slowly. National campaign co-ordinator Sibho Blose said tuition had begun in the Northern Cape, Natal, parts of Pieterburg and the Western Cape, but in other areas there was "nothing going on". He said the ILC "had not really been able to reach students", but the NECC was working on the problem.

### Sadtu spreads its wings

SOUTH African Democratic Teachers' Union launched its Western Cape region at the University of the Western Cape last weekend.

Approximately 200 teachers listened to the keynote address by Sadtu president Sheperd Mladjana, who spoke extensively about the victimisation teachers faced countrywide.

### Focus on colleges

THE Education Foundation, a non-profit, non-aligned trust established in April last year, is to host a workshop

# Where to in blackboard battle?

By LEN KALANE and LULAMA LUTI

THE curtain has once again fallen on black education as pupils take control of schools, resulting in anarchy and chaos.

The country is again bracing itself for what could be another disastrous year in education.

Two weeks after schools reopened for the second term, uncertainty and chaos is rife at most schools in the PWV area.

More principals are being chased out of schools by their own pupils and disruptions, sit-ins and stayaways are continuing.

The Department of Education and Training (DET) has described the scenario as "hopeless" and predicts a high failure rate at the end of the year.

The DET blames the pupils for the crisis.

DET chief spokesman in Pretoria, Corrie Rademeyer, said: "We have good attendances at most schools. But that is only superficial. One is not always sure that meaningful education is taking place. Students come and go at will."

Meanwhile, top educationists are blaming parents for the crisis.

"Charity begins at home and chil-

## Anarchy and chaos in schools

### as each side blames the other

Children should first be disciplined by their parents to learn to be obedient," said Prof E'skia Mphahlele, director of the Council for Black Education and Research.

He told *City Press* the so-called crisis was an intensive form of what had been going in black education for years.

However, Mphahlele feels the government cannot continually be blamed for the situation, and said black children had more to lose by not getting educated.

"It's wrong to keep on saying apartheid is responsible. I think a major fault lies with us. When Bantu Education was invented we as teachers should have prepared ourselves to give children more than what the syllabus was offering," he said.

Mphahlele suggested that the answer lay with teachers' organisations mobilising themselves into a pressure group that would meet and talk to pupils as human beings.

The warning came in a statement issued by Cosas, which also urged pupils in East Rand townships to return to school.

Head of the prestigious Pace Commercial College and former Wits University mathematician, Prof Thamsanqa Khambule, said he blamed parents and teachers for the breakdown in education.

"When children feel insecure they want to take control of their destiny and pandemonium takes place. "While parents feel they can no longer control their children, teachers have befriended these children to the extent that they feel they are their equals."

The Congress of South African Students (Cosas), however, blames the authorities.

Cosas has warned that unless the demands of pupils were addressed, radical action would be taken to "defend the process of intensive teaching and learning".

The Azanian Students Convention (Azasco) blames the South African Democratic Teachers Union (Sadtu) for the education crisis.

Mass enrolment at schools this year has resulted in limited resources being pushed to the limit, said the NECC.

"Most pupils have not yet received textbooks, teachers often teach a class of over 100 pupils and in many areas there has been no effective learning since the beginning of the year," the NECC said.

The National Education Co-ordinating Committee has also blamed authorities for the education crisis.

Provocation included the suspension of 16 teachers from various schools, charges being laid against a further 140 for an alleged sit-in, and court action against four members of the South African Democratic Teachers Union.

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Mass enrolment at schools this year has resulted in limited resources being pushed to the limit, said the NECC.

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Professor Thamsanqa Kha

for the mayhem at schools, and Azasco's general secretary Raselepe Ntshedi said they were extremely concerned at the complicity of Sadtu in the education crisis.

Azasco said bodies such as Sadtu must realise that their tactic of using pupils to fight teachers was detrimental to the black community.

Ntshedi said they had information that Sadtu was behind the chasing-away of the Katlehong principals from their schools.

However, Sadtu has denied reports that the union had expelled 42 principals from six schools in Katlehong. Sadtu's Johannesburg branch secretary Thabiso Matea said the principals themselves had decided they would not return to their schools.

On Monday another two principals were suspended by the DET. This brings the number of those suspended to 18.

Alberton area officer of the DET, Daan Theron, said meetings between the principals and the department, concerning "internal business affairs", were in progress.

Theron said: "They did not want to teach - we had no choice but to suspend them."



SO



**Political Staff**

THE threatened closure of schools in the Cape could be influenced by decisions to open them to all races, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, has stated.

He said schools in the Cape, with a maximum potential of 2 800 pupils, had been advised they would or might be closed in 1991.

Asked by Mr Roger Burrows, DP Pinetown, which schools were involved and when final decisions would be made, he replied: "Since the matter is still under consideration, the information is not available at

**'Open' policy: Cape schools face closure**

SO

Cape Times 2/5/91

present." Mr Burrows asked him whether his department had made a projection of the effect the adoption of one of the new models and the admission of children of other races would have on the closure of these schools.

Mr Clase replied: "When a school decides to adopt a new model, the influence that it may have on pupil numbers at the school is taken into account."

# 46 killed in two Renamo attacks

CAP 7mks 2/5/91

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JOHANNESBURG. — At least 46 people were killed and scores injured in two guerilla attacks in southern Mozambique and some 2 000 refugees poured into South Africa seeking sanctuary, it was reported yesterday.

Renamo anti-government forces attacked two settlements in Gaza Province, which adjoins South Africa, killing and wounding residents and sending hundreds of people fleeing for safety, said the reports.

South African officials said about 2 000 men, women and children crossed the border into South Africa after guerillas attacked the town of Ressano Garcia in Mozambique, just across the frontier near Komatipoort, on Tuesday night.

Renamo attacked with mortars, heavy machineguns and rocket launchers, officials said. It was not clear if guerillas or Mozambique government forces hold the town.

At least six people were killed and 60, mostly children, wounded in the attack. South African army and police

units treated the wounded after they crossed into South Africa.

The SAP station commander at Komatipoort, Lieutenant Johan Combrink, speaking by telephone to Johannesburg, said the attack "was so loud, everyone in Komatipoort could hear it".

Forty people were killed and 13 wounded in a separate Renamo attack on the same night, on the "April 7" commune 150km to the north-west, AIM, the official Mozambique news agency, reported yesterday.

Guerillas set fire to houses and looted the commune village before being driven off by government troops, AIM reported. Government forces claimed they killed two guerillas, it said.

Last Friday 16 people died when a Renamo unit ambushed a convoy of traders' vehicles in the northern province of Cabo Delgado.

A sixth round of peace talks between the Mozambique government and Renamo is scheduled to begin today in Rome. — Sapa-Reuter, UPI

## ANC to throw weight behind mass education

CAP 7mks 2/5/91  
Own Correspondent

JOHANNESBURG. — The ANC is planning a massive focus on education, criticising school boycotts and calling for more classrooms and a new respect for learning.

In a policy document to be submitted to its July congress, the ANC also proposes a state-aided mass literacy programme with the help of newspapers, radio and TV.

The ANC says massive opposition to education over the past 15 years has resulted in a "gradual but definite erosion of the need to learn".

Scholars and students had stayed away from school for long periods of time and had fought pitched battles with the army and police. As a consequence "a whole generation of the youth of the country have grown up believing that education and learning are of no value".

"This attitude is understandable but it is wrong and it will take a long time to correct," the document says. This had highlighted the need for a new respect for learning and the institutions of learning "and for the discipline which these will demand".

In a section on education policy, the document calls for a mass literacy programme.

## Major's popularity put to test

LONDON. — British local council elections today will test whether new premier Mr John Major's personal popularity can win votes for his battered Conservative Party with a general election perhaps only months away.

When Mr Major replaced Mrs Margaret Thatcher last November, the Labour Party's Mr Neil Kinnock was widely seen as losing his electoral trump card.

Mrs Thatcher's strident style had helped boost Mr Kinnock in the opinion polls.

A recent survey showed 41% of voters believe that Mr Major is the right person to run the country. Only 27% opted for Mr Kinnock. — Sapa-Reuter

Prima Bank Nominees (Pty) Limited  
 Rand Merchant Bank Limited  
 Saambou Bank Limited  
 The Board of Executors Merchant Bank Limited  
 Volkskas Bank Limited

(ii) The Office of the Auditor-General is at present conducting an investigation into the investments made by the SARCC and I am therefore not prepared to comment about the matter at this stage.

(2) I am not in a position to comment on this question before the findings of the Auditor-General as well as the findings of the investigation which I requested have been finalised and considered.

#### Specialised education: staff

\*9. Mr R M BURROWS asked the Minister of Education and Training:

- (1) Whether his Department has a policy dealing specifically with the allocation of staff to schools for specialised education; if not, why not; if so, (a) what is this policy and (b) what number of pupils is required before an additional teacher is supplied,
- (2) whether teachers in specialised education receive remuneration on the same basis as do teachers in ordinary schools falling under his Department; if not, why not;
- (3) what is his Department's policy in respect of the provision of specialised education for physically disabled children?

The MINISTER OF EDUCATION AND TRAINING: *Hansard 30/4/91*

- (1) Yes.
  - (a) The policy is outlined in a staffing formula developed for the different types of handicapped. This formula boils down to one teaching post for every ten pupils
  - (b) For each additional ten pupils a further teaching post is provided.
- (2) Teachers in special education are remunerated according to the same salary

*(SO)* scales as those applying to teachers in ordinary schools, but they also receive an allowance equal to one notch on the relevant scale. *Hansard 30/4/91*

- (3) Special schools for the physically disabled are erected and maintained in co-operation with churches and other welfare organisations with the aid of departmental subsidies. Experts of the Department provide guidance with regard to the management of schools and the educational programmes followed by physically disabled children. The Department devotes the biggest possible share of its budget to the programme: Education of handicapped children.

#### Alleged Natal police bias: investigation

\*10 Mr P C CRONJÉ asked the Minister of Law and Order:

- (1) Whether a senior police officer has been appointed to investigate complaints of alleged police bias in Natal; if so, (a) (i) what is the rank and/or name of the officer so appointed and (ii) on what date was the appointment made, (b) what are the circumstances surrounding the matter and (c) what progress has been made in the investigation;
- (2) whether a report on the findings of this investigation will be published; if not, why not; if so, when?

*Hansard 30/4/91* B873E

The MINISTER OF LAW AND ORDER:

- (1) Yes.
  - (a) (i) Lieutenant-General S H Schutte.  
(ii) 5 September 1989.
  - (b) The officer was appointed to coordinate the investigation of, *inter alia*, allegations of police bias against members of the South African Police, and which arose from the unrest situation which was prevailing at that stage. He had, furthermore, to serve the Regional Commissioner of the South African Police in the Natal Region with advice and counsel as regards the handling of those cases.

*Hansard 30/4/91*  
 Lieutenant-General Schutte was withdrawn from that specific duty on 2 January 1991. The task with which he was charged is still being carried out and a permanent member of the South African Police is charged therewith.

- (c) Numerous cases of alleged police bias, of which the investigations were co-ordinated by the officer, were dealt with and the necessary steps were taken in this regard.

(2) No, the appointment of a co-ordinating officer in Natal is an internal departmental matter and I am not prepared to make known the reports which the officer and his successor published, and are still publishing. All the evidence that comes to the fore and which may indicate that members of the Force in Natal are guilty of partial conduct or behaviour which amounts to criminal or departmental misdemeanours, is without exception submitted to the Attorney-General or otherwise dealt with thorough means of a departmental trial.

#### Planning of education: gathering of data

\*11. Mr R M BURROWS asked the Minister of National Education: *Hansard 30/4/91*

- (1) Whether he or his Department undertakes the gathering of education data for planning purposes; if so, *(SO)*
- (2) whether this information (a) is available on a geographical or magisterial basis and (b) is utilised or could be utilised for planning for education in specific geographic areas on a non-racial basis,
- (3) whether his Department has made a calculation of the number of children who will be eligible to attend school in the event of compulsory education covering the first 7 school levels or the ages 6 to 13; if not, why not; if so, (a) what is the relevant figure and (b) how many pupils falling into the category referred to above are at school at present? B876E

The MINISTER OF NATIONAL EDUCATION

- (1) Yes, in terms of general education policy every Government department responsible

ble for education annually supplies the Department of National Education with information pertaining to all the college and school education sectors for the previous financial year as set out in the SANEP information system. *(SO)*

- (2) (a) The information on the school sectors is available on a geographical basis, according to 73 statistical regions. *Hansard 30/4/91*
- (b) The information is used within the education sector for financing purposes, as well as for planning purposes from time to time. Although the information is available according to population group, it is not used on a racial basis within the education sector. The information has on occasion also been used for planning purposes by institutions outside education

(3) No, it is not possible, by using the SANEP information system, to calculate what the number of children attending school would be were compulsory education to be implemented for the first 7 school levels, or for the age group 6 to 13 years.

- (a) Estimates show that in 1988 there would have been approximately 5 930 000 children in the first 7 school levels in the RSA had compulsory education been in effect.
- (b) In 1988, there were 5 068 926 children from Gr 1 to Std 5 in the RSA

#### Right-wing violence: complaints/charges

\*12 Mr L FUCHS asked the Minister of Law and Order: *Hansard 30/4/91*

- (1) Whether, with reference to certain information furnished to the South African Police for the purpose of the Minister's reply, any complaints have been received, charges have been laid and/or action has been taken against any persons following an explosion and threats of right-wing violence at planned anti-apartheid marches on prisons on 6 April 1991, if not, why not, if so, (a) what was the nature of these complaints and charges, (b) against whom were they laid and (c) what action has been taken against the persons concerned;

## ANC plans massive learning campaign

SO

TIM COHEN

THE ANC is planning a massive focus on education, criticising school boycotts and calling for more classrooms and a new respect for learning.

In a policy document to be submitted to its July congress, the ANC also proposes a state-aided mass literacy programme with the help of newspapers, radio and TV.

The ANC says widespread opposition to education over the past 15 years has resulted in a "gradual but definite erosion of the need to learn".

Students had stayed away from school for long periods and had fought pitched battles with the army and police.

As a consequence "a whole generation of the youth of the country has grown up believing that education and learning are of no value. *810am 215791*

"This attitude is understandable, but it is wrong and it will take a long time to correct," the document says.

It highlights the need for a new respect for learning and the institutions of learning "and for the discipline which these will demand".

In a section on education policy, the document calls for a mass literacy programme now and in the future.

"The state must be responsible for providing the framework for the training referred to," the document says. "It must make it the duty of employers to negotiate

□ To Page 2

## Learning *810am 215791*

and establish worker education programmes."

The document also calls on government to provide textbooks, improve furniture in classrooms, establish basic libraries, buy sports and recreational material, and provide transport for schools.

Money available now should be used to build additional classrooms and other facilities.

The document proposes that negotia-



SO

□ From Page 1

tions be opened with communities to provide labour for the immediate building of additional classrooms.

"For example, we should negotiate with Cosatu's unemployed workers union and with other unorganised unemployed to see whether it would be possible to do some of the building work required."

It suggests that a free-meal system for children in rural schools be developed.



boys and 211 girls, giving a total of 659 pupils (S1 Status).

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, arising out of the hon the Minister's reply, is he aware of the fact that the Minister of Housing at the time, who was responsible for such leases, actually worked a private deal with the board governing this particular school? Secondly, is he aware that the Chairman of the Ministers' Council in 1985 was furious and tried to get this agreement cancelled? [Interjections.] *Howesari 30/4/91*

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, I am not privy to private deals which were made in the House of Delegates before my time. [Interjections.] I would like to make it very clear to the House that this lucrative lease has been cancelled as of last year. At the end of 1992 we will vacate that school and use Sastri College for the students.

**Books and stationery supplied in time**

\*2. Mr MRAJAB asked the Minister of Education and Culture:

Whether school textbooks and stationery supplied by his Department to schools under its control were supplied in time for the 1991 school year; if not, (a) why not and (b) which schools were affected? *Howesari 30/4/91*

**D97E**  
**THE MINISTER OF EDUCATION AND CULTURE:**

*SO*

**Textbooks:** No.  
**Stationery:** Not supplied by the Department; schools purchase directly from contracted suppliers.

(a) *Textbooks*

During 1988 the State Tender Board informed this Administration that procurement of books by allocation would no longer be allowed. Consequently principals were required during 1989 to call individually for tenders for the 1990 requirements. This increased work and led to dissatisfaction at schools.

During the evaluation of the 1989 procedures the comments from various principals and the inputs from booksellers and other interested parties led the Adminis-

tration to propose a combination of the tender and the book allocation procedures to the State Tender Board. The main deviation from the prescribed procedures was that no bookseller may submit more than three tenders. This was rejected by the State Tender Board as an unfair practice, causing a six-week delay.

The Administration had, therefore, to re-evaluate its system and a proposal calling for 45 tenders on a regional basis was submitted to the State Tender Board for approval. The State Tender Board approved this system on 2 August 1990 for the 1991 requirements only. The procedure to effect this approach was approved by the Minister of the Budget and Auxiliary Services on 3 September 1990 with the directive that the total procurement system for 1992 must be re-investigated.

The needs were then surveyed and tenders were called for. In reaction, 737 tenders were received and evaluated. Due to the limitation on available funds, principals had to be requested to re-evaluate their requirements and firm orders were placed on 27 November 1990. This late ordering prohibited delivery during the December 1990/January 1991 school vacation. *Howesari 30/4/91*

When schools re-opened, deliveries were made and additional requirements were ordered. Steps are at present being taken to prevent a recurrence of late delivery. Our intention is to place orders not later than the end of June 1991 for the 1992 requirements as suppliers need delivery periods of six to eight weeks for local publications and four or more months for overseas publications.

(b) Almost all schools were affected to a larger or lesser degree depending on whether additional copies of in-stock titles or newly prescribed titles had been ordered. It is not known to what precise degree each school was affected. *SO*

**Mr K PANDAY:** Mr Chairman, arising out of the hon the Minister's reply, is he aware that the White bookseller, who is the sole supplier, has not supplied books to certain schools as yet despite the fact that the deadline for textbook orders was 15 March 1991 which was subse-

quently extended to the end of April, which happens to be today? Up to this moment, some schools have not yet received their books. *SO*

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, I am not totally certain whether a White bookseller was involved in this regard. If the hon member for Reservoir Hills will supply pertinent details, my division will look into the matter and supply him with a suitable answer. However, no child in our schools is disenfranchised or discriminated against because of the lack of books. Sharing of books takes place in certain areas. In addition, books of which there is a surplus in certain regions have been used in other areas which are in need of books. *Howesari 30/4/91*

*For written reply:*

*Own Affairs:*

**Subsidies to pre-primary schools**

20. Mr MRAJAB asked the Minister of Education and Culture: *Howesari 30/4/91*

(a) What amount was provided by his Department for subsidies to pre-primary schools in 1989 and 1990, respectively, (b) how many schools received such subsidies in each of these years, (c) what (i) are the names of the schools concerned and (ii) is the amount of the subsidy paid to each in each of these years and (d) what policy was followed regarding the payment of this subsidy? *SO*

**D99E**  
**THE MINISTER OF EDUCATION AND CULTURE:**

(a) 1989 1990

R685 200 R636 400

(b) 1989 1990

31 32

(ii) *Amount of subsidy*  
1989 1990

Name of school	Grant-in-aid 1989	Grant-in-aid 1990
A M Moolia	R19 425,60	R19 476,00
Anjuman Islam	11 088,00	11 088,00
Aryan Benevolent Home	16 797,60	17 280,00
Bayview	2 494,80	2 271,60

Cato	13 892,40	13 910,40
Christ Church Circle	2 880,00	2 880,00
Golden Sun	25 920,00	25 729,20
Helen K Hoss	11 520,00	11 520,00
Jiswa	8 640,00	8 640,00
Lakehaven M L	11 232,00	11 232,00
Sultan	6 022,80	8 474,40
Nur-Ul-Islam	17 280,00	17 280,00
Richmond Gardens	5 616,00	5 616,00
Shrimati Anandben Desai	12 204,00	7 293,60
Silver Star	19 735,20	16 333,20
St Luke's	6 510,00	6 480,00
St Patrick's	8 496,00	8 640,00
Snow White	8 640,00	8 640,00
Standard Bank	5 616,00	5 760,00
Happy Hours Immanual	5 616,00	5 760,00
Lutheran	4 282,20	2 181,60
Lenasia Muslim, Cuckoo St	10 616,40	10 800,00
Lenasia Muslim, Swan St	14 400,00	14 396,40
Wonderland	11 520,00	11 520,00
Dadaville Gardens	10 436,40	9 514,80
Gayway	7 200,00	6 105,60
Merry Corner	5 760,00	5 760,00
Thumbelina	—	7 653,60
Mohadin	—	5 673,60
Woodview	—	8 816,40
Brackenham	—	9 072,00
Total	<u>R278 225,40</u>	<u>R300 038,40</u>

(d) Subsidies are payable to pre-primary schools subject to the following:

the institution being registered with the Department; *Howesari 30/4/91*  
the institution shall not be conducted for private gain or profit;

the governing body of such pre-primary school shall be:

a registered welfare organisation or a fund-raising organisation with one of its objects being the establishment, maintenance and management of pre-primary schools; or  
an association not for gain incorporated under the Companies Act, No 61 of 1973, and which has as its main object the establishment, maintenance and manage-

# Ignorance is not bliss

Sowetan 29/4/91

50

IGNORANCE is not bliss. The blissfulness that results from lack of information or from ignorance is both illusory and dangerous.

Therefore, while many people are dismayed by what appears to be the self-destructiveness of the actors in black education, an understanding - a fairly intimate knowledge of the causes of the problem - is crucial.

Most blacks, parents, teachers, school principals and children, place a very high stock on education. There is no denying that.

So why is there a problem? Parents will go to many sacrifices - working late, travelling dangerously, skimping on luxuries, like leisure and holidays - to make their children's lot better than theirs.

Most teachers have worked under an impossible situation for many years. Black children from poor or not so poor homes have to make grave personal sacrifices to be educated.

Most people, including this writer, have a

vague sense of disquiet about this area that is as vital to this country's future as it is to Nation Building.

Better for us to research the problem, understand it, to make informed judgments and seek adequate solutions. We need more information about what undermines black education.

What follows is not researched, but a layman's handbook to what causes and what has caused the problem.

## Political

The first problem was political. Dr Hendrick Verwoerd caused this country immeasurable damage when he introduced Bantu Education.

The first problem is, or was, the name 'Bantu Education.'

It is, and was, psychologically a powerful symbol of destruction. It needs very little sense to understand why a child would not work favourably within a discipline that is called 'bad' by everybody.

The black child hears and reads about this bad education and is expected to absorb it.

At the instigational level, the child rebels.

At another level, because education is a tough discipline, the child is given an excuse to buck.

The year 1976 was significant for many reasons. It was from that date that the black child realised that they needed to exercise a power, later a political power, to be heard.

They were praised by most parents who felt secretly pleased that these children were ready to die for an ideal.

After getting this political power, the children have used and abused it in many ways. To our combined dismay.

It is an indictment on us that children have had to bear such a heavy responsibility.

The damage has been done. The child of today does not have respect and confidence in adults, their teachers included.

The teachers' situation is most interesting. They are hoist, in a manner of speaking, with their own petard. For too many years, teachers felt, because they were State employed, they could not take decisions about what happened at black schools.

I remember, before 1976, how we as young

reporters tried to alert the teachers' organisations about the dangers of school boycotts.

They were simply too scared to do anything.

Very soon the child saw through this cowardice. It led to a lack of discipline and the serious erosion of the teachers' authority.

## Image

Late, when the situation in the country became very difficult, teachers decided to make their views heard.

Some of them are doing this today. Their views have become crucial. Others are overreacting to save an image that has taken several years of battering from the communities.

The teachers are trying to prise themselves out of an impossible position: caught between the community and the departments they serve.

For principals, the dilemma is even more serious. Their young teachers and pupils believe they are plainly scared, only worried about keeping their jobs.

Black parents will do everything to educate their children. They, however believe education is only for children. Families do not reinforce a thing that should be the province of all.

Developed countries know that education is for everybody. In fact, you educate, you inform, you enlighten yourself till the day you die.

Lastly, parents have very little involvement with what happens to their children at school.



**ON THE LINE**  
Aggrey Klaaste

If parents, for instance, heard the problems that teachers and children share, they would most certainly do something about them.

They make great sacrifices, spending time and money to educate children who do not go to school, and if they do, get very little learning.

The term 'education' is misunderstood. An educated person is not merely an academic, professional or otherwise. Rather to be educated is to be able to deal adequately with

your environment.

It is an enrichment of the total person. Very soon I will be writing about a most extraordinary trip I did to the Kruger National Park. It was there that I met a man who has a doctorate researching the hyena and other predators.

The illumination you get from this 'educated' chap is absolutely absorbing. You will be surprised to learn for instance that the hyena has significant influence on your life in Soweto!

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- (a) the Central Statistical Service undertakes surveys of the total Public Sector, while the Office of the Commission for Administration gathers and maintains information on the RSA Public Service;
- (b) the surveys are done on a regular basis, the most recent survey on the size of the Public Sector being as at 30 September 1990 and
- (c) findings with regard to these surveys indicate that the personnel numbers as at 30 September 1990 were 748 302 for the RSA Public Service and 1 662 355 for the Public Sector.
- (2) Falls away.

#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language

Own Affairs:

#### Education: steps to improve

1. Mr K PANDAY asked the Minister of Education and Culture:

- (1) Whether he or his Department plans to take steps to improve the education of children falling under his control so that they will be able to face the realities of the new democratic South Africa; if not, why not; if so, what steps;
- (2) whether he will make a statement on the matter?

Hansford  
3d/19/91

D90E.INT

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, the answer is yes. The department's policy is geared for fully integrated schools influenced by demographic patterns in the country, reflecting the new democratic South Africa in the microcosm of the school.

The following population statistics for 1990 clearly indicate the trend that the pupil population at schools in a new democratic South Africa will be predominantly Black, with ever increasing numbers of Black pupils at schools close to them. The figure for Blacks is 5,69 million; for

HOUSE OF DELEGATES

Indians, 0,29 million; for Whites, 1,3 million; and for Coloureds, 0,9 million. It is obvious that White, Indian and Coloured children will have to adapt to the changing scenario, rather than to expect Black children to assimilate naturally with the status quo situation. The need is paramount for children to become familiar with other cultures, languages and backgrounds and to accept these as normal.

My department has already opened its doors to pupils and teachers from other race groups. To date there are 10 686 Black, 4 880 Coloured and 29 White pupils in our schools, and I am proud to state that at present one Black, 16 Coloured and 108 White teachers are employed at our schools. In so doing we have impressed upon our Indian pupils that the transformation of the South African society into a non-racial, unitary nation is imminent and we have taken a firm step towards nation-building.

With regard to the inculcation of a positive attitude towards people of diverse cultural backgrounds, my department has introduced cultural studies into the curriculum for standards 2, 3, 4 and 5 pupils. One of the fundamental aims of this subject is to help the child discover that other cultural conceptions are normal and that there is a common humanism that pervades all cultures. The need for respect, tolerance and sharing is firmly entrenched in the programme of instruction in this subject as well as in customs, values and mores.

In addition, pupils are free to study any Black language as an examination subject in the junior and senior secondary phases as long as teachers and classroom accommodation are available. Attention is at present being given to the formulation of strategies for the introduction of Black languages in primary schools. Several Indian educators have already majored in Zulu for their BA degree.

My department is fully aware of the fact that the new South Africa will require major attitudinal changes among pupils and teachers. Therefore, it is wary of prescribing to schools how to change in order to merge into the new South Africa. We have faith in our teachers and we are convinced that as professionals they will focus on the needs of the changing South Africa in their daily teaching. New Right Living, guidance and counselling programmes which are being presented at

our schools are flexible enough to help inculcate positive attitudes towards change.

The school curriculum itself is undergoing change. There is a greater emphasis on technical, vocational and vocationally oriented education as opposed to the generally academic education of the past. It is worth mentioning here the good work done by the Job Placement Board and the Vocational Education Directorate of my department. This directorate will be playing an increasingly important role in the future South Africa in securing jobs for school-leavers. [Time expired.]

Mr K PANDAY: Mr Chairman, it appears that some very positive steps have been taken by the ministry in respect of the interpellation I have posed here. However, I should like to make some observations with regard to this.

The Indian children, through no fault of their own, by and large understand the culture and behaviour only of the children of Indian origin. The grouping of our children into Indian schools was not a choice of the Indian parent or child. It is really superfluous and irrelevant at this stage to address the issues of the past. The education of our children is of paramount importance. Much of what is being practised currently will be history in the not too distant future. Let us not look too critically at the past, but rather prepare our children for the changing South Africa.

Interaction is the key word. How do we get our children to communicate and interrelate with children of their own age group across the colour line? Briefly, I would suggest that firstly, Afrikaans as a compulsory subject must be scrapped. Let the main language of this country be English. Allow children to choose their own second language, whether it is Afrikaans, Hindi, Tamil, Telegu, Arabic, Zulu, Xhosa or any other language of their choice. By forcing Afrikaans as a compulsory second language down the throats of our students we are not only punishing them, but losing the very essence of education, namely that a child must feel comfortable with the subjects that he or she chooses.

That is why, in order to direct a child into a particular field, he or she has to choose the direction of his or her study at the beginning of his or her Std 8 year. After that the child is geared into a particular field. The Indian child has to learn to understand and speak Black languages in order to communicate with his

peers. In order to incorporate this into the curriculum without interfering too much with other subjects, our schools should take away about an hour or an hour and a half from the three to three and a half hours allotted to Afrikaans with immediate effect and next year remove all of it.

Hon members will remember my suggestion in respect of the option which I suggested much earlier. I am not suggesting that we teach Zulu or Xhosa using all the grammar rules and other paraphernalia that go with it. However, we must allow our children to communicate. Many of us from Natal in particular can speak Zulu without having had any formal lessons. [Time expired.]

Mr M F CASSIM: Mr Chairman, it pleases me to follow on the hon member for Reservoir Hills. He and I have an abiding interest in education and I am always interested in listening carefully to his ideas so that together we can put forward something that will be of interest to all of us.

I take note of one point: Whenever we try to exclude something, we make our education so much less important and significant. The policy should be all-inclusive rather than exclusive.

We can take Afrikaans as an example. For a long period, because of political connotations, there was a need or desire to protest against Afrikaans, but now that the new situation is evolving, Afrikaans must be seen as a language which has a place here. If people know that language, it gives them added mobility and added inroads. The purpose of education should not be to deny but rather to provide the means, because this is what makes the best education possible.

HON MEMBERS: Hear, hear!

Mr M F CASSIM: If we are looking towards a new South Africa, yes, I buy the hon member's idea that we should try to have more Black languages as communication languages. Inasmuch as we can help the hon the Minister of Education and Culture, he should note that it is an idea we can support. It is an idea that is important.

Just this weekend, before I left, I saw this in practice. My wife, who is very fluent in Zulu, runs special classes outside school hours to help Black children become more familiar with other languages and, by way of the opposite process, to make Indian children more fluent in Zulu.

HOUSE OF DELEGATES

The programme of integration which our schools began is a fantastic one. I am proud to say that a school like Dundee Secondary, which I attended, has an enrolment of 160 Black students. It is a marvellous situation. [Time expired.]

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, with regard to the sentiments expressed about Afrikaans, I want to suggest that the hon the Minister of Education and Culture ensure that his party opposes any Bill which makes Latin compulsory as far as the study of law is concerned. [Interjections.]

I want to say to the hon the Minister of Education and Culture that we should put our facts to the South African public clearly and unambiguously. In 1985 we opened our doors to non-Indians in our educational institutions. Is admission being restricted? Are our schools integrated? I heard the hon the Minister of Education and Culture state that our policy was integration. One should not speak about demography, not demography. One should rather speak about geography, not demography. Once one talks about demography, one is restricting admission. Of course, for practical purposes, we should admit that basically and fundamentally a school is Indian in character and for certain reasons we will allow the admission of non-Indians. The Indian community has been the first in South Africa to open up its institutions, in all aspects of life. In 1962, when racial sports units were disbanded, the Indian community was the first to disband its sports units.

I want to ask the hon the Minister of Education and Culture whether this question of creating a pilot project within his department as a sample of the new South Africa was his own decision or whether the Ministers' Council was collectively responsible or whether any hon member or member of the Ministers' Council was co-responsible for the decision. What we want from the Ministers' Council is uniformity as far as the question of the new democratic South Africa is concerned. When one tries to settle people in certain areas on the basis of race and apartheid and one talks of demography or geography, one is indirectly implementing racialism.

However, in spite of the fact that I have highlighted certain deficiencies and discrepancies in the utterances of the hon the Minister of Education and Culture, I want to compliment him. [Time expired.]

HOUSE OF DELEGATES

**MR P I DEVAN:** Mr Chairman, as long as there exists by reason of law or custom a social order that artificially creates hell on earth and complicate divine destiny, the change or reform that is fast emerging in South Africa will be fruitless.

Education in our schools could play a significant role in shaping society in a democratic South Africa. It is natural for young people, irrespective of caste, colour or creed, to come together. There is abundant evidence of this all around us. Young people are reaching out to each other. They are oblivious of artificial racial barriers in the fields of study, sports and many other forms of recreational activities.

Notwithstanding the existence of this natural tendency in our fellow beings which has been smothered in this country, both by cruel legislation and superficial social attitudes, schools could accelerate the process of developing the right attitudes which are conducive to harmony and goodwill in interpersonal relations.

While the non-racialisation of schools take its course, youths in particular should be encouraged to participate in healthy non-racial activities, and here I would like to mention activities such as boy scouting, girl guiding, sports, games, ambulance societies, charitable work and joint service to the community at large in order to bring about a new outlook in life.

The process of non-racialising populations in schools should not be hurried. It should not be forced, because there is no doubt that the law of natural affinity will take its course.

**MR K PANDAY:** Mr Chairman, we have to introduce Black languages into our schools immediately. However, these languages should not be taught according to strict grammar rules. Children should rather learn to communicate. An example of such a teaching method was the television programme *Stygfunda*.

I am of the opinion that our parents and teachers are capable of preparing our children for the years to come. Whatever is done at school must be extended to the home. The idea of interaction, understanding and tolerance must become the theme in the workplace, on the streets and on the playgrounds. In this respect the parent-teacher associations could play a very meaningful role.

We should not embarrass any other department or race by allowing pupils from other departments to be transferred to the same class or standard in Indian schools. They should first pass a test. If a child, whether he be White, Black or Coloured, comes to an Indian school from St 5, he should not be placed in the St 5 class automatically. [Time expired.]

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, I would like to take this opportunity to thank hon members for their positive attitudes to this very important and crucial question as far as education in our current times is concerned. I would like to dwell on certain aspects which the hon member for Reservoir Hills has articulated.

Changing attitudes are needed. A change in mentality is needed. Attitudinal changes are necessary and, as the hon member rightfully pointed out, attitudes should change inside the minds of parents, at our homes, in the streets and in society in general, and not specifically in any school per se.

However, I would like to ask the hon member for Reservoir Hills to desist from asking us to put Black pupils through a testing programme, since this could cause discriminatory practices to emerge in our schools, and the backlash which this would cause, would be pervasive as far as our needs in society and other aspects are concerned. [Interjections.] We have to be very clear in our undertaking.

When we invite somebody into our homes, we do not ask them whether they have money in the bank, whether they are literate, whether they adhere to certain values and customs, whether they are neat and tidy or whether they have a bath every day. We cannot discriminate in any way. Our schools are open and we will allow pupils to enrol in them.

**THE LEADER OF THE OFFICIAL OPPOSITION:** The hon the Minister should rather withdraw that, because it could be misunderstood.

**THE MINISTER:** I am just using this as an illustration. The scrapping of the Afrikaans language is not the issue here. As the hon member Mr Cassim has stated, we would rather be inclusive than exclusive. We want pupils to be able to study different languages in our schools. In different parts of the world, people have

electd to teach one common language throughout the country in schools. However, if a person decides to learn Afrikaans, Zulu, French, Hindi or Tamil, it should be his choice. That is important. That is how it should be done democratically. I accept that. [Time expired.] Debate concluded.

#### QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

Questions standing over from Tuesday, 23 April 1991:

**Gandhi-Desai School: annual rent**  
\*1. Mr M RAJAB asked the Minister of Education and Culture:

(a) What amount is paid annually by his Department in rental in respect of the Gandhi-Desai School, (b) what are the conditions of the lease and (c) what is the status of this school?  
Hansard 30/4/91 D96E

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) R219 009,84  
(b) The lease shall commence on 1 April 1985 and continue for a period of nine (9) years and nine (9) months;

the basic rental payable by the lessee to the lessor shall be the sum of R14 300,00 per month as from the first day of April 1985 with an annual escalation of 5%;

should the school no longer be required by the government, during the currency of the lease, the lessee (ie the government) may terminate this agreement on two (2) years' written notice to the lessor. Such notice may not be given before 1 January 1988.

(c) It is a secondary school catering for boys and girls ranging from Standard five to Standard ten. Its present enrolment is 448

HOUSE OF DELEGATES

Whether there has been an increase in the fees charged at pre-primary schools under his control since 2 February 1990; if so, by what percentage in respect of each executive component of his Department?

**THE MINISTER OF EDUCATION AND CULTURE:**

Cape : No,  
Natal : Yes,  
OFS : 18,6%

: information not available as fees are determined by the management councils themselves.

Transvaal : yes, at present fees vary between R4,50 and R5,89 per school day for 1 child. Remission of school fees is possible for children who qualify.

1 April 1990:	Percentage increase
Income group less than R6 000	144% for 1 child, 176% for 2 children, 192% for 3 children
R6 000 to R9 999	113% for 1 child, 125% for 2 children, 136% for 3 children
R10 000 and more	111% for 1 child, 115% for 2 children, 117% for 3 children

1 April 1991:	
less than R12 000	91% for 1 child, 114% for 2 children, 84% for 3 children
R12 000 and more	133% for 1 child 161% for 2 children, 123% for 3 children.

**White State school pupils: per capita expenditure**

66. Mr K M ANDREW asked the Minister of Education and Culture:

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils at State (i) primary and (ii) secondary schools in the 1989-90 and 1990-91 financial years, respectively?

**THE MINISTER OF EDUCATION AND CULTURE:**

\*1989-90: (a)(i) and (ii) R3 561  
(b)(i) and (ii) R4 103  
\*1990-1991: (a)(i) and (ii) R3 407  
(b)(i) and (ii) R3 960

\*the SANEP system provides this data in connection with primary and secondary schools, concurrently.

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**

Indicates translated version.

For written reply:

General Affairs:

**Provincial hospitals: drug-related deaths**

18. Mr T R GEORGE asked the Minister of National Health:

(1) Whether she will furnish statistics on the number of drug-related deaths that oc-

Orange Free State:

1989:	(a)(i) Men	(ii) Women	Hospital	(b) Age Group
Indian:	—	—	—	—
White:	—	1	Parys	60
Coloured:	—	1	Ficksburg	25
Black:	—	—	—	—
1990:	(a)(i) Men	(ii) Women	Hospital	(b) Age Group
Indian:	—	—	—	—
White:	1	—	Provincial Bloemfontein	60
Coloured:	—	—	—	—
Black:	1	—	Provincial Bloemfontein	40

No statistics in respect of drug-related deaths are kept by the other provincial hospitals;

(2) The Department of National Health and Population Development gives continuous attention to combating drug abuse. The activation and co-ordination of the implementation of the National Plan to Prevent and Combat Alcohol and Drug Abuse in South Africa is receiving urgent attention

The Department of National Health and Population Development briefed the Cabinet Committee on Social Matters (CCSM) on the drug problem in South Africa, whereafter the CCSM appointed a task group to urgently attend to the handling of the drug problem in South Africa, with specific reference to aspects

curring at provincial hospitals in 1989 and 1990, if not, why not, if so, in respect of each such year, (a) how many (i) males and (ii) females of each race group died in each specified hospital and (b) in what age groups did they fall;

(2) whether her Department has made any recommendations on combating drug abuse and rendering assistance in this regard; if so, what are these recommendations?

**THE MINISTER OF NATIONAL HEALTH:**

(1) Yes.

such as legislation, funding and the promotion of co-operation between relevant state departments.

Own Affairs:

**Administration: HoR: office complexes**

17. Mr W J DIETRICH asked the Minister of Housing:

(1) Whether, with reference to the office complexes and other buildings currently being used by the Administration: House of Representatives in George, Port Elizabeth, East London and Middelburg (Cape), he will furnish the House with the names of the directors of the companies mentioned in subparagraph (1)(g) of his reply to Question No 6 on 27 March 1991;

**T**HE AFTERMATH of the 1976 Soweto students' uprisings saw a new breed of pupils emboldened by their influence on events and determined to impose their terms on education authorities, teachers and the community at large.

Initially students were hailed by their communities as daring young lions who had the courage to confront the might of the Government.

But later, it became evident that the pupils had entered the arena of politics at the expense of their education, as they incited a whirlwind of boycotts and protest actions.

Now the effects of 15 years of turmoil in black education is manifesting itself in a deepening crisis in black schools, characterised by the total collapse of discipline and erosion of the culture of learning.

The reopening of schools for the second quarter a fortnight

# Pupil power out

Star 29/4/91

**While the blame for the present chaos in schools could be apportioned to apartheid education, students' high-handed tactics have also caused serious problems, writes Education Reporter PHIL MOLEFE.**

ago saw widespread disruptions at several schools in Pretoria and on the East Rand as well as incidents of intimidation and attacks on Soweto teachers.

Renowned mathematician and Soweto educationist, Thamsanga Willie Kambule, says discipline in black schools collapsed completely since 1984

following widespread uprisings which swept the country.

He says this trend developed in the wake of the 1976 revolts, when students noticed that they could wield a kind of student power.

During the first quarter of the year, 48 Mamelodi principals were chased away by

pupils and in some P W V schools, pupils usurped power from headmasters and took control of the registration and admittance of new pupils.

Recently, the principal and staff members at Fidelitas High School in Diepkloof, Soweto, were chased away from school by pupils after a teacher was seriously injured when pupils stabbed him at the school.

The house of the principal, Dineo Moatse, was petrol-bombed, allegedly by pupils, as the situation at the trouble-torn high school worsened.

A red flag flew high on top of the double-storey high school as

pupils declared the institution a "liberated zone".

Teachers are now reporting at the Department of Education and Training offices in Johannesburg because they fear possible attacks by pupils.

"How do we go back there when the kids we are supposed to teach turn against us?" asked one teacher at the school.

In Mofolo, the principal of Ennisebeni Primary School was forced to suspend classes on Wednesday after a group of pupils attacked and assaulted teachers indiscriminately.

Much as part of the blame for the crisis in schools has to

## Of hand

be apportioned to apartheid education, which has bred frustration and anxiety among pupils, parents and teachers have also come in for criticism.

"Parents must come to the forefront when teachers are attacked because it is their children who are spreading terror in schools," says Mr Kambule.

He says some principals and teachers have "abdicated" their responsibilities because of intimidation by pupils.

"I think principals and teachers must reaffirm their position and not mince their words when they deal with pupils. They must be firm.

"Of course you need the support of the parents, but there is no way you can run a school if you make concessions on discipline," says Mr Kambule.

He says corporal punishment is not necessarily the answer to the problem but educationists and parents should agree on a disciplinary code to ensure the effective running of a school.

A Soweto teacher says the level of violence in schools was a result of the frustration pupils found themselves in.

"Our pupils have lost confidence in the education system because of the high failure rate,

learning under appalling conditions and failure on the part of the Government in improving the quality of education.

"The high failure rate has made many of them lose the sense of purpose and they begin to doubt if they will ever make it in life," the teacher says.

Because of this, he adds, pupils have started seeing teachers as part of the system that stands in their way to progress.

A DET spokesman says the political element is also to blame for the crisis because pupils are pampered as "heroes" by political groups. And even where they do wrong, this is met with silence.

The solution to the problem cannot be found only in increased Government spending on education. The responsibility for the restoration of harmony and progress in education lies with teachers, pupils, and parents. □

(2) whether he will furnish the House with the names of the persons by whom these complaints and charges were laid; if not, why not; if so, what are their names?

*Hansford*  
30/4/91 B877E  
The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) One charge of malicious damage to property was laid at the South African Police against an unknown person or persons, by the owner of a bus which was damaged in an explosion in Toekomsrus residential area.

The matter is being investigated. No evidence has as yet been found that rightist elements are responsible for the incident.

No charges or complaints arising from the occurrences on 6 April 1991, and to which was referred in the newspaper article which the hon member placed at my disposal, have been laid with the South African Police.

(b) and (c) Fall away.

(2) No, because the furnishing of the name of the person who laid the malicious damage to property charge may expose him to intimidation.

NOTE: On the day in question, protest marches also occurred *inter alia* in Pretoria and Krugersdorp. In Pretoria a number of ANC members gathered at Church Square. From there they were to have marched to the Pretoria Central Prison. A number of AWB members formed a cordon around the base of the Paul Kruger statue with the aim of protecting the statue against possible mutilation.

The South African Police who were present at the scene asked the AWB to leave the scene so as to prevent possible conflict. The members of the South African Police intended cordoning off the statue themselves.

The members of the AWB refused to heed the request. Their presence constituted a threat to law and order. Fourteen members of the AWB were arrested for contravening section 27(a) of the Police Act, 1958 (Act 7 of 1958) in that they interfered with the Police in the execution of their duties. They were released at the Moot Police Station.

possibility exists that it can be used by other education departments, for instance the Department of Education and Training, the building is then offered to the other education departments at market value or at a reasonable value agreed upon by the two departments. If the school building cannot be utilised by another education department, it is then offered to other State departments and the local authority concerned at market value or at a reasonable value agreed upon.

State departments and local authorities are given six weeks in which to respond. Should one or more of the State departments or the local authority be interested in acquiring the property, the intended usage is considered and a decision is taken by me.

When it is proposed to sell a property at less than market value, due regard must be had to the public interest and Treasury approval must be obtained. Registered welfare organisations and recognised church denominations can obtain a school building by renting the property at a rental of 1% per annum of the value of the building, provided that the organisation accepts responsibility for the payment of all municipal levies as well as the maintenance of the building to the satisfaction of the department, or by buying the property at a 50% discount on the market value of the land and building.

Should none of the aforementioned bodies be interested, the property is sold by public auction or tender. In this case a minimum upset price of not less than market value is set.

Mr M J ELLIS: Mr Speaker, I rise in place of my colleague the hon member for Pinetown, under whose name this interpellation appears. He asked me to apologise to the hon the Minister for his absence here today.

I listened with great interest to what the hon the Minister had to say about his department's present policy with regard to the disposal of school properties.

I should like to suggest to him that this policy is somewhat archaic in terms of the present needs of education in this country. This interpellation comes at a time when extreme concern has been expressed with regard to the possibility of a number of schools, falling under the control of this Administration, being closed at the end of this year and in the course of next year as the

Government moves towards some form of parity in the financing of education.

The hon the Minister knows what the DP's stand is with regard to the closing of schools. We are totally opposed to any school closing, taking into account the critical shortage of classroom space in education in general throughout the country. However, we do accept that there are a number of schools which have already closed and that these buildings are standing vacant. We are concerned that these buildings, and others in the future, may be lost to education completely, as has happened in many cases before. As the hon the Minister has made quite clear to us today when he described the policy of his department, it can happen very easily indeed.

Far too many buildings which were specifically designed as schools in the first instance, are today being used to house a variety of Government departments that have nothing whatsoever to do with education. We certainly believe that this is an extraordinary waste of important and urgently needed resources and facilities in this country. The Government must under no circumstances allow this to happen again. I say this to the hon the Minister with great respect for his policy. The Government must never allow these facilities to be wasted, either now or in the future.

The Government has for many years relied heavily on community organisations in providing education to many hundreds of thousands of pupils. The important work which these organisations, such as Read, Learn and others have done in bringing education within reach of the people must never be underestimated. Because of the crisis which now exists in education in this country, we are going to have to carry on relying on these organisations for some years to come.

Where a school building is vacant, and where no education department has expressed interest in taking over that building, it is essential that the building be made available to organisations which are interested in using them for *bona fide* educational purposes, especially the running of schools. They should be allowed to use these buildings until such time as an education department is able to absorb them. [Time expired.]

\*Mr D S PIENAAR: Mr Speaker, the DP tried to make a case for retaining education facilities for education at all costs. For the DP, however,

**Schools in Cape Province: closure**

\*3. Mr K M ANDREW asked the Minister of Education and Culture: **(SO)**

- (1) Whether any schools in the Cape Province have been advised that they will or may be closed in 1991; if so, (a) which schools, (b) when will final decisions be made and (c) what is the maximum number of pupils these schools could accommodate; **Answer 30/4/91**
- (2) whether his Department has made a projection of the effect the adoption of one of the new models and the admission of children of other races will have on the closure of these schools; if not, why not; if so, with what result? **B869E**

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) and (b) since the matter is still under consideration and talks with the interested parties are still taking place, the information is not available at present,
- (c) approximately 2 800;
- (2) when a school decides to adopt a new model the influence that it may have on the existing as well as the potential pupil numbers of the school, is taken into account.

**Social old-age pensions: backlog**

\*4. Mr K M ANDREW asked the Minister of Welfare, Housing and Works:

- Whether there is any backlog in the handling of (a) new applications and (b) queries in respect of social old-age pensions; if so, (i) why, (ii) what is the extent of the backlog and (iii) what steps are being taken to remedy the position? **Answer 30/4/91**

The MINISTER OF WELFARE, HOUSING AND WORKS: **B870E**

- (a) Yes.
- (b) Yes.
  - (i) More than 50% of the present personnel corps have less than 12

months experience and are still being trained. **Answer 30/4/91**

(ii) Should no additional applications or queries be received, it would be possible to eliminate the existing backlog within three months.

- (iii) (a) Staff training receives preferential attention. **(SO)**
- (b) New and additional computer equipment is currently being installed to expedite the processing of cases.
- (c) New applications and urgent queries are screened and where possible dealt with immediately.
- (d) Everything possible is being done to expedite the decentralisation of social pensions and grants to the various regions.

**Educational institutions fully financed**

\*5 Mr R M BURROWS asked the Minister of Education and Culture: **(SO)**

With reference to his reply to Question No 1 on 9 April 1991, what are the names of the educational institutions that are fully financed by his Department and have fewer than 50% plus 1 registered White pupils or students? **Answer 30/4/87E**

†The MINISTER OF EDUCATION AND CULTURE: **30/4/91**

I do not consider it to be in the interests of the educational institution concerned, or education in general to divulge the name

For written reply:

General Affairs

State pension fund: money **(SO)**

217. Mr B B GOODALL asked the Minister of Finance: **Answer 30/4/91**

- (a) What amount of money is there in each specified State pension fund, (b) what percentage of each pension contribution is made by the (i) individual and (ii) State and (c) in respect of what date is this information furnished? **B568E**

The MINISTER OF FINANCE:

- (a) Government Service Pension Fund R23 324 979 002
- Associated Institutions Pension Fund R3 884 883 056
- Temporary Employees Pension Fund R2 545 815 899
- Associated Institutions Provident Fund R9 738 360
- Pension Fund for Persons in Authorities' Service R2 495 327 481
- Superannuation Fund for Persons in Authorities' Service R119 975 020

(b) (i) Government Service Pension Fund 26,68

Associated Institutions Pension Fund 32,89

Temporary Employees Pension Fund 33,33

Associated Institutions Provident Fund 40,00

Pension Fund for Persons in Authorities' Service 32,89

Superannuation Fund for Persons in Authorities' Service 43,48

(ii) Government Service Pension Fund 73,32

Associated Institutions Pension Fund 67,11

Temporary Employees Pension Fund 66,67

Associated Institutions Provident Fund 60,00

Pension Fund for Persons in Authorities' Service 67,11

Superannuation Fund for Persons in Authorities' Service 56,52

(c) 31 March 1990.

State pension schemes

218. Mr B B GOODALL asked the Minister of Finance: **Answer 30/4/91**

- (a) How many State pension schemes were there as at the latest specified date for which information is available, (b) what are their names and (c) what was the (i) State's contribution in respect of, and (ii) total value of the assets held by, each of these schemes as at that date? **B569E**

The MINISTER OF FINANCE:

- (a) Three as at 28 February 1991 **(SO)**
- (b) Members of Parliament and Political Office-bearers Pension Scheme
- Members of Statutory Bodies Pension Scheme **Answer 30/4/91**
- Military Pension Scheme

(c) As benefits payable by the schemes are financed from the State Revenue Fund, no employer contributions are made by the State. The amounts mentioned hereafter therefore represent the total expenditure of the benefits paid out of Revenue 1989/90 financial year.

(i) Pension Scheme for Members of Parliament and Political Office-bearers R46 921 229

Pension Scheme for members of Statutory Bodies R492 992

Military Pension Scheme R50 708 339

(ii) Nil.

University of the North: White staff

232 Dr W J BOTHA asked the Minister of Education and Training: **(SO)**

- (1) Whether the State has at any time since the establishment of the University of the North given any oral and/or written assurances in respect of job security to the White staff of this university; if so, (a) when and (b) what did the assurances comprise; **Answer**
- (2) whether these assurances still apply; if not, (a) when and (b) why did the assurances fall away; if so, **30/4/91**
- (3) whether he will make a statement on these assurances;
- (4) whether the staff of this university have been informed that the assurances have fallen away, if so, (a) in what way and (b) when; if not, why not? **B619E**

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes.
  - (a) 1968 and 1973



education as such is not the issue. They are simply using a smokescreen argument to prevent education facilities which were established for a specific group, from remaining available for community needs of that population group. [Interjections.] The DP wants to manoeuvre the Government into a position where it is obliged to use a specific facility, if a particular community is no longer able to use it for education purposes, for integrated education and not for other needs of that same community.

I also want to enter into debate with the hon the Minister about the priority list on which he indicated who had the first option on a facility if it was no longer utilised for White education purposes—because this is a so-called own affairs matter. Firstly, the hon the Minister spoke about another own affairs department, then other education departments, and after that Government departments and, finally, community organisations. I want to say with all due respect that the order is incorrect. It ought to be another own affairs government department and then other community organisations of that particular community, the White population group, which in many cases, particularly in the rural areas, helped to finance the establishment and maintenance of those facilities for education purposes out of their own pockets. If the need for the provision of education in those facilities then decreases, it is only right that that community should have the opportunity to continue to use that facility for their needs, albeit other needs.

That applies to the extent that the hon the Minister's department. [Time expired.]

\*The MINISTER OF WELFARE, HOUSING AND WORKS: Mr Speaker, the hon member for Potgietersrus made a case here for the community's needs with which I do not have a problem. I think that during the past week in which we have been debating the Votes we have indicated very clearly our interests and concerns about the welfare of our own people.

\*Mr J H VANDER MERWE: Just remember the compassion

\*The MINISTER: It is true, however, that education is a very important matter at the moment and that the education needs of our country and its people must be looked into thoroughly.

HOUSE OF ASSEMBLY

†I can therefore associate to a large extent with what the hon member for Durban North said I can also say that since I have personally been handling this portfolio, most of those facilities which have become available have been made available for educational purposes.

\*The hon member for Johannesburg North confirmed this, because he knows. What the hon member for Durban North said with regard to the contribution of community organisations to education, is true, and it is for that reason that we have made schools in the Johannesburg area in particular available to such organisations recently. In the Johannesburg area alone we have already made available three schools—at a quick estimate—to community organisations which are involved in the education of our children.

\*Mr J A JORDAAN: Mr Speaker, the hon member for Potgietersrus said that the DP was making use of a smokescreen I want to make it clear to him that we are doing this blatantly. We are stating our request blatantly that these facilities should be used purely for school purposes. We believe that the only criterion for exclusivity in a school is that of language and religion which is accepted internationally, rather than the colour of a person's skin.

I was very pleased to hear the hon the Minister's remarks about what policy was or how it worked in practice. I should like to see that as long as we have to live with own affairs, the official policy should be that if a school, under own affairs administration, is no longer being used for White purposes, the possibility of looking at other education departments or organisations involved in education should be considered rather than that of other Government departments within own affairs.

I want to mention an example of how this contrasts with what we experienced recently with regard to legislation which was proposed by the hon the Minister of Education and Culture. In terms of that legislation buildings of model C school—this is going to include model A schools as well however—are going to be transferred to the control structure of that education institution at no cost. If these buildings are transferred to education institutions which fall under another department, however, there would be financial implications for that education department.

We expressed our objections to that legislation. The question was asked whether this type of decision applied to all other departments. Did the Cabinet really grant approval to the idea that Government property could be placed at the disposal of one body at no cost and not at the disposal of another? [Time expired.] 50

\*The MINISTER OF WELFARE, HOUSING AND WORKS: Mr Speaker, I think the hon member raised a good point when he said that education facilities should enjoy preference, but I think we must not place ourselves in a corner either. We must retain a certain flexibility on the matter, and for that reason the hon member for Potgietersrus made the point that community interests should be looked into.

I want to tell the hon member for Umhlanga that it is possible that a school building which becomes redundant, may in fact no longer be suitable as a school building. For example, I know of schools in Johannesburg which have become so hemmed in by an industrial area that it is no longer practical to use that school building as a school. In my opinion one must therefore allow for a degree of flexibility in this regard.

\*Mr J H VANDER MERWE: And compassion!

\*The MINISTER: The official standpoint in this regard is that the Cabinet and the Ministers' Council allow a certain flexibility. For that reason the Cabinet decided that the public interest should still be served when these decisions are taken. Certain decisions could therefore require a unique solution. In such a situation the discretion of the Ministers who are in a negotiating position could play a very important role and a particular decision must be made on merit. It is still important, however, that the approval of the Treasury is obtained in cases where properties change hands below the market value.

Debate concluded

#### QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs.

Certain association: financial assistance

\*1. Mr H D K VAN DER MERWE asked the Minister of Education and Culture:†

Whether a certain association, whose name has been furnished to the Minister's Department for the purpose of his reply, has received any financial assistance from his Department; if so, (a) when, (b) why, (c)(i) what amount and (ii) how has this amount been spent and (d) what is the name of the association?

B863E

†The MINISTER OF EDUCATION AND CULTURE:

No

(a), (b), (c)(i), (ii) and (d) fall away.

†Mr H D K VAN DER MERWE: Mr Speaker, arising from the hon the Minister's reply, will he be able to tell me whether he therefore replied incorrectly to this question on an earlier occasion? In that reply the name of the organisation concerned was given as one that had received funds from the Minister

†The MINISTER: Mr Speaker, I am not aware that such a question was put earlier and replied to differently. If the hon member has such information, I would very much like to see it. The hon member can place it on the Question Paper. I am not aware of it.

#### Extra-curricular centres: financing

\*2. Mr A GERBER asked the Minister of Education and Culture:† 50

Whether the tariffs in respect of the educational financing of extra-curricular centres for highly gifted pupils have been increased by the Transvaal Education Department since 2 February 1990; if so, (a) by what percentage, (b) when and (c) why? *Hansard*

30/4/91 B864E

†The MINISTER OF EDUCATION AND CULTURE:

Yes, at present the fees are R280 per pupil per annum

(a) by 141% for pupils in the senior primary phase and by 100% for pupils in the secondary phase,

(b) 1 April 1991,

(c) for the partial defrayment of the costs involved in the rendering of the service.

HOUSE OF ASSEMBLY

# Representation dispute sinks student indaba

By LULAMA LUTI

City Press 28/4/91 (50)

EDUCATION in township schools was dealt another heavy blow when the planned National Students' Consultative Conference failed to materialise at the weekend.

The conference, which was due to have been held in Johannesburg last week, collapsed at the last moment.

Ideological differences were advanced as the major reason, but it emerged this week that participants could not agree on the number of delegates.

Initiated by the Azanian Students' Convention, the conference was to be attended by the South African National Students' Congress, the Pan Africanist Students' Organisation, the Congress of South African Students, the National Union of South African Students and the Azanian Students' Movement.

Among problems the conference was to address were the education crisis, the deteriorating teacher-pupil relationships and the attitude of white personnel in tertiary institutions.

Azasco general secretary Raselepe Ntheledi told *City Press* that the organisations were divided over the number of delegates to attend the conference.

"We proposed that 600 delegates be sent to represent their organisations - 200 from the tertiary institutions and 400 from secondary schools.

"This, we thought, would have been a workable and easily-controlled number. This was rejected by other organisations who felt they wanted to send more delegates," he said.

As initiators of the conference they would still take steps to ensure the conference did take place, he said.

"The current crisis, which is threatening to spill into other townships, is an indication that we need to have a meeting of this nature.

"We believe differences about representation are insignificant compared to the problems we have. As Azasco, we'll continue our role as initiator. All of us will have to compromise. We are not going to be put off by such petty differences."

# Education (50) crisis 'set to hurt new SA'

By Phil Molefe <sup>Star</sup> 2/5/91.  
Education Reporter

The deepening education crisis in black schools poses serious problems not only for the black community but is bound to have an adverse effect on the future of the new South Africa.

This was said this week by the South African Institute of Race Relations at a special briefing in Johannesburg on the country's future education.

Education policy researcher Monica Bot said the crisis in black schools had to be addressed urgently in order to put the country on a sound educational footing.

Ms Bot was addressing professionals and educationists at the SAIRR's Rheinallt Jones Memorial Hall on proposals put forward in her recently published book, "The Blackboard Debate: Hurdles, Options and Opportunities in School Integration".

She said successful integration in South African schools would have to be voluntary.

Dr Neil McGurk, headmaster of Sacred Heart College in Johannesburg, said negotiations for education should start now and these must continue parallel to the constitutional discussions about the future of the country.

## HOUSE OF ASSEMBLY

## QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

## Legal Aid Board: unpaid obligations

228. Mr D J DALLING asked the Minister of Justice: *Hansard 29/4/91*

(a) What were the unpaid (i) financial and (ii) contingent financial obligations of the Legal Aid Board as at 31 January 1991 and (b) what cash funds did the Board have at its disposal as at that date?

The MINISTER OF JUSTICE:

B600E

- (a) (i) Approximately R3 million was outstanding on 31 January 1991 in respect of taxed legal costs. It was due to a backlog of approximately 8 weeks regarding the payment of accounts. Since then the backlog was worked off and the said amount paid.
- (ii) A comprehensive examination done by Prisma Aktuariele Konsultante indicates that the Board may receive accounts for about R25,5 million in respect of pending cases over the next six or more years.
- (b) R10 711 576,30

I may add that due to the nature of the Legal Aid Board's activities it occurs that cases, especially civil cases, are only disposed of years after legal representatives were instructed and that legal costs become payable only then. It is also not possible to predict in which financial year a case will be disposed of and the legal costs become payable. It is therefore difficult to budget accurately. The effect of the suspension of services and the restriction of legal costs are likewise unpredictable. However, in the case of a shortfall in any given year the Government has in the past always been prepared to arrange for additional funds.

## Certain bodies: financial assistance

299 Mr J H MOMBBERG asked the Minister of National Education:† *(50) Hansard 29/4/91*

(1) Whether his Department has rendered any financial assistance to four bodies, the names of which have been furnished to the Minister's Department for the purpose of his reply; if so, (a) what amount did his Department allocate to each of these bodies during the latest specified period of 12 months for which figures are available and (b) for what purpose, in each case;

(2) whether it is the intention to grant such assistance to a certain newly formed body, the name of which has also been furnished to his Department; if not, why not; if so, (a) what amount, (b) for what purpose and (c) what is the name of this body? *Hansard 29/4/91*

B777E

The MINISTER OF NATIONAL EDUCATION:

- (1) Departmental assistance was rendered to SANOC and COSAS
- (a) During the 1990/91-financial year SANOC received R360 000 and during the same period COSAS received R830 280
- (b) The purpose of the funds allocated to these bodies is to enable them to execute certain functions as agreed upon in advance with the Department
- (2) The Department supports only those sport and recreation bodies which are democratically constituted by its members in accordance with its constitution. The body referred to is the recently formed Interim National Olympic Committee of South Africa (INOCOSA), which is, as the name indicates, an interim committee representative of four South African macro sport structures. As soon as INOCOSA is legally constituted, its functions clearly defined and an application for financial assistance is submitted by it to my Department, I will consider the application as in the case of the

applications of all-ether such macro sports bodies.

- (a) Not applicable.  
(b) Not applicable.  
(c) INOCSA.

**Junior doctors: work-to-rule model**

308. Mr M J ELLIS asked the Minister of National Health:

- (1) Whether she or her Department has been informed of the intention of certain junior doctors to embark on a work-to-rule model of a 60-hour working week, as referred to in a newspaper article a copy of which has been furnished to the Minister's Department for the purpose of her reply; if not, why not; if so, what are the reasons for this intended action;
- (2) whether she will make a statement on the implications such action may have on the existing hospital situation;
- (3) whether any action is being taken to address the grievances of these doctors; if not, why not; if so, what action?

B798E

**The MINISTER OF NATIONAL HEALTH.**

- (1) No, in later press reports junior doctors have denied any involvement in the planning of a work-to-rule model of a 60-hour working week or that they intend to do so;
- (2) no;
- (3) yes, apart from the fact that prescribed open channels are available for junior doctors to air their grievances on a continuous basis, they were invited on 4 March 1991 by the Department of National Health and Population Development to summarise their grievances in one document and submit it for consideration. The document has not yet been received by 19 April 1991.

**Occupational safety and health: compensation aspects**

309. Mr P J PAULUS asked the Minister of National Health:

- (1) Whether the Government has taken any decision on the compensation aspects in respect of occupational safety and health,

HOUSE OF ASSEMBLY

if not, why not; if so, what do these compensation aspects comprise;

- (2) whether she will make a statement on the matter?

B807E

**The MINISTER OF NATIONAL HEALTH:**

- (1) No, an actuarial evaluation of the Compensation Fund is being undertaken and decisions can be taken only on the basis of inter alia these findings;
- (2) no.

**Own Affairs:**

*Reply substituting reply to Question No 48 on 22 March 1991, put by Mr H D K van der Merwe (col 747):*

Yes,

- (a) P A M Brink Voortrekkers, Secunda R476  
Senectus Vereniging, Johannesburg R700  
Kultuurraad Klipriviervallei R1 000  
Randjeslaagte Voortrekkers R1 500  
Randburg Dames Akteuel R500  
Kultuurraad, Ermelo R1 000  
Balfour Rapportryers R500  
Afrikaanse Kultuurraad, Vereeniging R480  
Streek 23, Voortrekkers R500  
Groot Trek Herdenkingsfeeskomitee, Johannesburg R532  
Kempionparkse Jong Dames Akteuel R350  
Gebiedskultuurraad, Di Patriot, Wes-Kaapland R5 600  
Kultuurraad, Wellington R931  
Junior Rapportryers, Paarl R574  
Riebeeck Kasteel VLV R460  
Williston Skakelkomitee R430  
Rapportryers Prins Albert R750  
Fraserburg Kultuurvereniging R419  
Kultuurraad Stellenbosch R1 200  
Streekraad vir Kultuursake, OVS R1 547  
Dames Perspektief, Bloemfontein R636  
Skoukomitee, Vrede R500  
Bloemfontein Kultuurraad R1 300  
Parys-feeskomitee R200  
Feeskomitee, Brandfort R200  
Natalese Voortrekkers, Reelingskomitee R1 004  
Natalese Streekraad vir Kultuursake R3 000  
FAK-Natalia-Ossewareelingskomitee R1 500  
Groot Trek-herdenkingsfeeskomitee, Pietermaritzburg R1 500

Groot Trek-herdenkingsfeeskomitee, Port Shepstone	R475	Uitenhage Groot Trek-reelingskomitee	R854
Maatskappy vir Europese Immigrasie	R3 500	Jansenville-Ossewareelingskomitee	R1 500
Durbansse Afrikaanse Kultuurraad	R1 500	Oos-Londen Kultuurraad	R855
Kultuurraad, Pinetown-Westville	R1 100	Klerksdorp Voortrekkerkommando	R500
Groot Trek 150-feeskomitee, Amanzimtoti	R465	Bloemhof Feeskomitee	R500
Plaaslike feeskomitee, Estcourt	R402	Najaarsgoud Diensklub	R100
Rapportryerskorps, Bergville	R752	Kameel Damesklub	R300
Afrikaanse Kultuurraad, Newcastle	R1 451	Marico Distriksontwikkelingsvereniging	R300
Vryheidse Voortrekkerherdenkingsfeeskomitee	R750	Landsdiensbeweging, Noord-Transvaal	R3 000
Stanger Feeskomitee	R1 020	Voortrekkerkommando, Kakamas	R948
POK-kultuurvereniging	R1 500	Ouer-onderwysersvereniging, Stella Bakenskop-kultuurkring	R400
Jacob de Clerque	R1 200	De Aar Feesreelingskomitee	R1 000
Voortrekkerkommando	R219	Hartswater Junior Rapportryerskorps	R300
Groot Trek-feeskomitee, Potchefstroom	R1 470	Van Zylsrus-feeskomitee	R300
Bennie Liebenberg	R500	Stella Beesfees	R500
Voortrekkerkommando	R400	Kathu Groot Trek-herdenkingsfeeskomitee	R225
TAO Laerskool Groot Marico	R400	Warrenton-feeskomitee	R274
Junior Rapportryers, Hartbeesfontein	R1 000	Petrusville-feeskomitee	R1 126
Historiese Vereniging Potchefstroom	R700	Kimberley-feeskomitee	R500
Dendron Groot Trek Feeskomitee	R1 000	Hopetown-skakelkomitee	R300
Eersbewoond-reelingskomitee, Warmbad	R1 000	Upington Fokus	R235
Stokkiesdraai Dienssentrum, Pretoria	R300	Jan Kempdorp-Voortrekkerkommando	R453
Potgietersrust Kultuurraad	R500	Aandster-volkspelelaer	R295
Groot Trek Herdenkingsfeeskomitee, Pretoria	R3 000	FAK	R690 000
Nellie Swart Voortrekkerkommando, Pretoria	R500	TOTAL	R777 445
Witbank Reelingskomitee	R500	(b)(ii)	
Landsdiens Noord-Transvaal	R670	Cultural officers of regional offices for cultural affairs, were actively involved in management committees and in supplying physical support to festival committees on local, regional and national level.	
Springbokvlakte Reelingskomitee	R730	Acted in an advisory capacity in respect of the following organisations:	
Alldays Voortrekkerherdenkingsfeeskomitee	R972	Geskiedenisvereniging, PU vir CHO	
Nelspruit Groot Trek 150-reelingskomitee	R800	Wes-Transvaalse Voortrekkers, Streek 14	
Rustenburg Groot Trek Herdenkingsfeeskomitee	R1 000	SA Vereniging vir Kultuurgeskiedenis	
Middelburg TVLU	R1 500	Dealesville Feeskomitee	
Witbank Laerskolefeeskomitee	R800	Bethlehem Feeskomitee	
Bronkhorstspuit Groot Trek Herdenkingsorganisasie	R450	Onibi Seniorsentrum	
Groot Trek 150-koördineringskomitee, Pietersburg	R1 100	Acacia Afrikaanse Kultuurraad	
Warmbad Groot Trek Koördineringskomitee	R1 000	Roodepoort Gebiedskultuurraad	
Settlers-Lehau Koördineringskomitee	R3 000	Groot Trek Vroueaksie, Carolina	
Nylstroom Koördineringskomitee	R1 000	Kenhardt Feeskomitee	
Pretoria Voortrekkers Groot Trek-herdenkingsfees	R1 500	President Pretorius-Voortrekkerkommando, Potchefstroom	
Reelingskomitee, Despatch	R3 000	Centenary Walks Association	
Karel Landman-Voortrekkerreelingskomitee	R165		
	R1 000		

Pre-primary schools: increase in fees  
64. Mr A GERBER asked the Minister of Education and Culture:†

HOUSE OF ASSEMBLY

†The MINISTER OF TRADE AND INDUSTRY AND TOURISM (for the Minister of Transport):

- (1) (a) (i) R914 044,01;  
(ii) 2 May 1991,
- (b) (i) During the middle of 1992;  
(ii) R1 650 000; and
- (2) No.

**Schools: monetary allocations**

\*6 Mr R M BURROWS asked the Minister of Education and Training: **50**

- (1) Whether his Department makes funds directly available to schools in the form of monetary allocations, over and above teacher remuneration; if not, what policy is followed in this regard; if so, (a) what basis is used for determining the amounts allocated to each school and (b) what sum is provided, *per capita*, for (i) primary and (ii) secondary schools;
- (2) whether any changes are being considered to the above-mentioned basis; if so, what changes;
- (3) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND TRAINING: **B903E**

- (1) No.
- The rendering of services to schools and the delivery of stocks are done upon formal application for such goods and services by principals to either the area office or the regional office concerned. In all cases the regional offices pay the accounts.

**School principals: attendance**

\*7. Mr R M BURROWS asked the Minister of Education and Training: **51**

- (1) Whether any principals of schools falling under his Department (a) have been refused admittance to their schools by pupils, or (b) have declined to attend their schools, at any time since the commence-

ment of the 1991 school year; if so, (i) for what average period of time in each case and (ii) which schools are involved;

- (2) whether his Department has taken any steps against the pupils referred to in paragraph (1) (a) above or the principals referred to in paragraph (1) (b) above; if not, why not; if so, what steps,
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND TRAINING: **B904E**

- (1) (a) Yes.
- (i) Permanent — Bopaganang Secondary (Vryburg Circuit)
- 69 days — Rethabile Secondary (Mamelodi)
- Isikhulu Secondary (Mamelodi)
- Mamelodi Secondary (Mamelodi)
- 60 days — J Kekana Secondary (Mamelodi)
- 53 days — Schools in Mamelodi (45 schools)
- Hlompanang Secondary (Soshanguve)
- 52 days — Saurridge Secondary (Atteridgeville)
- 50 days — Kgathalang Secondary (Bekkersdal)
- 14 days — Ntakoheza Secondary (De Aar Circuit)
- 7 days — Schools in Kathlehong (41 schools)
- Yes.

- (b) (i) 11 days (ii) Senaana Secondary (Soweto)
- (2) (a) No—Pupils could not be identified.
- (b) No—The principal has resigned in the mean time

(3) No. **52**  
Note: Information as on 3 May 1991.

**Inhazane station incident: investigation**

\*8. Mr P G SOAL asked the Minister of Law and Order: **53**

- (1) What are the circumstances surrounding the incident during which, it is alleged, one woman was killed and three persons were injured on a train near the Inhazane station in Soweto on or about 23 April 1991;
- (2) whether any (a) arrests have been made in connection with, and (b) investigation has been made into, this incident; if not, why not in each case; if so, what progress has been made in this investigation,
- (3) whether the South African Police have been approached with a view to increasing security on commuter trains, if so, (a) by whom and (b) with what result?

†The MINISTER OF LAW AND ORDER: **B907E**

- (1) At 18:30 on 23 April 1991 fights broke out between ANC and Inkatha supporters on a train en route to Naledi. At the Inhazane railway station the train came to a standstill and the fighting continued on the railway premises. Both groups used traditional weapons and fire-arms. The South African Police intervened and found that one person had been killed and three injured
- (2) (a) No.
- (b) Yes, a murder docket is being investigated. As yet no arrests have been made. No charges were laid with the Police by the injured persons.
- (3) Yes.

- (a) The management of the South African Rail Commuter Corporation Ltd
- (b) Comprehensive policing and admission control has already been implemented at identified railway stations in Soweto and the Witwatersrand. In co-operation

with the Commuter Corporation the service will be extended to other commuter stations. Policing of the areas appear to be effective and the South African Police will continue to render the service so that law and order can be maintained on railway stations. **54**

**SAP members: crimes committed**

\*9. Mr L FUCHS asked the Minister of Law and Order: **55**

- (1) How many policemen and policewomen were convicted of crimes committed in the course of duty in 1989 and 1990, respectively;
- (2) (a) how many complaints of assault were laid against the South African Police in each of these years and (b) how many (i) prosecutions and (ii) convictions have resulted from complaints of assault by members of the Police in each such year;
- (3) (a) how many civil claims arising out of complaints laid against the Police in 1989 and 1990, respectively, have been filed to date and (b) in respect of what date is this information furnished?

†The MINISTER OF LAW AND ORDER: **B909E**

	1989	1990
(1) (a)	961	871
(2) (a)	4 293	4 524
(b) (i)	790	633
(b) (ii)	474	372
(3) (a)	1 296	1 979
(b)	31 December 1990	

Note: The number of civil claims given in (3) (a) includes civil claims arising from motor vehicle accidents.

As a result of the nature of the work of members of the South African Police it is a fact that numerous unfounded allegations, especially assaults, are made against them. Paragraph (2) above confirms this statement. The figures in paragraph (2) (b) (ii) are included in those of paragraph (1) which shows

# Cosas challenges FW

SO

By PETER DAVIES

THE Congress of South African Students has called on President FW de Klerk to deal effectively with specific issues affecting black education.

During a meeting at the weekend Cosas' national executive committee identified overcrowding, teacher shortages and factional violence as key problem areas.

Cosas general secretary Simphiwe Dunjane said: "Pupils have returned in large numbers since January, reflecting their commitment to studying.

"The Government, however, has again failed to provide adequate facilities and pupils are faced with overcrowded classrooms, an environment which discourages effective learning.

*Sowetan 7/5/91*

## Empty

"Many of the newly-built schools remain incomplete but unused white schools stand empty.

"The wave of viol-

ence sweeping the country has disrupted schooling to the extent that pupils are scared to attend classes in areas like Alexandra and Kroonstad.

"This destructive reign of terror and killing of innocent civilians is unacceptable and must be brought to an end."

Cosas president Thami Rubusana said: "Although we can't run away from the fact that ill-discipline sometimes prevails, we believe that this is in response to the root cause, namely, below-standard educational facilities."

Cosas plea to govt  
to make schools safe

JOHANNESBURG. — The Congress of South African Students has called on the government to use security forces to protect pupils caught up in the township violence at schools.

Cosas president Mr Thami Rabusane said at a press conference yesterday that the government and security forces should guarantee the safety of pupils, but not interfere with educational matters.

"The wave of violence has severely limited attempts to make schooling as effective as possible," Mr Rabusane said. — Sapa



# Education is 'a tonic for black magazines'

B1004 715791  
MAGAZINES targeted at black readers should look at increasing educational editorial to combat "an alarming drop" in circulation, says Hunt Lascaris TBWA media director Lyndall Campher.

Titles in the "black magazine" category have been dropping circulation for over 10 years, she says, and Audit Bureau of Circulations figures show a 10-year drop in sales of 11,5% for the category as a whole.

Circulation in this category dropped by 17% from July to December 1990 compared with the same period last year.

According to Young & Rubicam's publication, Media Matters, True Love showed a year-on-year decline of 28% for the six months to December 1990. Thandi showed a decrease of 17,7%, Pace's circulation fell by 14,8% and Tribute dropped by 12,8%.

Young & Rubicam says the fact that black magazines have largely steered around political issues while black-targeted newspapers have not "must be part of their decline".

Also, consumer boycotts and unrest in certain areas have had their effects, she says.

Declining circulations may be linked to the worsening economic situation as

magazines cost more than newspapers. Black newspapers have shown a 225% increase in circulation over the past 10 years, although the growth rate dropped to only 4,8% last year.

She says this may be a correction as figures show that 28% of blacks read a black magazine while only 14,5% read a black newspaper.

Newspapers seem to be gaining ground, and one of the ways of building a base was "by using educational copy to try to fill the gap left by the crisis in black schooling".

## Tactic

Some newspapers were using a lot of educational copy — which was often based on school syllabi — in the editorial mix.

"Magazines should try a similar tactic, but with an aspirational twist", which could be socially based.

"How-to and what-to stories have a great deal of relevance now that racial mixing is on the increase. Aspiration is the silent seller in lots of advertising aimed at township families," she says.

"But whatever response the magazines come up with, they had better be quick about it; their situation is getting worse every year."

Own Affairs:

## The MINISTER OF EDUCATION AND CULTURE:

## Subsidised school buses: statistics

68. Mr R M BURROWS asked the Minister of Education and Culture:

- (a) (i) How many pupils were transported daily in subsidised school buses, and (ii) what was the total net annual cost of such transport, in each province in 1990 and (b) what is each provincial education department's policy regarding the transportation of pupils?
- |           | (a) (i) 75 597 | (ii) Cape       |
|-----------|----------------|-----------------|
| Natal     |                | R 5 730 641,11  |
| OFS       |                | R 5 969 963,00  |
| Transvaal |                | R 3 336 000,00  |
|           |                | R 30 823 700,00 |
- (b) In all the provinces there is a gradual movement towards the operation of a self-supporting school bus transport system. At present preference is given to pupils who live more than 3 km from their nearest school where no public transport or hostel accommodation is available.

B838E

## HOUSE OF REPRESENTATIVES

## QUESTIONS

Indicates translated version.

For written reply:

General Affairs

Rosedale Shopping Complex: SAP protection

11. Mr M A HENDRICKSE asked the Minister of Law and Order:

- (1) Whether the South African Police took any steps to protect the Rosedale Shopping Complex in Uitenhage on or about 10 August 1990; if not, why not; if so, what steps;
- (2) whether the Uitenhage Congregational Church and other buildings in Uitenhage were burnt down and looted during August 1990; if so,
- (3) whether any persons have been (a) arrested and (b) charged as a result of these occurrences; if not, why not; if so, what are the relevant details;
- (4) whether any other steps have been taken in this regard; if so, what steps;
- (5) whether he will make a statement on the matter?

C64E

The MINISTER OF LAW AND ORDER:

- (1) Yes, after a fire started in the building, the fire brigade was escorted to the complex by the South African Police. Members of the South African Police were posted in the immediate vicinity and intensive vehicle patrols were carried out continuously.

(2) Yes.

(3) (a) and (b) Yes.

Date of incident: 9 August 1990

Arson at the One Stop Hypermarket. The building was looted and set alight. Damage amounting to R100 000,00 was caused.

Four brown males were convicted of theft on 5 February 1991 and sentenced to six months imprisonment each, suspended for three years. The case against two black males and one brown female was withdrawn.

Date of incident: 9 August 1990

Arson at the Van Wiling Shopping Complex. The building was gutted and destroyed. The damage amounts to R850 000,00. Four brown males were taken into custody and will be tried in July 1991.

Date of incident: 9 August 1990

Arson at the Housing Office. Damage amounting to R11 600,00 was caused. Three brown males were taken into custody and will be tried in July 1991.

Date of incident: 9 August 1990

Arson at Percy's Shop. Damage amounting to R100 000,00 was caused. The charge against one brown male was withdrawn on 28 December 1990.

Date of incident: 9 August 1990

Arson at Martin Cash Store. Damage amounting to R200 000,00 was caused. The charge against two brown males was withdrawn on 21 February 1991.

Date of incident: 9 August 1990

Arson at Rosedale Cash Store. Damage amounting to R70 000,00 was caused. The charge against two brown males was withdrawn on 27 February 1991.

Date of incident: 9 August 1990

Arson at the Gamble Post Office. Damage amounting to R306 000,00 was caused. Three brown males were taken into custody and will be tried in July 1991

Date of incident: 9 August 1990

Housebreaking and theft at the Cashermine Cash Store. Goods to the value of R800,00 were stolen.

One brown male was fatally wounded. An inquest will be held in June 1991. On 6 March 1991 one brown male was convicted and sentenced to 12 months' im-

# Sharing is answer to education crisis

By Winnie Graham <sup>star 6/5/91</sup>

Forty of the 180 white schools in the Johannesburg region would stand empty if dwindling pupil populations were rationalised, a top educationist said in Johannesburg at the weekend.

Dr Neil McGurk, headmaster of the Sacred Heart College, told a conference organised by the National Women's Register in Johannesburg on Saturday that the under-utilisation of white resources — material and human — was a major problem in the education crisis.

He urged white South Africans to be generous in sharing their facilities with black people.

"All facilities whites cannot use must be made available to blacks," he stressed.

Discussing the process of acquiring the empty schools, he said "a rigmarole of laws" made it almost impossible to gain access to them.

"We have to get rid of this

bureaucracy," he added.

Between 10 and 15 schools were added each year to those already empty — yet more than a million black Grade Ones started school each year — more than the total number of white children at school.

"The white population is ageing, with the number of school-goers declining by about 8 000 a year," he said.

White South Africans faced another "moral" dilemma with the closing of teachers' training colleges. Because pupil ratios at white schools were dropping, fewer white teachers were being trained — yet more teachers were needed to teach black children.

The enormous historical backlog continued to be reflected in the per capita spending on education. The budget provided R4 000 a year for each of the 930 000 white schoolchildren but only R1 100 each for the 2,3 million black pupils — excluding the homelands. Only R300 a child was provided for each of the 4,8 million homeland students.

"The divide between black

and white is not the major issue," he added. "It's the urban/rural divide."

Last year 19 percent of the country's budget (six percent of all wealth) went back into education. Most industrialised countries spent only two or three percent on education. Money and expanded facilities alone was not the solution. Education needed a major corporate effort by all South Africans.

Dr McGurk said the country need "a very efficient pre-school and primary education system" because it could not hope to provide everyone with secondary education. Special emphasis would have to be placed on literacy, numeracy and life skills training.

"The curriculum needs to change with a new focus on primary and pre-school education," he said.

He called for "some sort of education charter" to take education from the political arena. It was imperative, he said, to act now and not to wait for a new political dispensation.

\*The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Speaker, the hon member for Berea said nothing with which I disagreed. [Interjections.] The point he was going to make was that the interests of the individual must be protected. The interests of the individual to associate with people with whom he agrees, must be protected.

That right of the individual to associate with particular individuals and particular groupings is also limited by the rights of other people. [Interjections.] That is where the CP fails. They see only one circle. They are not limited by the interests of other people. They are not prepared to provide that their rights, as they define them, as they want to claim them and want to implement them in practice, are limited by the rights of other people who also practise a religion, people who also have a specific language interest and a mother tongue interest. Every right is limited by an obligation which one must recognise, namely the rights of other people. [Interjections.]

The hon member Mr HDK van der Merwe is so bitter and his face is so distorted that no panel beater could mend it. [Interjections.]

I am pointing out what a democratic constitution must look like in which these interests must be identified. I agree that we cannot protect race, but that interests are protected in the constitutions of the world. That is the basis of the bills of rights, namely the interests of people and individuals.

That is why we say that we must not allow ourselves to be led in this country by the biological fact of race, because different participants . . . [Time expired.]

\*Mr J H HOON: Mr Speaker, the basis on which the concept of own affairs rests in the present constitution, is the existence of the White group, Coloured group and Asian group.

In his *Wenfeite* of 5 August 1989—this was prior to the election—the hon member for Swellendam said the following:

Group politics is part of power politics in South Africa. It is interesting to note that the White group is the second largest group in South Africa, and with our economic power this makes us the most powerful group in South Africa.

thing of the past. There is no longer such a thing as an indisputable fact. It no longer exists. After 2 February . . . that hon Minister of Defence has a clear conscience. That clear conscience face of his is a bit irritating. . . [Interjections.]

According to the hon the Deputy Minister the position is as follows. In 1983, which was not that long ago, the Government believed that if one wanted to reduce conflict in the country, one had to devolve decision-making down to autonomous units which were basically aimed at the population groups. Since 2 February norms and standards have applied, however. Groups no longer apply. That is the key question about which the hon the Minister must not beat about the bush. He was in that commission and must know what is going on. [Interjections.]

\*Mr J H HOON: They must give us an election. [Time expired.]

\*The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Speaker, if there is an hon member who understands these things and the life with which we are living, it is the hon member for Overvaal. [Interjections.] It is obvious that that party contested two elections—one after the other. The party was on the platform to ask that they be sent here to destroy own affairs. [Interjections.] It is on record that this was their platform. They must be sent here to destroy their Constitution. What became of the great protectors? This fact will repeatedly be brought home to them and they know it is the truth. The CP has a way of putting a matter and distorting it. Regarding this indisputable fact the hon member says a cow is a cow is a cow, but I want to tell hon members how the CP describe a cow when they want to get around something. They say:

She is a female member of the bovine species.

There are therefore different ways of saying things. [Interjections.]

Dr F HARTZENBERG: [Inaudible.]

\*Mr SPEAKER: Order! The hon member for Lichtenburg must withdraw what he said.

\*Dr F HARTZENBERG: I withdraw it, Mr Speaker.

\*Mr SPEAKER: Order! The hon the Chairman of the Ministers' Council may proceed.

\*The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Speaker, we say that interests

such as language, culture, religion and mother tongue education must be protected. The question is how one manages this so that one can accommodate the political rights of all people in this country, but in such a way that they cannot assail these interests too. That is the key question for the future. The starting point is the protection of interests. I have defined them—mother tongue education, freedom of religion, etc. [Interjections.]

\*Mr S C JACOBS: How long is that going to take?

\*The CHAIRMAN OF THE MINISTERS' COUNCIL: In conclusion, a sound system of division of power would seem in the final analysis to be the best protection of interests. The division of power is a matter we must debate. It is a matter we must discuss, and we cannot do this without also taking cognisance of far-right viewpoints which are raised by Mr Jaap Marais and other gentlemen, for example. [Time expired.] Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Admission to schools

\*1. Mr R M BURROWS asked the Minister of Education and Culture: *Answered 7/5/91*

- (1) Whether principals of schools which have not voted for any of the new models are obliged to refuse admission to pupil applicants who are not White; if so, (a) in terms of what statutory provision, regulation or policy directive and (b) when was it made public;
- (2) whether this statutory provision, regulation or policy directive will remain in force after the repeal of the Population Registration Act, No 30 of 1950;
- (3) whether he will make a statement on the matter?

B875E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, barring certain exemptions
- (a) the provisions of section 14, read with items 2 and 14 of Schedule 1 to the Constitution that education is an own affair, also the stipulations of the National Education Policy Act and the Education Affairs Act,
- (b) with the promulgation of the legislation,
- (2) yes, while the present Constitution remains in force;
- (3) no.

†Mr H D K VAN DER MERWE: Mr Speaker, arising from the hon the Minister's reply, I would like to know how he is going to tell Steynrus tomorrow evening that a school may not be constituted on the basis of race or population group.

†The MINISTER: Mr Speaker, I shall tell the truth to Steynrus as I have always done in this House. [Interjections.]

Mr R V CARLSLE: Mr Speaker, arising out of the hon the Minister's reply to the second part of the question, could I ask whether this would also apply to new applicants, in other words children born after the date of the repeal of the Act, and whether they, when they are old enough, would be entitled to go to any institution under control of that hon Minister from the date of the repeal.

†The MINISTER: Mr Speaker, it applies for as long as the present Constitution is in force. The hon member is speaking now of six or seven years hence and I have an idea that we will by then most probably have a new constitution and a new dispensation. Regulations will then apply in terms of the new constitution

†Mr P C CRONJÉ: Mr Speaker, further arising from the hon the Minister's reply, what would the situation be in respect of many people returning here whose children were not classified in other countries?

†The MINISTER: Mr Speaker, the Acts on education are based on the Constitution. They are not based on the powers of the Population Registration Act, the Group Areas Act or whatever other Act. For that reason it has no direct effect. Therefore my reasoning is that a

change in respect of education could come about only when the Constitution is changed.

†Mr H D K VAN DER MERWE: Mr Speaker, further arising from the reply of the hon the Minister, I would like to ask him whether a school, in the light of NP policy, may consist of only White children.

†The MINISTER: Mr Speaker, as I said in my reply, the Constitution provides that State schools under my Department are primarily for Whites. The Acts on education confirm it. The National Education Policy Act, as well as other Acts that have to do with education, provides that it is for Whites. But then the regulation, arising from these Acts, stipulates that the Minister has a certain discretion in respect of exceptions. That has been so for years.

In this way for instance diplomats' children who are not White have been allowed in State schools for years now. It also applies to the future, except of course where a certain school has decided to adopt one of the three models. If it has selected an option, it would be able to render service according to paragraph 14 of Schedule 1 to the Constitution where the service principle is confirmed in the Constitution. [Interjections.]

†Mr P C CRONJÉ: Mr Speaker, further arising from the reply of the hon the Minister, I do not think he has fully understood. [Interjections.] What happens in the case of children of exiles who were born outside the Republic and are not classified?

†The MINISTER: Mr Speaker, by virtue of the Minister's discretionary powers, he could examine the case and grant admission for such children to an ordinary State school, but then it would be by virtue of his discretionary powers. [Interjections.]

**Hiring out of school facilities: moneys raised**

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether moneys raised by schools hiring out their facilities are transmitted to the State Revenue Account; if not, what procedure is followed in this regard; if so, whether he has drawn up a new policy in regard to stopping the transmission of moneys so raised to the said account; if not, why not; if so, (a) what is the new

policy and (b) from what date will it be implemented;

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (2) no, the retention of funds generated by schools is currently being investigated;
- (3) no.

Mr P G SOAL: Mr Speaker, if the hon the Minister gives an undertaking not to accept speaking engagements in the Transvaal on a Tuesday, I shall attempt to ensure that the hon member for Pinetown is present on question day [Interjections.]

For written reply: General Affairs:

**Growth in money supply**

54. Dr W J BOTHA asked the Minister of Finance:

- (a) What was the (i) estimated and (ii) real growth in the money supply for each financial year since 1980-81 and (b) what was the (i) rate of inflation and (ii) real growth rate of the economy for each of these financial years?

The MINISTER OF FINANCE:

- (a) (i) No official estimates exist for the growth in the money supply. Since 1986, however, the following guidelines were set for growth in the broadly defined money concept M3:

1985/86	16% to 20%
1986/87	14% to 18%
1987/88	12% to 16%
1988/89	14% to 18%
1989/90	11% to 15%
1990/91	8% to 12%

A "guideline year" extends from the fourth quarter of a year to the fourth quarter of the following year.

(ii) 1980/81	24,8%
1981/82	15,1%

1982/83	18,1%
1983/84	14,4%
1984/85	16,5%
1985/86	11,1%
1986/87	10,6%
1987/88	21,8%
1988/89	26,2%
1989/90	20,0%
1990/91	12,0%

(b) (i) and (ii)

Fiscal year	Real growth rate	Rate of inflation
1980/81	6,6%	14,4%
1981/82	4,8%	14,8%
1982/83	(-)	2,2%
1983/84	0,7%	11,3%
1984/85	3,4%	12,9%
1985/86	(-)	2,4%
1986/87	1,8%	17,9%
1987/88	2,4%	15,5%
1988/89	4,0%	12,8%
1989/90	1,3%	15,0%
1990/91	(not available yet)	14,2%

**Government Service Pension Fund: bonds**

193. Mr L F STOFBERG asked the Minister of Finance:

- (1) (a) What is the size of the assets of the Government Service Pension Fund invested at market value in bonds other than Government bonds, (b) what amount is invested in Government bonds, (c) what is the size of the assets invested in other ways and (d) what is the cash balance of the fund;
- (2) what, in each of the latest five years for which information is available, was the size of the (a) pension contribution receipts of the fund, (b) contributions by the State to the fund and (c) receipts of the fund from investments;
- (3) what, in each of the above-mentioned years, was the total amount (a) incurred in direct costs for the administration and maintenance of the fund and (b) paid out in (i) pensions and (ii) retirement bonuses;
- (4) in respect of what date is this information furnished?

(1) (a) What is the size of the assets of the Government Service Pension Fund invested at market value in bonds other than Government bonds, (b) what amount is invested in Government bonds, (c) what is the size of the assets invested in other ways and (d) what is the cash balance of the fund;

(2) what, in each of the latest five years for which information is available, was the size of the (a) pension contribution receipts of the fund, (b) contributions by the State to the fund and (c) receipts of the fund from investments;



Ton Vosloo . . . "skewed skills relationship".

# Skills vital for growth

CP 202

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MD

SOUTH Africa's challenge is not only to bring literacy and numeracy to the population, but also to supply people with the relevant skills, knowledge and understanding necessary to maintain economic stability and growth, said National Pers managing director Ton Vosloo.

Speaking at the Sebokeng Teacher Training College's Diploma Day yesterday, Vosloo said the stability of any future government would depend on sound economic growth - despite what occurs in terms of social and political reform.

In future, he said, increasing numbers of students would apply to study at

tertiary institutions. But South Africa had a "skewed skills relationship" at this education level, with an average of three people studying at university for every one studying at a technikum.

Overloading universities will not result in the acquisition of skills that our country needs, Vosloo said.

He added there were shortages of medical personnel, accountants, computer technicians, engineers, teachers and health workers.

The education system would have to be structured to deliver personnel that match up to technical, economic, social and educational demands.



# Mashold reels under trying conditions

50 ROBERT GENTLE

EDUCATION and training group Mast Holdings (Mashold), labouring under what it called difficult economic and volatile political conditions, reported sharply decreased operating profits and earnings a share for the year to February 1990.

Operating profits fell 27% to R1,9m (R2,6m) and earnings per share fell 19% to 6,5c (8c). Last year's dividend of 3,9c was maintained, resulting in a reduced dividend cover.

Executive chairman Stephen Dallamore said that in the light of "difficult economic and volatile political conditions", all operating units had been examined.

This resulted in the closure of business learning systems. Micro computer training and language training divisions would confine themselves to businesses with a "distinct competitive advantage".

"We are successfully pursuing a strategy to provide 85% of the group's profit through product-based divisions," said Dallamore.

At present the split is 62% product and 38% time-based divisions.

The plan was to increase this margin further by the acquisition of complementary product businesses with high growth potential.

810am 6/5/91

Self-governing territories: agencies/development corporations

336. Mr P G SOAL asked the Minister of Development Aid:

How many Blacks in each self-governing territory were employed in undertakings estab-

lished (a) on an agency basis and (b) by development corporations for such territories as at the latest specified date for which figures are available?

The MINISTER OF DEVELOPMENT AID: B894E

Self-governing territory	Latest specified date	(a) Number of persons employed in undertakings established with the aid of experts outside the self-governing territories	(b) Number of persons employed in undertakings established by Development Corporations
Gazankulu	30/9/90	8 194	7 063
KaNgwane	30/9/90	1 496	7 507
KwaNdebele	30/9/90	7 667	4 193
KwaZulu	30/9/90	40 781	20 796
Lebowa	30/9/90	10 283	15 342
Owagwa	30/9/90	22 000	9 283
Total		90 421	64 184

*Own Affairs:*

Free textbooks/prescribed books

67. Mr R M BURROWS asked the Minister of Education and Culture: (50)

What was the cost of providing free textbooks and prescribed books in (a) secondary and (b) primary schools in (i) the Cape Province, (ii) Natal, (iii) the Orange Free State and (iv) the Transvaal during the latest specified financial year for which information is available? *Hansard 315/91*

B837E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
(i) R3 873 502,52	R1 659 341,60	1990/91
(ii) R1 098 498,00	R 705 916,00	1990/91
(iii) R 860 515,00	R 366 760,00	1990/91
(iv) R6 186 997,00	R2 133 367,00	1989/90

Combined primary and secondary schools:  
CAPE: R584 427,39  
OFS: R325 951,00

HOUSE OF ASSEMBLY

(3)\* (a) 23 040

(b) 17 326

\*Higher, standard and lower grade candidates included.

OFS: 1990 matriculation results

73. Mr J H MOMBORG asked the Minister of Education and Culture:

(1) How many pupils at schools falling under the control of his Department (a) (i) passed, (ii) failed, and (iii) obtained matriculation exemption in, and (b) wrote, the matriculation examinations in respect of the Orange Free State at the end of 1990;

(2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in the 1990 matriculation examinations;

(3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year? B889E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 4 900

(ii) 132

(iii) 2 078

(b) 5 032

(2)\* (a) 219

(b) 455

(c) 758

(d) 693

(e) 287

(f) 26

(g) 2

(3)\*\*(a) 2 596

(b) 1 915

\*Only candidates entered for matriculation exemption.

\*\*Higher, standard and lower grade candidates included.

1990 Senior Certificate examinations: results

74. Mr R M BURROWS asked the Minister of Education and Culture:

(1) How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) failed, and (d) obtained matriculation exemption in, the 1990 Natal Senior Certificate examinations;

(2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in these examinations;

(3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year? B890E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 2 382

(b) 874

(c) 1 508

(d) 357

(e) 9

(f) 83

(g) 358

(d) 681

(e) 684

(f) 225

(g) 201

(3)\*\*(a) 554

(b) 279

Information only in connection with full-time candidates.

\*\*Higher, standard and lower grade candidates included.

Natal: 1990 matriculation results

75. Mr R M BURROWS asked the Minister of Education and Culture:

(1) How many pupils at schools falling under the control of his Department (a) (i) passed, (ii) failed, and (iii) obtained matriculation exemption in, and (b) wrote, the matriculation examinations in respect of Natal at the end of 1990;

(2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g)

HOUSE OF ASSEMBLY



7/5/91

2 Cape Times, Tue

# Threats to Model B schools slammed

Education Reporter

THREATS by white education officials that model B schools which enrolled more black than white pupils would face de-registration, have been slammed by the Southern African Association of Independent Schools (SAAIS).

SAAIS chairman Mr Richard Hawkins described the move as an attempt by officials of the Department of Education and Culture (DEC) to "impose" their right-wing political views on education by applying the letter of the law.

De-registration would result in the school concerned losing its state subsidy.

"The SAAIS urges the Minister, Mr Piet Clase, to put an end to threats of de-registration by his officials. In so doing he can show that his primary concern is education, and not scoring political points at the expense of the children of South Africa," Mr Hawkins added.

# Pupils set DET ultimatum

Education Reporter

CAM-Texts 7/5/91 (50)

THE Department of Education and Training (DET) is facing a May 20 ultimatum to supply textbooks to township high schools or be seen to be "declaring war on the students in particular and the community in general".

The Congress of South African Students (Cosas) set the deadline yesterday and announced a mass march from District Six to the DET offices in Parliament Street this morning.

A Cosas spokesman said the DET was deliberately not supplying books to cause another mass failure of black matrics so that it could blame pupil

and teacher organisations that promoted mass action.

Pupils had responded to the back-to-school campaign only to find that there were too few schools, not enough books or teachers and inadequate facilities.

Pupils were expected to write exams in two weeks' time, yet there were no textbooks.

The DET could not be reached for comment by the time of going to press.

● The principal of Luhlaza Secondary School in Khayelitsha, Mr C W Louw, said the DET provided about 80% of the required textbooks after staff members presented a petition to the department two weeks ago.

# NECC plans mass action if Stoffel <sup>(SO)</sup> doesn't quit

By Phil Molefe  
Education Reporter

Minister of Education and Training Dr Stoffel van der Merwe has been given an ultimatum to resign his post before June 16 or face "mass action".

This was announced yesterday by the National Education Co-ordinating Committee (NECC) southern Transvaal region at a press conference in Johannesburg.

Amon Msane, NECC regional secretary, said in a statement: "Stoffel van der Merwe and all his cohorts must resign by June 16 and failure to do so would provoke massive, vigorous and relentless action."

The NECC said it had been pushed to this point because of the Minister's "negative response" to demands presented to him by teachers and pupils.

Mr Msane accused the Department of Education and Training of failing to address the problem of overcrowding, gross shortage of textbooks and stationery, and "unacceptable" conditions of work and service for teachers.

He said the NECC in the southern Transvaal would consult other concerned organisations in a move to co-ordinate "carefully planned and collective" sit-ins and demonstrations at all DET offices in the PWV area by June 16 to force the DET to meet their demands.

"Other strategies would include regional and national negotiations directed at causing the State and its 18 education departments to create conditions conducive for learning and education; the success of which will be evaluated from time to time," said Mr Msane.

This programme of action was formulated at the NECC's regional conference held at Lanseria two weeks ago.

Mr Msane said the organisation also put forward the following demands: "That exam fees be cancelled as from next year and tertiary institutions review their policies regarding exclusions, admissions, bursary allocation and academic support programmes."

DET spokesman Corrie Rademeyer said the Government and his department were involved in talks at various levels with a number of organisations which had an interest in education matters and that threats of protest actions by the NECC were not in the spirit of such talks.

● In Katlehong, 48 principals who were allegedly chased away from school about three weeks ago returned to their various schools yesterday. NECC southern Transvaal chairman Malombo Shikwambane confirmed.

Occupational Class	Kwa-Zulu		Lebowa		GaZan-kulu		Owagwa		Kwa-Ndebele		Ka-Ngwane		Total
	Identif.	Filled	Identif.	Filled	Identif.	Filled	Identif.	Filled	Identif.	Filled	Identif.	Filled	
Departmental													
Inspector	0	0	0	0	0	0	0	0	0	0	0	0	0
Dietician	0	0	0	0	0	0	0	0	0	0	0	0	0
Director	1	1	0	0	1	1	0	0	0	0	1	0	1
Health Services	1	1	0	0	1	1	0	0	0	0	1	0	1
Efficiency Officer	0	0	0	0	0	0	0	0	0	0	1	0	1
Economist													
(Agriculture)	3	2	3	3	0	0	0	0	1	0	1	1	2
Ethnologist	1	1	1	1	0	0	0	0	0	0	1	0	2
Physiotherapist	24	8	1	1	7	4	0	0	0	0	4	2	1
Community Development													
Officer	0	0	1	0	0	0	1	0	0	0	0	0	2
Medical													
Technologist	19	7	0	0	2	1	0	0	0	0	2	1	14
Health Inspector	0	0	0	0	0	0	0	0	0	0	0	0	0
Housemother/father	2	2	0	0	0	0	0	0	0	0	0	0	0
Engineer	23	9	7	6	5	2	2	0	4	0	4	3	25
Inspector													
Apprentices	0	0	0	0	0	0	0	0	1	0	0	0	1
Clinical													
Psychologist	2	0	1	1	0	0	1	0	0	0	0	0	3
Agricultural													
Adviser	16	6	17	8	4	1	1	0	4	1	5	2	29
Agricultural													
Officer	12	3	12	12	5	1	4	0	18	6	2	2	29
Magistrate	31	27	1	0	3	2	1	1	6	5	4	4	7
Land Surveyor	8	2	0	0	1	1	0	0	1	0	1	0	8
Mortuary													
Assistant	1	1	0	0	0	0	0	0	0	0	0	0	0
Social Worker	0	0	0	0	0	0	0	0	0	0	0	0	0
Medical Officer	391	252	46	21	40	32	3	1	2	1	30	17	188
Medical													
Superintendent	26	15	11	7	11	5	0	0	0	0	4	3	22
Oral Hygienist	4	4	0	0	0	0	0	0	0	0	0	0	0
Nature													
Conservator	7	4	8	8	4	2	1	0	5	3	4	3	9
Nature													
Conservation													
Scientist	15	7	2	2	0	0	0	0	0	0	2	2	8
Industrial													
Technician	81	18	11	9	2	0	10	3	13	4	14	4	93
Training Officer	0	0	0	0	0	0	0	0	0	0	0	0	0
Survey													
Statistician	1	0	0	0	0	0	0	0	1	0	0	0	2
Personnel Officer	1	0	1	1	1	1	0	0	2	1	0	0	2
Personal													
Secretary	4	4	0	0	0	0	1	1	7	6	3	3	1
Police													
Functional Staff	25	15	17	14	6	4	21	7	30	23	13	8	41
Programmer	6	2	0	0	1	0	1	1	3	1	0	0	7
Project													
Superintendent	50	12	0	0	0	0	0	0	3	2	1	1	39
Radiographer	40	5	1	1	1	0	0	0	0	0	6	3	39

HOUSE OF ASSEMBLY

Occupational Class	Kwa-Zulu		Lebowa		GaZan-kulu		Owagwa		Kwa-Ndebele		Ka-Ngwane		Total
	Identif.	Filled	Identif.	Filled	Identif.	Filled	Identif.	Filled	Identif.	Filled	Identif.	Filled	
Operator	1	1	0	0	0	0	0	0	0	0	0	0	0
Accountant	21	8	3	2	0	0	2	2	10	6	5	2	21
Legal Adviser	2	1	1	1	1	0	1	0	2	1	2	1	5
Legal Officer	1	1	0	0	0	0	1	0	0	0	1	0	2
Secretary (Head of Department)	9	9	6	5	6	6	4	3	6	6	4	4	2
Security Officer	1	1	0	0	0	0	0	0	0	0	0	0	0
Lauson Officer (and Media Officer)													
Specialist	0	0	0	0	0	0	0	0	0	0	0	0	0
Sport Promotion	141	66	14	6	17	10	2	1	0	0	6	6	91
Officer													
Speech Therapist	0	0	0	0	0	0	0	0	0	0	0	0	0
Regional													
Planner	2	2	0	0	1	1	0	0	2	1	1	0	2
Magistrate	4	0	0	0	1	1	0	0	1	1	0	0	0
Dentist	22	19	0	3	5	3	1	0	0	0	4	3	10
Dental Technician	2	1	0	0	0	0	0	0	0	0	0	0	0
Dental Therapist	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical													
Assistant	5	3	0	0	0	0	0	0	0	0	0	0	0
Typist													
Data Typist	1	0	0	0	0	0	0	0	2	1	2	2	2
Horticulturist	1	0	0	0	0	0	0	0	0	0	0	0	0
Veterinarian	7	4	5	4	7	4	1	0	1	1	0	0	5
Annual Health Officer	7	0	1	1	0	0	1	0	1	1	1	1	8
Traffic Inspector	0	0	2	1	0	0	1	0	0	0	2	1	3
Nursing Staff	7	5	0	0	1	1	0	0	0	0	5	2	2
Food Service Supervisor	1	0	0	0	0	0	0	0	0	0	0	0	0
Foreman													
General	15	6	15	13	0	0	0	0	0	0	0	0	11
Laundry Supervisor	2	2	1	1	0	0	0	0	0	0	0	0	0
Water Care Plant													
Superintendent	0	0	0	0	0	0	0	0	0	0	1	0	1
Works Inspector	15	4	8	8	6	1	6	2	13	8	8	4	29
Total:	1444	696	329	247	171	109	113	41	181	107	218	125	1131
CS Educators	328	258	220	182	238	164	180	105	179	142	237	163	368

Own Affairs:

New models: statistics

69. Mr K M ANDREW asked the Minister of Education and Culture:

(a) (i) Which schools voted on the new

*SO*

models in the first quarter of 1991, (ii) on what model did each school vote and (iii) where is each located and (b) what was the (i) percentage poll, and (ii) percentage voting in favour of a model, in each case?

B845E

HOUSE OF ASSEMBLY

The MINISTER OF EDUCATION AND CULTURE: 50

(a)*			(b)	
(i)	(ii)	(iii)	(i)	(ii)
CAPE: Summerwood Primary School	B	Port Elizabeth	82,98%	71,70%
Hudson Park Primary School	B	East London	93,18%	89,64%
Milnerton Primary School	B	Milnerton	91,20%	75,42%
Hudson Park High School	B	East London	90,31%	87,16%
Southbourne Preparatory School	B	Queenstown	87,57%	73,37%
Swellendam Primary School	B	Swellendam	88,20%	71,94%
Sturling High School	B	East London	94,09%	87,86%
Cambridge High School	B	East London	96,17	90,08%
Cambridge Primary School	B	East London	99,40%	95,39%

\*Information not available on schools which voted but had such a low voting percentage that the results were not forwarded to the Department.

(a)			(b)	
(i)	(ii)	(iii)	(i)	(ii)
Berlin Primary School	B	Berlin	97,85%	89,25%
Westering High School	B	Port Elizabeth	90,64%	82,74%
Victoria Park High School	B	Port Elizabeth	89,23%	84,22%
Fairmount High School	B	Durbanville	89,28%	85,45%
Paul Roos Gymnasium Boys' High School	B	Stellenbosch	86,53%	82,28%
Ferndale Primary School	B	Ottery	89,88%	80,24%
Hoërskool Jan van Riebeeck	B	Cape Town	93,59%	84,65%
Laerskool Jan van Riebeeck	B	Cape Town	96,57%	90,79%
Milnerton High School	B	Milnerton	90,06%	85,56%
Kirstenhof Primary School	B	Kirstenhof	89,52%	88,19%
Rhenish Primary School	B	Stellenbosch	83,16%	79,55%
Eversdal Primary School	B	Eversdal	98,71%	90,77%
Laerskool Stellenbosch	B	Stellenbosch	89,67%	80,99%
Gonubie Primary School	B	East London	80,59%	74,12%
Westering Primary School	B	Port Elizabeth	94,17%	87,33%
Kimberley Boys' High School	B	Kimberley	92,92%	86,46%
West End Primary School	B	Kimberley	100,00%	84,69%
Herlear Primary School	B	Kimberley	100,00%	80,89%
Kenridge Primary School	B	Kenridge	98,74%	95,49%
Kimberley Primary School	B	Kimberley	86,53%	80,79%
Kenton-on-sea Primary School	B	Kenton-on-sea	97,73%	75,00%

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(a)			(b)	
(i)	(ii)	(iii)	(i)	(ii)
Southernwood Primary School	B	East London	96,88%	89,73%
Kimberley Girls' High School	B	Kimberley	90,05%	80,32%
Sun Valley Primary School	B	Sun Valley	85,60%	83,20%
Llandudno Primary School	B	Llandudno	93,29%	92,07%
President Primary School	B	East London	93,48%	88,26%
Herbert Hurd Primary School	B	Port Elizabeth	91,24%	86,29%
Good Hope Seminary Junior School	B	Cape Town	94,09%	92,52%
Bellville Technical High School	B	Bellville	77,31%	69,86%
Lime Acres Primary School	B	Lime Acres	88,78%	66,07%
Boston Primary School	B	Bellville	91,87%	85,19%
Lilyfontein Primary School	B	East London	95,00%	91,88%
Stellenberg High School	B	Stellenberg	83,36%	79,41%
Alexander Road High School	B	Port Elizabeth	94,37%	85,68%
Table View High School	B	Table View	92,33%	82,02%
Westcott Primary School	B	Diep River	90,65%	87,85%
Piet Retief High School	B	Adelaide	87,27%	78,96%
NATAL:				
Park View Senior Primary School	B	Durban	95,22%	88,20%
Maritzburg College	B	Pietermaritzburg	92,00%	89,70%
Pietermaritzburg Girls' High School	B	Pietermaritzburg	94,00%	89,20%
Hillcrest High School	B	Hillcrest	92,61%	88,11%
Penzance Primary School	B	Durban	87,20%	84,40%
Egerton Primary School	B	Ladysmith	95,40%	81,81%
Athlone Primary School	B	Pietermaritzburg	95,50%	94,30%
Pelham Senior Primary School	B	Pietermaritzburg	91,00%	79,00%
Carter High School	B	Pietermaritzburg	90,90%	88,10%
Kingsway High School	B	Amanzimtoti	87,30%	77,70%
Bisley Park Primary School	B	Pietermaritzburg	88,32%	81,35%
Forest Hills Junior Primary School	B	Pietermaritzburg	80,00%	72,57%
Kokstad High School	B	Kokstad	80,91%	76,14%
Winterton Primary School	B	Winterton	89,10%	93,58%
Ridge Junior Primary School	B	Pietermaritzburg	90,10%	82,20%
Mooi River Primary School	B	Mooi River	95,10%	88,34%
Scottsville Primary School	B	Pietermaritzburg	92,74%	89,02%
Forest View Primary School	B	Hillcrest	87,70%	81,33%
Russell High School	B	Pietermaritzburg	83,42%	70,00%
Kloof Junior Primary School	C	Kloof	96,37%	72,39%

(a)			(b)	
(i)	(ii)	(iii)	(i)	(ii)
Port Shepstone High School	B	Port Shepstone	83,00%	80,34%
Addington Junior Primary School	B	Durban	91,89%	86,48%
Alexandra High School	B	Pietermaritzburg	93,50%	89,80%
Kloof High School	B	Kloof	93,97%	89,73%
The Grange Primary School	B	Pietermaritzburg	63,13%	52,99%
Kloof Senior Primary School	B	Kloof	88,97%	81,87%
Brighton Beach Primary School	B	Durban	93,76%	84,03%
Margate Primary School	B	Margate	88,30%	84,25%
Port Shepstone Primary School	B	Port Shepstone	97,20%	94,60%
Port Shepstone Senior Primary School	B	Port Shepstone	87,10%	84,80%
Port Edward Primary School	B	Port Edward	84,20%	75,60%
TRANSVAAL.				
Aston Manor Primary School	C	Kemptonpark	88,10%	84,50%
Cliffview Primary School	B	Johannesburg	85,11%	76,30%
Yeoville Boys' Primary School	B	Johannesburg	94,80%	92,60%
Greenside High School	B	Johannesburg	92,10%	83,80%
Bordeaux Primary School	B	Randburg	84,10%	77,90%
Sandown Primary School	C	Johannesburg	95,03%	88,60%
Sandown High School	B	Johannesburg	89,53%	87,30%
Rand Park High School	B	Johannesburg	86,50%	84,41%
Clapham High School	B	Pretoria	71,40%	65,70%
E P Baumann Primary School	B	Johannesburg	83,04%	75,62%
Brooklyn Primary School	B	Pretoria	87,80%	82,80%
King Edward VII High School	B	Johannesburg	92,02%	89,15%
Glenhazel Primary School	B	Johannesburg	94,25%	84,99%
King Edward VII Preparatory School	B	Johannesburg	91,93%	88,22%
Fourways High School	C	Johannesburg	95,09%	92,16%
Glenstantia Primary School	B	Pretoria	84,05%	74,09%
Greenside Primary School	B	Johannesburg	94,38%	85,09%
Pretoria Boys' High School	B	Pretoria	83,40%	76,30%
Kensington Ridge Primary School	B	Johannesburg	81,65%	77,68%
Rivonia Primary School	B	Johannesburg	86,17%	83,92%
Winchester Ridge Primary School	B	Johannesburg	83,28%	74,68%
Hoer Meisieskool Helpmekaar	B	Johannesburg	86,59%	82,33%
Norwood Primary School	B	Johannesburg	96,86%	91,26%
Sharonlea Primary School	B	Johannesburg	83,26%	80,69%

(a)			(b)	
(i)	(ii)	(iii)	(i)	(ii)
Highlands North Boys' High School	B	Johannesburg	85,28%	74,58%
Princess High School	B	Rooodepoort	86,50%	85,00%
Jeppie High School for Boys	B	Johannesburg	89,73%	86,57%
Sandringham Primary School	B	Johannesburg	94,04%	88,10%
Settlers Agricultural High School	B	Settlers	84,40%	82,70%
Edenvale High School	B	Germiston	80,90%	74,86%
Robertsham Primary School	B	Johannesburg	94,00%	89,00%
Arthur Mathews Primary School	B	Rooodepoort	86,05%	84,71%
Rembrandt Park Primary School	B	Johannesburg	95,21%	90,82%
Malvern High School	B	Johannesburg	90,43%	87,23%
Hamilton Primary School	B	Pretoria	89,85%	81,84%
Townsvlew Primary School	B	Johannesburg	95,10%	92,66%
I R Griffith Primary School	B	Johannesburg	88,85%	85,62%
Mondeor High School	B	Johannesburg	91,50%	76,70%
Roosevelt High School	B	Johannesburg	88,28%	79,60%
Eastgate Primary School	B	Johannesburg	87,28%	74,20%
H A Jack Primary School	B	Johannesburg	94,76%	91,01%
Willowmoore High School	B	Benoni	80,60%	74,90%

**Universities: pass rates**

76. Mr A P OOSTHUIZEN asked the Minister of Education and Culture:

Whether he will furnish information with regard to the pass rates at universities falling under his Department; if not, why not; if so, in respect of the latest specified academic year for which information is available, what was the pass rate for (a) the University of South Africa and (b) each other university falling under his Department?

B912E

**THE MINISTER OF EDUCATION AND CULTURE:**

Yes, for the 1988 academic year.

(a) 46%	80%
(b) Cape Town	80%
Natal	76%
Orange Free State	76%
Port Elizabeth	75%
Potchefstroom	76%
Pretoria	79%
Rhodes	

**Universities: subsidies**

Rand Afrikaans 74%  
Stellenbosch 81%  
Witwaterstrand 79%

77. Mr A P OOSTHUIZEN asked the Minister of Education and Culture:

Whether he will furnish information with regard to subsidies paid by the Government to universities falling under his Department; if not, why not; if so, in respect of the latest specified academic year for which information is available, what amount was paid by the Government in subsidies to (a) the University of South Africa and (b) each other university falling under his Department?

B913E

**THE MINISTER OF EDUCATION AND CULTURE:**

Yes, for the 1990 academic year.

(a) R178 407m	R111 495m
(b) Cape Town	R113 841m
Natal	

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version

For oral reply

Own Affairs:

\*1. Mr T R George—Education and Culture. [Question standing over.]

\*2. Mr T R George—Education and Culture. [Question standing over.]

\*3. Mr W J Dietrich—Education and Culture. [Question standing over.]

For written reply:

General Affairs

White mussels: applications for commercial harvesting

19. Mr W J DIETRICH asked the Minister of Environment Affairs:

- (1) Whether, with reference to certain information furnished to the Minister's Department for the purpose of his reply, he recently received applications for the harvesting of white mussels for commercial purposes: if so, (a) how many applications and (b) from whom was each received;
- (2) whether any of these applications were granted; if so, (a) why, (b) subject to what conditions and (c) for what areas;
- (3) whether his Department has called for evidence in regard to (a) the result of unlimited harvesting of white mussels and (b) the effect of such harvesting on the ecology or marine life; if not, why not; if so, what are the findings?

C88E

The MINISTER OF ENVIRONMENT AFFAIRS.

- (1) Yes.
  - (a) Two applications have been received since 1 January 1991.
  - (b) A J F Egelhaar and Sons (Pty) Ltd Team Sealarns (Pty) Ltd

(c) The area between the Berg River mouth and the southern border of the Rocher Pan marine reserve.

(3) The Department of Environment Affairs does not consider applications for the unlimited harvesting of white mussels.

Own Affairs:

Pupils: routine medical inspection

22. Mr T R GEORGE asked the Minister of Health Services and Welfare:

- (1) Whether any schools under his control are visited by medical inspectors for the routine medical inspection of pupils; if not, why not; if so, in respect of each province in 1990, (a) how many schools were so visited, (b) what total number of pupils was examined and (c) what was the percentage of pupils examined in comparison with the total pupil population;
- (2) whether any pupils requiring medical treatment were referred for such treatment; if not, why not; if so, in respect of each province in 1990, (a) what was the total number of pupils so referred and (b) what number of pupils was referred for nutritional and related reasons?

C94E

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) No. Medical inspectors of schools were phased out in 1975 by the Department of National Health. From 1975 School Health Services are rendered by Senior Professional Nurses, who are trained to

carry out the physical examination of pupils. The School Health Services were transferred to this Administration on 1 September 1984 with a post structure as determined by the Commission for Administration and did not include medical inspectors.

- (a) Falls away.
- (b) Falls away.
- (c) Falls away.

(2) Yes, they were referred for medical treatment after being examined by our school nurses.

Province	No of Pupils Referred
Cape	109 898
Transvaal	10 823
Natal	2 100
Orange Free State	1 467
RSA	124 288

(b)

Province	Nutrition problems	Over-weight	Under-weight
Cape	13 373	4 956	8 417
Transvaal	460	286	174
Natal	448	364	84
Orange Free State	122	—	122
RSA	14 403	5 606	8 797

way of any school which is prepared to and wants to participate at that level.

However, the other side is just as true. I want to ask the hon long-winded member whether the DP would simply forsake all the wishes of the communities.

Mr R M BURROWS: [Inaudible.]

\*The MINISTER: It is not about that; it is about the principle. [Interjections.]

The hon members are becoming long-winded. I know as well as they do that they cannot simply force their will on any individual or any community. Therefore, if this side of the House and the Government adopt the view that discrimination must disappear, but also say it is the right of a particular community, college or council to decide itself, then we are on the fair and just road. [Interjections.] It is not the Government's intention to force anything on people in respect of these matters. [Interjections.]

\*The CHAIRMAN OF THE HOUSE: Order!

The hon members in the DP benches cannot sit there and hold their own debate. Order! I regret that the hon the Minister's time has expired. Debate concluded.

## QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

### Monetary allocations to schools

\*1 Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any of the provincial executive departments of education make funds directly available to schools in the form of monetary allocations, over and above salary payments to teachers; if so, (a) what policy is followed in this regard in each such province and (b) what sum is provided, *per capita*, for (i) primary and (ii) secondary schools;

- (2) whether any changes are being considered to the above-mentioned policy; if so, what changes;

- (3) whether he will make a statement on the matter?



B905E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,

(a) Transvaal:

in order to partly reimburse schools for the official use of the telephone and transport costs, a nominal reimbursement is made annually to schools.

In the Cape, Natal and Orange Free State no funds are made directly available to schools.

- (b) (i) between R54 and R81 per school pa

(ii) between R90 and R99 per school pa

- (2) no;

- (3) no.

Mr R M BURROWS: Mr Chairman, arising from the reply by the hon the Minister, do I not understand that in certain of the provinces — in Natal and, I think, also in the Cape — a monetary allocation is made available to schools in order to carry out certain purchases of books and equipment, etcetera? Is that not, in fact, being accomplished by what the hon the Minister is being asked?

†The MINISTER: Mr Chairman, then the hon member should put his question more clearly. In those other three provinces, within the global amount that they receive, provision is being made for various items, for instance school textbooks, etcetera, as the hon member mentioned. However, no amount is given directly additional for telephones, etcetera, except in the Transvaal where besides the normal amount a direct, nominal amount is also given. If the hon member wants further information, maybe he should pay me a visit.

Certain school: votes by fax (SO)  
\*2 Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether a certain school, whose name has been furnished to the Minister's Department for the purpose of his reply, had parents vote by fax for one of the additional educational models on or about 22 April 1991; if so, what is the name of the school;

- (2) whether this action took place in accordance with regulations with regard to education; if so, in terms of which regulations; if not,

- (3) whether the voting at this school will be declared invalid;

- (4) whether he will make a statement on the matter?

B908E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, the name of the school which has been furnished by the hon member;

- (2) and (3) the matter is being investigated at present;

- (4) no.

†Mr A GERBER: Mr Speaker, arising from the reply of the hon the Minister, I would like to know whether the existing regulations provide for parents to vote by fax in regard to the new educational models. [Interjections.]

†The MINISTER: Mr Speaker, but I have just told the hon member that the whole matter is being investigated. I am quite prepared to write a letter in this regard to the hon member as soon as it is completed.

†Mr J H VAN DER MERWE: In the meantime that is how they vote!

†The MINISTER: Mr Speaker, how the hon member reveals his ignorance. The fact of the matter is that at that particular school a referendum was held. That is so—that is what I said in my reply—and that a number of parents did vote by fax.

†Mr J H VAN DER MERWE: Do you accept that?

†The MINISTER: Mr Speaker, if only the member would keep his big mouth shut and his ears open, he could learn something. [Interjections.] It cannot be easy of course, because his

ears are such small holes and his mouth is so big—I suppose it must be difficult. [Interjections.]

The fact of the matter is that after the referendum is held, the management council of the school concerned, through the Director of Education, requests the Minister to grant or to refuse permission, despite whatever the outcome of the referendum may be. Therefore, before a ruling is given, this whole matter will be investigated, after which the Minister will take a decision in regard to approval or not. [Interjections.]

†Mr A GERBER: Mr Chairman, further arising from the reply of the hon the Minister, I would just like to know whether the existing regulations provide for such a manner of voting irrespective of what happened there. (SO)

†The MINISTER: Mr Speaker, the existing regulations are very clear. It is in the background information document which the hon member can look up and read himself. According to that provision is made for special votes and postal votes. The matter in respect of voting by fax is not mentioned specifically. Nothing is said for or against it and for that reason I think the hon member will agree with me that it is reasonable that we investigate the whole matter.

†Adv T LANGLEY: Mr Speaker, further arising from the reply of the hon the Minister, I would like to know whether an equal result in respect of yes and no votes will have any effect on whether the fax votes will be allowed or not allowed.

†Mr J H VAN DER MERWE: It depends on whether it is for or against model B.

†The MINISTER: Mr Speaker, I really do not think that that justifies a reply.

†Dr W J SNYMAN: Mr Speaker, further arising from the reply of the hon the Minister, I would just like to ask him whether it is the practice for regional offices of his Department to send notices giving notice of voting to parents of schools and also to indicate in that letter how they should vote.

†The MINISTER: Mr Speaker, the hon member may with great pleasure place such question on the Question Paper. It has absolutely nothing to do with this question. [Interjections.]

Closure of three primary schools: saving of costs  
\*3. Mr W U NEL asked the Minister of Education and Culture:



## 'R400m earmarked' for black education

TANIA LEVY

50

THE Independent Development Trust (IDT) will today announce plans to spend hundreds of millions of rands on black education. Bidan 1415711

Sources close to the IDT said yesterday as much as R400m had been earmarked by the IDT for education projects.

IDT chairman Jan Steyn will announce details of funding for projects when he hands over R3,5m to the Alexandra Community Education Centre this afternoon.

A source said spending on education would account for "a good" 20% of the R2bn government had made available to the IDT for social development work and that Steyn would announce details today.

Projects would include building schools, literacy programmes and a loan scheme for underprivileged students to study at universities and technikons.

Instead of having to prove that they had collateral, bursaries would be awarded to talented students who could be relied on to graduate and pay back their bursaries.

The Alexandra Community Education is a career-based centre which promotes literacy, numeracy and offers career-directed education.

The IDT's board of trustees has already approved the allocation of R1bn to address socio-economic needs in violence-torn areas, particularly around Durban and the Witwatersrand. Of this, R750m has been budgeted for land subsidies, while the Urban Foundation has been granted R70m for the provision of low-cost housing.

The IDT Finance Corporation will use more than R46m to mobilise R100m in housing finance from the private sector.

400m <sup>cht</sup>  
to go <sup>14/5/91</sup>  
to <sup>(50)</sup>  
black  
education

# Stoffel: Future 'promising'

Education Reporter <sup>cht 14/5/91</sup>

**MASSIVE** government budget increases and a desire in black communities for discipline among schoolchildren had resulted in promising signs for the future, the Minister of Education and Training, Dr Stoffel van der Merwe, said in a statement yesterday.

The minister said there had been a 69% increase in expenditure on black education for the 1991/92 financial year, to a total budget of R3,3 billion.

However, there would still not be enough money available completely to eliminate the backlogs in supplying enough classrooms, teaching and support posts, books and stationery, he said.

Over the two-year period to March 31, 1992, a total of 2 754 classrooms would have been added to the total available to the DET, accommodating an additional 101 820 pupils.

In addition, 1 800 posts were created for teachers and administrative support staff during 1990, and 2 262 will arise during 1991, he said.

Own Correspondent

JOHANNESBURG. — The Independent Development Trust (IDT) will today announce plans to spend hundreds of millions of rands on black education.

Sources close to the IDT said yesterday that as much as R400m had been earmarked by the IDT for education projects.

IDT chairman Mr Jan Steyn will announce details of funding for projects in Alexandra township this afternoon when he hands over R3,5m to the Alexandra Community Education Centre.

A source said spending on education would account for "a good" 20% of the R2bn the government made available to the IDT for social development work.

Projects will include building of schools, literacy programmes and a loan scheme for underprivileged students to study at universities and technikons.

# IDT to give R300m for school projects

By Tania Levy

TANIA LEVY

THE Independent Development Trust (IDT) is to pump R300m into building 50 000 classrooms in the next five years.

Announcing this yesterday as he handed over a R3,5m cheque to the Alexandra Community Education Centre, IDT chairman Jan Steyn said the R300m would ensure accommodation for the current school population.

Other IDT allocations towards education this year include R25m to finance university and technical students, about R60m to support various non-governmental education initiatives and R39m for Port Elizabeth's Vusisizwe Trust — a community trust which oversees the building of schools.

Steyn said future IDT education investment would focus on four areas identified in consultation with communities and education authorities.

These were a national literacy campaign, a pre-school programme, a major compulsory primary school programme and a possible education bank to provide

students with study loans.

He said there was a real possibility international finance would be made available to support IDT education initiatives if political reforms were implemented.

Meaningful community participation in projects was crucial to any education ventures, he said.

IDT education director Melvyn Mehl said the IDT's R300m would be used to launch a national schools building trust, to be supplemented with finances from communities, the private sector and possibly government.

Communities would "own" schools they helped build in their region and these would be leased to the relevant education authorities who would pay teachers' salaries and provide equipment.

A number of independent agencies around the country would be involved in the actual construction of schools at savings of as much as 40% on the cost if the state were to build the schools.



Independent Development Trust chairman Jan Steyn at yesterday's announcement of the trust's plan to spend R300m on classrooms over the next five years. Picture: ROBERT SOTHA

# R300-m<sup>50</sup> to build schools

THE Independent Development Trust yesterday announced a R300 million project to build about 50 000 more classrooms for black pupils.

Speaking at the Alexandra Community Education centre, IDT chairman Mr Jan Steyn said the project would be carried out over the next five years.

Steyn also announced the donation of R3,5 million to ACE college by the community of Alexandra, *The Star* Teach fund and the private sector. The money will be used to build a career education centre.

In addition, he confirmed a R25 million IDT grant to finance students at universities and technikons. - *Sowetan Correspondent.*

# 50 000 new classrooms is project's aim

By Phil Molefe  
Education Reporter 8/15/91

In a move to address backlogs in black education, a R300 million schools building project aimed at constructing 50 000 additional classrooms was announced yesterday by Jan Steyn and Professor Merlyn Mehl of the Independent Development Trust (IDT).

They were speaking at the Alexandra Community Education (ACE) centre, near Johannesburg, where a programme involving a number of development projects in black education was unveiled.

IDT chairman Mr Steyn also announced a donation of R3,5 million to ACE for the construction of an education centre funded by the community of Alexandra, The Star TEACH fund and the private sector.

Mr Steyn said the building programme would involve a number of development agencies, aimed at building 50 000 classrooms — the present backlog in black schools — during the next five years.

He also confirmed a R25 mil-

lion IDT grant to finance students at universities and technicals. This would be an interim measure, pending the establishment of a National Education Loan Scheme.

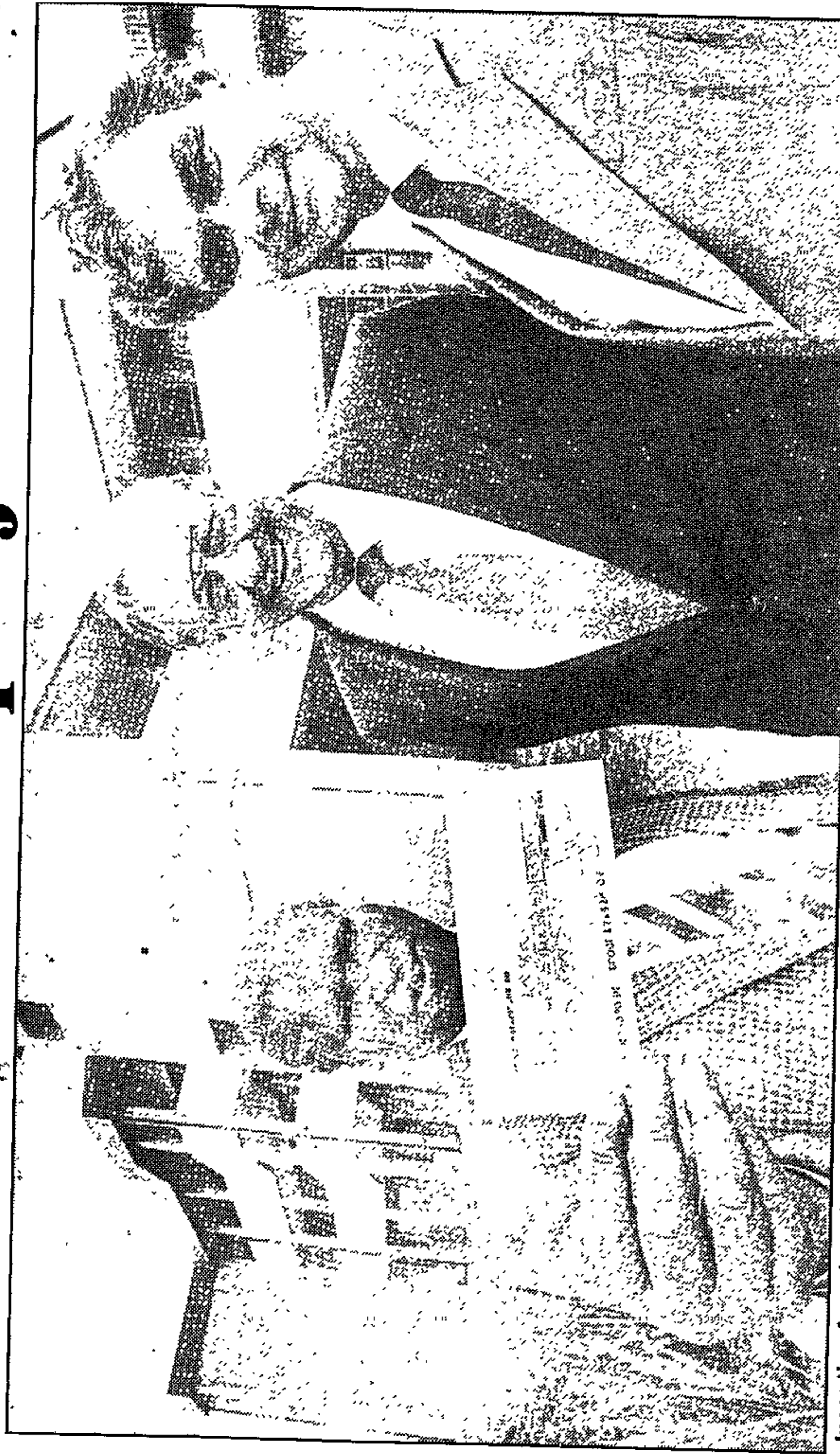
Four areas of focus had been determined in close consultation with community groups and education authorities, said Mr Steyn. They were:

- A national literacy programme.
- A school educare programme for pre-schoolers.
- A huge compulsory primary school programme.
- Academic development programmes at tertiary level and the possibility of an education bank from which students could obtain loans using their talent as collateral.

Professor Mehl, the IDT's director of education, said it was inevitable that South Africa would have a non-racial and non-sexist system of education and it was therefore important to start building now.

He said an abiding principle in all IDT programmes was community participation.

"This is the only practical way of ensuring that communities take full ownership of programmes."



Incentive for education . . . Alexandra community leader and ACE College steering committee member Martin Ramokgadi receives a R3,5 million cheque from IDT chairman Jan Steyn and the trust's director of education, Professor Merlyn Mehl. Picture: Sean Woods

# 'Entrepreneurs can bridge conflict'

BIDday 16/5/91

16/5/91

THEQ'RAWANA

ONLY entrepreneurs, who had hands-on experience of a free market at work, could act as a bridge between conflicting views on SA's future economic policy, Small Business Development Corporation (SBDC) MD Ben Vosloo said in Pretoria yesterday.

Addressing the national congress of the Public Relations Institute of Southern Africa (Prisa), Vosloo said SA should expect a battle for the minds of the people between the forces of individual freedom and enterprise, and central economic planning.

"We at the SBDC believe that the natural mediators between these conflicting world views are SA's entrepreneurs. Particularly those men and women who are engaged in the small business sector of the economy tend to be true free marketers, although few would actually give themselves that label," Vosloo added.

Vosloo said for the average entrepreneur the critical question was not

whether a concept was ideologically acceptable, but whether and how it worked in practise.

Without job-creating, economic growth and a prosperous economy, society would be condemned to impoverishment and all basics such as housing, education and health would fade out of reach. Vosloo said socialist rhetoric had lost much of its appeal and political momentum. "Socialism did not live up to its promises. Marxism/Leninism and Third World socialism invariably lead to authoritarian one-party rule or even one-man dictatorship and the violation of human rights.

"... In the final analysis it should be clear that our hope for the future does not lie in simplistic ideological rhetoric. It lies in a refocusing on the true nature of development at the grassroots level in towns, cities and regions," Vosloo said.

## 'Relevance' of education is a priority

PRETORIA — There was no doubt education was the key to a better future, but it had to provide relevant skills and expertise, Small Business Development Corporation MD W B Vosloo said. BIDday 16/5/91

Addressing a diploma ceremony at the Pretoria Technikon's Faculty of Economic Sciences yesterday, he said that should this test not be passed, there would be no future as nobody could doubt there was a crisis

in the educational system. (SO) Employers were also dissatisfied by the products of education.

"Their standpoint comes down to the fact that scholars and students are not being sufficiently prepared for industrial life," he said.

"Although unemployment in SA today is caused mainly by the stagnant economy, it is undoubtedly related to education." — Sapa.

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17 MAY 1991



# Students petition De Klerk for rights

*Sowetan (6/5/91)*  
ABOUT 400 students yesterday submitted a memorandum to the office of State President FW de Klerk in Pretoria, demanding their right to learn, writes ALINAH DUBE. (50)

The march was organised by the South African National Students Congress and the National Union of South African Students.

The demands include the establishment of a single education department, an end to subsidy cards and that the subsidy formula should be within a nonracial, democratic education system.

Meanwhile, students at Vista University's Mamelodi campus returned to classes yesterday, ending a month-long boycott.

# Paso calls for meeting with all black student movements

Sowetan 17/5/91

50

THE Pan Africanist Student Organisation has called on all black student and youth movements - including the Inkatha Youth League - to join it in addressing violence.

Deputy president of Paso, Mr Junior Taliwe, told a media conference yesterday Paso's national executive committee had noted at a recent meeting at Fort Hare University that the violence "is among the oppressed ... masses".

He said the NEC recognised the "undoubted involvement" of the regime and believed this was aimed at proving to the outside world the "the oppressed...are barbaric, killing each other so they (the regime) have the right to rule our country because we cannot rule ourselves".

They also noted the Government had perfected its method of divide and rule by "throwing crumbs on the floor". Unfortunately other organisations had decided to use violent means in order to gain control of the crumbs.

"Today Paso wishes to warn you to stop fighting for these crumbs and to fight for the return of the whole loaf," Taliwe said.

He said the situation was directly affecting the education of African children.

Children and teachers were afraid to go to school and children would fail exams and become homeless orphans as a result of the violence.

Asked who the "other organisations" were, he

replied those who sat around the table with the "settler regime".

"This is not tribal violence but a war between organisations of the oppressed in pursuit of opportunities of power, to be the sole representatives of the oppressed.

"Democracy demands that every individual has the right of choice, to belong to the party of his

choice. Therefore we reject the use of violence to intimidate people.

"Political differences must be vanquished with facts and we as the youth must come together and resolve this monster of violence."

It was the youth that was most militant and was being used to kill and perpetrate violence. - Sapa



# Educating exiles is a massive task

*W/maul 1715-2315791* (50) ~~30~~

**A**S South African exiles prepare to return home, the race is on to meet their educational needs.

But, although much hard work is under way against the backdrop of an already simmering crisis, the education system will have to bow almost to breaking point if it is to service the families of thousands who fled because of apartheid.

About 600 exiles have already returned on chartered flights, and the Employment and Education and Training Task Force of the National Co-ordinating Committee for Repatriation (NCCR) is barely managing to cope. If the African National Congress' Solomon Mahlangu College winds up as scheduled in early July, the influx of school-going returnees is likely to be massive.

The national task force — which comprises representatives of the church, the ANC, Pan Africanist Congress and Azapo, the repatriation committee, academics and World University Services — has been set up to identify the major issues involved in education for returnees, develop policy and facilitate the use of resources. It has regional sub-units, which implement decisions and place returnees as they arrive.

But, says Venita Meyer, co-ordinator of national task forces for the NCCR, resettlement is a poser not only for returnees, but for the whole population. There is enthusiasm for this enormous welcoming task, but the effort requires direction and focus.

Tertiary and vocational training institutions, primary and high schools as well as pre-schools will all be called upon to assist. And, although those involved are at pains to stress that exiles are not "special" people and that they should not constitute an elitist layer, their adaptation needs are, in fact, unique.

Language, for instance, will present difficulties and mitigate against exiles entering already overcrowded Department of Education and Training schools. "Many of the children cannot speak the vernacular and, having grown up in other countries, may speak only Portuguese and Swahili, for instance," said an ANC spokesman involved in education for returnees. "Other combatants from Umkhonto we-Sizwe lost out on formal education when they left, but many are still of school-going age. They may be trained in military science, for example, but they are unlikely to find employment or be absorbed by the SADF."

For pupils, methodology and standards too are diverse. Mass-orientated as it is, the South African education machine is unlikely to accommodate such variety. Adaptation, in any case, will be difficult. For many children, born and accultured in foreign lands and arriving in the middle of the school year, it will be very difficult to fit in. Some may be accustomed to peaceful lives in European countries — and find township conditions hard to face. Others may have had disruptive childhoods — they may have lost their parents through political violence, or have been shunted around in typical

Returning exiles will tax the already struggling education system even more. **PORTIA MAURICE** reports

refugee style.

"Obviously there are disappointments when people arrive," said the ANC spokesman. "We've not yet been liberated, and all the socio-economic problems which make life difficult still exist — it's survival of the fittest."

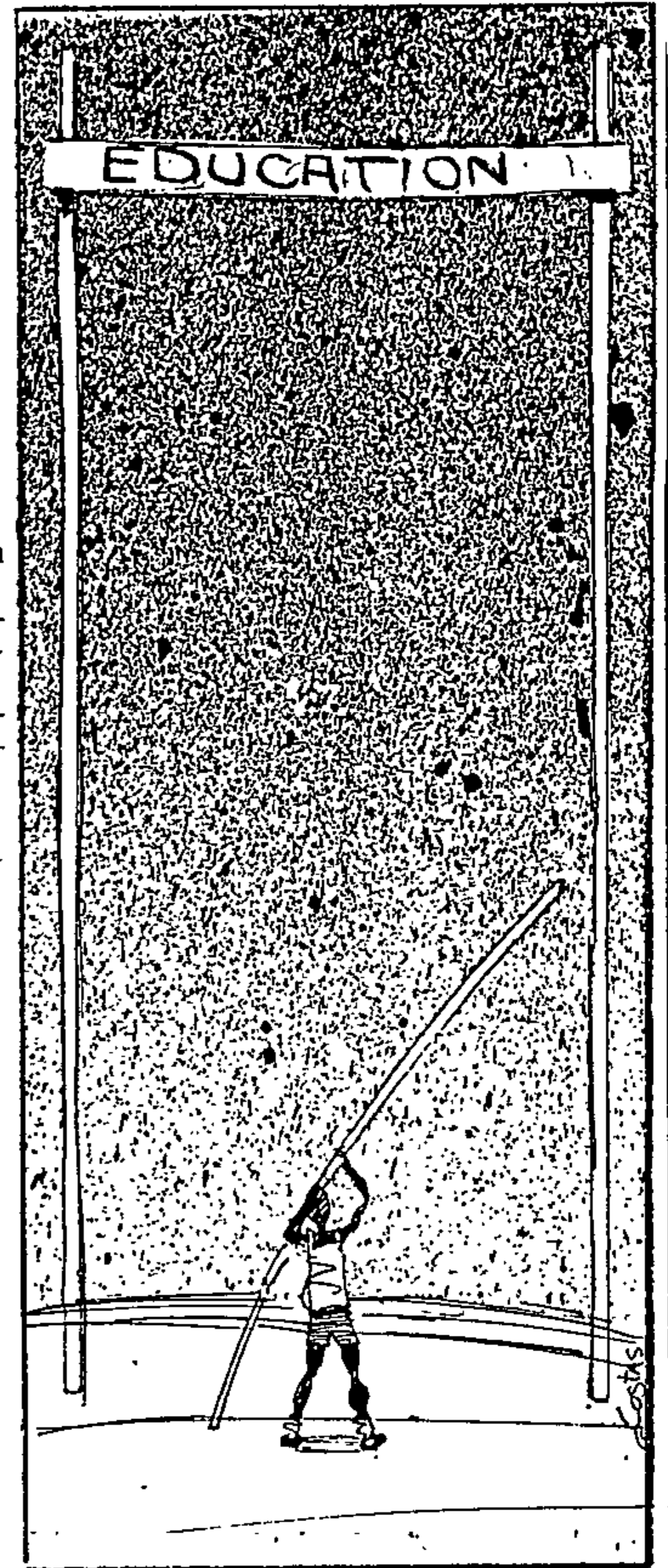
Funds are a huge drawback. It is NCCR policy to accept only resources — not money — from the South African government, and overseas donor money is on hold pending the security of United Nations High Commission for Refugees (UNHCR) involvement.

Medium-term plans to help the exiles are in the pipeline, but they need refining and meanwhile lie in waiting alongside the funding proposals.

A transit and an orientation school are in the offing — to be based in Natal and Johannesburg, because it is to these areas that many victims of political violence will be returning. But the two projects are only a beginning, and will cater for the national needs of pupils from higher primary through to tertiary level. The centres will deal with the study of languages, as well as psychological and other orientation.

"We don't want to isolate returnees, but it may be necessary initially," said the ANC spokesman.

The NCCR also plans to assist all returning parents with a basic financial contribution towards education for their children, and bursary funds for tertiary education are expected to increase by the next academic year.



**VICIOUS CHARADE**

One could forgive teachers and college lecturers in Natal for becoming paranoid. In recent weeks they have been subjected to so much doublespeak, contradictory statements and rumours that just about every word coming out of Pretoria is interpreted as a signal that an institution is going to close down.

Behind the smoke — and some educators believe the confusion is deliberate — must lie some substance. And it is now pointing towards Edgewood College of Education at Pinetown, perhaps the college that best represents the proud ethos of teacher training in Natal. Edgewood, because of the dwindling number of white pupils in the schools and the

*continue* →

**CURRENT AFFAIRS**

17/5/91

FM

related drop in white student teacher numbers, has been one of the three colleges in Natal under threat for some time. In terms of own affairs education policy, funding, through the province, is largely determined by white student numbers.

Amid the gathering gloom, however, came a welcome ray of light less than a month ago. Minister of Education and Culture Piet Clase announced that admission to Edgewood could be determined by the college council, which meant in effect that the former white college could, if it chose, admit students of all races.

With around 32 000 teachers needed just to provide primary education for all the children in KwaZulu (an estimated 441 000 children in KwaZulu do not attend school at all), and with Edgewood's long fight to admit student teachers of all races, Clase's announcement was seen as a double bonus.

But it seems that what the Minister gives with one hand he takes back with the other. In the same statement Clase said, with characteristic vagueness, that "because of financial considerations a further measure of rationalisation of colleges of education will be effected."

The absurd catch for Edgewood is that, while it can now admit any students and make up vacancies, using staff and facilities to the full and at least denting the teacher backlog in KwaZulu, in terms of own-affairs funding money is only provided for the number of white students entering the college.

In theory the college could be full next year; in reality the province will only pay for the white students whose numbers will probably continue falling.

When Clase called on his six statutory advisory bodies to make recommendations regarding admission procedures being devolved to college councils earlier this year, the Natal Education Council pushed for an open admission policy. But it spelt out clearly that this would only be possible if interim funding was provided for black students, or if colleges of education could receive tertiary sector funding direct from central governmental as universities and technikons do.

Of this there has been no word from the department, which again leaves Edgewood under threat — particularly in the light of Clase's comments on further rationalisation.

Responding to the threat, the Natal Teachers' Society has written to Clase, pointing out that, according to his promise of having final discussions with all interested parties before a final decision on rationalisation is made, that they are very much an "interested party" and expect to be included in any final discussions.

Some of the anticipated 33 schools in Natal facing closure, again in terms of own-affairs financial cutbacks, find themselves in a similar position.

The *FM* knows that included on the list of schools under threat in Natal are at least seven that have opted for the "Model B" system, which allows limited admission of pupils other than white. Having taken this

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decision they now face closure, which makes last year's policy reforms appear more than a little cynical.

Parent committees and headmasters are reluctant to have the schools named, fearing the self-fulfilling prophecy that when a school is rumoured to be heading for closure, it closes itself. Parents simply move pupils away.

What is insidious is how the schools learn they might be closed. There are no public statements, only rumours, often coming from school inspectors.

So, too, is information that schools which only voted for "Model B" this year have been told that no additional teachers will be made available for extra pupils — like Edgewood, they find themselves with an open admission policy but no funds for the extra pupils.

It has been suggested before that, apart from myopic own affairs thinking, the cutbacks might be part of a scorched earth policy to preserve a core of whites-only schools.

Whatever the reason, the policy represents a criminal waste of resources and a cynical manipulation of professional people. ■

Star 17/5/91

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# How parents can help children

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Key to the future . . . Parents can help their children to read. Picture: READ

Today The Star begins a series adapted from the READ booklet called "Getting ready to read" by Elizabeth Burroughs and Hilary Wilson.

they say.

● "Surely it is the job of the school to prepare children?"

Teachers do their best, but they often have such large classes that they cannot give their full attention to the child who has difficulties.

In any case, preparation must start earlier, while the child is growing from a baby to a toddler to an active, thinking young person. Pre-schools can help, but it is really up to you to prepare your child for school.

Children are naturally inquisitive and learn new and exciting things every day. We must use their curiosity and energy to gradually introduce them to writing and books.

● "I hated school and did

badly. How can I help my child?"

Each child has an adult who is important to them — perhaps a parent, a grandparent, aunt, uncle or older brother or sister. This person can provide the security, encouragement and interest that the child needs to become a successful learner.

Children copy people that they love. They want to be like them and they believe what they say. If an adult shows that reading is important, the child will also be convinced. So the adult should let the child see him or her reading newspapers, magazines, books and letters, so that the child will want to follow the example.

When children are forced to learn they do not succeed.

School becomes a boring place and the child loses the natural love of learning. This is a tragedy — why should a child feel like a failure before she has even started?

● "What kinds of activities will help to prepare the child?"

First, the child needs to practise listening and speaking. All children do this, but we can encourage it by talking to them, even when they are still babies. Singing and story-telling show children that words are fun. They also stimulate their imaginations.

It is important to keep talking to children and to listen to their ideas.

When the child is old

enough to understand, the adult can show the child that books also "speak". The child must realise that words printed on a page have the same meanings as the words that we use to talk.

So we can help by looking at books with children and reading stories aloud to them.

If a child knows that books contain exciting stories, she will be eager to read the books for herself.

There are other activities we can encourage: drawing, counting and remembering.

● "What about TV? We watch every evening. The children enjoy it and they learn a lot".

Yes, TV teaches children a lot, but we must not let them overdo it. It can be harmful to a young child's eyes.

Also, TV should not take up all the time that we spend with our children. There are more important things to do, such as talking, playing and looking at books together.

Children learn when they are active, so they should not just watch a screen.

Take time to talk to your children about what they see on TV. This helps them to develop their understanding.

● "Do children need special toys and equipment?"

No, special toys are not necessary. Children enjoy playing with all kinds of things: sand, water, clay, stones, pots, pans and cardboard boxes.

Their games help them to learn about the world. They start to understand shapes, colours and sizes and how things fit together.

This helps them to notice things and ask questions. They are building up their knowledge and experience.

But children do need to have books around them, to look at, and talk about. We will discuss this in the next section.



## Education working group meets for in-depth talks

(50) TANIA LEVY *BID com 2015/11*

THE multiparty joint working group on education met for the fourth time in Johannesburg this weekend to continue thrashing out solutions to the education crisis.

Members of the ANC, Azapo, government and other educationists continued their in-depth talks on Friday night and all-day on Saturday.

The 10-member group is working on laying the basis for a broader, more representative negotiating forum on a new education system for SA and short-term problems such as classroom shortages.

These issues were highlighted in a memorandum handed to President F W de Klerk by a delegation led by ANC deputy president Nelson Mandela at the end of January.

The working group was established as a result of this action. This weekend nobody would divulge details of what progress had been made at the meeting.

Last week Education and Training Minister Stoffel van der Merwe said the group had so far "generated a lot of paper" and expected to report back to De Klerk and Mandela in the next few months.

# TV is answer, says top teacher <sup>(50)</sup>

Staff Reporter <sup>Star</sup> 20/5/91

The head of The Star Schools, William Smith, has been voted South Africa's most innovative teacher of 1991.

The award, given by Technotron and sponsored by Barlow Rand, was open to all high school teachers. It was presented to Mr Smith on Friday night after a six-month selection process by a panel of judges drawn from Pretoria University, various education departments and the private sector.

The R50 000 prize money was awarded to

Mr Smith because of his "exceptional talents in the classroom and innovations in education".

Mr Smith's most innovative educational development was the pioneering of a world-first TV studio. This unique facility enables educational television programmes to be produced at 5 percent of the normal costs and is believed to be the key to education in South Africa.

Mr Smith told the gathering that television education was the only practical avenue open to South Africa in educating its people.

He said South Africa

needed a bold new approach to an almost insurmountable problem.

"If we took all the money currently available for primary, secondary, and tertiary education and used it to educate all youngsters, it would run out during their Std 4 year.

"Despite the obvious problems with television education, it is the only way we can go and we are ready to do so at no cost to the SABC, the taxpayer, or the student," Mr Smith added.

His prize money would go towards the making of more educational TV programmes.

## End apartheid at schools,

### De Beer urges

If whites did not need hospital apartheid, why in Heaven's name was it necessary to insult the majority of the population by maintaining school apartheid for the two or three years it would take until it was abolished, Democratic Party leader Dr Zach de Beer asked in the House of Assembly yesterday.

Speaking in debate on the budget vote of the chairman of the Ministers' Council, he said that, to their credit, the State President and the National Party had crossed their Rubicon and declared themselves committed to abolishing apartheid.

"Then, why oh why can they not implement their decision with some grace and enthusiasm?"

He asked why, if the same Minister could run national health and white health, the same Minister could not run national and white education.

The DP accepted fully that the present Constitution had to remain until it could be replaced by a new one.

But it did not agree that it was impossible to amend it so that the concept of own affairs gradually disappeared.

He wanted the NP to say if it wanted own affairs to continue or not. — Sapa.

announcement by the Minister of Law and Order that a restriction on the holding of protest marches was envisaged, the organisers cancelled the march and the application was not taken further

(3) and (4) ~~244~~ ~~527~~

The Police do not have such a policy. The decision on whether a march may or may not be held, is the responsibility of the relevant local authority and magistrate of the area. It is the task of the South African Police to maintain law and order during legal marches. If an illegal march takes place, it is also the task of the Police

to take the necessary steps to enforce the law.

**SAP: recruits/resignations**

\*8. Mr W U NEL asked the Minister of Law and Order:

- (1) In respect of the latest specified 6-month period for which information is available, (a) how many recruits joined the Police Force and (b) how many members of each specified rank resigned from the Force;
- (2) whether he will make a statement on the matter?

B1010E

**THE MINISTER OF LAW AND ORDER:**

(1) (a) South African Police	9 146
Municipal Police	335
Police Assistants	3 740
<b>TOTAL</b>	<b>13 221</b>

(b) Lieutenant-General	Superannuation	2
Major-General	Superannuation	3
Brigadier	Medically unfit	1
	Superannuation	8
Colonel	Medically unfit	9
	Superannuation	2
Lieutenant-Colonel	Medically unfit	8
Major	Resignation	1
	Medically unfit	11
Captain	Resignation	5
	Medically unfit	4
Lieutenant	Superannuation	1
	Resignation	23
Warrant Officer	Resignation	55
	Medically unfit	65
	Transfer to another Government Department	1
Sergeant	Superannuation	34
	Resignation	181
	Medically unfit	54
	Transfer to another Government Department	2
Constable	Superannuation	29
	Medically unfit	27
	Superannuation	12
	Resignation	834
	End of National Service	623

Student  
Police Assistants  
**TOTAL**

Resignation  
Medically unfit  
End of National Service  
Discharges and resignations

- (2) The statistics apply in respect of the period 1 October 1990 until 27 March 1991.

The numerical strength of the South African Police increased by 10 330 during this period.

The increase can be attributed to improved salaries and allowances since 1 July 1990 and an intensified recruitment drive currently being conducted by the South African Police. The increasing of the Police's manpower is aimed at establishing a larger police presence in all communities, rendering a more efficient service and through pro-active policing, preventing the alarming incidence of crime in the RSA.

\*9. Mr D H M Gibson—Constitutional Development. [Withdrawn.]

**NP banquet: finance**

\*10. Mr J CHOLÉ asked the Minister for Economic Co-ordination and Public Enterprises:†

- (1) Whether he will furnish information on whether any representatives of State enterprises, semi-State enterprises, commercialised State enterprises or privatised State enterprises or corporations, excluding senior officials of Transnet, attended a banquet which was presented by the Johannesburg region of the National Party on 3 October 1990 and to which he referred in his reply to Question No 3 on 30 April 1991; if not, why not; if so, on behalf of what enterprises or corporations did they attend the banquet;
- (2) whether the enterprises or corporations concerned financed tables at this banquet; if so, (a) what was the highest finance cost paid by one of these enterprises or corporations and (b) on behalf of what enterprise or corporation was this amount paid?

B999E

**THE MINISTER FOR ECONOMIC CO-ORDINATION AND PUBLIC ENTERPRISES:**

- (1) According to information at my disposal, none of the other Public Enterprises which fall under the Ministry for Economic Co-ordination and Public Enterprises, received an invitation to the banquet presented by the Johannesburg region of the National Party, and thus it was not attended by any representative of the aforementioned public enterprises.
- (2) No.

**Orange Farm settlement camp**

\*11. Mr P G SOAL asked the Minister of Planning, Provincial Affairs and National Housing:

- (a) What is the estimated (i) adult and (ii) child population of the Orange Farm settlement camp and (b) in respect of what date is this information furnished?

B1011E

**THE MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:**

- (a) The approximate figures are
  - (i) adults : 22 440
  - (ii) children : 56 100
- (b) April 1991.

**INTERPELLATION**

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

**Own Affairs:**

**White children: identification**

\*1. Mr A GERBER asked the Minister of Education and Culture:

**HOUSE OF DELEGATES**

**INTERPELLATION**

*General Affairs:*

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

**Education: general affairs**

1. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of National Education:

- (1) Whether, in view of the opening of educational institutions to all races, the Government will change primary, secondary and tertiary education from own to general affairs; if not, why not;
- (2) whether he will make a statement on the matter?

D160E.INT

The MINISTER OF NATIONAL EDUCATION: Mr Chairman, the hon the Leader of the Official Opposition has asked me whether the Government will change primary, secondary and tertiary education from own to general affairs. I seem to recollect that in a previous interpellation in this House I said that this was not going to be done. It is not possible to change the present education dispensation in this country without changing the Constitution of the Republic of South Africa. In terms of section 14 of the Republic of South Africa Constitution Act, read with paragraph 2 of Schedule 1 to that Act, education at all levels is an own affair subject to any general law in relation to norms and standards for financing, salaries and conditions of employment of staff and norms and standards for syllabuses and examinations.

Those are dealt with on a general level by the Department of National Education.

However, changing all primary, secondary and tertiary education from own affairs to general affairs, would entail a large-scale amendment of the Republic of South Africa Constitution Act. I would like to assure the hon the Leader of the Official Opposition that no such step is being contemplated outside the context of full-scale constitutional negotiations. It would be highly

HOUSE OF DELEGATES

Outside the tricameral Parliament, the pillars on which own affairs stand will crumble. The Population Registration Act and the group areas legislation will most certainly be repealed. Therefore, by stubbornly refusing to make internal adjustments within the tricameral Parliament, the Government is not only placing itself in a vulnerable position, but also compromising the position of those who have the responsibility to administer these own affairs education systems at the political level. Other hon members will deal with the changing scenario in our schools. This came about because the House of Representatives and the House of Delegates, through their respective ministries and Ministers' Councils, have not taken the decision to open their schools to all race groups.

However, I do not want to deal with what the House of Assembly has done. Nevertheless, compared to the situation in the past, the House of Assembly has also made drastic changes. It is only appropriate to take the universities in this country as examples. If one takes the yardstick used to measure what is own affairs and what general affairs, one sees that, even in respect of hospital services, certain hospitals were classified as general affairs and others as own affairs. Can we really say that certain of our institutions are own affairs, notwithstanding the fact that there is a constitutional obstacle to that? All we are asking, is for all the organisations outside to say apartheid has gone. The only place apartheid will remain, is within the terms of the present Constitution. Let us take this slowly.

What I have been asking for is the amalgamation of education departments. [Time expired.]

Mr P IDEVAN: Mr Chairman, I want to express a few thoughts on this subject I am reconciled to the declaration made by the hon the State President that education will become a national matter and will be treated on a national basis in due course. As in the case of the other statements he has made, I do not expect the hon the State President to go back on his promise.

I must express a word of warning towards the authorities—no matter who they are and whether they are Black, White or Brown—that education is not a physical instrument and should not be treated as such. One cannot change the education process today or tomorrow. It is a process that will take a certain period of time. Otherwise, instead of achieving positive results,

we can dislocate education and cause more harm, hardship and dissension which all of us will regret.

I am pleased that there is already reasonable evidence of departments having brought about change on their own, even before the legislation in the country has been changed. This goes for the Indian, the Coloured and also the White community, and most of all for the Black community, who have been the victims in the majority of cases. The other day we worked on a Bill and changed it to throw all universities open to all population groups. The old quota system has been eradicated. We are pleased that that has come about in the case of the universities and I am sure that it will happen in the case of technikons as well.

I would like to address the hon the Minister on the issue of getting a more equitable basis of funding. Funding should be on a pro rata basis and the sooner the gap is closed, the better. [Time expired.]

Mr K PANDAY: Mr Chairman, it is common knowledge that primary education in this country is an own affair according to the norm which determines whether an institution is classified under general or own affairs. One can say with certainty that all our universities and most of our technikons are non-racial and that the racial character, which was characteristic of South Africa, has now disappeared. Thanks be to God for having brought about a change in the hearts of those who are the rulers of the day. However, it would be foolhardy for these institutions to be classified under any one particular race group.

Schools are also becoming mixed and their exclusive racial character is being changed. Furthermore, the much hated Group Areas Act and the inhuman Population Registration Act are being repealed. People will no longer be regarded as Indians, Blacks, Whites or Coloureds, hence it is imperative for the Government to move these educational institutions from the own affairs schedule to general affairs. This move would be in keeping with the spirit of change and also with the present time.

The University of Durban-Westville, which until about five years ago was exclusively for Indian students, has now changed. The total enrolment is now 7 402 of which 4 502 are Indians whereas 2 379 are Blacks, 355 are Whites and 166 are

HOUSE OF DELEGATES



Coloureds. Very soon the majority of the students at this university will be Blacks. There can be a great upheaval if that institution remains under the control of the hon the Minister of Education and Culture of this House.

**Mr P NAIDOO:** Mr Chairman, if it is accepted that the birth of a new South Africa is a process and not an event, then changes to apartheid-inspired structures should occur in tandem with the process. Postponing vital changes until the formalisation of the process will merely result in an accumulation of problems.

The restructuring of the administration of the country's education structures will be a clear indication that progress towards a new South Africa need not be held up by the interminable search for a negotiated political settlement. In taking steps such as this, the Government provides evidence that it is breaking with the apartheid past and is entirely committed to change. Education is one of the spheres in which there has been a gross distortion in the spending of public money and there should be no illusions about the problems any future administration will face in eliminating these backlogs.

Education offers scope for the changes contemplated in this interpellation. However, the Government should be alert to the dangers of making far-reaching decisions on its own. It would be wise to offer places on its policy advice committees to all major groups so that the changes have the widest possible support. Persisting with the notion that education is an own affair will merely hinder attempts by the Government to normalise our educational institutions. By initiating changes now, we will succeed in depoliticising education.

**The LEADER OF THE OFFICIAL OPPOSITION.** Mr Chairman, I want the hon the Minister to take a message to the hon the State President: The stubborn attitude of the Government in its refusal to adjust apartheid structures within the tricameral Parliament, is going to have very far-reaching political consequences. The implications are that the Government is providing certain forces outside Parliament with the ammunition they require to destroy the political movements that have chosen to use the institution of Parliament in the programme for peaceful evolution in this country.

- (2) whether he intends introducing such a system or any other measures with a view to reducing the number of instances of excessive speeding and of traffic rules being disregarded on our roads; if not, why not; if so, (a) what measures and (b) when;
- (3) whether he will make a statement on the matter?

D132E

#### The MINISTER OF TRANSPORT:

(1) Yes, the Department of Transport has appointed the Council for Scientific and Industrial Research (CSIR) to research the penalty points systems in use in countries such as the Republic of Germany and the United States of America, with the objective to compile such a system which will take local conditions in the RSA into account. The results of this research are expected to be made available during the latter half of 1991.

(2) Yes, the intention is to introduce a penalty points system to all vehicles and drivers, in addition to goods vehicles, their drivers and operators as envisaged in the White Paper on National Transport Policy.

(a) The Road Traffic Act, 1989 (Act 29 of 1989) already makes provision for the Minister of Transport to prescribe, by regulation, the content of registers to be maintained by various authorities.

The introduction of the National Traffic Information System (NaTIS) will enable the administration of the penalty points system, together with the recording of collisions and outstanding offences, in the case of untraceable offenders. The NaTIS will also allow a law enforcement officer direct access from the roadside to the traffic offence record of a driver, *inter alia* for the identification and possible apprehension of a previously untraceable offender at the time of committing a further offence.

(b) Tenders have already been invited for the supply and maintenance of the NaTIS and are expected to be

awarded during July 1991. It is expected that the offences module of the implementation programme of the NaTIS, will become operational during 1994. This will allow time to resolve anticipated problems to match the new system and the present situation.

(3) No.

#### Security officer: shooting in East London

\*2. Mr M RAJAB asked the Minister of Justice:

(1) Whether, with reference to his reply in the House of Assembly to Question No 367 on 14 May 1990, the investigations into the shooting of approximately 39 persons by an East London security officer, whose name has been furnished to the Minister's Department for the purpose of his reply, have been completed; if not, why not; if so, what is this persons' name;

(2) whether the Attorney-General has reached a decision on the matter; if not, when is it anticipated that a decision will be reached; if so, what is the decision?

D133E

#### The DEPUTY MINISTER OF JUSTICE:

(1) No. The investigation is in the final stages. An investigating team of the South African Police is in the process of finalising certain instructions.

(2) No. The Attorney-General, Grahamstown indicates that it is anticipated that a decision concerning a possible prosecution will be reached within the next few weeks.

#### High cost of medicine: report

\*3. Mr M RAJAB asked the Minister of National Health:

(1) Whether she or her Department has received a report on an investigation undertaken by the late Minister for Administration and Economic Co-ordination into the high cost of medicine; if so, what are the findings and recommendations contained in the report;

I accept that there are practical difficulties. As the hon the State President said during his Vote, there was a change in attitude regarding a super Cabinet. The hon the State President went soft on it. What I am appealing for today—I know the hon the Minister does not have the authority to respond—is for him to convey this message to the hon the State President on this issue alone. I request the Government to go soft on this issue. [Time expired.]

**The MINISTER OF NATIONAL EDUCATION:** Mr Chairman, I want to say again that changes will be made. The hon the State President has said so. It will come. However, it has to come as the result of negotiations in which those parties outside Parliament, that the hon the Leader of the Official Opposition referred to, will also have an opportunity of taking part. I think that is democratic. I think it is correct and fair.

It is because we have set our minds on this course of action, that the whole of South Africa will be represented around the table, negotiating a future for South Africa. It is also there that we shall decide about a new structure. I suggest it is presumptuous of us within the tricameral system to sit down to devise a new system for the RSA.

It is presumptuous of us to determine the future. I suggest that we take the honourable and royal path, the democratic path, of entering into these negotiations and coming up with a new system in due course.

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

#### Carnage on roads: penalty points

\*1. Mr M F CASSIM asked the Minister of Transport:

(1) Whether his Department has conducted any research into the system of penalty points employed in certain countries in an attempt to reduce the carnage on roads; if not, why not; if so, with what results;

to be released from their posts at the end of this year, it will be a travesty of justice and this hon Minister will have to be censured for that, because the pre-primary phase, as my colleague, the hon member for Pinetown, and the hon the Minister himself have said, will grow in importance in this country. It will not diminish. Its importance is absolutely critical.

Mr R M BURROWS: Mr Chairman, I just want to refer to the hon the Minister of Finance's Budget Speech, in which he quoted an investigation which had identified the really vulnerable segments of South African society. The first two listed were pre-school children and children in the age group six to twelve. He provided an additional R220 million for that particular group. This hon Minister and the other education Ministers must go and knock on that door again about pre-schooling. [Interjections.]

One must also take into account the fact that at that stage, in 1986, it was perfectly obvious that the hon the Minister of Education and Culture had not read the report entitled *Providing Services for Pre-school Children in South Africa*, which deals with catering to every child for one pre-school year and the fact that we have to have a structure-free school learning environment. The fact that it is not compulsory at the moment does not mean that it will not become compulsory in the future.

What we should be looking at is at using every single resource, human, voluntary or charitable, to get pre-schooling going. As far as the developing countries of the world and the World Bank recommendations are concerned, they do not say money has to be put into universities. They say it has to be put into pre-primary and primary schooling. Do we not believe the World Bank? [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, allow me to begin by saying that I have taken cognisance of the fact that the hon member for Potgietersrus also made a contribution. [Interjections.]

I wish to say only the following in respect of the hon member for Durban North and pre-primary education and the problems in Natal. It is true that in the past we also had the provincial councils which made a contribution to education from their budget. In the case of Natal, too, a considerable contribution came from the budget

of the provincial council. They made a much larger contribution in respect of their pre-primary education than the other provinces did.

In 1984 we came forward with the new dispensation, and the standpoint was that justice should be done to the four provinces as far as possible. The province of Natal, therefore, by virtue of its budget, should provide education without receiving additional funds. On that basis it is necessary that special work be done in this connection in Natal, which at present has an oversupply in comparison with that of the other provinces. Unfortunately, there is nothing we can do about that.

I thank the hon member for Pinetown for his support in saying this is an extremely important facet and that we should talk to the hon the Minister of Finance. We also need the support of this hon Minister—not that he is not sympathetic with regard to the problem, but the fact is that he has to keep a very careful eye on his purse. The crux of the matter is that we do not have sufficient funds for that purpose.

I want to conclude by saying that the idea of bringing in the five years, possibly in a bridging period, is a very sound idea which is receiving attention. It is possible that we may move in that direction, but I think we should await the recommendations contained in the educational strategy.

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

#### Retrenched/redundant teachers

\*1. Mr K M ANDREW asked the Minister of Education and Culture:

Whether teachers retrenched or made redundant are eligible for appointment to other teaching posts after having made application successfully; if not, why not; if so, under what conditions?

B1023E

†The MINISTER OF EDUCATION AND CULTURE:

Yes, the conditions contained in the "Regulations relating to the Appointment and Conditions of Service of Teachers employed at Departmental Institutions" promulgated under the Education Affairs Act (House of Assembly), 1988.

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, I should like to ask him whether there is any time delay after a teacher has been made redundant or retrenched before that teacher becomes eligible or potentially eligible for a new appointment.

The MINISTER: No, definitely not.

Rembrandt Park Primary: vote for models

\*2. Mr D J DALLING asked the Minister of Education and Culture:

(1) Whether the Rembrandt Park Primary School recently held a poll of parents to vote for one of the proposed models for the admission of pupils of all races; if so, (a) on what date, (b) what percentage poll was recorded and (c) what was the result of the poll;

(2) whether he has authorised the school to proceed on the basis of the said result; if not, why not; if so, with effect from what date may the school proceed on this basis?

B1027E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 13 March 1991,

(b) 95,21%,

(c) 90,82% in favour of Model B;

(2) yes, with effect from 16 April 1991.

†Dr W J SNYMAN: Mr Chairman, arising out of the hon the Minister's reply, I would like to ask him whether it is his Department's policy and whether it indeed happened that an executive director of his Department propagated Model B in public?

†The MINISTER: Mr Chairman, firstly, it is not my policy that a director of education, a school or a teacher propagate a certain model. It is not my policy.

I have no knowledge that any director of education propagated a certain model. What is indeed true, is that directors of education, principals and even teachers are of course within their rights if they give the facts surrounding the various models and if they convey the knowledge as it is contained in the background document. I think it will be a great help if they do it, but I am not in favour of their propagating one or two or three models. That is the policy.

†Dr W J SNYMAN: Mr Chairman, further arising out of the hon the Minister's reply, is he aware that a regional office of his Department under a regional letterhead informs parents to come and vote, whereby the impression is created that they must vote for Model B?

†The MINISTER: Mr Chairman, I am not aware of that but if the hon member has such documentation I invite him to send it through to me. Then we will look at it and judge it reasonably and fairly.

Schools: staff not paid by State

\*3. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether management councils of schools may employ teaching and other staff over and above the number of staff allowed and paid by the State; if not, why not; if so, what conditions pertain to such employment;

(2) whether such teachers may be remunerated at rates different from those pertaining to persons paid by the State; if not, why not; if so,

(3) whether any conditions have been laid down regarding the remuneration to be paid by a management council; if not, why not; if so, what conditions;

(4) whether he will make a statement on the matter?

B1056E

†The MINISTER OF EDUCATION AND CULTURE:

(1) No. However, although such practice is not currently approved policy, the Department is aware that at certain schools such appointments have been made. At present all aspects of the matter are being

looked into with a view to reformulating policy in this regard;

(2) and (3) where such appointments have been made, service conditions are laid down in a contract between the management council and the teacher;

(4) no.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, could he give us an indication as to when he is likely to formulate the recommendations to legalise or end the existing situation? [Interjections.]

The MINISTER: Mr Chairman, as soon as possible! [Interjections.] The reason for my saying as soon as possible is that I cannot tell the hon member that it will happen on this or that date.

The important matter is that I think we should look into it in depth, because it is not good enough for us to say on our part that we do not have money, and when the community is prepared to pump in additional money, to tell them again that they cannot do it. I want to inform the House immediately that it is not that simple, because the question is whose responsibility that education is, if disciplinary steps have to be taken. Must the Department take these steps, or who must do it? There is the question of the pension. Who contributes towards the pension? There is also the medical fund and so on. Therefore it looks simple to do it, but it is not that simple. [Interjections.] This does not remove the fact that we must look at this in depth, and therefore I want to tell the hon member that it is not possible to furnish an exact date. We shall look at it as soon as possible.

**Closure of schools**

\*4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any schools are to be or have been closed in the first six calendar months of 1991; if so, (a) which schools and (b) when are they to be or were they closed;
- (2) how long does a school which is vacant remain under the control of his Department?

B1057E

**The MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes,
- (a) Copperton Primary School 31 January 1991
- (b) Golden Valley Primary School 28 February 1991
- Verlorevlei Primary School 30 June 1991
- Laerskool Albertskroon 31 January 1991
- Laerskool Brakkloof 27 March 1991
- Laerskool Geluk 21 January 1991
- Junior Skool Trap der Jeugd 27 March 1991
- Laerskool Jubileum 27 March 1991
- Laerskool Melkrivier 30 April 1991
- Laerskool Bloedrivier 25 April 1991
- Afrikaans Junior Pri-mère Skool 30 March 1991
- Forest Hill Junior Pri-mary School 30 June 1991
- Soutpan Primère Skool 25 January 1991;

(2) It is handed over to the Department of Local Government, Housing and Works, immediately after it is vacated, unless it is required by the Department for other educational purposes.

For written reply.

**General Affairs:**

**Edendale hospital: staff/beds**

347. Mr R F HASWELL asked the Minister of National Health:

- (1) Whether any of the staff working at the Edendale Hospital in Natal are paid by her Department; if so, (a) how many and (b) in what categories;
- (2) (a) how many beds was this hospital designed to accommodate and (b) (i) how many beds are there in the hospital at present and (ii) in respect of what date is this information furnished;
- (3) whether she will make a statement on conditions at the hospital?

B925E

**The MINISTER OF NATIONAL HEALTH:**

- (1) No,
- (2) and (3) seeing that the Edendale Hospital falls under the jurisdiction of KwaZulu, information cannot be supplied by the Department of National Health and Population Development.

**AIDS: statistics**

350. Mr L F STOFBERG asked the Minister of National Health:

- (a) How many cases of AIDS were notified in South Africa in 1986, 1987, 1988, 1989 and 1990, respectively and (b) in how many cases in each of these years were the persons concerned (i) White and (ii) non-White?

**The MINISTER OF NATIONAL HEALTH**

(a) Reported South African AIDS cases according to year of diagnosis for the years 1986 to 1990 (Information as at 6 May 1991)

Year	AIDS cases
1986	24
1987	39
1988	88
1989	173
1990	297
Total	621 and

(b) Reported White and non-White AIDS cases according to the year of diagnosis for the years 1986 to 1990 (Information as at 6 May 1991)

Year	White	non-White
1986	23	1
1987	31	8
1988	63	25
1989	97	76
1990	79	218
Total	293	328

**Own Affairs:**

Cape School Board area: school capacity/enrolment

81. Mr K M ANDREW asked the Minister of Education and Culture:

- (a) What is the (i) capacity of and (ii) enrolment at (aa) schools in the Cape School Board area, in total, and (bb) each such school and (b) in respect of what date in 1991 is this information furnished?

**The MINISTER OF EDUCATION AND CULTURE:**

- (a) (aa) (i) 46 480.
- (ii) 35 857

(bb)	(i)	(ii)
Batavia Special School	500	345
Bergvliet High School	850	778
Bergvliet Primary School	700	614
Blouberg Ridge Primary School	450	256
Camps Bay High School	450	592
Camps Bay Preparatory School	150	79
Camps Bay Primary School	400	211
Cape Town High School	650	326
Claremont Primary School	400	221
De Grendel Special School	500	463
Ellerton Primary School	350	284
Laerskool Ferndale	350	329
Fish Hoek Middle School	550	418
Fish Hoek Preparatory School	120	165
Fish Hoek Primary School	700	552
Fish Hoek Senior High School	700	485
Gardens Commercial School	500	288
Golden Grove Primary School	650	346
Good Hope Seminary Girls' High School	450	203
Good Hope Seminary Junior-School	400	238
Greenfield Girls' Primary School	300	250

Kleinzee School (Kleinzee)  
Mossel Bay Community Church School  
(Mossel Bay)  
Northside Christian School (Bellville)  
Plettenberg Bay Christian School (Plettenberg Bay)

Rosebank House College (Rosebank)  
*Orange Free State*  
Agapé Christian School (Bloemfontein)  
Bethlehem Christian School (Bethlehem)

### HOUSE OF REPRESENTATIVES

#### QUESTIONS

Indicates translated version.

*For oral reply:*

*Own Affairs.*

*Questions standing over from Tuesday, 7 May 1991:*

#### Classrooms: rates for public use

\*1. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether his Department permits members of the public to make use of classrooms after school hours; if so, (a) for what purposes and (b) at what rates;
- (2) whether these rates have recently been increased; if so, (a) by what percentage and (b) why;
- (3) whether lower rates apply in respect of church denominations and other organisations striving for the upliftment of our people; if not, why not? C93E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
    - (a) For the promotion of the interests of the community at large, provided no other suitable accommodation is available.
    - (b) The present rates payable in advance are as follows:
      - (i) Political meetings and gatherings.
      - (ii) Functions with the aim of financial gain.
      - (iii) Private functions, such as entertainments, for persons other than members of the staff.
- R40,00 per day or part of a day, which includes household ser-

vices, for private functions (weddings, etc.) of staff or members of their family.

R10,00 per day or part of a day, for religious and charitable purposes.

(2) Yes, with effect from 1 January 1991.

(a) An average of 510%.

(b) The rates prior to revision which were applicable since 1978 were unrealistically low and did not keep pace with the increased cost of erection and maintenance of school buildings. The current rates still compare favourably with that of other instances

(3) Yes, see (1)(b).

Mr W J DIETRICH: Mr Chairman, will the hon the Minister kindly take a supplementary question?

The MINISTER OF EDUCATION AND CULTURE: No, Sir, I am not prepared to take a question. [Interjections.]

#### Highveld Technical College: hostel

\*2. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether the Highveld Technical College has applied to his Department for a hostel to be built for its students; if so, when was this application made;
- (2) whether this hostel will be built; if so, what are the relevant details; if not, why not? C95E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

6 May 1975.

(2) Yes.

The provision of a hostel and a hall is a high priority on the building programme but unfortunately funds are not available at this stage.

Circular No 45/89: withdrawal

\*3. Mr W J DIETRICH asked the Minister of Education and Culture: SO

Whether Circular No 45/89, which was issued by his Department on 23 October 1989 and dealt with the appointment of Indian teachers, has been withdrawn; if not, why not; if so, (a) on what date, (b) what is the (i) number and (ii) purport of the circular in terms of which it was withdrawn and (c) to whom was it addressed?

50

C98E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) 25 March 1991.

(b) Up to the publication of the main Education Bulletin for the advertisement of teaching posts in May 1990, the Department's policy pertaining to the appointment of persons other than Coloured persons (as stipulated in the Education Act No 47 of 1963), has pertinently been referred to under the heading "Appointment of persons other than those that are served by this Department". After the decision taken on 25 March 1991, this particular clause has been omitted from the Education Bulletin in which teaching posts are advertised. In this regard reference can be had to Education Bulletin No OP 1/91 of 28 March 1991 in which no fewer than 2 170 promotion posts for CS-Educators have been advertised.

(c) The Education Bulletin is issued to all education institutions and other interested parties including for example the library.

For written reply:

Own Affairs:

Certain areas: houses for Coloureds

12. Mr A ESSOP asked the Minister of Housing:†

(1) Whether his Department built any houses for Coloureds in (a) Beaufort West, (b) Langsburg, (c) Merveville, (d) Sutherland and (e) Matjiesfontein in the financial years 1985-86, 1986-87, 1987-88, 1988-89, 1989-90 and 1990-91, respectively; if so, what amount was spent in each of these financial years on the build-

ing of such houses in each of the above-mentioned places; if not, (i) in what financial years was money not so spent and (ii) why not, in each case;

(2) whether he will make a statement on the matter?

C61E

The MINISTER OF HOUSING:

(1) No.

The Department does not build houses. Local authorities may however apply for loans to the Department for this purpose.

(i) During recent years the following loans were approved by the Housing Board, administered by the Department, for housing purposes:

Beaufort West	Approved	Drawn
houses	R5 176 518,00	R4 993 192,77
30 self-help houses	R440 500,25	R291 718,12
Langsburg		
70 houses	R876 532,44	R847 657,00
Sutherland		
22 self-help houses	R209 000,00	R180 000,00
Matjiesfontein		
upgrading	R27 945,00	0
(2) No statement.		

Transvaal teachers: grievances

15. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether teachers at schools under his control in the Transvaal recently raised any grievances with his Department; if so, (a) when and (b) what was the nature of the grievances;

(2) whether any settlement has been reached in regard to these grievances; if not, why not; if so, what were the terms of the settlement?

C76E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, but only one school was involved.  
(a) On 4 March 1991.

(b) Control as executed from within the principal's office with regard to current affairs and general human relations problems arising from disunity among the staff

(2) Yes. The Regional Chief Inspector concerned conducted an inspection at the school for two days in order to investigate the grievances. His findings were discussed with the entire staff and specific misperceptions on which the grievances were founded have been eradicated. Guidance was also given to the principal pertaining to modern control practices and feedback received from the school thus far has been positive and encouraging.

Riverlea Senior Secondary School: posts

19. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether his Department received any applications for the (a) Biology and (b) English head of department posts at the Riverlea Senior Secondary School in 1990; if so, (i) who were the applicants, and (ii) what were their academic qualifications, in each case;

(2) whether any of these applicants were appointed to the said posts; if so, (a) who were the successful applicants in each case and (b) for how long had each post been vacant; if not, for what reasons;

(3) whether these posts are still vacant; if so, for how long has each been vacant?

C89E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) *Head of Department (Biology)*

(i) and (ii) Mr N Pil-lay (BSc degree in Education)

(Higher Education Diploma plus BA degree)

Mr A N Paulsen (Matric plus Primary Education Diploma)  
Mr M A Petersen (Matric plus Primary Education Diploma)  
Miss J P Timothy (Student)

(2) No.

It has been decided to readvertise the posts.

(3) Yes.

Since 1 October 1984 in both cases.

Juvenile offenders: institutions in Tvl

23. Mr T R GEORGE asked the Minister of Education and Culture:

(a) How many (i) schools of industry, (ii) reform schools and (iii) other institutions for juvenile offenders falling under the control of his Department are there in the Transvaal, (b) what is the name of each of these schools or institutions, (c) where is each situated, (d) how many pupils (i) are and (ii) can be accommodated in each of them and (e) in respect of what date is this information furnished?

C96E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) None.

(ii) None.

(iii) None.

(b), (c), (d) and (e) Not applicable.

Riverlea Extension 2: primary school

24. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether, with reference to his reply to Question No 14 on 20 May 1988, it is still the intention to build a primary school in Riverlea Extension 2; if not, why not; if so, (a) when and (b) where;

(2) whether he will make a statement on the matter?

C97E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) and (b) In spite of several attempts made by the Department, problems are still experienced in locating a suitable site for the erection of a school building because of the fact that Riverlea is situated in a mining area.

(2) A statement is not deemed necessary.

Whether, after the abolition of the Population Registration Act, No 30 of 1950, he envisages or plans any other legislation or other measures to determine how White children will be identified in order to maintain separate schools for White children; if not, why not; if so, what legislation and/or measures?

B1039E.INT

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Brits knows that there are three fundamental laws which regulate the provision of Government school education by my department, firstly, the Constitution, which provides in section 14(2) and in paragraph 2 of Schedule 1 that education which is provided by my department is an own affair; secondly, the National Education Policy Act; and thirdly the Education Affairs Act. These three laws determine *inter alia* that my department provides education primarily to Whites, but that it can provide a service and that the schools admission policy schools may be determined by communities themselves under certain conditions.

The Population Registration Act does not therefore regulate the provision of education. The provisions of the draft Act which will repeal the Population Registration Act provides that anything which is done in terms of the repealed Act, remains valid for the purposes of the enforcement of the Constitution until the Constitution is also repealed and is therefore replaced by a new constitution. For example, present voters retain their existing classification.

Children are permitted to enter compulsory education from the age of six and seven. Therefore, pupils who were not classified would only enter our system in about 1996. I am convinced that by that time we will have a different constitution and a different education system, a system which will also satisfy the demands of what is right and fair for my clients as well. In the meantime the pupils who are not classified, are dealt with in terms of measures which are applicable to foreigners.

In terms of the present constitutional dispensation it is therefore not necessary for me to consider other legislation or introduce measures, and I do not intend doing so.

It is well known that the education system of the future—I want to emphasise that I am talking

HOUSE OF ASSEMBLY

about the education system of the future—will be on the negotiating table, but the hon the State President has already given important guidelines for the future. Provision will be made for schools which are administered on the grounds of their own ethos or mission and an own outlook, but—allow me to state this unequivocally—there will be no law which prevents pupils from attending a school in the new dispensation merely on the grounds of skin colour. Schools with their own language, yes; schools for a community which has certain values, yes; schools which promote an own culture, yes; schools which have a Christian and broader national character, yes; schools which follow a unique curriculum, yes; schools which are racially exclusive by nature, a definite no. Our education must be based on educational values. We must rid ourselves of racial prejudice.

\*Mr A GERBER: Mr Chairman, I am speaking in this debate with the consent of the hon member Mr H D K van der Merwe, who is not present here this afternoon.

SO I want to begin by saying that the Government did not think through the repeal of the Population Registration Act. It did not take into account the consequences which this would have for schools, for example. For that reason I want to tell the hon the Minister today that as a result of the repeal of this Act enormous practical problems are going to arise for him and his Government schools which he will want to reserve for Whites only.

It is no good saying this afternoon that the Population Registration Act is going to remain valid until the end of the present constitutional dispensation with regard to the admission of children to schools. I want to ask the hon the Minister whether schoolgoing children are going to remain classified on the registers of the State once the Act has been repealed. Will his department be able to establish at the Department of Home Affairs to which race group a child belongs if, for example, a dispute arises with regard to its admission?

A further question is what is the hon the Minister going to do with those children who have never been classified. Is his department going to undertake such a race classification? Surely he knows that after the Act has been abolished many unclassified children are going to apply for admission to schools. How is he going to deal

with the children of Black immigrants who come to South Africa? How is he going to cope with those unclassified children who live in White residential areas next to the White school and are going to demand to be admitted to that school?

After this Act has been abolished and all the other Acts which differentiate on the basis of race have been abolished, will he still have the courage to tell these children that they are welcome in the residential area and in the churches in that neighbourhood, that their parents may be on the voters' roll of the local authority, that they may use the swimming pools and facilities in that area, but that the schools are reserved for Whites only? [Interjections.] I want to go further. There are many ANC exiles returning to South Africa. They spent many years abroad. [Interjections.] I assume that their children are also welcome in South Africa. Does the hon the Minister think for a single moment that he will be able to convince his new partners to consent to having their children classified for school purposes for the sake of order in South Africa? The hon the Minister is living in a fool's paradise if he thinks that. [Interjections.] Those people are going to cause him one embarrassment after another. [Interjections.] They will torment him with one application after another at his White Government schools, and they will put pressure on him until he is blue in the face and, as usual, gives way to the pressure. [Interjections.]

SO Mr R M BURROWS: Mr Chairman, this hon Minister is, in this session, nothing if not consistent. He answered the same question on 19 February, 16 April and 7 May, and he has always answered it in the same way. He says his schools will remain racially segregated because the Constitution says so.

But the Constitution does not say anything about the segregation policy. Let me give hon members an example. This hon Minister's own colleagues, the Minister of Education and Culture in the House of Delegates and the Minister of Education and Culture in the House of Representatives, have opened their schools. [Interjections.] They are not obliged by the Constitution to keep them closed.

This particular Minister's problem is rapidly approaching. The hon the State President has taken up a very public position by saying that at the end of this session there will be no more

discriminatory legislation on our Statute Book. He said it publicly. We can accept—and we have said this—that the own affairs structure may have to remain because it is a constitutional structure, but the policy of this hon Minister—because that is what it is—to keep his schools segregated is a discriminatory policy. [Interjections.] There is nothing in the law that obliges him to do so. [Interjections.] Therefore, if at the end of this session this hon Minister has not moved to open his schools, we shall say that the discriminatory policy of this hon Minister does remain.

The question remains: Will the repeal of the Population Registration Act affect us? No, strictly speaking it will not, because we had segregated schools before there was a Population Registration Act. The question that remains is whether, in the eyes of lawyers and in the eyes of judges, this hon Minister can have his officials apply a racial restriction when there is no Population Registration Act and when the only thing that remains is the policy this hon Minister is applying.

We reject the policy of the CP to return to absolutely indefensible racial criteria, but the hon the Minister is also wrong. [Time expired.]

\*THE MINISTER OF EDUCATION AND CULTURE: And of course, Mr Chairman, it is the hon member for Pinetown alone who is right, as usual, in his own opinion. [Interjections.] There is therefore only one person who has the answers and that is the hon member, or so he thinks. [Interjections.]

I have explained the matter repeatedly to the hon member for Brits. If the hon member would just do me the favour of listening to my answer, he will not raise the same argument again. [Interjections.] The problem is that the hon member is not concerned about what the answer is going to be; he has decided in advance that he is going to say certain things and then he simply says them. Just to take up time.

I said very clearly—the hon member for Pinetown referred to this—that there were separate schools long before there was a Population Registration Act. That is the first point. The second matter to which I want to refer is that education in this country is administered basically in terms of the provisions of the Constitution and from that powers are given to two other

HOUSE OF ASSEMBLY

education Acts, namely the National Education Policy Act and the Education Affairs Act. [Interjections.] Those two Acts determine that education under the Department of Education and Culture, Administration: House of Assembly is for Whites only. [Interjections.]

The hon member for Pinetown referred to the House of Representatives and the House of Delegates and he argued that my saying that this was based on the Constitution was not true. The hon member should just be slightly more clever than he thinks he is. If he would go and read paragraph 14 of Schedule 1 of the Constitution which contains the service principle, in conjunction with section 16 . . . [Interjections.]

Wait a minute. He will then see that any Minister responsible for education in a specific House has the right to provide service after specific agreements with other Ministers and with the approval of the State President. [Time expired.]

\*Mr J H HOON: Mr Chairman, the hon the Minister recently said in this Chamber that parents who adopted model B could utilise the admission measures to keep their school a White school. In its propaganda the NP adopted the principle of open schools and persuaded parents to accept model B. It was stated that if a Black majority government should ultimately come about in South Africa, parents would then retain the right to admit only White children to those particular schools under those circumstances. The hon the Minister destroyed that hope in his reply which he gave to these NP parents today. [Interjections.] NP parents accepted model B under this pretext with the intention of reserving their school for White children only. Many schools did that.

The NP has now opened its membership to people of colour, who can now buy houses in White residential areas and live there; they can even belong to the same NP branch as hon members. [Interjections.] The Population Registration Act is now being repealed. The references to Whites, Coloured and Asian and Black are now being removed from South Africa's legislation, because they are racist and discriminatory in terms of the NP standpoint.

I now want to ask whether there is any way in which separate schools for Whites can be maintained in the new South Africa, except by means

HOUSE OF ASSEMBLY

of the unaffordably expensive option of a private school. [Interjections.]

The hon the Minister gave the answer to that. He said no, even in Kuruman where the control boards consist of conservative people who want to keep their school White, the Government will ultimately force parents to throw open their school to members of their party. [Time expired.]

\*Mr A GERBER: Mr Chairman, I will try to simplify it even further for the hon the Minister. [Interjections.] Neither the Constitution, nor the National Education Policy Act, nor the Education Affairs Act determine who is White and who is not White

If a pupil were therefore to arrive at a school and he had not been classified and he applied to be admitted to a White school, then we want to know on what grounds such a child could be refused, even if he were Black. That is the question to which the hon the Minister has given no answer this afternoon. That is the simple question to which we want an answer. [Interjections.] He can give it to us now. [Interjections.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, allow me first of all to reply to the hon member for Kuruman about his model B.

\*Mr J H HOON: It is your model B [Interjections.]

\*The MINISTER: The Government's model B, which is an excellent additional model . . . [Interjections.] Yes, we proudly take responsibility for it. The fact is, when a school community decides to choose model B, they have the right to determine the admission requirements within the larger requirements of the law. Such a management board could therefore decide under the present system either to admit children of colour or not. It is their right to do so, and there is no problem with that.

However, I have often said in public that I did not understand how a school community could decide to choose model B if they wanted to do so to reserve the school for Whites, because according to the status quo, Government schools are for Whites only.

The hon member asked about the future. I want to say again categorically that in the future, in the new dispensation, race and colour will not play a

role. It will definitely be true that schools will not be able to remain exclusively White on the grounds of colour, but they will be able to practise their own type of education on the grounds of equal values. These values are, for example, mother tongue, Christianity, culture and so on. It would therefore be practically as well as theoretically possible for a school in a specific community where there are only Whites to consist of only Whites. However, this would not be on the grounds of the fact that their colour was White. We must accept that in the new dispensation; that is the way it will be. [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE (for the Minister of Welfare, Housing and Works):

One project was built during 1990, namely Dewetshof consisting of 86 single and 15 double flats for Category A aged persons.

The loan amount approved by the Development and Housing Board for this project, amounts to R5 100 213.

*For written reply:*

*General Affairs:*

#### QUESTIONS

Indicates translated version.

*For oral reply:*

*Own Affairs.*

**Whites: State housing assistance**

\*1. Mr P G SOAL asked the Minister of Welfare, Housing and Works:

What amount was spent by the State in respect of housing assistance to the White population group in the latest specified financial year for which figures are available?

B1013E

The MINISTER OF EDUCATION AND CULTURE (for the Minister of Welfare, Housing and Works):

An amount of R86 080 544 was spent by the Development and Housing Board during the 1990/91 financial year in respect of housing assistance.

**Aged Whites' accommodation: State assistance**

\*2. Mr P G SOAL asked the Minister of Welfare, Housing and Works:

How many accommodation units for aged White persons were built in the Johannesburg municipal area with financial assistance from the State in 1990?

B1015E

\*The MINISTER OF EDUCATION AND CULTURE (for the Minister of Welfare, Housing and Works):

One project was built during 1990, namely Dewetshof consisting of 86 single and 15 double flats for Category A aged persons.

The loan amount approved by the Development and Housing Board for this project, amounts to R5 100 213.

*For written reply:*

*General Affairs:*

**Regional Services Council: chairmen/pensions**

321 Mr W J BOTHA asked the Minister of Planning, Provincial Affairs and National Housing:†

(1) (a) How many serving chairmen of regional services councils (i) receive a pension for service previously rendered in a government body and (ii) do not receive such a pension and (b) in respect of what date is this information furnished,

(2) whether a chairman of a regional services council who receives a pension from a government body and has rendered only one day's service and dies, qualifies for a pension; if so, in terms of what statutory provisions and/or regulations;

(3) what requirements must a chairman of a regional services council satisfy in order to qualify for a pension?

B835E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

*Cape Province:*

(1) (a) (i) Four.

(ii) Seventeen.

(b) 25 April 1991.

(2) No.

(3) The remuneration package of regional services council chairmen does not provide for pension benefits.

*Orange Free State:*

(1) (a) (i) Three.

HOUSE OF ASSEMBLY

# School system 'stays for now'

## Political Staff

THE present system of education, based on the apartheid concept of own-affairs, will be kept in place until a new constitution is negotiated, says Minister of National Education Mr Louis Pienaar.

Speaking in an interpellation in the House of Delegates, he said it was not possible to change the present education dispensation without changing the constitution.

Changing all primary, secondary and tertiary education from own affairs to general affairs would entail a large scale amendment to the Constitution

Act. (S) 22/5/91 ARG.

"No such step is being contemplated outside of the context of full scale constitutional negotiations," Mr Pienaar said. "It would be undemocratic for the government to change the present education system, which is inextricably linked to the constitution unilaterally and with immediate effect."

The government would like to see the establishment of a broad education negotiation forum where the future of education could be discussed.

"In the meantime the present education system must remain intact."



## No race-based schools in new

### SA - Clase

<sup>(50)</sup>  
Star 22/5/71

There would be no laws in the new dispensation to prevent a child from registering at any school purely because of his race, Minister of Education and Culture Piet Clase said in the House of Assembly yesterday.

Speaking during an interpellation debate, he said schools would be provided on the basis of language, Christian values or national character — but no racially exclusive schools.

"Our education system must be based on educational values," he said.

The interpellation was on a question by Andrew Gerber (CP Brits) on whether, after the abolition of the Population Registration Act, the Minister had plans in which white children could be identified to maintain separate schools for whites.

Mr Gerber said the Government had not thought properly about abolishing the Population Registration Act.

"What about children who have never been classified, or those of black diplomats? If one arrives at a school and is not racially classified, on what basis can he be refused admission?" — Sapa.

# Education overhaul must wait <sup>22/9/61</sup> so Pienaar

It was not possible to change the present education dispensation immediately, Minister of National Education Louis Pienaar said in the House of Delegates yesterday.

Replying in interpellation debate to a question from Amichand Rajbansi (NPP Arena Park) he said it was not possible to change the present education dispensation without changing the Constitution.

"To change primary, secondary and tertiary education from own to general affairs would require a large-scale amendment to the Constitution Act."

No such step was being contemplated outside of constitutional negotiations.

"A new education system must come, but it must come as

part and parcel of a new constitution negotiated between all parties. It was only democratic and fair that organisations outside Parliament take part in negotiations.

"The whole of South Africa must be represented around the table. It would be presumptuous of us in the tricameral Parliament to sit and devise a system for a new South Africa."

In the meantime, the present system of education would continue.

Mr Rajbansi said that by refusing to make internal adjustments in the tricameral Parliament, the Government had placed itself, and others concerned with the administration, in a vulnerable position.

Mr Pienaar should convey to

the State President that the Government's stubborn attitude of not changing structures would have far-reaching political implications.

They were providing forces outside Parliament with cannon fodder to destroy political movements committed to peaceful change.

Kamal Panday (NPP Reservoir Hills) said the exclusive racial character of schools was being changed. The Population Registration Act and the Group Areas Act were being repealed. It was now imperative to move education from the own affairs schedule to general affairs.

"This would be in keeping with the spirit of change," Mr Panday said. — Sapa.



Louis Pienaar . . . Minister of National Education

# Sowetan Schools head wins top teachers' prize

Sowetan 22/5/91

By PHANGISILE MTSHALI

THE head of the Sowetan Schools, Mr William Smith is South Africa's most innovative teacher of 1991.

Smith walked away with R50 000, South Africa's highest professional prize at a prestigious banquet held in Pretoria at the weekend.

The competition, sponsored by Barlow Rand, was open to all high school teachers. The prize was awarded to Smith by Technotron after six months of screening by a panel of judges drawn from Pretoria University, various education department and from the private sector.

His most innovative educational development was the pioneering of a world-first TV studio. This unique facility enables educational television programmes to be produced at five percent of the normal costs. It is believed to be key to solving education crisis in South Africa.

Smith told the gathering that television education was the only practical avenue available to educating South Africans.

"If we do not educate, people will be non-productive, there will be no economy and no future for the country," he said.

"If we took all the money currently available for primary, secondary and tertiary education and used it to educate all youngsters, it would run out during their Standard 4 year," he said.

Smith said his prize-money would be used for more television programmes "as sponsors are still needed to come forward".



# Focus on 'lost' youth

Sowetan 22/5/91

SO (18)

BEHIND the unrest sweeping the country is a generation of black youth with little education, militarised and brutalised by waves of violence.

The crisis shows signs of deepening and because of this the Joint Enrichment Programme is to host a national conference next month to begin addressing the plight of South Africa's marginalised youth.

Participants will include representatives

from political, church, youth, women, labour, education, civic and development organisations and embassies.

"We will try to come up with programmes, taking into account the trauma our youth have been through, the kind of education they have had," JEP president Ms Sheila Sisulu said yesterday.

"Socio-economic and political factors can com-

bine to produce a psychological alienation.

"The realisation that she/he has been marginalised by society, makes them turn to violence, drugs and criminal behaviour easier. How is this generation to be drawn into mainstream, productive citizenship?"

The conference will take place from June 7 to 9 at the Alpha Training Centre, Broederstroom. - Sapa.

# Advtech hits first slump since listing

THE education and training market was badly knocked by the recession, with market leader Advtech reporting its first disappointing year-end results since being listed in 1987.

After growing fivefold in three years, Advtech's earnings tumbled to 4,6c a share — a third of 1990's 14,11c.

Dividends were reduced to 1,5c (4,0c).

Advtech chairman Brian Buckham said although earnings slumped, the group had succeeded in its goal of consolidating and strengthening its balance sheet.

Long term liabilities were cut by 52% to R550 000 and the debt equity ratio was reduced to below 20%.

He said the group had downsized its operations by reducing staff from 160 to 130 during the year, but the

**ROBERT LAING**  
 recession was worse than the company had expected.  
 Turnover decreased 11% to R24m

(R27m) and operating income dropped 43% to R2,3m.

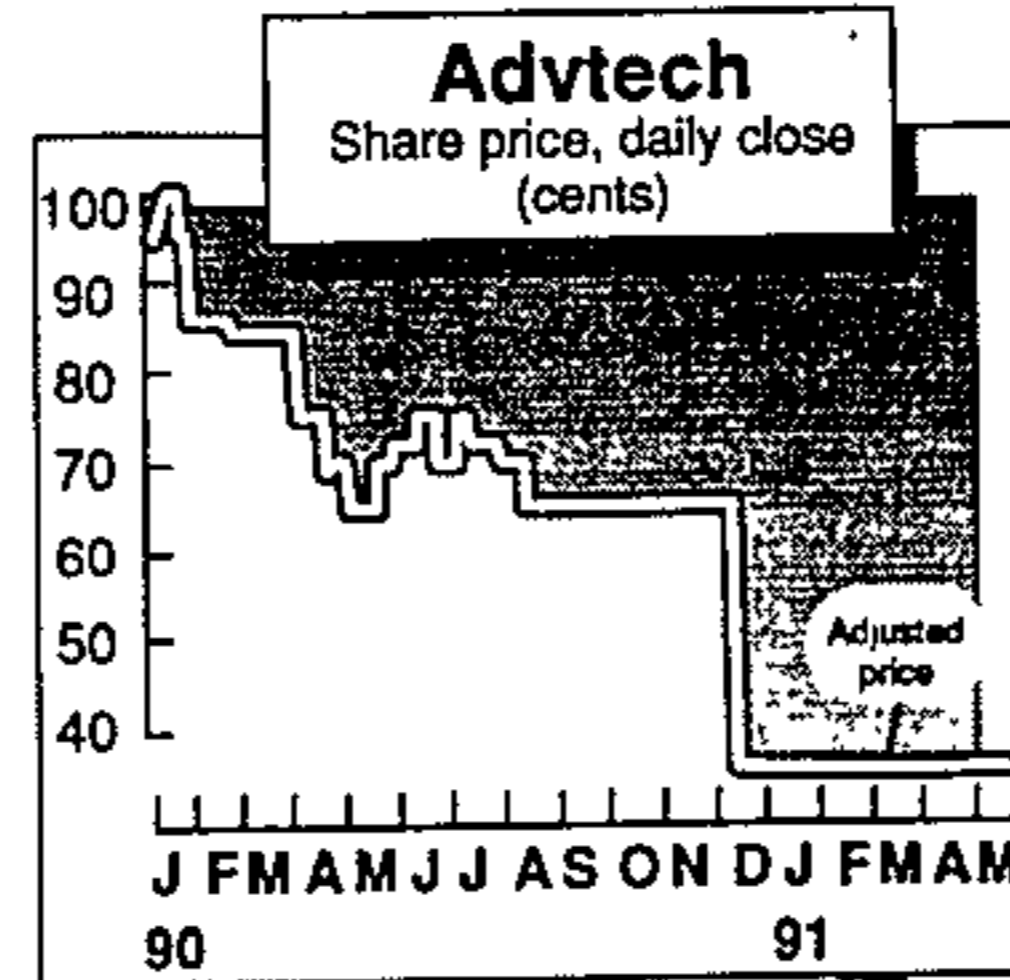
Higher tax and the cost of introducing new high-tech products onto the market resulted in attributable income dropping 67% to R945 000.

Buckham is confident about the education industry's future despite last year's setback.

"In the past, computer-based education was disappointing because the software was not good enough.

"Now the right type of software has been developed and is entering the market."

Advtech has installed a computer-based education system at the University of the Western Cape, which Buckham hopes will be the first of many such contracts.



Graphic: LEE EMERTON SOURCE: INET

# Black pupils in class boycott, mass action

50 CT 23/5/91

## Education Reporter

TOWNSHIP school pupils have declared a class boycott and programme of mass action from today, claiming the Department of Education and Training (DET) has "drawn the battle lines" by failing to respond to their demands.

The pupils, represented by the Congress of South African Students (Cosas), marched to the DET offices on the Foreshore two weeks ago and presented officials with an ultimatum demanding more schools, teachers, textbooks and equipment.

The Cosas spokesman for the region, Mr Siphon Kussie, said yesterday that the mass action would consist of marches and pickets outside all township schools and DET offices. No tuition would take place, except on May

31 "in defiance of Republic Day".

A letter received from the DET regional office, dated May 14 and shown to the media yesterday, acknowledged the shortage of classrooms and teachers, but said funds were "just not available in the present budget".

Referring to the textbook shortage, the DET said many pupils did not return their books at the end of the year.

"Some formula will have to be devised by those who lead our students to help us reduce the losses and to retrieve textbooks which are lying unused in many homes," the letter said.

The Minister of Education and Training, Dr Stoffel van der Merwe, said more than 15 million books should be in circulation in DET schools in SA — more than enough for present pupils.



Write to win . . . Cynthia Hugo (far right) yesterday received a R100 000 donation on behalf of READ from Dr Nthato Motlana (fifth from right), a trustee of the Southern Foundation, to fund a new competition for teachers. Looking on are teachers from various schools in the townships. Picture: Alf Kumalo

## R100 000 for <sup>59</sup>READ contest <sub>231</sub>

A donation of R100 000 to fund an exciting new competition for teachers was yesterday handed to READ (the Read, Educate and Develop organisation) by Dr Nthato Motlana, a trustee of the Southern Foundation.

Following on the success of an earlier Southern project, READ has gone on to develop several similar read-aloud packs, which provide models of practical language teaching based on a story. The contest, launched yesterday, asks teachers to design their own read-aloud packs. *Star 23/5/91*

Workshops will be run to demonstrate to teachers how to design a successful pack. There will be 10 regional prizes of R500 each. The national winning entry will earn its creator R1 000 and will be published. — Staff Reporter.

**HELPING HANDS:** A policeman and a local resident joined forces to extinguish a fire, believed to have been started by hostel dwellers, at a Meadowlands home. ● Photograph: Jacob Rykliff.

# SA back in world money markets

The South African Government is continuing to reap substantial international financial benefits from its reform programme.

Only weeks after the European Community lifted sanctions against South African iron and steel, the Government has managed to secure a \$50 million re-financing package through international capital markets.

Although the issue, negotiated by Swiss and other European banks, is a relatively small refinancing measure, and does not attract new money to South Africa, it is regarded as a success.

South Africa's re-entry into the inter-

start 415191 280

## SVEN LUNSCHKE

national capital market was within weeks of President F W de Klerk's visit to Europe. Bankers were most impressed with Mr de Klerk's performance, Neil Behrmann writes from London.

The refinancing package allows the Government to spread its foreign debt repayments over a longer period, rather than stick to the tight schedule prescribed by creditor banks according to its debt rescheduling agreement with the SA Government.

These measures are also known as debt roll-overs. About half of SA's debt in 1990

was rolled over and a further \$1 billion of this year's total \$2,1 billion debt is expected to be rolled over.

But the latest re-financing package is significant in that economists believe that previous roll-overs were extended almost exclusively to parastatals, like Eskom and Transnet, and not to the SA Government.

Furthermore the refinancing package was placed on international capital markets, whereas other roll-overs in the main involve the simple extension of the original debt repayments.

While the reform programme has

● TO PAGE 2.



# US expert warns on education

By GRACE RAPHOLO

UNLESS teachers are trained for multi-cultural education, desegregation will bring racial conflict, the executive director of the American Chamber of Commerce in South Africa has said.

Mr Wayne Mitchell gave the warning at the launch of an educational foundation linked to Amcham's Policy Research Unit.

24/5/91

So. Africa

SO  
Trouble

The unit has for the past 16 months been involved in a drive aimed at facilitating the desegregation of public education.

Mitchell said the shortage of experienced teachers would mean trouble when more black pupils entered white schools.

Neither provincial authorities nor the Government had attempted to equip teachers with the skills and training necessary to deal with nonracial classes, Mitchell said.



**No blocks to registration' (50)**

■ No laws in the new dispensation would prevent a child from registering at any school because of race, says Education and Culture Minister Piet Clase. After the abolition of the Population Registration Act, schools will be provided on the basis of language, Christian values or national character — but no racially exclusive schools.

w/mail 245-2915/91

# Non-racialism slips in despite obstacles

24/5 - 29/5/91

w/mail 24/5 - 29/5/91

(50)

**A**S the dust settles over the opening of some white schools last year, "own affairs" education is crumbling of its own accord in schools designated Indian and coloured.

Although the trend is an uneven one nationally, and the Coloured Persons Education, Indian Education, Bantu Education and Christian National Education Acts hold the status quo of apartheid education firmly in place, non-racialism is gradually being forged on the ground — particularly in the Cape and Transvaal.

House of Delegates Education Minister Dr Kisten Rajoo announced in parliament that there were 10 686 African, 4 880 coloured and 29 white pupils in Indian schools, and that one African, 16 coloured and 108 white teachers had been deployed there.

"In so doing, we have impressed upon our Indian pupils that the transformation of South African society into a non-racial, unitary nation is imminent, and we have taken a firm step towards nation building," said Rajoo.

Decisions about admissions, though, have been left very much to individual principals — which means moves towards non-racialism in these schools is based more on whim than policy.

In Lenasia, where more than 750 pupils have been accepted at the six high and 16 primary schools from surrounding squatter camps and townships, the attitude of principals has been described as "cautious but positive".

The approach is a piecemeal one, though. The department still works within a racial framework and principals are placed in an invidious posi-

tion, as it is they who have to decide. "Schools can't open their doors to African children in a paternalistic way," said Lenasia Education Forum spokesman Ismail Vadi — also chairman of Lenasia's SA Democratic Teachers' Union branch. "We need a single education department — non-racialism needs to incorporate administration and teaching, as well as pupils."

Difficulties abound — apartheid's legacies still creep into every aspect of learning. The "own affairs" ethos is embedded in the tricameral constitution, and nothing less than holistic restructuring will begin to address the discrepancies in any fundamental way.

At top level, for example, the Group Areas Act may have been abolished, but high schools are obliged to give priority to pupils from "feeder" primary schools in areas still racially populated. Massive demands for placement arise from accommodation shortages in Department of Education and Training (DET) schools — but the need cannot be met.

Undoing the knots is likely to take generations. The philosophy of separate education is cemented in the Republic of South Africa Constitution Act of 1983, which defines the concept of "own affairs". But organically educators and their charges are orientating themselves in small ways towards non-racialism — perhaps forcing constitutional change to happen sooner rather than later.

reports **PORTIA MAURICE**

## Education project targets Alexandra

101 TANIA LEVY 50

A NEW multimillion-rand campaign to educate and employ Alexandra youth has been launched in an attempt to reduce Sandton's high crime rate and improve conditions in the township.

The "Education for Employment" programme is a joint venture between Sandton and Alexandra organisations.

It aims to provide job training for the so-called "lost generation" and unemployed adults, improve the township's schools and provide community leaders with management skills.

The AlexSan Kopano Educational Trust, which is organising the project, has launched a worldwide appeal to raise R26m over the next three years.

The trust's committee includes local ANC leader Popo Molefe, former SA Council of Churches education head Sheila Sisulu, Alexandra Health Centre head Tim Wilson, former Toyota MD Colin Adcock, Sandton Civic Foundation members and Alexandra community leaders. B10ay 24/5771

At the project's launch in Sandton last night the trust's director Dave Jackson said the project was an investment in a more peaceful and prosperous way of life. The alternative would be escalating crime and diminishing personal security.

50 372

**SA gives Swazi scholarships**

■ South Africa had donated R121 000 towards educational scholarships for Swaziland pupils, SA Trade representative Etienne du Toit said this week. Du Toit said R91 000 would be for Swazi students at South African institutions and R30 000 for Swazi community schools.



WESTERN CAPE SCHOOLS CRISIS

MICHAEL MORRIS  
Political Correspondent

RISING discontent in black schools in the Western Cape over the shortage of essential equipment and the apparent disinterest of officials is threatening to erupt in violence that will wreck peace efforts in the region, the government has been warned.

There have already been clashes between boycotting pupils and the police and tension is mounting.

Fears have been expressed that the situation could erupt into full-blown unrest unless urgent steps are taken to address the cause of discontent.

President De Klerk is to be asked to review the situation as a matter of urgency.

'Tinderbox'

"There is an impending disaster," said Democratic Party MP for Claremont Mr Jan van Eck, who recently toured township schools to see conditions for himself.

"We are sitting on a tinderbox and unless something is done now, schools in the Western Cape will go through the same trauma they have gone through before — mass violence and mass demonstrations. Then we can write off peace in the Western Cape."

He said he was getting calls daily from principals, teachers and parents "crying out for help" because the situation was so bad.

56  
Addns 25/5/91

# Act now, FW urged

"It is all a question of money — money for facilities, books, desks. These are the facilities white parents take for granted and which are lacking in every township school in the Western Cape.

"I will be asking President De Klerk to address this issue and see to what extent funds from the Independent Development Trust can be used to alleviate the situation.

"I believe that if the government is willing to spend money, the crisis can be averted."

Mr Van Eck highlighted examples of deficiencies:

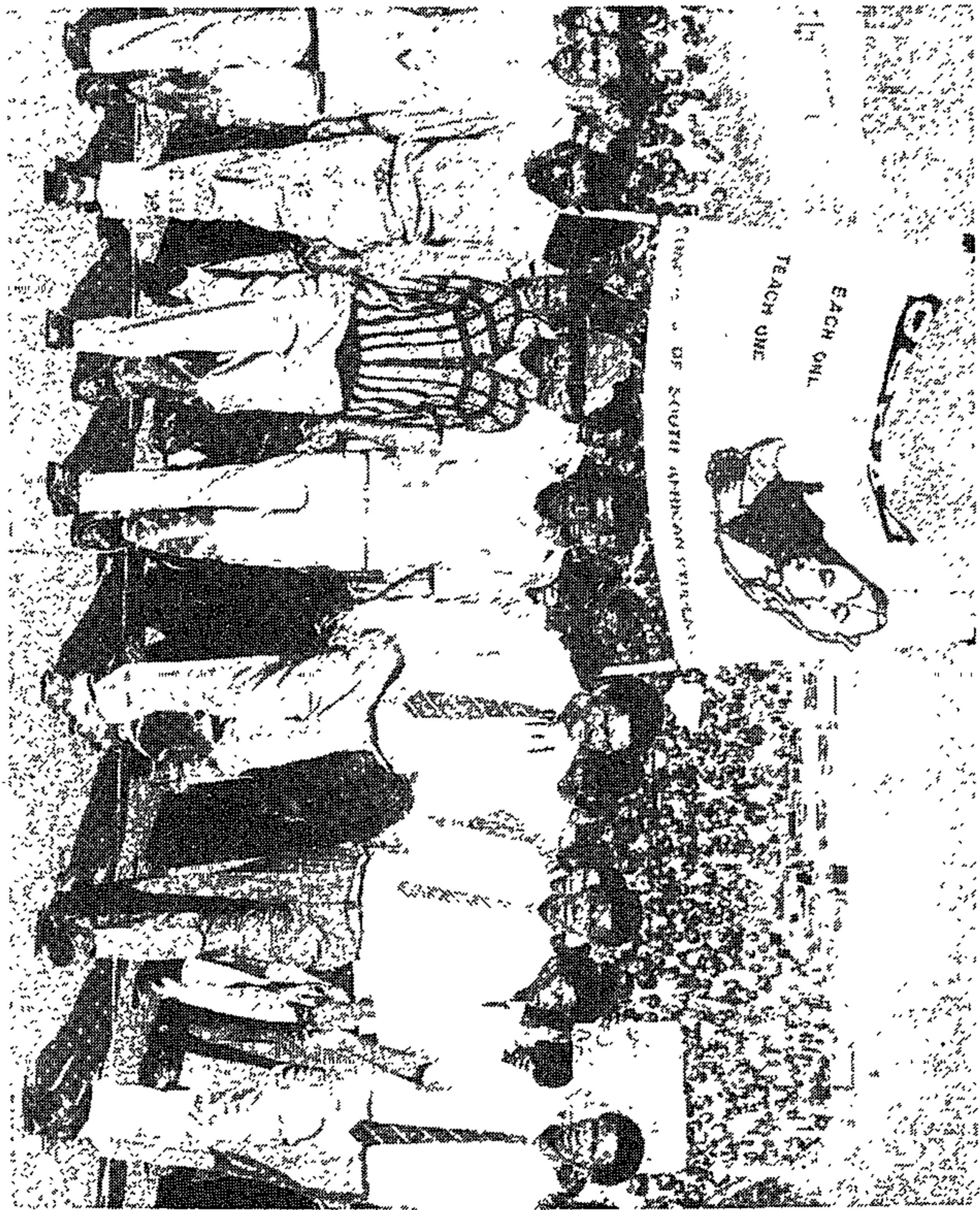
- Pupils at the Nomsa Mapongwana primary school in Khayelitsha are learning to write, using their fingers, in sand spread on a concrete floor.
- Luhlaza Secondary School in Khayelitsha —

which had the highest black matric results in the country last year — has a library without books, and science laboratories without equipment. The school is short of "hundreds of textbooks".

● The Nelson Mandela School in Khayelitsha — with an enrolment of 1 800 pupils — is 8 200 textbooks short. Mr Van Eck said it would take only R100 000 to supply them.

He said the problem had been exacerbated by the calls made by both ANC deputy president Mr Nelson Mandela and the government for children to return to their desks.

"The calls were 100 percent successful, but then the schools could not accommodate all these pupils. These children found they had no desks, no books, nothing. That's the booby prize for heeding the call."



EDUCATION PROTEST: Marchers take to the streets in Cape Town to protest against the state of black education.

# Enough of

# factory

# schools

## Black desires for skills denied – Vista academic

By LULAMA LUTI

CIP No 2615791

ALTHOUGH children in the townships are flocking back to school in large numbers, there is still a high drop-out rate and the majority of the children do not stay on beyond lower primary school, according to a leading academic.

This was said by Vista University historian, Professor JS Mohlamme, in an address to students, parents and teachers at a function held at St Ansgar's College outside Randburg at the weekend.

Mohlamme said education was an area in which the government had succeeded in devastating black South Africans.

He said that although students blamed the education "factories" and not themselves when they failed, they still experienced a deep personal sense of defeat, apathy, frustration and bitterness.

He said disparities between black and white expenditure on education and teacher training were still entrenched – to the detriment of black pupils.

He said: "As recently as 1984, the government was spending seven times more on a white child than on a black child."

He said that by 1990 the amount was R3 082 for a white child compared to R764 for a black child – more than

four times greater.

At the end of 1985, he said, of the 45 059 teachers employed by the Department of Education and Training, 42 000 were underqualified, and 30 percent of black teachers have yet to pass matric.

He said apartheid education policy had deliberately sought to produce semi-educated blacks who would be suited only for semi-skilled factory labour, while white education was geared at creating an educated management sector.

"South Africa's first technical high school for Africans in the urban areas, Jabulani Technical High School in Soweto, was built in 1980 – 28 years after the Eislen Commission had recommended the establishment of a poly-technical school for Africans."

By 1986 there were only two technikons for blacks in the country – the Technikon Northern Transvaal in Soshanguve and the Mangosuthu Technikon at Umlazi in Durban.

Mohlamme said that a yearning for economic participation among blacks has resulted in a need to shift the educational emphasis towards practical skills training and away from academics.

Mohlamme said there was also a need for a radical change in South Africa's political and economic systems which would see the emancipation of blacks from white subjugation.

## Education begins on <sup>(50)</sup> constituent assembly

THE New Unity Movement on Saturday launched a week of mass education on "a truly democratic constituent assembly", said president Mr Richard Dudley.

The programme started with its launch meeting in Durban and would continue until June 2, he said.

"The week involving the political education of the masses will emphasise the basic advances that must be made by the liberation movement before a truly democratic constituent assembly can be established," Dudley said. - Sapa. *Sundam 27/5/91*



# Training system needed, says professor

● From Page 16

● Employers find it easier to interpret the value of the certificates and diplomas.

Professor Mouton foresees the time in the near future when accreditation will be carried out on three levels, namely: the accreditation of the institute; of educational or training courses; of skills or competencies as subsets of educational or training courses.

"A fourth level of accreditation is very important for the credibility of the whole accreditation process," the professor said.

## Success

"One possibility is a national accreditation bureau that accredits individual accreditation centres".

The professor believes that for such a body to be successful it should not be a Government institution but one that operates jointly with participation from the formal, informal and private sectors.

"Another possibility," said the professor, "is a body accrediting industry training boards and private bodies".

Although much still needs to be done in establishing accreditation firmly among employers and the public, Professor Mouton said that accreditation would make a meaningful contribution to education and training in the new South Africa in years to come.

# Training system needed, says prof

"We all know and agree on the need for more and better education and training in South Africa, but we also know that there are not enough funds to cope with existing needs, let alone the backlog of needs or the future needs of education and training."

This was said by Pro-

fessor W Mouton at a recent seminar held by the Association of Accredited Education Centres of South Africa (ACESA).

"The answer to this dilemma" the professor added "is twofold."

"Firstly, education and training must become increasingly more vocational and job ori-

entated and secondly the task of education and training in South Africa must become more organised with more co-operation and higher efficiency between the actors involved."

Professor Mouton said that South Africa must develop an education and training sys-

tem that is integrated and makes use of all available resources and promotes collaboration between the formal and non-formal education and training sectors."

However, the professor believes that if we cannot assure the quality of our education and training "everything will be of little use".

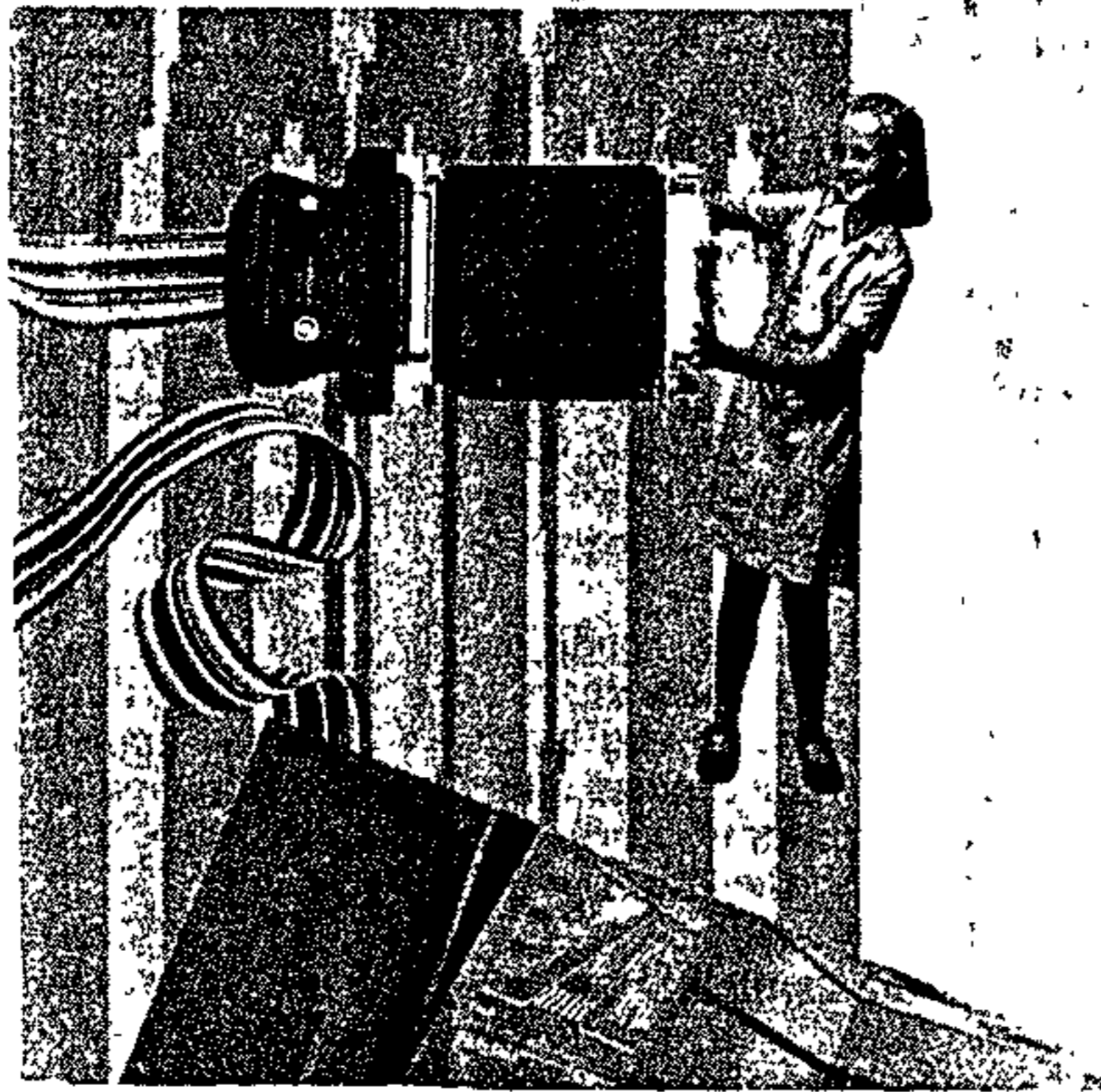
This is where the role of accreditation becomes indispensable.

The mechanism of accreditation enhances:

- The determination of similar values of courses.
- The equivalence of standards.
- The horizontal flow of learners between the formal and the non-formal sectors and within respective sectors.
- The benefits of accreditation include:
  - Greater order in the total education and training sectors.
  - The quality of education and training is increased.
  - Less education and training funds are wasted.
  - Learners have greater clarity on the standards of each course and the access it provides to other courses.

● See Page 17

# BASED SOLUTIONS ARE FUTURE



# CBT 'route to more effective training'

Star 27/5/91

Computer-based training (CBT) is about 40 percent quicker and students learn 30 percent more on computers, which adds up to about 30 percent savings for companies wanting to train their staff, says Professor Renate Lippert of Pretoria University.

There are various case studies showing cost and time effectiveness of CBT. South African Airways was able to increase its total mandays for training by 170 percent and the Post & Telecommunication Service, using interactive video techniques, was able to save 35 percent, equivalent to R2 million.

Professor Lippert is charged with incorporating CBT into all the Facilities at Pretoria University. However, she says it has been the commercial sector that has been quick to see the benefits of CBT rather than the educational sector.

"The commercial sector has more money to invest and has a keener sense of productivity so that shorter learning times impacts more immediately on the business world," she said.

However, in a country that has an

educational crisis, a system that allows teachers to pass on more knowledge in a shorter amount of time should be a priority.

Professor Lippert said that she recently canvassed 270 schools in the Transvaal, in which she got a 83 percent response, and 100 percent of the headmasters said they would give preference to teachers with CBT experience.

50

## Icons

CBT is also a very good means of instruction for illiterate people who are taught with the aid of a light pen and interact with icons and graphics instead of words.

The professor said that there had been a move on the part of some unions to forego pay increases if the company would contribute towards the education of workers' children. In instances like this CBT can provide an excellent support system to pupils.

Professor Lippert is at the moment editing a book on CBT for educationists.

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A multimillion rand programme is being launched to tackle the problems of rampant unemployment and inadequate education in Alexandra township.

The programme, called Education for Employment, is a joint venture involving a coalition of groups from Alexandra and Sandton.

"The programme is a positive attempt to reduce poverty, unemployment and crime in the communities of Sandton and Alexandra" says Holly Luton, chairman of the AlexSan Kopano Educational Trust, which is organising the initiative.

"We are all concerned about the increasing rate of crime in Sandton, but building higher walls around our properties and installing ever more costly security systems really isn't a long-term answer," she says. "The problem has to be tackled at its roots, providing unemployed Alexandra youth an alternative to crime — skills that will enable them to get and keep decent jobs."

The Education for Employment programme has three legs:

- Job training and assistance for the so-called "lost generation" and for unemployed adults, so that they can either find full-time or part-time employment in the formal sector or start their own businesses.
- Improvement of school facilities, teacher training, parental support and student motivation at Alexandra's schools.
- Management training for the leaders of Alexandra's community organisations.

The programme is under the direction of Dave Jackson, an experienced education and development consultant. "Most whites are unaware of the true situation in Alexandra" he says. "It's a city with a population of about 280 000 — no one knows exactly how many people — of whom more than half live in shacks with a single outside tap, bucket toilet and shower

## Joint plan to fight poverty

shared by between 70 and 80 people."

About 47 percent of the employable adult population is without work and among the youth the figure is far higher.

The organisers of the programme believe the success of the Education for Employment depends as much on the people of Sandton as much as it does on the people of Alexandra.

"It's got to be a joint effort," says Salina Serote, one of the trustees. "Sandton and Alexandra are two parts of a single community. The people of Sandton benefit from the labour the people of Alexandra provide — and they are affected by their problems. That's why we coined the word AlexSan.

"People in Sandton have the money, the expertise and the contacts — the people of Alexandra need their help to enable them to develop long term self-sufficiency."

The programme is estimated to cost more than R26 million over the next three years. Most of the money will go into creating jobs.

A world-wide fundraising appeal has been launched. The organisers are relying on large corporate donors and foundations in South Africa and abroad to come up with the big donations. However, people of Alexandra are also contributing and the intention is to make the programme increasingly self-financing.

"If we're going to make the new SA happen we have got to take a personal responsibility for bringing about change in our community," says Mr Jackson.

Readers wanting to know more about the campaign or wanting to offer their help should contact Dave Jackson at (011) 783-8130.



Picture: OBED ZILWA.  
**STONING TRAFFIC:** A mob of Khayelitsha children run up an embankment in the township to throw stones at traffic yesterday.

# Schools crisis: Pupils clash with police

Staff Reporter

ARGUS 28/5/91

SPORADIC incidents of stone-throwing in Peninsula townships marked the third day of a "mass action campaign" by pupils to force the Department of Education and Training to address the crisis in black education.

The campaign, launched last week, has left one pupil dead and several injured.

Yesterday police in two vehicles clashed with hundreds of toyi-toying pupils from Masiyile Secondary School who gathered outside the school in Pama Road.

According to the principal the clashes followed a meeting of pupils at Mvusemvuse Secondary School in another part of the township.

Teargas was fired and pupils ran for cover on the school premises, he said.

When an Argus team arrived later, pupils, some chanting "one settler, one bullet" formed groups and there was a huge police presence but no incidents.

Two white teachers at Mvusemvuse Comprehensive School were ordered by a member of the South African Democratic Teachers' Union to "leave for their own safety", a teacher said.

This was despite assurances by the Congress of South African Students and the Pan Africanist Students' Organisation that no attacks on white teachers were planned.

Sources reported sporadic incidents of stone-throwing in Guguletu and Nyanga and clashes between police and pupils.

About 90 pupils demonstrating outside the Department of Education and Training offices on the Foreshore were arrested.

The president of the Congress of South African Students, Mr Tharni Rubusala, said the students arrived at the offices about 10am but were stopped at the outside doors and arrested about an hour later.

"I question the DET's response to the education crisis of calling on the police to arrest students," he said.

Mr Fred Barron, regional co-ordinator of the National Education Co-ordinating Committee, said that when he and two members of Cosas tried to gain entry into the DET's offices, they were "man-handled" by security guards and thrown out.

See page 4.

# School costs set to rocket

Sowetan 29/5/91

(50)

PARENTS have been alerted to brace themselves for the shock of a 100 percent increase in many school and university fees in the next five years.

The Independent Schools Council of South Africa has forecast that fees will double not only at private schools but also at many state high schools by the mid-1990s as inflation and new education systems hit running costs.

National director Mark Henning advised parents: "School budgets need to be planned almost as soon as the next child is born.

"Universal compulsory free primary school education - an excellent idea - will be the top priority as the new educational dispensation emerges.

## Forecasts

"Families will have to contribute more for secondary and tertiary education because of inflation and the altered allocation of public funds.

"Our forecasts show that fees at high school and university or technician level will start to grow by at least 15 percent every year."

At the pinnacle of the pecking order of private schools, boarder fees at Michaelhouse in Natal, in the most exclusive bracket, could rocket from a current R19 000 to a stunning R38 000 a year by the time a new boy reaches matriculation class five years from now.

At St John's College in Johannesburg annual tuition fees for day scholars could jump from a current R7 000 to over R14 000 - with boarder fees climbing from about R13 900 to around R28 000 a year. - *Sowetan Correspondent.*

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## CP, DP object to education Bill

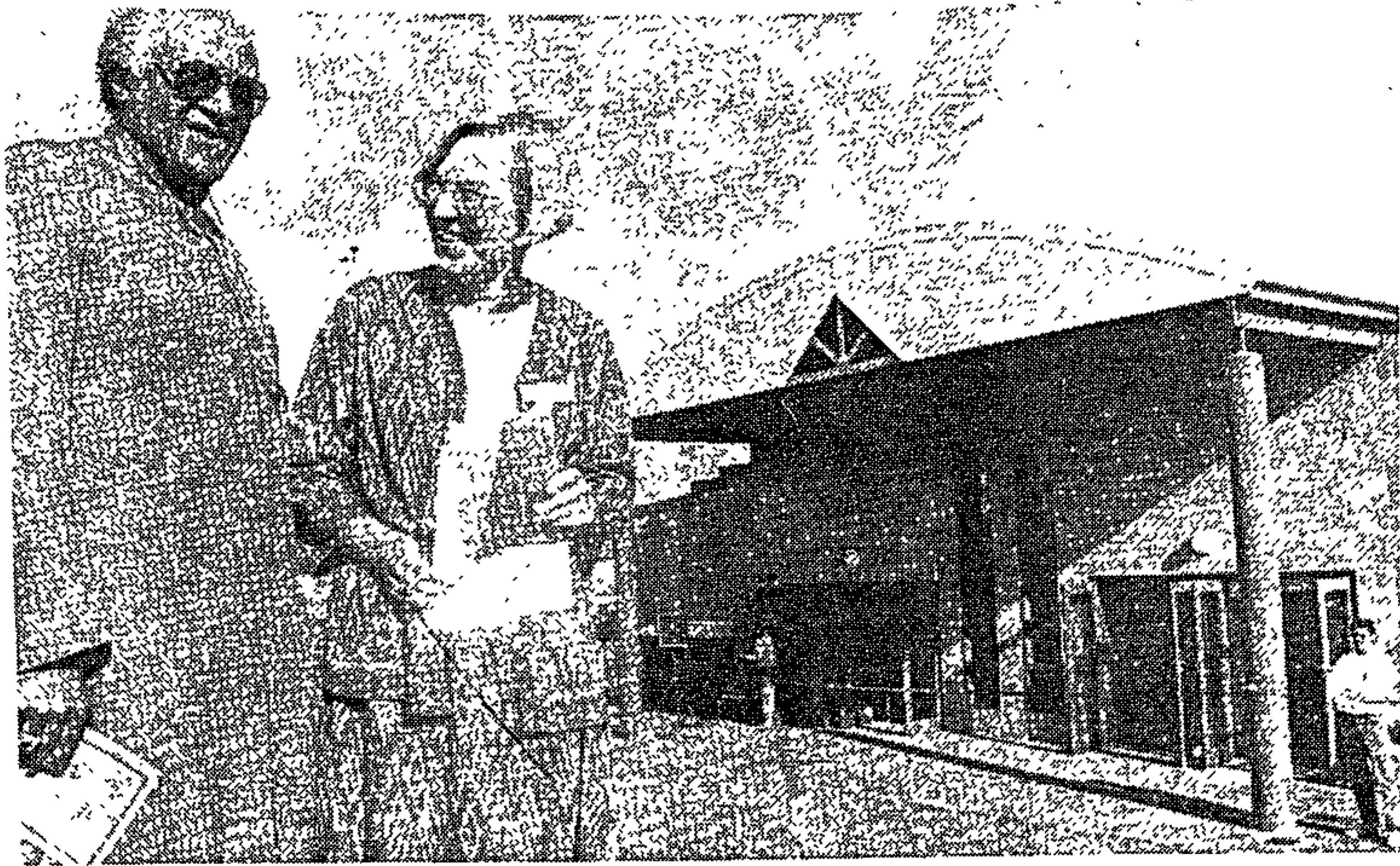
8/27 29/5/91  
A division was called before the second reading of the Education Affairs Amendment Bill in the House of Assembly yesterday.

Both the Conservative Party and the Democratic Party objected to the Bill, with Schalk Pienaar (CP Potgietersrus) saying it would allow mixed education without Government control.

Roger Burrows (DP Pine-town) said his party opposed the Bill as it gave away Government schools to the most affluent sector of the community.

The people who would have control of the schools could lay down boundaries, based not on race but on financial or other criteria that could discriminate against potential pupils.

The opposition was defeated and the Bill passed by 81 votes to 52. — Sapa.



Pictures: LEON MÜLLER, The Argus

**AFRICAN RHYTHM:** Vibrant dancers from Guguletu's Izilo Zakwanto troupe, top, belt out traditional African songs. Grassroots Educare Trust has community-run centres and home-based educare projects. Bottom: Grassroots Educare Trust director Mrs Jinny Rickards and Archbishop Desmond Tutu, who opened the trust's new building in Athlone. The building was designed by architects Mr Richard Honikman and Mr John Sweetnam.

ARGUS 29/5/91

# SA children stifled by lack of nursery school plan 50 NECC

## Staff Reporter

CHILDREN are being "stifled" by the government's refusal to implement a comprehensive pre-school programme, says the chairman of the National Education Co-ordinating Committee chairman Mr Monde Tulwana.

He was speaking at the new R1,4-million Grassroots Educare Trust building in Athlone, which was officially opened by Archbishop Desmond Tutu.

Mr Tulwana said the trust "serves the cause" of young children by providing "people's education" through training programmes, publications, resource centres and excursions.

"Pre-school education must be understood to be the cornerstone of the education system."

Mr Tulwana said the school crisis was a result of the ineffectiveness of school preparatory education.

A symptom of this was the "high drop-out rate in the lower classes".

There are almost seven million pre-school children of whom 3,5 million of these are educationally, socially and economically disadvantaged. Most live in rural areas.

"The second major influence is the ideological strait-jacket which the child is forced into when entering the education system," Mr Tulwana said.

"Schooling in our country is designed and conducted in a manner which forces the oppressed

and exploited children to accept and form part of their own oppression.

"Classroom practices also disempower both teacher and learner from expressing themselves and from learning to inquire and from being critical of both their environment and their learning situation," he said.

"The majority of working class children live in abject poverty and pre-school childcare is mostly left to grandparents or relatives whose sole concern is to stop the children from making a noise and being a nuisance.

"Much of this experience is frustrating and dangerous for both the minder and the child," said Mr Tulwana.

50 2000

## 78% of bursary students pass

STUDENTS awarded bursaries by the SA Institute of Race Relations achieved a 78% pass rate last year.

The institute said yesterday that of its 798 university and technikon bursary holders in 1990, 148 students graduated.

Institute president Helen Suzman said she wanted publicly to congratulate all the institute's bursars on a "fine performance in often difficult circumstances".

Institute bursars attended 17 universities across the country. *Monday 30/5/91*

There was only one technikon graduate in 1990, but the number of students attending technikons had risen this year.

Bursary director Dennis Venter said the growing number of the institute's technikon students emphasised recognition that a shift towards technical education was needed in SA.

Science (25%) accounted for the largest proportion of the institute's graduates last year. Then came education 19%, arts 17%, law 12%, para-medical 12%, and engineering 3% — Sapa.

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Govan Mbeki ... an intellectual guru to many of those imprisoned for political activity

## Lessons in the struggle at the Island university

W/maail 30/5 - 6/6/91

For many years, Robben Island was the university of the struggle, and Govan Mbeki one of the tutors. Now his prison writings have been published.

He spoke to **MONDLI MAKHANYA**

FORTY years after publishing his first book, African National Congress stalwart Govan Mbeki has released his second — a collection of his prison writings.

*Learning from Robben Island* (David Philip, R29,99) consists of essays that Mbeki wrote as political education lessons for inmates of Robben Island. The essays range from tributes to fellow Communist Party members Ruth First and Moses Mabhida to tips on mass mobilisation and analyses of the "apartheid economy".

Mbeki's first book, *The Peasant Revolt*, written in the early 1950s, dealt with the Pondoland rebellion. Another book, written during his 19 months under banning orders, is due out before the end of the year. Historian Colin Bundy is also writing a biography of Mbeki.

Mbeki was one of the main authors of the syllabi for ANC-aligned prisoners on Robben Island. Explaining the need for formal political education, Mbeki told *The Weekly Mail* that "There were the comrades who grew up when the ANC had already been banned and they were confused about the relationship between the ANC and the SACP. We decided then that we should draw a syllabus which would deal with the national democratic struggle."

The "syllabus" — which ran for three years — was conducted under very difficult conditions. The study material, which took so much energy and time to smuggle into and around the prison, was often confiscated by the prison authorities.

"When they discovered our 'banks'," says Mbeki, "they would confiscate all our material, which was often all in handwriting. But we were fortunate because we always copied whatever material had been smuggled into jail. Even books of 500 pages were copied."

Political education on the island took place during hard-labour sessions on the quarry and over the table at mealtimes. The fact that until 1980 newspapers were not permitted on the Island did not hamper prisoners' ability to accurately comment on the political situation outside.

"We depended on our own ability to analyse the situation and we were also guided by the policy objectives of the ANC," says Mbeki. "We also made sure that those who were studying obtained all the books which were rec-

ommended by the University of South Africa."

Old age and 25 years of incarceration have not blunted the intellect of a man regarded in ANC and SACP circles as something of a guru, nor have they left him bitter.

"We are not bitter, not because we have forgiven but because there is so much to be done that we cannot afford to waste valuable time and resources on anger."

50

# New concept aims to help 'lost generations'

By PORTIA MAURICE

A NETWORK of community colleges may be the missing link in assisting the four to five million people left out in the cold by South Africa's formal education system.

This was the consensus reached at the weekend conference organised by the Education Foundation — an independent trust committed to an affordable, appropriate education system open to all. The conference, an attempt to forge a model to educate and train the "lost generations" of school drop-outs, illiterates and students for whom schooling is inaccessible, was attended by a broad range of representatives from non-governmental organisations, education departments, informal institutions, commerce and industry.

Though a comparatively new concept in this country, community colleges have gained widespread accep-

tance in government, private-sector and extra-parliamentary circles, said Education Foundation director Dr Johan van Zijl. "We're dealing with an unstoppable dynamic," he said.

A post-conference press statement defines a community college as "a partnership venture between a community and neighbouring commerce and industry, geared to the needs of the immediate community and work-place."

"To be cost-effective, it should use existing education and other facilities where possible, stay open for long hours, be flexible in responding to community needs and keep its staff complement small by making use of outside experts to teach." It would be a demand-orientated institution providing education, training, entrepreneurial and life skills to people of all ages, with multiple entry and exit points.

There is hope that these "opportunity colleges for the disempowered" could bridge barriers between informal, formal and other levels of education.

"Our elitist tertiary education system, inherited from a British colonial order with its rigid distinctions between high schools, technikons and universities, will dismally fail to meet our requirements for skilled managers, executives and technicians," said keynote speaker Professor Jayram Reddy, rector of the University of Durban-Westville.

Reddy said the Committee for University Principals was attempting to eliminate unnecessary duplication and use resources rationally. His own dream was to see "the campuses of the universities of Natal, Durban-Westville and Zululand, the local branch of Unisa and possibly later the technical colleges, under one regional umbrella".

A major expectation is that these new learning centres could redress the "negligible" exposure of African students to maths, science and technology through technical-skills courses accredited by training boards.

The government may be ready to support the concept. The Department of Education and Training and the white Department of Education and Culture have already sent delegations to investigate models abroad and details will be released in the pending Education Renewal Strategy document.

Conference delegates expressed concern, however, that government domination of the process could kill it.

"They felt the state had an obligation to provide education and should be involved, but that communities, non-government organisations and the private sector should drive development," said the press statement.

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## GOVERNMENT NOTICES



### ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1195 30 May 1991

UNIVERSITIES ACT, 1955

UNIVERSITY OF PRETORIA: AMENDMENT OF  
STATUTE

The Council of the University of Pretoria has, with the approval of the Minister of Education and Culture, under section 17 (1) of the Universities Act, 1955 (Act No. 61 of 1955), framed the amendment to the Statute set out in the Schedule hereto.

#### SCHEDULE

1. In this Schedule the expression "the Statute" means the statute published under Government Notice No. R. 2247 of 4 November 1988.

#### Amendment of paragraph 5

2. Paragraph 5 of the Statute is hereby amended by the addition of the following proviso:

"Provided that when a retiring Vice-chancellor and Principal is reappointed for a period which, together with any previous period(s) of office, does not exceed 10 years, consultation with the Senate is not required."



### ADMINISTRATION: HOUSE OF DELEGATES

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1224 30 May 1991

REGULATIONS UNDER THE INDIANS EDUCATION  
ACT, 1965 (ACT No. 61 OF 1965)

The Minister of Education and Culture has, under section 31 of the Indians Education Act, 1965 (Act No. 61 of 1965), made the regulations contained in the Schedule hereto.

613—A

## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1195 30 Mei 1991

WET OP UNIVERSITEITE, 1955

UNIVERSITEIT VAN PRETORIA: WYSIGING VAN  
STATUUT

Die Raad van die Universiteit van Pretoria het kragtens artikel 17 (1) van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), met die goedkeuring van die Minister van Onderwys en Kultuur die wysiging aan die Statuut in die Bylae hiervan uiteengesit opgestel.

#### BYLAE

1. In hierdie Bylae beteken die uitdrukking "die Statuut" die statuut gepubliseer by Goewermenskennisgewing No. R. 2247 van 4 November 1988.

#### Wysiging van paragraaf 5

2. Paragraaf 5 van die Statuut word hierby gewysig deur die toevoeging van die volgende voorbehoudsbepaling:

"Met dien verstande dat wanneer 'n aftredende Vise-kanselier en Rektor weer aangestel word vir 'n termyn wat saam met enige vorige ampstermyn(e) nie 10 jaar oorskry nie, raadpleging met die Senaat nie nodig is nie."

### ADMINISTRASIE: RAAD VAN AFGEVAARDIGDES

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1224 30 Mei 1991

REGULASIES KRAGTENS DIE WET OP ONDER-  
WYS VIR INDIËRS, 1965 (WET No. 61 VAN 1965)

Die Minister van Onderwys en Kultuur het kragtens artikel 31 van die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965), die regulasies in die Bylae hiervan vervat, uitgevaardig.

13275—1

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**SCHEDULE**

REGULATIONS RELATING TO THE ESTABLISHMENT OF PARENT TEACHER ASSOCIATIONS AT STATE AND STATE-AIDED PRIMARY AND SECONDARY SCHOOLS

**ARRANGEMENT OF REGULATIONS**

	<i>Regulation(s)</i>
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Establishment of a parent teacher association.....	2
Constitution of a parent teacher association....	3
Disqualification of members of an association.....	4
Term of office of members of an association and filling of vacancies.....	5
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Presiding officer.....	9
Nomination of members.....	10 and 11
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Election of members.....	13 and 14
Chairman and secretary.....	15
Frequency of meetings and meeting procedures.....	16
Minutes of meetings.....	17
Powers, duties and functions of an association.....	18
Allowances.....	19
Repeal and commencement.....	20

**Definitions**

1. In these regulations any word or expression to which a meaning has been assigned in the Act shall have the meaning so assigned thereto and, unless the context otherwise indicates—

“**association**”, in relation to a State or State-aided primary or secondary school, means a parent teacher association established by regulation 2;

“**elected member**” means a member of an association elected in terms of regulation 3 (1) (b);

“**grantee**” means the person appointed by the proprietor or governing body of a State-aided school, subject to the approval of the Minister, to receive and administer any subsidy in respect of such school;

“**head of education**” means the person contemplated in section 2 of the Act;

“**parent**”, in relation to a pupil, includes any guardian and any other person in whose custody the pupil has been lawfully placed;

“**principal**”, in relation to a school, means the head of the school, and includes any person acting in that capacity at the school;

“**pupil**” means any person admitted to a school in terms of the regulations promulgated under Government Notice No. R. 2753 of 30 November 1990;

“**school**” means a school referred to in regulation 2;

“**secretary**” means a person appointed in terms of regulation 15 (b) to perform the secretarial duties relating to the functions of an association;

“**the Act**” means the Indians Education Act, 1965 (Act No. 61 of 1965).

**BYLAE**

REGULASIES BETREFFENDE DIE INSTELLING VAN OUER-ONDERWYSERSVERENIGINGS BY STAATS- EN STAATSONDERSTEUNDE PRIMÈRE EN SEKONDÈRE SKOLE

**INDELING VAN REGULASIES**

	<i>Regulasie(s)</i>
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**Woordomskrywing**

1. In hierdie regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg is, die betekenis aldus daaraan geheg en, tensy uit die samehang anders blyk, beteken—

“**begiftigde**” die persoon deur die eienaar of bestuursliggaam van 'n Staatsondersteunde skool, behoudens die goedkeuring van die Minister, aangestel om enige subsidie ten opsigte van sodanige skool te ontvang en te administreer;

“**die Wet**” die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965);

“**leerling**” enige persoon wat tot 'n skool toegelaat word kragtens die regulasies afgekondig by Goewermentskennisgewing No. R. 2753 van 30 November 1990;

“**onderwyshoof**” die persoon in artikel 2 van die Wet beoog;

“**ouer**”, met betrekking tot 'n leerling, ook enige voog en enige ander persoon in wie se bewaring die leerling wettig geplaas is;

“**prinsipaal**”, met betrekking tot 'n skool, die hoof van die skool, en ook enige persoon wat in daardie hoedanigheid by die skool waarneem;

“**sekretaris**” 'n persoon kragtens regulasie 15 (b) aangestel om die sekretariële pligte betreffende die werksaamhede van 'n vereniging te verrig;

“**skool**” 'n skool bedoel in regulasie 2;

“**vereniging**”, met betrekking tot 'n Staats- of Staatsondersteunde primêre of sekondêre skool, 'n ouer-onderwysersvereniging ingestel by regulasie 2;

“**verkose lid**” 'n lid van 'n vereniging verkies kragtens regulasie 3 (1) (b).

**Establishment of a parent teacher association**

50 2. A parent teacher association is hereby established for every State or State-aided primary or secondary school established or erected, or deemed to have been established or erected, and maintained under section 3 of the Act.

**Constitution of a parent teacher association**

3. (1) An association shall consist of—

(a) two members of the teaching staff of the school concerned, nominated by the majority of members of the staff of that school;

(b) in the case of a school with an enrolment of less than 100 pupils, three persons, and, in the case of a school with an enrolment of 100 pupils or more, a minimum of three but not more than nine persons, elected in accordance with the provisions of these regulations by parents of pupils attending the school: Provided that the election of persons who are not parents of pupils attending the school shall be restricted to one such person in the case of a school with less than 100 pupils, or to two such persons in the case of a school with 100 pupils or more;

(c) the principal of the school concerned, who shall *ex officio* be a member of the association of that school; and

(d) in the case of a State-aided school, the grantee of such school, who shall *ex officio* be a member of the association concerned.

(2) If the required number of persons referred to in subregulation (1) (b) is not elected, the principal shall nominate the remaining number of members of an association from amongst the parents present at the election meeting contemplated in the said subregulation, and the persons so nominated shall be deemed to have been duly elected in terms of these regulations.

**Disqualification of members of an association**

4. No person shall be appointed a member of an association if—

(a) he is not a South African citizen permanently resident in the Republic;

(b) he is an unrehabilitated insolvent;

(c) he has been convicted of any offence for which he has been sentenced to imprisonment without the option of a fine; or

(d) he is a person who in terms of the Act or any other law has been discharged from his post on account of misconduct or unfitness for his duties or incapacity to perform them efficiently.

**Term of office of members of an association and filling of vacancies**

5. (1) Subject to the provisions of regulation 6 (2), a member of an association appointed in terms of regulation 3 shall hold office for a period of two years as from the date of his appointment.

(2) If a member of an association ceases to hold office for any reason, the association may, subject to the provisions of regulations 3 and 4, appoint a person in his place for the unexpired period of his term of office.

**Instelling van 'n ouer-onderwysersvereniging**

2. Daar word hierby 'n ouer-onderwysersvereniging ingestel vir elke Staats- of Staatsondersteunde primêre of sekondêre skool ingestel of opgerig, of geag ingestel of opgerig te wees, en in stand gehou kragtens artikel 3 van die Wet.

**Samestelling van 'n ouer-onderwysersvereniging**

3. (1) 'n Vereniging bestaan uit—

(a) twee lede van die onderwyspersoneel van die betrokke skool, genomineer deur die meerderheid van die personeellede van daardie skool;

(b) in die geval van 'n skool met minder as 100 ingeskrewe leerlinge, drie persone, en, in die geval van 'n skool met 100 of meer ingeskrewe leerlinge, 'n minimum van drie maar hoogstens nege persone, verkies in ooreenstemming met die bepalings van hierdie regulasies deur ouers van leerlinge wat die skool bywoon: Met dien verstande dat die verkiesing van persone wat nie ouers van leerlinge wat die skool bywoon, is nie, beperk word tot een sodanige persoon in die geval van 'n skool met minder as 100 leerlinge, of tot twee sodanige persone in die geval van 'n skool met 100 leerlinge of meer;

(c) die prinsipaal van die betrokke skool, wat ampshalwe 'n lid van die vereniging van daardie skool is; en

(d) in die geval van 'n Staatsondersteunde skool, die begiftigde van sodanige skool, wat ampshalwe 'n lid van die betrokke vereniging is.

(2) Indien die vereiste getal persone bedoel in subregulasie (1) (b) nie verkies word nie, moet die prinsipaal die oorblywende getal lede van 'n vereniging benoem uit die geledere van die ouers aanwesig op die verkiesingsvergadering beoog in genoemde subregulasie, en die persone aldus benoem, word geag behoorlik verkies te wees kragtens hierdie regulasies.

**Diskwalifisering van lede van 'n vereniging**

4. Geen persoon word as lid van 'n vereniging aangestel nie indien—

(a) hy nie 'n Suid-Afrikaanse burger wat permanent in die Republiek woon, is nie;

(b) hy 'n ongerehabiliteerde insolvent is;

(c) hy skuldig bevind is aan 'n oortreding waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is; en

(d) hy 'n persoon is wat kragtens die Wet op enige ander wet uit sy pos ontslaan is weens wangedrag of ongeskiktheid vir sy pligte of onvermoë om hulle op bekwame wyse uit te voer.

**Ampstermyn van lede van 'n vereniging en die vul van vakatures**

5. (1) Behoudens die bepalings van regulasie 6 (2) beklee 'n lid van 'n vereniging aangestel kragtens regulasie 3 sy amp vir 'n tydperk van twee jaar vanaf die datum van sy aanstelling.

(2) Indien 'n lid van 'n vereniging om enige rede ophou om sy amp te beklee, kan die vereniging, behoudens die bepalings van regulasies 3 en 4, 'n persoon in sy plek aanstel vir die onverstreke tydperk van sy ampstermyn.

**Vacating of office by members of an association**

50 6. (1) A member of an association shall vacate his office—

(a) if he becomes subject to any disqualification referred to in regulation 4;

(b) if he becomes of unsound mind and has been so declared by a competent court; or

(c) if he has been absent from more than three consecutive meetings of an association without the permission of the chairman.

(2) The Minister may at any time remove a member of an association from office or dissolve an association as a whole if, in the opinion of the Minister, sound reasons exist for doing so.

**Meeting of parents**

7. (1) For the purposes of regulation 3 (1) (b), the principal concerned shall—

(a) in the case of existing schools, within one month of the coming into operation of these regulations; or

(b) in the case of a newly established school, within three months of its establishment; or

(c) 14 days prior to the expiry of the term of office referred to in regulation 5 (1); or

(d) within 14 days of the dissolution referred to in regulation 6 (2),

convene an inaugural meeting of parents of pupils attending the school concerned.

(2) The principal shall fix the date, time and place of the meeting referred to in subregulation (1), and shall give all parents of pupils then attending the school, written notice of at least 14 days of the arrangements and purpose of such meeting.

(3) The non-receipt of a notice contemplated in subregulation (2) and the consequent absence of a member from that meeting shall not affect the validity of any proceedings at the meeting to which such notice relates.

**Quorum at meetings**

8. (1) The number of parents forming a quorum at a meeting referred to in regulation 7 (1) shall, subject to the provisions of subregulation (3), be that number of parents of pupils attending the school concerned which is equal to 20 percent of the total number of such pupils or 25, whichever is the lesser.

(2) If at the time fixed for the commencement of a meeting referred to in regulation 7 (1), a quorum contemplated by subregulation (1) is not present, the principal concerned shall cancel such meeting and, within a period of seven days therefrom, convene a second meeting in terms of regulation 7.

(3) If at the time fixed for the holding of the second meeting referred to in subregulation (2), a quorum contemplated by subregulation (1) is not present, such second meeting shall proceed and the parents present at such second meeting shall be deemed to form a quorum.

**Neerlegging van amp deur lede van 'n vereniging**

6. (1) 'n Lid van 'n vereniging moet sy amp neerlê—  
(a) indien hy onderhewig word aan enige diskwalifikasie in regulasie 4 bedoel;

(b) indien hy geestelik versteurd raak en deur 'n bevoegde hof aldus verklaar is; of

(c) indien hy sonder die verlof van die voorsitter afwesig was van meer as drie agtereenvolgende vergaderings van 'n vereniging.

(2) Die Minister kan te eniger tyd 'n lid van 'n vereniging uit sy amp onthef of 'n vereniging as geheel ontbind indien daar na die mening van die Minister grondige redes vir sodanige optrede bestaan.

**Vergadering van ouers**

7. (1) Vir die doeleindes van regulasie 3 (1) (b) moet die betrokke prinsipaal—

(a) in die geval van bestaande skole, binne een maand na die inwerkingtreding van hierdie regulasies; of

(b) in die geval van 'n nuut ingestelde skool, binne drie maande na sy instelling; of

(c) 14 dae voor die verstryking van die ampstermyn bedoel in regulasie 5 (1); of

(d) binne 14 dae na die ontbinding bedoel in regulasie 6 (2),

'n stigtingsvergadering van ouers van leerlinge wat die betrokke skool bywoon, belê.

(2) Die prinsipaal bepaal die datum, tyd en plek van die vergadering in subregulasie (1) bedoel en moet aan alle ouers van leerlinge wat dan die skool bywoon, minstens 14 dae skriftelik kennis gee van die reëlings en doel van sodanige vergadering.

(3) Die nie-ontvangs van 'n kennisgewing beoog in subregulasie (2) en die gevolglike afwesigheid van 'n lid van daardie vergadering raak nie die geldigheid van enige verrigtinge op die vergadering waarop sodanige kennisgewing betrekking het nie.

**Kworum op vergaderings**

8. (1) Die getal ouers wat 'n kworum uitmaak op 'n vergadering bedoel in regulasie 7 (1) is, behoudens die bepalinge van subregulasie (3), die getal ouers van leerlinge wat die betrokke skool bywoon wat gelyk is aan 20 persent van die totale getal sodanige leerlinge of 25, watter ook al die minste is.

(2) Indien 'n kworum beoog in subregulasie (1) op die tyd bepaal vir die aanvang van 'n vergadering bedoel in regulasie 7 (1) nie aanwesig is nie, stel die betrokke prinsipaal sodanige vergadering af en belê hy binne 'n tydperk van sewe dae vanaf bedoelde tyd 'n tweede vergadering kragtens regulasie 7.

(3) Indien 'n kworum beoog in subregulasie (1) op die tyd bepaal vir die hou van die tweede vergadering bedoel in subregulasie (2) nie aanwesig is nie, gaan sodanige tweede vergadering voort en die ouers wat op sodanige tweede vergadering aanwesig is, word geag 'n kworum uit te maak.

**Presiding officer**

9. The principal of the school concerned shall preside at every meeting convened in terms of regulation 7.

**Nomination of members**

10. (1) If, at the time fixed for the holding of a meeting referred to in regulation 7, a quorum is present, the presiding officer shall call upon the parents of pupils attending the school concerned to nominate candidates in accordance with regulation 3 (1) (b) for election as members of an association.

(2) Any candidate nominated for election as a member of an association shall not be considered as having been nominated unless he is proposed by a parent of a pupil attending the school concerned and seconded by another parent of a pupil enrolled at that school.

(3) A candidate for election shall at a meeting be proposed and seconded either orally or in writing on a form signed by the proposer and seconder and delivered to the presiding officer at the meeting.

(4) No candidate shall be regarded as having been duly nominated, unless he consents in writing to such nomination and confirms that he qualifies in terms of regulation 4 to become a member of the association for which he is being nominated as a candidate.

(5) If any candidate nominated for election is not present at the meeting, the consent and confirmation required in terms of subregulation (4) shall be lodged in writing to the presiding officer at the time when he is so nominated.

(6) The presiding officer shall reject the nomination of any person proved to the satisfaction of such officer not to be duly nominated or eligible for election to an association in terms of these regulations, or the nomination of any person in respect of whom the presiding officer, before the commencement of the meeting, receives a written communication signed by such person that he has withdrawn his candidature, and shall thereafter—

(a) publicly announce the names of the candidates whose nominations have been accepted and those whose nominations have been rejected; and

(b) cause the names of the candidates whose nominations have been accepted to be publicly displayed in writing to the persons present at the meeting.

11. If the total number of candidates whose nominations have been accepted by the presiding officer—

(a) is not more than the number of members determined in terms of regulation 3 (1) (b), such candidates shall be deemed to have been duly elected as members of the association concerned without their nominations having been put to a vote; or

(b) is more than the number of members determined in terms of regulation 3 (1) (b), the presiding officer shall call for a poll to determine who shall be elected as members of such association.

**Voorsittende beampte**

9. Die prinsipaal van die betrokke skool moet voorsit op elke vergadering belê kragtens regulasie 7.

**Nominasie van lede**

10. (1) Indien 'n kworum op die tyd bepaal vir die hou van 'n vergadering bedoel in regulasie 7 aanwesig is, vra die voorsittende beampte die ouers van leerlinge wat die betrokke skool bywoon om kandidate ooreenkomstig regulasie 3 (1) (b) vir verkiesing as lede van 'n vergadering te nomineer.

(2) 'n Kandidaat genomineer vir verkiesing as lid van 'n vereniging word nie geag genomineer te wees nie tensy hy voorgestel word deur 'n ouer van 'n leerling wat die betrokke skool bywoon en gesecondeer word deur 'n ander ouer van 'n leerling wat by daardie skool ingeskryf is.

(3) 'n Kandidaat vir verkiesing word op 'n vergadering of mondeling voorgestel en gesecondeer of skriftelik op 'n vorm wat deur die voorsteller en sekondant onderteken en op die vergadering aan die voorsittende beampte oorhandig word.

(4) Geen kandidaat word geag behoorlik genomineer te wees nie tensy hy skriftelik tot sodanige nominasie toestem en bevestig dat hy kragtens regulasie 4 kwalifiseer om 'n lid te word van die vereniging waarvoor hy as kandidaat genomineer word.

(5) Indien enige kandidaat wat vir verkiesing genomineer word, nie op die vergadering aanwesig is nie, moet die toestemming en bevestiging vereis ingevolge subregulasie (4) skriftelik by die voorsittende beampte ingedien word op die tydstip waarop hy aldus genomineer word.

(6) Die voorsittende beampte verwerp die nominasie van enige persoon wat volgens bewyse tot tevredenheid van sodanige beampte kragtens hierdie regulasies nie behoorlik genomineer of nie verkiesbaar in 'n vereniging is nie, of die nominasie van enige persoon ten opsigte van wie die voorsittende beampte voor die aanvang van die vergadering 'n skriftelike mededeling onderteken deur sodanige persoon ontvang dat hy sy kandidatuur teruggetrek het, en moet daarna—

(a) in die openbaar die name bekendmaak van die kandidate wie se nominasies aanvaar is en van dié wie se nominasies verwerp is; en

(b) die name van die kandidate wie se nominasies aanvaar is, skriftelik in die openbaar laat vertoon aan die persone wat op die vergadering aanwesig is.

11. Indien die totale getal kandidate wie se nominasies deur die voorsittende beampte aanvaar is—

(a) nie meer as die getal lede bepaal kragtens regulasie 3 (1) (b) is nie, word sodanige kandidate geag behoorlik verkies te wees as lede van die betrokke vereniging, sonder dat hul nominasies in stemming gebring is; of

(b) meer as die getal lede bepaal kragtens regulasie 3 (1) (b) is, vra die voorsittende beampte 'n stemming om te bepaal wie tot lede van sodanige vereniging verkies moet word.

**Poll**

50 12. (1) No person who is not a parent of a pupil attending the school concerned may vote at any election for members of an association, and the presiding officer shall make an announcement to that effect when a poll is to be held.

(2) No parent may record more than one vote for any one candidate.

(3) A poll shall be by secret ballot as referred to in regulation 13.

**ELECTION OF MEMBERS**

13. (1) For the purposes of regulation 11 (b), the presiding officer shall provide each parent at the meeting who wishes to vote, with a blank sheet of writing paper on which an official mark or stamp appears, hereinafter referred to as a ballot paper.

(2) Each parent to whom a ballot paper has been issued in terms of subregulation (1) shall—

(a) forthwith record thereon the names of the candidates whose names have been publicly displayed in terms of regulation 10 (6) (b) and shall thereupon record his vote by making a cross on the ballot paper opposite the names of not more than the number of candidates determined in terms of regulation 3 (1) (b) for whom he votes; and

(b) fold the completed ballot paper and hand it to the presiding officer.

(3) After all the completed ballot papers have been received by the presiding officer, he shall, in the presence of every person who is desirous of being present at the counting of votes—

(a) unfold all the ballot papers so that the names of the candidates for whom votes have been recorded, are displayed;

(b) reject all ballot papers—

(i) on which the official mark or stamp referred to in subregulation (1) does not appear; or

(ii) on which more votes are recorded than the number of persons to be elected in terms of regulation 3 (1) (b); or

(iii) which are completed in such a way that in the opinion of the presiding officer it is uncertain for which candidate or candidates a vote was recorded; and

(c) ascertain the result of the poll by counting the number of votes recorded for each candidate.

(4) In the event of a tie, with an equal number of votes polled for two or more candidates, the presiding officer shall decide the matter by lot as follows:

(a) The names of all candidates from among whom a selection is to be made, shall be written on pieces of paper of equal size and of a similar shape and colour.

(b) The pieces of paper contemplated in paragraph (a) shall be displayed to every person who is present at the place where the lot is being conducted and who is desirous of inspecting any or all such pieces of paper. The presiding officer shall thereupon fold every such piece of paper in such a manner that the names thereon are not visible, and shall place every such piece of paper in an empty container.

**Stemming**

12. (1) Geen persoon wat nie 'n ouer van 'n leerling wat die betrokke skool bywoon, is nie, mag by 'n verkiesing van lede van 'n vereniging stem nie en die voorsittende beampte moet 'n aankondiging te dien effekte doen wanneer 'n stemming gehou word.

(2) Geen ouer mag meer as een keer vir enige bepaalde kandidaat stem nie.

(3) 'n Stemming moet per geheime stembriefie soos bedoel in regulasie 13 wees.

**VERKIESING VAN LEDE**

13. (1) Vir die doeleindes van regulasie 11 (b) voorsien die voorsittende beampte elke ouer op die vergadering wat wil stem, van 'n blanko velletjie skryfpapier waarop 'n amptelike merk of stempel verskyn, hierna 'n stembriefie genoem.

(2) Elke ouer aan wie 'n stembriefie kragtens subregulasie (1) uitgereik is, moet—

(a) onverwyld daarop die name aanteken van die kandidate wie se name ingevolge regulasie 10 (6) (b) in die openbaar vertoon is en moet daarna sy stem uitbring deur op die stembriefie 'n kruisie te trek teenoor die name van nie meer nie as die getal kandidate bepaal kragtens regulasie 3 (1) (b) vir wie hy stem; en

(b) die voltooide stembriefie toevou en aan die voorsittende beampte oorhandig.

(3) Nadat die voorsittende beampte al die voltooide stembriefies ontvang het, moet hy in teenwoordigheid van elke persoon wat by die tel van die stemme aanwesig wil wees—

(a) al die stembriefies oopvou sodat die name van die kandidate vir wie daar stemme uitgebring is, vertoon word;

(b) alle stembriefies verwerp—

(i) waarop die amptelike merk of stempel bedoel in subregulasie (1) nie verskyn nie; of

(ii) waarop meer stemme uitgebring is as die getal persone wat kragtens regulasie 3 (1) (b) verkies moet word; of

(iii) wat op so 'n manier voltooi is dat dit na die mening van die voorsittende beampte onseker is vir watter kandidaat of kandidate 'n stem uitgebring is; en

(c) die uitslag van die stemming vasstel deur die getal stemme vir elke kandidaat uitgebring, te tel.

(4) In die geval van 'n staking van stemme, met 'n gelyke getal stemme uitgebring vir twee of meer kandidate, moet die voorsittende beampte die saak deur loting soos volg beslis:

(a) Die name van alle kandidate uit wie 'n keuse gedoen moet word, word op stukkie papier van gelyke grootte en van eenderse vorm en kleur geskryf.

(b) Die stukkie papier beoog in paragraaf (a), word vertoon aan elke persoon wat aanwesig is by die plek waar die loting uitgevoer word en wat enige van of al sodanige stukkie papier wil inspekteer. Die voorsittende beampte vou daarna elke sodanige stukkie papier op so 'n manier dat die name daarop nie sigbaar is nie en plaas elke sodanige stukkie papier in 'n leë houder.



(50)

(c) The presiding officer shall appoint an impartial person to draw from the container such number of pieces of paper as may be necessary to determine the matter in respect of which the lot is being conducted.

(d) The presiding officer shall thereupon shake the container in such a manner as to mix the pieces of paper thoroughly therein and shall hold the container in such a position that the person appointed in terms of paragraph (c) is unable to see the pieces of paper in such container.

(e) The person appointed in terms of paragraph (c) shall thereafter draw a piece of paper from the container and shall, without unfolding such piece of paper, hand it to the presiding officer and shall repeat such action as many times as may be necessary to determine the matter in respect of which the lot is being conducted.

(f) The presiding officer shall unfold each piece of paper drawn in terms of paragraph (e), read out the name or words written thereon and display each such piece of paper to every person who is present at the place where the lot is being conducted and who is desirous of inspecting any or all such pieces of paper.

(g) The candidate or candidates whose names are drawn shall be deemed to have been elected.

(5) As soon as it has been determined which candidates have been elected members of an association, the presiding officer shall—

(a) publicly declare those candidates to be duly elected members of the association;

(b) announce the names of the members nominated in terms of regulation 3 (1) (a);

(c) after consultation with the members of the association concerned, decide on and publicly declare the date, time and place for the first meeting of the association, which date shall not be later than 14 days after the date of inaugural meeting; and

(d) thereupon declare the meeting closed.

14. (1) The presiding officer shall—

(a) place all ballot papers used at the election in envelopes and seal the envelopes; and

(b) forthwith notify the head of education in writing of the names, residential addresses and telephone numbers of the members of the association concerned.

(2) The said ballot papers shall be kept in safe custody at the school concerned for a period of at least two years from the date of the election, and may be scrutinised only on the authority of an order of a court of competent jurisdiction or the head of education.

#### **Chairman and secretary**

15. At a first meeting referred to in regulation 13 (5) (c), at which meeting the principal concerned shall preside until a chairman is elected, an association shall—

(a) elect a chairman from its elected members; and

(b) appoint a person, preferably a member of the teaching staff of the school concerned, who is not a member of the association, as secretary without the right to vote.

(c) Die voorsittende beampte wys 'n onpartydige persoon aan om uit die houer die getal stukkies papier te trek wat nodig is om die saak ten opsigte waarvan die loting uitgevoer word, te beslis.

(d) Die voorsittende beampte skud daarna die houer op so 'n manier dat die stukkies papier deeglik daarin gemeng word en hou die houer in so 'n posisie dat die persoon kragtens paragraaf (c) aangewys, nie in staat is om die stukkies papier in sodanige houer te sien nie.

(e) Die persoon aangewys kragtens paragraaf (c) trek daarna 'n stukkies papier uit die houer en oorhandig sodanige stukkies papier, sonder om dit oop te vou, aan die voorsittende beampte en herhaal sodanige handeling soveel keer as wat nodig is om die saak ten opsigte waarvan die loting uitgevoer word, te beslis.

(f) Die voorsittende beampte vou elke stukkies papier ooreenkomstig paragraaf (e) getrek, oop, lees die naam of woorde daarop geskryf, uit en vertoon elke sodanige stukkies papier aan elke persoon wat aanwesig is by die plek waar die loting uitgevoer word en wat enige van of al sodanige stukkies papier wil inspekteer.

(g) Die kandidaat of kandidate wie se name getrek word, word geag verkies te wees.

(5) Sodra daar bepaal is watter kandidate as lede van 'n vereniging verkies is, moet die voorsittende beampte—

(a) daardie kandidate in die openbaar as behoorlik verkose lede van die vereniging verklaar;

(b) die name van die lede wat kragtens regulasie 3 (1) (a) genomineer is, bekendmaak;

(c) na oorlegpleging met die lede van die betrokke vereniging, die datum, tyd en plek vir die eerste vergadering van die vereniging bepaal en in die openbaar bekendmaak, welke datum uiterlik 14 dae na die datum van die stigtingsvergadering is; en

(d) daarna die vergadering gesluit verklaar.

14. (1) Die voorsittende beampte moet—

(a) alle stembriefies wat by die verkiesing gebruik is, in koeverte plaas en die koeverte verseël; en

(b) onverwyld die onderwyshoof skriftelik verwittig van die name, woonadresse en telefoonnommers van die lede van die betrokke vereniging.

(2) Genoemde stembriefies moet by die betrokke skool in veilige bewaring gehou word vir 'n tydperk van minstens twee jaar vanaf die verkiesingsdatum en mag slegs op gesag van 'n bevel van 'n hof met jurisdiksie of die onderwyshoof ondersoek word.

#### **Voorsitter en sekretaris**

15. Op 'n eerste vergadering in regulasie 13 (5) (c) bedoel, op welke vergadering die betrokke prinsipaal moet voorsit totdat 'n voorsitter verkies is, moet 'n vergadering—

(a) 'n voorsitter uit sy verkose lede kies; en

(b) 'n persoon, verkieslik 'n lid van die onderwyspersoneel van die betrokke skool, wat nie 'n lid van die vereniging is nie, aanstel as sekretaris sonder die reg om te stem.

**Frequency of meetings and meeting procedures**

50 16. (1) An association shall meet for the dispatch of business as often as may be necessary, but not less than once every school term.

(2) The chairman may at any time convene a special meeting of an association to be held at such time and place as he may determine.

(3) Half of the members of an association plus one member shall constitute a quorum for a meeting of the association.

(4) If the chairman is absent from any meeting of an association the members present shall elect a person from among the elected members to preside at that meeting.

(5) A decision of a majority of the members of an association present at a meeting of the association shall constitute a decision of the association, and, in the event of an equality of votes on any matter, the person presiding at the meeting in question shall have a casting vote in addition to his deliberative vote.

(6) Any decision taken by an association or any act performed under authority of the association shall not be invalidated merely by reason of—

(a) a vacancy on the association; or

(b) the fact that any person not entitled to sit as a member of the association sat as such a member at the time when the decision was taken or the act was authorised, provided the decision was taken or the act was authorised by the majority of the members of the association present at such time and who were entitled to sit as members.

**Minutes of meetings**

17. The secretary shall within 14 days of the date of any meeting of an association, submit a copy of the minutes of that meeting to the head of education.

**Powers, duties and functions of an association**

18. For the purpose of promoting a school as a community, educational and cultural centre, an association may—

(a) encourage community participation in all activities undertaken by the school;

(b) become involved in setting goals for the school and work in consultation with the principal and his staff to achieve such goals: provided that such involvement shall not be so construed as to authorise an association to be directly involved with the day-to-day administration and control of the school or with the exercise and performance of the powers, duties and functions of a member of the staff of the school;

(c) become involved in structuring meaningful youth activities in order to discourage antisocial behaviour;

(d) act as a consultative committee in situations where pupils attending the school are discontented;

**Frekwensie van vergaderings en vergaderingsprosedures**

16. (1) 'n Vereniging vergader vir die verrigting van sake so dikwels as wat nodig is, maar minstens een keer per skoolkwartaal.

(2) Die voorsitter kan te eniger tyd 'n spesiale vergadering van 'n vereniging belê wat op die tyd en plek wat hy bepaal, gehou moet word.

(3) Die helfte van die lede van 'n vereniging plus een lid maak 'n kworum vir 'n vergadering van die vereniging uit.

(4) Indien die voorsitter afwesig is van 'n vergadering van 'n vereniging, moet die lede wat aanwesig is, uit die geledere van die verkose lede 'n persoon kies om op daardie vergadering voor te sit.

(5) 'n Besluit van 'n meerderheid van die lede van 'n vereniging aanwesig op 'n vergadering van die vereniging maak 'n besluit van die vereniging uit, en in die geval van 'n staking van stemme oor enige saak het die persoon wat op die betrokke vergadering voorsit 'n beslissende stem benewens sy gewone stem.

(6) Enige besluit geneem deur 'n vereniging of enige handeling uitgevoer op gesag van die vereniging word nie ongeldig gemaak nie bloot as gevolg van—

(a) 'n vakature in die vereniging; of

(b) die feit dat 'n persoon wat nie daarop geregtig is om as lid van die vereniging te sit nie, as so 'n lid gesit het toe die besluit geneem is of die handeling gemagtig is, mits die besluit geneem of die handeling gemagtig is deur die meerderheid van die lede van die vereniging wat toe aanwesig was en daarop geregtig was om as lede te sit.

**Notules van vergaderings**

17. Die sekretaris moet binne 14 dae na die datum van enige vergadering van 'n vereniging 'n afskrif van die notule van daardie vergadering aan die onderwyshef voorlê.

**Bevoegdhede, pligte en werksaamhede van 'n vereniging**

18. Ten einde 'n skool as 'n gemeenskaps-, opvoedkundige en kulturele sentrum te bevorder, kan 'n vereniging—

(a) gemeenskapsdeelname aan alle bedrywighede deur die skool onderneem, aanmoedig;

(b) betrokke raak by die stel van doelwitte vir die skool en in oorleg met die prinsipaal en sy personeel werk om sodanige doelwitte te verwesenlik: Met dien verstande dat sodanige betrokkenheid nie so uitgelê word nie dat dit 'n vereniging magtig om regstreeks betrokke te wees by die dag-tot-dag-administrasie van en beheer oor die skool of by die uitoefening en verrigting van die bevoegdhede, pligte en werksaamhede van 'n lid van die personeel van die skool;

(c) betrokke raak by die strukturering van sinvolle jeugbedrywighede ten einde antisosiale gedrag te ontmoedig;

(d) optree as 'n raadgewende komitee in situasies wat leerlinge wat die skool bywoon, ontevrede is;

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(e) assist the coaching of extracurricular activities at the school;

(f) advise the principal on job opportunities for school-leavers;

(g) assist in the organising of school functions; and

(h) assist members of the teaching staff of the school in securing accommodation within close proximity to the school.

(2) An association may make recommendations to the principal of the school concerned with regard to—

(a) the use of school property after normal school hours;

(b) the wearing of school uniforms by pupils attending the school;

(c) the daily opening and closing times of the school within the official duration of a school day;

(d) the extramural activities of the school;

(e) codes of conduct for pupils attending the school;

(f) the admission of pupils to the school or hostel;

(g) the establishment of part-time or continuation or adult classes at the school;

(h) the curricular and co-curricular activities of the school;

(i) the determination of the school calendar;

(j) the choice of guest speakers for all school functions; and

(k) the establishment and maintenance of a tuckshop at the school.

(3) An association shall—

(a) regularly ascertain, in conjunction with the principal, the condition of the school buildings, grounds, furniture and equipment and submit an annual report in this regard to the head of education;

(b) subject to the provisions of the Fund Raising Act, 1978 (Act No. 107 of 1978), assist the school to raise moneys for the benefit of a school fund established in terms of the regulations relating to the administration and control of school funds;

(c) investigate cases of pupils for whom school attendance is compulsory in terms of section 23 of the Act and who fail to attend the school regularly, and make recommendations to the principal in connection with the steps to be taken;

(d) at the request of the principal investigate and report upon serious disciplinary cases concerning pupils of the school; and

(e) at the request of the principal investigate and report upon the financial and other circumstances of any family in respect of one or more of whose members application has been made for financial assistance in terms of the provisions of the regulations in regard to the granting of financial and other material assistance to pupils and students.

(e) bystand verleen by die afrigting van buitekurrikulêre bedrywighede by die skool;

(f) die prinsipaal adviseer oor werkgeleentede vir skoolverlaters.

(g) bystand verleen by die organisering van skoolgeleentede; en

(h) aan lede van die onderwyspersoneel van die skool bystand verleen by die verkryging van akkommodasie in die nabyheid van die skool.

(2) 'n Vereniging kan by die prinsipaal van die betrokke skool aanbevelings doen betreffende—

(a) die gebruik van skool-eiendom na normale skoolure;

(b) die dra van skooluniforms deur leerlinge wat die skool bywoon;

(c) die daaglikse aanvangs- en sluitingstyd van die skool binne die amptelike duur van 'n skooldag;

(d) die buitemoorse bedrywighede van die skool;

(e) gedragkodes vir leerlinge wat die skool bywoon;

(f) die toelating van leerlinge tot die skool of koshuis;

(g) die instelling van deeltydse of voortsettings- of volwassene-klasse by die skool;

(h) die kurrikulêre en kokurrikulêre bedrywighede van die skool;

(i) die bepaling van die skoolkalender;

(j) die keuse van gassprekers vir alle skoolgeleentede; en

(k) die daarstelling en onderhoud van 'n snoepwinkel by die skool.

(3) 'n Vereniging moet—

(a) gereeld in samewerking met die prinsipaal vasstel wat die toestand van die skoolgeboue, terrein, -meubels en -uitrusting is en 'n jaarverslag in dié verband by die onderwyshoof indien;

(b) behoudens die bepalings van die Wet op Fondsinsameling, 1978 (Wet No. 107 van 1978), die skool bystaan om geld in te samel ten bate van 'n skoolfonds gestig ingevolge die regulasies betreffende die administrasie van en beheer oor skoolfondse;

(c) ondersoek instel na gevalle van leerlinge vir wie skoolbesoek ingevolge artikel 23 van die Wet verpligtend is en wat versuim om die skool gereeld te besoek, en aanbevelings by die prinsipaal doen in verband met die stappe wat gedoen moet word;

(d) op versoek van die prinsipaal ondersoek instel na en verslag doen oor ernstige dissiplinêre gevalle betreffende leerlinge van die skool; en

(e) op versoek van die prinsipaal ondersoek instel na en verslag doen oor die finansiële en ander omstandighede van 'n gesin ten opsigte van een of meer van wie se lede aansoek gedoen is om finansiële bystand kragtens die bepalings van die regulasies betreffende die verlening van finansiële en ander materiële bystand aan leerlinge en studente.

(4) An association may make rules not inconsistent with these regulations relating to—

- (a) leave of absence of members of the association;  
 (b) the appointment of subcommittees;  
 (c) joint meetings with other associations;

(d) any other matter considered necessary or desirable for the proper exercise and performance of the powers, duties and functions conferred and imposed on it by or under these regulations; and

(e) the co-option of persons to serve as members of the association: Provided that such persons shall have no voting rights.

#### Allowances

19. No allowances shall be payable to any member of an association for the performance of duties connected with the association.

#### Repeal and commencement

20. (1) The regulations relating to education committees for Indian schools, promulgated under Government Notice No. R. 459 of 25 March 1977, as amended by Government Notices Nos. R. 975 of 3 June 1977, R. 1897 of 30 August 1985 and R. 2590 of 15 November 1985, are hereby repealed.

(2) These regulations shall come into operation on 3 June 1991.

## DEPARTMENT OF AGRICULTURE

No. R. 1210

30 May 1991

LIQUOR PRODUCTS ACT, 1989  
 (ACT No. 60 OF 1989)

### LIMITATION ON THE USE OF CERTAIN PARTICULARS IN CONNECTION WITH THE SALE OF LIQUOR PRODUCTS: AMENDMENT

I, Jacob de Villiers, Minister of Agriculture, acting under section 11 (4) of the Liquor Products Act, 1989 (Act No. 60 of 1989), hereby amend the Schedule to Government Notice No. R. 1432 of 29 June 1990 to the extent set out in the Schedule.

**J. DE VILLIERS,**  
 Minister of Agriculture.

#### SCHEDULE

Government Notice No. R. 1432 of 29 June 1990 is hereby amended by the addition of the following clause to the Schedule thereto:

*"Reservation with regard to the abbreviation 'W.O.'*

4. Unless authorised thereto in terms of a scheme, no person shall in connection with the sale of wine use the abbreviation 'W.O.' or any word, expression or abbreviation that so resembles the said abbreviation that it will deceive or is likely to deceive."

(4) 'n Vereniging kan reëls wat nie strydig met hierdie regulasies is nie, opstel betreffende—

- (a) afwesigheidsverlof van lede van die vereniging;  
 (b) die aanstelling van subkomitees;  
 (c) gesamentlike vergaderings met ander verenigings;

(d) enige ander saak wat as nodig of wenslik beskou word vir die behoorlike uitoefening en verrigting van die bevoegdhede, pligte en werksaamhede by of ingevolge hierdie regulasies aan hom verleen en opgelê; en

(e) die koöptering van persone om as lede van die vereniging te dien: Met dien verstande dat sodanige persone nie stemreg het nie.

#### Toelaes

19. Geen toelaes word aan enige lid van 'n vereniging betaal vir die verrigting van pligte in verband met die vereniging nie.

#### Herroeping en inwerkingtreding

20. (1) Die regulasies betreffende onderwyskomitees vir Indiërskole, afgekondig by Goewermentskennisgewings No. R. 459 van 25 Maart 1977, soos gewysig by Goewermentskennisgewings Nos. R. 975 van 3 Junie 1977, R. 1897 van 30 Augustus 1985 en R. 2590 van 15 November 1985, word hierby herroep.

(2) Hierdie regulasies tree op 3 Junie 1991 in werking.

## DEPARTEMENT VAN LANDBOU

No. R. 1210

30 Mei 1991

WET OP DRANKPRODUKTE, 1989  
 (WET No. 60 VAN 1989)

### BEPERKING OP DIE GEBRUIK VAN SEKERE BESONDERHEDE IN VERBAND MET DIE VERKOOP VAN DRANKPRODUKTE: WYSIGING

Ek, Jacob de Villiers, Minister van Landbou, handelende kragtens artikel 11 (4) van die Wet op Drankprodukte, 1989 (Wet No. 60 van 1989), wysig hierby Goewermentskennisgewing No. R. 1432 van 29 Junie 1990 in die mate in die Bylae uiteengesit.

**J. DE VILLIERS,**  
 Minister van Landbou.

#### BYLAE

Goewermentskennisgewing No. R. 1432 van 29 Junie 1990 word hiermee gewysig deur die volgende klousule by die Bylae daarby by te voeg:

*"Voorbehoud met betrekking tot die afkorting 'W.O.'*

4. Tensy ingevolge 'n skema daartoe gemagtig, mag niemand in verband met die verkoop van wyn die afkorting 'W.O.' of enige woord, uitdrukking of afkorting wat in so 'n mate met genoemde afkorting ooreenkom dat dit sal mislei of waarskynlik kan mislei, gebruik nie."

**PUPIL:TEACHER RATIOS (50)**

EDUCATION and Culture Minister Piet  
Clase told parliament recently that pu-  
pil:teacher ratios in the various education de-  
partments were as follows for 1989: House  
of Assembly — 1:17,6; House of Represent-  
atives — 1:23,5; Education and Training —  
:36,3; and "self-governing" territories —  
:41.

man 30/5/91 - 6/6/91

# Complaints close school for disabled

ACTIVITIES have been suspended at a Soweto school for the physically disabled because teachers fear for their lives. *W/Man 30/5-6/6/91*

The JC Merkin School for the Disabled — a state-subsidised special school owned by the Association for the Physically Disabled (APD) — was closed indefinitely last Wednesday after complaints by parents and pupils of ill-treatment, poor facilities, teaching and food, and demands that senior staff be dismissed.

Community organisations — including the South African Democratic Teachers' Union (Sadtu), the Congress of SA Students and the Soweto Education Crisis Committee — have held placard demonstrations outside the school.

Sadtu spokesman Oupa Mpetha told *The Weekly Mail* the school's governing body had not responded to memoranda outlining their grievances.

But APD director Guy Houghton denied that any written representations had been made, and said the school had been closed at the request of teachers, who complained of harassment and intimidation.

"Pupils are using this opportunity to defy their teachers, and the teachers fear for their safety," he said.

Negotiations are under way to resolve the deadlock. At full strength, the school accommodates 190 pupils, whose ages range from seven to 23.

### PRISONER OF CONSCIENCE

POLLSMOOR political prisoner Moyisile Douglas Tyutyu (56) has been exempted from the current hunger strike because of his age.

Tyutyu is from Port Elizabeth, and is serving a 25-year sentence for treason, terrorism, possession of arms, and presenting a false travel document, lawyers say. All his co-accused have been released.

### LOCAL GOVERNMENT

TRANSVAAL administrator Danie Hough announced this week he was extending the life of 31 black local authorities by only two months, because it was possible joint local government administrations would be established.

### HOUSING SHORTAGE

MINISTER of Planning, Provincial Affairs and National Housing Hermus Kriel said in parliament recently that the government aimed to provide shelter for all South Africans by the year 2 000. *w/mailed 30/5-6/6/91*

He said there was a shortfall of an estimated 756 986 houses for blacks, excluding the "self-governing" territories, at the end of 1990. The provincial breakdown of the shortage was: Transvaal — 323 848 houses; Natal — 180 000; Orange Free State — 68 378; and the Cape province — 184 760.

### TOURISM *w/mailed 30/5-6/6/91*

FOREIGN tourists brought a record R2,47-billion into South Africa last year — 16 percent more than in 1989, according to the SA Tourism Board's 1990 report.

Arrivals totalled 1,02-million people — a 10,6 percent increase over the previous year. Of these, 51,4 percent came from African countries and 48,6 percent from abroad. The United Kingdom and Germany were the main sources of tourism.

### PUPIL:TEACHER RATIOS *(50)*

EDUCATION and Culture Minister Piet Clase told parliament recently that pupil:teacher ratios in the various education departments were as follows for 1989: House of Assembly — 1:17,6; House of Representatives — 1:23,5; Education and Training — 1:36,3; and "self-governing" territories — 1:41.

*w/mailed 30/5/91 - 6/6/91*

## AFRICA

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# King Luthuli Centre brings hope to youth

*Na Nasion (Learning)*

*Nasion*

*3015 - 416191*



An institution similar to the [Martin Luther] King Centre in Atlanta, United States of America, is shaping up in South Africa.

The institution, King Luthuli Transformation Centre (KTLTC), is situated in Braamfontein, Johannesburg. The four-year-old centre is the brainchild and initiative of former South African Council of Churches (SACC) youth secretary, Rev Joseph Tshawane.

Tshawane told PUPILS FORUM that he developed the initiative to start the centre after discovering that due to various social factors, youth had lost hope in the future.

This left them with no option but to resort to finding quick solutions to their frustrations and problems, according to the prelate.

He said the first programme he introduced at the centre was Discover, Develop and Expose (DDEE). Through this programme, Tshawane said, he aimed to tap the talent among young people, develop it and make it reach out to help the individual and the entire community.

"The programme combines the anger of the young people as a result of apartheid, the achievements they can still make within the system and the contribution they can make to reverse the system through

their talent," said Tshawane.

This programme was also designed to counter the government's "Win Hearts and Minds" (Wham) campaign of the 1980's, said Tshawane.

Several youth activities, such as sports, music, dance and arts, were developed - almost identical to the Wham campaign - the only difference being that the KTLTC programme was to empower the children.

Also due to the country's education crisis, the centre has decided to introduce tutoring for standard 10 pupils. The classes are held on Saturdays in the form of workshops where pupils share their views with the tutors.

Depending on the availability of resources, Tshawane said, the centre could develop into a youth leadership college.

He said the centre was currently establishing its own library with donations of books from several overseas universities.

The centre also runs a yearly essay competition for students. The winner of last year's competition, Portia Mshali of Pimville in Soweto, will receive her award shortly.

Mshali and her runner-up will visit the King Centre in Atlanta.





# School language change mooted

Legislation has been introduced in Parliament which will transfer the responsibility for the medium of instruction in black schools from the State to parents and the community.

The Education and Training Amendment Bill sought to change the policy on the medium of instruction in certain standards and remove uncertainty about who was responsible for school health services, Minister of Education and Training Dr Stoffel van der Merwe said.

The implications of the changes are:

- A transfer of responsibility for the medium of instruction from the State to parents.
- To recognise the right of parents to decide fundamental education mat-

Star  
31/5/91



Parliament

1991

50  
Star 31/5/91

ters themselves.

"In the past, paternalistic choices were often made on behalf of the parents of the communities."

This had prejudiced Afrikaans because it had been forced on pupils, Dr van der Merwe said.

DET schoolchildren were taught in their mother tongue until Std 2, whereafter the

parents usually chose English for their children.

"The abrupt transition to a new medium of instruction in Std 3 has, however, serious educational disadvantages.

"During the transition, learners have limited proficiency in their new medium of instruction and the learning process is usually seriously hampered in the remaining school years."

Research had shown that an earlier, more gradual change-over to another medium of instruction was desirable, and that the change-over should take place gradually in selected subjects.

Regarding health services to schools, Dr van der Merwe said the provinces should act in their own right in the future.

— Sapa.

# New school language policy

50

CT 31/5/91

By ANTHONY JOHNSON  
Political Correspondent

THE government plans to introduce a policy in which parents will have a greater say concerning the medium of instruction at schools, the Minister of Education and Training, Dr Stoffel van der Merwe, said yesterday.

Present policy dictates that pupils receive mother-tongue instruction from Sub A to the end of Std 2, whereafter parents could decide whether the medium of instruction should remain mother tongue, or be in either Afrikaans or English.

This has resulted in most black schools switching abruptly to a new medium of instruction in Std 3, with "serious educational disadvantages".

Speaking during the debate on the Education and Training Amendment Bill in Parliament, Dr Van der Merwe said the legis-

lation would allow for mother-tongue instruction during the introductory phase, followed by a more gradual transition to English or Afrikaans.

It was also possible that English or Afrikaans could be the medium of instruction from Sub A.

Dr Van der Merwe emphasised that the proposed amendments in no way altered the existing possibility that parents could select the mother tongue as medium of instruction for their children up to Std 10.

He added that any fear that may exist among parents that the use of English as a medium of instruction in schools would undermine the development of African languages was unfounded.

What the new system envisaged was the transfer of the responsibility for the choice of language medium from the state to parents, he said.

Dr Van der Merwe said the new system raised various possibili-

ties:

● The changeover to a new medium of instruction could take place earlier and more gradually, allowing for considerable educational advantages over the abrupt transition model.

● All subjects need not change over simultaneously, so that the pupil could gradually cope with the effects of the transition.

● Some subjects could be taught throughout (from Sub A to Std 10) in the mother tongue, while other subjects could be taught through the medium of an official language.

"The possibility is not excluded that learners may receive instruction in all their subjects through the medium of their mother tongue, throughout the duration of their school career."

Dr Van der Merwe noted that the new system had important implications for teacher training which would have to be adapted to ensure its successful implementation.

# Paso and Cosas in war of words

~~(S)~~ (S) ET 31/5/91

By PETER DENNEHY

A ROW erupted yesterday between the Pan Africanist Student Organisation of Azania (Paso) and the Congress of SA Students (Cosas) over school stayaways and protest marches.

Cosas pupils held at least three marches in the Western Cape yesterday — in Cape Town, Worcester and Stellenbosch. All proceeded without arrests or violence.

But Paso deputy president Mr Junior Taliwe said yesterday: "We are sad and shocked about the continuation of Cosas's senseless, directionless and unplanned campaign."

"Paso cordially urges the students to go back to school and defy the hell campaign of Cosas," he continued.

Cosas Western Cape regional organiser Mr Mcebisi Tshando responded: "Where is

this guy coming from? This campaign has been jointly planned with his organisation. Paso people spoke at a rally yesterday (in New Crossroads), and they took part in a press conference with us at Luthazo High in Khayelitsha.

"They did not speak out against us there," he said.

Yet Mr Taliwe said Paso had not been officially consulted. Pupils were in danger of failing at the end of the year, he said. He added that pupils ought to be under the control of their parents, who "did not like what was going on".

According to Cosas, pupils are due back at school today, in defiance of Republic Day. A decision would be taken at the weekend as to whether they would return to classes on Monday.

Mr Tshando said police in Worcester had blocked the pupils' path into town. An officer had wanted to take delivery of the

pupils' memorandum, but they did not hand it over as he was not regarded as of sufficient seniority. The marchers returned to the township, however.

Another Cosas office-bearer, national organiser Mr Mfusi Klaas, said pupils demanded books, more teachers and less overcrowding in classrooms.

He said the authorities ought to anticipate large increases in pupil numbers, as these happened every year.

He said only a few pupils had gone in to Cape Town yesterday, because local Cosas president Mr Sipho Kussie had urged them not to proceed at an early stage, after police had "blocked" them.

None of the pupils made it as far as the Department of Education and Training (DET) offices on the Foreshore, as police chased them back towards the station. Nonetheless, the DET offices were closed for the day before lunch, in anticipation of the planned march.

EDUCATION — GENERAL

1991

JUNE.

FOR A WHILE IT SEEMED THAT THE CRISIS IN BLACK EDUCATION WOULD BE REPLACED BY A "CULTURE OF LEARNING". YET ONCE AGAIN THE TOWNSHIPS ARE IN TURMOIL AND ACCUSATIONS OF BROKEN PROMISES ARE BEING MADE.

50 ARGUS 1/6/91

# Education is ticking timebomb

Reports  
**EDWARD MOLOINYANE**  
and **DENNIS CRUYWAGEN**

Weekend Argus Reporters

**T**HE black education timebomb has been ticking with renewed urgency since the beginning of the year — and the frustration that has been building up for years threatens to explode in new anger.

Most recently this has manifested itself in the "mass action campaign" to force the Department of Education and Training (DET) to act on the problems in black education.

After last year's disastrous black matric results — a result of continued disruptions — political organisations across the ideological spectrum called on pupils to return to school this year and adopt what some organisations called a "culture of learning".

Thousands of pupils, primary and secondary, heeded the call. In the Western Cape alone, thousands could not be accommodated as schools burst at the seams.

The DET allowed laboratories and libraries to be used as classrooms to cope with the numbers and promised to provide equipment as soon as the numbers of pupils was known.

Ironically, the labs and libraries had in most cases gathered dust for years due to lack of equipment and books.

The first alarm signals began sounding by the end of the first term. Principals who had, as usual, submitted requisitions for textbooks, furniture, stationery and teachers last April reported that nothing was forthcoming.

The education summit led by the ANC's Mr Nelson Mandela and President De Klerk in February had brought some hope. It seemed that at least the immediate issues — textbooks, desks, stationery and additional teachers — could be resolved. But these hopes were in vain, it seemed.

**A**t the beginning of the second term in April, principals reported that the situation was worsening. Morale among pupils and teachers was low and ominous rumblings were being made about the DET breaking promises.

At some schools pupils sat on the floor because there were no desks, and already overworked teachers had to write notes on blackboards because textbooks were non-existent. Anger and frustration set in.

As the "culture of learning" began to lose direction, teachers — some not having been paid since the beginning of the year — decided to go in deputations to the DET. But they failed to produce results.

Matters came to a head after the DET claimed that rapid urbanisation had aggravated matters, and that lack of funds prevented budgeting for more teachers.

The Regional office of the DET also claimed that textbooks were ordered in Pretoria only after requisitions from all centres in the country had come in.

On May 7 secondary school pupils, supported by teachers from the South African Democratic Teachers Union (Sadtu) took to the streets and marched to the DET offices, giving the department until May 20 to address the grievances. When this yielded nothing last week's mass action campaign began.

The action, or "pens down" as pupils call it has left one pupil dead and several injured in clashes with police.

Senior lecturer at the UCT School of Education, Dr Mzobz Mboya, said he feared the boycott action could lead to pupils not going to school for the rest of the year.

He said although the call for a return to school had been heeded, political organisations had not made a "follow up" to ensure that effective learning at schools occurred.

The situation is serious. Instead of improving it is worsening because as much as we

would like our children to be back in class, there is no effective learning because of the chronic shortage of essentials," he said.

**A**CCORDING to Dr Mboya, in black Western Cape townships about 1 107 primary and 3 212 secondary school children were on the waiting list for accommodation.

Based on the ratio of 40 pupils to one teacher, there was a shortage of 329 classrooms and 146 teachers for the same period, according to his research.

The primary school population for this year was 60 6450, served by about 1 478 teachers. In secondary schools 629 teachers taught 23 2030 pupils.

Schools such as Malizo Secondary in Khayelitsha had to make their own efforts to get desks and some coloured schools assisted.

Teachers had not been employed at the school for commercial subjects introduced this year despite the fact that the DET had given the go-ahead for the employment of four additional teachers, teachers said in a recent memorandum to the DET.

Democratic MP Mr Ken Andrew said the government's excuse of not having money for textbooks was unjustified.

"In essence the response from the government is that there is just not enough money. It's a question of priorities as far as they are concerned and they want to go about according to their priorities," he said.

He said he would raise the matter for debate when it came up in Parliament in two weeks' time.

A memorandum from the Congress of South African Students (Cosas) to the authorities isolated particular problem areas. These involved mainly shortages of desks, teachers and classrooms.

Responding to Weekend Argus queries, DET Regional Chief Director Mr Bill Staude said discussions with community and educational leaders were taking place to find an acceptable and practical way of handling the problems within "budgetary constraints".

**"T**HE first step to ensure the provision of sufficient textbooks and stationery is taken in April of the preceding year when principals complete requisition forms in respect of their predicted needs.

"These orders are delivered to the schools in time for the beginning of the academic year and this action was completed in time for the academic year," Mr Staude said in a statement.

He said "90 percent" of the additional textbooks to be made available to the matriculants were delivered during the first four months of this year.

"The remaining 10 percent of these books are out of print and can unfortunately only be made available later.

"The delay experienced in providing the outstanding textbooks for the additional students enrolled in Standards 6 to 9 is of great concern. Urgent appeals have been made to expedite this matter."

Mr Staude said he understood delivery of those books might be at the beginning of the third quarter.

"The non-return of many textbooks by students is making things very difficult every year. According to our records there should be shortages at a number of schools only."

Referring to the shortage of teachers he said 103 new positions had been made available to the Western Cape. This represented 30 percent of the total allocated to the Cape.

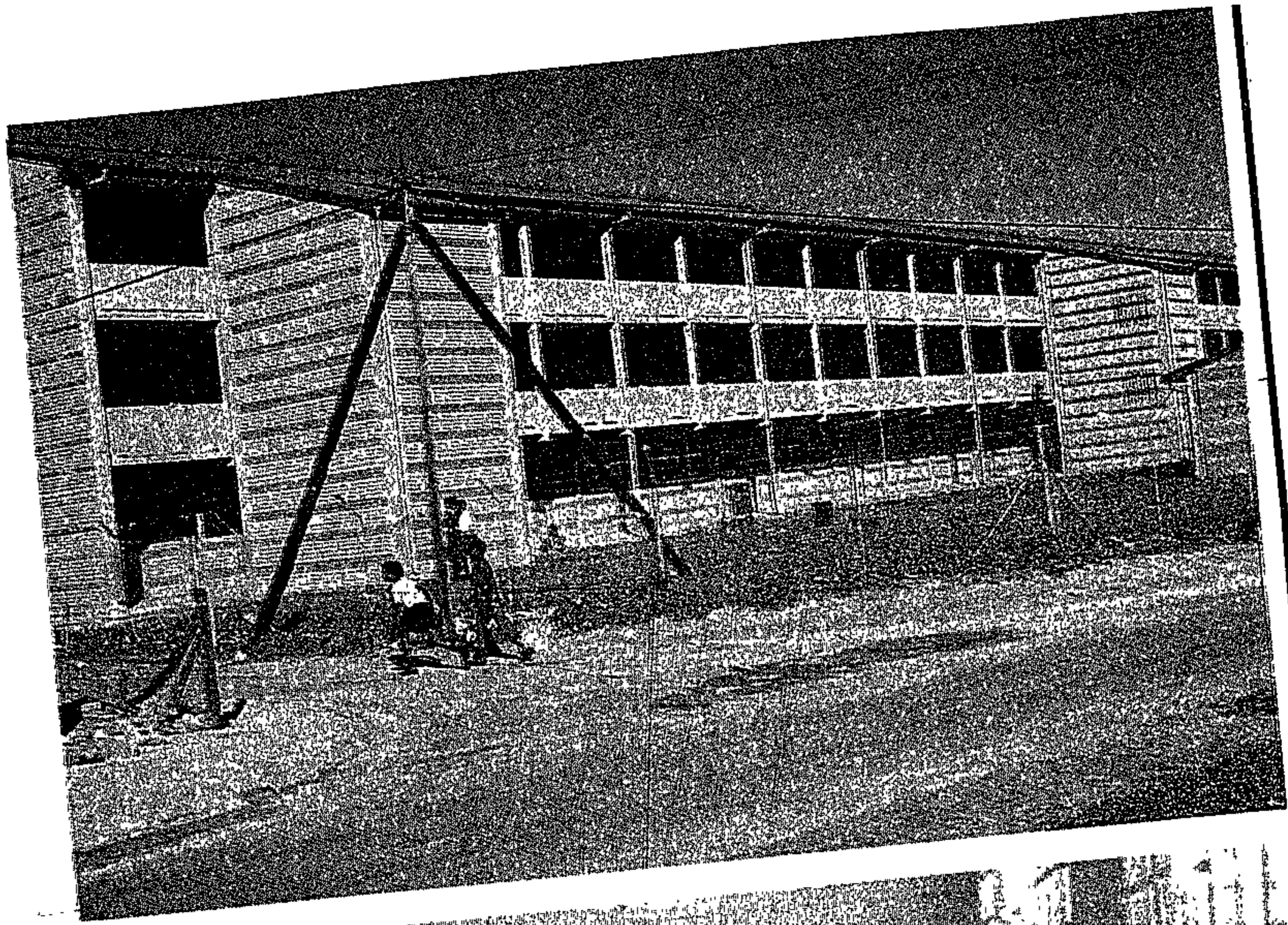
Reacting to the non availability of laboratory equipment at schools, he said a new advisor for Science had been appointed and was "presently taking a survey of laboratory needs".

"In addition to the Science Kits which were provided so far this year, further equipment will be ordered on the 1991/92 budget."

The 1991/92 budget allocation for desks and furniture in the Peninsula was R532 000 and the "execution of orders will take place during the latter part of the year.

Mr Staude said rapid urbanisation had contributed to the "increased demand for education".

Since 1980, he said, primary schools population had increased from 18 582 to 46 451 while secondaries had increased their intake from 2 660 to 19 624 for the same period.



## FRUSTRATION MOUNTS IN CAPE SCHOOLS

**DESERTED:** The "culture of learning" is disintegrating as township schools embark on a mass action campaign.

**INCOMPLETE:** The lab, above, at Mandela High is still without vital equipment.

# Back-to-school protest fails

Staff Reporter

50 or 1/6/91

MOST black schools in the Peninsula were deserted yesterday in spite of a Congress of South African Students (Cosas) call to return to classes yesterday in defiance of the Republic Day holiday.

A handful of pupils at two schools in Guguletu said they were either there to "collect books" or in support of the Cosas call.

The call followed last week's Peninsula-wide classroom boycott called by Cosas in a protest aimed at the Department of Education and Training (DET).

They say the DET was responsible for gross overcrowding of students at schools and for massive shortages of books and teachers.

A Cape Times tour of the townships yesterday showed most schools to be closed and deserted.

Pan Africanist Student Organisation (Paso) national deputy president Mr Junior Taliwe said members throughout the Peninsula had been summoned to attend a Guguletu prayer meeting in protest at countrywide violence.

Paso members were not attending school yesterday, he said.

Mr Taliwe said his organisation had "nothing to do" with last week's Cosas stayaway campaign which he described as "counter-productive and causing suffering among our youth".

● Sapa reported from Johannesburg yesterday that the planned Republic Day defiance campaign called by militant students and teachers appeared to have fallen flat.

## Paso comes out of the shadows

FOR a time it has lived in the shadow of the older and more established Congress of South African Students, but in recent weeks the Pan Africanist Students Organisation of Azania has made its voice heard in student politics.

Formed in 1989, and regarded as the student wing of the PAC, Paso is seen to be much more militant than Cosas.

And it could be that this reputation for militance was one of the reasons why some of the blame for the recent student unrest in Khayelitsha has been put at its feet.

Paso's national deputy president Mr Junior Taliwe said this week that the ideological differences between the ANC and PAC was being replayed on a smaller canvas in student politics.

"In Azania we have two liberation movements, the PAC and the Charterists. Our schools have been divided into two camps. Those who believe in Africanism will be accommodated in our structures."

He defined an Africanist as "a person indigenous to the soil" and anyone who identified with the aspirations of the people of Africa.

Whites could be regarded as Africans as well.

Nationally the ANC and PAC are talking about forming a patriotic front. But Mr Taliwe claimed no official consultations were taking place between Paso and Cosas.

He dismissed allegations that Paso was anti-white. "We believe there's only one race: the human race. We don't believe people are black, coloured, Indian or white."

The PAC has dissociated itself from the slogan "One settler, one bullet".

Mr Taliwe said: "The Azanian People's Liberation Army use this slogan in the battlefield. Because we are Apia inside, we feel we should use the slogan, even if it has been discredited by the PAC."

"But it does not mean we are fighting

settlers. We are reminding them they must return our land... then there will be no settlers and bullets."

He rejected allegations that Paso had been involved in the recent unrest in Khayelitsha or that members had been seen making petrol bombs, as alleged in a newspaper report.

"That is untrue."

Allegations were also made that Paso students had gone looking for white teachers to "fix the settlers".

"That's untrue because card-carrying Paso members are not party to the directionless and unexplained programme of Cosas. I was surprised to read Paso was out to attack white teachers."

Paso was concerned that some qualified African teachers were jobless.

"Our African brothers who are qualified must be employed by the Department of Education and Training. They should not be roaming our locations' streets."

ANC have in mind, would be possible if more political tolerance was displayed in the ground, he said.

Colour is not important to Cosas, he added.

### Colour not an issue

"We can't run away from the fact that we are a non-racial organisation. To us colour is not important. We have so-called whites in our regional executive committee and we are represented at some white schools."

Cosas does not adhere to the slogan of "One settler, one bullet" and neither is it involved in any witch-hunt against white teachers.

"White teachers are members of the non-racial South African Democratic Teachers Union and uphold the organisation's principles. So we have no problems with them."

"But we say that we have many qualified teachers sitting without jobs in the townships. The Department of Educa-

## Student

Argus 16/91

IT used to be said that one had to be detained, banned, or harassed if you wanted to be someone or something in the liberation struggle.

If this is true, then the Congress of South African Students, which has bounced back from a banning, is BIG in black student politics.

Unbanned on February 2 last year, Cosas is back in the forefront of student politics, but this time it does not have a monopoly on the terrain. A rival in the shape of the Pan Africanist Students Organisation of Azania is the new kid on the block.

But Mr Siphso Kussie, publicity secretary of Cosas in the Western Cape and the organisation's acting chairman in the townships, asserts that there is no rivalry between the two.

"We have political tolerance at leadership level, but not at grassroots," he said.

A united student front, similar to the patriotic front which the PAC and the

tion and Training must employ them."

Cosas' plan of action has drawn fire from some quarters and youths have been criticised for stoning vehicles.

"We are discussing this with Paso. We have found that people who are not members of either organisation are doing these things. Afterwards they claim that they are involved with Paso or Cosas. We are discussing how to avoid this because we don't want any conflict."

He said students were angry that nothing had been done to improve conditions at schools.

"We've reached the middle of the year, but we are not ready for our mid-year exams. The DET must take note that our grievances have not been met. The conditions are not conducive to schooling. The DET must change them."

Politically, Cosas shares the views of the ANC. It wants a non-racial, non-sexist, non-discriminatory democracy in a free and united South Africa.



# Community colleges can help SA's disadvantaged students

S/Times 2/6/91

50

COMMUNITY colleges are recognised in the United States as institutions primarily designed to meet the educational needs of the community in which they are situated.

Programmes offered have direct relevance to individual needs and those of local business and the community. They are there to serve students who are traditionally disadvantaged and disempowered.

Community colleges offer programmes in five areas of activity:

● The first is the college division which deals with more traditional academic aspects of study. It admits students to two-year "associate" degrees in arts and science, after which students either go out to work or transfer to traditional tertiary institutions.

## Accessible

The colleges meet a number of needs: conventional degree courses at universities are more selective in their intake and the weaker students find admission to community colleges easier.

Community colleges are neighbourhood institutions, so residence costs are not incurred; and the cost per student is much lower than the cost incurred at university.

However, and most importantly, programmes at these colleges have been developed in consultation with universities to ensure recognition and accreditation at tertiary institutions.

## SILAS ZUMA writes about community colleges in the light of the new government educational plan

In the South African context this must be a most appealing possibility given the growing pressures on tertiary institutions and the specific problem of admission and costs.

Universities could continue as centres of excellence while the needs of growing numbers of the disadvantaged could be tackled by community colleges.

● The second division is that of vocational technical education, in which the entire range of technical and vocational courses demanded by the environment in which the community college is located is offered.

These courses are characterised by a high degree of flexibility in course content and a high degree of inter-action between labour unions active in the occupation in question, management of that industry and the academics teaching the courses.

It takes little imagination to consider the effect the widespread introduction of this concept would have in South Africa.

The private sector has long complained about the lack of technical and vocational skills and the question must be whether it would rise to the occasion and become actively involved in such training.

● The third division is remedial or development education. This aspect of the work of community colleges aims at giving adults who had poor previous encounters with the formal school system a "second chance", as well as providing recreational and non-formal education.

Community colleges admit students with a wide range of entrance levels and provide courses on the entire range of adult education in the formal and non-formal sectors.

The need for a second chance may arise if a person has left the formal system functionally illiterate in the worst case, or if the student has not achieved a level of education with which the working world can be successfully negotiated.

The community college programme offers students a chance to gain a high school education, enabling them to go on to secondary education if they wish.

● Community education is the fourth division of the community college and provides non-credit courses ranging from adult literacy, health education, computer literacy and home economics to leadership.

The colleges make their facilities accessible to the communi-

ties in which they are located and utilise existing buildings and resources. The teaching staff also make their skills available to these communities.

● The fifth division is that of continuing professional education, in which those who are already employed are given in-service training of some kind. The community colleges also provide for in-service training programmes in both the private and the public sector.

## Flexible

The community college principle raises vital questions for South Africa. Given its flexibility and specific level of response to community and socio-economic needs, it suggests itself as an appropriate new tier in the local education system in the future.

Its introduction would require the co-operation of the state, communities, the formal education system — including tertiary institutions — and the private sector. But everyone stands to benefit from community colleges — not least, the millions of young South Africans who presently have nowhere else to go.

The question is, can this country afford not to introduce the community college system — and soon?

□ Silas Zuma is the director: projects and planning of the Education Foundation. He has recently returned from a month's study tour of the US.

# Ten years of good advice to students

By LULAMA LUTI

THE Career Centre in Soweto, which opened its doors to the public in December 1981, celebrates its 10th anniversary this year and is growing in leaps and bounds. *City Press 2/6/91*

An expansion programme is already underway and construction of bigger and better facilities has begun. The new building will include a computer laboratory, counselling rooms, additional classrooms, offices and a community hall.

The centre's executive director, Dan Monyemore, told *City Press* the expansion programme was a vote of confidence in the centre by both the business sector and the community.

Established to provide career and guidance counselling to students, the career centre has since initiated various other programmes which are co-ordinated by its eight-member staff.

Early in 1989 the centre established the Sebolelo Mohajane Bursary Fund in honour of former executive director and top educationist Sebolelo Mohajane, who died in a car accident in 1988.

The fund is managed by a board of trustees appointed by the centre's 14 board members.

"Our focus since inception has been to empower young people through professional career counselling to enable them to make informed choices and to recognise their role in the community," said Monyemore.

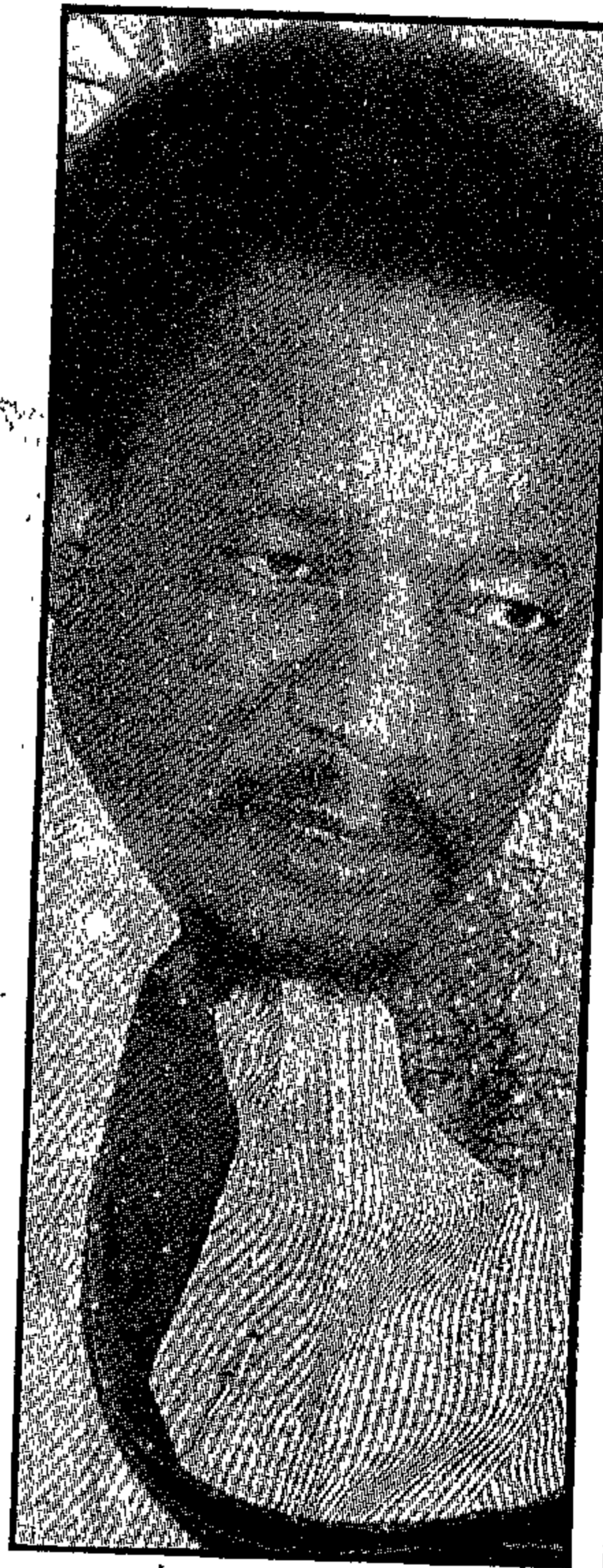
The centre's post-matric project received a major boost this week when the South African Permanent Building Society presented the institution with a R15 000 cheque.

Monyemore said the aim of the eight-month project was to bridge the gap between school and tertiary education or employment. It also serves to enhance and increase the students' chances of success after high school.

Monyemore said the corporate and business sectors had an important role to play in the provision of resources in black education.

"The corporate world has a tremendous responsibility in the creation of a new social order. We are entering a new era and much as we may disagree on how that is to come about, it is a fact that every one of us has an important role to play.

"We have companies out there who have the ability to do it and we hope to



**Dan Monyemore ... Giving school-leavers a better chance.**

persuade them to recognise they have a responsibility to the communities that serve them."

Human resources manager at the Perm, Dave Symons, said the donation was in line with his company's national social-responsibility programme.

"At the moment we are exploring avenues for future contribution and we have already identified education as a broad field where our participation will mean a great deal.

"By helping in the post-matric project we hope to be able to help pupils who have not had the chance of knowing what is involved in commerce and industry while they were growing up."

**No chairs to sit on and only this broken blackboard for the teacher to write on - around the holes. These children are being discriminated against by the Bophutswana government because they are not Tswanas.**

# Master plan to educate all in SA

From Page 1  
Stk 3/6/91

"We shall have to see when it missions policy schools, and a more open ad-

is published this week." The basis for the strategy is that a Third World country such as South Africa cannot afford free education beyond Std 5. After that, children should choose among three streams: The existing academic stream, which they would have to pay for.

● A more practical education in technical colleges, which the State would pay for or subsidise.

● Going straight into career training but with State recognition for on-the-job training. Universities should be rationalised to avoid duplication of subjects, and entrance standards would be raised to encourage pupils to study at technicalons, which would offer some subjects now offered at university.

The education plan has been rejected the Azanian Students Convention (Azasco). In a statement issued yesterday, the organisation's national publicity secretary Siphon Maseko said the plan, from a black perspective, "does not in any way address itself to the crisis in education from primary school through to tertiary level".

The demand was for free and compulsory education at all levels. "Azasco believes that until labour relations have been sorted out... to the satisfaction of the black working class, all these measures will have elitist benefits to a selected few."

# Master plan to educate all in SA (50)

By Peter Fabricius  
Political Correspondent  
3/6/91

A major new plan for education — including free and compulsory schooling for the first seven years (up to Std 5) and a radical shift towards technical training — has been welcomed by the Government.

The proposals are made in an "education renewal strategy" drawn up over the past 15 months by a team of experts led by National Education Director-General Johan Gerbers.

The recommendations include: ● Formative education, which concentrates on the

three Rs (reading, writing and arithmetic) and aims to make all pupils literate and numerate by the age of 13.

● A much greater emphasis on technical education, with higher entrance qualifications for universities and incentives for pupils to choose a technical education stream after completing the first seven years of formative education.

The strategy document is to be released tomorrow.

Senior Government sources said yesterday that although it was not an official policy document, it reflected Government thinking.

"This is a very good piece

of work," a senior source said. "It comes at a very good time, when we are trying to get education going."

Some of the proposals would probably be implemented immediately and the more dramatic ones would first have to be negotiated, the source said.

The Democratic Party expressed disappointment that the plan apparently did not recommend the interim restructuring of education under a single ministry.

DP education spokesman Roger Burrows said he had expected the strategy to recommend one ministry with sub-regions controlling all

● To Page 2

## Over power cuts

WILSON ZWANE

THE Vaal Civic Association said yesterday it would launch "retaliatory" action against power cuts in six Vaal Triangle townships, including Sharpeville and Sebokeng.

The warning came after Lekoa town clerk N P Louw said electricity to the townships, under the jurisdiction of the Lekoa City Council, would be cut from 2pm today "unless 70% of the residents pay their April and May accounts".

"We have decided to cut off power in the afternoon so as to give people a chance of paying their accounts. But I doubt that 70% of the residents will have paid by noon," he said.

He said as a result of a "long-standing rent and services boycott" more than 90% of residents in the six townships had not been paying for electricity, water, sewerage services and refuse removal.

Louw said his council had no financial resources to pay the R6,6m it owed its bulk electricity suppliers - Eskom and the Vereeniging town council - and that negotiations with the civic association had broken down. **3/6/91**

Association chairman Malak Madike said yesterday his organisation viewed the power cut as a strategy aimed at "coercing people into paying tariffs they cannot afford".

He would not, however, disclose what form of action his organisation had decided on.

# Education draft has ANCO support

**3/6/91**

**BILLY PADDOCK**

CAPE TOWN - A major education reform plan, which will involve compulsory attendance at primary schools, has been discussed by the ANC/government education working group and has the tacit approval of the ANC.

Government officials yesterday stressed that the Education Renewal Strategy document would not be implemented without consultation with all political parties.

Key features of the plan, to be announced tomorrow, are free and compulsory primary schooling for all South Africans, with a marked shift in emphasis towards job training.

The officials said government was not ruling out holding a major conference at which the document would form the basis of a far-reaching discussion on a new education system. The plan is the product of a 15-month investigation led by National Education director-general Johan Garbers.

Democratic Party education spokesman Roger Burrows said the plan was in line with recommendations by the World Bank, which stressed the need for universal primary education and a technical secondary education. National Education officials were

cagey about details, but said the plan envisaged a dramatic shift from the academic bias of the present system.

Key features of the plan include:

- All children provided with compulsory, free education up to Std 5;
  - That this formative education be centred on a course syllabus of reading, writing and arithmetic, to produce literacy and numeracy by the age of 13;
  - Parents paying part of the cost of schooling if they wish their children to pursue a conventional academic secondary education;
  - Dramatic changes in "streaming" secondary education; and
  - Far-reaching changes in tertiary education, including the upgrading of university entrance standards and the expansion of technician facilities.
- Sapa reports the education plan has been rejected by the Azanian Students' Convention (Azasco), which said it would not attend any conference on the proposals.
- Azasco publicity secretary Sipho Maseko said in a statement that the plan "does not in any way address itself to the crisis in education from primary school through to tertiary level in a black perspective".

## Ruling on Fedlife deal is expected tomorrow

SUSAN RUSSELL

ARULING on the validity of the deal which will give Fedlife a 30% controlling stake in Saambou will be given in the Rand Supreme Court tomorrow.

Saambou shareholders Nuwe Suid-Afrikaanse Prinsipale Beleggings (Pty) Ltd and the CC/Exchange (Pty) Ltd brought an urgent application last week challenging the validity of the merger deal.

They have asked for an order declaring the agreement, which provides for Fedlife's acquisition of 30% of Saambou, void and unenforceable.

Both companies have also applied for an order declaring invalid approval for the deal given by Saambou shareholders at a meeting on May 15. Nuwe Suid-Afrikaanse Prinsipale Beleggings and CC Exchange hold 8,5-million and 3,2-million shares respectively in Saambou.

They maintain implementation of the deal will not be to the advantage of Saambou shareholders.

Fedlife already holds a 2,6% stake in Saambou.

The agreement between Fedlife and Saambou on January 31 this year provides for the issue of convertible debentures by Saambou to Fedlife.

If Fedlife exercises its option to convert the debentures into shares it will hold 31,5% of Saambou.

Counsel for Nuwe Suid-Afrikaanse Prinsipale Beleggings and the CC Exchange, Schalk Burger SC, argued last week that the deal was unenforceable because it did not comply with the new Deposit Taking Institutions Act which came into effect on February 1 this year. **3/6/91**

It was also argued that 6,7-million of the 12-million votes cast by Saambou shareholders in favour of the merger deal were invalid as the representative of the Main Street Nominees, who held the shares, had a proxy to vote against the deal, but without authorisation voted for it.

Mr Justice Ralph Zulman is to give judgment.

# FOR BETTER SOUTH AFRICANS

S/Times 2/6/91. (50)

By MIKE ROBERTSON  
Political Correspondent

SEVEN years of free and compulsory schooling for every South African child is promised in a revolutionary government reform plan to be unveiled this week.

Technical training rather than academic teaching will also become a main feature of the proposed new educational system.

Dubbed the "education renewal strategy", the plan is the product of 15 months of thorough investigation by a team of experts headed by National Education director-general Johan Garbers.

The proposals amount to the most far-reaching revamp of the country's educational system in decades.

Key features of the plan, which will be unveiled on Tuesday, include:

- Compulsory and free education for all South African children up to Std 5. At present schooling for black children is free, but not compulsory, while for whites it is compulsory but not necessarily free.

- "Formative education" which will be centred on a core syllabus of reading, writing and arithmetic (the so-called 3 Rs).

## Standards

- A 3R education system which aims at producing functionally literate and numerate individuals by the age of 13.

- Parents paying part of the costs of schooling if they wish their children to pursue conventional academic secondary education.

- Dramatic changes in "streaming" in secondary education.

- Equally far-reaching changes in tertiary education, including the upgrading of university entrance standards, the ending of the duplication in the teaching of specialised subjects at universities, and the expansion of technikon facilities.

The proposals will be up for discussion by all political parties and will be implemented in stages once consensus is achieved.

The gist of the education renewal strategy is that a Third World country like South Africa can only afford to provide free education for children up to Std 5 level.

Thereafter, the new document proposes, pupils should be offered the option of three streams.

## Shift

The first would be the existing academic-oriented stream which parents would have to pay for.

The second would entail a more career-oriented education in so-called "technical colleges".

The third stream would allow 13-year-olds to move directly into career training, but at the same time offering state recognition for on-the-job training in the private or public sectors.

A state body would be set up to oversee certification for training provided by private sector bodies. This proposal is similar to one advanced by the De Lange Commission on education in the early 80s.

The proposal also allows for children to switch from one stream to another.

At a tertiary education level, a dramatic shift in emphasis away from universities to technikons is proposed.

The document maintains that there is a bias towards university education and that far too many students study courses at university which could be better provided by technikons.

The document also asserts that there is far too much duplication in courses provided at various universities.

It proposes that:

- There be a clearer demarcation between universities and technikons in order that the former pursue a "re-

## FREE SCHOOLS FOR ALL

From Page 1 (50) search" function while the latter expand their "teaching" functions.

- The building of more technikons.
- The enforcement of stricter entrance requirements at universities.
- A streamlining of courses provided by various universities so that only those which have established a track record of excellence in particular courses offer them.

The document also proposes the greater use of television and radio for teacher training.

The document does not deal with purely political aspects of education such as the formation of one department or the opening of schools, as government has deemed these subjects should be on the agenda of discussions between political leaders on a new conference for the country.

# Major education <sup>(50)</sup> reform possible

et 3/16/91

## Political Staff

A MAJOR education reform plan, which will involve compulsory attendance at primary schools, has been discussed by the ANC/government education working group and has the tacit approval of the ANC.

Government officials yesterday emphasised that the document would not be implemented without consultation with all political parties.

Key features of the plan, to be announced tomorrow, are free and compulsory primary schooling for all South Africans, with a marked shift in emphasis towards job training.

The officials said the government was not ruling out holding a major conference at which the document would form the basis of a discussion on a new education system.

The plan is the product of a 15-month investigation led by the director-general of national education, Dr Johan Garbers.

Democratic Party education spokesman Mr Roger Burrows said the plan was in line with recommendations by the World Bank, which stressed the need for universal primary education and a technical secondary education.

National Education officials were cagey about details, but said the plan envisaged a dramatic shift from the academic bias of the present system.

## Literacy by 13

Key features of the plan include:

- All children to be provided with compulsory, free education up to Std 5.
- This formative education to be centred on a course syllabus of reading, writing and arithmetic to produce literacy and numeracy by the age of 13.
- Parents to pay part of the cost of schooling if they wish their children to pursue a conventional academic secondary education.
- Dramatic changes in "streaming" secondary education.

● Far-reaching changes in tertiary education, including upgrading university entrance standards and expanding technical facilities.

The proposals will be put on the table for discussion by all political parties and will be implemented piecemeal once consensus has been reached on various aspects.

The document proposes that after Std 5, pupils should be offered the option of three streams. The first would consist of the academic-oriented system, for which parents would pay. The second would entail a more career-oriented education at technical colleges, and the third stream would allow 13-year-olds to move directly into career training, while being offered state recognition for on-the-job training in private or public sectors.

The document also suggests mechanisms to allow children to switch streams. It also proposes a far greater use of television and radio. Teacher training and assistance are also proposed.

# Govt gets <sup>(50)</sup> black mark in the classroom

Star 3/6/91.

As apartheid falls by the wayside in other areas, in education it continues to stifle change despite the urgent need for drastic overhauls.  
MARK SUZMAN and PHIL MOLEFE report.

**W**HILE President de Klerk appears to have made bold political moves as part of his reform package, the same cannot be said about his record in dealing with education.

Education remains the one major area that has not made significant progress towards nonracialism.

Government spokesmen have stated there will be no room for discrimination in schools in the new dispensation, but they have not spelt out what form a new education system should take.

Discrepancies in education spending and the provision of resources between black and white pupils are as wide as ever and the Government seems unable to deal with the crisis.

Educationists and politicians right across the spectrum agree that the current system, with its 18 education departments still firmly ensnared in the legacies of Bantu Education, has to be changed.

This realisation is strengthened by the fact that without a properly constituted education system, there will be no economic resurgence in a new South Africa. Skilled people and facilities are indispensable ingredients for economic success.

Critics claim that the Government's education policy is characterised by bureaucratic miscommunication, inefficiency and incompetence.

Despite a chronic shortage of schools and teachers in the black community, the Government has continued to pursue a policy of "rationalisation".

According to Minister of Education and Culture in the House of Assembly Piet Clase, there are 164 000 empty places at white schools.

There are only 5 360 blacks currently at white schools — a fraction of the more than 10 million black children of schoolgoing age in the country.

Mr Clase told Parliament in April that 12 white teachers' training colleges were nearly half empty, with vacancies for another 4 393 students.

And although students of all races can now be admitted to these colleges and technikons, no finance has been provided to make this policy possible.

The anomaly has become particularly apparent in Natal, where more than 600 teaching posts, ranging from pre-primary to high school, are at stake

— and it is feared that a further 1 500 posts will go next year.

According to the Natal Teachers Society (NTS), 500 000 children between the ages of six and 14 are not at school in the Natal/KwaZulu region, which means 32 000 teachers are needed if these children were to receive any education.

"The NTS reiterates its conviction that all colleges of education are essential to provide the vast number of teachers who would be necessary in the new nonracial South Africa," asserts NTS president Ian Corbishley.

Last week, the Joint Education Committee of the Durban Metropolitan Chamber of Commerce and the Natal Chamber of Industries requested an urgent interview with the State President to discuss the imminent retrenchment of teachers and closure of Natal schools.

The bodies have set out a number of proposals to safeguard Natal/KwaZulu's educational resources.

These called for the Government to:

- Declare a moratorium on the closure of schools and the dismissal of teachers.
- Make available schools earmarked for closure to all those without educational facilities.
- Urgently set up a national education forum to develop strategies for maximum use of educational resources.

The Government responds by saying it is waiting for the recommendations of the Education Renewal Strategy, set up by the Department of National Education.

The report, due to be made public tomorrow, is expected to call for a unified national education system.

At the same time, the joint working group set up between a delegation led by ANC deputy president Nelson Mandela, which met the State President in February, and various Ministers of education and their officials is working on the crisis.

Nevertheless, the underlying fact remains that the education debate is not simply an abstract dialogue. Practical education reform on the ground remains an issue of paramount importance to South Africa. And if it is not properly addressed, the political and economic consequences could be disastrous. □

# Education plan shifts emphasis to technikons

ARG 3/6/91

## Political Staff

A major new plan for education — including free and compulsory primary schooling and a radical shift towards technical training — has been welcomed by the government.

The proposals are made in an "education renewal strategy" drawn up over the last 15 months by a team of experts led by National Education Director-general Dr Johan Gerbers.

The recommendations include:

- "Formative education" which concentrates on reading, writing and arithmetic and aims to make all pupils literate and numerate by the age of 13;
- A much greater emphasis on technical education with higher entrance qualifications for universities and incentives for pupils to choose a technical education stream after completing the first seven years of formative education.

The strategy document is to be published this week. Senior government sources said yesterday that although it was not an official policy document, it reflected government thinking.

"This is a very good piece of work," a senior source said. "It comes at a very good time when we are on the verge of trying to get something off the ground to get education going."

Some of its proposals would probably be implemented immediately while the more dramatic proposals would first have to be negotiated, the source said.

The Democratic Party expressed disappointment that the plan apparently did not recommend the interim restructuring of education under a single ministry, as expected.

The thinking seems to be that this should not happen until a new constitution has been negotiated.

DP education spokesman Mr Roger Burrows said he had expected the strategy to recom-

mend one ministry with sub-regions controlling all schools, and a more open admissions policy.

"We shall have to see when it is published this week."

The basis of the strategy is that a Third World country like South Africa cannot afford free education beyond Standard 5.

After that children should choose from three streams:

- The existing academic stream, which they would have to pay for;

- A more practical education in technical colleges, which the State would pay for or subsidise;

- Or going straight into career training but with State recognition for on-the-job training.

Universities should be rationalised to avoid duplication of subjects and university entrance standards would be raised to encourage pupils to study at technikons, which would offer some subjects now offered at university.



# Praise from race body for high pass rate

Not everything was bleak on the black education scene in South Africa last year despite the turbulence and violence in the country, says the SA Institute of Race Relations (SAIRR).

The institute said in a statement on Wednesday that last year students awarded bursaries by it achieved a 78 per cent pass rate.

Of the institute's 798 university and technikon bursary holders in 1990, 148 students graduated. Twenty of these had continued as post-graduate bursars this year, while other bursars were continuing their studies in second and third year.

The president of the SA Institute of Race Relations, Helen Suzman, said she wanted publicly to congratulate all the institute's bursars on a "fine performance".

Institute bursars attended a total of 17 universities across the country.

The SAIRR said there was only one technikon graduate in 1990, but the number of students attending technikons had risen significantly this year. Altogether 32 new technikon bursary awards had been made for 1991, the highest since the inception of the institute's bursary programme, which brought the total to 76 technikon students, 44 of whom were continuing students.

## Shift

Dennis Venter, bursary director of the institute, said the growing number of its technikon students emphasised recognition by the institute and its donors that a shift towards technical education was needed in South Africa to generate the skills required for employment.

Mr Venter said sponsors of the bursary programme had made additional funds available for more students to attend technikons. The comparatively recent opening up of technikons to all races would greatly facilitate black technical education, he said.

Science (25 percent) accounted for the largest proportion of the institute's graduates last year, the institute said, with education (19), arts (17), law (12), para-medical (12), and engineering the lowest at three percent.

The SAIRR will be accepting applications for bursaries from July for people wishing to study in 1992. The closing date is October 31.

Contact: Moira Campbell -  
Tel: (011) 403 3600 - Sapa

# Education reform scheme unveiled

Sowetan 3/6/91

50



SIPHO MASEKO

**THE Government plans to offer seven years of free and compulsory schooling to every child in the country.**

The plan, dubbed the "Educational Renewal Strategy", is the product of 15 months of thorough investigation by a team of experts headed by the Director-General of National Education, Mr Johan Garbers.

The plan is to be unveiled tomorrow, according to a Sunday newspaper. A main feature of the proposal is reportedly its emphasis on technical training rather than academic teaching.

The proposals will come up for discussion by all political parties and will be implemented in stages once consensus has been reached.

**By THEMBA MOLEFE**

But the Azanian Students Movement yesterday called the plan "politically bankrupt".

Publicity secretary Mr Sipho Maseko said: "The so-called revolutionary reform plan does not in any way address itself to the crisis in education - from primary school to tertiary level - with a black perspective.

"The proposals contained therein fall short of overall demands by black students."

The proposals include:

- \* Free and compulsory education for all South African children up to Standard 5. At present schooling for black children is free but not compulsory, while for whites it is compulsory but not necessarily free;

- \* "Formative education" which will be centred on a core

syllabus of reading, writing and arithmetic, and;

- \* A system which aims at producing functionally literate and numerate children by the age of 13.

The Government proposes that after Standard 5, pupils will be offered the option of three streams.

The first would be similar to the existing "academic" stream which parents would have to pay for, the second would entail a more career-oriented education and the third would allow 13-year-olds to move directly into career training.

Children would be able to switch from one stream to another.

University entrance requirements would be tightened, more technikons would be built and there would be a streamlining of courses offered at universities.

# 'Get back to school', parents order children

ARGUS 4/6/91

By VUYO BAVUMA  
Staff Reporter

ANGRY Khayelitsha parents have told pupils to abandon their three-week "mass action programme" and go back to school.

Some parents have accused their children of being "negative" towards education and have scolded them for boycotting classes unilaterally without proper consultation.

They want the pupils to return to classes and to consult parent-teacher-pupil associations and the National Education Co-ordinating Committee before formulating new strategies for fighting the Department of Education and Training about the crisis in township education.

The high school boycott, spearheaded by the Congress of South African Students, has led to widespread violence throughout Peninsula townships and to the death of a pupil. Several children have been injured in clashes with police.

Last night the Khayelitsha branch of Cosas called a meeting of pupils, parents and teachers.

Parents were asked to support the mass action programme launched in response to, among other things, the DET's failure to supply enough textbooks, teachers and school facilities.

But parents were unsympathetic — and bluntly told pupils to go back to school.

Some parents said the children should write the mid-year exams due to start this week.

Pupils had refused to write the exams as part of the action programme, saying they were ill-prepared because of problems in schools.

Parents said they believed the action programme had been undemocratically planned.

The meeting decided that Cosas should immediately meet parent-teacher associations to discuss ending the programme. After that, the pupils, the NECC and PTSAs should formulate "a democratic strategy" to fight the DET.

Two members of Cosas apologised to parents for their "mistake" in not consulting them before implementing the action programme.

One parent said: "I do not like this at all. Initially you didn't tell us about your plans — but now you are asking us to support you because you are in a difficult situation."

Another said: "There are those who are thirsty for education. We as parents are working so that you can get an education, but now you are being negative."

as all toll roads are the responsibility of the State, and toll-road companies currently operate and maintain the toll routes and plazas as agents of the State.

- (2) The State did in the past provide guarantees to the financiers of toll roads in order to secure funding for toll-road construction. All toll-road funding has however, with effect from 1 April 1991, been undertaken by the South African Roads Board. The rejection of the National Roads Amendment Bill during 1990, which had total privatisation as goal, demanded this action.

*Own Affairs:*

**Vacant school premises: disposal**

65. Mr R M BURROWS asked the Minister of Welfare, Housing and Works:

- (1) Whether vacant school premises are transferred from the Department of Education and Culture to his Department for disposal, if so, (a) how many school premises are on the books of his Department, (b) how many of these are not being utilised for education purposes and

(c) in respect of what date is this information furnished;

- (2) what is the average delay in handling requests from outside bodies and/or Government Departments for the use of unutilised school buildings for education purposes;

- (3) whether he will make a statement on the matter?

B822E  
The MINISTER OF WELFARE, HOUSING AND WORKS:

- (1) Yes,  
(a) 52.  
(b) 36.  
(c) 26 April 1991.

- (2) Taking the prescribed procedures into consideration, as set out in Question 23, as put by you for written reply, a certain time-table can not be linked to the handling of requests for the usage of redundant school buildings as it will differ from case to case.

- (3) No.

**HOUSE OF DELEGATES**

other Houses. I thank hon members for the courtesy

**QUESTIONS**

†Indicates translated version.

*For oral reply:*

*General Affairs:*

*Question standing over from Tuesday, 28 May 1991:*

**Indian artists: taxes collected**

\*1. Mr D K PADIACHEY asked the Minister of Finance:

- (1) Whether any amount was collected in taxes from a group of artists from India who recently toured South Africa, and whose name has been furnished to the Minister's Department for the purpose of his reply; if so, what is the name of this group;

- (2) whether the promoter and/or sponsor of the show in question, whose name has also been furnished to the Minister's Department, applied for any tax concessions; if so,

- (3) whether any tax concessions were granted; if not, why not; if so, what was the value of these concessions?

D158E

**The MINISTER OF FINANCE:**

- (1) The Commissioner for Inland Revenue is aware of the relevant tour and will ensure that the provisions of the tax laws are complied with. In the light of the secrecy provisions contained in section 4 of the Income Tax Act, details of his actions and findings may, however, not be furnished to any person other than the taxpayer or his lawful representative.

- (2) and (3) In view hereof I can furnish no further information or comment in reply to the hon member's questions.

**The MINISTER OF FINANCE:** Mr Chairman, first of all I would like to thank the House for allowing this question to stand over. It was not possible for me to be in two places at the same time. I had questions to answer in one of the

*New questions:*

**Certain organisation: request for grant-in-aid**  
\*1. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of National Health: Whether her Department has received a request for a grant-in-aid from a certain organisation, the name of which has been furnished to the Minister's Department for the purpose of her reply; if so, (a) when, (b) what (i) were the reasons for and (ii) was her Department's response to this request and (c) what is the name of this organisation? D175E

**The MINISTER OF NATIONAL HEALTH:**

No, (a), (b), and (c) fall away.

**The LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, arising out of the hon Minister's reply, I would like to know for the purpose of the record whether it is correct that the name of the organisation referred to in this question is Highway Hospice?

**The MINISTER OF NATIONAL HEALTH:** Mr Chairman, that is correct, but that was not the question.

**Transit camp: Lenasia Ext 9 and 10**

\*2. Mr D K PADIACHEY asked the Minister of Planning, Provincial Affairs and National Housing:

- (1) Whether, with reference to his reply to Question No 6 on 21 May 1991, a superintendent has been appointed for the transit camp in Lenasia Extensions 9 and 10, if not, why not; if so, what are the details in this regard;

- (2) whether there has been an increase in the number of squatters in the above camp since November 1990; if so, by how many;

- (3) whether any steps have been taken to contain the growth of this camp; if not, why not; if so, what steps;

- (4) whether water, sanitation, refuse removal and other services are being provided at this camp; if not; why not; if so, what are the relevant details? D178E

# Single, non-racial education ministry in SA?

Political Staff

THE government's new education strategy, to be disclosed today, is expected to rid the country of segregated education ministries.

According to sources, it proposes a single ministry for education, with various non-racial regional sub-departments and a major devolution of authority to school management councils.

A current report notes that far-reaching

proposals include the formation of a single ministry, that rationalisation of schools be stopped and that free and compulsory primary education be provided for all.

Government officials have stressed that the plan is in effect a "discussion document", and will not be implemented without consultation with all political groupings.

It is understood the ANC had had access to the document and has, broadly speaking,

reacted positively.

The document, compiled over 15 months by a team of experts led by National Education director-general Dr Johan Gerbers, is also expected to recommend formative education in primary schools to produce literacy by the age of 13; a greater emphasis on technical training with higher educational qualifications for universities, and parents paying part of the costs of the children's education if they choose a conventional academic secondary education.

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- (a) as a result of economic restrictions the backlog cannot be covered with one increase. In comparison with the amount paid to Whites the gap narrowed from 1 April 1991 with regard to Coloureds and Indians with 4,8% and with regard to Black persons with 13,6% and
- (b) adjustments are made annually depending on the availability of funds,
- (2) no.

#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

#### Own affairs

#### Charter of human rights

- \*1 Mr A GERBER asked the Minister of Education and Culture: ~~SO~~ ~~SO~~ ~~SO~~
- (1) Whether his Department will seek to promote a charter of human rights for a new education and constitutional dispensation; if not, why not;
- (2) whether he will make a statement on the matter?

B1132E.INT

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the protection of rights naturally lies in the field of politics and statesmanship and not in the field of education. Education merely carries the responsibility of formulating those education rights which ought to be included in a new constitutional dispensation. It is not education that must devise the method of protection.

I am therefore not expressing an opinion on a bill of rights as a method of protecting rights, but what my department is striving for is those education rights which matter. They include the right to parental say, the right to education in one's own language in one's own community, education which is loyal to an own ethos, including religion and education which upholds and expands culture. My department is definitely striving towards realising these precious and irrevocable rights. In fact, like all other educa-

HOUSE OF ASSEMBLY

tion departments and bodies, my department also commented, on request, on a possible draft bill of rights and indicated the importance of these fundamental education rights

The hon member for Brits knows that the whole matter of the protection of rights is under consideration at present and I am therefore not going to go into detail in this regard.

The Government, however, has already laid down clear guidelines for a new dispensation. The hon the State President stated unequivocally in February 1991 that in a new education dispensation those who wanted the right to their own type of education with equal State support will have it.

He also mentioned each community's right to an own community life. The right of the child to be educated in its own language has been referred to many times, as has the right to the maintenance of culture in the schools and the continuation of education with an own ethos for those who want that.

These rights must therefore be guaranteed in this country with regard to the education of every child for those who prefer this. The constitutional system in any country must be of such a nature that it takes into account these basic education needs. The successful education systems in the world are those systems which are reconcilable with the constitutional system concerned, because then there is no friction.

An education system is therefore unsuccessful when there is no harmony between the constitutional system and its education system. We must avoid such a lack of harmony in a future system at all costs.

\*Mr A GERBER: Mr Speaker, I accept that the hon the Minister accepts the principle of a bill of rights in a new constitutional dispensation. That is NP policy and falls into the pattern of thought of the NP.

The hon the Minister would agree with me that such a bill of rights would have specific implications for education. I want to ask him a few questions in this regard this afternoon. Does he endorse section 2 of the proposed charter which makes provision for so-called affirmative action? Does he endorse that with regard to education? Is he amenable to the idea that Whites are discriminated against in a new education system,

even if it is only on a temporary basis? Is it the hon the Minister's standpoint that the Black part of his new nation, the so-called aggrieved parties, will be given a head start in terms of funds and facilities on the Whites so that the so-called injustice of the past can be put right on this basis? It is very important that the hon the Minister give us a clear and straightforward answer to this.

There is an ever-increasing insistence on affirmative action with regard to education. The Black masses, so it is claimed, must be privileged at the expense of the White minority until they have reached the same standard of development as the Whites. Is that what the hon the Minister has in mind with the NP's bill of rights? ~~SO~~ ~~SO~~ ~~SO~~

I want to ask a second question. What is the hon the Minister's standpoint with regard to section 10 of that proposed charter? In it it is stated that each one has the right to freely exercise choices with regard to education and training. If that section were adopted, it would put an end to differentiation in education, and not only differentiation on the basis of race, but also on the basis of peoples, culture and language. We want to know from the hon the Minister whether he endorses that section and whether he accepts it [Interjections.]

A third question is whether the hon the Minister endorses section 17 of the proposed charter. This section maintains the right to dissociation with the understanding that if such dissociation should mean discrimination on the grounds of race, colour, religion, language or culture, no State funds would be made available for such a group of people. [Interjections.] The question now is what the hon the Minister's standpoint is in this regard. Does he endorse the standpoint that if people should differentiate in a new education system on the grounds of religious convictions, language or culture, no State funds would be made available for such a school? Is the hon the Minister going to strive towards having such a provision in a new constitutional dispensation?

Mr R M BURROWS: Mr Speaker, when I read this question and thought about who was asking it and who would be answering it, I must say, I found it difficult to choose between the hon member for Brits and the hon the Minister when it came to defending human rights in South Africa, to be perfectly honest. [Interjections.] The one is for White rights and the other one,

well, I am not quite sure what he is for at the present time. [Interjections.]

However, let us make the position of the DP quite clear. We stand for a Bill of Human Rights to be included in the new constitution. [Interjections.] If we take the proposed Bill of Rights of the SA Law Commission into account, we can pick up various points. Article 10 proclaims the right to freedom of choice with regard to education and training, and we believe that that is absolutely necessary, as is the right to associate freely with other groups and individuals, as well as the right of individuals and groups to dissociate themselves from other individuals and groups, provided that if such dissociation constitutes discrimination on the grounds of race, colour, religion, language or culture, no public or State funds shall be granted directly or indirectly to promote the interests of such person or group.

The key question in this regard is: What promotes discrimination? It has been accepted internationally and in United Nations charters that it is not discriminatory if a school exists to promote a language group. It is discriminatory if that school says that only people of a certain language group may enter. That is discriminatory.

The CP must therefore make up their minds. It is no problem at all if they want Calvinist, Afrikaans schools, but it is discriminatory if they wish to include in the entrance qualifications of a school that only White, Calvinist Afrikaners may enter. They should not get State funds for that. [Interjections.] [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the question which the hon member for Brits asked whether I accepted the principle of a bill of rights. The answer to that is a simple "yes". I want to say a second thing to the hon member. The bill of rights to which he refers, is not a Government document. Of course there has not yet been any statement to the effect that the bill of rights to which he referred is a document which the Government completely accepts.

The hon member asked whether I was in favour of discrimination against Whites. He then referred mainly to finance. I want to tell the hon member that I am not in favour of discrimination against anyone at all. I am not in favour of

HOUSE OF ASSEMBLY

discrimination in education against Whites, Blacks, Coloureds or Indians.

The hon member for Pinetown made an important point about the concept of "discrimination" and the interpretation of that concept. As the hon member for Pinetown indicated, there is undoubtedly a difference between discrimination with regard to skin colour and differentiation with regard to the mother tongue. It is internationally regarded as non-discriminatory when a specific language group maintains its own language. I am therefore not in favour of discrimination against any of the groups.

The hon member spoke about affirmative action. We could debate at length about affirmative action. Once again the issue would be what the meaning of that affirmative action was and what interpretation we gave to it. The hon member did not give me his specific interpretation of the phrase "affirmative action", and I will therefore not say any more about that. [Time expired]

\*Dr F H PAUW: Mr Speaker, the Education Renewal Strategy Document has been made available today and an important point is that the uniform structure of education is going to enjoy preference. In contrast to what the hon the Minister has just said about distinctive education as a right, distinctive education is reduced to a so-called "possibility" in this document.

In a new South Africa which is a unitary state with general citizenship, we will have a government in which the majority is going to dominate. That is what the NP envisages. The NP now says that it is going to protect the rights and interests of minorities, also in education. It does not say exactly how, but it refers to a bill of rights. That is the NP's guarantee of minority protection. Earlier the NP wanted to use the own affairs concept for this, but in the hands of the NP own affairs were no guarantee of the rights of Whites. The NP failed in this regard.

Now a bill of rights is being proposed as a protection for Whites and as a mechanism of protecting their rights and education. In the hands of the NP and those of a Black majority government, a bill of rights would offer no protection for Whites. According to NP policy, Whites are not going to be recognised as Whites in a new constitutional and educational dispensation. The proposed bill of rights of the SA Law Commission provides that there may be no

discrimination on the grounds of race, unless discrimination takes place in the form of affirmative action. [Time expired.]

\*Mr A GERBER: Mr Speaker, the hon the Minister has not really answered the question which I asked, but I want to ask a further question of the hon the Minister. Does he envisage a bill of rights similar to that of the USA?

I want to mention to the hon the Minister two examples which took place in American schools. A school boy and his mother who were atheists, objected to the school's regulation that there should be a reading from the Bible and that the Lord's Prayer should be used. The Supreme Court agreed with the boy and ruled that a reading from the Scriptures and prayers in a school were unconstitutional.

A second example is that an anthology of poems in which a smutty poem appears in sexually explicit language, was discovered in the library of a school. The court ruled that this piece of pornography may not be removed from the library, because such action would infringe on the pupils' right to read. How is the hon the Minister going to prevent such events in a new South Africa with a bill of rights? [Interjections] How will he manage that?

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the future bill of rights will not determine everything in this country or the way in which the country is governed.

I want to say at once that as I see it there will be a government in the future—regardless of how it is constituted—and there will be a bill of rights which will ensure that individual rights and also group rights are protected. There will also be a judiciary which will act as arbiter if a difference in interpretation should arise. But I want to state this categorically now. We said very clearly and unequivocally that in a new constitutional dispensation there would be no discrimination in education on the grounds of race or colour. Let us therefore say this to one another. It is not the bill of rights which must protect or not protect. This Government accepts that if one had an education system in the future in which one could say that a person may only be admitted to a school if he was White, that would constitute discrimination.

What is going to happen, however, is that there will be an opportunity to say that on the grounds of common values such a group, within an own community life, may create its own school.

\*Mr S C JACOBS: Name a court ruling in the world to that effect!

\*Mr SPEAKER: Order!

\*The MINISTER: May I offer the hon member who is shouting so loudly a combi! [Interjections.] Perhaps that would keep him busy [Interjections.]

\*Mr SPEAKER: Order!

\*The MINISTER: The fact of the matter is that it is possible and it is also internationally acceptable that there are specific educational points of departure which will stand the test of time and against which one can test these values. I want to ask hon members whether they are in favour of Christian values as a norm. Are they in favour of mother tongue education? [Time expired.] Debate concluded.

QUESTIONS

†Indicates translated version.

For written reply: General Affairs.

Cahora Bassa: capital amounts invested

349. Mr L F STOFFBERG asked the Minister of Mineral and Energy Affairs:†

- (1) What capital amounts had been invested in the Cahora Bassa hydro-electric scheme or made available for this purpose by (a) the South African Government and (b) Eskom as at the latest specified date for which information is available;

- (2) whether he will furnish information on capital amounts invested by other South African financial institutions in this scheme; if not, why not; if so, (a) what are the relevant details and (b) in respect of what date is this information furnished;

- (3) (a) how much electric power have South African consumers received from this scheme to date and (b) in respect of what date is this information furnished?

B9331E

The MINISTER OF MINERAL AND ENERGY AFFAIRS:

- (1) (a) The South African Government has invested R35 million in the Cahora Bassa hydro-electric scheme according to the agreement with Portugal in 1969.

- (b) Eskom acts as agent to the South African Government on the Cahora Bassa hydro-electric scheme. According to the agreement between Eskom and the South African Government no capital was invested by Eskom in the Cahora Bassa hydro-electric scheme. The South African Government has, however, paid over R143 million to Eskom for the capital costs of the erection of the transmission line between Paturi and the Apollo Power Conversion Station, and for the erection and equipment of the Apollo Station.

- (2) (a) The IDC made export credit loans available to Portugal to the amount of R41 million (capital) in support of contracts with South African companies who participated in the construction of the Cahora Bassa hydro-electric scheme. These loans have been repaid in full.

- (3) (a) 37,47 million Gigawatt-hour.
- (b) 1977 to date.

Toll-road companies: guarantees against losses

388. Mr H J COETZEE asked the Minister of Transport:†

- (1) Whether any provision has been made for guarantees to toll-road companies in order to cover them against possible protracted losses; if not, why not; if so, for what guarantees;
- (2) whether such guarantees have been given to any toll-road companies; if so, what are the relevant details?

B11020E

The MINISTER OF TRANSPORT:

(1) No, not since 1 April 1991. There is no requirement to provide such guarantees

## Industry, business urged to switch pupils on

DURBAN — Local business and industry could revolutionise education by providing electricity to schools, Education Foundation executive director Johan van Zijl said yesterday. *B.W. van Zijl*

He told delegates at a Wild Coast Sun conference 90% of black schools did not have access to electricity.

"Provide electricity and at one stroke you can turn a simple school into a 16-hour-a-day education facility, the basis for a

community college after school hours, a study and homework facility for students, an adult literacy and even a community centre." Business and industry could turn the provision of power into localised self-help projects.

He said primary school education, which yielded the greatest economic returns to investment, should be a priority, and called for the re-opening of the tax concession debate for funding. — Sapa.



# Govt warned against centralised education

for 5/6/91

Political Staff

(50)

The Government has been warned that an excessive emphasis on centralised control over education in the new South Africa could lead to "unchecked and stifling autocracy".

The Education Renewal Strategy discussion document — which recommends that race should not feature in structuring a new policy — suggests an over-arching central education authority possibly coupled with regionally based departments of education.

It recommends that the new education model should "visibly promote and express national unity" but that freedom of association should be a cornerstone of it.

"It is as important that adequate and satisfactory allowance be made for the accommodation of diversity such as language, religion and culture."

The document believes the principle of maximum devolution of power to local communities and individual institutions should be upheld throughout.

"The weight of evidence indicates the desirability of a decentralised system."

## Inertia

This would also counter the "dehumanisation typical of large and centralised bureaucracies".

"Administratively, centralised education models usually lead to a bureaucracy characterised by time-consuming decision-making lines, an inherent inertia and cumbersomeness.

"To establish unity in the total education system, policy development on the national level certainly is necessary, but then with the involvement of communities on the regional and local levels.

"Decentralisation also enables the establishment of closer links with the specific educational needs of regions and communities. In this way, education gains legitimacy and generates greater acceptance and loyalty."

The document says the State cannot assume sole responsibility for providing education, emphasising the role of parents, teachers and the private sector.

It says progress could be made in achieving equal opportunities in education if the State's share of responsibility for the education system were "balanced by the community".

# Leaner schooling system called for

Political Staff <sup>Star</sup> 5/6/91

The growing financial burden of education has left South Africa no choice but to create a leaner and more cost-effective system of schools and colleges.

This is one of the key points in the Education Renewal Strategy discussion document published yesterday, and is cited as a main reason for the urgency of education reform.

"Over the past few years," it says, "the State has experienced increasing difficulties in financing the rapidly expanding education system.

"The crux of the problem is that the economic growth of the country has been slower than the growth in pupil and student numbers.

"The only solution ... is to offer more cost-effective education."

Recommendations in the report suggest wide-ranging changes in the training of teachers, facilities, aids to learners,

control and administration, and funding.

It points out that between 1987 and 1990 the total education budget increased by 57 percent.

"However, taking the increasing cost of education into account, this increase represents a decrease of 6 percent in real terms.

"This decrease must be evaluated in the light of a required 14 percent real increase owing to the growth in pupil numbers."

Maintaining standards in the face of an unprecedented demand for education is one of the most daunting challenges facing education planners, it says.

Last year 325 000 new black pupils entered the education system.

This would reasonably have required 325 new schools, each for 1 000 pupils.

At a cost of about R2 million a school, this means about R650 million would have been required for school buildings alone in 1990.

Whites-only state schools still possible

# Single education system proposed

Star 5/6/91

By Peter Fabricius  
Political Correspondent

Whites-only schools funded by the State will still be allowed in a major new nonracial education system proposed in a report commissioned by the Government.

This controversial admission was disclosed at a press conference yesterday by Dr Johan Garbers, Director-General of National Education, who led the team which drew up the Education Renewal Strategy.

The report proposes a single education authority for all of South Africa with non-racial regional departments and allowance for cultural, language and religious differences. "Race should not be a feature in restructuring education," it says.

Dr Garbers tried to explain the apparent discrepancy afterwards when he said his plea was that only educationally relevant criteria should play a role.

"But it is politically important to allow parents to define the sort of value system they want to expose their children to."

The strategy recommends other major structural changes to enable the State to afford the immense extra demands for education, mostly from blacks.

More reports —  
Pages 8 and 12

The strategy is based on the premise that the State cannot afford to pay much more for education than the present 19 percent of the total national Budget.

One of the main proposals to cope with burgeoning costs is to make primary schooling (the first seven years) free and compulsory.

After that pupils would be channelled into academic and vocational streams, with costs mainly borne by parents and the private sector.

Many of the other changes are also aimed at directing pupils away from academic education towards vocational training.

The strategy was drawn up by a broadly representative team of educators. The ANC and PAC had been asked to take part but did not respond.

National Education Minister Louis Pienaar stressed yesterday that the Government had not yet taken a stand on the recommendations and that the report was still a discussion document.

It recommends that:

- Equal education opportunities must be offered.
  - A single education authority responsible for policy on norms and standards and for national education institutions should be created.
  - Other functions should fall under the jurisdiction of education departments, possibly regionally based.
- These changes should be part of negotiations for a new constitution. Other changes could be implemented sooner. These include:
- New institutions called "edukons" to offer bridging courses to universities and technikons.
  - Higher pay for teachers of sought-after subjects.
  - Far-reaching measures to boost teacher training.
  - One year of compulsory pre-primary schooling to help deprived children bridge the gap to schools.
  - Building standards of schools to be scaled down to reduce costs.
  - Large-scale devolution of power to educational institutions and school management councils.
  - Management councils to be established at all schools to find finance for schools over and above the basics provided by the State.

## 'Edukons' may bridge the gap

CAPE TOWN — An investigation into setting up "edukons" to bridge the gap between secondary and tertiary education has been recommended by government's education document.

It said the Universities and Technikons Advisory Council should investigate to what extent academic support and bridging programmes should be offered at their institutions, as well as at some technical colleges and under-used teacher training colleges.

The report said that a new look at admission requirements at universities and technikons was necessary in the light of growing student numbers.

Universities should tighten up their admission policies, rationalise their study programmes and lay down formal study goals to maintain standards.

Technikons should be given the power in law to set additional admission requirements and to limit intakes.

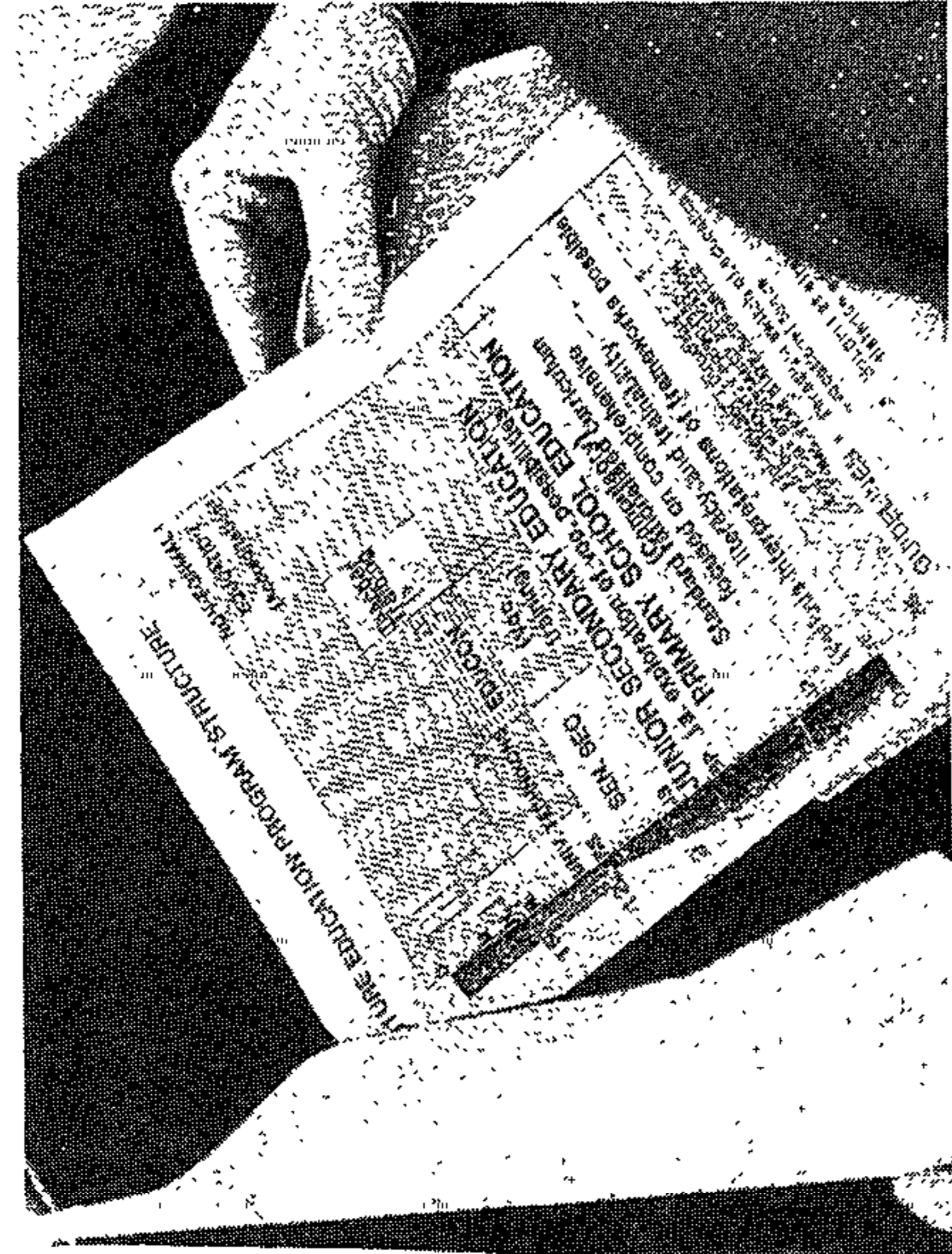
There was an impression that too many universities sought to be active in too many post-graduate fields. The council and the Committee of University Principals should make recommendations on post graduate study rationalisation, to be implemented within five years.

In addition to rationalisation within institutions, the study programmes policy of universities, technikons and technical colleges should be adapted to distinguish more clearly between the emphases of these institutions.

A working group concerned with this aspect had revealed that programmes were not always offered by the appropriate institution and the large number of instructional programmes could lead to uneconomical class sizes, duplication of facilities, ineffective use of high-level staff and increased administrative costs.

These findings should be brought to the attention of educationists. — Sapa.

## EDUCATION RENEWAL STRATEGY



The Education Renewal Strategy document released yesterday.

Picture: ROBERT BOTHA

# Govt could fund whites-only schools

CAPE TOWN — Government's Education Renewal Strategy did not rule out racially based education, allowing for exclusively white schools, National Education director-general Johan Garbers said yesterday.

He told reporters white schools could exist with government funding. DP education spokesman Roger Burrows said this would be a huge mistake as access to all government-funded schools had to be provided without discrimination.

Creation of private schools should be encouraged as alternatives to state schools. Those funded by government would have to prove that no discrimination was taking place.

Burrows welcomed the strategy, which embraced a central education authority and regional geographic departments, as a step in the right direction. The DP was pleased with

recommendations on devolution of decision-making to school management council level.

He noted with concern that there was little provision for pre-primary education or specialised education, and expressed concern about funding.

Natal Teachers' Union member Musa Shezi criticised Garbers for not consulting teachers' associations in the drawing up of the strategy. This, he said, was not conducive to the spirit of consultation the document — drafted by heads of department within the education system — claimed.

Garbers said the ANC-government joint working group had discussed the document's proposals on Saturday. CP education spokesman Andrew

Gerber said his party rejected the strategy, saying its consequences for Afrikaner education would be tragic.

TANIA LEVY reports the National Education Co-ordinating Council (NECC) has welcomed the strategy but said it simplified the complexities of restructuring education.

It was deeply concerned by the fundamental assumption that education was normal in SA. This was reflected in the strategy's failure to address the question of financial responsibility and accountability and the lack of a plan to transform the quality of education.

It criticised the long-term implications of making Std.5 the highest level of education for most, and the strategy's lack of intent to redress racial budgetary allocations and imbalances in provision of books, classrooms and teachers.

5 (Dun) 5/6/91

BILLY PADDOCK



Mr Roger Burrows



Mr Louis Pienaar

## Education report: Cautious reaction

### Political Staff

THERE has been a cautious reaction to the government-commissioned Education Renewal Strategy report, released yesterday.

While groups did not reject the report, unequivocally, fundamental criticisms were levelled at the government's education reform plans presented in the ERS initiatives.

The National Education Co-ordinating Committee (NECC), chief opponents of the report, dismissed the proposals as "thoroughly inadequate and in no way representing a new or strategic attempt to restructure education.

"The ERS proposal is essentially based on a false assumption that education in South Africa is normal and the complexities of restructuring education are simple."

The National Party urged South Africa to accept the document, while the Conservative Party and Democratic Party questioned it.

National Education Minister Louis Pienaar said the issues outlined in the document made it clear there were no quick solutions to South Africa's education problems.

Dr Francois Pauw (CP Nom) said the ERS document showed the government wanted to instal Third World standards on the population.

Roger Burrows (DP Pinetown) said there appeared to be no clarity in the document on the proposition that racially restrictive admissions to schools should be prevented.

He said that the chairman of the ERS integration committee and Director General of National Education, Dr Johan Garbers, had stated that white-only schools funded by the state could exist under the proposed model.

"Is that correct? Is it reasonable to even leave that a possibility?"

50 5/6/91

James Moulder argues that the timid approach taken by the ERS should be rejected

# Education takes centre stage

Spes 5/16/91.

(50)

**T**HE Education Renewal Strategy management councils are in line with the National Education Coordinating Committee's 1990 call for "democratic parent, teacher and student associations (PTSAs)". Both proposals are attempts "to ensure the participation of local communities in the management of schools".

But they differ in two significant ways. The NECC wants its PTSAs "to determine the content of education". And, whereas the ERS merely asks the management councils of secondary schools to consider giving selected pupils "observer status", the NECC wants students to participate fully in PTSAs.

Like the ANC and the NECC, the ERS does not have a plan for funding education more fairly, or for abolishing its academic bias.

In 1990, the NECC called for "state provision of free and compulsory education for all from pre-primary to secondary". The ERS is not as naive as this.

Although it is not as specific as the ANC, which proposes free and compulsory education for all, with a school-leaving age of 16, the ERS has called for a minimum

period of compulsory schooling, including the possibility of one year of pre-primary education, for which the State must assume the primary financial responsibility.

But the ERS's inconclusive ideas about "exit points from the formal system" at the end of Standards 5, 7 and 10, contradict the ANC's goal of "progressive expansion of access by all children as a right to secondary education".

The ERS is still studying how to finance education and what it will cost to implement its ideas. It knows that a system of decentralised regions will cost almost as much as the segregated departments it will replace.

This is why many of its proposals are for a leaner system with distance education, affordable buildings and an increase in the staff/student ratio at colleges of education. It believes that "pupils who are no longer of compulsory school-going age should bear an increasing share of the costs of their schooling".

The ERS's call for "justice in educational opportunities" is more radical than the NECC's 1990 demand that every student should get "an equal allocation of the resources available for schooling".

In one sense, an equal allocation is just; but it does not eliminate the backlogs and shortages which exist because of the unequal distributions of the past. What are required are unequal but fair allocations that are based on "an index of need" for the various parts and levels of the system.

Neither the ERS nor the NECC has tackled the academic bias that encourages pupils to believe that going to school is primarily a preparation for admission to a university.

The NECC simply has run away from this problem. The ERS has faced it, but not head-on.

Although it favours changes in subject choices to give pupils more career-orientated and practical skills, it insists that "the curriculum in South African schools is basically sound".

This conclusion contradicts the more insightful belief of the 1981 investigation that was chaired by Professor Pieter de Lange. It argued that pupils tend "to look down on manual work and practical skills".

The ERS has called for links between formal and non-formal education, for community learning centres, for some technical col-

leges or underutilised colleges of education to be turned into colleges of advanced education (Edukons).

The ERS's call for links between formal and non-formal education supports proposals from the unions to establish equivalences between formal and non-formal training modules. If these equivalences are established, the training which workers get can pave their way to technical colleges and other institutions.

The ERS has urged the private sector, non-government organisations and service organisations to create "community learning centres in existing facilities such as schools and community or church halls".

These centres should teach life skills, including "legal matters, health issues and social and civic responsibilities".

They also could be used to promote the pre-school and literacy programmes that the ERS wants the private sector, the national pre-school and literacy associations and the SABC to establish. And they could be places where adults use "the school of the air" that it has proposed for secondary school pupils.

All these ideas echo the ANC's

call for "increasingly extensive facilities to enable adults to overcome illiteracy and further their education".

The ERS proposes to improve the quality of tertiary education by introducing more appropriate admission requirements, transferring nearly 30 percent of the certificates and diplomas offered by universities to technicians or technical colleges, rationalising study programmes within and between institutions, creating centres of excellence in certain fields of study and allowing for private universities and technikon.

From another angle the ERS wants to improve the quality of tertiary education by simplifying matriculation requirements, making it easier for students to transfer credits from one institution to another and moving bridging programmes to Edukons.

Although it has asked that they be debated, revised and refined, most of the ERS's recommendations are on the road to a genuinely unified, nonracial, decentralised and democratic education system.

The Committee of Education Ministers (CEM) will not take any decisions on the ERS's recommendations until "all those concerned

with education" have had time "to debate and comment on the draft strategy".

This refusal to unilaterally decide on an education renewal strategy is the best thing about the ERS's work. But the fly in the ointment is its failure to accept the State President's offer to create "transitional mechanisms" for bypassing apartheid structures that obstruct the emergence of nonracial institutions and practices.

When the CEM has the comments it has asked for, it should reject the ERS's timid approach and call for a bold and imaginative law that allows the Department of National Education to go for a genuinely unified, nonracial, decentralised and democratic education system as soon as possible.

Even if no feet are dragged, it will take at least five years to get what the ERS has called for. A more cost-effective education system in which tangible meaning is given to the notion of equal educational opportunities for all learners.

James Moulder is a professor of philosophy at the University of Natal. □

# Model principles outlined in paper

CAPE TOWN — National Education Minister Louis Pienaar yesterday released a discussion document setting out principles for a non-racial education system that would be leaner, fitter and more affordable than the present model.

The Education Renewal Strategy document said the present education system, based on the racial principle of own and general affairs, was viewed by many South Africans as lacking legitimacy.

It said a single education system had in fact been established but that its "population group basis" brought the perception that "unity, or commonality, did not feature at all in the organisational base of education".

A new education model should therefore visibly promote and express national unity with freedom of association forming its cornerstone. Adequate allowance should also be made for accommodating diversity of language, religion and culture.

New principles set out by the document include equal opportunity, freedom of choice, relevance, linkage of formal and non-formal education, state and parental responsibility, state/private sector responsibility for informal education, state support for private education and the professional status of educators.

Special emphasis is placed on the inherent potential in the non-formal education sector, and the creation of "edukons" as a bridge between secondary schooling and

technikons or universities.

The document recommends that education should be geographically and non-racially based, and calls for the development of a well-structured qualification system for vocational training and the simplification of teacher training. A more flexible remuneration for teachers is also mentioned.

It calls for qualification structures for vocation training to be developed to promote the mobility of learners between schools, universities, technikons, technical colleges and education provided by the private sector.

The transition problems experienced by new students at universities and technikons will be solved as a matter of urgency.

Education technology, including the use of radio and television, is recommended for school education.

The discussion document also makes far-reaching recommendations to promote vocational education, thereby moving away from the present emphasis on academically orientated education.

In a statement, Pienaar stressed that government had not yet made a decision on the document's recommendations. Comment was invited and should reach the committee of heads of education departments before the middle of August.

He said a document similar to the Education Renewal Strategy, on a new school and technical college curriculum, would be released. — Sapa.

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## Go back to school, say parents <sup>(5)</sup> Cosas: Exams 'under protest'

Education Reporter

TOWNSHIP high school pupils are continuing their boycott of classes despite being scolded at a meeting in Khayelitsha this week by parents, who accused them of having a "negative attitude" to education.

A local spokesman for the Congress of South African Students (Cosas) said parent-teacher-pupil associations were expected to meet tomorrow evening in Khayelitsha, Guguletu, Nyanga and Langa to involve more parents in discussions on how pressure should be brought to bear on the Department of Education and Training (DET) to improve conditions in black schools.

Parents at the Khayelitsha meeting indicated that they would prefer their children to resume their schooling and avoid the sporadic incidents of stone-throwing that have led to several pupils being injured in clashes with police.

THE Congress of South African Students has urged black pupils to write their mid-year exams under protest because the Department of Education and Training (DET) has failed to meet their demands.

Cosas made the call yesterday at a press conference in Johannesburg. However, a city Cosas spokesman said the exam and classes boycott would be maintained.

For the past three weeks, Cosas has led mass protests in local townships. The spokesman said yesterday that pupils still gathered at their schools for "awareness lectures and videos", but would neither attend classes nor write mid-year exams.

In Johannesburg yesterday, Cosas publicity secretary Mr Lulu Kekana said his organisation was committed to writing examinations. — Staff Reporter, Sapa

# Govt plan met with suspicion

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07/5/6/91

## Education Reporter

THE government's new education strategy has been greeted with suspicion by traditional opponents of the present racially divided system, who fear that culture and language differences could still be used to perpetuate apartheid.

The National Education Co-ordinating Committee (NECC) criticised the proposals as thoroughly inadequate, saying making Std 5 the highest level of compulsory education for the majority would not redress racial imbalances at higher levels of skill.

NECC spokesman Mr Mel Holland said only the rich would be able to get a general education and would continue to dominate economically.

Further criticism included the failure to address the historic racial imbalances in the provision of textbooks, classrooms and teachers, and in the training of the unemployed, he said.

The initial response of Professor Jakes Gerwel, rector of the University of the Western Cape, was that the narrow, expensive senior secondary academic stream envisaged in the government's strategy could "disadvantage the black community for another generation by keeping black people out of university".

## Ambiguous

Some aspects, such as the linking of non-formal, on-the-job training to formal education certificates and levels, seemed positive.

However, the key phrase "accommodating diversity" was so ambiguous as to be meaningless.

"It could mean perpetuating racism and apartheid or a sensible tolerance of different opinions," he said. "There are several serious questions to be asked."

Cape Technikon vice-rector Dr Kobus Steyn said the move appeared to be a step in the right direction "considering the manpower requirements facing the country".

Democratic Party education spokesman Mr Roger Burrows said the DP welcomed the recommendation that race should not be a feature of either the proposed central education authority or the regional departments.

The Conservative Party rejected the document. "We are not prepared to give up our own education system, our teachers to unemployment and in the process to destroy our own future."

# School Scheme

## Plan takes apartheid out of classroom

By ANTHONY JOHNSON  
Political Correspondent

**THE eventual demise of school apartheid moved a step closer yesterday when a government-commissioned "discussion document" for revamping the entire race-based education system in South Africa was unveiled.**

The far-reaching "Education Renewal Strategy" was described at a city press conference as the recommendations of the "education fraternity" to the broader constitutional debate.

But it was later warmly welcomed by the National Party as an "extremely important" document which would set the framework in which education had to adapt to "changing circumstances".

Besides recommending a single education authority and non-racial regional departments, it stressed that equal education opportunities must be offered. The document also contained proposals which would give all people access to basic education. Among these was the "strong recommendation" that all South Africans receive free and compulsory education up to Std 5. After that, parents and the private sector should share the education costs.

However, it emerged at the press conference that the government is contemplating allowing whites-only schools if parents wanted them, and would pay for such apartheid education on the grounds that it met cultural needs.

Dr Johan Garbers, director-general of the National Education Department, said "if parents want autogenous education that must be possible ... it could be whites-only."

He noted that though groups like the ANC, the

PAC and Azapo had been invited to make inputs into the original document, the department "did not really get any response from them".

However, the multi-party working group on education had been informed about the proposals at the weekend and all groupings — political or educational — were now welcome to comment on the discussion document, he said.

The document embraces a number of proposals that have been widely called for by organisations opposed to the present, race-based system, and was generally welcomed yesterday.

CP education spokesman Mr Andrew Brits, however, predicted that the proposals would have "tragic consequences" for Afrikaners and the broader white community.

### Key problems

Democratic Party education spokesman Mr Roger Burrows said the party was "extremely pleased to note the recommendation that race should not feature in restructuring the provision for education and that there be a central education authority as well as regional departments".

Labour Party education spokesman Mr Clifford Nasson said it welcomed the document, as it addressed key problems in the present system.

The LP felt, however, that free and compulsory education should be provided for all up to the age of 16 and rejected a recommendation that the entrance requirements for universities be raised.

The report frankly acknowledges that the present education model had been based on "an unacceptable basis for accommodating diversity, namely race".

It recommended that race should not feature in restructuring a future education model and that "justice in educational opportunities must be ensured".

The new system would provide for the existence

of a central education authority and a number of regional departments, which would place political decision-making on education closer to the communities affected.

These recommendations — once amended following inputs from other parties — would be put to the government as an input to the negotiations on a future constitution.

However, many of the more technical proposals could be implemented in the near future. These include the recommendation that schooling up to Grade Seven be free and compulsory.

Proposals on how the new system would be financed would be worked out once decisions had been reached on the content of the new system.

However, Dr Garbers noted that the aim was to supply a better education system within the present 20% budget allocation for education.

A number of the changes are aimed at channeling pupils away from academic education to vocational training. The document points out that a disturbing shortage of technically skilled students could hamper South Africa's ability to meet the economic challenges of the future.

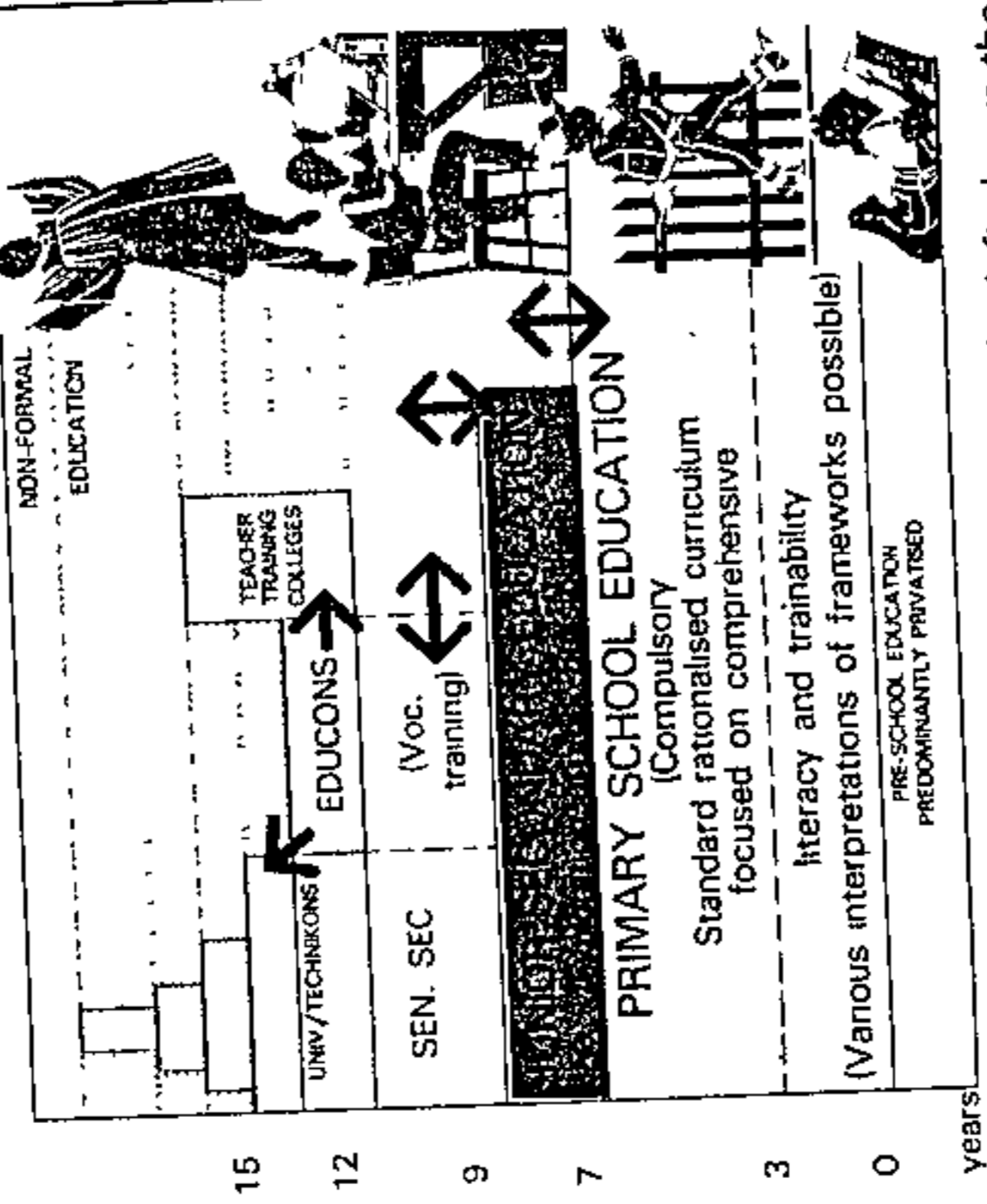
There should also be greater opportunity for movement between universities and technikons. It called for the creating of new institutions called "edukons" to offer bridging courses to universities and technikons for those who have had inferior education.

Teachers of subjects such as science and mathematics should also be given higher pay, the report recommended.

Many of the recommendations are part of an effort to accommodate the increasing demand for education, mainly from blacks. The report described its aim as a "leaner but fitter" education system

● Govt plan met with suspicion — Page 7

FUTURE EDUCATION PROGRAMME STRUCTURE



**EDUCATION PLAN ...** The column on the left shows the number of years at school, university or technikon. Primary school: free and compulsory. After two years of junior secondary education, pupils are streamed into vocational-orientated schooling or academic classes. New tertiary institutions called "edukons" would be created to bridge the gap between school and technikon or university and provide improved access to technical training. Arrows represent the options facing students as they progress, including non-formal, or on-the-job training.

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# Increase in pupils creates a dilemma

Sowetan 5/6/91

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THE proposals submitted by the Department of National Education for the restructuring of education should be seen against the backdrop of a dramatic increase in black pupils.

They should also be seen against the background of the problems this rise in pupil numbers presents for the future of South Africa.

Because of this increase, black education reached a point at the end of the 80s where more money from the national education budget actually meant less per pupil.

The total education budget between 1987 and 1990 increased by 57 percent, but weighed up against the growth in pupil numbers, this increase represented a decrease of six percent in actual terms.

## Demand

A closer look at the increase in pupils in the past five years reveals that while their numbers over this period had increased by a national average of 4,3 percent, the total number of enrolments (in real terms) at black schools funneled to approximately 325 000 by the end of the same period in 1990.

At an average of 1 000 pupils per school, this figure represented a demand for at least 325 additional schools.

At a cost of about R2 million for a single school, at least R600 million was required by 1990.

In the same year blacks represented 72,7 percent of the total number of pupils in the country. This figure includes the TBVC states.

These figures were made public by the Department of National Education in a discussion document released in Cape Town yesterday.

## FOCUS

By ISMAIL LAGARDIEN



Political Correspondent

The paper was released as part of the Government's Education Renewal Package which seeks to redraw the framework of South African education and to create a more even distribution of education opportunities.

Nevertheless, closer scrutiny of the paper reveals that compared to white pupils, an alarming number of black pupils failed to reach matric.

About 82 percent of white pupils who entered school were expected to reach Standard 10.

## Dropouts

The corresponding figure for blacks is 16 percent - which indicates an extremely high dropout rate.

Secondary school pupil numbers under the Department of Education and Training have doubled since 1984 and have grown in excess of 10 percent a year since 1987.

This trend is duplicated in terms of matric certificates issued since 1986.

While the increase in non-black matriculants has been

nominal throughout the 80s, the number of matric certificates issued to blacks (full-time and part-time) has risen from 20 562 in 1980 to 175 963 in 1990.

To achieve the much desired increase in retention (of pupils) the emphasis has to shift largely, but not entirely, to an increase in facilities and teachers, the department says in its paper.

While the discussion paper recommends large-scale re-development of the country's education system, many of the issues are directly related to the quality of teachers.

"Qualifications cannot be regarded as an infallible indication of the quality of teachers, since many other factors like commitment, experience and management ability and a talent for teaching play a role in the making of a good teacher.

"But qualifications can nevertheless be regarded as giving at least some indication of teacher quality," the paper says.

## Adequate

In this regard, if the customary 12 years of schooling plus three years at a teachers' training college are deemed adequate, there has been a dearth of qualified teachers in South Africa.

At least 45 percent of the teachers in the country in 1989 did not meet this basic requirement.

However "good progress" has been made in this area as the figure was as high as 53 percent three years earlier.

The crisis in education also points to the need for a revision of the present teacher training programmes and structures and the teacher/pupil ratio.

While studies in developing countries by the World Bank have established that class sizes of between 20 and 35 (up to 40) do not make an appreciable difference to

pupil performance, the national average for blacks was 51 to 1 compared to 19 to 1 for whites.

And since these figures were the averages, it can be safely assumed that there were higher figures in some places.

In summing up the crisis in education within the confines of the budget - in terms of money poured into it - the department contends that despite the attempts to uplift black education "there has not yet been success in avoiding the build-up of further backlogs in education".

## Proposals

The department proposes alternative education programmes to make each rand go further.

"The necessity for some structural changes in our education system to make it more affordable is also obvious," according to the Education Renewal Strategy Discussion Document.

The Minister of National Education, Mr Louis Pienaar, yesterday laid before Parliament the discussion document which contains a wide range of proposals for a future education system and invited comment from all interested people and organisations.

## Document

He emphasised in Parliament that the Government had not reached a decision on the recommendations contained in the document.

"The report is being released as a discussion document to provide all who have an interest in education the opportunity to comment on it," Pienaar said.

The document would be finalised after all further proposals have been deliberated he said.

All comments should be addressed to the Department of National Education before the middle of August.



# Government launches radical plan for schools

From Page 1

Education was welcome to submit suggestions. The matter was open for discussion until the middle of August.

The recommendations were rooted in the ideal of nonracialism and any future system should be controlled at a regional level, Pienaar said.

"However, provision will have to be made for diversity which could be based on language, religion and culture," he said.

The Minister also said that while the report put forward the ideal of a single policy-making authority in a new South Africa, "the maximum devolution of power to local communities and school management councils should be pursued without detrimentally affecting the unitary structure of education in any way".

**What do you think of the official plan to get education for all going again? The Minister of Education has invited opinions. Telephone Radio Metro DJ Tim Modise between 4.30 and 5pm today and give yours. The hotline number is 714-8063. Listen to the Sowetan/Radio Metro Talkback programme on mediumwave 576 KhZ.**

He proposed that a mechanism, which he referred to as Edukons, should be created to provide bridging courses which could aid the transition from high school to university or technikon.

Far-reaching recommendations are also made with regard to the training of teachers.

These measures include greater freedom for colleges of education and making available under-utilised facilities to alleviate shortages that might be identified.

Higher pay for teachers has been recommended as well as greater use of radio and television in education.

Pienaar said the recommendations were also made to create a more efficient education system.

The recommendations were submitted to the Government on the grounds that constitutional negotiations were still an issue and to encourage the debate for a new education system to prevent the creation of another "lost generation".

● See pages 4 and 6.

# New education model leaves room for racially segregated schools

RACIALLY separate schools will still be possible under the education model proposed by government in its Education Renewal Strategy released yesterday.

National Education Department director-general Johan Garbers admitted at a news conference yesterday that whites-only schools could be chosen at regional level and would be funded by government.

The Education Renewal Strategy discussion document released yesterday proposes a single education policy department on a national level, with many autonomous regional education departments which would be geographically rather than racially determined.

Among the strategy's 68 recommendations are proposals for new "edukons" to bridge the gap between high schools and tertiary institutions, steps to change the academic bias of education to a more vocational one and the increased use of "distance teaching".

It also recommends seven years of free and compulsory primary schooling for all SA children.

Far-reaching recommendations regarding teacher training and better use of resources are also contained in the report.

Garbers said although a new education model would have to be the product of con-

stitutional negotiations, many of the recommendations could be implemented sooner than that.

He said proposals for a new school and technical college curriculum would be published in the near future, but thesis curriculums could not be changed before about 1994.

Garbers said the financial implications and affordability of the recommendations had not yet been calculated.

He stressed that the strategy was a discussion document and would not be imple-

TANIA LEVY

mented in any way until it had been subjected to broad debate.

The success of a new education model would depend on its legitimacy — the only way to achieve legitimacy was to have the comment from all stakeholders.

"There is nothing sacred about our recommendations. They are simply the education authorities' contribution to the constitutional debate," he said.

The document says race should not feature in the structuring of a future education model and that justice in educational opportunities must be ensured.

It also seeks to accommodate cultural, religious and language diversity.

"Diversity in SA is nevertheless a reality and will, together with unity, have to be accommodated in the new model, irrespective of the future constitution."

The document says the existing education model is unacceptable not because it seeks to accommodate diversity but because it uses race as a basis for accommodating it.

The strategy allows for maximum devolution of power to local communities and school management councils, and calls for the accommodation of the ideological differences, needs and preferences of communities.

● See Page 6

Schools

# Cash drive to aid Alex youth

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Soiefan 5/6/91

By PHANGISILE MTSHALI

THE Aleksan Kopano Education Trust has embarked on a multi-million rand campaign to assist troubled Alexandra schools and to prepare township pupils for employment.

The Education for Employment Campaign was launched to tackle high unemployment and inadequate schooling in the township.

"The programme is a positive attempt to reduce poverty and crime in the communities of Alexandra and Sandton," trust chairman Mr Holly Luton said.

"We are all concerned about the increasing crime rate in Sandton, but in-

stalling costly security systems is not a long-term answer.

"The problem must be tackled at its roots. That means providing the unemployed youth of the township with an alternative to crime - the skills that will enable them to get and keep decent jobs."

The programme will provide job training for the "lost generation", improve school facilities and give management training to leaders of Alexandra's community.

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# Schools to reach out with Goodwill

REACHING out to try and bridge the gap between all schools is the Goodwill Foundation.

Principals of 423 schools have been invited to a cocktail party to launch the foundation at the Klipriviersberg Recreation Centre, Peggy Vera Road, Kibler Park, at 4pm on Friday June 14.

The foundation's aim is to "adopt" all the schools in the south of Johannesburg.

By being adopted the

By SILLA GROBBELAAR

schools have the option to participate in and benefit from funds raised.

As the foundation is non-political, independent and non-profitmaking all funds raised go towards the goal of making South Africa friendly, prosperous and united.

Mr C Smith, chairman of the Goodwill Foundation, will set out its

aims at the cocktail party and explain fundraising and explain fund-raising.

Mrs Anne Jacobs, organiser for the group, stressed that all principals were invited. They were keen to hear from Soweto headmasters who had not responded to invitations.

For more information she can be contacted at (011) 900-1238 (work) or (011) 943-2105 (home) or (011) 900-1947 (fax).

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# Education renewal plan 'inadequate'

*Sowetan*  
5/6/91 - By NKOPANE MAKOBANE *(50)*

THE Government's "Educational Renewal Strategy" has come under fire from education and student movements.

The National Education Co-ordinating Committee yesterday described as "inadequate" proposals by the Department of National Education on the reconstruction of education in South Africa.

The South African National Students Congress said the ERS document fell far short of the demands made by student and education movements.

## Ongoing debates

The NECC said while it welcomed the DNE's participation and contribution to the ongoing debates around the reconstruction of education, the ERS proposals in no way represented a new or strategic attempt to restructure education.

"The NECC welcomes the recognition by the State for free and compulsory basic education. However, it is deeply concerned that the ERS proposal is essentially based on a false assumption that education is normal and restructuring it is simple."

Mr Moss Sekhu, Sansco's general secretary, said the document did not address itself to the present education crisis. To suggest that the document was apolitical was ridiculous in the extreme since the ERS had far-reaching political implications.

## Barely literate

"There is an assertion that education will be free up to Standard 5. We say that this is not sufficient. A child of 13 years with a Standard 5 certificate is barely literate and cannot make career decisions.

"We suspect this maybe a sophisticated method of denying quality education to blacks. The least the Government can do is to fund education up to Standard 10," he said.

# ANC warns on education

Staff Reporter

THE government's Education Renewal Strategy marked a departure from blatant race-based education but left the possibility that disguised apartheid could continue to dominate schooling, the ANC warned yesterday.

The ANC said in a statement the government-commissioned discussion document signalled a change from a "racially based approach to solving the educational crisis".

But the government had failed to state who would control and make decisions for the process of the ERS, the ANC said.

An issue which still had to be recognised was that the current crisis was "neither accidental nor a product of unruly students, but a product of apartheid education".

PAC spokesman Mr Joel Gwabeni rejected the strategy outright as it did not address the problems created by the backlogs

in "African education resulting from decades of apartheid".

The ANC said some of the most important points of departure from old policies were the scrapping of race as criteria for educational development, the importance of compulsory primary education, and community involvement in schooling.

But exclusions in the report could mean that the modified education system would continue to "perpetuate privilege, exclusivity and separation under the guise of 'diversity' and the principle of 'freedom of association'."

## Central issue

The ANC questioned who would benefit the most from the recommendations.

The report was also silent on the allocation of funds, which was "remarkable" as the "one central issue that has plagued education development in South Africa has been the racial allocation of resources", the ANC said.

The education system needed

to be reconstructed, not renewed, as technical solutions would not solve the problems of victims of apartheid education — only an Education Bill of Rights would, the ANC said.

"We cannot leave such measures to mere technical solutions, well formulated as they might be, as the motivation for ERS has been located in three areas:

- The failure of the "10-year plan".

- The identification by the education bureaucrats of a series of educational problems such as poor performance, drop-out rate, classroom and teacher ratios.

- And criticism of the educational system over illegitimacy and racially-based education," the ANC said.

Mr Gwabeni said: "Only a democratically elected Constituent Assembly will have the legitimacy that will entitle it to set up the education commission to draw up a National Education Strategy of the people of Azania."

# 'Very little teaching at some black Tvl schools'

PRETORIA. — Very little effective education is taking place in some black schools and there is an almost complete breakdown in discipline among pupils and some teachers.

This was said at a press conference here yesterday by the Northern Transvaal chief regional director of the Department of Education and Training (DET), Mr Job Schoeman.

"The state of education (particularly in secondary schools) in Mamelodi, Atteridgeville and Soshanguve, is cause for grave concern," he said.

Mr Schoeman said the situation was characterised by abuse of liquor and drugs, assaults (sexual and otherwise), widespread intimidation and a total disregard for all rules and any form of authority.

He accused pupils and groups of teachers of meting out "kangaroo justice" by chasing away teachers and principals and taking over control of schools.

Mr Schoeman also said the defiance campaign by members of the South African Democratic Teachers Union brought more serious results, like principals and their heads of departments becoming virtual prisoners in their own schools and being prevented from exercising control.

● In Vereeniging yesterday, 375 black teachers were arrested during a protest against the dismissal of a colleague, and arrest of 39 teachers at a similar protest on Monday. — Sapa

CT 6/6/91



# New education model 'protects white privilege'

THE ANC yesterday accused government of trying to safeguard the education privileges of white communities with its Education Renewal Strategy released this week.

Calling for a bill of education rights instead, the ANC education department said in a statement that "the vagueness, ambiguity, tentativeness and caution" of many of the strategy's recommendations left unanswered the crucial question: "Whose benefit?"

Would the strategy lead to genuine equal opportunities for all, or would it be selective in its application, the ANC asked.

It said the strategy's conspicuous

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silences could indicate a "modified education system that would continue to perpetuate privilege, exclusivity and separation under the guise of 'diversity' and the principle of 'freedom of association'".

It criticised government's failure to recommend ways to redress the historical imbalances and injustices caused by apartheid education. Government had failed to seize the opportunity to tackle the education crisis as a political issue.

However, the ANC welcomed government's abandonment of race as a criterion for education.

It said the recognition of the fundamental importance of universal primary education and of the need for more meaningful community participation was an important point of departure.

Also significant was "the admission by the bureaucrats of education that the current education system has failed at both educational and political level".

But the strategy's silence on financial recommendations was "remarkable" in a report that "clearly located itself on issues such as cost-effectiveness and rationalisation... One central issue that has plagued education

development in SA has been the racial allocation of resources."

The ANC said the introduction of an education bill of rights was long overdue. This was the only meaningful way to address the education of the youth and the "many other casualties of an unjust society".

The PAC, in a statement yesterday, also rejected the strategy for failing to address backlogs created by apartheid education.

It said only a constituent assembly would be able to set up a body which would have the mandate to draw up a national education strategy.

● Comment: Page 6

# Joint working group under fire

South 6/6 - 12/6/91

(50)

THE Joint Working Group (JWG) on education has come under fire from discontented students who say talks with the state have failed to bear fruit.

Once hailed as a giant leap towards finding a solution for the country's education deadend, the JWG is now facing criticism from disillusioned students.

Caught in the crossfire are progressive educationists, including representatives of the ANC and National Education Coordinating Committee (NECC).

## Crisis

The JWG was established after a meeting between the ANC deputy president, Mr Nelson Mandela, and a delegation of educationists and the State President, Mr FW De Klerk, in February this year.

The JWG was given the task of examining "short-term" measures to deal with the crisis as well as looking at more long-term educational issues.

Pressing needs that were identified included the delivery of text books, supply of equipment, upgrading of dilapidated buildings and employment of qualified teachers as well as the recognition of "legitimate" teacher and pupil organisations.

Four months after the JWG's first meeting, virtually no progress has been made.

Frustrated pupils have lashed out not only at the Department of Education and Training (DET) but also at the MDM representatives on the JWG for failing to get the government to deliver "the goods".

Although the Congress of South African Students (Cosas) has not adopted a unified position, several of its regions have voiced discontent over the JWG and questioned its effectiveness as a forum to bring about tangible changes in the education system.

They have accused representatives of left wing education bodies of "talking the same language as the DET".

Cosas national president, Mr Thami Rubusane said the JWG was "out of touch" with the real problems and people affected by the education crisis.

JWG member Ebrahim Rasool, a World Council of Religion and Peace employee, conceded that the pupils' anger was understandable and that little or no progress had been made.

Rasool said the deadline for the delivery of books had long expired.

He said the failure of the government to respond reflected "bad faith".

## 'Hard line'

"It shows that the only action the government respects is when the students are back on the streets with mass action," Rasool said.

Rasool said MDM representatives on the JWG intended taking a more "hard line" attitude when the JWG meets later this month.

"We need to be more aggressive because we do not have the impression the government is doing anything.

"Failure to persuade the government would mean we disband and issue a statement clearing our names."

# Strategy plan fails

# Short of the mark!

South 6/6-12/91

SO

THE Education Renewal Strategy (ERS) fell far short of the bold reconstruction needed to address apartheid education.

This was the general response of progressive organisations to the government-commissioned "discussion document" which was unveiled this week.

The organisations said it was not possible to have normal education within an abnormal political and economic system. It said the document's greatest flaw was its silence about the political and ideological framework within which the education system would function.

According to the ANC's education department, the ERS initiative risked "floundering on the banks of illegitimacy" by overlooking the political dimension of education.

The 100-page document, hailed in government and liberal circles as a watershed, recommends the abolition of racial criteria in the provision of education.

In another departure from previous Nationalist Party policy, the document also flirts with the idea of a single, centralised education department with "non-racial" regional and autonomous departments.

It says all South Africans will be entitled to five years of compulsory school education, after which parents

and the private sector will have to foot the bill.

Other recommendations include emphasis on non-formal and technical education as opposed to formal and tertiary education.

While welcoming the document as a "contribution to the ongoing debates around the reconstruction of education in South Africa", the National Education Coordination Committee voiced strong objections to the "assumptions and inconsistencies" in the document and said the proposal was based on a false assumption that education was normal and restructuring simple.

### Economic costs

The document ignored the huge political and economic costs of years of apartheid education.

"Nowhere in the ERS proposal is there reference to a plan to address the historical imbalances in the provision and distribution of textbooks, classrooms, teachers, provision for the so-called lost generation, racial budgetary allocations, white schools and private schools."

In its statement, the ANC echoed this view.

"The task that we face in South Africa is more that of reconstruction than renewal," it said.

"Leaving the major social conse-

technical solutions could only continue to further marginalise the vast majority of the victims of apartheid education."

The ANC criticised the cutoff of free education at Std 5 level saying that state-funded education needed to extend to secondary school if the standard of living of millions of people was to be raised and unemployment reduced.

It said the proposal perpetuated dominance by the rich, while the poor received left-overs.

Instead of restructuring the education morass, the ERS approach was yet another "crisis management tactic" by the government, said the Azanian Students Congress (Azaso). Congress of South Africa Students (Cosas) president Mr Thami Rubusane said the document ignored the the present crisis in black education.

The PAC said the strategy could have no validity since it was not drawn up by a legitimate body.

"Our position is that only a democratically elected Constituent Assembly will have the legitimacy that will entitle it to set up an education commission to draw a national education strategy for the people of Azania," said Mr Joel Gwabeni, Pan Africanist Congress secretary for education.

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Director-general of National Education, Dr JG Garbers, unveils the government's proposed education strategy

# In search of a new voice for a future SA

South 6/6-12/6/91

THE ANC recently startled many when it said that a new democratic South Africa would have 14 official languages.

As it turned out, the statement was made by individuals not involved in the formulation of ANC language policy and no official ANC stand on the issue has yet been taken.

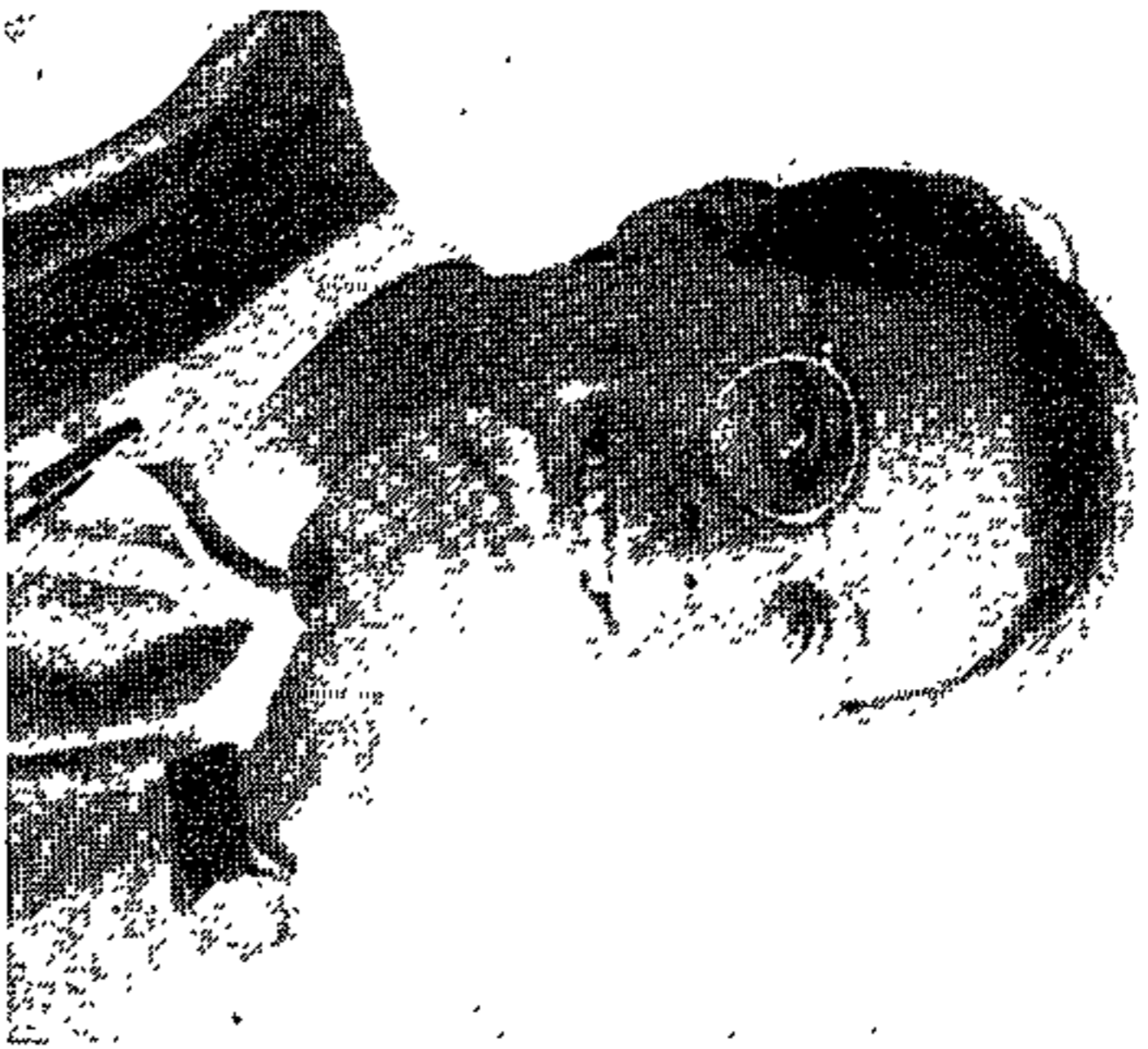
But the emotional response the incident evoked does raise important long-term questions about South Africa's future language policy — not least being the relationship between power and language.

## Preparing

It is for this reason that, for the last year or so, the National Language Project has been preparing to hold a three-day conference in Cape Town in September to examine alternatives in the language policy of a democratic South Africa.

Conference organiser Nigel Crawhall says the aim will be to bring together South Africans from all walks of life as well as representatives of about 10 countries worldwide who have had experience with multi-lingualism. They will be asked to set an agenda for future consultations on language policy.

"It is the NLP view that language and power are closely related and if the idea of a democratic South Africa is to empower all its people, then the language of the people should be central in any new language policy," says Crawhall. But there are many



Nigel Crawhall

sensitivities and misconceptions. Language policy has been central to the system of apartheid and the ensuing anti-apartheid struggle.

One result has been the total abhorrence of anti-apartheid groups for the language of the oppressor — Afrikaans. But Afrikaans, in various pure or more colourful forms such as are found in the Cape, is the first or second language of several South Africans and not just white Afrikaners. Should it, because of its political connotations in the past, therefore be forgotten or ignored in a new South Africa? Here, says Crawhall, the experience of Namibia has some useful

Given this country's cultural diversity and the fact that language and power are seen to be linked, choosing an official language could prove an onerous task for the leaders of a new South Africa. However, a forthcoming conference should clarify the issues at stake. LINDA LOXTON reports:

Despite the fact that Afrikaans is the language most Namibians know second best, Swapo, for political reasons, decided to make English the official language.

## Reality

This top-down approach, which ignored the reality on the ground as it affected most people, has left many Namibians who do not speak English at a distinct disadvantage.

They find it difficult, often impossible, to assess from the media or official statements what their government is doing. It is equally impossible for them to make any input into government to ensure that their

aspirations are met. In South Africa, the debate so far has been not just an "either English or Afrikaans" one. As the ANC statement — official or not — indicated, there are a multitude of languages in the country and whatever choice is finally made about which are the official languages, NLP wants that choice to be well-informed.

Crawhall says, for example, many black South Africans would, if asked, favour English as the official language. This is not because they hate Afrikaans, but because present class structures indicate that an English-speaking black South African might have a better chance of getting a good

job. As a result, they would want their children to be taught in English. The problem is that while a pro-English stand makes sense in the context of apartheid, it must be asked whether its long-term implications will be beneficial or not. Even staunch anti-Afrikaans lobbyists in left-wing organisations are now beginning to reassess their position.

Crawhall points to the Zimbabwean experience, where hundreds of thousands of pupils have been taught in English since independence but, because of teacher shortages and inappropriate syllabi, have emerged barely fluent in English, inadequately schooled and ill-equipped to find any job, let alone a well-paying one.

## Dominate

But what about the other languages in South Africa? And why must one or the other language dominate in what is undoubtedly a culturally rich and diverse nation?

NLP wants to start a debate on these issues now, drawing in trade unionists, feminists, journalists, academics and a wide range of people involved in community work. It hopes this will clarify the issues at stake.

The conference, to be entitled Democratic Approaches to Language Planning and Standardisation, will be held from September 12 to 14 at the UCT. Suggestions on areas that could be covered in workshops should be sent to the conference co-ordinator, PO Box 378, Salt River 7925. — AIA

# DET forced to change its school calendar

New Nation (Learning Nation) 7/6-13/6/91

Pressure on the Department of Education and Training (DET) has resulted in the adjustment of the black school calendar to be coincide with that of white schools.

The rejection of the DET calendar was intensified last year during the teacher's defiance campaign against the department's code of conduct.

Several schools, particularly on the Reef, ignored the DET calendar during the June holidays, but due to apparent lack of co-ordina-

tion among the various teacher and student structures, the schools returned to the department's calendar during the September holidays.

## Disciplined

In the northern Transvaal region, several teachers were disciplined by the department for failing to report to school as a result of the "defiance calendar".

The department said that the decision to have a calendar similar to that of the white

Transvaal Education Department was in line with the DET's policy to "meet the aspirations of black pupils".

## Dates

Thus, schools under the jurisdiction of the DET will close on July 5 instead of June 14 or 15. They will reopen on July 29.

In the last quarter, the schools will close on September 20 and re-open on October 1. The school year will end on November 29.



**A GOOD START** (50)

As a contribution by the State education establishment to the broader debate, the Education Renewal Strategy (ERS) discussion document released in Cape Town this week is an admirable effort.

As reported last month (*FM* May 24), it recommends a major overhaul of the existing race-based system and its replacement with a nonracial system under a single policy-making department and autonomous regional departments.

National Education Director-General Johan Garbers stresses that the document is the start of a process rather than the end. He wants it to be seen as a contribution to a debate and not as prescription by State departments.

But one aspect in particular is likely to be

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**CURRENT AFFAIRS**

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(50)

regarded as a major flaw: Garbers says a recommendation to permit the establishment of schools catering for particular language or cultural preferences includes the right to have "whites only" schools which will be entitled to State funding.

As a principle, however, Garbers rejects race as an "educationally relevant consideration." The ERS's first recommendation is that "race should not feature in structuring the provision of education in a future education model for SA, and that justice in educational opportunities must be ensured."

He says, though some of the ERS recommendations can be implemented immediately, others, such as integrating the "own affairs" and black education departments, require constitutional amendments and are unlikely to be tackled before wider political negotiations get under way.

The document spans the entire spectrum of educational issues and also recommends:

- Seven years of compulsory, State-funded schooling after which parents would have to take increased responsibility for financing their children's education;
- Stricter criteria for university and technikon admissions;
- Limited private sector participation in the provision of tertiary education;
- More effective use of infrastructure, including teacher training colleges and school buildings; closer ties between formal and non-formal teaching; and
- Greater autonomy — including the use of funds — for school committees made up of parents.

The working groups that contributed to the document were drawn from all State education departments and related institutions as well as those in the homelands.

More than 200 submissions were received from interested groups. The ANC, PAC and Azapo were invited to submit proposals, but did not.

The document was, however, shown to the joint working group on black education — which includes members of the ANC — but there was no immediate response, says Garbers.

National Education Minister Louis Pienaar says government has not yet taken a stand on the document. It has been released for discussion after which the recommendations will be finalised and submitted to Cabinet.

Democratic Party education spokesman Roger Burrows says many of the ERS recommendations correspond with DP policy. In particular, the DP is "extremely pleased" with the recommendation that race should not feature in structuring the provision of education, and that there should be a central department as well as regional education authorities.

Predictably, the Conservative Party rejected the report. Education spokesman Andrew Gerber says the acceptance of its recommendations would have "tragic consequences" for Afrikaners and the broader white community. ■

# New education strategy a farce

New Nation (Leseminy Nation) 7/6 - 13/6/91.

**T**he recently released Education Renewal Strategy (ERS) discussion document appears to be nothing less than one designed to silence the demand for a single education system.

The document recommended that the education of the future be geographically and non-racially based. However, the document qualifies this by arguing for the "accommodation of diversity" based on language, religion and culture.

"This means that distinctive or autogenous education will still be possible," the document says.

This, in practical terms, means that homeland education departments, for example, would be maintained on the premise that they serve a particular group of people

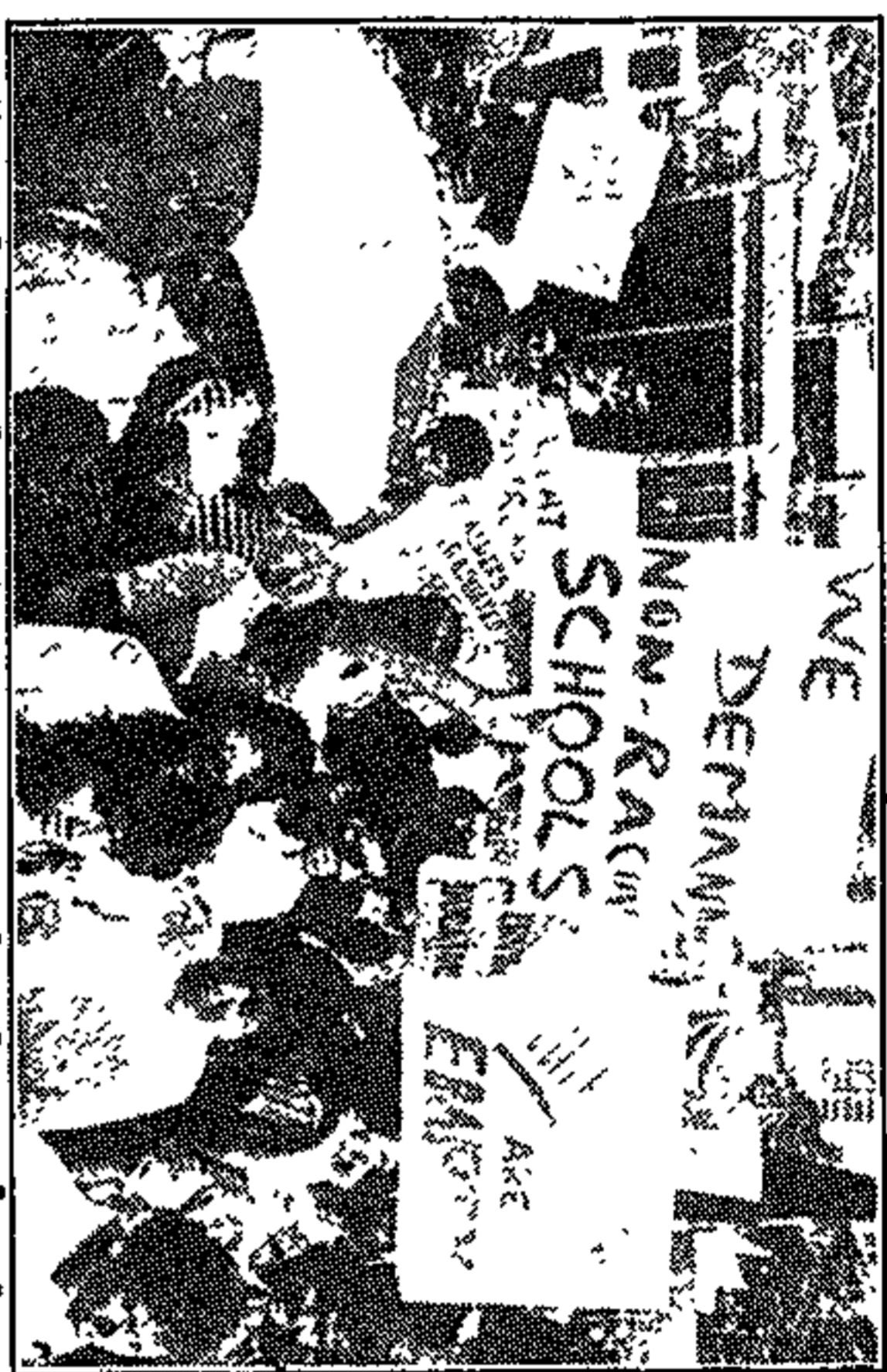
who share the same culture and religion.

By the same token whites, Indians and coloureds of the same "geographical region" would have their own education departments for the preservation of their cultures and religions. This represents no change from the present system.

## Drafting

Quite striking in the report is the fact that no black mass-based organisation was involved in drafting it. A few teacher organisations were briefed - after the recommendations were collated.

Ironically, the Teachers Federal Council (TFC), which has a strictly white membership, participated in the drafting of the document. During the press conference to introduce the draft, the director general of the



**FLASHBACK: Teachers protest against racist education during a Tasa march last year**

Department of Education and Training (DET), Dr Barnard Louw, conceded that none of the black teacher organisations was involved and argued that organisations like the African Teachers Association of South Africa (Atasa) were no longer in existence.

However, Louw's arguments did not seem convincing, since organisations like the Transvaal United African Teachers Association (Tuata) are fully functioning and are still recognised by his department. Tuata executive officer,

Noel Hunningford, said his organisation was not consulted and heard about the ERS for the first time last month.

## Forum

He said, however, that his organisation, together with others that recently merged to form The National Professional Teachers Organisation of South Africa (NPTOSA), would make recommendations to the Department of National Education (DNE) through an education forum which was being arranged by the DNE and the DET.

A teacher from the Natal African Teachers Union criticised the document, saying it was drafted by "people who are only in management positions and not familiar with the 'bread and butter' issues of education".

Also alarming is the fact that the Joint Working Group

on education, composed of members of the government and educationists from extra-parliamentary organisations, was only briefed on the document last weekend - a few days before it was made public. According to Dr J G Garbers of the Department of National Education, the members of the group did not comment on the draft.

The fact that the DNE indicated that even if suggestions came forward now, the final draft would wait for the new political dispensation is also cause for concern.

The National Education Co-ordinating Committee said it felt that the ERS proposals were "thoroughly inadequate and in no way represented an attempt to restructure education in South Africa".

# SRCs - Organising Campaigns

New Nation (Learn Nation)

50

7/6 - 13/6/91

Campaigns are a very useful way of organising students around a particular issue. There are two main types of campaign:

- \* "Victory" campaigns, where you want to win a particular demand.
- \* "Awareness/solidarity" campaigns, where you want to make students aware of an issue.

This week, we will look at how to run campaigns.


## 1. Victory Campaigns

We spoke to Ntombomzi about a campaign at her school organised against corporal punishment. This is what she said:

### Ntombomzi's story

"We had a lot of problems with corporal punishment at our school. The teachers were beating students for doing badly in tests, hitting them with their fists, even kicking them. The SRC decided that something had to be done. The first thing we decided to do was to speak to students about the issue. We went around to all the classes, and discussed what students felt. We noted examples where corporal punishment was abused. We found that many students supported the cane because they were not used to any other forms of discipline. So then we set up discussions, educating students about the problems with corporal punishment, the fact that it oppresses us, and does not develop self-discipline and so on. We also had programmes with sketches showing the problems. At the same time, we thought it was important to get the support of the parents. Some of them believed in corporal punishment - they used to beat their children when they were angry. We took pamphlets around to parents, and discussed the issue with them. We also spoke to teachers, to get their opinions. Many teachers agreed with us. But some said there must be other forms of discipline. We discussed some of these with the students. The discussions were very good, it really made students think about discipline, and what it means for them. Students felt that disciplinary action should be constructive. After about two weeks of discussion and awareness programmes, we

took the petition around to all the students, to the parents and to the teachers. The petition called for an end to the cane. It said that punishment should assist the student and other students - like cleaning up the school, doing gardening in the school grounds, etc.. At first the principal was not too keen to listen to our demands, even when we presented him with the petitions, which showed we had mass support. So we called for a half day stay-away, and held a placard demonstration. Then he realised we were quite serious, and agreed to our demands. I think it was a very good campaign. Firstly, we won the issue - there is no corporal punishment at our school now. Secondly, we really involved a lot of students - it was a very popular issue, and a lot of students actively helped us. I think an important aspect was that it made the students really think about why corporal punishment was used, and what its effects were. This made them also more aware with the problems of our education system, and made them think about alternatives. The students started to take more responsibility, to see the importance of self-discipline.



A victory campaign is organised to win a demand, such as an end to corporal punishment, the right to hold alternative programmes, the right to have an SRC, etc.

These campaigns have three main objectives:

- \* To put pressure on the authorities to agree to the demands.
- \* To make the broad mass of students aware of a particular issue.
- \* To unite students around the demands.

Ntombomzi's story is a good example of a "victory" campaign. From it, we can learn some important points:

1. Have a clear set of demands that you are fighting for. Sometimes you might have two kinds of demands - short term demands, that can be won, and long term demands, which you might not win, but which will give students an idea of what we are fighting for in the long term

Whatever demands you work out, it is very important to have some winnable demands. Winning a victory shows students the power of united action, and gives them the confidence to know that they can win.

2. Get as many students involved as possible. In our example, the SRC spoke to all the students, and they also spoke to the parents and teachers. This gives your campaign much more power, and it also unites a lot of people around the issue.

3. Use your campaign to educate students. In our example, students really started discussing the issue, and became much more aware of the problems with their education.


## 2. Awareness Campaigns

Awareness campaigns are not aimed at winning demands, but at educating students. They can be held around anniversaries such as Sharpeville Day, or in solidarity with other struggles, such as a workers' strike, education struggles in other centres, rent boycotts, detentions, etc.

These campaigns are often held around issues not directly affecting students, so you must be creative in getting students involved.

Awareness campaigns will lose their forcefulness if they drag on for too long, so it is important to decide how long the campaign will last. Below is an example of an awareness campaign.

### Trevor's story


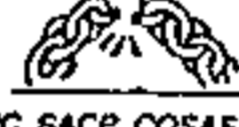





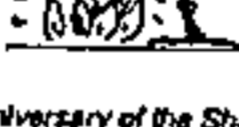

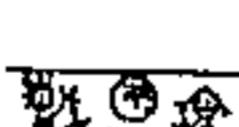


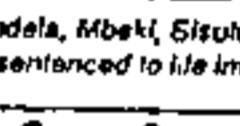



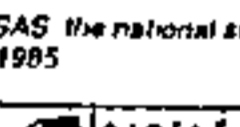



We wanted to do something for Sharpeville Day. We thought it was a good way of making students think about the whole issue of passes. We planned various things. The day itself was on a Friday. For the day, we planned an awareness programme, which included songs, poetry, a sketch describing someone being arrested, some talks giving the history. But, we thought, that's not enough. We need to do other things during the week, to build up to Friday. So we thought about putting up posters, and news-clippings and displays during the week. So we thought about putting up posters, and news-clippings and displays during the week. Then someone had a very good idea. She said, "We want students to really feel what it's like having to carry a pass. So why don't we make them carry passes for a week? We can have a "police force" to stop them and fine them if they don't have a pass." So that's what we did. And it really worked well, although some students were not impressed! But students said it really made them feel what it was like having to have this stupid piece of paper with them all the time! By the way, we used the fine money for Crossroads.

## Points to remember when organising a campaign

- \* Before you start, decide the aims of the campaign. If it is a victory campaign, decide on your short-term and long-term demands.
- \* Plan the campaign. Decide when it will start, when it will end, what will be the different activities at each stage.
- \* Make sure there is a committee or group of people taking responsibility for the campaign.
- \* Try to reach as many people as possible with the campaign. The main object of campaigns is mass participation.
- \* Use different to put across your message as creatively as possible.

## Days to remember

<p> <b>8 January 1912</b> ANC formed in Bloemfontein</p> <p> <b>2 February 1990</b> ANC, GACP, COSAS, PAC and all other organizations unbanned after 29 years</p> <p> <b>11 February 1990</b> Nelson Mandela released</p> <p> <b>1 March 1990</b> Namibia Independence Day</p> <p> <b>8 March</b> International Women's Day</p> <p> <b>12 March</b> National Detainees Day</p> <p> <b>21 March</b> Sharpeville Day. Anniversary of the Sharpeville massacre in 1961, when police opened fire on peaceful anti-pass demonstration. 69 killed</p> <p> <b>1 May</b> International Workers' Day</p> <p> <b>1 June</b> International Children's Day</p> <p> <b>16 June</b> Youth Day Anniversary of the Soweto massacre, 1976, when police opened fire on a peaceful demonstration of school students. Several killed and hundreds injured</p>	<p> <b>26 June</b> Freedom Day Anniversary of the adoption of the Freedom Charter by 3000 delegates in Kiptown, 1965</p> <p> <b>12 July 1964</b> Mandela, Mbeki, Sisulu, Kathrada, Goldberg and others sentenced to life imprisonment</p> <p> <b>9 August</b> National Women's Day Anniversary of the march by 20 000 women to Pretoria in 1956. They were demanding the scrapping of the pass laws</p> <p> <b>20 August</b> Anniversary of the launching of the UDF in 1983.</p> <p> <b>27 August</b> COSAS the national student organization, is banned in 1985</p> <p> <b>15 October 1989</b> Political prisoners Walter Sisulu, Ahmed Kathrada, Raymond Mkhabela, Eksi Mlotshole, Wilson Mtshali, Andrew Mpanza and Oscar Mpanza were released. All except Mpanza were serving life sentences</p> <p> <b>28 October 1985</b> COSATU, South Africa's biggest union federation is launched</p> <p> <b>16 December</b> Heroes Day The day salutes all those who have sacrificed their lives in the struggle for freedom in South Africa</p>
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This series is based on a booklet called "Viva SRCs! You can order this booklet by writing to or visiting ERIP at Community House, Salt River Road, Salt River, Cape Town. Phone: (021) 47-4917.

# Education plan doesn't pass the test

By M. J. 11/6-13/91

The government's Education Renewal Strategy signals progress towards a better education system — but not enough, argues education reporter **PORTIA MAURICE** (50)

**T**HE Education Renewal Strategy — released this week — for the first time indicates a government commitment to seriously address South Africa's education crisis, but falls far short of expectations for radical restructuring.

Essentially the document shrinks the resounding call for a single and unitary education department, proposing instead a central policy unit — much like the present Department of National Education (DNE) — and relatively autonomous regional bodies and school management councils, on the lowest tier, with power to decide on admissions.

The central department will take on the functions of the present DNE: financing, conditions of service and professional registration of educators, and the norms and standards of syllabi, exams and certification. But it is unclear who will handle other crucial issues.

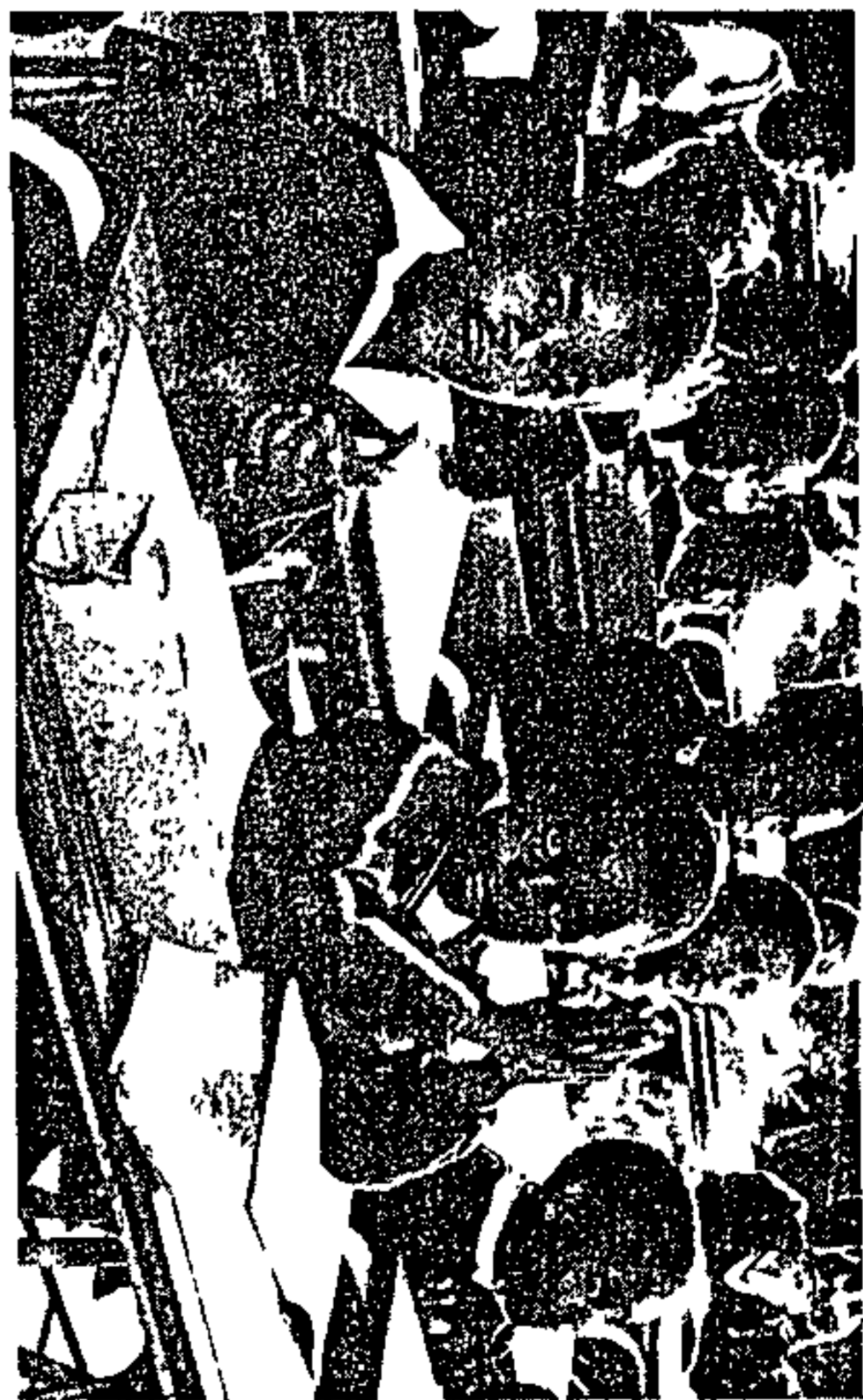
"Race" has been abandoned as the cornerstone of apartheid education, but the new decentralised model allows for classroom composition to be determined by "cultural and language diversity".

"If parents want white-only education, it remains a possibility," National Education Department director-general Johan Garbers acknowledged this week.

Multiculturalism cannot be denied, but education can play a critical role in forging a national culture in South Africa.

Of course, the ERS must be seen in the context of the fact that it does not have a financial plan and cannot effect constitutional changes. The age-old issue of resources and funding — cited as a red herring by some — remains untouched. Educational changes, under this model, will have to fall within the present 19 percent allocation of the national budget. And the report acknowledges that, although government funding for education increased by 57 percent from 1987 to 1990, growing pupil numbers mean this represents a decrease of six percent in real terms.

All of its 68 recommendations pend constitutional debate, although it is likely that the government will view them favourably. But the National Education Co-ordinating Committee (NECC) — and other players active in the field at a grassroots level — have slammed the docu-



REDRESSING THE CRISIS ... For the first time education may be compulsory for blacks

ment for failing to transform the quality of education currently provided.

"Nowhere does the ERS proposal refer to a plan to address the historical imbalances in the provision and distribution of textbooks, classrooms, teachers, racial budgetary allocations, white schools and private schools," said an NECC statement released in response.

Garbers is humble in his approach. All "stakeholders" were invited to participate in the drafting, but only 200 responses were received. Now it's an open discussion document, and they are hoping for feedback from all quarters. The Joint Working Group on Education — which comprises delegations of government and educationists led by the African National Congress and has an almost parallel brief — has been advised of the recommendations, but has not commented. Duplication appears unnecessary. The government, it appears, is once again playing both referee and player in policy-making for a "new South Africa".

Some strides have been made towards addressing the country's despicable track record in providing quality education for all its citizens. And the ambit of the document is very broad. It is tragic though that learning in the 1980s had to be sacrificed via the "own affairs" model, which caused massive destabilisation and disillusionment. If only the powers that be had not chosen to reject the 1979 proposal of the De Lange Commission for a single education department. Now, it may still be too little, too late.

Black education may, for the first time, be compulsory for the first seven years. Three

years of junior primary and four years' senior primary schooling are envisaged, with a more uniform curriculum than the present one and an emphasis on general formative education. But this is far from ideal. "Yet again, the rich will get general education and continue to dominate the economic sphere, while the poor will leave school young and enter into the vocationally-orientated streams paid for by the private sector, or underfunded by the state," said the NECC in its statement.

The large number of "over-age" pupils in classrooms at present appear to be left out of the equation. And clients of higher schooling will be encouraged to pay their way. This, as well as the general trend towards decentralisation — which makes management councils responsible for financing electricity, water, sanitation and sewerage at schools where the state cannot provide — indicates that the government intends absorbing itself of some very basic obligations.

Decentralisation is the optimum strategy to "eliminate bureaucratic inertia and encourage community involvement", the ERS says, but the NECC counters that it in no way reflects "the people's demands for empowerment and democratic control".

Growth in learner numbers is regarded as central to the crisis — an overall annual average of 4.3 percent is cited at colleges and schools for the past five years. The number of senior certificates awarded to Africans has escalated from 20 562 in 1980 to 175 963 in 1990. To address this glut of pupils with little hope of further education, as well as the "lost generation" of margin-

alised youth, illiterate or semi-literate adults and workers who have exhausted accessible educational opportunities, the ERS proposes a new concept called "Edukons", greater linkage between formal and informal systems, and extensive distance education.

Creative use of print and audio-visual media (like the SABCO) is proposed in providing distance learning for the illiterate, preschoolers, under-qualified teachers and those at secondary school. The side-stepping of on-the-job training for teachers is, of course, potentially dangerous. For school-going learners, a "school of the air" is envisaged in the long-term, and for early childhood American models are regarded as worth emulating to enhance school readiness.

Qualification structures are proposed for literacy and vocational training — a very healthy development but one which needs to be much more refined. There is no commitment though to a general education component in skills training, which the trade union movement demands. Provision is made for the transfer of under-utilised schools to other departments for educational purposes and some technical colleges, in particular, could be used as centres for advanced education.

Universities are encouraged to increase standards for admission in certain fields "in the light of the cost of unsuccessful studies to the country and person-power needs". Along with technicians, they should also consider setting intake limits. Because the recent annual rise in study fees at these institutions has been far above the rate of inflation, creating a huge financial squeeze for students, guarantee loan funds are suggested to alleviate the crisis. The Independent Development Trust has been approached to provide such funds.

Pre-primary education — for which no general policy exists — was once again left out in the cold. The ERS did recommend though, that the SA Council for Education develop a national strategy and possibly use the first school years as a bridging year to be integrated in the initial seven years.

A report on revised curricula will be made shortly but, said Garber, these are only likely to see the light of day in classrooms in 1994-95, "with plain sailing". There is a commitment though to "carefully evaluating all subjects as to relevancy and application to the real-life world". Of course, designing course content is an ideologically-loaded and highly subjective exercise, and the nature of what comes forth will depend on who participates in this crucial process.

The implications of the ERS are far-reaching, but if it is not accredited basic legitimacy by those on the ground to whom it is handed down, it will remain a paper tiger with little real impact.

# Where were the children figure?

See 8/16/91.

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WHEN I first read the report of the Educational Renewal Strategy (ERS) committee, I felt something was missing. Rereading it, I noted that "seven managerial fields were explored." Then I realised what it was: children. The fields explored were "systems affairs, programme affairs, client affairs (meaning the personpower needs of the country), service dispensations, fixed assets, financing of education, and information systems."

But there's no feeling that we're discussing how children can be given a better deal — decent buildings, enough desk space and books, places to work and to play.

It is sad that after the comprehensive De Lange investigation and report in 1981 we needed another investigation to "identify major problem areas and obtain input."

But then the 1980s were largely occupied by our tricornal experiment which brought "own affairs" education and, while excluding most of our people, saw new levels of education being created as well as labour protests and other upheavals. These destablised black education so gravely that it has not yet recovered. Some schools are out of control.

These will not recover until the teaching profession and the students accept that learning in classrooms must become exempt from "protest action". Such action must happen only outside pupil learning time, otherwise "the doors of learning and culture" will not open as they should.

We know that the gravest problem is that "State education for black and 'coloured' pupils has lost credibility with the people concerned". I wrote that in December 1985, and went on to say: "To regain credibility, improvements are not enough. There must be visible change for the black educators and public figures must have a share in determining both



DR FRANZ AUERBACH: Author of this article.

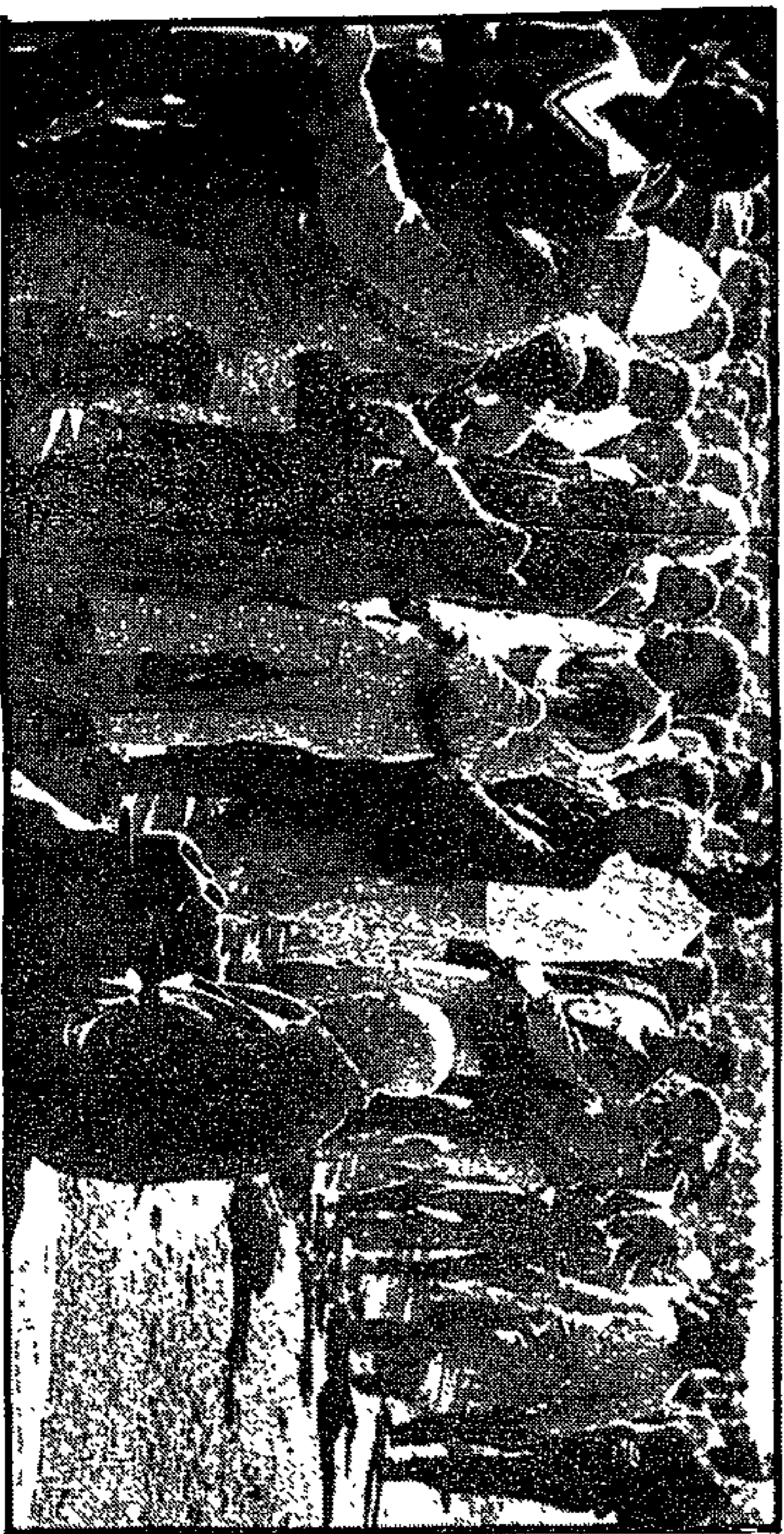
policies and priorities. If the new Department of National Education had some really senior officials other than white, this might help."

Well, in 1991 the ERS integrating committee — which presumably decided what to include and what to omit from the 20 work group reports — has no women on it, no men other than white, and nearly all of them are Afrikaans-speaking. Where is the "shared policy control at the centre"?

The committee, in the spirit of current policies, recommends "race should not feature in structuring the provision of education in future... and justice in opportunities must be ensured."

But it also explains that exploding pupil numbers and the state of the economy make State funding problematic; one of its thrusts is cutting costs where this seems justifiable. One can accept many, though not all, recommendations in this regard:

- Reduced statutory building norms for schools. We are told these currently cost R2 million each. Quite specific recommendations are made which should be carried out at once.
- Use of under-used facilities "optimally for educational purposes... as far as practically possible."
- Rationalise overlapping university and technikon courses.
- Justify new post-graduate courses in terms of national needs.
- Use spare capacity in teacher training colleges, possibly for bridging (academic support) programmes.
- Increase student-lecturer ratios in teacher training colleges, which can be done without impairing efficiency.
- Do the same in education departments where the pupil-teacher ratio is way below the



FAR FROM THE HAPPIEST DAYS OF THEIR LIVES: Black children go to school in conditions that would outrage white parents, used to manageable teacher-pupil ratios in secure surroundings. Our pictures depict severe overcrowding, broken rooms, lessons under trees — summer or winter — and protest marching. Are better days ahead?

## Schooling probed, but something missing

with proper stationery and textbook supply. Is this beyond our capacity? One welcomes the idea of including a pre-school year in the State system, though experience leads me to state that this must not be telescoped into the beginning's year, for then the pre-school content isn't handled properly. At least the critical importance of pre-primary education is accepted.

Proposals for distance education at this level through parent involvement are interesting and commendable but, with few homes having electricity (relatively speaking) and many mothers illiterate, progress would be slow.

OTHER uses of distance learning are more promising, as are proposals about school management councils, student loan schemes (why only at tertiary level if secondary schooling will not be fully funded by the State?) and the recognition that "progress made towards creating equal educational opportunities for all learners has been insufficient".

It is this problem that needs to be addressed: HOW do we get a desk for each child, and a well-motivated teacher, and decent educational resources?

The shocking inefficiency of much of our educational "delivery system" isn't addressed (textbooks, desks, correct pay cheques on time for all staff each month, building maintenance, and much else).

To achieve a little more justice in educational opportunities, we also need to provide school feeding at least for the most disadvantaged, and transport subsidies for pupils other than whites (who have them now) where needed.

These two items would cost relatively little — the committee rightly reminds us that 75 percent and more of education spending goes on teachers' salaries — but they would demonstrate that we are serious about giving all our children a fair chance to profit by their schooling, and to enjoy it.

Learning should be fun for inquisitive young people. Many would disagree with some of the assumptions and reasoning in the (weighty) introduction, and with other items but on the whole, the open

**T**HESSE make good sense, though I have some doubt whether the State will show the political will needed to carry them out. Redistributing cash, teachers, buildings, resources more fairly will be unpopular with white voters.

The ideas for making parents a greater share of education as are more problematical than this benefits the children of the wealthy "augment

teachers' salaries" the best teachers won't be attracted to the schools of the disadvantaged. This already happens. I know. Setting limits to compulsory attendance possibly after seven years' schooling is hardly just when whites have had compulsory schooling up to age 14 since 1913 (later extended to 16).

We should not set a "set number of years" but an age limit to start with — perhaps 14. But this needs to be worked through with parent and political structures, and with the teaching profession. Those who earn money can be expected to "bear an increasing share of the cost associated with their schooling", but one can hardly apply this to youngsters of 13... though the ERS documents says "the period should be extended as soon as circumstances permit".

There are excellent proposals about community learning centres. These have been made before, but have not "taken off". Political responsibility for education at both national and regional level is recommended, though the committee speaks of "various", not "non-racial", regional education departments. Regarding eight years' teaching experience as a form of exemption from writing Std 10 exams is a sound idea (for which there are certain legal precedents).

The promotion of national unity as a prime goal is welcome, though it must be firmly put above "allowing for the accommodation of diversity" (religion, language, culture). To promote this, it's high time we trained teachers from different backgrounds together, so that they learn to appreciate "other" cultures.

There is no space here to discuss other sections, for example on technology, universities, etc. My major complaint is that the document says nothing about how we must move to achieve equal educational opportunities. In all homelands, parents still have to find the money for building schools (they get half back from the government after the completion of the building, though they often have to wait a

long time for this). For more than 20 years, the DET has accepted responsibility for building schools, but only 2 million of the 7 million African pupils at school are cared for by the DET. Some 3 million are in "SGT" (self-governing territories) schools and a further 2 million in independent homelands schools (which, alas, don't figure in the ERS, except in Std 10 exam statistics). Because of this extra backlog, there's a very severe shortage of desks and rooms in homeland schools which is much worse than in DET ones. More than a year ago we saw a kwazulu primary school in which 1 600 pupils had two toilets, and shared 26 classrooms — it has not changed since then. We need to implement a minimum entitlement per child — irrespective of area, sex, "race", language, religion or level of parental support — to his/her own desk (or sharing a double desk with ONE classmate) in a classroom with unbroken windows and enough light and heat to be able to learn in comfort — and

We need to involve political and educational interest groups, including student structures, in the further discussion that's foreseen even at the cost of accepting their preconditions. While that happens let's produce some visible improvements NOW in the "worst" schools and thus begin to restore faith in our education systems. The author is a noted Johannesburg educationist. He was also the organiser of the Teacher Centre at Funtaba



The campaign to get children back into the classroom is gaining momentum as organisations call for the struggle to continue there.

**N**ATIONWIDE opposition to a three-week-old class boycott in black schools has grown significantly with calls for a return to classrooms or face anarchy in violence wracked schools.

Pupils were told by several organisations to resume their struggle in the classrooms as the boycott was "backfiring".

There were also increasing reports countrywide of violent attacks at schools involving pupils supporting the boycott. Police were called in on a number of occasions.

At least one pupil - in the Cape Peninsula - has died since the boycott began, nationwide, dozens of youths have been injured in clashes with police.

Vehicles have been burned and a number of drivers and occupants injured.

The Department of Education and Training said the boycott had been most effective in the Transvaal where "very little education is taking place" while in the rest of the country the situation was "fluid" and varied.

The Congress of SA Students, spearheading the boycott, suffered a setback this week when members of the fellow African National Congress-aligned SA Democratic Teachers' Union joined appeals to pupils to return to school.

The Pan Africanist Students Organisation has warned that only an immediate resumption of the back-to-school campaign could save the current academic year for black pupils.

The Azanian Students' Movement meanwhile said it was appalled by the escalation of disturbances at schools.

"Azasam rejects with contempt the reactionary behaviour of Cosas of harassing black teachers and principals for the sins of the DET."

Cosas members have defended the boycott, arguing other tactics had failed to force the DET to meet their demands.

Cosas further argued it was futile to return to

# Back to school drive growing

Classes under the same bad conditions and denied the boycott was indefinite and fruitless.

Paso, in a stinging attack on both Cosas and Sadtu, claimed sit-ins and boycotts of classes "played into the hands" of the Government.

Unless disruption of classes and intimidation of students and teachers ended, there was a real danger of anarchy breaking out, warned Paso secretary general Mr Lawrence Nqandela.

"It is a lot of emphasis is put on the back-to-school campaign now, we may still be able to save the academic year," he emphasised.

Cosas, meanwhile, has called on President FW de Klerk and Education Minister Dr Stoffel van der Merwe to intervene in the education crisis to ensure a speedy resolution.

## Summit

Despite representations to the authorities requesting textbooks, stationery and more teachers, nothing had been done to address the crisis, Cosas said in an open letter to De Klerk.

"We, as Cosas, believe that you Mr de Klerk should be personally held responsible for the crisis facing our education at the moment."

The DET's chief director in the Cape, Mr Bill Staude, warned on Friday there was "no quick fix" to the problems facing black education.

Despite growing violence in black schools in the three weeks since the boycott started, Staude said there were signs, particularly in the Cape, of a realisation among people of an urgent need to ensure normal education.

According to the DET's Northern Transvaal regional director, Mr Job Schoeman, it was

clear the current climate of political fighting, intimidation, lawlessness and violence was seriously affecting education.

Schoeman believed parents held the key for the restoration of order and discipline in DET schools and appealed to parents to exercise their rights to ensure their children's education was no longer disrupted.

## Crisis

Sadtu teachers in the Cape this week suggested an education summit should be held to discuss the situation in black schools, that a high-powered delegation of university educationists should meet department officials and that statistics on shortages in schools be compiled and publicised.

The union's national office added: "Sadtu would like to express its sincere gratitude to all teachers, students and the community in the tireless efforts that they have made to ensure the success of effective teaching and learning."

"We strive for general maximum participation and cooperation of all players in the education field. We need to com-

bine our efforts.. all of us."

Complaints about shortages of textbooks, desks and teachers were receiving "priority attention on a case-by-case basis", Staude said.

Paso finance secretary Mr Finest Mntsi said "Most of the students are ready to learn but the whole question of intimidation plays an important role here because people are afraid."

He added: "Because they are afraid of being victimised they toe the line."

Sit-ins and boycotts, Nqandela claimed, assisted the Government and DET in perpetuating the "Verwoedian principles of denying intellectual advancement of Africans in order to maintain European domination".

On the back to school campaign, which was launched at the beginning of the year and supported by most organisations, Schoeman said it was primarily aimed at normalising education and re-establishing a "culture of learning and teaching."

"In reality the campaign turned out to be an

*Verwoedian principles of denying intellectual advancement of Africans in order to maintain European domination*

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# Teacher argues for new schools system

Sowetan 10/6/91

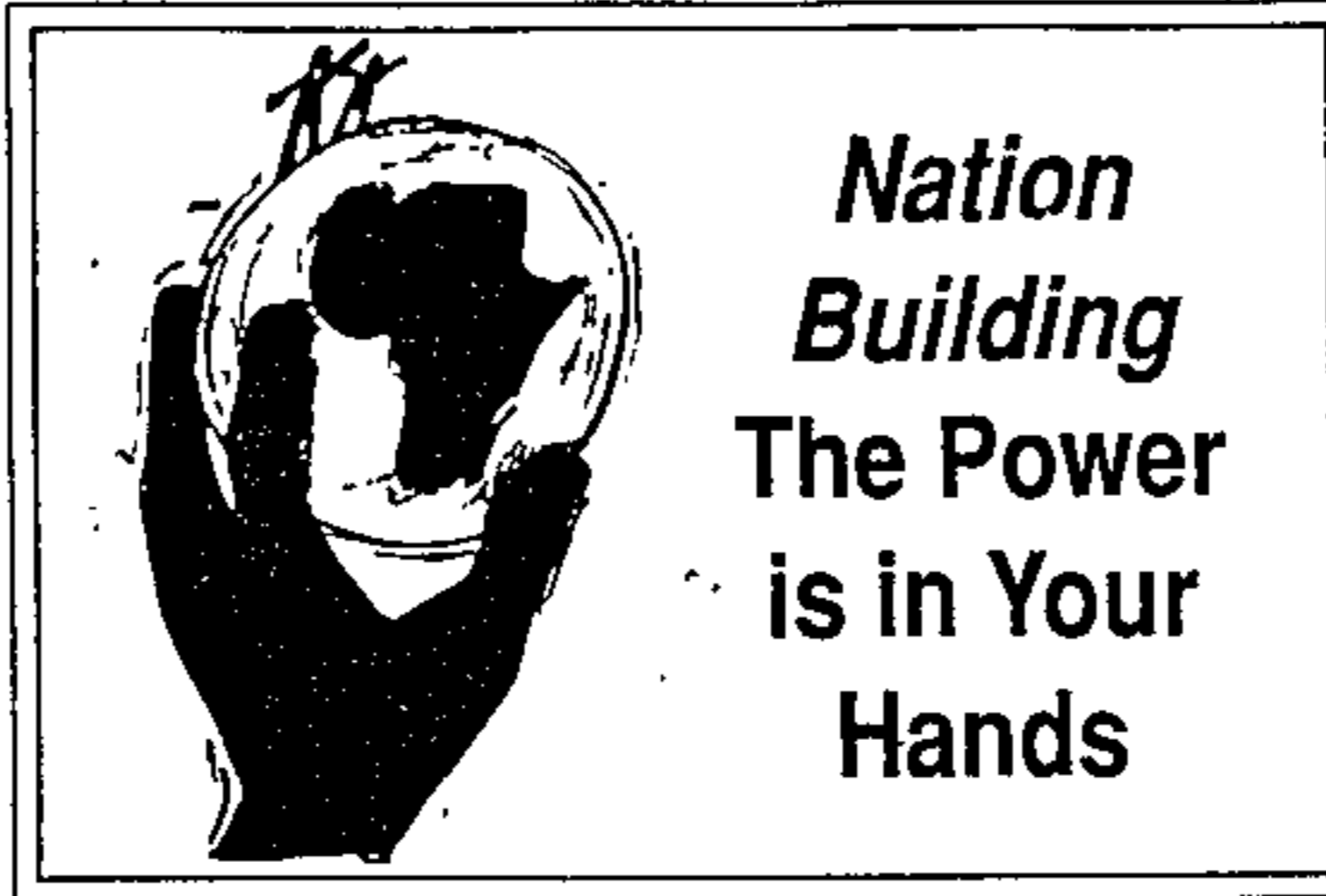
THE country's education crisis is likely to persist until a new system is found, a speaker at a Nation Building seminar in Mamelodi, Pretoria, said at the weekend.

Teacher Mrs Lilly Boshogoa agreed with educationalist Mr Franklin Sonn that "the problems are not problems of education but rather of education's response to the problems of the society".

"Our education is presently operating in a highly hostile and unstable climate and this situation has profound implications for educational management.

"It is against this background that we should understand the rise of militancy among teachers' unions."

The seminar, attended



By SONTI MASEKO

by about 600 people and sponsored by Pick 'n Pay and *Sowetan*, focused on youth, parenting and the impact of violence on education and children.

## Challenge

Boshogoa said the challenge for teachers was to manage the conflict in such a manner that

it was possible for education to continue.

She called for teachers to be given greater professional autonomy.

But as professionals, teachers should not fight for their rights at the expense of the pupils, she said.

Relationships between parents, pupils and teachers had weakened

SO ~~SO~~  
"to the extent that one is unable to tell whether there is progress or retrogression".

"Even if our new generation is partly to blame, the author of our calamities is the Government by introducing apartheid," she said.

## Bleak

A youth, Iris Moche, told the seminar that a recent study involving 160 teenagers in Atteridgeville and Mamelodi aged between 14 and 18 revealed that 92 percent believed they had a bleak future.

About 81 percent felt parents were not socialising with their children properly and were not cooperative.

"This will always be the case until we depend on each other for guidance and until the educators realise their role as socialising agents," Moche said.



# Half of schools <sup>(50)</sup> in city <sup>CT 11/6/91</sup> now open

## Education Reporter

HALF the government schools in greater Cape Town that were reserved exclusively for whites have voted to admit children of all races, a spokesman for the Cape Education Department (CED) said yesterday.

The figure — 87 out of 174 ordinary public schools falling under the CED — includes the northern and southern areas.

CED spokesman Dr Orland Firmani said 75 out of 110 schools under the Cape Town School Board, or 68% of schools

in the Southern Suburbs, had ministerial permission to open.

This compares with 12 out of 64 schools (19%) in the northern areas.

In addition, six southern suburb and 30 northern areas schools have indicated that they have still to vote on the issue.

Some 23% (168) of 744 CED schools in the province already have permission to open, while 85 schools have still to vote and four will vote again after failing to acquire the minimum poll the first time.

222 (50)  
et 12/6/91  
**Teachers  
in harmony**

TWO music teachers have finally struck the right anti-apartheid note by breaking the colour bar and becoming the first educationists of colour to work in white government schools.

The two part-time music teachers are employed in schools under the control of the Cape Education Department; the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

He was replying to a question by Mr Roger Burrows (DP, Pinetown).

But Mr Clase struck a flat note by admitting that the two part-time music teachers in the Cape were the only people of colour in the whole of the country to be employed in schools as teachers under the control of his department.

# Hope for end to class boycott

50  
CT 13/6/91

DEPARTMENT of Education and Training regional director Mr Bill Staude said yesterday that he was "optimistic" a solution to the month-long boycott of classes in black schools in the Peninsula would be found.

"I think all parties would have to reach an agreement on the basis on which the children could return to school."

Although his department had already delivered extra books to schools in the region and all matric pupils had now received their books, there were still shortages in Std 6 to 9.

"We are very hopeful that all the books will be delivered by the start of third semester," Mr Staude said, adding that there had been talks yesterday about the upgrading of school buildings, more teachers, books and sporting facilities.

CT 3/6/91

## Mayor 'concerned' at township schools

Education Reporter (SD)

**CITY Mayor Mr Gordon Oliver has written to President F W de Klerk expressing "grave concern" at the state of education in the city's townships.**

**He said in the letter, after a tour of high schools during the height of the class boycott last week, that the future of "thousands of children" was being jeopardised.**

**Mr Oliver said after the Cosas-organised tour: "There are schools that do not have desks and chairs for the pupils, and pupils are literally writing examinations on the floors of their classrooms."**

**"There are schools that do not have any sports facilities whatsoever."**

# Mass protests planned for Vaal Triangle, S Tvl

127 SO  
Star 13/6/91

The Vaal Triangle and Southern Transvaal are the targets this weekend of mass action protests against township electricity cuts and to pressure the Government into solving the education crisis.

What has been described as the first in a series of mass protests following power cuts in Vaal Triangle townships last week will hit Vereeniging this weekend.

Cosatu education officer in the Western Transvaal, Shelle Papané, confirmed yesterday that a protest march was being organised in the town for Saturday.

## Freedom

He said about 10 000 residents were expected to protest against the blackout in townships, and to demand peace, jobs and freedom.

The march, he said, would start at the Vaal Showgrounds at 11 am and move along Beaconsfield and Leslie avenues, ending opposite the post office, where a memorandum would be presented to the police district commandant, Colonel Jaap Venter.

The Vereeniging Town Council has given permission for the march, which requires the approval of the chief magistrate, with whom an application has been lodged.

Vaal Civic Association chairman Malik Madise said on Tuesday a meeting would be held tonight at Cosatu House in Vereeniging at which the association, ANC, PAC, Cosatu and other organisations would look at suggested mass action in the Triangle.

The Southern Trans-

vaal region of the National Education Coordinating Committee is planning mass protests on Saturday to put pressure on the Government to address the education crisis.

Amon Msane, regional general secretary, told a media conference in Johannesburg that the protest would include marches to all Department of Education and Training offices in the PWV, culminating in nationwide rallies on Sunday to mark the 15th anniversary of the 1976 Soweto uprisings.

"We call on all our masses in the factories, schools, townships, suburbs and cities to come out in strong support of our just cause," said Mr Msane.

The NECC has accused the DET and the Government of failing to address grievances, and has called on the Minister, Dr Stoffel van der Merwe, to resign by June 16 if these grievances are not addressed.

"This year, we commemorate the deaths of those children 15 years ago in the struggle to normalise education," Mr Msane said.

## Begged

"Since the beginning of the year, we have demonstrated, we have demonstrated, we have petitioned, we have begged, we have appealed, we have negotiated with every decision-maker in the DET hierarchy, including President de Klerk, all to no avail."

He said most pupils were still without books halfway through the school year. — Vereeniging Bureau-Education Reporter.

# Natal could close 19 white schools

Bloom 13/6/91

(50)

THE Natal Education Department (NED) could close 19 schools by the end of the year in continuing rationalisation of white schools, NED chief director John Deane confirmed yesterday.

A Transvaal Education Department spokesman said nine of its schools had been closed so far this year.

Education and Culture Minister Piet Clase recently announced that five white teacher training colleges around the country would be closed.

Deane said Clase had approved the closure of 11 Natal schools and the NED was considering closing eight more.

Some schools would be closed altogether, while other buildings would become vacant because schools would amalgamate.

Some of the vacant school buildings would be offered to black and coloured education authorities, he said.

The National Education Co-ordinating Committee (NECC) has said that the closure of more white teacher colleges reinforced its view that government was committed to "piecemeal solutions which had the potential to exacerbate an already tense and potentially explosive situation".

State education strategies would continue to be unacceptable because they deliberately attempted to renew apartheid education rather than restructure the entire education system, NECC assistant general secretary James Maseko said in a statement.

Clase's announcement "smelt of bad faith" on the part of government because it

TANIA LEVY

amounted to implementation of the recently released Education Renewal Strategy, which government had said was merely a discussion document, he said.

No consultation had taken place with other key players in education, so the move amounted to the NP continuing to impose ready-made solutions on people, said Maseko.

Natal schools whose closure Clase had already approved were the Grange primary, Tee See pre-primary, Forest Hills junior primary, Bulwer primary, Ncandu Park primary, Voortrekker junior and Voortrekker senior primary schools.

## Hostel

Ladysmith's Kliprivier senior primary and Keatestraat junior primary school buildings would be closed and offered to the House of Representatives as the schools amalgamate at new premises in Kruinsig.

The school building and hostel at Drakensview would also be closed and offered to the House of Representatives, Deane said.

Durban-Noord Afrikaans junior primary would close as it amalgamated with the Afrikaans high school in the area.

Other schools that might close were Louis Botha primary, Pietermaritzburg Musiek Skool, Camperdown primary, Maritzburg Model, Carrington Heights junior primary, Northcrest primary, Hlobane primary, Coronation primary and Aiken Park high.

# Problems remain HSRC

Bloom 13/6/91

CAPE TOWN — SA's deep seated problems would not be removed by the scrapping of apartheid laws, the Human Sciences Research Council (HSRC) has concluded in a study released yesterday.

Apartheid was a symptom and any thought that reform measures would automatically ensure the transformation of society was a dangerous oversimplification, it said.

The study, called SA in the Nineties, has contributions from 26 writers and is edited by DJ van Vuuren, NE Wiehahn, NJ Rhodie and M Wiechers.

It focuses on many of the crucial issues that have

Political Staff

emerged since February 1990 and on likely developments during the decade.

The HSRC said one of the problems highlighted by the book was the lack of consensus on all aspects of society, which helped explain the legitimacy crisis in the country.

SA had virtually been programmed for mass conflict because of its complex make-up.

"If one tries to look into the future, it seems as if neither a deterministic conflict model nor a consensus model can accurately predict the future course of intergroup relations, but

more likely a dialectical interaction between the forces of conflict and consensus."

Another problem was that although most blacks preferred negotiation to violence, many regarded the developments since February 1990 as the result of violence and other direct action.

"They would therefore most probably resort to such action again, even if only to protect themselves from danger, especially if they believed that the security forces were no longer in control.

"This does not augur well for the negotiation process," the study says.

## Clase supports one system

CAPE TOWN — Racial discrimination should be removed from the education system, Education and Culture Minister Piet Clase said last night. <sup>SO</sup>

Addressing a Suid Afrikaanse Onderwysers Unie banquet in Bellville, Cape, he said criteria other than race should be used when admitting children to schools.

"There will only be one education system in South Africa with uniform funding from the Treasury."

Clase said it was generally understood that one system did not mean there should be a single unwieldy department with 250 000 teachers educating 10-million pupils at 15 000 schools. *8/10/71 14/6/71*

Clase said his department wholeheartedly supported the new education guidelines. — Sapa.

*Price*

Settlement



## NECC to march on DET headquarters

The Southern Transvaal region of the National Education Co-ordinating Committee (NECC) will mark June 16 by marching to the DET headquarters in Pretoria to protest against the prevailing crisis in education. (SO) (2/83)

The organisation's regional secretary Amon Msane said the march would also mark the beginning of a massive campaign against the department. *New Nation Learning Nation*

### 14/6-20/6/91 Resignation

He said one of the issues that would be demanded was the resignation of education and training minister, Stoffel van der Merwe. The NECC feels that Van der Merwe has failed to resolve the education crisis.

The march will start from Church Square, Pretoria, to the DET head office, on Saturday. The second phase of the commemorations will be in the form of rallies in various venues throughout the country on Sunday.

On Monday NECC officials will pay visits to several diplomatic missions to inform them about the education crisis.



# CCE takes adult education further

New Nation (Learning Nation)

14/6-20/6/91

50 50 50

The kaNgwane department of education and culture has embarked on a massive literacy and continuing education project.

Project co-ordinator, H L Manana, said that Wits University Centre for Continuing Education (CCE) had been called to run a trainee's course.

After completing the course, the trainees will prepare teachers who will in turn provide literacy and adult education tuition, said Manana.

Literacy programmes are already in progress in all the department's six circuits with tuition being provided only in siSwati.

"At the moment the classes are held in the afternoons only and women domestic workers attend.

"The numbers are still quite small, but we are confident that as times goes on more people will enroll. We are planning to introduce literacy tuition in English at a later stage," Manana added.

Parallel to literacy tuition, the department has doubled its efforts in

providing facilities for adults who want to continue studies in standards five, eight and ten.

Manana said the CCE had been brought in to provide specific training to teachers who provide tuition to this section of education.

This is in view of the fact that no matter how experienced a teacher might be, there were certain differences between adult and the education of children," said Manana.

Despite several difficulties such as absence of electricity in some areas, the department, Manana said, was doing its best to address these issues in order to extend the opportunity to as many people as possible.

To facilitate the activities of the project, the department has established a special centre in kaNyamazane township. The centre produces material and co-ordinates all activities related to the project, including research and planning.

attack people and common-law offences such as charges of murder, assault with intent to do grievous bodily harm and assault, etcetera may result therefrom, will be investigated by the South African Police and the accused naturally brought before the court if *prima facie* evidence exists that an offence has been committed.

In other cases where dogs attack people, for example a child playing innocently, such cases are investigated under local by-laws which usually constitutes an offence when vicious dogs wander around without control. Although such attacks usually result in victims being seriously injured and even maimed thereby, criminal liability for such injuries and/or maimings are difficult to prove and the subsequent steps which are taken by the prejudiced parties are usually of a civil nature.

Statistics in respect of attacks by dogs on persons are not accounted for separately.

To acquire the information, would be extremely time-consuming and would be to the detriment of other more important police duties. I regret, therefore, that I can unfortunately not furnish the information which the hon member desires.

- (2) Yes, I would like to refer hon members to written question number 333 which the hon Minister of Justice answered in the House of Assembly on 10 June 1991. The South African Police and myself fully support the point of view of the hon Minister, as well as the envisaged legislation to which he refers in his answer.

#### SADF: parachute jumps into Soweto

\*8. Mr P G SOAL asked the Minister of Defence:

- (1) Whether the South African Defence Force recently staged parachute training jumps into Soweto; if so, (a) when and (b) why;
- (2) whether the residents of the area were warned beforehand; if not, why not; if so, (a) when and (b) how;
- (3) whether it is usual Defence Force practice to do military training jumps in residential areas; if not, why was this practice carried

out in this instance; if so, what is the current practice in this regard?

B1155E

#### The MINISTER OF DEFENCE:

- (1) Yes.
- (a) On 28 and 29 May 1991.
- (b) The rehearsal and evaluation of rapid deployment operations in support of the SA Police, so that support of the SA Police time and deployment-wise for similar circumstances in the future, can be established.
- (2) No, it is not customary to divulge particulars of such exercises.
- (a) and (b) Fall away.
- (3) Paratroopers can in cases where it is necessary and depending on weather conditions be dropped in any place and at any time.

#### School syllabuses/curricula: re-assessment

\*9. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether he or his Department intends to commence or has commenced the re-assessment of some or all school syllabuses and curricula in South Africa; if not, why not; if so, (a) when is this to be commenced or was it commenced and (b) which syllabuses and curricula are involved;
- (2) whether he will make a statement on the matter?

B1158E

#### The MINISTER OF NATIONAL EDUCATION:

- (1) The Committee of Heads of Education (CHED) is at present busy with the revision of the broad curriculum for pre-tertiary education. A draft model for a revised broad curriculum will be released for comment in the near future with a view to finalising the model. Thereafter curriculum development will be done in terms of the different subjects included in the model.
- (a) Falls away.
- (b) Falls away.

(2) Yes, when the draft model is released for comment.

#### KwaZulu Police Force: King's address

\*10. Mr J A JORDAAN asked the Minister of Law and Order:

- (1) Whether any members of the KwaZulu Police Force acted in an official capacity with full kit and equipment at the meeting recently addressed by King Goodwill Zwelethini at the ENB stadium; if so, (a) in terms of what statutory provisions and (b) with whose permission;
- (2) whether he will make a statement on the matter?

B1159E

#### The MINISTER OF LAW AND ORDER:

- (1) No.
- (a) and (b) Fall away.
- (2) No.

#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

#### Own Affairs:

#### Development of entrepreneurs programme

1. Mr M A TARR asked the Minister of Agricultural Development:

Whether he envisages any changes being made to the development of entrepreneurs programme in his Department to meet the needs of the new South Africa; if so, (a) what changes and (b) when?

B1189E.INT

The DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, this department provides for entrepreneurial development through extension services, formal and informal training, advisory and information services, engineering services, and agency services. The extension services are conducted from the seven regional headquarters, decentralised to subregions, and eventually to extension offices at district level. Extension services are backed up by research and demonstration units focusing on

whole farm systems on a commercial scale and with soil conservation and optimal resource utilisation as priority objectives.

Regarding extension services the department is at present restructuring its regional services with the emphasis on the establishment of decentralised agricultural development centres which are to be manned by multidisciplinary teams of experts geared to the developmental needs of agricultural communities. The concept of these agricultural development centres is particularly suitable for the needs of the new South Africa, and it will then be possible to advise all farmers within such an area.

Regarding training of farmers, accommodation at the six agricultural colleges is limited to 1 090. Annual applications are usually about double the number of places available. For that reason entrance standards are fairly high, but there are no race or colour restrictions and the facilities are accessible to all bona fide prospective farmers.

Regarding research, everybody with a knowledge of farming will agree that a solid research foundation is essential for sustained agricultural development. Hon members are aware of the fact that this own affairs department took the initiative of the establishment of the Agricultural Research Council. On 1 April 1992 the research arm of this department, that is the 10 research institutes and two research centres, will be taken out of the department and transferred to the statutory ARC under the general affairs Department of Agriculture. This semi-autonomous parastatal body is geared to serve all sectors of South African agriculture with research, development and technology transfer.

In South Africa agricultural research has until now followed the historical trend of social progress and related technological development. Research priorities have been to serve the interests of the larger farm units in commercial agriculture. This does not necessarily exclude the interests of small farmers, which will become more important and could also be served by the ARC.

Constitutionally, the Department of Agricultural Development is an own affairs department. This structure will remain in place until a negotiated new constitution is agreed upon. In the meantime the department is in the process of

happen if the hon the Minister ensures that we have the right people serving on that research council.

\*THE DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, I should like to thank hon members for their positive contributions this afternoon. I do not think we disagree about the need and the direction we have to take. I think it is very important that we do investigate, as I said earlier, the existing institutions in order not to duplicate them. When we bring those 13 departments under one umbrella, we must also try to unite the expertise and manpower that already exist. That must be the point of departure.

I think we have very good examples in the sugar industry. There we had an integrated approach and extension services and other services are given from the private sector and department to the communities that need it. We can, therefore, continue on this basis. However, I immediately want to say to hon members that it is very clear, from the White Paper and the Bills which will now be tabled, that we shall also receive important inputs from the Rural Development Council which is to be established and the Department of Agriculture will have to make an important contribution to get these communities going and create the necessary infrastructure.

We on our part are prepared to do this, and we are already looking at ways to adjust our support services to meet this requirement. As far as technical information is concerned, the answer is yes. This should be given in terms of a cooperative approach where one tractor can be used by a number of farmers. It is absolutely necessary to do this.

Finally, I can say that as far as finances are concerned we are, on an agency basis, looking after various communities and giving them the necessary support to gain access to finances. This will also be a very important aspect in the future dispensation.

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply

Own Affairs:

#### Closure of schools: furniture

\*1. Miss M SMUTS asked the Minister of Education and Culture:

HOUSE OF ASSEMBLY

(1) Whether desks and other school furniture used by schools falling under his Department are stored or otherwise disposed of when such schools are closed; if so,

(2) whether such furniture is made available to Black schools; if not, (a) why not and (b) how is such furniture disposed of?

B1120E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) Yes, where it is no longer required it may be supplied to other departments at book value or at a price approved by Treasury in terms of Treasury Instruction N10.6.

†Miss M SMUTS: Mr Speaker, arising out of the hon the Minister's reply, are there schools that are not closed where old school desks are stored or not used? If so, would the hon the Minister allow parties from the private sector to buy, restore and make such furniture available to Black schools?

†The MINISTER: Mr Speaker, we take no delight in keeping furniture that is no longer being utilised. The normal procedure when furniture becomes redundant varies from province to province. They often use that furniture which is still better than furniture in schools that are being run and then they just exchange it. Eventually there is thus furniture which cannot be utilised any more according to us and then we are quite prepared to pass it on to whoever is interested in it. We are obviously bound to the regulations of the Treasury and must therefore obtain the approval of the Treasury to be able to do it, but personally, from the Department's side, we have no objection to it.

Certain school: recount of votes on Model B

\*2. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether application has been made to his Department for a recount of the votes cast in a referendum on Model B at a certain school, details of which have been furnished to the Minister's Department for the purpose of his reply; if so, what is the name of the school;

(2) whether permission has been granted for a recount; if not, why not;

(3) whether the applicants have offered to bear the cost of a recount;

(4) whether his Department has ascertained that the official result of the referendum is above suspicion? (SO) B1123E

†THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the name furnished by the hon member;

(2) no, because application was received from only one parent, without proof of irregularity;

(3) yes;

(4) yes.

#### District Six: population

\*3. Mr D J DALLING asked the Minister of Welfare, Housing and Works:

(1) What was the total population of District Six in 1960;

(2) following the rezoning of District Six for the White population group in or about 1966, (a) how many properties were expropriated and (b) what was the average cost of expropriation per property;

(3) whether, subsequent to the above rezoning, any (a) property owners or (b) tenants were given any assistance in moving out of the area; if so, (i) what specified assistance and (ii) what was the total cost involved? B1152E

THE MINISTER OF WELFARE, HOUSING AND WORKS:

(1) 71 426 persons;

(2) (a) 2 375 properties, and

(b) R9 560

(3) (a) Yes, with the exception of White property owners who constituted 66,4% of the total and of which the majority did not live in District Six;

(b) Yes;

(i) Assistance was mainly rendered in the transportation of household effects on a continuous ba-

sis since proclamation in 1966; and

(ii) Figures are not available but the owners and tenants were provided with alternative accommodation at Mitchells Plain, Rylands and other projects at low rentals and reasonable purchase prices.

Students who are not White: financial

arrangement (SO)

\*4. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether there is any form of financial arrangement between his Department and other departments of education and/or the Department of National Education with regard to financing the costs incurred by his Department in connection with pupils or students who are not classified as White but who are studying at institutions falling under his Department; if not, why not; if so, (a) what is this financial arrangement and (b) what additional amount is made available to his Department under this arrangement;

(2) whether, under the formula-funding system, the Treasury (through the Department of National Education) makes funds available to his Department irrespective of the racial classification of the pupils or students involved; if not, why not; if so,

(3) whether there has been any curtailment in funds made available to his Department as a result of the falling numbers of pupils or students classified as White and growth in the number of pupils or students not so classified;

(4) whether he will make a statement on the matter? B1156E

†THE MINISTER OF EDUCATION AND CULTURE:

(1) No, because the funding of the various education departments is carried out on the basis of a formula which serves as a guideline and generates funds on the basis of the number of actual subsidised pupils enrolled at departmental schools regard-

HOUSE OF ASSEMBLY

HOUSE OF ASSEMBLY

less of the race classification of the pupils concerned;

(a) and (b) fall away;

(2) see (1);

(3) every year the Department receives less funds in real terms. The formula would only reflect any addition to the total number of pupils after the second year. However, this year there are 10 538 pupils fewer than in 1989;

(4) no.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, may I ask whether, in the light of the reply that he has given, the same situation will arise when students of colour are admitted to teacher colleges?

\*The MINISTER: Mr Speaker, in a certain sense it will be so, but not altogether, because the formula that is applied there and the procedure differ somewhat. At the moment we are in a process of negotiation with the receiving departments and with certain bodies in respect of the services rendered at education colleges, as the hon member will have noticed in the statement I issued in this regard. We are engaged in such negotiations.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Provincial departments: non-White teachers employed**

\*5. Mr R M BURROWS asked the Minister of Education and Culture:

Whether any provincial department of education has taken into employment any teacher who is not classified as White; if so, (a) which provincial departments and (b) how many teachers in total?

B1157E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) Cape Education Department,

(b) two part-time music teachers.

The MINISTER OF LAW AND ORDER:

(a) 63.

(b) 53.

(c) 9.

NOTE

From 4 January 1991 until 31 May 1991 the South African Police, in co-operation with the public, seized a total of 582 AK47 rifles.

This illustrates the vigilance and determination of the Police to rid South Africa of the curse of the AK47, which has caused so much bloodshed and misery in our society. Persons smuggling fire-arms into the country and using these arms to enrich themselves in a quick and easy manner, care little about the loss of life which these arms could cause.

Their deeds are abhorrent and are rejected by all peace-loving South Africans. For this reason the South African Police receives a great measure of co-operation from the public in general to trace this type of arm

This curse in the South African society must be condemned in the strongest possible terms. Those who illegally have arms of this nature in their possession and sow death and destruction amongst innocent persons, are cowardly murderers who do not respect the freedom of movement, rights and safety of others. They will not be accepted in the South African society.

Consequently I emphasise a standpoint which I took previously, that the South African Police will not rest before this curse has been totally eradicated. In this regard I make an urgent and serious appeal to all South Africans to assist and support the South African Police in this respect. There are ample rewards, and the allocation thereof to persons who lead to the tracking down of this type of arm, will be applied consistently

**Violence: deaths of Blacks**

357. Mr L F STOFBERG asked the Minister of Law and Order:†

(1) How many Blacks died in Black townships in (a) the Transvaal, (b) the Orange Free State, (c) Natal and (d) the Cape Province in the 1990 calendar year as a result of violent clashes between (i)

Blacks among themselves and (ii) Blacks and the South African Police;

(2) how many members of the South African Police were (a) injured and (b) killed in each province in that year during or as a result of such clashes in Black townships?

The MINISTER OF LAW AND ORDER:

(1) (a) (i) 1 196

(ii) 69

(b) (i) 51

(ii) 48

(c) (i) 1 050

(ii) 37

(d) (i) 97

(ii) 31

(2) (a) Transvaal 204

Orange Free State 82

Natal 80

Cape Province 268

Total 634

(b) Transvaal 25

Orange Free State 2

Natal 28

Cape Province 13

Total 68

**Old-age homes: waiting lists**

375. Mrs C H CHARLEWOOD asked the Minister of Planning, Provincial Affairs and National Housing:

Whether there are waiting lists at any of the old-age homes falling under the control of the provincial administrations; if so, in respect of each provincial administration, (a) at which homes, (b) what is the capacity of each of these homes, (c) how many names are there on each corresponding waiting list and (d) in respect of what date is this information furnished?

B1007E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

*Transvaal*

There are no old-age homes in the Transvaal under the control of the Transvaal Provincial Administration.

(a) to (d) Fall away.

*Natal*

Yes.

(a) Ethembeni Old Age Home—Plessislaer, Zibambeleni Old Age Home—Clernaville.

(b) Ethembeni—9 beds.

Zibambeleni—160 beds.

(c) Ethembeni—5.

Zibambeleni—25.

(d) 16 May 1991.

*Cape Province*

There are no old-age homes in the Cape Province under the control of the Cape Provincial Administration.

(a) to (d) Fall away.

*Orange Free State*

No.

(a) to (d) Fall away.

**Black housing: backlog**

383 Mr P G SOAL asked the Minister of Planning, Provincial Affairs and National Housing:

(a) What is the extent of the housing backlog for Blacks in respect of each of the nine development areas in the Republic of South Africa and (b) in respect of what date is this information furnished?

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a)	(b)
Development area and backlog	Date on which the information is furnished
<i>Cape Province</i>	
A — 133 433	30 April 1991
B — 25 221	31 March 1991
D — 100 101	30 April 1991

*Orange Free State Region C*

(1) (a) (i) 5 689  
(ii) 4

(b) 5 693

(2) Increase

*Natal Region E*

(1) (a) (i) 1 044

(ii) None

(b) 1 044

(2) Decrease

**Teacher/pupil ratio**

393. Mr K M ANDREW asked the Minister of Education and Training:

(a) What was the teacher/pupil ratio in (i) primary and (ii) secondary schools under the control of his Department as at the latest specified date in 1991 for which figures are available and (b) what were the equivalent ratios in 1988, 1989 and 1990, respectively?

The MINISTER OF EDUCATION AND TRAINING:

(a) (i) 1:39,73  
(ii) 1:36,36

NOTE:

These calculations are based on preliminary statistics as at 5 February 1991 and do not include combined and intermediate schools

	1988	1989	1990
(b) (i)	1:39,65	1:40,68	1:40,17
(ii)	1:32,65	1:34,19	1:34,13

NOTE:

These calculations are based on information collected on the first Tuesday in March of the respective years.

**Classroom/pupil ratio**

394. Mr K M ANDREW asked the Minister of Education and Training:

(a) What was the classroom/pupil ratio in (i) primary and (ii) secondary schools under the control of his Department as at the latest

specified date in 1991 for which figures are available and (b) what were the equivalent ratios in 1988, 1989 and 1990, respectively?

The MINISTER OF EDUCATION AND TRAINING:

(a) (i) 1:42,18  
(ii) 1:46,78

NOTE:

These calculations are based on preliminary statistics as at 5 February 1991.

	1988	1989	1990
(b) (i)	1:42,93	1:42,26	1:42,48
(ii)	1:39,01	1:39,77	1:41,96

NOTE:

These calculations are based on information collected on the first Tuesday in March of the respective years.

**Tvl Townships Board members**

395 Mr D J DALLING asked the Minister of Planning, Provincial Affairs and National Housing:

(a) Who were the members of the Transvaal Townships Board as at 1 May 1991 and (b) what, in each case, are the (i) names, (ii) ages, (iii) dates of appointment, (iv) academic qualifications, (v) past employment experience and (vi) cities of residence of these members?

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a) Mr S J Schoeman  
Mr J N P du Plessis  
Mr M A Jaffer  
Mr D P Kirstein  
Adv P G W Grobler  
Mr C Kuun  
Mr C C C van Eeden  
Mr E Naudé  
Mr G Hugo  
Mr W Arends  
Mr D J L Kamfer  
Mr J S van der Walt  
Mr D P Wilcocks  
Mr D G Raath  
Mr G Visser

FW, ANC to  
hold talks  
on education

Own Correspondent

CP 12/6/91

(S)

JOHANNESBURG. — President F W de Klerk and ANC deputy president Mr Nelson Mandela are scheduled to meet next Thursday to consider proposals for a forum to negotiate a new education system, education sources said yesterday.

Recommendations by the joint working group set up after the government met an ANC-led delegation of education experts on February 25 will be discussed.

The 10-man working group will also report back on the provision of facilities and equipment to black schools.

Education and Training Minister Dr Stoffel van der Merwe yesterday confirmed that the meeting had been scheduled but said the date was not final as the working group had not yet finished its work.

## Uproar over Natal school axings

16/12/1971  
DURBAN.— The nam-  
ing this week of the al-  
most 30 white Natal  
schools which will be  
axed this year has got a  
group of educationalists  
begging President F W  
de Klerk to intervene.

25  
However, their re-  
quest for a meeting with  
Mr De Klerk has been  
turned down.

Disappointed execu-  
tive director of the  
society, Mr Dave Ryman,  
said: "For all Mr De  
Klerk's talk of reform, I  
wonder if this is not just  
tacit support for Mr  
Clase's narrow-minded  
pursuit of an own-affairs  
policy."

Meanwhile, in a dra-  
matic follow-up on Mon-  
day, the statutory all-  
white ministerial  
advisory body, the Natal  
Education Council, ex-  
pressed its dissatisfac-  
tion with Mr Clase. —  
Own Correspondent and  
Sapa

# Open colleges to blacks, Clase told

Star 12/6/91

By Phil Molefe  
Education Reporter

SO

Academics and education organisations have called on the Government to make all white schools and colleges, which are due to be closed, available for the education of black students.

This appeal follows the announcement in Parliament on Monday by Minister of Education and Culture Piet Clase that five white colleges of education would be closed as part of a major rationalisation of teacher training.

The National Education Coordinating Committee (NECC) accused the Government of acting in bad faith by imposing "ready-made solutions" without consulting the people.

James Maseko, NECC assistant general secretary, said what was particularly disquieting was the fact that the announcement came at a time when thousands of black students were being turned away from their colleges because of lack of space.

"The point that needs to be emphasised is that while thousands of students are being denied access to teachers' training colleges, over the past years tens of the so-called white colleges have been running empty or half empty.

"The classic example is the shortage of space at the Soweto College of Education (SCE), while the Johannesburg College of Education, about 30 km away, is half empty," he said.

The rector of the SCE, Michael Morapeli, revealed last week that between 5 000 and 8 000 applicants were turned

away every year because the college could accommodate only 250 first-year student teachers.

According to last year's figures, there were 1 150 students at JCE and 350 vacant places.

At Goudstad Teachers' Training College there were 807 student teachers with 693 vacancies.

Mr Maseko dismissed Mr Clase's announcement, that councils of these white colleges would be authorised to admit blacks, as another attempt by the Government to leave the question of access and control of education institutions in the hands of white administrators.

He also said Mr Clase's announcement amounted to the implementation of the recently released Education Renewal Strategy proposals, even before the document had been discussed by interested parties.

## Rigidity

Democratic Party spokesman on education Roger Burrows said closing colleges and dispersing lecturing staff implied a planning rigidity on Mr Clase's part.

If all teachers' training colleges fell under a central planning authority and generated teachers for all South African schools, the present "nonsensical closure" of major city colleges would not happen.

Executive director of the Natal Teachers Society Dave Rayman said that at present there were more than 400 000 children of school-going age in Natal/KwaZulu who were not in school. Another 688 teaching posts in Natal would be scrapped this year, he said.

"The rationalisation of teachers' training colleges will lead to the destruction of the education structure in Natal," he said.

The general secretary of the Teachers Association of South Africa, Cliffy Kothia, said it was ironic that at a time when there was national consensus about the critical need to accelerate the pace and extent of providing for educational needs, the Government saw fit to do just the opposite.

Professor Hennie Maree, president of the Teachers Federal Council, said the drop in enrolments at white schools made the closing of the colleges necessary.

The new admissions policy would now make it possible for the college councils to decide whether to admit students of other races.

"It is still the primary function of education colleges to train teachers for the Department of Education and Culture. The greater autonomy of college councils makes it possible to render a service according to identified needs but within the framework of existing legislation," said Professor Maree.

The Conservative Party said the rationalisation of teachers' colleges was a further price whites had to pay for the equal treatment of all in an undivided South Africa.

"The fact that so many colleges are being phased out is not a reflection of the moderate drop in student numbers at white schools, but is an indication that the Government has already accepted that the student-teacher relationship in white schools must be drastically weakened," said CP spokesman on national education and culture Andrew Gerber.



# NECC

NATIONAL EDUCATION CO-ORDINATING COMMITTEE



## S. TVI A G



Members of the National Education Co-ordinating Committee yesterday announced plans to mark the 15th anniversary of the June 16 student uprising. From left, Dave Hislop, Amon Msane and Malombo Shikwambna. Picture ROBERT BOTHA

### Mabuza joins the board of Fabcos

Monday 12/6/91

THEO RAWANA

FORMER KaNgwane chief minister Enos Mabuza has joined the board of the Foundation for African Business and Consumer Services (Fabcos), the organisation said yesterday.

Mabuza was recently appointed a director of Times Media Ltd (TML), owners of Business Day.

Fabcos chairman Gaby Magomola said in a statement yesterday: "Fabcos is very fortunate to acquire the extraordinary skills and background that Mr Mabuza brings to its board of directors. Fabcos, as a developmental agency for formal and semi-formal black business in SA, regards the input of men of Mr Mabuza's stature as very significant to its future endeavours."

"He will make a valuable contribution to the unfolding events in our country."

Mabuza, who resigned as chief minister in April, said: "It is indeed an honour for me to join the Fabcos board of directors."

"Fabcos is a fast-growing organisation whose major principle of making itself a conduit to black economic empowerment I fully agree with and support."

## Mandela, De Klerk in education talks

Monday 12/6/91

SO

TANIA LEVY

PRESIDENT F W de Klerk and ANC deputy president Nelson Mandela are scheduled to meet next Thursday to consider proposals for a forum to negotiate a new education system, education sources said yesterday.

Recommendations by the joint working group set up after government met an ANC-led delegation of education experts on February 25 will form the basis of the meeting.

The 10-man working group will also report on the provision of facilities and equipment to black schools.

Education and Training Minister Stoffel van der Merwe yesterday confirmed that the meeting had been scheduled, but said the date was not final as the working group had not yet finished its work.

The group is believed to be meeting at the weekend to thrash out its final recommendations.

Its brief was to find solutions to some immediate education problems and to suggest ways to set up a fully-representative forum to discuss a new education system for SA.

Working group members — who

include Van der Merwe, National Education Minister Louis Pienaar, their directors-general, ANC education head John Samuel and university principals and Azapo representatives — have remained tightlipped about progress.

A memorandum handed to De Klerk before the opening of Parliament has formed the basis of the working group's deliberations. Issues raised included the allocation of extra emergency funds and a moratorium on closure of white schools and restructuring on racial lines.

Meanwhile, the National Education Co-ordinating Committee (NECC) said yesterday the 15th anniversary of the June 16 student uprising would be marked by a weekend of mass action to put pressure on government to address the education crisis.

There would be marches and rallies, NECC Southern Transvaal general secretary Amon Msane said at a news conference yesterday

The Cape of Good Hope : 1 514  
 Transvaal : 1 149  
 Orange Free State : 378  
 Natal : 324

(b) This information is furnished as at 27 May 1991.

#### Personal income tax

417. Mr J J WALSH asked the Minister of Finance:

What was (a) the number of taxpayers according to race who were liable for personal income tax and (b) the personal income tax

act collected per income category in the Orange Free State in the 1988-89 financial years, respectively?

B1068E

The MINISTER OF FINANCE:

A meaningful breakdown of tax collected in provinces cannot be furnished. Some 75% of individual tax is collected by way of Pay-As-You-Earn (PAYE), and many employers make their PAYE payments in provinces other than those in which their workers are employed. Statistics are accordingly furnished on the basis of assessments issued to taxpayers resident in the relevant province.

Taxable income group	Orange Free State		1988-89		1989-90	
	Number	Tax R	Number	Tax R	Number	Tax R
0 - 12 000	4 375	1 564 435(a)	1 965	887 459(a)		
12 001 - 20 000	14 305	18 318 300	5 222	6 206 410(a)		
20 001 - 30 000	17 904	66 681 902	11 503	38 437 627		
30 001 - 40 000	16 933	117 815 688	15 014	106 024 208		
40 001 - 50 000	10 519	113 158 452	12 314	132 023 783		
50 001 - 60 000	5 399	79 319 784	7 266	107 256 732		
60 001 - 80 000	4 085	82 485 389	5 565	112 839 406		
80 001 - 100 000	1 477	41 661 523	1 624	47 149 334		
100 001 +	2 086	130 840 788	1 717	100 791 316		

#### NOTES

(a) Statistics in respect of taxpayers earning less than the applicable Standard Income Tax on Employees (SITE) limit are not available and therefore not reflected in these figures.

(b) Statistics are no longer compiled under race groups.

#### Phuthaditjhaba Industriqwa: amount spent

418. Mr J J WALSH asked the Minister of Development Aid

What total amount was spent on industrial infrastructure in (a) Phuthaditjhaba and (b) Industriqwa in each financial year from 1978-79 up to and including 1989-90?

B1069E

The MINISTER OF DEVELOPMENT AID:

(a) Phuthaditjhaba

HOUSE OF ASSEMBLY

(b) Industriqwa

Financial year	Amount spent on industrial infrastructure
(i) 1978-79	Nil
(ii) 1979-80	Nil
(iii) 1980-81	Nil
(iv) 1981-82	Nil
(v) 1982-83	Nil
(vi) 1983-84	Nil
(vii) 1984-85	Nil
(viii) 1985-86	Nil
(ix) 1986-87	R 30 000
(x) 1987-88	R 3 298 000
(xi) 1988-89	R 6 691 000
(xii) 1989-90	R 15 246 000

(1) Includes an amount of R17,43 million which was a transfer from the then Corporation for Economic Development Ltd to the Qwaqwa Development Corporation Ltd.

The above-mentioned figures and explanations were furnished by the Qwaqwa Development Corporation Ltd.

#### Own Affairs:

##### Per capita expenditure

82. Mr J H MOMBERG asked the Minister of Education and Culture:

What was his Department's per capita expenditure on education in respect of (a) the Republic, (b) the Orange Free State and (c) Natal during the latest specified 12-month period for which figures are available?

B1103E

The MINISTER OF EDUCATION AND CULTURE:

- (a) R3 960
- (b) R3 919
- (c) R4 042

Information as per SANEP system for 1990/91 financial year.

\*Capital works excluded.

#### Amount spent on management training

83. Mr J H MOMBERG asked the Minister of Education and Culture:

What (a) amounts and (b) percentage of the education budget of his Department was spent on management training during the latest specified 12-month period for which figures are available?

B1106E

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) Information is not available, as it is not possible to separate the amount expended on management training from the total costs of in-service training.

#### OFS: total number of classrooms

86. Mr R M BURROWS asked the Minister of Education and Culture:

What is the total number of classrooms in schools in the Orange Free State falling under his Department?

B1115E

The MINISTER OF EDUCATION AND CULTURE:

2 856

# 'Greater calm' in schools

THE only way in which the root of the black education problem can be reached is to redesign the education system so pupils have respect for inspectors, schools, books and other equipment. *Wren 9/6/91.*

Education and Training Minister Dr Stoffel van der Merwe said this on Friday while introducing debate on his vote in Parliament.

He said there were signs the community at large had lost patience with the disruption of schools.

In the first six months of this year, there had been "greater calm" in education than in the corresponding period last year.

"If we can reintroduce adequate discipline in our schools, it will be worth more in terms of results than spending a further R1 000-million," he said.

A culture of learning should exist at

schools, with these institutions being viewed by all as being legitimate.

Because pupils had the idea the system was not a good one, many tended not to have a high regard for equipment. (50)

There was an increase of between 45 percent and 70 percent in the numbers of pupils at black schools, which created problems regarding schoolbooks.

It also had to be taken into account that pupils lived under difficult physical circumstances.

Van der Merwe emphasised that problems such as the chasing away of teachers and principals by "progressive" pupils, were not present to the same degree in all schools.

The Labour Party's John Douw said apart from the negotiation process, nothing else was such a burning issue as black education. The root of the evil lay mainly in socio-economic problems.

He rejected trade unionism in education. — Sapa

Political comment and newsbills by K Sibiyi, headlines and sub-editing by S James, both of 2 Herb Street, Johannesburg.



**TOWNSHIP TOUR . . .** The Mayor, Mr Gordon Oliver, addresses boycotting pupils in Khayelitsha during a tour to inspect facilities at township high schools yesterday. Picture: RICHARD BELL

## Township schools concern mayor

By DAVE MARRS

**THERE** would be a "huge outcry" if white pupils had to face the conditions experienced in the city's township high schools, the Mayor, Mr Gordon Oliver, said after touring Khayelitsha, Crossroads and Nyanga yesterday.

The visit came as parents and teachers increased pressure on pupils to end their four-week boycott of lessons and discuss any plans for "mass action" with the community before acting in future.

Intrigued members of the Congress of South African Students (Cosas) regional committee

Education Reporter

**THE** National Education Co-ordinating Committee (NECC) has appealed to township high school pupils to end the class boycott and devise new strategies to force the government to provide much-needed books and teaching aids.

The NECC call came amid a tide of feeling expressed during a parent-teacher-pupil meeting in Khayelitsha, when children were told bluntly that it was their duty to the community to learn as much as they could under the circumstances, while their parents took up the political battle on their behalf.

NECC chairman Mr Monde Tulwana said class boycotts were considered inevitable as an expression of anger by frustrated pupils, but that avoiding lessons indefinitely was counter-productive.

piled into the mayor's gleaming black Mercedes to direct him along the safest route between Crossroads and

Nyanga.

Mr Oliver was well received by pupils at most of the schools, but a small group of Pan Afri-

canist Students' Organisation (Paso) members at Mvuse Mvuse High in Khayelitsha sang songs suggesting that the end was near for "settlers".

The Cosas representatives showed the Mayor libraries that had no books, classrooms left bare after being looted by thieves and science laboratories devoid of "even a basic test tube".

They explained that the class boycott was their last resort when the Department of Education and Training failed to provide enough books or basic facilities to allow proper teaching to continue.

(50) CT 8/6/91

# Private schools facing 'new education' change

(50) CT 8/6/91

Recommendations in the Education Renewal Strategy document released by the government this week erase most of the traces of apartheid in South Africa's education system. A key recommendation is that all children up to Std 5 will receive free and compulsory education. MARILYN KEEGAN spoke to leaders in private education on what impact the ERS would possibly have.

SUBSTANTIAL fee increases, a rise in pupil numbers and the establishment of more independent schools seem on the cards for private education in Cape Town, although heads of schools stress that it's still early days to speculate on what changes loom if the recommendations of the Education Renewal Strategy document are implemented.

Mark Henning, director of the Independent Schools Council of South Africa, says that a principle underlying the recommendation of the ERS is the establishment and subsidisation of independent schools.

He said: "Such policies are being followed in 90 nations around the world and the encouragement of private initiatives and of co-operative public and private ventures is the only realistic approach in addressing the massive problems in education."

It is conceivable that if the government offers free education up to Std 5, fewer parents will opt for private schools with a resultant decrease in numbers. And as the numbers decrease, a compound effect might make it hikes necessary.

However, headmaster of United Herzlia Schools, Solly Kaplinski, believes that pupil numbers will not decrease — but increase — at private schools.

He said: "The implementation of the renewal strategy is going to prove inordinately expensive and I predict 'cost saving' measures such as big classes and therefore high pupil-teacher ratios — 35/40 to one. Inevitably the quality of education offered must be affected. In addition, the demand for properly qualified teachers will outstrip the supply, leading to teachers with modest and mediocre qualifications being employed."

"Consequently, I see the number of pupils of all races increasing at private schools especially if universities and technikons raise their entrance standards even higher than at present — which is also a recommendation of the report."

"Furthermore, with the focus on education shifting to vocational training, as it must, parents from the middle to upper classes will not be deterred in their ambitions to aim for university education: it will still be considered first prize, and this will be another factor influencing the demands for places in a private school."

In the past few years, fee hikes at private schools have matched annual inflation rates. What does the future hold?

John Gardener, headmaster of Diocesan College in Rondebosch says: "Increases anticipated are likely to follow annual inflation rates just as they have done in the past. About 17% represents our average increase, and this must be close to actual inflation figures."

Gardener says Bishops' fees for 1992

□ To Page 16

## Private schools: (50) costs could rise

CT 8/6/91

□ From Page 15

have not yet been fixed but this year a day boy at the school pays R10 080 per year and a boarder R17 580.

Kaplinski believes the costs of private education will increase significantly during the next few years.

"The average South African will not be able to afford a private school education and I believe, as a result, that private schools will have to develop more of a social responsibility ethic in terms of sharing of facilities, providing teacher and student support groups and offering parental skills and expertise from the professional and business environments. Commerce and industry will also have to play a much greater role in the funding of education."

Changes in education may, in fact, have no effect on pupil numbers in private schools at all: many headmasters believe there will always be a percentage of parents — and not only the wealthy — who want their children educated at private schools.

The opening up of some government schools in the Cape indicates certain trends that may develop in pupil numbers at private schools. Roly Cooke, headmaster of Western Province Preparatory School says: "Ever since schools went open, we've been inundated with pupils. In fact, we have never been fuller. I'm not sure of the reason but it could be possible that government schools now have a class ratio of about 38 pupils to a teacher whereas we have a 20-25 ratio."

Kaplinski points out that private schools, in order to be competitive, will have to continue to offer small classes and outstanding facilities. "In order to maintain their standards, their parent bodies will have to become far more philanthropic."

He cites the Jewish community of Cape Town as an example which, he says, has played a significant and generous role in helping to fund the needs of students at Herzlia.

"Almost 30% of our students receive some form of financial assistance. Despite the dramatic increase in fees over the last few years, no one is turned away for lack of finance."

### Increase

Another area where private schools will come under increasing pressure is the academic standards they produce. Kaplinski believes that teachers, particularly, will be under enormous pressure to produce outstanding results.

"As a result, I predict a trend to privatise, especially in extra-curricular activities. Teachers will need to be freed in order to teach more."

Henning points out that pupil numbers in private schools are obviously dependent on many factors, but especially on the quality of education provided and on the economic situation of the country.

"There has been a great increase in the numbers of independent schools in the past few years, of a type very different from the stereotype people have of 'private' schools. These schools represent the choice of parents and the community in education and choice is going to be taken seriously in democratic societies," he says.

It's not clear yet whether government subsidies to private schools will be affected by the new education system. The present level of subsidy at the maximum 45% level is in the order of R1 140 per child in Stds 8, 9 and 10 and R800 for children from Sub A to Std 7.

# STOP THE WHITE ANTS

FM  
7/16/91

It is heartening to see that at least some government educationists are on the right track. The Education Renewal Strategy revealed this week by Johan Garbers, the country's top education civil servant, is generally sensible and imaginative. It assumes the end of race-based schooling, and aims to deal with the education crisis in practical rather than ideological terms.

We cannot quibble with the proposal that the school system should be based on freedom of association; nor that some allowance should be made for preference in language, religion and culture. And there is no doubt that a single education system is essential, with regional divisions based on where people live instead of what colour they are.

The strategy rightly identifies teacher training as the core of the problem, and has some good ideas to overcome the backlog — like a system of student “internship,” which will enable more classes to be taught and more students to get practical experience. On the other hand, it has neglected the importance of preprimary education.

A general primary school education that is both compulsory and free is essential. But the country has not the money to pay for more than seven years, which is why the suggestion that parents take more responsibility for high schools makes

sense. So does the idea that technical training should be favoured over academic courses at both secondary and tertiary level.

We trust that this document will finally persuade President F W de Klerk to put a stop to the destruction of facilities by the officials in Minister Piet Clase's white own affairs education department. As the *FM* has repeatedly pointed out, it is madness to follow budgets and policy guidelines drawn up years ago. To close down half-empty white schools and training colleges, disrupting the careers of dedicated professionals, while pretending that racially divided education will last for ever, is cynical in the extreme.

Yet this is precisely what has been happening. The effect on the morale of teachers and college lecturers has been dramatic, causing many to leave a profession which needs every qualified person it can get. In addition, many white schools that have opted to go nonracial have encountered only surly obstruction from civil servants who are supposed to see to their needs.

If a moratorium is not called on closures and the abolition of white teaching posts, we must conclude that the National Party is indeed hostage to rightwingers in the civil service.

The country cannot afford them any longer. ■

# Pupils blamed for book crisis

Accus 8/6/91

(50)

GOVERNMENT today hinted at tougher control over the management of textbooks at black schools to try and solve a book shortage crisis.

Minister of Education and Training, Dr Stoffel van der Merwe, laid the blame for the critical shortage of textbooks at some township schools on the logistical difficulties in the estimating of required stocks, and the ordering and printing of books, as well as on the failure of scores of pupils to return their books for the next year's classes.

He told parliament: "In the past year, the department has diverted vast resources from other vital projects such as the building of additional classrooms and the supply of important equipment in an effort to make up for shortages of textbooks and prescribed books.

"This situation cannot continue unchecked.

"Perhaps the time has come for the Department to enforce stricter rules for the management of textbooks.

## MICHAEL MORRIS

Political Correspondent

"If a circuit inspector cannot gain access to a school in order to perform his control duties, and if a principal is not allowed to carry out his management duties, then surely it would not be unreasonable for the department to refuse to accept requisitions.

### 'Political defiance'

Dr van der Merwe said the issue of textbooks and prescribed books "is but one manifestation of an honest and sincere effort by the department that has fallen prey to the phenomenon of open and declared political defiance".

He said the department knew that in the Western Cape, a total of more than "304 000 books have been supplied to secondary schools since 1987. This year, there are more than 19 000 secondary school pupils in the area".

Citing the position at Nelson Mandela Secondary School in Crossroads, he said that there should be almost 29 000 books



Mr Stoffel van der Merwe

in circulation for the approximately 1 800 students at the school.

"To sum up: we know that sufficient supplies of books have been delivered. We also know that despite the enormous increases in student numbers, and despite the massive

over-subscriptions, there should be sufficient quantities of books."

One of the main causes of the shortage, he said, was the fact that many pupils did not return their books.

"In other words, many of the students who are now without books are suffering because last year and earlier, their friends did not return those books."

### 15,2 million books

He said the department had made "sincere efforts to ensure that every student should have sufficient quantities of textbooks".

Since 1987, when the new syllabi were introduced, more than 31 million books had been delivered to schools, of which 21 million were supplied to secondary schools.

He said that if one assumed an average book life of four years, then there should be some 15,2 million books in circulation. This meant there should be an average of 24 books available to each of the 637 000 students in public and State-aided secondary schools in 1991.

# Mass action against DET under discussion

New Nation (Learning Nation) 14/6-20/6/91.

**T**he question of strategies to be used to fight the in shortage of education facilities is now being discussed by structures across the political spectrum.

A meeting convened by the Southern Transvaal region of the National Education Co-ordinating Committee (NECC) to discuss mass action against the Department of Education and Training (DET), had to adopt a new agenda last week and focus on schools disruptions.

The meeting was attended by education structures affiliated to the NECC, the Pan Africanist Student Organisation (Paso) and the Azanian Students Convention (Azasco).

It is understood that Paso and Azasco responded to the NECC meeting, but indicated that they were not comfortable with discussing mass action before addressing the behaviour of members of the Congress of SA Students (Cosas) and the SA Democratic Teachers Union (Sadtu).

The two organisations were accused of promoting disruption of classes.

Azapo head of education, Dr Gomolemo Mokae, said: "Indeed, nowadays when these organisations criticise the insensitivity of the regime to black education, it is like the pot calling the kettle black."

## Disruptions

Last week's meeting was called on the same day Paso accused Cosas and Sadtu of misguidedly disrupting classes in the name of the struggle.

Paso general-secretary, Lawrence Nqandela, told PUPILS FORUM that his organisation was not satisfied with the explanation that the disruptions that have taken place in schools were needed. Paso felt that Cosas and Sadtu needed to explain their strategies.

"Unfortunately for the African child, Cosas and Sadtu seem not to be interested in learning from past mistakes.

"In spite of the back-to-school campaign for intensive learning that we support, they

keep engaging in campaigns which are likely to lead to high failure rates this year," said Nqandela.

The meeting is a second attempt to get educational organisations across the political spectrum to develop joint strategies. The first was an Azasco initiative to convene a patriotic front of students to discuss differences and develop joint strategies.

However, the meeting, planned for April, failed to take place due to several reasons. The key reason for the failure is believed to be a disagreement between members of the organising committee for the conference.

It was reported that organisations such as Cosas, the SA National Students Congress (Sansco) and the National Union of SA Students (Nusas) were claiming huge membership and advocating for a proportional representation at the forum. This was reportedly rejected by Paso and Azasco who preferred an equal representation.



**All dressed-up to learn: These schoolkids were pictured during a break at a city school. There is concern that some of these schools are no better than schools in the townships. Some of them have been "fly-by-night" businesses that have exploited innocent pupils and left them destitute**



EDUCATION

SO

FM 14/6/91

## CLOSING THE DOORS

Not so long ago, the Afrikaners were an oppressed and needy people. They had been deprived of their country by the cynical, greedy British. The civil service was run by English-speakers. Arrogant imperialists insisted that English must be the language of instruction in schools. The "poor white" problem was almost entirely an Afrikaans one. Simple farmers were forced to leave the land in search of unskilled, badly paid work in the cities. Children went hungry.

*En kyk hoe lyk hy nou!*

The Afrikaner understood that the way out of poverty was through education. In Afrikaans communities the teaching profession still stands equal with the church, law, medicine and engineering. They understand (more than English-speakers, who have always taken education for granted) that without good schools there will be nothing else.

Which makes it all the more difficult to understand the mind of Piet Clase. This verkrampte Minister, responsible for own affairs white education, has decided to close five teacher training colleges — at a time when black colleges are forced to turn away thousands of aspirant student teachers. One Natal college that had been under threat survived, with permission to go nonracial, but only under enormous and anxious pressure from educationists, opposition politicians

and businessmen.

Only if white education could be seen in isolation, as it was in Verwoerd's mad visions, would the closures make any sense. But they are absurd.

Even government's own Education Renewal Strategy, issued last week, recommends a single education department. The strategy also officially acknowledges the desperate need to train more teachers.

The sop thrown by Clase — that the buildings made empty will still be used for education — is alluring but meaningless. The black education establishment is certainly in no condition to staff and maintain new colleges, and the white professional expertise that will be lost through the closures is irreplaceable.

Minister Clase, a former Free State headmaster of whom better things might have been expected, is evidently unaware of the new strategy. Perhaps someone should enlighten him.

But perhaps, too, we should start asking whether this "rationalisation" is in fact a deliberate scorched-earth policy, with whites retreating into the laager and making it as difficult as possible for blacks to empower themselves.

If this is the hidden agenda, it has to be asked: does the State President approve of it? ■

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SO FM 14/6/91

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SA-AUSTRALIA RELATIONS

## THE LATE NEWS

FM 14/6/91

It is very broadminded of Australia's Foreign Affairs Minister Gareth Evans to visit this country and find out for himself what changes are taking place, and what our future needs may be. It's also a pity that his government, proud of having orchestrated Commonwealth sanctions against us, has taken so long to send someone of his position and obvious integrity.

It is idle to speculate what Australia's position may have been had this education been sought a little earlier. The material circumstances of many blacks who are now out of work could have been less onerous had that happened.

Evans, we guess, would disagree: he appears to have that turn of mind which prevents some Sixties radicals from coming to terms with the demise of their romanticism.

If Evans had spent time with our northern neighbours, he would have seen into what frightful economic and political degradation policies similar to the thinly veiled collectivism of the ANC and its ally the SA Communist Party have fructified. Once-prosperous black populations are facing starvation while all political dissent has been dealt with in a manner no less horrifying for being nonracial.

Despite Evans being here to see the removal of the last vestiges of apartheid, he still advocates the retention of financial sanctions to discourage the Nats from delaying

constitutional negotiations. Yet he is not prepared to countenance the idea that the ANC itself could be the cause of delay — an ANC bereft philosophically, administratively inept, and incapable of curbing the violence of its supporters.

Having seen and acknowledged the need to uplift so many poor South Africans and provide them with the basics of civilised life, Evans still argues for the retention of those sanctions that are most economically destructive. He will have to forgive us for seeing contradiction in his views.

What we hope he will have learnt from this visit is that the international community should be working to create a new society which avoids the perpetuation under another regime of the political and economic depredations of the apartheid government.

That is not a plea for the veiled preservation of white privilege. For if the ANC wishes to take over where the Nats left off — and there is every indication that it does so — many more blacks than whites are going to see their suffering, both economic and political, perpetuated if not intensified.

Or are Commonwealth members, with their mixed record on human rights and economic proficiency, unable or unwilling to face that reality? ■

# 'Back to school' in townships

50  
CT 14/6/91

By DAVE MARRS  
Education Reporter

TOWNSHIP high school pupils have resolved to end their boycott of classes from Monday — too late to write mid-year exams, as black schools break up for the winter holiday only five days later.

The Congress of SA Students (Cosas) Cape Town region described the return to school as a "great victory for the pupils", saying exams could be written in September "if the DET keeps its promises".

The pupils missed four weeks of lessons, and at least one youth died in incidents of boycott-related violence.

Cosas said the Department of Education and Training (DET) had agreed to meet their short-term demands for textbooks and classroom furniture and for a meeting with Education and Training Minister Dr Stoffel van der Merwe to discuss the need for more schools, teachers and a single education system.

The DET had not commented by the time of going to press.

Stung by accusations from parents and teachers that the pupils acted without consulting the township community, Cosas said meetings with parents had been arranged as early as January, but had not taken place due to a weak response.

They said the SA Democratic Teachers' Union (Sadtu) and the National Education Co-ordinating Committee (NECC) had been informed that the education crisis was not being taken seriously by the community, and that pupils were preparing to take action on their own.

Responding to accusations from the Pan Africanist Students' Organisation (Paso) that the class boycott and mass action campaign had been "directionless" and "playing into the hands of the oppressor", the ANC-aligned Cosas said the pupils' short-term demands would otherwise not have been met.

## EDUCATION BRIEFS

■THE Joint Working Group on Education — formed early this year by an education delegation and government representatives to find short-term solutions to the crisis — appears to have run aground.

This was said this week by National Education Co-ordinating Committee (NECC) spokesman Ihron Rensburg to a forum of Alexandra teachers and students at a debate on "Education and Privatisation" in the area. The deliberations of the Working Group came under fire from educators present for being unaccountable and shrouded in secrecy.

Rensburg said an initial report was expected from the Working Group on June 20, and the NECC would then "decide whether or not the initiative has borne any fruit".

"The Joint Working Group has no mandate to negotiate ceasefires from organisations on the ground," said Rensburg. Its mandate was to find solutions to the provision and delivery of textbooks, the shortage of teachers in black schools, additional classroom space to alleviate overcrowding and the recognition of rep-

*W/Mail 14/6-20/6/91*  
representative structures such as Parent-Teacher-Student Associations and the SA Democratic Teachers' Union (Sadtu). **SO**

Only the last of these, said Rensburg, had been successful, and deadlock had been reached on other matters. Recognition of Sadtu is now a technical process, as the group has cleared all other obstacles, he said.

■STUDENTS at the University of the North are boycotting academic programmes because of demands for the removal of "racist and unprofessional staff", according to a statement released by the vice-chancellor, Professor Chabani Manganyi. *W/Mail 14/6-20/6/91*

Peaceful demonstrations were held during the week but on Monday a mass meeting of students decided on boycott action.

"The university administration and the Senate executive committee are holding meetings with student and staff leaders to find constructive solutions to the impasse," said Manganyi. "It is hoped that an early solution will be found."

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"The university administration and the Senate executive committee are holding meetings with student and staff leaders to find constructive solutions to the impasse," said Manganyi. "It is hoped that an early solution will be found."

The education minister says there are too many teachers. Maybe he should visit a classroom

# Go back to school, Piet Clase



W/M  
14/6-20/6/91

50 

By PORTIA MAURICE

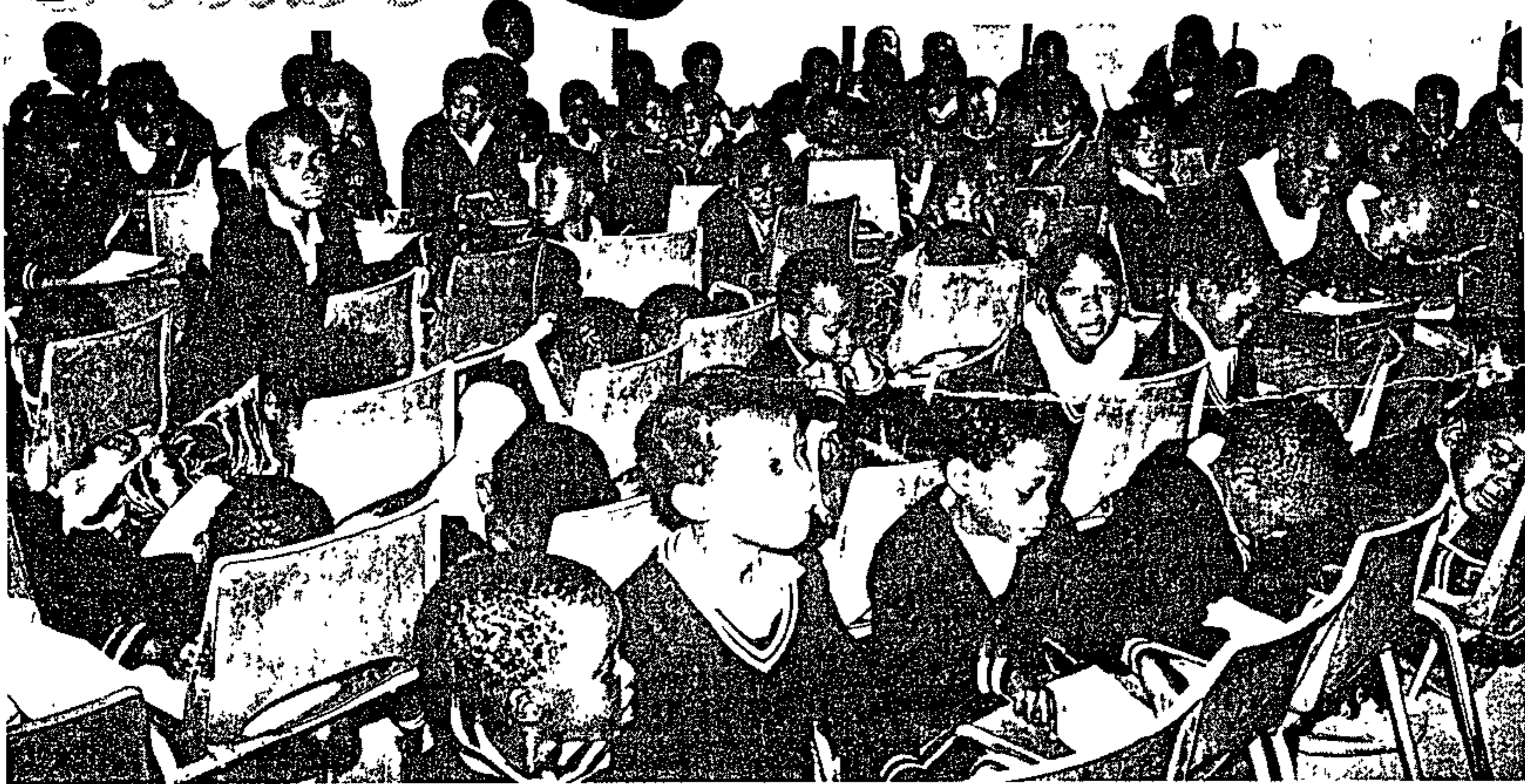
**T**HE minister of education and culture has obviously not seen the inside of a black school in a long time.

This week, Piet Clase closed five white teacher training colleges and claimed there was an oversupply of teachers.

He should tell that to the Alexandra pupils pictured below. In some township schools, there are 100 pupils to every teacher. And official figures show that 27,8 percent of Department of Education and Training teachers do not have a matriculation certificate.

Yet on Thursday a warning that black education colleges may close in the near future came from the chief educational researcher at the Human Science Research Council, Dr Michael Mamabolo,

● To PAGE 2



Yesterday at the Skeen primary school in Alexandra ... forty grade one pupils cram into a 'Zozo' hut not much larger than a small office

Photograph: GAY ADAMS

# Go back to school, Piet Clase

●From PAGE 50

## CAPE BOYCOTT IS SET TO END

By GAYE DAVIS, Cape Town

because of "over-production of teachers" in history and black languages.

Clase ordered the five colleges closed only weeks after he granted governing councils of white teacher training colleges power to admit black students.

The announcement comes as overcrowding in DET schools reaches shocking proportions.

Thousands of African children still learn in double sessions (with the same teacher taking two classes a day) or under the platoon system (with two teachers for two classes but sharing the same room).

In 1988, 122 954 black pupils were involved in the platoon system, and last year 102 402 in double sessions, according to the DET and the latest SA Race Relations annual survey.

Teacher:pupil ratios in DET schools are often far above the official figure of 1:36,3 and, in some classrooms, pupils are crammed three to a desk.

In other departments, the situation is not as startling: in 1989, the teacher:pupil ratio for whites was 1:17,6; for Indians 1:20 and for coloured schools, 1:23,5. In the "self-governing territories", however, the ratio was 1:41.

Clase said in a television interview this week there was, in fact, an oversupply of teachers. If equalisation of teacher:pupil ratios took place too rapidly, he said, this would have a negative effect on white education.

On the white side of the "own affairs" fence, teachers face the prospect of mass retrenchment. In Natal, it has been reported, 600 teaching posts are to be lost this year, and another 1 500 in 1992 — part of a strategy to deal with the 164 000 empty places at white schools nationally.

The Natal Education Department has announced that 19 white schools may close by the end of the year, adding to many which have been shut over the last decade. Yet in kwaMashu alone, according to the Natal region of the National Education Co-ordinating Com-

mittee (NECC), high schools are over-enrolled by 8 000 pupils. It is government policy that empty white institutions remain, as a priority, within the House of Assembly, free of charge. Eventually, they are offered for sale to other education departments, Minister of Housing, Welfare and Works Sam de Beer told parliament recently, "at a market or reasonable value". The third option is to put them to private use through welfare or church organisations.

The policy has not been changed, despite the government's stated commitment to a single education department. About 6 000 black pupils have been allowed into "open" Model B and C schools by parent vote, according to new models devised by Clase last year. But these, says the NECC, represent less than one percent of total white enrolment, and in no way address the problem comprehensively.

"The power of such decentralised models is that they allow for both integration and racial exclusivity," says the NECC. "The Clase models privilege libertarian values of free choice over egalitarian values which posit equal educational opportunities for all."

Clase appears to have jumped the gun in implementing the proposals of the Education Renewal Strategy released

"The DET wants us to find out how many books are short at schools and a committee of parents, teachers and students has been elected to do this," he said.

Pupils would discuss the DET's response but he anticipated classes would resume on Monday, Mkongi said.

He saw the outcome of the talks as a victory for Cosas, which had come under sharp attack from parents and the Pan African Students' Organisation for its campaign.

last week without the consultation promised to "stakeholders" in the field.

"In the interests of the country, post-school technical and career education must be developed and preference will be given to institutions which wish to use the facilities for this purpose." Clase said in his press statement. The "edukon" concept is likely to be developed at the empty institutions.

It is commonly accepted among educationists that more than five million South Africans between the ages of six and 16 are not in school at all. There is an urgent need for teachers to be trained to meet this need.

"Government has said (in the Joint Working Group on Education) that if the existing teaching fraternity is spread across all departments on a non-racial basis, the teacher:pupil ratio would even out to 1:38. But even this falls short of the agreed ideal ratio of 1:30," NECC spokesman Ihron Rensburg told *The Weekly Mail*.

Sources speculate the government is dealing with the education crisis in a piece-meal way because it is caught between pressure from a conservative constituency trying to preserve apartheid education in its dying days and a need to show seriousness about redress and rationalisation of under-utilised facilities.

# Education spending reaches limit

By HANS-PETER BAKKER, Education Reporter  
NO extra money will be made available for education, says Mr Piet Clase, Minister of Education and Culture in the House of Assembly.

He said South Africa was spending about 19 percent of its budget on education. No country could afford to spend a greater percentage.

He was speaking at a dinner organised by the Bellville branch of the Suid-Afrikaanse Onderwysersunie last night.

Referring to the State President's guidelines for education, he said the President had spoken of "one education system and not of a single education department".

It was commonly accepted that one system did not mean one administratively unwieldy department responsible for the education of 10 million pupils, with 250 000 teachers and 15 000 schools within integrated schools.

Mr Clase said the State President's guidelines were based on fairness and justice — also toward the values white people held dear.

He said there were general values like patriotism and a striving for economic well-being which were common to all groups but that there were also "specific values, embodied by own communities, which represented the true own affairs and which would be strengthened by the scrapping of racial restrictions".

It was "logical" that concentrations of people with traditional values would remain and that communities, including schools, would remain largely unchanged.

Communities and individuals who attached importance to a particular type of education needed to bear a greater responsibility for the education of their children.



# Mass action to pressure DET

Sowetan 14/6/91

(50) (122)

By PHANGISILE  
MTSHALI

THE National Education Crisis Committee has called for three days of mass action starting tomorrow to pressurise the Department of Education and Training into meeting its demands.

It has given June 16 as its deadline or it will take mass action.

The NECC has also called for the resignation of Minister of Education



**VAN DER MERWE**

and Training Dr Stoffel van der Merwe if the deadline was not met.

Its Southern Transvaal regional general secretary, Mr Amon Msane, said pupils from all over the PWV area were expected to march on the DET's headquarters.

"It is past the half-year mark and our pupils still do not have textbooks and stationery and their schools are not repaired," said Msane.

He said the action would not interfere with the June examinations.

"Pupils are restricted

to participating on Saturday and Sunday. Monday's march will only be for parents and those interested in education."

Meanwhile, the situation has returned to normal at a Ratanda school after 60 teachers were "requested by the Cosas branch to stage a sit-in at the DET offices in Heidelberg as part of the mass action campaign".

The NECC branch in the area has resolved to intensify the go-back-to-school campaign.

EDUCATION Fm 14/6/91

## CLASSROOM CHAOS

**Fifteen years** after the June 16 Soweto uprising, SA history has changed course dramatically. But black education — the spark of that uprising — remains in chaos, plagued by bureaucratic blunders and pupil gangsters.

Take this week alone:

- Minister of Education & Culture Piet Clase closed down 14 schools in Natal, while in KwaZulu there are some 441 000 children unable to attend school because there are no classrooms for them. In KwaZulu alone, there is a shortage of some 32 000 teachers for primary education;
- Five teacher training colleges are going to be shut down (see *Leaders*). Clase says he will open the remaining colleges — which



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continue →

## CURRENT AFFAIRS

Fm 14/6/91

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will now be overcrowded — to all races. Earlier this year he refused to open white training colleges to all races;

- The Department of Education & Training denies it is refusing to pay the salaries of Mamelodi principals who have been “expelled” from their schools by pupils;
- In Soweto, male teachers at a high school prevent 10 female teachers from entering the school. The women had refused to sign a petition objecting to the appointment of a female principal. The DET says it is trying to negotiate a way out of the deadlock;
- In Cape Town, pupils at 14 high schools who have been boycotting classes for a month in protest at the DET’s failure to deliver sufficient textbooks, meet to discuss whether they should bow to community pressure and return to school; and
- Education Foundation director Johan van Zijl tells a Rotary conference in Natal that 90% of black schools have no electricity. “Provide electricity and at one stroke you can turn a simple school into a 16-hour-a-day education facility where adult literacy can be taught and study facilitated.”

There are strong educational policy differences between the ANC, and the Pan Africanist Congress and the Azanian People’s Organisation.

While the ANC has made a strong rhetorical commitment to children returning to school, its refusal to prohibit children from

participating in political campaigns and boycott activities ensures that learning is given lower priority than politics. The PAC and Azapo have become increasingly critical of this stance.

The Azanian Students Movement (affiliated to Azapo) last week condemned sit-in campaigns at DET offices that had been organised by the Congress of South African Students, an ANC affiliate, to protest against educational inequality and the lack of textbooks.

Azasm deputy president Sikhalo Sekhonyane said sit-ins usually led to the arrest of protesters, then students would be asked to boycott classes to demand their release. He also accused another ANC-affiliate, the SA Democratic Teachers Union, of boycotting classes to attend marches and encouraging students to expel principals from schools. “If this is the way to defy the DET, then we doubt the seriousness of these organisations about the education crisis,” he said.

Charlene Smith

# Books must be read, not balanced, to beat schooling tidal wave

15/6/91  
I suppose only an impoverished academic who has no books to balance can express dismay at the activities of those people who can see no other purpose to life than balancing books.

Especially when those people make statements about education and educationists that seem to reflect little more than revenge for the poor marks they got at school.

The remarks made by Quentin Green and Mandla Mphahlele about the future of TV1 and TV2/3 respectively fuel this dismay. Both worry about ways of making money and attracting viewers but both also ignore the issue of education and broadcasting.

Even with the report of the Task Group imminent, precious little has been said about how the educational crisis will be addressed by radio and TV.

South Africa is not alone in this. Established educational broadcasting — as well as general public service broadcasting — is being threatened by commercial broadcasting and new technologies all over Europe.

Public Broadcasting in the United States is undergoing a funding crisis and its educational function is under strain.

Concern has been expressed in Britain with the passing of the new Broadcasting Act which replaces control over commercial broadcasting by the Independent Broadcasting Authority (IBA) with the Independent Television Council (ITC).

The new Act aims "to provide a more competitive multi-channel broadcasting market".

The ITC will not have the IBA's statutory supervisory and editorial responsibilities and will be concerned mainly with the selling of broadcasting contracts to the highest bidders in the different regions.

Great concern has been expressed that no provision has been made for schools broadcasting, in fact, there is only a reference to educational broadcasting "in a very broad sense".

However, broadcasting in Britain has always been in the hands of people with a great sense of social responsibility and there are, presumably, still many experienced and dedicated producers who will go on making programmes with a strong educational content.

But the situation in South

On the  
Box

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JOHN VAN ZYL



Africa is very different. We do not yet have the established body of experienced and dedicated educational broadcasters that Europe has. The SABC has not encouraged this in terms of money or airtime. Universities have neglected to turn out educational broadcasters.

Worst of all, concerned and progressive educational bodies such as the NECC seem to have been so overwhelmed by the sheer magnitude of the educational crisis as well as frustrated by the intransigence of an unresponsive SABC that they have neglected to investigate the potential of educational broadcasting.

What does the black educational crisis look like? Here are a few of the basic figures.

Per capita expenditure on a white child is R2 769, an Asian R2 015, a coloured R1 508 and a black child R595.

The pupil-teacher ratio is 1:16 for white children and 1:40 for black children. The statistics for black teacher qualifications are similarly depressing: 47 000 black teachers only have a Std 8 certificate, 71 000 have a matric and only 11 000 have a degree (but might not teach the subject they qualified in).

Perhaps the most frightening statistic of all is that at present 60 percent of all black children are in pre-primary grades. This tidal wave is going to hit matric in a few years time.

No one suggests that educational broadcasting is the simple answer. But the sheer newness of media teaching can provide education with a kickstart.

After that the availability of ready-made or adapted educational material can begin to play a role.

The chronic shortage of textbooks and of laboratories can be remedied with broadcast material and with functionally designed worksheets. Teacher upgrading can be facilitated with teleconferencing methods. Off-air recording of material during the middle of the night will enable schools to build up resource banks.

Isn't reading books more useful than balancing books?

# FW must step in to halt college closures

Sometimes one gains the impression that Government strategy, as far as the process of transition is concerned, is either not yet properly co-ordinated or there are Ministers or bureaucrats who do not want to support the process; if they understand it at all in the first place.

Otherwise, how does one explain the fact that a few weeks ago a Government-linked working group came up with an "education renewal strategy" which emphasized amongs other things that all available educational facilities should be fully utilised; and immediately thereafter, another Government department announced that certain white colleges of education would be closed or incorporated into other existing colleges?

It is difficult to understand why the Department of Education and Culture in the House of Assembly is so keen to go ahead with its "rationalisation" policy (which practically means closing down under-utilised white schools and colleges) when virtually everybody who has anything to do with education is saying we will need more educational facilities in a post-apartheid South Africa.

One also does not understand why the said Department insists on "own affairs" educational solutions which do not focus on the educational needs of the future.

The problems of post-apartheid South Africa are enormous and they will tax the ingenuity of all our citizens. This is even more so in the field of education.

Post-apartheid policy formulation and implementation in education will have to provide our citizens with an education that will meet the criteria of good quality, relevance and cost effectiveness. This endeav-

Star 15/6/91  
Through My Eyes  
50 OSCAR DHLOMO



our will, however, fail if we attempt to solve post-apartheid educational problems using apartheid solutions.

It is reasonable to anticipate that post-apartheid educational planning will have to do away with the present fragmented control of education.

This step would usher in a period of unified educational control and the disappearance of own affairs education departments. The Government has also committed itself, at least in principle, to the notion of unified control in education.

It is only once in this re-arrangement of educational control has been debated and finalised that meaningful rationalisation would become a viable option. Otherwise hasty rationalisation undertaken within the context of own affairs education planning might see us closing down schools and colleges and retrenching teachers today, only to re-open them and re-employ the retrenched teachers a few years later.

A cost effective approach would be for President de Klerk to declare a moratorium on the closing down of under-utilised white educational facilities until a national education strategy is agreed upon.

In the interim, the Government should find a way of opening discussions with relevant interest groups on the best way of using available educational facilities for the benefit of all students, regardless of race. With the Group Areas Act now out of the way, one would have thought this option would be the most obvious.

# Black education crisis

ARCUS 15/6/91

THE black education crisis in the Peninsula has deepened with a three-week class boycott — in defiance of parents and teachers — which has resulted in clashes with the police, leaving at least one student dead and many injured.

And pupils are expected to return to school on Monday.

A scarcity of textbooks, schools, teachers, classrooms, and "the culture of learning" is fast guaranteeing yet another year of lost opportunities.

The man responsible for black education in the Cape is Mr Bill Staude, regional chief director of the Department of Education and Training.

In a rare, open-hearted briefing with the Press, Mr Staude outlined the seemingly insurmountable difficulties facing the education department.

## Fundamental

These include unpredictable movements of people, political instability and tight budgetary restraints.

The DET also faces a "fundamental dilemma": while barriers are being broken down generally, the department is being perceived as the last bastion of apartheid.

Mr Staude said he was worried by a pervading belief that all black education problems would be solved with the demise of the DET, the equitable distribution of funds and the

## ANOTHER YEAR OF LOST OPPORTUNITIES LOOMS

### Weekend Argus INQUIRY

formation of one education department.

"Any education authority is going to be sitting with exactly the same problems," Mr Staude said.

He believes that, in spite of the crises, the present system "warts and all" should be kept running — and dialogue encouraged — until a new education dispensation is agreed on and implemented.

According to the Education Renewal Strategy, a discussion document set up by heads of education departments, 325 000 additional children a year are expected to enter the black education system.

At 1 000 children to a school that would mean 325 schools will have to be built each year — about one a day.

Such a programme would absorb more than a third of the total DET budget.

"Education is the most expensive social service," says Mr Staude.

Last year the DET's budget was R2,76 billion and this year it is R3,66 billion. But after subtracting personnel costs, which make up 88 percent of

### HANS-PETER BAKKER Education Reporter

the budget, not much is left for the building of schools.

And when resources including schools and colleges are made redundant in the other racially separate education departments, the DET has to use its scarce budgetary resources to buy them.

Mr Staude said he was "happy to say" he had managed to obtain about 400 seats — "a drop in the ocean" — for Cape Town schools from the white Cape Education Department, which did not need them any more.

It is believed that the government has already sold some of its assets in an effort to raise money for education.

According to Mr Staude "there is no way" the DET can have access to funds other than what was budgeted for.

He said the budgeting exercise in the DET was different from the other education departments because the DET was unable to make accurate demographic predictions.

It has to rely on estimates of the extent of the influx of people into Cape Town. These estimations are further hampered

by an unstable political environment which may result at any given moment in massive numbers returning to school staying away in droves.

Mr Staude also highlighted the problem of people who left school three or four years ago and who are now heeding the call to return to the already overcrowded mainstream schools system.

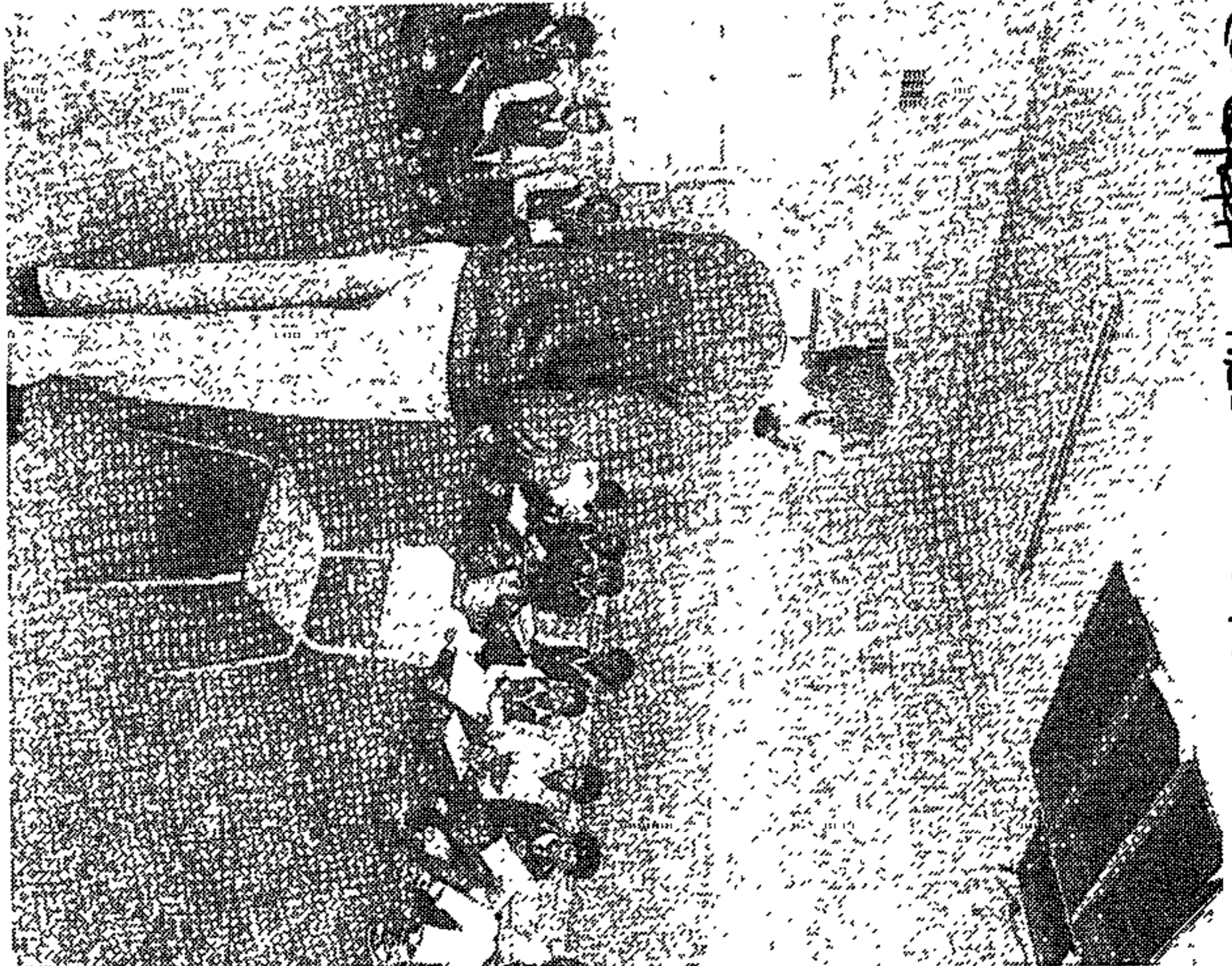
The system could be further overloaded by returning exiles from different educational backgrounds — "and figures of several thousand have been banded about".

"Perhaps there should be an alternative model to the present mainstream. One with syllabuses specifically aimed at their needs. Or maybe we ought to think in terms of special service battalions... but whatever one thinks of costs money."

Mr Staude welcomed the interest shown at grassroots level: "In the past we have viewed the growth of the parent, teacher and student organisation through political spectacles.

"When some people hear 'people's education' they run for cover because of perceived political implications."

Mr Staude said he would support and encourage the establishment of an independent



Picture: LEON MÜLLER, Weekend Argus.

**STILL WAITING:** No desks, no seats, often no books... often a fact of life in black education.

education working group for Cape Town.

This sort of group would represent all bodies interested in education, including the pri-

vate sector, the political parties, and the DET, and would work at identifying and resolving some of Cape Town's education crises.

# A Foot with a too mor

Star  
15/6/91

PATRICK LAURINCA

(50)

**T**HE crisis in black education which ignited the 1976 student rebellion has degenerated into nothing less than a national disaster, African National Congress education director John Samuel declares with regret. His assessment, offered on the eve of the 15th anniversary of the start of the student revolt in Soweto, has an apocalyptic ring — but is able to back it up with harsh evidence.

The critical issues in black education in 1976 — the attempt to force high school scholars to learn through the medium of Afrikaans and the inferior quality of education — were both susceptible to being reformed, Dr Samuel believes.

But since then, he says, black education has experienced "10 years of continued crisis" which, accumulatively, has transformed severe but manageable problems into a fully-fledged national disaster.

Dr Samuel's conclusion is underlined in a small way by a message which bleeps over a radio page system used by journalists. It tells them cryptically of renewed fighting in a Soweto school between teachers and pupils.

He cites two startling and disturbing signs of the disaster: black children of school-going age not attending school outnumber those in school, 8 million against 7 million. And of the some 200 000 black students who sat matric last year, a miniscule 12 obtained an A-level pass in mathematics.

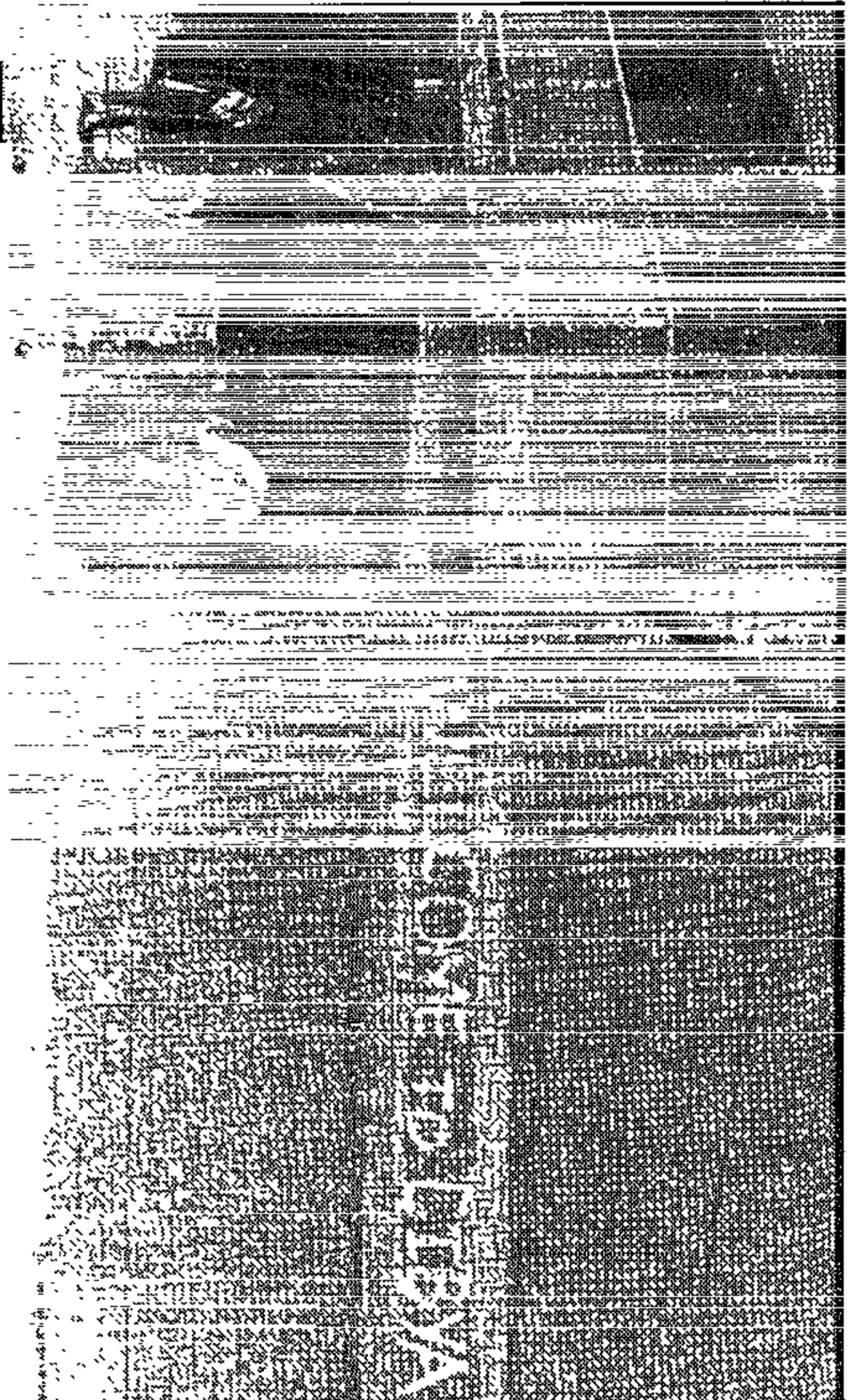
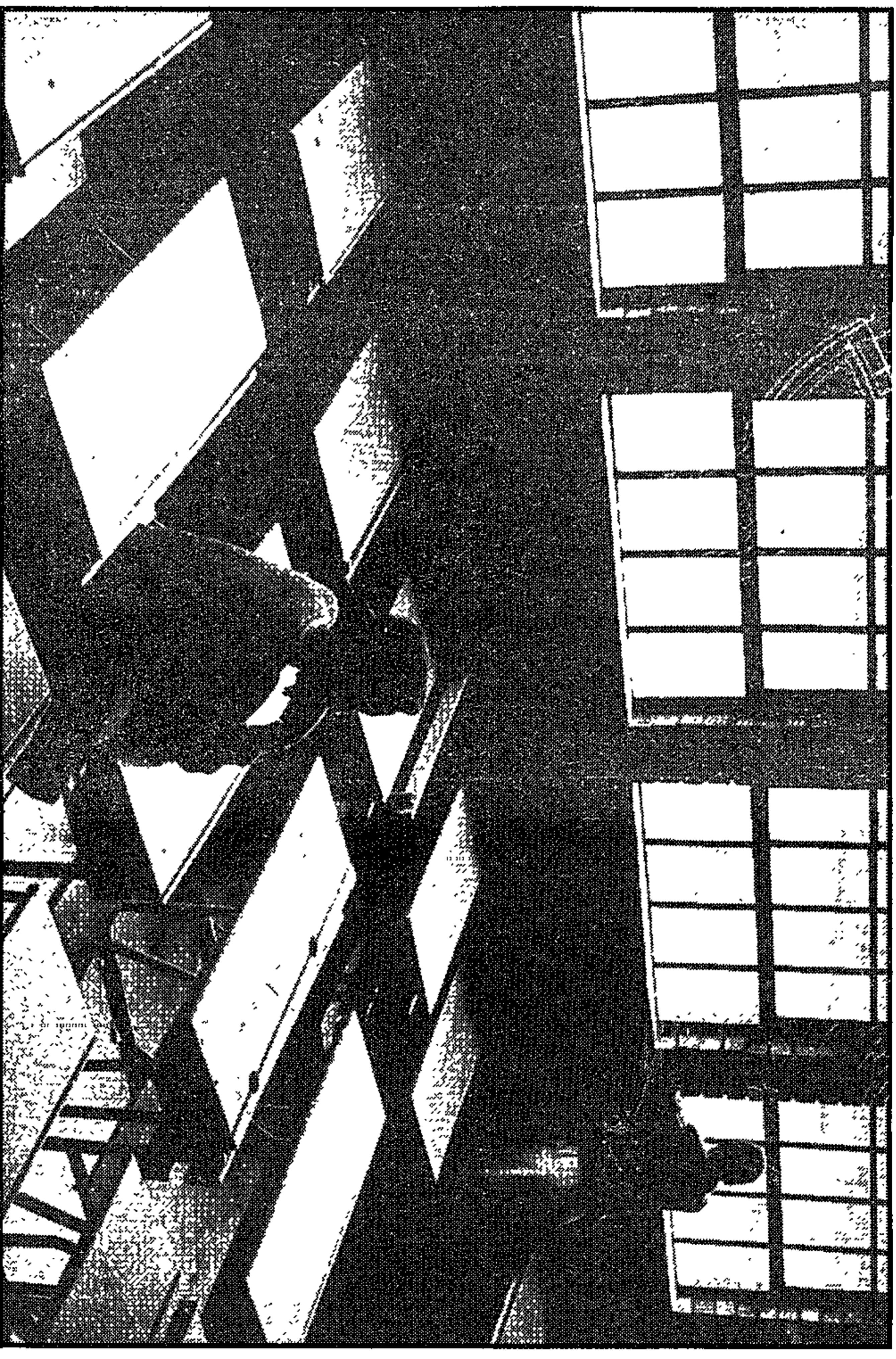
Many of the 8 million youngsters outside the school system have become alienated. They are "outsiders" teetering on the verge of, if already falling into, the abyss of iconoclasm and nihilism.

Some dub themselves "comrades". But their political affiliations are often shallow. Their political zealotry can easily degenerate into banditry. They are a

problem to President de Klerk's white-controlled reformist regime and to the perpetuated classes which support it. But they are simultaneously a potential problem to a future black government.

Dr Samuel divides the 8 million into three broad categories: those who have little or no formal education and who are illiterate and innumerate; those who dropped out after six or seven years at school; and those who have had some secondary school education but who have no certificates to show achievement.

The secondary school dropouts have been poignantly described by the educationist Ken Hartshorne: "For many of these unsuccessful school leavers, with little or no prospect of obtaining satisfying job of employment at all, their outlets are the streets. Rejected by the education system, they have become leaders of the street children."



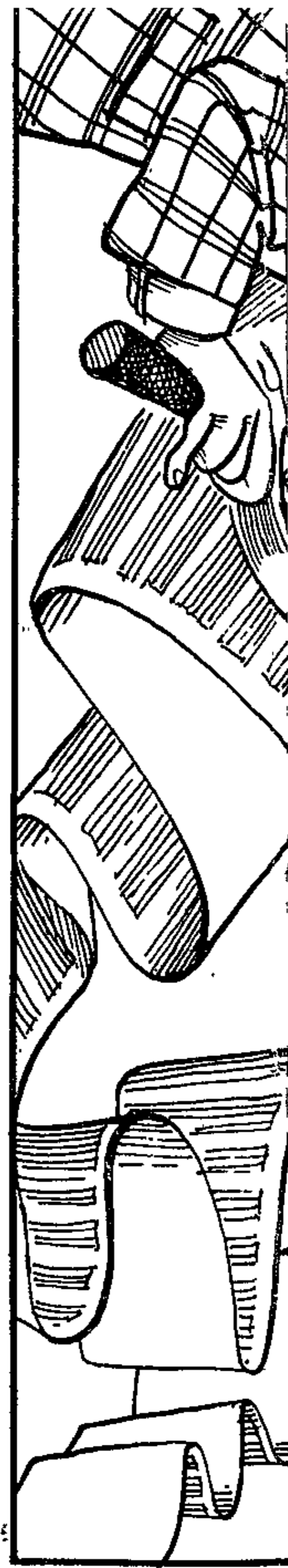
Black schooling has been described as a disaster area and it threatens to become worse, overwhelming whatever government is in power. Our pictures show an empty classroom with pupils again defying calls for a return to work, a classroom filled to overflowing — the unfortunate children sitting not at desks but on bricks — and the 'Welcome to Libya' sign on a Soweto school wall, with overtones of the 'comrades'.

**15 years after  
June 16, black  
education remains  
a national disaster**

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this: Scharrig is acquiring  
Frigate and then Scharrig  
will be acquired by Fraser  
Alexander.  
Apparently Fraser Alex-

**H**IS calculations show that only 10 of every 100 school children who enrol in Grade 1 reach Std 10 (and of those only half end up with the appropriate certificate).

Dr Hartshorne's figures, made five years ago, have since been superseded. New statistics show a small improvement in retention rates.

According to the recently published Education Renewal Strategy (ERS) discussion document, the number of black pupils who reach Std 10 is now 16 for every 100 enrolled in Grade 1. But, as the ERS document reflects, the drop-out rate remains "inordinately high".

Another pointer to the calamitous situation in black education are the disastrous matric results: last year the pass rate was barely over 34 percent, compared to 87.2 percent in 1976.

The declining proportion of black matric candidates who pass — the overwhelming majority with secondary leaving certificates — is part of an established pattern and not just a freak result. Pass rates for 1978 and 1984 offer a broader chronological background against which to view the 1976 and 1990 results: 1978 — 76 percent; 1984 — 49 percent.

These developments provide the context for Dr Samuel's contention that disaster is not an inappropriate word with which to describe the situation in black education.

It explains and motivates his call for an education policy of national reconstruction rather than a "renewal strategy".

Dr Samuel argues, too, for a Bill of Education Rights to specifically address the needs of the vast number of people who, for one reason or another, are excluded from the education system.

He concedes, however, that there is an element of irony, perhaps even tragic irony, in the situation. The "national disaster" has occurred in spite of increased expenditure on black education and concomitant improvements in some spheres.

**T**O CITE figures for the Department of Education and Training (DET), which is responsible for education of blacks living outside the tribal states: in 1976-77 the DET budget was R82 million, in 1990-1991 it was R3 300 million. In 1976 there were less than 155 000 pupils in secondary schools, by 1990 the number had grown to just under 570 000; in 1976 there were only 185 secondary schools, in 1990 there were more than 980.

Similar trends are reflected in the "homeland" education departments which control education in the tribal territories.

The tale of black education, it must be emphasised, is not without successes. They are ably summarised by Monica Bot in the Institute of Race Relations' publication "Social and Economic Update 13".

To mention a few: spending on black education rose from R3.4 billion in 1987-88 to R5.2 billion in 1989-90, an increase of 53 percent against an increase of 32 percent on white education over the same period; consequently the gap between per capita expenditure on white and black pupils dropped from more than 5-to-1 to 4-to-1.

Ms Bot writes that there has been a "substantial improvement" in the proportion of black teachers with the officially required minimum qualification of Std 10 and a three-year teaching training certificate.

Between 1987 and 1989 it more than doubled from 14 to 29 percent.

There are improvements of different kind. Black education in South Africa is no longer run by insensitive, arrogant whites who think they know what is good for blacks.

One thinks here of Andries Treurnicht in 1976 when he was the Deputy Minister of Bantu Education.

Faced with signs of revolt against the attempt to force black high school pupils to learn through the medium of Afrikaans and English on a 50-50 basis, Dr Treurnicht declared, as Alan Brooks and Jeremy Brickhall recall in their penetrating analysis of the student revolt: "In the white area of South Africa, where the Government pays, it is certainly our right to decide on the language division."

Today, in a sign of the times, the regional director of education in Johannesburg is a black man, Richard Motau. So is his No. 2, Lawrence Moleksane. Their secretary is a white woman. She respectfully refers to them as "meneer".

But, it seems, black education is like a boat with too many holes to plug: the moment one leak is mended another two spout vigorously and the boat continues to sink.

**R**EADING through the 104-page ERS discussion document, one finds another image coming to mind: running on a treadmill with prodigious energy but little or no forward movement.

"From 1987 to 1990 the total education budget (for all races) increased by 57 percent," the document says.

But, it adds, taking the increasing cost of education into account, the real increase was only 6 percent. Against that the increased enrolment of pupils requires a 14 percent annual increase in the education budget merely to keep pace.

Another example relates to the

improved retention or lower drop-out rate.

Reflecting on last year's disastrous matric results, the ESP discussion document says: "Nearly half of the pupils who wrote the examination only managed an aggregate mark of 29 percent or less."

It then ponders on the cause and asks "whether these pupils did not proceed through the education system virtually unchecked, only to fail the final examination."

If so, it concludes that the higher retention rate may be achieved by automatic promotion of pupils, hardly a sound pedagogical principle.

Analysing pre-matriculation and matric pass rates — 85 percent in Std 5 and 62 percent in Std 9 as against 34 percent in matric — the ERS document suggests strongly that pupils are routinely passed before matric, irrespective of their ability to advance.

The problems which lie ahead

are immense: the number of children clamouring for education is increasing, particularly in the tribal homelands, where enrolment increases by 6.6 percent a year.

The cost of meeting their demands is growing proportionately. The economy, however, is stagnant. Expenditure on education already accounts for a fifth of the budget, well above that of most countries.

Perhaps one can end on a hopeful note. The disaster is not merely a problem for the De Klerk administration or the DET or the "homeland" education departments.

It is a major concern for the whole of South Africa, including the potential heirs to power in the extra-parliamentary opposition forces.

No one gains by exploiting the disaster politically.

It is truly a national challenge requiring a national solution in which all South Africans have a vested interest.



By **BOGGIE MABOGOANE**  
Chairman of Educational  
Catalysts of South Africa

# A new map for the blackboard jungle

**N**OW that South Africa is on the last mile to liberty, equality and fraternity, let us not forget to thank the youth this June 16 for starting the journey.

Bravo, I say, to those little Davids (and Delilahs) who rocked the Goliathan National Party government with the outbreak of their rebellion on June 16, 1976.

It was our finest moment as black people in centuries of oppression by whites and a decades-long liberation struggle when on that fateful day our children rebelled as one against the bantu education the government, in its wisdom, was enforcing on us.

I salute and grieve for those – both within and beyond our borders – who paid the supreme price for their part in helping to liberate black South Africa from the tyranny of apartheid.

We did not achieve

nearly as much by our struggles in the 64 years from the birth of the ANC in 1912 to 1976 as we did from 1976 to the release of Nelson Mandela on February 2, 1990.

As Labour Party leader, Allan Hendrickse, said commemoratively in Parliament on June 16 1985: "Because of June 16, South Africa will never be the same again."

Or as the late Alan Paton wrote in *Journey Continued*: "The most important consequence of June 16, 1976, is that the National Party realised that the only hope for Afrikanerdom lay in moving away from apartheid."

Or as John Collings wrote in the June 1989 edition of *Leadership* magazine: "It took rioting by black schoolchildren themselves, beginning in

June 1976, to open most (white) schools."

All black people, and especially my generation, clearly owe a lot to the political cataclysm that was June 16, 1976.

This of course is a meaningless term unless it can be translated into positive action.

In the words of John Drake: "There is a nobler ambition in life than to stand high in the world. It is to stoop down and help lift mankind a littler higher."

We owe it to our children to ensure that they enjoy the liberty, equality and fraternity that has been so bitterly fought for and which has even now not yet fully arrived.

That can best be achieved if we do all we can to provide for them the most precious asset of all, namely education.

Never in the history of our struggle has it been as imperative as now that an effective education be provided for our children.

This June 16 is a perfect time to remember the past and also to dedicate ourselves to active participation in our children's education.

If the verkramptes in Pretoria try to sabotage our children's education by not supplying text books on time, let us as parents buy the books and demand our money back.

Even non-activists can play a role.

If you visit a school to talk to pupils on the merits of your own career, even if you are heard by a tiny audience, you will have played your part.

All educated people have a duty to help in providing education for

the children of the ghettos they themselves were once in.

In the words of Dr John Dube, when accepting the presidency of the ANC in 1912: "We the first borns of this country have now been made the last borns, and we must fight against that."

Unless we motivate for a decent education for our children, black people shall remain the last borns of South Africa – even if we do get the right to vote once every five years or so.

It is vital that the devilish plan by apartheid's architect, Hendrik Verwoerd, to keep black people forever the "heyors of wood and the drawers of water", shall not become a fact by our own negligence and lack of caring.

My favourite freedom song is *Siyaya Epitoli* (We are marching to Pretoria). My generation never quite got there, but our children will – not as protestors but as rulers of the land of their birth.

# Education 'a key to peace'

Staff Reporter Star 17/6/91

While June 16 1976 represented a turning point in the liberation struggle, the day also heralded "the spirit of much of our black-on-black violence", an Inkatha Freedom Party youth leader said in Soweto yesterday.

Addressing more than than 5 000 IFP supporters at an open-air Soweto Day commemoration rally at the Diepkloof hostel, IFP Youth Brigade leader in the Transvaal Themba Khoza called for education to be a priority in the interests of a peaceful, nonracial future.

"I do not want to be part of the lost generation — aimless, hopeless, useless and danger-

ous," he told the large, heavily armed crowd.

"Where is our pride? We know nothing is perfect just as our fathers did, but this did not prevent previous generations of leaders from going to school, imperfect as it was."

He said events in 1976 and later years had proved wrong the belief that a people's army would defeat the SADF and that a mass insurrection would sweep the ANC into power.

When this tactic failed, the "failed revolutionaries decided to turn on their brothers instead of the Pretoria regime".

Police and troops monitored the rally, assisted by a spotter plane and a helicopter.

No violence was reported.

**P**OLITICAL and legislative liberalisation which is in vogue in SA has opened the floodgates for newer forms of struggle in and around the country's cities. Basic needs such as jobs, shelter and food have increasingly become the focal point around which urban struggles revolve.

Those in the public and private sectors entrusted with the professional responsibility of promoting development (including rural development) will be hampered as long as they do not become sensitive to the essence of community struggles.

Professionals can establish the linkages between these struggles and their work. A point of departure could be an attempt to reach a common understanding or definition of development with the poor. Meaningful development for most black households can be appreciated only in terms of practical alleviation of the daily miseries caused by poverty.

Firstly, grand theories of economic growth and the "trickle down" effects of accelerated growth are not easily understandable to communities that for years have been at the receiving end of political and economic discrimination.

In dealings with these communities, development practitioners must not only understand the gravity of the situation facing the poor but should also step down from their academic pedestals and literally mingle with communities to learn from them.

Development theory in SA can be advanced by tapping the wealth of information stored in the experience of black people; this can then be codified into a useful body of thought in development theory.

Apartheid has, ironically, produced ingenious, skilful and resourceful people in the black community. The '70s witnessed genuinely

# Renewal strategies must draw on the black experience

SO  
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17/6/91  
XOLELA MANGCU

community-based projects in black areas — poultry farming, health clinics, educational initiatives, maternity homes and many others.

These attest to how an oppressed community can deal with adversity. Development institutions should benefit from this local experience, instead of religiously and uncritically searching for international models. A caveat is that not all white people suffer from this limitation of their perceptions, nor are these perceptions the exclusive preserve of black people. A sizeable number of black professionals have been groomed to accept, without question, anything that emanates from the recognised institutions.

Secondly, in tandem with the current political climate the country is witnessing the mushrooming of coalitions between the government and civic associations to address development issues. The prevailing view in government circles and in some sections of the "left" (as in left of government) is that investment in development should be channelled

through "people's organisations".

The Interim Measures for Local Government Bill has been introduced to give legal sanction to these coalitions. This Bill allows for government structures to exercise local options in negotiating local dispensations and agreeing on plans of how to run the urban areas.

The ANC is, however, suspicious of government's intentions, arguing that this is an attempt at preempting the creation of a new system of local government arising from national negotiations.

The new thinking (even if it was a result of national negotiations) could go awry because of a lack of understanding, or a complete disregard among the politicians, of the dynamics operating beyond political facades and gamesmanship.

The danger is a dictatorship of the elites, which eschews meaningful debate with the poor whose perceptions

of development are based on real-life experiences.

The result would be that in discussing projects, the well-intentioned government official and "progressive" development practitioner would assume, unwittingly sometimes, that they know all and would not pause to learn from communities.

Communities also would not see it proper to question the academics. As Steve Biko once commented: "You may be intelligent but you're not as articulate. You are forced into a subservient role of having to say 'yes' to what they are saying, even when talking about what you have experienced, and which they have not experienced, because you cannot express it so well."

This could capture the future relationship between government officials, civic leaders, development consultants, and practitioners on the one hand and client communities on the other.

Thirdly, if development institutions are to be effective agents in

tackling the country's development problems, fundamental changes in their outlook and *modus operandi* have to be introduced. Programmes which would aid this process of change include:

- Seminars and workshops designed to reorientate development thinking in tandem with broader political changes in SA;
- Bridging the gap between the largely academic development world and the communities they are supposed to serve through the identification of initiatives taking place in the black community. This might include exchange programmes whereby members of mainstream development institutions work in the "alternative" institutions on secondment, and vice versa; and
- Massive investment in technical and development education at tertiary level. Schoolchildren from the poor black community should be trained in approaches to development that are relevant to their experiences.

However, investment in tertiary education should not in any way perpetuate existing elitist recruitment policies. There are many development fieldworkers in the community who do not satisfy the tertiary qualification requirements of development institutions. This may provoke the ire of those who argue for maintenance of standards simply to exclude others.

A balance between levels of educational achievement and practical community work experience should be what makes the development practitioner in the "new" SA.

□ Mangcu is an urban specialist with the Development Bank of Southern Africa. The views expressed here, however, are his own.

# Police, education send govt spending soaring

et 18/6/91

Own Correspondent

JOHANNESBURG. — Government spending soared by 23,9% in May because of increased expenditure on police, education and training, Finance Department director-general Gerhard Croeser said yesterday.

Speaking at a seminar hosted by the Johannesburg Economics Society and Sacob, he said the first two months of the fiscal year had seen huge spending increases but government was still confident about reaching the revised budget targets. In April government expenditure rose by 35% year-on-year.

But government borrowing appears to be un-

der control. Croeser estimated "a small amount of R400m needs to be raised during the rest of the year, which will place no pressure on the markets".

Government had raised R4,5bn in cash and R2,7bn had already been sold to the market.

In addition, options for R1,5bn of stock had been exercised by investors, maturing in July, November and February.

Croeser's estimate for borrowings needed for the rest of this year relied on R7bn revenue from the Public Investors Commissioner (PIC), the same amount raised last year, and debt rollovers of R2,5bn.

Once investment restrictions on the state pension fund had been removed investment in property and equities would be done gradually, said Croeser.

"Obviously it is not our intention to disrupt the market and any flow of funds into equities or property would have to be very carefully handled.

"Markets can absorb only a small portion of the cash flows and government will still use the PIC for some time and diversify eventually," he said.

Croeser added: "The last factor which could

fuel markets this year is if VAT pushes up the inflation rate this year.

"An IMF study says that at worst there will be a once-off rise in the rate of inflation, but I don't expect businessmen to push all input credits through to lower prices."

Deputy Reserve Bank Governor Jaap Meijer said expectations would be decisive in determining whether VAT had a once-off impact on inflation or an inflationary effect.

Inflationary expectations have replaced wage increases as the largest contributor to inflation.

In response to a question of whether a once-off increase in the inflation rate as a result of VAT would determine the direction of interest rates, Meijer said "the Reserve Bank would consider the particular conditions at the time". Croeser said he was concerned about the current state of the economy. "We can perform a first world operation but I am scared the patient will be killed in the process.

"With interest rates down at least we can maintain jobs and survive," he said.

But he said "an interest rate reduction before the end of the year is possible, provided it is linked with a meaningful fall in inflation".

Retaining price stability should be the thing everyone was working towards, he said.



Cardboard classrooms . . . the makeshift school at Wellers Farm. A new two-classroom building is nearing completion.  
Picture: Ken Oosterbroek

## Squalid, crowded schools shock diplomats

By Phil Molefe  
Education Reporter

(50)

Gross overcrowding and squalid conditions under which black pupils have to learn were highlighted during a National Education Co-ordinating Committee southern Transvaal region-sponsored tour yesterday attended by embassy representatives and the media.

Representatives of the British, Canadian, Italian, US and French embassies, who visited schools in Alexandra and at the Wellers Farm and Orange Farm squatter camps, both in the Vaal Triangle, expressed shock at the appalling conditions.

Schools at Orange Farm and Wellers Farm are run by the

communities, and the DET is not responsible for them.

"It is really shocking. I don't know how these children can sit for half-an-hour of a lesson in this cold," said a representative of the Italian Embassy.

Broken window panes, missing doors, no toilets or water, gross overcrowding and a chronic shortage of teachers — let alone books — were a common feature at most of the schools visited.

In a protest against these squalid conditions, the entire pupil and teacher population of one of the schools is set to move in and take over Orange Grove Primary School in Johannesburg, which closed down earlier this year.

Ironically, the school, situat-

ed in a white suburb barely 5 km from Alexandra, was closed because there were not enough white pupils.

The ANC-linked Alexandra Education Co-ordinating Committee, which is spearheading the protest action, has targeted the school to be occupied as soon as possible by an as yet unnamed school.

"We are making arrangements and soon we will be taking pupils on buses to these schools and conduct lessons outside the locked buildings in order to force the Government to open them up," said Mike Maile, co-ordinator of the Alexandra Education Co-ordinating Committee.

"We want to embarrass the Government," he said. What-

ever space could be found at the school, which was padlocked yesterday, would be occupied.

He said several representations had been made to the DET, including a meeting with Education and Training Minister Dr Stoffel van der Merwe, but nothing had been done to address the school problem.

"Shortage of classes, teachers and books, and unsuitable learning conditions, are experienced at most schools in the township," he added.

According to Mr Maile, there are 70 000 children of school-going age in Alexandra, of whom 9 000 are currently attending school.

The DET was not available for comment at the time of going to press.

**Donations to educational institutions: tax benefits**

\*12. Mr R M BURROWS asked the Minister of Finance:

- (1) Whether it is the intention to provide additional tax benefits to persons or institutions making donations to educational institutions; if not, why not; if so, (a) what additional benefits and (b) with effect from what date;
- (2) what are the tax benefits available to individuals or organizations making donations to educational institutions in the current tax year?

B1196E

**The MINISTER OF FINANCE:**

(1) and (2)

Section 18A at present provides for a deduction against the taxable income of a taxpayer in respect of donations made by him to a university, college, the Bible Society of SA and certain educational funds, to an amount of R500 or 2 per cent of the taxable income (whichever is the greater) in the case of individuals and 5 per cent in the case of companies. Educational funds include *inter alia* the National Study Loan and Bursary Fund as well as certain funds whose sole purpose is the promotion of secondary education.

The Margo Commission recommended that the ambit of section 18A be broadened to also allow for the deduction of donations to primary schools. This recommendation was accepted by Government, subject to the administration of the system being tightened up and existing abuse being removed. Discussions in this regard are, however, taking place on an ongoing basis with the Department of National Education and other interested parties such as the Urban Foundation, but it is clear that there is no quick solution to these problems and I can assure you that various alternatives in this regard have been and are being investigated.

The Government realises the need for and the importance of education in South Africa and is not unsympathetic in this regard. The Government's action should, however, always be balanced, and notice must be taken of the fact that the way in which section 18A is structured at present may be criticised. As people are

**The MINISTER FOR ECONOMIC CO-ORDINATION AND PUBLIC ENTERPRISES:**

(1) Mr Douglas McClure, a communications consultant who renders certain services to my Ministry on a contractual basis, and who does not hold an appointment in the Public Service, distributed a media release concerning the resignation of a Deputy Minister in the Labour Party of South Africa and his consequent request to join the National Party.

(a) He performed the distribution after working hours, in his own time, as a personal favour to the relevant Deputy Minister, who is a long-standing friend of his.

(b) (i) Only Mr McClure is involved in this matter.

(ii) As the undertaking was a personal favour, performed by a consultant after working hours, he was not financially remunerated, nor expected to be so.

(2) No.

**Swaziland: RSA donation for education**

\*14. Mr A GERBER asked the Minister of Foreign Affairs:

Whether the South African Government recently donated an amount to Swaziland for educational purposes; if so, (a) what amount, (b) when, (c) why and (d) for what facet or facets of education?

B1198E

**The MINISTER OF FOREIGN AFFAIRS:**

Yes.

(a) R30 000.

(b) 22 February 1991.

(c) To upgrade community schools in neglected areas of Swaziland.

(d) For the provision of additional classrooms and/or educational equipment.

**INTERPELLATION**

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

**Own affairs:**

**Agricultural credit committees: members**  
\*1. Adv C H PIENAAR asked the Minister of Agricultural Development:

(1) What criteria apply at the appointment of members of an agricultural credit committee;

(2) whether he adheres to these criteria; if not, why not; if so, to what extent?

B1211E.INT

\*The DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Chairman, the appointment of agricultural credit committees is regulated by the Agricultural Credit Act, Act 28 of 1966.

Section 6 of the Act provides that the Minister may appoint an agricultural credit committee for one or more agricultural districts under the chairmanship of the local magistrate. In the case of Pretoria the head of department may appoint an official of the department as chairman. The committee comprises at least three members of whom the aforesaid chairman is one. Furthermore, the Act provides that the Minister may appoint the other members of whom at least two are resident in a particular magisterial district or part thereof. They should also have a thorough knowledge of farming and be acceptable to the community. They are appointed in consultation with the Agricultural Credit Board.

The Act also provides that a member of an agricultural credit committee be appointed for a period determined by the Minister, but not exceeding three years. To simplify administration, the terms extend from 1 October to 30 September. If valid reasons exist, the Minister may terminate the term of office at any time.

In order to receive inputs from grass-roots level regarding an appointment or filling of a vacancy in the agricultural credit committee, at least three nominations per vacancy are received from the district agricultural union or the farmers' association, if the former does not exist. The magistrate's motivated recommendations concerning the nominees are furnished to the Agricultural Credit Board in order of preference. Nominees should preferably not be in debt to the department. However, exceptions are made in the cases of home loans to farm workers, soil conservation loans and harvest production and

(iv) 328 and (b) 21 May 1991.

Harms Commission: amounts paid for transcription

408. Adv C D DE JAGER asked the Minister of Justice:

With reference to his reply to Question No 89 on 8 May 1991 and the amounts paid to Vlok Recordings for the transcription of the proceedings of the Harms Commission with regard to its investigation into certain alleged murders, (a) at what rate did Vlok Recordings tender for the work (i) per day for an operator,

- (i) Operatrix for the making of the recording R2 750,00
- (ii) Hiring of Lanier recording machine and 10 microphones R1 375,00
- (iii) Cassette tapes for recording R714,00
- (iv) Copy of transcriptions: Pretoria and London proceedings (2 free copies supplied) R1 215,60
- (v) Additional copies of certain volumes R196,80
- (vi) Original typing, checking and binding of the report R850,00
- (vii) Six copies of the report R122,40
- (viii) Computer discs R16,50
- (ix) Certified copies of volumes 26, 27, 28, 29 and 30 of the record for the Commercial Crime Unit, the South African Police and John Vorster Square R129,90

**Education budget: details**

422. Mr J H MOMBERG asked the Minister of Education and Training:

- (1) What (a) amount and (b) percentage of the education budget of his Department was spent in the Republic on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the latest specified 12-month period for which figures are available;
- (2) whether any part of his Department's education budget was spent on pre-primary, primary, secondary and tertiary education in (a) Qwaqwa and (b) KwaZulu during the period referred to above; if so, (i) what were the relevant amounts and (ii) what percentage of his Department's total expenditure on education for the period concerned did each such amount constitute;
- (3) whether his Department has statistics on the amounts spent on pre-primary, pri-

primary, secondary and tertiary education by the (a) Qwaqwa and (b) KwaZulu Department of Education and Culture during the above period; if so, (i) what were the relevant amounts and (ii) what percentage of each of these Departments' total expenditure on education did each such amount constitute? B1105E

The MINISTER OF EDUCATION AND TRAINING:

Since the Department's accounts for 1990/91 have not yet been finalised, accurate amounts for 1990/91 cannot be submitted at this stage. Information figures for the 1989/90 financial year are supplied:

	(a)	(b)
(1) (i)	R695 936,30	,04%
(ii)	R970 395 069,95	49,61%
(iii)	R590 184 613,99	30,17%
(iv)	R281 015 748,53	14,37%

(2) No.  
(3) No.

**Management training: amount spent**

423. Mr J H MOMBERG asked the Minister of Education and Training:

What (a) amount and (b) percentage of the education budget of his Department was spent on management training during the latest specified 12-month period for which figures are available?

The MINISTER OF EDUCATION AND TRAINING: B1107E

- (a) R4 380 188,16
- (b) 0,22%

Note:

The information is based on the estimated expenditure for the 1990/91 financial year.

**Cholera: cases/deaths**

424. Mr M J ELLIS asked the Minister of National Health:

How many (a) cases of and (b) deaths from cholera were reported in respect of each race group in each province in 1990? B1108E

The MINISTER OF NATIONAL HEALTH:

(a) Notified cases of cholera in 1990 RSA (as on 3 June 1991)

Province	Population Group		
	Indian	Black	Coloured White
Cape Province	0	0	0
Natal	0	1	0
Orange Free State	0	0	0
Transvaal	0	0	0

(b) no deaths due to cholera were notified in 1990.

Note:

This case was not bacteriologically proven.

**Poliomyelitis: cases/deaths**

425. Mr M J ELLIS asked the Minister of National Health:

(1) How many (a) cases of and (b) deaths from poliomyelitis were reported in respect of each race group in each province in 1990;

(2) how many persons of each race group were immunised against poliomyelitis in each province in 1989? B1109E

The MINISTER OF NATIONAL HEALTH:

(1) (a) Notified cases of poliomyelitis in 1990 RSA (as on 3 June 1991)

Province	Population Group		
	Indian	Black	Coloured White
Cape Province	0	0	0
Natal	0	0	0
Orange Free State	0	0	0
Transvaal	0	2	0

(b) no deaths due to poliomyelitis were notified in 1990.

(2) the total number of children less than one year of age who received a third dose of poliomyelitis vaccine in the RSA, 1989

Province	Population Group		
	Indian	Black	Coloured White
Cape Province	581 58 649	108 129 21 013	
Natal	15 402 68 672	2 431 6 426	

- War veteran's pensions: R320
- Foster parent allowances: R212 per child
- Maintenance allowances: R304 per parent
- Child allowances: R92 per child

In addition to the increase in basic pensions it has also been decided to increase the attendance allowance paid to people who need the assistance of a second person for their daily needs, from R26 per month to R50 per month.

I am not responsible for military pensions.

(b) *Persons in receipt of welfare assistance:*

The Department of Health Services and Welfare, Administration: House of Assembly administers a social relief scheme where short-term help is given to a person or family to overcome a temporary need. In terms of this scheme the following amounts are payable for food assistance:

- adults and children — R20,40 per 10 years and older week
- children below the age of 10 years — R14,00 per week

An increase in these tariffs is being considered at present.

The CHAIRMAN OF THE HOUSE: Order! It appears to me that the hon member for Pinetown, who put the question, is not interested in the answer.

Mr R M BURROWS: Mr Chairman, I would like to draw your attention to the fact that I am holding this earphone close to my ear in an attempt to hear while all this noise is going on. The CHAIRMAN OF THE HOUSE: Order! At the same time the hon member for Pinetown is carrying on a conversation with another hon member across the floor of the House! The hon the Minister may proceed

†The MINISTER: In addition to assistance with food, this scheme also makes provision for financial assistance regarding housing, transport and other necessary expenses . . . [Interjections.]

(c) *The unemployed:*

During 1985 the said Department introduced a special scheme to provide relief to unemployed persons and their families in

order to enable them to provide themselves with the basic necessities. This scheme is aimed specifically at persons who are unemployed as a result of the prevailing economic climate. According to this scheme . . .

... Mr Chairman, on a point of order: When we ask to table information from time to time, hon members make insinuations that we are trying to evade questions. When we try to reply in full on matters that according to our insight are of an urgent and serious nature, hon members make accusations that we are stealing the time of the House.

The CHAIRMAN OF THE HOUSE: Order! The time for replying to oral questions has expired in any case. The remainder of the hon the minister's reply will nevertheless be recorded in Hansard.

According to this scheme an adult may be paid R228 per month and a child below the age of 18 years, R69 per month. An increase in these tariffs is being considered at present.

(2) *Issuing of a statement:*

No. A statement will be issued only after the two said committees have concluded their work and made recommendations.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Rationalisation programme in Cape/Natal**

\*2. Mr R M BURROWS asked the Minister of Education and Culture: (SO)

(1) Whether, in the light of the recommendations made by the Committee of Education Department Heads on the education renewal strategy, he will amend or cancel his rationalisation programme in Natal and the Cape Province; if not, why not; if so, what amendments will he effect to this programme;

(2) whether he will make a statement on the matter? B1195E

The MINISTER OF EDUCATION AND CULTURE:

(1) In the planning and execution of the rationalisation programme all possible factors were taken into account, also the recommendations of the Education Re-

newal Strategy to which my Department contributed. The extent of rationalisation is *inter alia* influenced by the availability of funds. The programme will therefore not be cancelled, but if circumstances allow, it could be amended. (SO)

(2) A statement has already been made on the situation in Natal. No further statement is contemplated.

*For written reply:*

*General Affairs:*

TBVC countries/independent Black states: aid African

348. Mr L F STOFBERG asked the Minister of Foreign Affairs:†

SCHEDULE I

AID TO TRANSKELE

(SO)

	1)*	1)*	2)**
	1988/89	1989/90	1990/91
	R	R	R
<b>A. DIRECT FINANCIAL ASSISTANCE</b>			
Budgetary Aid	711 769 680	875 320 000	1 076 109 000
Incentive scheme for industries	21 332 370	25 327 100	20 753 976
Non recoverable financial assistance	—	—	—
Relief of distress	—	—	—
Special Job creation	4 484 056	6 517 000	—
<b>TOTAL</b>	<b>737 586 106</b>	<b>907 164 100</b>	<b>1 096 862 976</b>
<b>B. TRANSFER PAYMENTS</b>			
Tax compensation	157 273 476	192 301 965	253 000 000
Customs union	458 231 000	548 915 000	502 084 000
Common monetary area	17 676 587	24 202 900	29 489 027
<b>TOTAL</b>	<b>633 181 063</b>	<b>765 419 865</b>	<b>784 573 027</b>
<b>C. Loans from RSA (Project Aid)</b>	<b>6 699 904</b>	<b>4 177 602</b>	<b>9 351 000</b>

(a) What (i) financial and (ii) development aid was granted by the South African Government to (aa) each of the TBVC countries and (bb) each other independent Black state in Africa in 1988, 1989 and 1990, respectively, and (b) what amounts were involved, in each case? B932E

The MINISTER OF FOREIGN AFFAIRS:

(a) and (b)

The South African Government's aid to the TBVC States for the financial years 1988/89, 1989/90 and 1990/91 is set out in schedules 1-4, whilst aid to other independent African states during the aforementioned financial years is set out in schedule 5.



# Reform still falls short in education

From Page 1

and R765 on blacks.

Five more Acts prop up the present constitution.

They provide, among others things, for by-elections and referendums on racial lines. This means there can be an Indian referendum without the participation of any other "racial" group.

Then there is the Constitution Act of 1983, which provides for the three-chamber Parliament and specifically excludes blacks from central government.

There is the Social Pensions Act of 1973 which provides that white pensioners be paid more by the State than black pensioners.

Another is the Black Homelands Citizenship Act of 1970 which, effectively, makes blacks aliens in the land of their birth.

This was pointed out yesterday by Lebowa Chief Minister Nelson Ramodike, who called on De Klerk to pass laws to re-incorporate the homelands into South Africa.

The most pernicious of the education Acts is the National Education Policy Act which provides for quotas and "denies blacks free and fair access to white universities," a parliamentary source said.

"This (existing legislation for education) is blatant discrimination against black people on the basis of the colour of their skin. It has nothing to do with upholding the constitution," the source said.

In his speech on Monday after Parliament voted out "the mother of all apartheid laws" - the Population Registration Act - De Klerk acknowledged that the next step was the scrapping of the present constitution.

According to the parliamentary source, the existing constitution, is in fact the ultimate piece of statutory racism in the country.

He said even if the ANC or the PAC and the Government agreed on a new constitution, the Constitution Act of 1983 would still have to be voted on and passed by Parliament, thus making this the last apartheid Act and not the Population Registration Act as has been said by De Klerk.

To dissolve the present constitution itself will not be an easy task.

If a constitution is agreed upon by a negotiating forum, a majority of two thirds of the coloured, Indian and white Houses of Parliament has to agree (and vote) firstly to nullify the present constitution and then again to accept the new one.

Political formations outside the country were equally vehement. The PAC said there was no cause for celebration.

"The Population Registration Act goes, but the (existing) tricameral constitution is still intact. And we still don't have the vote," the PAC's Mr Barney Desai said yesterday.

# Twist in black schools row

By Phil Molefe  
Education Reporter

19/6/91  
(50)

Orange Grove Primary School, targeted for occupation by pupils from overcrowded black schools in nearby Alexandra, is no longer under control of the Transvaal Education Department.

TED executive director Dr Pieter Bredenkamp said yesterday that the buildings had been transferred to the Department of Local Government, Housing and Works after the school was closed at the beginning of the year.

Reacting to media reports of plans to bus in Alexandra pupils to occupy the Orange Grove school and other empty white schools in the neighbourhood, Dr Bredenkamp said his department no longer had jurisdiction over the buildings and facilities.

The general secretary of the National Education Co-ordinating Committee, Amon Msane, condemned the TED's decision to transfer schools to Government departments which had nothing to do with education while black pupils were in desperate need of schools.

"We abhor this decision. If the TED cannot use these schools, then they must be handed over to black communities," said Mr Msane.

The Alexandra Education Co-ordinating Committee (AECC) said yesterday it was going ahead with its planned protest action to occupy all unoccupied and under-utilised white schools in nearby suburbs.

AECC co-ordinator Mike Maile said: "We don't plan to disrupt any schools nor do we want to score points."

"We are embarking on this action precisely to highlight the black pupils' plight and our people's quest for education."

cr 14/6/91.

## Leaders in education crisis talks

Political Correspondent

PRESIDENT F W de Klerk and ANC deputy president Mr Nelson Mandela will meet at Tuynhuys tomorrow to discuss the crisis in black education.

On February 25 the two leaders met to discuss a wide range of problems besetting black education.

A joint working group was set up to investigate, and attempt to resolve, a multitude of short-term problems highlighted during the meeting.

Government sources said last night that tomorrow's meeting between Mr De Klerk and Mr Mandela would consider a report-back from the working group.

The working group has met regularly over the past four months but the ANC has been critical of the lack of progress achieved.

Government sources have been upbeat about the dialogue process in the working group but would not be drawn yesterday on how much agreement had been reached on resolving the education crisis.

## HAUM bought to aid blacks

JOHANNESBURG. — Educational publishing giant HAUM has been sold by the Nederduits Hervormde Kerk to a private consortium which will restructure it to encourage black economic empowerment.

The consortium, Educor, includes Idasa executive director Dr Van Zyl Slabbert and political commentator Mr Harald Pakendorf. The sale is believed to be worth tens of millions of rands, but this could not be confirmed yesterday.

Mr Pakendorf would not disclose the source of the consortium's funding but said it would become apparent once the company was handed over at the end of the month.

He said Educor planned to recruit as many black individual shareholders as possible, believing that black empowerment was vital to a future South Africa.

CT 19/6/91  
"If blacks don't feel they are part of the economy they will want to control it through socialist means. Empowerment means they get part of the cake in their individual capacity," he said.

HAUM — the Hollandsch Afrikaansche Uitgewers Maatskappij — consists of bookshops, publishers and printers.

# Losing fees a risk in private schools

*Sowetan 19/6/91*

**REGISTERING** a private school with the Department of Education and Training is no guarantee that the school will not close, wasting all the school fees paid by parents.

If the institution does shut down, parents have no recourse to the DET for compensation.

In an interview yesterday, Mr. J Fick, who is in charge of private schools for the department,

confirmed "parents don't have any recourse".

He said when parents approached the DET for help after a school had closed down, he would tell them to go to the police.

The department could only inspect the administrative side of private schools, he said. The DET was not empowered to carry out inspections regarding tuition fees.

He said if a school did close

down, DET tried to help those in matric to write their exams at the end of the year.

Many private schools have sprung up in South Africa recently, catering for parents who do not wish their children to be affected by school stayaways and textbook shortages in the townships.

Many of these schools, however, demand payment of the year's tuition fees in advance.

(50)

# FW, Mandela hold talks on education

*Sowetan 20/6/91 (50)*

DEPUTY president of the ANC Mr Nelson Mandela and State President FW de Klerk are to meet at Tuynhuys today to discuss a new education system for the country.

Mandela will lead a delegation of educationists and De Klerk will be accompanied by Minister of Education and Training Dr Stoffel van der Merwe and other Government officials.

By ISMAIL LAGARDIEN  
Political Correspondent

The talks are a sequel to a meeting earlier this year between educationists, led by Mandela, and a Government delegation led by De Klerk at which a joint working group was established.

The working group has held regular meetings since it was established on February 25.



MANDELA



**PAC Viewpoint**  
by BARNEY  
DESAI

et 20/6/91 (ST)  
50

# Apartheid claimed dead, but its chains still rattling

THE State President, Mr De Klerk, is perpetuating a monumental illusion when he asserts that the scrapping of the notorious Population Registration Act has "finally brought to end an era in which the lives of all South Africans were affected in the minutest detail by racially based legislation. Now everybody is free of it".

The reality is that the legacy of apartheid will be with us for a long time because the injustices caused by our dispossession through colonial conquest remain unaddressed.

The Land Acts are gone but title to 87% of the land remains sacrosanct and in white hands. There is no promise of land reform. Indeed Mr De Klerk says "care will be taken to safeguard the things (land?) which are so close to your hearts and mine".

## Bantu education

What about land allocated for black occupation? Not to break with the tradition of successive white regimes, Mr Hendrik Pienaar, director of the development aid department, which administers allocated trust land, told us that 200 000 ha of SADT land was being leased to white tenants! We also learn that Goedgevonden squatter farm (from which blacks were forcibly removed 13 years ago), where gun-toting white farmers were threatening the original inhabitants who returned to their land, was leased to a white tenant for

17c/ha a month. According to an estate agent, this was 20 times below the market price! (Cape Times June 18).

The Bantu Education Act is still in the statute book. This Act has been responsible for making "black" education a disaster area. More than three million black children can't attend school because of poverty and lack of facilities and yet 200 or more white schools have been closed down for lack of white pupils. Mr Clase's Houdini trick of allowing open schools has resulted in the admission of a mere 6 000 or so blacks into white schools. The regime's new education strategy to make education compulsory for all up to Std 5 would require 600 new schools and 100 000 new teachers. Yet, barely 10 days ago, five white colleges were tagged for closure.

## Non-racial mirage

Is apartheid dead when there is one teacher to every 20 white pupils and one to 40 for black children? What about the expenditure on white education, which is out of all proportion to that spent on blacks?

The Population Registration Act is gone but does this mean blacks will get the same pensions as whites?

Is this regime really serious about "one tax-based local government" when at the same time it allows white municipalities (with all their riches) to opt

out if they don't wish to integrate? Quite clearly this regime is selling the nation mirages of a non-racial society.

We had some insight into what Mr De Klerk meant by safeguarding "community rights" through the publication of the Residential Environmental Bill — now withdrawn though its provisions will emerge elsewhere. It provides for mediation officers who will go into matters such as standards presumably aimed at those fortunate blacks who are able to move into white areas. It links race to standards and leaves decisions in the hands of officials and not the courts.

## Scaffolding only

Social conduct is criminalised in inexact and vague terms such as "harmful to good neighbourhood relations". A mediator is to mediate. He is also an investigator and refusal to co-operate with him could attract heavy penalties. It provides for local authorities taking possession of property without recourse to the courts. It provides for hordes of superannuated officials to watch over people's standards.

The PAC concurs with the view expressed by advocate Mr Dullah Omar that the scrapping of apartheid laws is merely the removal of the scaffolding around the apartheid monolith.

**Apartheid is dead! Long live Apartheid!**

□ Barney Desai is National Publicity Secretary for the PAC.

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nationwide trend of not only promoting violence against them but also of failing to act against those who were using violence against them.  
This was taking place even in areas where there was no conflict between the ANC and Inkatha.  
● On October 18 last year, Mrs Nomsa Mapongwana, the wife of Mr Michael Mapongwana, chairman of the Western Cape Civic Association, was shot and killed when their Khayelitsha house was attacked by assassins. The house was first petrol-bombed and as it burned the attackers fired several shots, hitting Mr Mapongwana in the back and Mrs Mapongwana in the chest.

# Sex education for Sub A's <sup>(56)</sup>

CT 20/6/91

Education Reporter

**ALL Cape primary school children — including Sub A's — are to receive sex education from next year.**

Cape Education Department spokesman Dr Orland Firmani said the programme — which includes the use of group discussion, role play, anatomically correct puppets and informative videos — was already running in 40 primary schools in the province.

"The general aim is to assist pupils, in co-operation with parents, to acquire the knowledge, attitudes, values and skills which will promote the development of a successful and happy family life and healthy relationships with members of the opposite sex," Dr Firmani said.

The Cape Times sat in on a life skills lesson for Std 5 boys at Muizenberg Primary School yesterday taught by department head Mr Gavin Keller.

Apart from the odd snigger and expressions of disbelief when told that many of their own classmates had already reached womanhood, the boys appeared relaxed about subjects such as conception and menstruation and participated freely in the discussions.

"We don't think twice about teaching our children how to cross the road or lock the door at night. Understanding their bodies and sexual relationships are equally important life skills," Mr Keller said.

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the various methods which can be employed to estimate future water demands, but water itself is not the limiting factor for the growth of the PWV Area, as water can be imported from elsewhere. With the rise in the standard of living of communities there is an increase in the water demand per person and the total demand can thus increase for many years even if the population remains constant. Should there be no supplementation of existing water supply sources in the future and should there be no implementation of water restrictions, it is estimated that about 12 million people in the Vaal River supply area could be supplied with water.

The following figures give an indication of the order of size of population growth for which provision was made in the water demand projections and the water resource development proposals:

Year	Million people
1980	8,6
1990	10,7
2000	13,5
2010	17,3
2020	22,4

According to expectations, about 65% of these people will be residing in the PWV Area.

(3) Not at all.

#### Vote No 28: Programme 3

456. Mr J J C BOTHA asked the Minister of Development Aid:—  
 Whether, with regard to Vote No 28—Development Aid, he will subdivide the amount of R5 504 477 000 under Programme 3—“Assistance to governments of self-governing territories”, according to aims; if not, why not; if so, what are the relevant details?

B1184E

The MINISTER OF DEVELOPMENT AID:  
 The aims of the allocation of funds are described in detail on page 28-9 of the Department's Vote.  
 The amounts involved are as follows:

1. Manpower assistance	R189 174 000
2. Additional amount	R5 303 986 000
3. Project Aid	R11 317 000

The further subdivision of the aim Additional amount is not possible.

#### Prisoners/hunger strikers: particulars

457. Mr D J DALLING asked the Minister of Correctional Services:

- Whether he will furnish the names and other particulars of (a) all prisoners who have been refused release by the Government and (b) the hunger strikers who are not political prisoners; if not, why not; if so,
- (a) in respect of the prisoners who have been refused release by the Government, (i) what are their names, (ii) of what crime or crimes was each convicted and (iii) on what date did each apply for release and (b) in respect of the above-mentioned hunger strikers, (i) what are their names and (ii) of what crime or crimes was each convicted?

B1185E

The MINISTER OF CORRECTIONAL SERVICES:

- and (2)
- Due to the extensive information required by the hon member with regard to each individual case, it cannot be provided within the scope of this reply. However, should the hon member be interested in the details of a specific case he is most welcome to approach my office whereafter I will make the information available to him on a personal basis.

I would however like to mention that since 2 February 1990 and up to and including 18 June 1991 a total of 1 040 security and security/unrest related prisoners have been released in terms of the various measures available but particularly as a result of the categories announced by the Government, the

granting of special remission by the State President and as a result of the approved applications.

Since 7 November 1990 a total of 6 272 applications for release by prisoners have been registered at the office for Indemnity Immunity and Release in Pretoria. It is important to note that 5 152 of these applications were received after 30 April 1991. At least 90% of the applications received after 30 April 1991 fall outside the guide-lines for defining political offences and in fact appear to be designed to frustrate the process.

Out of the total number of applications received

- 621 prisoners were released;
- 583 applications have been referred to the consulting bodies for advice (363 of these applications were refused by the State President but nevertheless referred to the consulting bodies of judges for review and advice. The consulting bodies have already concurred with 155 of these refusals);
- 2 502 applications were refused;
- 79 were duplicate applications;
- 109 were applications by prisoners who committed their crimes after the cut off date of 12h00 on 8 October 1990; and
- the remaining 2 315 of these applications are at present being dealt with.

It is important to note that the applications of those who clearly fall outside the guide-lines for defining political offences are refused whilst the applications of those who nevertheless claim that they fall within these guide-lines and where doubt may exist are referred to the consulting bodies for advice.

#### Own Affairs.

#### Education budget: details

85. Mr R M BURROWS asked the Minister of Education and Culture:  
 What (a) amount and (b) percentage of the education budget of his Department was spent in (i) the Republic (ii) the Orange Free State and (iii) Natal on (aa) pre-primary, (bb) primary, (cc) secondary and (dd) tertiary education during the latest specified 12-month period for which figures are available?

B1114E

The MINISTER OF EDUCATION AND CULTURE:

(a)		(b)	
(i) (aa)	R83 278 million	(i) (aa)	1,50%
(ii) (aa)	R7 049 million	(ii) (aa)	0,13%
(iii) (aa)	R15 671 million	(iii) (aa)	0,28%
(i) (bb)	R1 277 725 million	(i) (bb)	23,09%
(ii) (bb)	R129 539 million	(ii) (bb)	2,34%
(iii) (bb)	R155 018 million	(iii) (bb)	2,80%
(i) (cc)	R1 205 002 million	(i) (cc)	21,77%
(ii) (cc)	R92 386 million	(ii) (cc)	1,67%
(iii) (cc)	R143 991 million	(iii) (cc)	2,60%
(i) (dd)	R130 041 million	(i) (dd)	2,35%
(ii) (dd)	R5 600 million	(ii) (dd)	0,10%
(iii) (dd)	R14 186 million	(iii) (dd)	0,26%

Information in respect of Public Ordinary School Education and teacher training only, according to the 1990/91 printed budget (CS-sector).

#### Certain school's management board meeting: pamphlet

88. Mr A GERBER asked the Minister of Education and Culture:

- Whether, immediately prior to a management board meeting at a certain school, particulars of which have been furnished to the Minister's Department for the purpose of his reply, a pamphlet was distributed on the grounds of this school; if so, (a) in terms of what regulations and/or directives, (b) with whose permission, (c) what are the particulars of the incident and (d) what is the name of the school concerned;
- whether his Department is contemplating any action in this regard; if not, if so, (a) what action and (b) when;
- whether he will make a statement on the matter?

B1201E

The MINISTER OF EDUCATION AND CULTURE:

- Yes,

(a) the Regulations relating to the election of management councils do not prohibit the distribution of pamphlets outside the hall in which the election is held.

(b) the pamphlets were handed out by parents without permission.

(c) prior to the election, the pamphlets compiled by supporters of the National Party were distributed to the parents outside the hall. Pamphlets compiled by the Conservative Party were distributed to the parents of this particular school in the streets;

(d) the name furnished by the hon member;

(2) no, because there are no grounds for any action.

(3) no

**1990-91 budget: certain amounts spent**

89. Mr R M BURROWS asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 50 on 27 March 1991, the information requested in Question No 50 is available as yet; if not, why not; if so, what total amount was spent in the 1990-91 financial year 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 at schools falling under his Department? B1210E

**HOUSE OF DELEGATES**

**QUESTIONS**

Indicates translated version.

For written reply:

Own Affairs:

**Homes built by Department: number**

38. Mr P PADAYCHEE asked the Minister of Housing:

(1) How many homes, excluding homes forming part of local authority projects financed by the Housing Development Board, has his Department or the Board built in (a) Natal, (b) the Cape Province and (c) the Transvaal since he became Minister of Housing:

(2) how many stands belonging to his Department or the Housing Development Board were vacant in (a) Natal, (b) the Cape Province and (c) the Transvaal as at the latest specified date for which figures are available?

**The MINISTER OF HOUSING:**

D168E

(1) (a) Natal	: 1 411
(b) Cape Province	: —
(c) Transvaal	: 1 126
(2) (a) Natal	: 7 479
(b) Cape Province	: —
(c) Transvaal	: 7 336.

**Rented HDB houses: sale**

40 Mr S PACHAI asked the Minister of Housing:

(1) Whether the approximately 27 houses in Rylands Extension 5 presently being let by the Housing Development Board are to be sold to the tenants; if so,

(2) whether the sale is expected to be finalised before the introduction of value added tax; if so, when is the sale expected to be finalised;

(3) whether the selling prices of these houses have been determined; if not, why not; if so, (a) on what basis were these prices determined and (b) what is the selling price of each house;

(4) whether the buyers will be offered a State loan to purchase these houses; if not, why not;

(5) at what total cost did the Housing Development Board (a) (i) acquire and (ii) service the erven and (b) build the houses in question?

**The MINISTER OF HOUSING:**

D174E

(1) Yes.

(2) Yes A submission in this connection will be considered by the Housing Development Board shortly.

(3) Yes

(a) The selling prices have been determined on the basis of the cost of acquisition of serviced erven plus actual construction cost of the dwelling plus 1% levy on the total of the aforementioned for community facilities subject to the approval of the Housing Development Board

(b) The selling prices range between R65 200 and R83 100 per unit inclusive of land

(4) No—the units will be sold for cash on registration and transfer.

(5) (a) (i) and (ii) R246 180 for serviced erven.

(b) R1 646 239,47

**Lenasia: business/religious sites allocated**

47 Mr P PADAYCHEE asked the Minister of Housing:

(1) Whether any (a) business and (b) religious sites have been allocated and/or sold in (i) Lenasia and (ii) Lenasia South since 1 January 1991; if not, why not; if so,

(2) (a) to whom in each case, (b) on what date was each (i) application for such sites received by his Department and (ii) such site allocated and/or sold and (c) what was

# NECC sends letters to <sup>(50)</sup> FW, Stoffel

By Phil Molefe *Star 2/1/91*  
Education Reporter

The National Education Co-ordinating Committee, southern Transvaal region, yesterday sent open letters to President de Klerk and Education and Training Minister Dr Stoffel van der Merwe regarding the appalling conditions in black schools and the NECC's intention to occupy empty white schools.

The letters, signed by NECC regional secretary Amon Msane, were accompanied by photographs depicting squalid conditions, gross overcrowding, lack of facilities and the chronic shortage of teachers, textbooks and stationery. The NECC also invited the President and Dr van der Merwe to inspect the schools themselves.

Mr Msane said the Government should give urgent attention to the matter.

## Hamstrung

"Our children are steadfast in their willingness to be educated and we are asking that they be given a chance," said Mr Msane in the letters.

He said black education was hamstrung by lack of progress on the part of the Government to improve conditions in schools.

The NECC's letters were prompted by a visit on Monday by representatives of various foreign embassies who toured schools in Alexandra and at Weilers Farm and Orange Farm squatter camps, both in the Vaal Triangle.

Embassy officials expressed shock at the appalling conditions under which pupils were expected to learn.

The NECC contrasted the bad conditions in township schools

with empty classrooms in white suburbs.

"The historical inequalities suffered by black South Africans because of apartheid have seriously affected the education of black people.

"Black education has been characterised by a high teacher-pupil ratio, low teacher qualifications, overcrowded conditions, inadequate facilities, shortage of textbooks, high failure and drop-out rates, and insufficient amount of schools.

"The white educational component of apartheid education has been characterised by an outstanding decline in pupil numbers, wastage of facilities, buildings standing empty and an increasing number of white schools closing down," said the NECC.

The organisation said it was against this background that it would engage in joint action with the Alexandra Education Co-ordinating Committee to move pupils from a school in Alexandra to nearby Orange Grove Primary School, which was closed at the beginning of the year because there were not enough white children.

The NECC said it hoped President de Klerk and Dr van der Merwe would support this move "to show that indeed the last pillars of apartheid have crumbled".

Comment from the Government could not be obtained at the time of going to press.

● The top-level meeting on education which was to be held in Cape Town yesterday afternoon between the delegations of President de Klerk and ANC deputy president Nelson Mandela has been postponed.

In a statement, the Department of Education and Training yesterday said logistics and bad weather at Jan Smuts and D.F. Malan airports had caused the meeting to be rescheduled.

The meeting would now take place on Thursday in Pretoria.

By S'BU MNGADI

THE Separate Amenities Act may be dead, but authorities in the coal-mining town of Vryheid in northern Natal are still refusing blacks membership of the local public library.

Following the repeal of the Separate Amenities Act last October, the Vryheid Town Council plans to amend its library by-laws to circumvent the repeal.

The Vryheid Public Library Committee has recommended that the new amendments should include introducing a levy of R20 to R30 on "new members".

### Court action

The Legal Resources Centre in Durban lodged an application in the Pietermaritzburg Supreme Court this week, alleging that the Vryheid librarian and the Vryheid Town Council have acted illegally in refusing membership to two local blacks.

The LRC stated in papers before the court that

# VRYHEID BOOKS

# FOR WHITES ONLY

CP Press 21/6/91

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Johannes Myeni and Gugu Khumbuzza, of Mondo and Bhekuzulu respectively, attempted to join the Vryheid Public Library on January 17 this year.

Myeni and Khumbuzza were informed by the librarian on duty that they could not borrow books as they were not residents of Vryheid.

The librarian advised them to approach their "own" local authorities in Mondo and Bhekuzulu, both local townships, to request these authorities to establish libraries.

Blacks were only allowed to enter the li-

brary to read periodicals, they were told.

The two then asked the LRC to lodge an appeal with the Vryheid Town Council against the library's decision.

In a letter to Vryheid town clerk G Ockers in February, the LRC stated there were no libraries in Mondo and Bhekuzulu and the closest library was the Vryheid Public Library.

The LRC argued that if its black clients were not permitted to join the Vryheid Public Library they would be effectively barred from joining any library as the Vryheid

library was the only library in the vicinity which was accessible to them.

"While residents of Bhekuzulu and Mondo may not be paying rates directly to the Vryheid Municipality, they have contributed to the growth and well-being of Vryheid through their provision of labour services to businesses and official concerns in Vryheid and through purchase of goods and services from concerns based in Vryheid.

"They should therefore not be denied access to facilities based in Vry-

heid, particularly when similar facilities are non-existent or hopelessly inadequate in their own areas," the LRC said.

Ockers allegedly told the LRC that there were already a number of out-of-town members of the library. According to the stated policy of the borough, such out-of-town members are whites.

Myeni, who is employed in Vryheid, stated in his affidavit that it would be convenient for him to use the library.

The effect of the repeal of the Separate Amenities Act was to repeal by-laws which discriminated

against people who are not white.

"There is nothing in this by-law which provides for the refusal of admission to persons on the basis of non-residence in Vryheid," argued Myeni.

### Decision illegal

He added that the librarian had acted beyond her powers and her decision to refuse membership to him and Khumbuzza was therefore illegal.

The application is set down for hearing on June 25, pending notice of intention to oppose being given.

# Creid – Five million children are not in school

New Nation (Learning Nation)

‘... any shift in education policy which does not acknowledge the dignity of work, learning and pupils will flounder.’

A publication released this week said more than 3,5 million children of school-going age in South Africa, including all the homelands, did not attend school.

The publication, *Education for Life*, was compiled by the Christian Research, Education and Information for Democracy (Creid), after lengthy research and interviews with community leaders.

Calling for a free and compulsory education for a minimum of six years, the publication envis-

ages that this would need 94 500 new teachers and 118 800 classrooms.

According to the editor of the publication, Elaine Cosser, 65 percent of blacks between the age of 15 and 19 do not attend school.

## Apprenticeships

Dealing with the need to develop career orientated education, Cosser notes: “Creid suggests that career orientated training is most efficiently conducted in the work-place itself and advo-

cates a much wider usage of apprenticeships.”

Cosser said that the indicators of a worsening education crisis identified by Creid in some areas include the pupil/teacher ratio in the homelands, which increased by six percent between 1988 and 1989.

## Platoon

“About eight percent of black children, mostly in primary schools in South Africa, were taught under the notorious platoon or double-ses-

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sion system in 1989.

“These indicators point to the urgency of restructuring the education system,” Cosser added.

Meanwhile, Creid co-director, Caesar Molebatsi, warned that people at community level must engage in policy debate if any new education proposals are to work. He added: “The ineffectiveness of the past education policies demonstrates that any shift in education policy which does not acknowledge the dignity of work, learning and pupils will flounder.”

Plans for mass occupation by black pupils in PWV

# Empty schools under siege

By Phil Molefe  
Education Reporter

50 Stars  
21/6/91

A mass occupation of empty and under-utilised white schools by black pupils would go ahead over the next few weeks despite yesterday's abortive attempt to bus Alexandra pupils to the white suburb of Orange Grove, the National Education Co-ordinating Committee said last night.

"We have identified several schools in the PWV area and will vigorously go ahead with our plans to occupy them despite yesterday's police action to prevent us," said NECC southern Transvaal general-secretary Amon Msane.

The threatened takeover of Orange Grove Primary School was called off by the NECC after a large contingent of police turned away buses meant to take Alexandra pupils to the school.

The school was closed by the Transvaal Education Department at the beginning of the year because there were not enough white pupils.

During the week the Government announced that the school had been transferred to the SA Jewish Board of Education — a step that drew fierce criticism from the Chief Rabbi of South Africa, Rabbi Cyril Harris.

"There are great injustices being perpetrated here and there is a crying need for facilities in education for the black community.

"I view this action by the FED in a very serious light," said Chief Rabbi Harris.

The Black Sash accused the Government of trying to avoid opening schools to all children.

Dave Venter of SA Communication Services said no responsible government could stand by and accept the illegal occupation of state or private property. Allowing such action would be giving licence to anarchy.

Minister of Education and Training, Dr Stoffel van der Merwe said moving pupils to Orange Grove would not make economic sense because of transport expenses.

A new Alexandra high school would be completed in September and a primary school was planned.

Fm 21/6/91 (50)

are another 1,7m drop-outs under the age of 30, and 500 000 to 600 000 people who have never attended school. That makes about 4m people outside the formal education system.

A glance at the future is even more worrying. Jayram Reddy, rector of the University of Durban-Westville, says SA's population of about 35m will increase to 50m by the end of the decade and to a projected 70m by the year 2020.

In the process the white proportion of the population will decrease from 14% to 8%; the number of black children will increase significantly, placing increasing pressure on primary and secondary education; and urbanisation will swell population in the cities from 24m to 33m by 2000 and around 57m by the year 2020.

Blacks will make up 82% of this urban population.

This is why answers have to be sought outside the existing system, and this is what the Education Foundation has been doing for some time.

What they are proposing — and they are already involved in final negotiations for two pilot projects in Natal — is a network of community colleges, broadly defined as comprehensive adult educational institutions. These would be rooted in the community, responding to its economic and development needs.

The idea isn't new and has been applied

*continue -*

EDUCATION Fm 21/6/91

**NATURAL GROWTH** (50)

**Any attempt** to try to tackle the education crisis will have to go far beyond government reforms and be outside the present formal educational structures.

Right now, according to the independent Education Foundation's research, around 1,7m black pupils are out of school. There

Fm 21/6/91

(50)

**CURRENT AFFAIRS**

with some success in the US, according to Reddy, who has recently visited some of what the Americans call opportunity colleges.

What needs to be worked out is a local model, and with this in mind the Education Foundation gathered about 130 people in Durban last month — a broad range representing government departments, private education initiatives, politicians, commerce and industry.

It was widely felt that such colleges should come from within the communities they are to serve, and should start small and grow according to demand, rather than be imposed on communities as some grand, national plan.

The group felt there should definitely not

be a national or regional management structure, though possibly a regional co-ordination body should be set up. What was seen as important, though, was a regional support system, to channel funds and guidelines.

There are already pilot systems working in SA — the KwaZulu Training Trust facilitates a number of these projects — but often these are rurally based. More focus is needed on the urban areas.

Funding is probably the single most important issue, and the meeting felt that while the State would probably be too slow, at least in the initial stages, to help with finance, it could play a role in providing space for the colleges.

The bulk of funding would probably fall on various foundations, service organisa-

tions, and commerce and industry — with a suggestion that organised business introduces a levy system for members to help finance the colleges. Importantly, though, it was felt that funds should also come from the communities the colleges serve.

Accordingly, the community would be represented at board level on the various colleges — but so would the major contributors in commerce and industry.

It was also suggested that business should play a role in accreditation of courses and skills taught at the colleges, helping to determine the criteria for future employers of students.

The most important principle to emerge was that the community should be consulted at all stages. ■

# Meeting under the weather

CT 21/6/91

YESTERDAY afternoon's meeting between President F W de Klerk and Mr Nelson Mandela was postponed because of bad weather at D F Malan and Jan Smuts airports.

The meeting — on the education crisis — has now been rescheduled for next Thursday in Pretoria.

A working group set up after an initial February meeting was asked to "take the discussion on these issues further, including the 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 for South Africa".

Mr Mandela delighted a group of American students from Princeton University yesterday by signing autographs while he waited at Jan Smuts Airport for the fog to lift.

Five incoming SAA flights were diverted to George and Port Elizabeth from D F Malan Airport on Wednesday night and four departing flights got off the ground only after 8am yesterday.

An SAA spokesman said three Johannesburg-to-Cape Town flights were delayed yesterday morning, including the one that should have brought Mr Mandela to Cape Town for the education meeting. — Political Correspondent and Staff Reporter



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returns to Simon's Town via Walvis Bay on July 4.

# Teachers' conference

Aug 21/6/91  
Staff Reporter

THE abolition of corporal punishment will be among the topics discussed at the annual conference of the South African Teachers' Association (Sata), which begins at Fish Hoek Senior High School tomorrow.

The emphasis will be on a changing South Africa.

Speakers include Professor Robert Schrire of the University of Cape Town, who will discuss social, political and economic change, and Professor P Human of Stellenbosch University who will talk on change in education.

Also under discussion will be how matric results should be printed.



## Blacks to 'take over' white school

JOHANNESBURG. The National Education Co-ordinating Committee, in an open letter yesterday to Education and Training Minister Dr Stoffel van der Merwe, invited him to support a planned take-over of a white school here.

CT 21/6/91  
The NECC said pupils and teachers of the Skeen Primary School in Alexandra township would take over the closed-down Orange Grove Primary School "in the next few days".

The former white school, about five kilometres from Alexandra, was closed down at the end of last year because it had too few pupils.

"We hope that you will support us in

this venture to show that indeed the last pillars of apartheid have crumbled," NECC Southern Transvaal region general secretary Mr Amon Msane wrote.

SO  
The NECC, together with the Alexandra Education Co-ordinating Committee, are spearheading a protest campaign to highlight overcrowding and shortages at black schools.

According to AECC co-ordinator Mr Mike Maile there are 70 000 children of school-going age in Alexandra, of whom only 19 000 are attending school. He blamed the chronic lack of schools for the situation. — Sapa

# Exemptions on bursaries to go

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CT 2/6/91

## Political Staff

TAX exemptions for company bursaries are to be withdrawn in March next year — another addition to the list of increasing costs and funding cutbacks which are placing tertiary education out of the reach of most South African families.

The Income Tax Bill, passed in Parliament earlier this week, contains a number of shocks for consumers. One is the abolition of tax exemptions for education bursaries paid by companies for the education of their employees' children.

The bursary money received by employees for university, technician and secondary school education is currently tax-free. But, from March next year, it will be taxable. The full amount awarded to the employee will be added to his or her salary for income tax assessments and, depending on the amount received, will add

substantially to the tax burden.

The bill, introduced by deputy Finance Minister Mr Theo Alant, also abolishes concessions on the payment of education subsidies of up to R750 a year to employees below the tax threshold, and sponsorship of professional exams passed by employees. One important concession it introduces is tax exemption for corporate investments in primary school. Currently, companies can claim deductions only for the sponsorship of tertiary and secondary education.

## Financial implications

But it is the abolition of tax exemptions for company bursaries which has the most disturbing implications for current and future funding of all education, but particularly tertiary.

Employees using the company bursary facility will have to reassess its financial implications and the impact of this on their ability to afford their children's school and university education.

Parents in lower-income categories who intend using the bursary facility will have to find other funding sources. To many who are already using the facility, it will become unaffordable, forcing them to cancel payments. Tax experts argue that this consequence makes the amendment retrospective, because of the effect it will have on scholars whose funding will dry up before they have completed their studies.

The prospect of finding other sources of funding is becoming increasingly grim as costs rise and economic conditions force the private sector to cut back on bursary schemes.

Government subsidies to universities have declined substantially, forcing the institutions to increase their annual tuition fees by percentages in excess of inflation. Efforts by the private sector to absorb a greater portion of the burgeoning demand for financial assistance have been thwarted by economic conditions.

Management Study tour and visited the following countries:

*England*

- Civil Defence training college, Easingwold.
- The Home Office, Whitehall.
- Central Energy Generation board, London.
- Thames Barrier, flood control.
- Cavney Island chemical and petrochemical plants.
- International Oil Tanker Owners Association.
- Swindon Constabulary: Emergency control on the M3 highway (London to the West Coast).
- Bristol Informary.

*Switzerland*

— International Red Cross: Zurich.

— Swiss Civil Defence.

*Austria*

— International Atomic Energy Agency.

*Italy*

— Italian Rescue organisation and civil defence mobile Columns.

(2) No agreements were concluded or support obtained.

(3) No.

**Black schools: average period textbooks used**

461. Mr A GERBER asked the Minister of Education and Training:† (SO)

- (1) (a) For what average period are textbooks in Black schools under the control of his Department used and (b) in respect of what period is this information furnished;
- (2) whether he will make a statement on the matter? B1203E

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) Because textbooks were only for the first time issued in 1987 by the Department, it has not yet been possible

HOUSE OF ASSEMBLY

to determine empirically the average lifespan of textbooks. (SO)

(b) Falls away.

(2) No.

**SAP: official duty at political meetings**

462. Mr A GERBER asked the Minister of Law and Order:†

- (1) With reference to his reply to Question No 6 on 21 May 1991, how many members of the South African Police (a) were officially on duty at the public meeting held in Welkom on 2 May 1991 and (b) are sent on average to comparable political meetings that may possibly be disrupted;
- (2) whether he will make a statement on the matter? B1204E

The MINISTER OF LAW AND ORDER:

(1) (a) 30 Members.

An additional 36 members were on standby for immediate response should it have been necessary.

(b) The numerical strength of members at political meetings varies from meeting to meeting and no rigid guidelines exist on this. The number of members at political meetings of this nature usually do not exceed 50.

(2) No.

**Kutloanong/Meloping/Thabong: remuneration of administrators**

463. Mr R V CARLISLE asked the Minister of Planning, Provincial Affairs and National Housing:†

Whether a remuneration package has been agreed upon in respect of the administrator of (a) Kutloanong (Odendaalsrus), (b) Meloping (Virginia) and (c) Thabong (Welkom); if so, (i) what is the total remuneration package, and (ii)(aa) from which vote and (bb) by which national, provincial or other authority is such remuneration paid, in each case? B1205E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

- (a) Yes.  
(b) Yes.  
(c) Yes.

(i) Kutloanong R1 800,00 per month  
Meloding 1 500,00 per month  
Thabong 2 000,00 per month  
Total: R5 300,00 per month

(ii) (aa) Kutloanong: The Kutloanong Town Council's budget vote for members' allowances.  
Meloding: The Meloding Town Council's budget vote for members' allowances.

Thabong: The Thabong City Council's budget vote for members' allowances

(bb) Kutloanong: The Administrator's remuneration package is paid by the Kutloanong Town Council.  
Meloding: The Administrator's remuneration package is paid by the Meloding Town Council.  
Thabong: The Administrator's remuneration package is paid by the Thabong City Council.

**Virginia/Welkom/Odendaalsrus/Bethlehem: co-ordinating centres**

464. Mr R V CARLISLE asked the State President:

- (1) Whether any local co-ordinating centres have been established in respect of (a) Virginia, (b) Welkom, (c) Odendaalsrus and (d) Bethlehem if not, why not; if so, (i) who are the members in each case, (ii) how are such members chosen and (iii) how often do these committees meet;
- (2) whether minutes are kept of such meetings; if not, why not; if so,
- (3) whether such minutes are available for scrutiny by members of Parliament; if not, why not; if so, in what manner are they made available? B1206E

The STATE PRESIDENT:

- (1) (a) (b) (c) (d)—Yes  
(a)(i) (b)(i) (c)(i) (d)(i)—As per annexure.

(a)(ii) (b)(ii) (c)(ii) (d)(ii)—The Local Co-ordinating Centre is composed of official functionaries and representatives of the private sector who are involved in actions of implementation to address the local needs of communities.

(a)(iii) (c)(iii) (d)(iii)—Monthly; (b) (iii) — Quarterly and according to need.

(2) Yes.

(3) No, the minutes of Local Co-ordinating Committee meetings are, as in any other organisation, a domestic matter which are not placed freely at the disposal of people who are not members of the specific institution. The involvement of Members of Parliament who have an interest in a specific area is welcomed, however, and information on the activities will be made available readily to such Members of Parliament on request

*LCC: List of Members—Bethlehem*

The Town Clerk Bethlehem City Council

Die Stadsklerk Behlokong City Council

The Regional Officer SA Police Commanding

The District Commandant SA Police

Mr A P Kok The Regional Librarian

Mr G J Pretorius Education and Culture

Mr C H Venter Education and Training

Mr W M van Tonder The Postmaster

Mr Olivier Krizinger The Area Manager Transnet

Mr S A Marais Goods and Passenger Superintendent: Transnet

Mr D Helm

The District Engineer Transnet

Mr P M Fouche Department Manager

HOUSE OF ASSEMBLY

# Tax changes will deprive many of education

By Alan 2/16/91

TAX EXEMPTIONS for company bursaries are to be withdrawn in March next year — another addition to the list of increasing costs and funding cutbacks which are placing tertiary education out of the reach of most SA families.

The Income Tax Bill, which was passed in Parliament earlier this week, contains a number of shocks for education-conscious companies and parents. One is the abolition of tax exemptions for bursaries paid by companies for the education of their employees' children.

The tax changes may have other effects. Company-sponsored training which results in a diploma or degree for the employee seems likely to be taxed as a benefit to that individual.

There is less clarity on short-term training schemes which many companies sponsor to improve their employees' skills.

The bursary money received by employees for university, technikon and school education is currently tax-free. But, from March next year, it will be taxable. The full amount

awarded to the employee will be added to his or her salary for income tax assessments and, depending on the amount received, will add substantially to the tax burden.

The Bill, introduced by Deputy Finance Minister Theo Alant, also abolishes concessions on the payment of education subsidies of up to R750 a year to employees below the tax threshold, and sponsorship of professional exams passed by employees.

One important concession it introduces is tax exemption for corporate donations to primary schools. Currently, companies can claim deductions only for the sponsorship of tertiary and secondary education.

Abolition of tax exemptions for company bursaries has disturbing implications for current and future funding of all education, particularly tertiary.

Employees using the company bursary facility will have to reassess its financial implications and the impact of this on their ability to afford

## LESLEY LAMBERT in Cape Town

their children's school and university education.

Lower income parents who intended using the bursary facility in the future will now have to find other funding sources. To many already using the facility, it will become unaffordable because of the huge additional tax bill, forcing them to remove children from technikons or universities. Tax experts argue that this consequence makes the amendment retrospective, because of the effect it will have on scholars whose funding will dry up before they have completed their studies.

The prospect of finding other sources of funding is becoming increasingly grim as costs rise and economic conditions force the private sector to cut back on bursary schemes.

Government subsidies to universities have declined substantially,

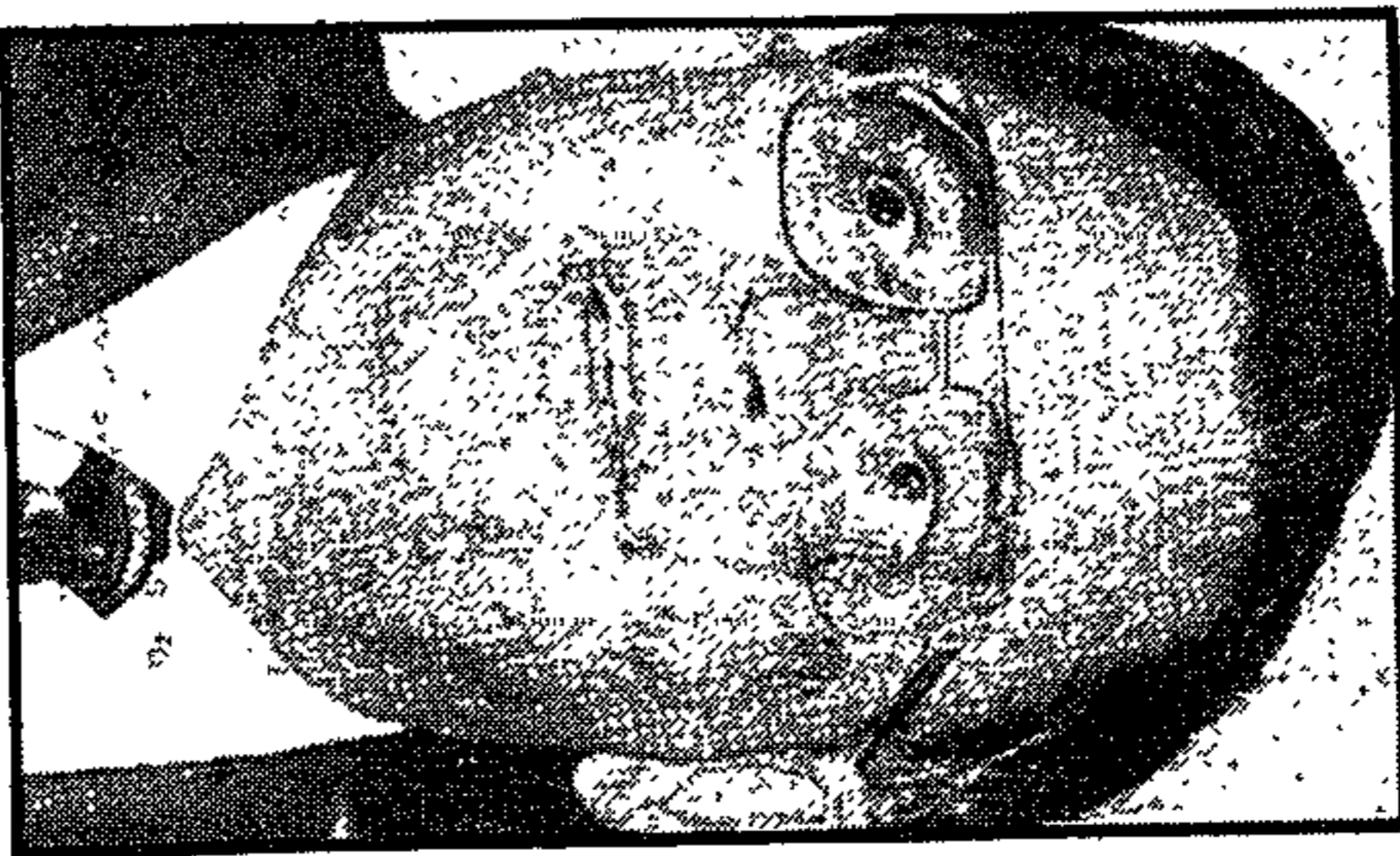
forcing the institutions to increase their annual tuition fees by percentages in excess of inflation. Efforts by the private sector to absorb a greater portion of the burgeoning demand for financial assistance have been thwarted by economic conditions. This tax amendment will place even greater pressures on the private sector's efforts to assist.

In a memorandum to the Income Tax Bill, the financial authorities argue that the concession was being abused "to such a degree" that it became necessary to withdraw it.

Alexander Forbes Executive Consultants MD Les Lawson, whose company specialises in employee benefits, argues that if the concession is being abused, it should be redefined or limited, not withdrawn.

Other specialists argue that people will find ways of getting around the tax.

But, as Lawson argues, it would be better to close the loopholes and maintain the concessions than to force people to break rules in order to fund their children's education.



□ ALANT

LETTERS

(3) whether members of Parliament receive police protection both in Cape Town and in their constituencies; if not, why not?

B1240E

The MINISTER OF LAW AND ORDER:

(1) to (3)

In addition to the permanent guard duties which the Special Guard Unit provides at Acacia Park, Laboria Park and Pelican Park, individual Members of Parliament are protected at their private homes as actual threats or risks to which they are exposed or may be exposed, demand.

This protection takes place through full time guarding, part time guarding or regular patrolling at the residences of such Members of Parliament by members of the Force. For security reasons and in the interest of the Members and their families, I am, however, not prepared to divulge the nature of the protection which is provided or the equipment with which the policemen are issued.

This necessity for the duties is regularly reconsidered. As soon as the need therefore ceases to exist the services are immediately suspended.

Vote No 21: Programme 2

479. Mr A GERBER asked the Minister of Education and Training:

Whether, with regard to Vote No 21—Education and Training, he will subdivide the amount of R2 435 328 000 under Programme 2: "Pre-tertiary education", according to aims; if not, why not; if so, what are the relevant details?

B1243E

The MINISTER OF EDUCATION AND TRAINING:

Yes. The relevant details, as explained in the Estimates of Expenditure, are attached hereto.

PROGRAMME 2: PRE-TERTIARY EDUCATION

AIM: To provide education and training to those pupils for whom the Department is responsible (Act 90 of 1979)

PROGRAMME DESCRIPTION:

Departmental education

establishing, erecting, maintaining and conducting public schools including hostels (sec. 5)

financial assistance to students (sec. 38)

State-aided education

contribution i.r.o. operating and capital expenditure of state-aided schools (sec. 9)

Private education

subsidising operating expenditure of private schools (sec. 9)

Education advisory service

development of subject expertise of educators

Educational auxiliary services

advice and development of proficiency i.r.o. guidance, evaluation, remedial, ortho- and sociopedagogic services

Language and art promotion

development of languages and promotion of literature and art

Youth affairs

promotion of in-school youth, sport and cultural activities

Management

Programme structure	Current		Capital		Transfers		Total
	1991/92	1990/91	1991/92	1990/91	1991/92	1990/91	
Departmental education primary	R'000 1 092 194	R'000 728 474	R'000 14 000	R'000 111 627	R'000	R'000	R'000 1 106 194
							R'000 840 101

Programme structure	Current		Capital		Transfers		Total
	1991/92	1990/91	1991/92	1990/91	1991/92	1990/91	
secondary	R'000 751 307	R'000 562 473	R'000 10 000	R'000 124 477	R'000	R'000	R'000 761 307
State-aided education primary secondary	412 949	272 471	6 353	13 141	1 161	800	414 110
Private education pre-primary primary secondary	419 302	285 612			1 161	800	420 463
Education advisory service primary secondary	768	724	2 511	3 511	7 099	4 740	7 099
Educational auxiliary services	3 279	4 235	9 960	9 854	6 553	4 440	6 553
Language and art promotion and literature promotion of art	251	200	106	101	14 621	9 965	14 621
Youth affairs	357	301					357
Management	17 761	18 532			83		17 844
	101 303	93 686					101 303
	2 395 463	1 703 167	24 000	236 604	15 865	10 765	2 435 328
							1 963 536

480. Mr J J WALSH asked the Minister of National Health:

(1) Whether any firms of private consultants have been appointed to investigate administrative systems at certain State and provincial hospitals; if so, (a) what are the names of the consultants so appointed;

(2) whether tenders were called for in this regard; if not, why not, if so, which firms were requested to tender;

# Move to tax employer-funded bursaries delivers big blow to students

CAPE TOWN — Tax exemption for employer-sponsored university, technikon and school education has been withdrawn.

Inland Revenue Commissioner Hannes Hattingh said yesterday provisions of the Income Tax Bill, which was passed in Parliament on Monday, abolished current tax exemptions for company bursaries granted to employees or their children.

He said the exemptions had been withdrawn because of widespread abuse. "Bursaries were being used by employees as fringe benefits. They were not being granted on merit."

At present, the tax exemptions apply to

any "bone fide scholarship or bursary to enable an employee (or dependent) to study at a recognised educational or research institute."

They also apply to school education subsidies of up to R750 a year for employees below the tax threshold.

When the amendment is implemented on March 1 next year, the tax exemptions on bursaries for employees and their children, and school subsidies, will be withdrawn and employees will be taxed on the amount they receive.

It appears, however, that the exemption

## LESLEY LAMBERT

will continue to apply in cases where bursaries are granted on "merit". Hattingh said if applicants could convince the Commissioner they were top achievers and the bursary was bone fide, they would qualify for tax-free sponsorship.

"In these cases the bursary would be regarded as capital and therefore not taxable in the hands of the employee," he said.

Hattingh also scotched rumours that the measure would apply more widely to all staff upliftment training schemes.

"These would be regarded as an expense to the employer in the production of income and, as such, we would not place them in the same category as bursaries," Hattingh said.

The abolition of the concessions has serious implications for the funding of education.

Up to 75% of students at Wits University are estimated to receive financial assistance in one form or another. It is likely that a fairly high proportion receive assistance through company bursaries.

The taxation of these bursaries will

place them out of the reach of many employers and, thus, their children.

Tax consultants say that the additional financial burden will so great, particularly in the case of lower-income recipients, that many will have to take their children out of university or technikon, or find another funding source.

The prospect of finding other sources is becoming increasingly difficult as state university subsidies dry up and economic conditions force the private sector to cut back on education assistance programmes.

● See Page 8

- (ii) 1 681
- (iii) 1 573
- (b) (i) 21
- (ii) 22
- (iii) 78

**Bryanston: offences committed**

470. Mr R J LORIMER asked the Minister of Law and Order

- (a) How many instances of (i) theft of vehicles, (ii) theft from vehicles and (iii) housebreaking and theft occurred in the area covered by the Bryanston constituency during the latest specified 12-month period for which figures are available and (b) how many convictions resulted in each category?

B1230E

**The MINISTER OF LAW AND ORDER:**

- (a) (i) 1 027
- (ii) 1 171
- (iii) 2 309
- (b) (i) 36
- (ii) 38
- (iii) 169

The figures are furnished for the period 1 April 1990 to 31 March 1991.

**SADF: certain persons on payroll**

471. Mr A J LEON asked the Minister of Defence:

Whether he will disclose whether certain persons (the names, ranks and numbers of whom have been furnished to the South African Defence Force for the purpose of the Minister's reply) are on the payroll of the Defence Force; if not, why not; if so, (a) for how long has each been on this payroll and (b) how much is each being paid on an annual basis?

B1231E

**The MINISTER OF DEFENCE:**

No, the persons are not on the SA Defence Force's permanent payroll. Some of them, however, have military service commitments in the Citizen Force and Commandos, whilst

- (b) In Florida, Johannesburg.
- (2) Yes, one charge of alleged assault with intent to do grievous bodily harm.
- (a) Statements have been obtained from all the witnesses. Since the victim is still unconscious a statement could not yet be obtained from him. On conclusion of the investigation the case docket will be submitted to the Public Prosecutor for a decision in respect of prosecution.
- (b) I do not regard it to be in the interest of the judicial process to speculate at this stage on any possible findings.
- (3) (a) No.
- (b) No.
- (i) and (ii) Fall away.
- (4) No.
- (5) No, but his involvement in the incident is part of the investigation of the alleged assault on the victim.

**White man assaults Black man: SAP action**

473. Mr J VAN ECK asked the Minister of Law and Order:

- (1) Whether he or the South African Police have been informed of an incident in which a Black man was allegedly beaten unconscious by a White man for urinating in public; if so, (a) when and (b) where did this incident take place;
- (2) whether an investigation into this incident is taking place; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far;
- (3) whether any (a) arrests have been made and (b) charges have been laid in connection with this incident; if not, why not; if so, (i) how many arrests and (ii) what is the nature of these charges;
- (4) whether local Whites threatened to beat up a certain journalist, whose name has been furnished to the Police for the purpose of the Minister's reply, while he was tending to the said Black man's injuries; if so, what is the name of this journalist;
- (5) whether an investigation is being conducted into the incident involving the journalist; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far?

B1233E

**The MINISTER OF LAW AND ORDER:**

- (1) Yes.
- (a) At 19:10 on 6 June 1991.

- (b) In Florida, Johannesburg.
- (2) Yes, one charge of alleged assault with intent to do grievous bodily harm.
- (a) Statements have been obtained from all the witnesses. Since the victim is still unconscious a statement could not yet be obtained from him. On conclusion of the investigation the case docket will be submitted to the Public Prosecutor for a decision in respect of prosecution.
- (b) I do not regard it to be in the interest of the judicial process to speculate at this stage on any possible findings.
- (3) (a) No.
- (b) No.
- (i) and (ii) Fall away.
- (4) No.
- (5) No, but his involvement in the incident is part of the investigation of the alleged assault on the victim.

**SADF: weapons financed/supplied to Inkatha**

474. Mr J VAN ECK asked the Minister of Defence:

- (1) Whether he or the South African Defence Force has been informed of the allegations made by a certain person, whose name has been furnished to the Defence Force for the purpose of the Minister's reply, that the Defence Force has in recent months (a) deliberately inflamed township violence and (b) financed and supplied weapons to the Inkatha Freedom Party; if not, why not; if so, what is this person's name;
- (2) whether an investigation is being made into these allegations; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far;
- (3) whether he will make a statement on the matter?

B1234E

**The MINISTER OF DEFENCE:**

- (1) I have taken cognisance through the Press. The name supplied by the hon member.

- (2) No, because it is devoid of all truth.
- (3) No.

**Teacher/pupil ratio: teachers required**

476. Mr R M BURROWS asked the Minister of Education and Training:

- (1) Whether his Department or any other body advising his Department has calculated the number of additional teachers required for the (a) attainment of a 1 to 30 teacher/pupil ratio within the Department of Education and Training and the self-governing territories and (b) introduction of compulsory education for the first seven school years; if not, why not; if so, what additional number of teachers is required in each case;
- (2) whether he will make a statement on the matter?

B1239E

**The MINISTER OF EDUCATION AND TRAINING:**

- (1) Yes.
- (a) 16 205 for the Department of Education and Training.
- Information concerning the Self-Governing Territories is not readily available.
- (b) Approximately 18 059 for the Department of Education and Training and the Self-Governing Territories.
- (2) No.

- (2) No, because it is devoid of all truth.
- (3) No.

**MPs: additional police protection**

477. Mr P H P GASTROW asked the Minister of Law and Order:

- (1) Whether, since 5 June 1991, the Government has assigned any additional policemen to the task of protecting members of Parliament; if so, (a) what is the nature of the protection provided and (b) what equipment are these policemen issued with;
- (2) whether all members of Parliament receive the same protection; if not, (a) why not, (b) what is the basis used for deciding what protection each member of Parliament is to receive and (c) in what respects does this protection differ;

B1234E

**The MINISTER OF DEFENCE:**

- (1) I have taken cognisance through the Press. The name supplied by the hon member.



(b) (i) (ii)

Colleges	Number of Students for 1991	Number of Boarders for 1991
Athlone	293	72
Bechet	209	37
Bellville	915	355
Dower	577	150
Hewat	685	0
Roggebaai	2 668	0
Perseverance	443	200
Rand	420	125
Sallie Davies	92	0
Söhngé	467	300
Southern		
Cape	244	65
Uppington	212	102
Wesley	220	0

(4) Yes. The particulars are stipulated in the Manual for State Hostels.

(5) No Representations have been made to the Department of National Education and the Central Treasury in order to get more funds available to address the needs. The implications of the present situation have been spelt out clearly to the mentioned authorities.

**RSA/OFS/Qwaqwa: per capita expenditure**

26. Mr P A S MOPP asked the Minister of Education and Culture: (SO)

What was his Department's per capita expenditure on education in respect of (a) the Republic, (b) the Orange Free State and (c) Owaqwa during the latest specified 12-month period for which figures are available?

C104E

The MINISTER OF EDUCATION AND CULTURE:

(a) Normal Education	R3 401,08
Teacher-training	R9 541,47
Technical Education	R4 932,45
Children in need of care	R8 728,64
Sensory impaired	R3 558,56
Neurally impaired	R11 406,75
Severely mentally disabled	R9 022,47
Physically disabled	R23 813,09
Adult education	R5 598,12
Schools for specific purposes	R4 462,29

HOUSE OF REPRESENTATIVES

(Figures for financial year 1989/90).

(b) Included under (a) above. Statistics in respect of individual provinces are not readily available because per capita expenditure is not calculated on a provincial basis. (SO)

(c) Not applicable. Owaqwa does not fall under the control of this Department.

**RSA/OFS/Qwaqwa: percentage breakdown of budget**

27. Mr P A S MOPP asked the Minister of Education and Culture: (SO)

What percentage of the education budget of his Department was spent in (a) the Republic, (b) the Orange Free State and (c) Owaqwa on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the latest specified 12-month period for which figures are available?

C105E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) Pre-primary Education	0,34%
(ii) Primary Education	51,8%
(iii) Secondary Education	29,6%
(iv) Tertiary Education	6,8%

(Figures for financial year 1989/90).

(b) Included under (a) above. Statistics in respect of individual provinces are not readily available because expenditure is not calculated on a provincial basis.

(c) Not applicable. Owaqwa does not fall under the control of this Department.

**Expenditure on education in RSA: breakdown**

28. Mr P A S MOPP asked the Minister of Education and Culture: (SO)

What percentage of his Department's total expenditure on education for the Republic in 1990 was in respect of (a) salaries of teachers and principals, (b) salaries of administrative staff, (c) salaries of inspectorate and executive officials, (d) salaries of any other specified staff, (e) capital expenditure, (f) supplies and services, (g) equipment and (h) other items? (SO)

C107E

HOUSE OF REPRESENTATIVES

The MINISTER OF EDUCATION AND CULTURE:

Figures for expenditure for the financial year 1990/91 are not yet available.

**Expenditure on education in OFS: breakdown**

29. MR P A S MOPP asked the Minister of Education and Culture:

What percentage of his Department's total expenditure on education for the Orange Free State in 1990 was in respect of (a) salaries of teachers and principals, (b) salaries of administrative staff, (c) salaries of inspectorate and

executive officials, (d) salaries of any other specified staff, (e) capital expenditure, (f) supplies and services, (g) equipment and (h) other items? (SO)

C108E

The MINISTER OF EDUCATION AND CULTURE:

Departmental expenditure is not calculated on a provincial basis and therefore figures in respect of individual provinces are not available. Likewise the total expenditure for 1990/91 is not yet available.

HOUSE OF REPRESENTATIVES

# Business slams bursaries tax

(180) (50) (226)  
CT 22/6/91

JOHANNESBURG. — The South African Chamber of Business, Sacob, is taking up, with the tax authorities, the "serious implications" for educational bursaries contained in the latest Income Tax Bill.

The bill abolishes tax relief for bursaries given to employees and their children with effect from March 1.

Sacob economist Mr Keith Lockwood said the chamber had taken note of the provisions of the bill and had expressed concern over its implications.

He said Sacob was to meet the departments of Finance and Inland Revenue yesterday afternoon to discuss the issue.

In an interview, Inland Rev-

enue Commissioner Mr Hannes Hattingh said companies would still enjoy tax relief for granting bursaries.

He said the introduction of the new tax was an effort to stop abuse of bursary schemes.

## Bursary benefit

"We now find that the child of every employee gets a bursary (and) in effect the employee gets a portion of his income tax-free", Mr Hattingh said.

He indicated that the tax was also introduced to try and encourage employers to grant the bursary benefit as salary in the hands of the employee.

This would attract a higher rate of tax in some cases but for the lower income groups the fringe benefits tax applicable to busar-

ies would place an undue burden on an already low salary.

However, Mr Hattingh pointed out that "bona fide" bursaries would still be tax free in the hands of employees, if they are granted on merit and are open to all and not only to employees and their dependents, and that this can be proved to Inland Revenue.

In a further statement issued yesterday by the Commissioner of Inland Revenue it was revealed that bursary holders who are obliged to work for companies granting such bursaries, would be liable for tax.

The statement also pointed out these bursaries would only attract tax if the holder of the bursary exceeded the tax threshold of R10 358, including the value of the bursary. — Sapa

## Takeover school 'booked'

PRETORIA. — Johannesburg's "whites-only" Orange Grove Primary School, earmarked for occupation by black pupils under the aegis of anti-apartheid activists, has been allocated to the SA Jewish Board of Education. House of Assembly Minister of the Budget, Welfare, Housing and Works, Mr Sam de Beer, announced yesterday.

The Alexandra Education Co-ordinating Committee (AECC) earlier this week announced its intentions to transfer pupils and teachers from the township's overcrowded Skeen Primary School to the closed-down Orange Grove premises in defiance of the government. — Sapa

# STORMING THE SCHOOL GATES

pations.

The DET says the Skeen school, awaiting funds for renovation, has 768 pupils and 18 teachers.

The first occupation will be carried out under the auspices of the NECC, Southern Transvaal, and the Alexandra Education Co-ordinating Committee. Mr Msane would not reveal details of the takeover.

The Orange Grove occupation will be the first of many, he said.

"For far too long we have been demanding that the DET do something about schools. There are many white schools with too few pupils, or empty. We need to be allowed to use white schools," said Mr Msane.

"Our belief is that the State President has said the last pillars of apartheid have gone and so we won't have any problems."

Mr Frank Gerber, Department of Local Government chief director, said: "Occupying the premises without permission would be an unlawful act."

**EMPTY** white schools all over SA are being targeted by the National Education Co-ordinating Committee, which intends moving in black pupils and teachers in a campaign starting this week.

At least 78 white schools have been closed, with another 85 due to shut this year.

The NECC, a non-racial activist group, has targeted for occupation empty schools in Kempton Park, Edenvale and Midrand, close to Tembisa.

This week it plans to take over the first school, Johannesburg's Orange Grove Primary.

After the NECC announced it would bus in Alexandra pupils to the school, the government responded on Friday by saying it had already allocated Orange Grove to the SA Jewish Board of Education.

This is not expected to thwart the black occupation, which the government

## Black pupils are ready to occupy classrooms now standing empty

By CAS St LEGER

says will be "unlawful".

Outlining the nationwide strategy, NECC Southern Transvaal regional general secretary Amon Msane said:

"The move to allocate the school to the Jewish Board is a behind the scene manipulation to keep us out, but this will not stop us we will be moving in this week and even if there are no desks available we will bring them from Alexandra.

"Hundreds of black children and their teachers plan to move into dozens of these empty schools to highlight the black pupils' plight.

"At the same time we will be enrolling in white schools. Action will be taken during the coming week. This is just the beginning." It is intended that all or most of the empty white schools will be taken over.

In April, Roger Burrows (DP Pinetown) said by the

end of 1991, 163 white schools would have closed. He added that 33 Cape schools, 30 or more in Natal and 22 in the Transvaal were to close this year.

Said Mr Msane: "We are busy trying to identify the schools and we have our 'Schools for all' committee working on the task.

"We will transfer whatever we have into those schools and we expect the Department of Education and Training to treat us the same way we have been treated in the townships.

"We don't expect the rates to go up and we expect the same subsidies. All we're going to do is move."

About 1 400 schoolchildren and 20 teachers from the Skeen Primary School in Alexandra plan to take over the Orange Grove school, about five kilometres away, on an undisclosed day in the coming week, Mr Msane said.

This pattern of moving the entire student body plus its teachers will be followed in subsequent occu-

# Taxman will listen to bursary plans

CAPE TOWN — The tax authorities could not backtrack on their decision to withdraw tax concessions for company bursaries but were prepared to listen to suggestions on the issue, Inland Revenue Commissioner Hannes Hattingh said yesterday.

Hattingh was responding to reports that the SA Chamber of Business (Sacob) was planning an urgent meeting with his department to discuss the withdrawal of tax concessions for employer-sponsored university, technikon and school education.

There was nothing the tax authorities could do to accommodate objections because the amendment had been passed by Parliament, he said.

But, they were prepared to discuss the matter and would consider proposals put forward.

## Reinstatement

Sacob said at the weekend it was planning to take up the "serious implications" of the amendment with the tax authorities. Sacob's Tax Committee is expected to meet Hattingh this week.

Tax Committee chairman Bob Wood said yesterday Sacob would propose the reinstatement of more limited concessions which were not as open to abuse as the old system.

He said: "As a general rule, Sacob does not favour tax concessions on expenditure but in this case we believe the concessions should not have been withdrawn now because of the need to promote education."

Hattingh said the concession had been withdrawn because of widespread abuse. Bursaries were being granted to some employees as a fringe benefit.

He said the provisions applied to employees only and that companies would continue to get tax relief for

LESLEY LAMBERT

granting bursaries. Employees would also continue to qualify for tax relief if they received bona fide bursaries based on merit.

University of Cape Town registrar Hugh Amoore said all educational institutions would be affected by the withdrawal of tax concessions but private schools would probably be hardest hit.

Bursary facilities were more available to senior staff whose income levels enabled them to send their children to private schools, Amoore said. The decision could make it difficult for them to afford private schooling.

Amoore said most of the financially assisted students at UCT received bursaries from companies that did not employ their parents and they would not be affected by the move.  GILLIAN HAYNE reports that Charter Life senior manager Martin Sweet said the move could not have come at a worse time.

Sweet, who spoke at a tax and insurance information seminar on Friday, said it would have been more reasonable for government to place a ceiling on the amount on which tax relief could be claimed.

"It is the young people wishing to improve their skills who will suffer, and this will lead to further socio-economic erosion in SA," he said.

The exemptions which will no longer be applicable are:

- Payments of up to R750 a year for the education of an employee's children, where the employee earns a salary below the tax threshold;
- Amounts paid to an employee for passing an exam or obtaining a degree or diploma; and
- Amounts paid to an employee in terms of an approved bursary scheme.

● Comment: Page 8

# NECC claims 50 empty schools can be occupied

THE National Education Co-ordinating Committee (NECC) says it has identified 50 empty white schools in the PWV region for occupation by black pupils.

A national campaign to occupy schools begins tomorrow when a group of 300 Alexandra township Skeen Primary pupils are to be bused to the Orange Grove Primary School. NECC southern Transvaal region general secretary Amon Msane said the occupation of the school would be carried out under the auspices of the NECC and the Alexandra Education Co-ordinating Committee.

The school's occupation was not a point-scoring exercise, but an attempt to give Alexandra pupils a taste of normal school environment for the first time.

The NECC's All Schools for All People commission says there are more than 50 white schools in the PWV region earmarked for closure before the year's end.

Msane accused government of trying to thwart his organisation's campaign by allocating the schools to departments and institutions that had nothing to do with education.

"We view the allocation of Orange Grove to the SA Jewish Board of Education as an attempt to stop the Alexandra pupils from occupying the

school," he said. Local Government, Housing and Works Department chief director Frank Gerber said the occupation of Orange Grove "without permission" would be an unlawful act.

Transvaal Education Department spokesman Willie van Staden said three white schools in Johannesburg had closed since the beginning of the year because of a decline in pupil numbers.

## Plans

Van Staden could not confirm that more than 50 white schools in the PWV region were earmarked for closure.

SA Jewish Board of Education chairman Russel Gaddin said the board applied for Orange Grove last November.

"We do not have definite plans as yet but we intend using the school to accommodate some of the 6 000 pupils who are in Johannesburg's Jewish day schools."

The allocation of the school to the board was confirmed by Budget and Welfare Minister Sam de Beer in a statement yesterday.

GERALD REILLY reports from

Pretoria that the Southern African Catholic Bishops' Conference has criticised government for closing five white colleges of education.

In a statement yesterday a spokesman said the reason given — an oversupply of teachers — pointed to the racial framework within which decisions were made.

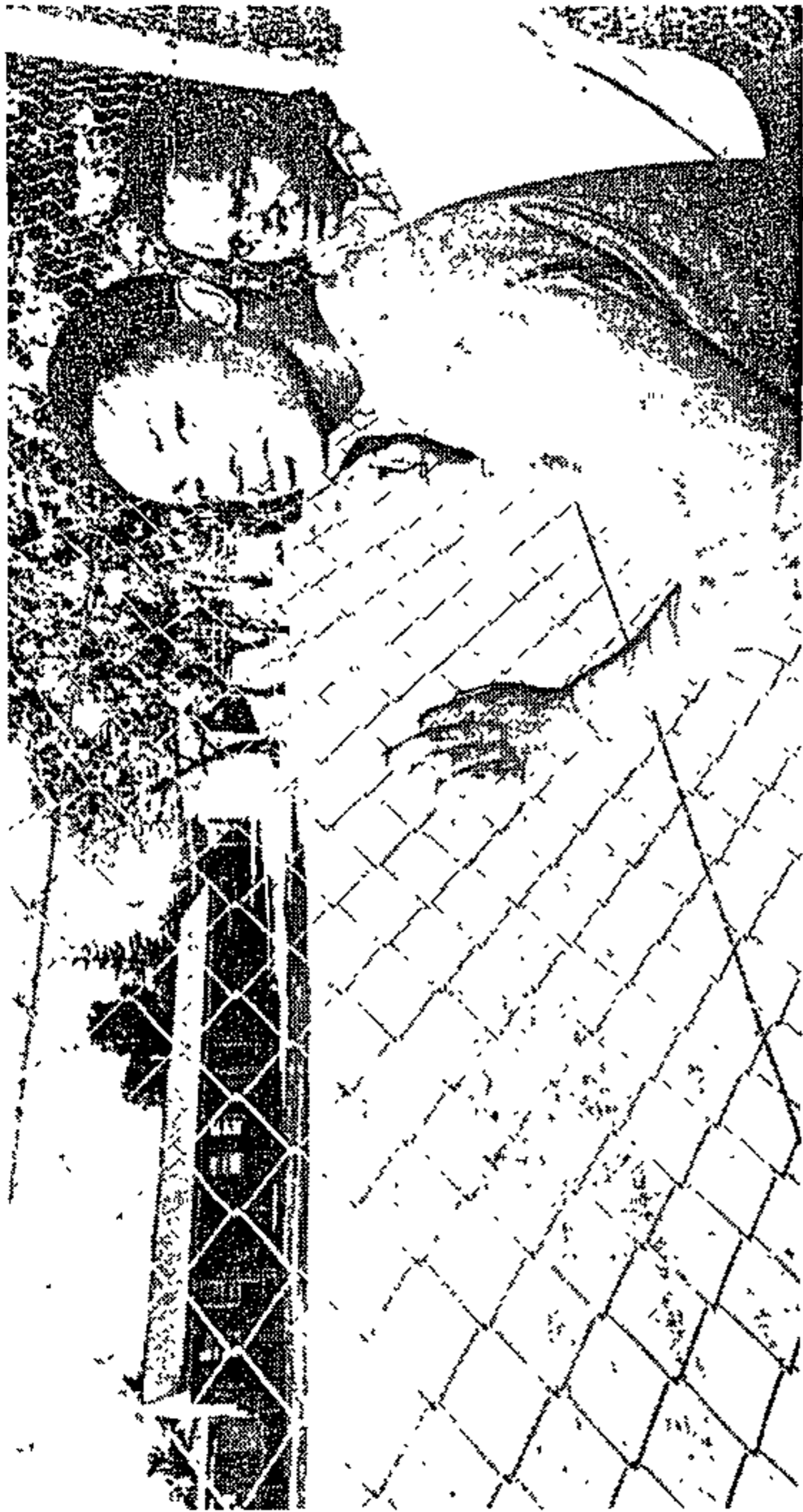
It was officially stated only a few months ago that there were more than 4 000 empty places at white colleges and that about 78 000 potential students had been turned away from the black colleges.

The spokesman said the factors demanding an urgent acceleration of teacher training included the fact that 82% of blacks were under the age of 35, 60% of black children were of school-going age and that about 6 million children between six and 16 were not at school.

Sapa reports that Thursday's meeting between President F W de Klerk and ANC deputy president Nelson Mandela, which was intended to discuss the education crisis, has been postponed for a second time.

A statement issued in Pretoria by the Education and Training Ministry yesterday said the latest postponement was due to commitments Mandela was unable to cancel.

No date has yet been finalised for the rescheduled meeting.



Mike Maile, left, and Victor Kgobbe, who are organisers of the NECC campaign to occupy empty white schools, outside Johannesburg's Orange Grove Primary School yesterday.

Picture ROBERT BOTHA

## Flood of Japanese visitors expected

DARIUS SANAI

SA should expect a sharp increase in the number of Japanese visitors after Tokyo announced it was dropping tourism sanctions, Satour chairman Piet van Hoven said yesterday. B10009 25/6/91

He said in a statement several leading Japanese tour operators were planning to open offices in SA.

Japanese travel agent and media tours to SA would take place in July, he said, and Satour was advertising in a number of leading Japanese financial newspapers this week.

Van Hoven said the advent of Cathay Pacific's non-stop air service between Hong Kong and Johannesburg next month was expected to boost Japanese tourism to SA.

The Japanese promotion comes as part of Satour's drive to encourage tourism in the winter in order to reduce the pressure on SA's infrastructure during the summer high season.

Last year, 6 122 Japanese visitors came to SA. Van Hoven said he expected a "significant increase" in the number this year.

## 23 kill of viol

SIXTEEN people died in clashes between ANC and Ink in Richmond, Natal, at the masked gunmen murdered people in an attack on a farmhouse near Maritzburg, police monitors said.

Spent AK-47, R-1 and were found at the scene of fighting. Police said more...

16/9/91  
5005

# Find ways to attract quality teachers

Political Staff

ALTHOUGH teacher salaries take up 70% to 75% of the education budget, new ways of attracting high-quality teachers with salary structures reflecting market forces will have to be found, says the Education Renewal Strategy report.

Other recommendations were:

- Universities should tighten up their admission policies, rationalise their study programmes, and lay down formal study goals to maintain standards.

- Technikons should be given the power to set additional admission requirements for students and to limit student intakes.

Student numbers at universities and technikons had grown by up to 17% in the past few years, and this trend could be expected to continue.

In view of the high cost of university and technikon studies it was imperative that only students who had a realistic chance of completing their studies should be admitted.

- The setting up "Educons" as colleges to bridge the gap between secondary schooling and universities or technikons should be investigated.

The report also said that government spending on education decreased in real terms by 6% between 1987 and 1990 despite increasing pupil numbers.

# Education out of step with needs

Education Reporter

THE amount being spent on education was already as much as the economy could afford, Stellenbosch University education Professor P G Human said yesterday.

Prof Human, who was addressing delegates attending the SA Teachers' Association annual conference in Fish Hoek, said the reality of education was that:

- The country was becoming poorer and had a decreasing ability to invest in education; and

- Schoolchildren — even those attending the "better" schools — were not being taught skills that were in step with the needs of the society.

"We are over-producing academically-orientated matriculants, and under-producing entrepreneurial and technologically-orientated school leavers." (50)



entered between 1900 and R600 by a police officer to trace an official of the SA Communist Party whom he knew only as Miss Fraser.

Asked by John Myburgh

ing to Cosatu's offices at National Acceptance House. He said he was not aware the offices belonged to Cosatu.

The trial continues.

## Jewish board to keep its options open on school<sup>(50)</sup>

THE SA Jewish Board of Education was not out to deprive anyone of an opportunity to receive proper schooling, but would like to keep its options open on Orange Grove Primary School, board chairman Russel Gaddin said yesterday.

Asked whether the board would allow children from Alexandra township to share the school's facilities, he said he did not know what the terms of the lease agreement would be, Sapa reports. This was "still in the hands of the authorities". *bl Day 26/6/91*

The board had applied for additional schooling facilities in predominantly Jewish residential areas since 1988, as certain Jewish day schools were experiencing problems in accommodating pupils, he said.

The board wanted no part of the political dispute into which it had been thrust, he added.

WILSON ZWANE reports that high school pupils rather than primary school pupils, as originally planned, will attempt to occupy the school today.

An NECC spokesman said pupils from Alexandra's East Bank High School, who "do not have a school as such", would occupy Orange Grove from this morning, not Skeen Primary pupils.

The campaign to occupy empty white schools will be carried out under the auspices of the NECC and the Alexandra Education Co-ordinating Committee.

The occupation was a serious attempt to give Alexandra pupils "a taste of a normal school environment".

● Comment: Page 10

Police out in force at Alexandra

# Occupation of school stopped

16/11/91  
By Phil Molefe

## Education Reporter

Police were out in full strength in Alexandra today to stop the planned occupation of Orange Grove primary school by black pupils bused from the township.

All the buses that were supposed to ferry about 300 pupils to a school in the nearby Orange Grove suburb were stopped by the police.

A senior police officer went into the Alexandra school yard in 12th Avenue, where the pupils were assembled, and warned National Education Co-ordinating Committee (NECC) officials and students that the intended occupation of disused Orange Grove school was illegal and would not take place.

## Bloodshed

He told pupils and NECC representatives who had organised the intended "occupation", that police would take "very strong" action if they went ahead.

Angry pupils chanted slogans, while the NECC called off the planned occupation. NECC regional secretary Amon Msane said the occupation was "filled with blood".

"This shows apartheid is still intact and it's a lie that the last pillars of apartheid have crumbled," he said.

The white school was closed by the Transvaal Education Department early this year because there were not enough white pupils to fill empty classrooms.

Alexandra Education Co-ordinating Committee spokesman Mike Maile told The Star that Captain Steven van Huysten of the John Vorster Square police phoned late yesterday warning them that plans to occupy the school were illegal.

Yesterday the Minister of Local Government, Housing and Works, Sam de Beer, whose department was in charge of Orange Grove primary, said the school has been transferred to the Jewish Board of Education and the matter was now out of his hands.

However the chairman of the Board, Russell Gaddin, said the board would not get involved in the dispute.

"We have been very sympathetic to black education needs and we do not intend to get into confrontation with the black community over the Orange Grove school issue," he said.

This week the NECC rejected the Government's announcement that the school had been transferred to the Jewish Board as "another strategy to keep blacks out of white schools".

Mr Msane said the Government had moved swiftly, making announcements "all aimed at keeping us out of white schools".

He added that the Government had allocated empty schools such as these to other departments in an attempt to block moves to move black pupils in.

# Govt threat over plan to occupy school

By Phil Molefe <sup>(SO)</sup>  
Education Reporter

The Government would take legal action against the National Education Co-ordinating Committee if it went ahead and occupied vacant schools, Minister of the Budget, Welfare, Housing and Works Sam de Beer said last night.

He was reacting to the NECC's plan to move Alexandra pupils into Orange Grove Primary School in Johannesburg today in an attempt to address overcrowding in township schools.

Residents of Orange Grove are apparently not perturbed by the NECC's plans.

In a random survey conducted by The Star yesterday, residents in the liberal white suburb said there was nothing wrong if black pupils from a nearby overcrowded school made use of the school.

"If the school has been closed, what is wrong about black pupils from Alexandra using it," said Maria Usousa.

"It's fine, let black kids use the school," said another resident.

The residents strongly felt that bureaucracy should give way to practical solutions, which could help solve the education crisis.

"If the school is not used, I don't mind if it's opened to other kids. What does their race have to do with education?" asked Mrs Usousa.

Darryl Honey, who has lived all his life in Orange Grove, said: "It's crazy, why should they

not be allowed there? The place was designed to be a school."

The NECC southern Transvaal region, which is spearheading the move in conjunction with its Alexandra branch, said the plan to occupy Orange Grove Primary School would go ahead "no matter what the authorities do".

The school was closed by the Transvaal Education Department at the beginning of the year because there were not enough white pupils to fill empty classrooms.

Alexandra Education Co-ordinating Committee spokesman Mike Maile told The Star that a Captain Steven van Huysten of the John Vorster Square police had telephoned their offices late yesterday warning them that plans to occupy the school were illegal.

"This will not deter us, we are definitely going ahead with the move," said Mr Maile.

Comment from the SAP could not be obtained at the time of going to press.

Meanwhile Mr de Beer, whose department was in charge of Orange Grove primary, said the school had been transferred to the Jewish Board of Education and the matter was now out of his hands.

The chairman of the Jewish board, Russell Gaddin, said it would not get involved in any dispute regarding the planned occupation of the school.

"We have been very sympathetic to black education needs and we do not intend to get into confrontation with blacks over the Orange Grove issue," he said.

# Govt warns NECC over schools plan

Own Correspondent

JOHANNESBURG. — The government last night warned the National Education Co-ordinating Committee (NECC) that it would not tolerate its plan to occupy vacant white schools.

"The NECC must understand very clearly that their proposed actions will constitute an illegal act, and will be dealt with accordingly," the Minister of Housing and Works in the House of Assembly, Mr Sam de Beer, said in a statement last night.

Pupils from Alexandra township plan to abandon their dilapidated school premises later today and occupy a nearby whites-only primary school which has been closed since the beginning of the year.

The NECC has said it would bus an estimated 300 pupils and teachers to the vacant Orange Grove Primary School "no matter what the authorities do". The school has been allocated to the SA Jewish Board of Education (SAJBE).

Chairman of the SAJBE Mr Russel Gaddin said existing Jewish day schools were experiencing problems in accommodating students.

Asked about the planned occupation of the school and whether the SAJBE would share facilities with Alexandra pupils, he said the school still belonged to the Department of Housing and Works.

In an interview yesterday with Sapa he said the board was not out to deprive anyone of an opportunity to receive proper schooling.

A police spokesman said yesterday that police would take "appropriate action" if a government building was illegally occupied.

# Dutch govt to give R20-m to education bodies <sup>(50)</sup>

Staff Reporter

Star 26/6/91  
The Netherlands government would soon make available 15 million guilders (R20 million) for the education and training of South Africa's black labour force, Dutch director general for foreign economic relations Frans Engerling said in Johannesburg last night.

Dr Engerling said the grant

would be made available to various organisations involved in education projects.

Leading a delegation of 25 political and business leaders, Dr Engerling yesterday met President F W de Klerk and senior Cabinet Ministers, including Finance Minister Barend du Plessis and Foreign Minister Pik Botha.

The team has also met the ANC and members of the

business community, including Saccola (SA Consultative Conference on Labour Affairs), since its arrival in the country on Sunday.

Dr Engerling said that although it was still too early to say when Dutch companies would re-invest in the country, his government was keen to re-establish political and economic relations with SA.

On sanctions, Dr Engerling

said that the remaining Dutch sanctions would be lifted as soon as there had been enough political development.

On a lighter note, Dr Engerling said he gave Mr de Klerk a bottle of Cape wine from 1735. The wine was apparently produced in the Cape and sent to Holland for bottling, but was shipwrecked in the North Sea on the return journey.

# Sata teachers oppose use of cane

56  
CT 26/6/91

22

By DAVE MARRS  
Education Reporter

TEACHERS attending a conference in Fish Hoek have turned centuries of colonial school tradition on its head by resolving to spare the rod to save, rather than spoil, the child.

A "significant majority" of delegates to the SA Teachers' Association (Sata) conference yesterday registered their opposition to the use of corporal punishment in schools after toning down an original motion calling on education authorities to ban the practice outright.

Incoming Sata president and principal of Edgemoor High School Dr Malcolm Venter, who began his term of office after an induction ceremony last night, said the anti-caning stance taken at the conference would effectively become Sata policy.

The teachers argued that if Sata believed in the dignity of the individual, the organisation had to take a stand against corporal punishment.

However, proponents of the "six of the best" approach made their presence felt by pointing out the lack of alternatives to the cane as a means of instilling discipline.

## Declining

They questioned the wisdom of singling out corporal punishment when an individual's dignity could be equally threatened by verbal and other forms of abuse.

Dr Venter said that in his experience the use of corporal punishment was declining in schools anyway.

"In my own school I have only caned two boys so far this year," he added.

In addition, the teachers resolved to ask the Minister of Education and Culture to continue the practice of releasing matric results in alphabetical order, as this was "educationally more sound".

They reaffirmed a previous motion urging that "all remaining discrimination against women teachers be removed as a matter of urgency".

Dr Venter said that apart from the issue of pay parity, which education authorities had promised by the end of next year, the only legal discrimination remaining was that married women could not receive housing subsidies.

# SA 'propaganda' halts UK report

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Star 27/6/91

By Garner Thomson  
Star Foreign Service

LONDON — Britain's Minister for Schools has blocked publication of a R105 million study featuring controversial South African "propaganda", which was intended to improve the teaching of grammar in schools.

Tim Eggar accused the 150-strong team who undertook the three-year government-backed study of inserting "tendentious and value-loaded" examples referring to the British miners' strike and township violence in South Africa.

## Patois

Despite the study being the biggest and most expensive of its kind undertaken in Britain, Mr Eggar said the government had decided to take a firm stand against allowing it to be published for distribution to

schools as a guide to good writing.

Aside from the alleged "propaganda" it contained, he attacked the study for supporting the idea that ethnic and regional patois should be as acceptable as standard English, as well as the "banality" of some of its advice.

As an example of the latter, he singled out one sentence which reads: "The speech situation is almost always a shared one, and the writing situation is usually an isolated one."

The South African example which aroused Mr Eggar's ire presents three headlines from national newspapers, all purporting to report on riots in a black township: police shoot rioting blacks; rioting blacks shot by police; and rioting blacks shot.

The student is asked: "What are the different interpretations put on the events by the three headlines? Without at this stage feeling a need to refer to specialist terms, how far do different uses of language contribute

to these different interpretations?"

Mr Eggar accused the compilers of the report of "capturing" the government's straightforward idea to improve the teaching of grammar, and turning it into an "abstract argument between educational theorists".

He added: "It ends up with the basics not being taught to schoolchildren, and with under-expectation of what children can achieve.

## Distorted

"This material was developed for the training of teachers. That's fine — but we have put our foot down because they wanted to publish this information so that it could be sent to all secondary schools. Its use is likely to be distorted — wittingly or unwittingly."

But Professor Ron Carter, who headed the project, has defended the report. He believes grammar study should be introduced in secondary schools.

C

## No secret agenda on white schools, <sup>(5)</sup> says Clase

ET 27/6/91  
Education Reporter

THE Minister of Education in the House of Assembly, Mr Piet Clase, has hit back at suggestions that he is a "bad guy" with a secret agenda to preserve whites-only education by closing schools and retrenching teachers.

In a statement yesterday, he denied reports that he was being used as a "scapegoat" by conservative bureaucrats and that he was consequently "resentful".

A weekly newspaper speculated that the intention was to prevent half-empty white schools from being swamped by black pupils when all schools opened their doors to other races.

In addition, the white pupils from schools that were closed would fill available places in other white-dominated institutions, leaving less space for black children.

Mr Clase said there was no "secret plan" and he had not been made a "scapegoat" or "bad guy" to take the pressure off the government.

"The state has to provide cost-effective education to its clients.

"The present rationalisation programme of the DEC (Department of Education and Culture) has been cleared with the Ministers' Council and with the other relevant authorities in the government.

"Reports of secret agendas are nothing but attempts to discredit the DEC," Mr Clase said.



**JOHANNESBURG.** — The occupation of a formerly whites-only school yesterday by Alexandra township children was called off following police action.

The National Education Co-ordinating Committee's (NECC) Southern Transvaal general secretary, Mr Amon Msane, said police roadblocks had "prevented the buses from coming here".

Mr Msane was speaking outside the Skeen Primary School in Alexandra township. The NECC had planned to bus about 300 children from Alexandra to the empty Orange Grove Primary School, located about 10km away.

The NECC decided to abandon its plans in the face of the police action, but Mr Msane said "sooner or later we will occupy that school".

There was a large police presence outside the Skeen Primary

## Plans for school takeover thwarted

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CFZT/6/91

School, and a police helicopter buzzed overhead. Several roadblocks had been set up around Alexandra.

Meanwhile, the Black Sash condemned the government for trying to avoid the opening of schools to all children.

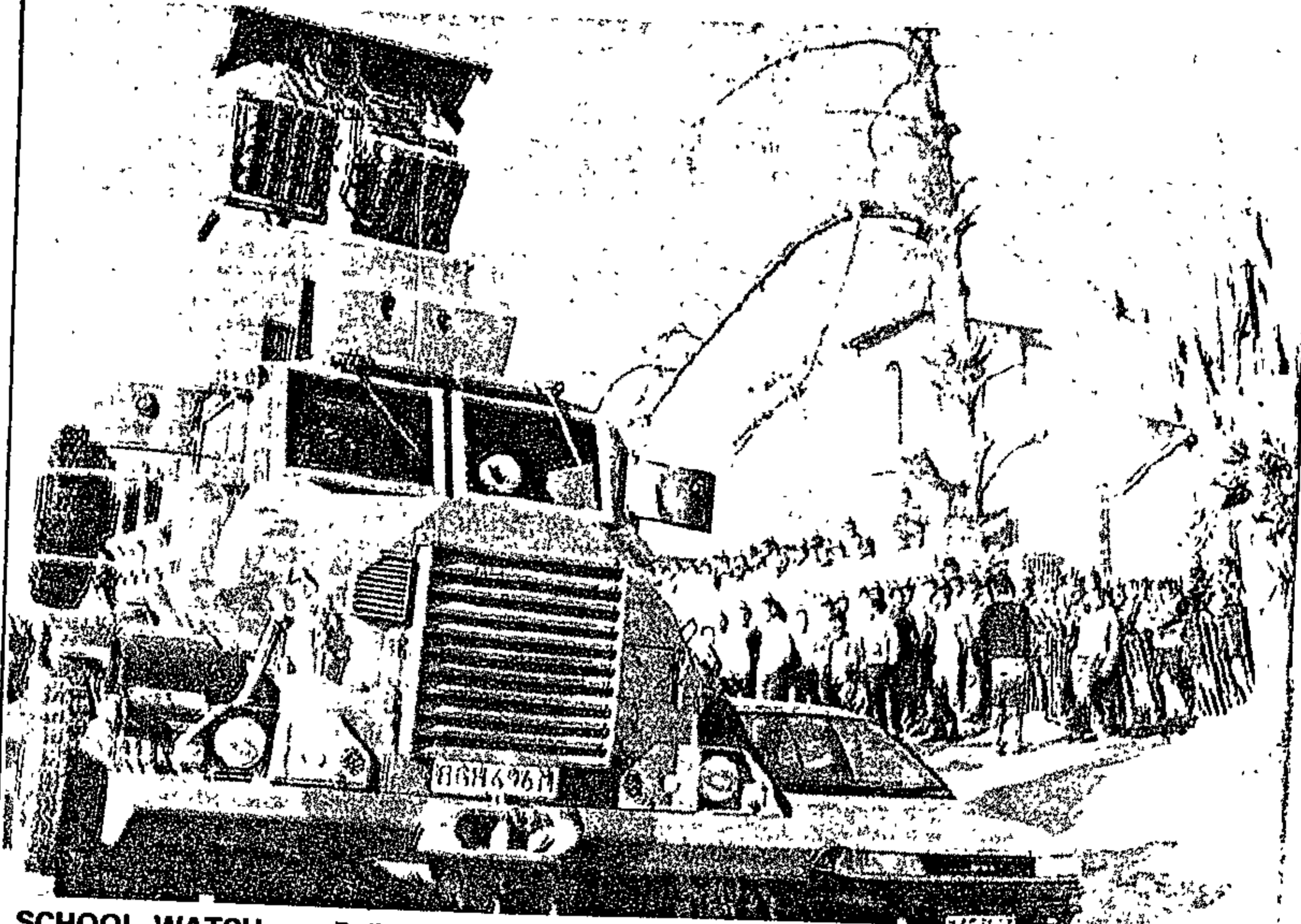
And the Johannesburg Child Welfare Society said yesterday that white schools which had

been closed should be reopened to pupils of all races. The society said it was "deeply disturbed by the recent closure of under-utilised schools".

But government spokesman Mr Dave Venter said no responsible government could stand by and accept the illegal occupation of government or private property.

A meeting will be held at midday today between the SA Jewish Board of Deputies and the NECC for Southern Transvaal. The Orange Grove school is to be turned over to the SA Jewish Board of Education.

Meanwhile, Minister of Education and Development Aid Mr Stoffel van der Merwe yesterday told the NECC his department would not finance the occupation of 50 unused white schools by black pupils. — Sapa



**SCHOOL WATCH** ... Policemen in a Casspir outside an Alexandra township school. The children were waiting to be taken to an empty white school in nearby Orange Grove.

Picture: AP

# School takeover bid abandoned

THE NECC, southern Transvaal branch yesterday abandoned plans to occupy an empty white school in Orange Grove "because it would have been suicidal".

Branch general secretary Mr Amon Msane said he and other officials have been threatened by Government officials and

**By PHANGISILE MTSHALI**

police who said the move was illegal "and many people could be hurt" if the campaign continued.

A huge police and SADF contingent gathered outside East Bank High School early yesterday. They reminded pupils

that Alexandra was still classified as an unrest area.

As pupils sang and chanted anti-Government slogans a police helicopter hovered over the school while SADF and police cars drove up and down 12th Avenue in front of the dilapidated school and church that

house East Bank High 1 300 pupils. Five buses hired to drive 300 East Bank High pupils to Orange Grove Primary School were allegedly turned away by the police who had set-up road blocks around the township.

The Government announced last week that it was handing Orange

Grove Primary to the South African Board of Jewish Education.

"This is a sure sign that apartheid is not dead," said Msane.

"The school was given to the Jewish community mainly because blacks were about to occupy it. The Jewish Board has assured us they will not block our campaign."

The chairman of the Board Mr Russel Gaddin said they found themselves in a difficult position because they supported the aspiration of blacks for education.

"We applied for the school last November, but we were only told by the Government that an announcement will be made that we were given the school," he said.

We will not stand in their way."

Msane said the cancellation of yesterday's defiance action did not mean they were retreating. He said an emergency meeting between the Jewish Board and NECC was called in an attempt to resolve the crisis.

"We are still determined to occupy all the empty schools in our region," he said. "Only this time we will not publicise our intentions, people will only know about it after it has happened."

"We have not received any official documentation outlining the terms and conditions we have to adhere to. We want to assure NECC and the black community that

# No govt aid for pupils who 'occupy' schools

31 May 27/6/91  
GOVERNMENT would not provide any educational assistance to black pupils who occupied unused white schools, Education and Training Minister Stoffel van der Merwe said yesterday.

Van der Merwe's announcement came hours after the police had stopped the planned occupation of the Orange Grove Primary School by Alexandra township's East Bank High pupils.

In an interview, Van der Merwe said as any such occupation would be illegal, the Department of Education and Training would not pay East Bank High teachers their wages if they joined the protest action. It would also not supply the pupils with books.

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WILSON ZWANE

Van der Merwe said he was aware that there was a shortage of schools in Alexandra: "That is why we have built two schools in the township and are planning another.

"East Bank High would have been completed in April had the contractors not been prevented from doing their job.

"The school will now be completed in September this year," he said.

Another school — a primary school — had been planned but could not be built as squatters had moved onto the land.

He urged the National Education Coordinating Committee (NECC) to remove

these squatters. The NECC was involved in planning the Orange Grove protest.

Our Cape Town correspondent reports that Education and Culture Minister Piet Clase yesterday denied Press speculation that the closure of underutilised schools was aimed at keeping facilities predominantly white.

"(The) basic facts are that the state has to provide cost-effective education to its clients. The present rationalisation programme of the department has been cleared with the Ministers' Council and with the other relevant authorities in government," he said.

● See Page 2

# Schools issue angers callers

EMOTIONS ran high on the Sowetan/Radio Metro Talkback Show yesterday over the stopping by police of busloads of black pupils from occupying Orange Grove Primary School in Johannesburg yesterday.

Callers told Radio Metro DJ Tim Modise that this demonstrated that apartheid was not dead and that the Government was preaching about change while

SOWETAN RADIO METRO

TALKBACK

there was no real change taking place.

Bussing of schoolchildren from overcrowded to underutilised schools was the only alternative to the crisis, said Siphos from

Dube.

Another caller, Royal from Zondi, said the whole affair was nonsense because black people were the indigenous people of the land but the Government was giving the school to Jewish people at the expense of black children, he said in reference to the Government's claim that the school had been transferred to the Jewish Board of Education.

"The Government

*SO Sowetan 27/6/91.*  
must intervene positively," Siphos said. "We cannot be satisfied with the abolition of the many apartheid laws while the Government is showing a very bad attitude towards the crisis."

Dita Rabothata strongly criticised the police for having stopped the buses from entering the school.

He said animals were treated better than black people in this country.

# Pupils are warned about discipline

Sowetan 27/6/91

SO  
By MONK NKOMO

BLACK pupils should commit themselves to discipline and learning and should realise that, as part of the oppressed masses, they could not expect much from the Government.

They were warned that the Government was bent on making them third-class citizens.

This message was delivered to Ateridgeville parents on Tuesday night at a meeting organised by the local branch of the Congress of South African Students.

The meeting recommended that parents, teachers and students' associations be formed at all local schools to monitor the situation.

The meeting also agreed to revive a local co-ordinating committee to resolve the crisis, especially at secondary schools.

Parents were again asked to play a major role in normalising education.

The chairman of the Cosas branch, Mr Zakhele Nxumalo, said he was disappointed by the poor attendance at the

meeting.

About 40 parents attended. He said parents had again shown they were not interested in the education of their children.

Several teachers came under fire for "lazing around" in staffrooms during school hours.

Parents at the meeting urged pupils to accept discipline and to stop intimidating teachers or abusing alcohol and drugs.

Pupils were warned not to expect anything from the Government.

A spokesman for the local branch of the South African Democratic Teachers Union said they did not encourage teachers to boycott classes.

He appealed to parents and community organisations to help in abolishing "Bantu Education" and normalising schools in the township.



Archbishop Trevor Huddleston gazes at the skyline above Triomf, the town that was renamed after the Government's triumphant forced removal of blacks from Sophiatown in 1955. The only recognisable building to Huddleston was his old parish, the Church of Christ the King, now called the Pinkster Protestantie Kerk. Huddleston was forced to leave South Africa for London because of his political activism against apartheid. See Page 4 for a tribute to Huddleston.

Pic: ALF KUMALO

# NEWSPAPER

# For education

*Southern 28*

*6/9/50*

By MONK NKOMO and Sapa

THE Government has eased the process whereby black education authorities can take over white schools that have closed down or are in danger of closing, Minister of Education and Training Dr Stoffel van der Merwe said yesterday.

Van der Merwe said white schools would now have the authority to admit black pupils.

Empty white schools would be made available to other departments of education or organisations "but with a minimum of red-tape", he said.

There are presently 40 empty white schools, two of which had been given to his department. Such schools would continue to be opera-

ted by the original department in accordance with its own staff but would be open to all.

"We are confronted with a tremendous problem in education. The potential strife is enormous. We appeal to interested organisations and parents to help us resolve this problem peacefully," said Van der Merwe.

## Negotiations

The Government, he added, felt seriously about education and it was taking purposeful action to improve the situation.

Van der Merwe said the present state of education was built into the Constitution and added: "The new Constitution and the education system must be painstakingly negotiated

Go Page 2

## Better deal for schools

From Page 1

by all for a better and new South Africa."

He also warned that as uncertainty and disruption were coupled with change, it ought to be clear to every right-thinking person that those elements which are abusing education as well as the lives and future of children for short-term political gain were acting irresponsibly.

However, he pointed out that before any transfers took place, there would have to be consultation with the various communities that would be affected.

"Discrimination on the basis of race must be eliminated - but this does not mean that one can disregard the interests of various language and race groups."

The rationalisation of teachers' training colleges would create "thousands of opportunities for tertiary education available to all population groups," Van der Merwe said.

This would be accomplished by making the closed-down colleges available as technikons or technical colleges.

"No facility should be lost for education," Van der Merwe said. He said 40 formerly white schools had already been allocated to other educational departments and institutions, including two to black education.

Van der Merwe said it was accepted that in order for problems in education to be resolved, there must be as little disruption as possible to schooling.

It was the Government's goal to have non-racial education but "it is not possible to change the structure of education overnight," he said.

TAX FM 28/6/91. (70) (50)  
**BURSARIES AXED**

The Income Tax Amendment Act includes a provision to repeal Sections 10(1)(q) and 10(1)(qA) of the Income Tax Act. The first section exempts income tax bursaries paid by an employer to an employee who obtains certain educational qualifications. This class of payment may not be linked to remuneration for services rendered.

The explanatory memorandum to the Income Tax Amendment Bill states that because this exemption has often been abused, "and in the light of the general approach to fringe benefits," it will be withdrawn with effect from March 1 1992.

At present, all bona fide bursaries, as well as amounts paid under an approved bursary scheme to any relative of an employee, are exempt from tax under S10(1)(qA). This section, states the memorandum, has also been abused "to such an extent that it has been decided to withdraw the exemption."

Presumably, senior executives of large companies and controlling shareholders of private companies have taken advantage of the section to finance university education for their children on a tax-efficient basis, perhaps through a "salary sacrifice" as quid pro quo for a bursary.

Bursary schemes under S10(1)(qA) had to be approved by the Commissioner, who had to be satisfied that they met certain criteria. These included a limitation of R750 a year for scholarships or bursaries awarded for secondary school education; that the children of *all* staff and not just children of the employer should be eligible, depending on "any objective criterion;" and that the Commissioner was satisfied that awards were made on merit or according to need.

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100

FM 28/6/91 (70) (50)

KPMG Aitken & Peat tax partner Alister MacKenzie deplores the abrupt termination. He feels that a phasing-out period should have been provided.

Kessel Feinstein tax partner Ernest Mazansky asks why the amendments were abruptly included in the Bill instead of being thrown open to public discussion. He argues that limitations could have been introduced to limit possible abuses.

Ernst & Young tax partner Sally de Boer also deplores the effect the amendments will have on funds available for education. ■

# Hand Joubert Park school to blacks, Stoffel urged <sup>50</sup>

By Shirley Woodgate <sup>Star 28/6/91</sup>

Actstop has called on the Minister of Education and Training to immediately hand over the vacant Joubert Park Primary School to black pupils living in the Greater Hillbrow area.

Reacting to claims by Dr Stoffel van der Merwe that busing Alexandra pupils to Orange Grove Primary School would not make economic sense because of transport expenses, Actstop stressed that Greater Hillbrow parents were paying enormous bills to bus their children to black schools outside the area.

"The Minister's logic simply does not make sense when applied to the situation in Hillbrow, which is already about

40 percent black," said Actstop spokesman Mohammed Dangor.

He said 600 children from that area would be ready to move into the school immediately. Instead, parents were forced to pay for so-called private schools in the area or dig deeply for bus fares to send their children to Soweto, Alexandra, Bosmont, Eldorado Park and Coronationville.

Joubert Park Primary was closed despite Actstop's protests at the end of last year.

Backing the Actstop call, National Education Co-ordinating Committee southern Transvaal general-secretary Amon Msane said Dr van der Merwe was out of order with claims about busing. "We want schools, not buses," he said.

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# R56,7-m education boost from Anglo

Star 2816/91

The Anglo American and De Beers Chairman's Fund and Educational Trust has approved grants valued at R56,7 million during the year under review, the Anglo American Corporation's (AAC) annual report stated yesterday.

Some 50 percent of the grants were in the field of secondary and tertiary education, with a further 13 percent spent on primary education. The fund continued to support many projects in rural areas.

AAC continues to be a major supporter of the Urban Foundation, to which a further R2,4 mil-

lion was donated during the year under review.

It is a substantial contributor to the important work being done by the South African Foundation which, the report observes, is making a substantial contribution to the reintegration of South Africa into the world economy.

The Private Sector Initiative formed at the beginning of the year by a group of companies, including the corporation, aims to greatly expand the private sector's contribution to socio-economic development.

● Full report — Page 15



# How to apply for a bursary

New Nation (Heavy Nation)  
28/6-4/7/91

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Everyone is starting to apply for bursaries for next year. You think, "I must also apply for a bursary." Then you think, "Where do I find a bursary, and how do I go about it?"

When you try to find a bursary you need to ask yourself a few questions first:

- What is a bursary?
- Why do I want a bursary?
- What is the difference between a bursary, a scholarship and a loan?
- Where can I look for bursaries, scholarships and loans?

## What is a bursary?

A bursary is financial assistance. It is money given to students for study or training in a specific field. There are often conditions which are used to select the students who receive bursaries. Most often, bursaries are given to students who are in financial need, in other words, students who do not have money for study. Academic merit, that is when students have done well at school, is an equally important condition. Sometimes bursaries carry employment conditions which state that you have to work for a company or organisation for as long as you have held the bursary. Other bursary organisations also expect that you play an active role in your community.

Bursaries are awarded by commerce, industry, the public sector (government), religious organisations or other bursary funds. These organisations usually wish to encourage people to study in a certain direction, such as science or engineering. Therefore, there are more bursaries available in some areas than in others. Bursaries also award different amounts of money, some giving more than others.

## Why do I want a bursary?

This is the most important question, because when you apply for a bursary, the organisation or company which gives bursaries will be sure to ask it. The answer seems easy. You answer, "Because I want to study further and get a good education."

This answer is good, but not good enough. Organisations, companies, the public service or religious organisations who give bursaries, give them with a purpose. They need people who want to train to become skilled in a field which they can use. For example, a mining company will not be likely to pay for you to become an actor or an artist, but will be more likely to pay if you want to become a mining engineer or a geologist. They need people who are skilled in engineering or geology to do the work they need done.

People who award bursaries also need to be sure that they will not waste their money. They need to know how well you have done at school and what results you have achieved. You need to convince them that you are worthy of their support.

They also look at the subjects you have taken at school. For example, a mining company will require that you have a good knowledge of mathematics and physical science before they award you a bursary to study engineering or geology.

As you can see, this question is very important. Think about it carefully. If you are in Form 2 and must decide on which subjects to take for matric, first think about what you want to become and then choose the subjects that will help you. If you find this difficult, write to us at the Education Information Centre (EIC), P.O. Box 62270, Marshalltown 2107 or Vaal Office, 2nd Floor, Trevor Building, Voortrekker Road, Vereeniging, 1939. We will try to help you.

## What is the difference between a bursary, a scholarship and a loan?

Scholarships are awarded for academic merit - and excellent school record. They usually have no employment conditions attached. Like bursaries, they do not all pay the same amount of money - some pay tuition only, some pay for books only, some pay all costs. There are more scholarships for science, engineering and commerce.

Loans are sums of money lent to students for the purpose of study by banks, training institutions or universities. A loan always has to be paid back, usually at a low rate of interest. Usually it has to be repaid once students have completed their studies and have found employment. Loans also need the backing of a guarantor. The guarantor must be a person who is employed and who promises to repay the money if the student cannot do so. The guarantor has to sign an agreement, or contract, with the bank or institution to promise that the money will be repaid. If a loan is not repaid, the guarantor can be taken to court and be forced to repay the loan.

## Where can I look for bursaries, scholarships and loans?

You can apply at training institutions, such as universities and colleges, religious organisations, clubs, societies or your local municipality. You can ask the employers of friends and relatives about bursaries, or enquire from the institute or council of the career field that interests you. You can also read newspapers and magazines regularly and ask for information at the local library or your local career centre.

Here are two examples of letters received by EIC requesting information on bursaries:

Dear Sir

### REQUEST FOR A LIST OF BURSARIES

I would like to apply for bursaries and would appreciate it if you send me list of bursaries.

I am 20 yrs of age and hope to receive my Std 10 Certificate at the end of this year. The subjects I am doing presently are as follows: Iswara as first language, Afrikaans and English in (Higher Grade), Mathematics, Biology and Physical Science in (Higher Grade) and I wish to study Microbiology or Chemical Engineering at University next year.

I eagerly await your reply:

Yours sincerely

EDUCATION INFORMATION CENTRE  
P O Box 62270  
MARSHALLTOWN  
2107

Sir

### APPLICATION FOR FINANCIAL ASSISTANCE

I hereby apply for financial assistance for the year 1992. I did apply but I received a note from you telling me that it was too late for me to apply by that time for this year it would be better to apply now for the year 1992 so this is my second application. At the present moment I am doing my matric at Masiyile High School in Kayelitsha. My subjects are as follows Accounting, Business Economics, Biology, Maths and the three languages. I want to do Cost and Management Accounting. I am a female of 19 years old.

Hoping that my application will reach your favourable consideration as you did for the first time

Next week we will look at the following questions:

- How do I find out about bursaries?
- Are there important things to remember about bursaries?
- When do I start to apply for a bursary?
- What do I do next?
- Is there anything more that I need to know?

This article was written by EIC

EDUCATION INFORMATION CENTRE

Third Floor, Khotso House,  
62 Marshall Street, Johannesburg, 2001.  
P O Box 62270, Marshalltown, 2107.  
Telephone : (011) 834-7861  
Facsimile : (011) 834-7867  
Fund Raising Number 01 100388 000 3  
Company Number 82 04734 08

**E·I·C**

# Jewish board turns down school offer

By Phil Molefe  
Education Reporter

(50)

The South African Board of Jewish Education (SABJE) yesterday turned down the Government's offer for it to take over the disputed Orange Grove Primary School, opening the way for Alexandra pupils to do so.

This emerged after a "fruitful, warm and constructive" meeting in Johannesburg between delegations of the SABJE, the SA Jewish Board of Deputies and the National Education Co-ordinating Committee (NECC).

Russell Gaddin, chairman of the SABJE, said the board supported the aspirations, needs and dilemmas faced by the NECC in its efforts to improve black education.

"The SABJE would never allow a confrontational situation to develop between the Jewish community and the NECC," said Mr Gaddin.

Orange Grove School

came under the spotlight this week when the NECC threatened to move 300 pupils to the abandoned white school.

The Government allocated the school to the Jewish Board of Education, a move seen as an attempt to block black pupils from occupying the school.

In Pretoria yesterday, Minister of Education and Training Dr Stoffel van der Merwe told a media conference that the Government would have no objections if the Jewish board decided to turn the Orange Grove school over to black pupils, but certain matters would have to be taken into account.

He said the main issue was finance because it would not make "economic sense" to bus pupils to a white suburb everyday, when the money could be better invested if a school was built where pupils lived.

Dr van der Merwe said the Government had worked out

ways to make empty or under-utilised white schools available to other education departments with a minimum of "red tape".

He said 40 schools — including two for blacks — had already been allocated to other educational departments, and 20 schools were still being discussed for allocation. Forty others would be considered in future.

"Discrimination on the basis of race must be eliminated but this does not mean one can disregard the interests of various language and religious groups," Dr van der Merwe said.

The NECC said the decision of the Jewish Board to give black pupils a chance to occupy the school removed all obstacles the Government had tried to create.

"Now the ball is in their court," said Amon Msane, NECC southern Transvaal general secretary.

Mr Msane said he was ex-

● To Page 2

Star 28/6/91

# Jewish group turns down Orange Grove school offer, govt cuts red tape

THE SA Board of Jewish Education turned down government's offer of Orange Grove Primary School yesterday in the wake of threats that deprived black pupils would "occupy" the disused classrooms.

At the same time, Education and Training Minister Stoffel van der Merwe said empty white schools would in future be handed over to black education authorities "with the minimum of red tape".

Board chairman Russell Gaddin said his organisation would not allow confrontation to develop between the Jewish community and the National Education Co-Or-

minating Committee (NECC), which is behind the campaign to take over empty white schools.

He was speaking after a meeting between his organisation, the NECC and the SA Jewish Board of Deputies.

"In the light of the discussions between the government and various bodies concerning urgent educational needs in SA, the board is declining the offer of Orange Grove," Gaddin said.

In Pretoria, Van der Merwe said time-consuming regulations which restricted the transfer of white schools to other edu-

cation departments in need of facilities would be abolished immediately.

The developments follow this week's attempt — foiled by a massive police operation — by Alexandra school pupils to occupy the disused Johannesburg school.

Van der Merwe called his new measures a step towards establishing a non-racial education system, and said other empty white schools would be handed over to black pupils.

WILSON ZWANE, DARIUS SANAI and GERALD REILLY

81 Dec 28/6/91

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While Van der Merwe said he was opposed to busing black pupils to formerly white schools as the policy had failed in the US, DP education spokesman Roger Burrows said the policy should be adopted as an interim measure.

The policy was not viable in the longer term, Burrows said, but while schools were still being established in townships, it should be followed.

He said departmental officials and planners were looking at the problem through their own affairs spectacles.

The Orange Grove issue is likely to fea-

ture prominently at a meeting towards the end of next month between President Pieter de Klerk, education Ministers and teachers' organisations.

Sapa reports that the groups will meet De Klerk to discuss educational issues and grievances on July 25.

Meanwhile, NECC southern Transvaal general secretary Arnon Msane said his organisation welcomed the board's decision to decline government's offer of Orange Grove Primary.

"It is now up to the government to prove

□ To Page 2

## School

81 Dec 28/6/91

it was not acting in bad faith when it allocated the school to the board when it was under pressure from us to hand over the school to pupils who desperately need it," Msane said.

Orange Grove — which was under the Transvaal Education Department (TED) before it was closed last year — was allocated to the board by the Local Government, Housing and Works Department last Friday.

Msane said the campaign to occupy unused white schools had not been called off

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□ From Page 1

despite the setback his organisation suffered when police stopped hundreds of East Bank High pupils from being ferried to Orange Grove on Wednesday.

A number of unused white schools in the PWV region — particularly on the West Rand — had been targeted by the NECC for occupation by black pupils from nearby townships, he said. However, he declined to name the schools his organisation had earmarked for occupation, saying negotiations on the issue were continuing between the NECC and various communities.

red tape

# All SA schools to go non-racial

Own Correspondent

DURBAN. — In a dramatic turnabout, the government yesterday effectively opened the way for all white schools to admit other races and guaranteed that all facilities that had been closed will be used.

The turnabout in education policy, announced jointly at a press conference in Pretoria by Minister of Education and Culture in the House of Assembly Mr Piet Clase, Minister of National Education Mr Louis Pienaar and Minister of Education and Training Dr Stoffel van der Merwe, has stunned opposition parties and educationists.

Only two weeks ago in Parliament, Mr Clase was adamant in his refusal to stop the rationalisation of 20 000 white teaching posts and the closure of scores of schools and five teacher training colleges. He had also stuck to his guns over desegregation and said that only those white schools which had adopted one of the models would be able to admit blacks.

Yesterday the three ministers virtually overturned this stance and gave the thumbs-up for white schools across-the-board to go non-racial.

The closed and half-empty colleges and schools — previously doomed to be lost to education altogether — will now be transferred to other departments, Dr Van der Merwe said.

Transfer of colleges to other departments would create thousands of opportunities available for tertiary education for all population groups.

This would be accomplished by making the closed-down colleges available as technikons or technical colleges.

Schools marked for closure will be allowed to continue operating under the House of Assembly and staff will be retained.

Dr Van der Merwe said that 40 formerly white schools had already been allocated to other educational departments and institutions, including two to black education.

## BRIEFS 50

■ ALMOST 3 000 primary schools were destroyed by the war in Mozambique between 1983 and 1989, and 500 000 students cannot be placed, Mozambican National Director of Social Welfare Terezinha Da Silva told a social workers' conference in Johannesburg this week.

*W/Ment 28/6-4/7/91*

■ THE Dutch government has pledged R20-million to "further black education and training" in South Africa. This was announced to journalists by visiting Dutch director-general for economic relations, F Engering — part of a high-level delegation which visited the country.

■ THE Bursary Council of South Africa — a national co-ordinating body for bursary organisations — will hold a two-day workshop on Human Resource Needs in Durban on July 1 and 2.

Topics will include economic growth and skills requirements, and human-resource development priorities for a post-apartheid South Africa. For further details, contact Roger Field at (021)650-3924.

■ STUDENTS scheduled to begin study at US universities this year are invited to attend a pre-departure orientation programme, hosted by the United States Information Service. Contact Dineo Phasha at (011) 28-5100 for further details.

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# US grants R2-m to fight Aids

By MONK NKOMO

THE United States yesterday pledged donation of R2 million to help develop and support a nationwide Aids education programme in South Africa.

US Ambassador to South Africa, Mr William Lacy Swing, signed the agreement to present R2,3 million to the Progressive Primary Health Care Network (PPHC) at a function held at the US embassy in Pretoria.

Swing announced that the first cheque for R1,2 million would be presented immediately and the balance would be paid after six months.

The grant is expected to support the establishment and operation of Aids prevention programs in the Southern and Western Transvaal, Natal and the Western Cape.

Partial support will also be granted to the National Office of the Progressive Primary Health Care Network.

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TAXING EDUCATION

50 (scribble) Fm28/6/91

## LAST THING WE NEED

**The decision** to treat bursaries to children of employees as fringe benefits raises questions in two broad areas: fiscal policy and education policy.

Taking the latter first, it is simply ludicrous for the State to do anything which will deter the private sector from assisting in financing education. It is agreed across the political spectrum that one of our greatest needs in the decades ahead will be to make a skilled, productive work force out of our burgeoning population.

Government accepts that it can't fully finance this itself and is encouraging parents (even of children in "State" schools) to pay more, so that scarce State resources can be applied where they're most needed. For another branch of government to penalise people who do just this is fatuous and counterproductive.

Revenue alleges that the change was necessary to counter widespread "abuse"; to which we answer, first, prove it; and, second, so what?

Figures of how much tax revenue is "lost" (a term which in itself begs a number of questions) by so-called "abuse" are totally lacking — we suspect, because Revenue has no idea of the answer. Indeed, simply to pose the question will suggest to most contemplative people that it's unanswerable.

But, we repeat, so what? Revenue seems more and more to be adopting the view that the function of society is to organise itself in such a way as to maximise the proportion of GDP that goes the way of the tax collector. A society which treats tax maximisation as the ultimate object of public policy — as the Roman Empire did in its last years — will perish under the burden, again, as the Roman Empire did.

Tax is not an end in itself, but a means to an end. It's a way of financing public goods and influencing the composition of total spending (taxes can only redistribute wealth, not create it). To the extent that this ill-considered move will have any impact on total spending, it will diminish the proportion spent on education at a time when we need to raise it.

That is a real cost to society that far outweighs any illusory "loss" to the fiscus created by so-called "abuses".

But there are even broader issues at stake. This latest blunder simply epitomises the breakdown of tax policy and

what seems to be a progressive diminution in the extent to which the tax collector is accountable to public influence.

There was a time when the national Budget set out not just the broad determinants of financial and fiscal policy, but also, in pretty specific terms, how it was to be implemented. It could be debated publicly both in parliament and in a wider forum and there was time — and opportunity — to make changes, if they seemed desirable.

Three main changes have eroded the significance of the Budget and the principle of public accountability:

Firstly, the Budget as a whole has come to cover a declining proportion of broad public-sector spending; secondly, there has been an authoritarian trend (and civil

servants are always in favour of authoritarian trends) to leave more and more matters to the discretion of officialdom — and we know which way they will exercise that discretion; and, thirdly, the factor most germane to the present issue — fiscal changes are almost clandestinely smuggled in not through the main Budget, but through the subsequent Income Tax Bill. This is necessarily a lengthy and complex document, whose purport is not always immediately apparent.

Moreover, because it's considered a technical rather than a policy measure, it's too easy to shrug off criticism with a blithe "Sorry, but it's too late to make changes now."

That's precisely what seems to have happened with

the clampdown on bursaries. Indeed, Commissioner for Inland Revenue Hannes Hattingh said exactly that.

This is simply not good enough. Public policy is a matter for the representatives of the people to decide — not over-mighty civil servants.

Especially when the logic of those civil servants is not always easy to follow, as in the case of another provision in the Income Tax Bill, which counter to the trend of recent years shifts relative tax efficiency (for the consumer, that is) back from car allowances to company cars.

When we get this sort of inconsistency from today's officialdom, heaven help us when we're faced with the functionaries of the new SA. ■





# Under-used white schools opened to all

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ACCTSE 28/6/91

The Argus Correspondent

PRETORIA. — White schools, under threat of closure, would now have the authority to admit black pupils.

This was announced at a joint news conference held at the Union Buildings by National Education Minister Mr Louis Pienaar, National Education and Culture Minister Mr Piet Clase and the Minister of Education and Training, Dr Stoffel van der Merwe.

Should a department of education decide a school should be closed because the number of pupils was too small to be viable, the department could decide to continue the school but open it to all population groups.

The school would be operated, however, by the original department in accordance with its existing professional procedures, syllabuses, discipline and staff.

Teachers at the school would

have the choice of continuing to teach at the school or elsewhere.

The local school community would be consulted when the decisions were implemented. "Its preferences, as well as local circumstances, will be taken into consideration," the ministers said.

Dr Van der Merwe said this meant schools that would have been closed now be retained if "circumstances in the area" warranted it.

He said the constitution provided for one education department rendering services to another. The Department of Education and Culture had reserve capacity which it was making available to other departments.

A further initiative by the government was that empty schools would be made available to other departments of education or organisations, but with a minimum of red tape.

"We want to make it clear that there is no objection to

black people using such schools, depending on the circumstances — depending on whether it is practical, whether it is economical and whether it fits in with basic patterns," Dr Van der Merwe said.

About 40 white empty schools have been allocated to other education departments and two are already in use by the Department of Education and Training. A further 20 schools have been given to other educational institutions and 40 other schools were being considered at the moment for this purpose.

If a school became available some distance from where the need was, it made no sense to take over that particular school and spend money on busing children there but rather to build a new school.

The basic principle was, however, that no facility should be lost for education but there were some limitations, such as economic viability, Dr Van der Merwe said.

# Jews reject school at centre of major row

SO  
Sowetan  
28/6/91.

THE South African Board of Jewish Education has declined the Government's offer to use Orange Grove Primary School in Johannesburg.

This opens the way for the National Education Co-ordinating Committee to negotiate directly with the Government.

Chairman of the SABJE Mr Russell Gaddin announced this following a meeting between his board, the SA Jewish Board of Deputies, and the NECC in Johannesburg yesterday.

Gaddin said his board supported and sympa-

## SAPA

thised with the aspirations and educational needs of the Alexandra community and would not allow a confrontation between itself and the NECC.

The board had had no knowledge about the condition and terms under which it was offered the school.

NECC general secretary, Mr Ihron Rensburg, said they would launch a national programme of action at the end of July to pressurise the Government to meet black educational demands.

He expressed his delight with the Jewish community's decision.

The Johannesburg City Council and Orange Grove residents strongly supported the decision, said Johannesburg councillor and Democratic Party MP for Orange Grove Mr Clive Gilbert.

# FIRE OVER ST ELMO'S

As educational facilities are being closed a R53m teacher training college is being put up — in what looks like an act of political folly — in KwaZulu despite the fact that appropriate facilities are standing empty in a position that could perfectly well serve existing needs.

Except that they are in Natal.

Political motives within the KwaZulu government — and a distinct difference of opinion within the Development Bank of SA — appear to be responsible for this state of affairs.

Despite alternative proposals by its own architectural consultants, and a senior bank official, the Development Bank has approved the construction of the multimillion-rand Gamalakhe training college near Port Shepstone and Hibberdene, in KwaZulu territory.

But between these towns, in Natal, a complex has been on offer: St Elmo's Convent. It is on 9,65 ha and comprises a remedial school, boarding and recreational facilities.

On November 30 some bank officials (Bruce Edwards, Donald Macleod and Floris Pelser) and three consultants to the bank — architect Patrick Gibson, Rod Connacher (education) and H Maclellan (quantity surveying) — visited St Elmo's with two KwaZulu officials.

In a memo dated December 14, Pelser, in a follow-up to the visit, wrote to Edwards that he and Connacher believed the St Elmo's buildings were *not* acceptable for teacher education.

However, according to various internal memoranda which passed between Macleod (who is attached to the bank's centre for environmental and technical specialists) and his superiors, an opportunity to save the KwaZulu government more than R40m has been overlooked.

In a memo dated January 17 Macleod says the asking price for St Elmo's is R3,75m. It had been estimated that expenditure of R3m-R5m would make it a suitable educational establishment for a total cost of R7m-R9m.

"Why did no one consider this?" Macleod asks.

In a reply to Pelser's memo he says the convent had been on offer for four months: "KwaZulu and the consultants appointed by both the borrower and the bank were all aware that it was available but did not consider it an alternative option to the Gamalakhe site as 'St Elmo's is not in KwaZulu.' It is in Natal.

"Considering the recent happenings in SA and in Natal this argument is no longer valid," Macleod argues. He is supported by a further memo on January 21 in which another bank official, one B Lindeque, wrote

that "the conclusion that KwaZulu is prohibited by law (from acquiring) land outside its boundaries is not correct."

Macleod says the implication of resiting the training college at St Elmo's should be assessed: "The financial advantages of using the existing buildings and infrastructure should be carefully considered."

In a memo of December 4 Gibson — whose Durban architectural firm Franklin, Garland, Gibson & Partners acts as consultant to the Development Bank — says: "St Elmo's convent is an almost unique opportunity to acquire a property which could be converted into an educational institution."

In his January 17 memo Macleod issued a strongly-worded warning: "The purpose of this memorandum is . . . to suggest that urgent attention is required by the policy-makers to change a situation that is a costly aberration in this new SA . . ." Macleod suggested that the bank should establish a system to "ensure that unused buildings are considered for use before costly new projects are embarked upon."

Macleod went on: "With the changing nature of SA society, that is, falling white enrolment in schools, reductions in defence . . . it is likely that there are many buildings throughout the country that are now redundant and that, like St Elmo's, could be used to provide accommodation for a wide variety of uses, but especially black education."

Part of the problem lies with the KwaZulu government which earlier promised "its people" at Gamalakhe that a training college would be constructed.

□ The Development Bank commented that, as a result of the issues raised by its staff, further detailed investigations were initiated by management to obtain clarity on the options. St Elmo's option with modifications was estimated to cost R25m — while the Gamalakhe college was budgeted at R44m.

This resulted in the the bank's board reconsidering the project. After taking into consideration the current demand for teacher training in KwaZulu, and more importantly a proposed use of St Elmo's as a community college to address directly the upgrading of the "lost generation," it recommended its support for both Gamalakhe for teacher training as well as St Elmo's as a community college.

Eddie Botha

## ANC CONFERENCE FM 28/6/91 STARTER'S ORDERS

Nominations for leadership posts in the ANC were being finalised by the organisation's 14 regions as the FM went to press. Apart from

Continue

# 'Use white schools for all races' call

(50)  
ET 29/6/91

## Education Reporter

THE government has been urged to use the new spirit of co-operation between education departments to prevent the closure of under-utilised white schools and provide desperately needed space for children of other races.

This follows the joint announcement by the ministers controlling black and white education in the country that white schools threatened with closure due to dwindling enrolments would be allowed to admit all race groups without the parents having to vote on the issue.

Several Cape Town schools that were only half-full have already increased their enrolments by voting to admit all races in terms of a government-imposed model which allows a small minority of parents the right to veto the move.

DP spokesman on education Mr Roger Burrows said some 70 schools in the Cape and Natal were currently designated for shutdown.

Dr Schalk Walters, executive director of the Cape Education Department (CED), confirmed earlier in the year that 33 under-utilised Cape schools

had been advised that they could be closed.

Mr Burrows said there should also be an immediate move for the re-opening of closed schools which currently fell under the Department of Public Works.

He said the DP welcomed the joint statement by the Minister of Education and Culture, Mr Piet Clase, the Minister of Education and Training, Dr Stoffel van der Merwe, and the Minister of National Education, Mr Louis Pienaar, on the greater availability of school premises.

## 'Under pressure'

The announcement marked a significant shift in government policy and would do much to address South Africans' displeasure at school closings.

It was to be regretted that once again the government had been seen to act under pressure, Mr Burrows said.

In their reaction to the move, the SA Teachers' Association (Sata) said any attempt to move in the direction of the ideal of a single, non-racial education system was to be welcomed.

# Handle schools policy with care

Jan 29/6/91

**A** disturbing report appeared in some Sunday newspapers last week to the effect that the Government has a secret strategy to keep white schools white by subtly excluding pupils of other race groups from these schools in post-apartheid South Africa. The report claims this will be done by closing down and selling under-utilised white schools and packing white pupils into fewer whites-only schools.

It is hoped that these schools will then be too full to admit pupils of other race groups and thus remain virtually white.

If Government were in fact doing this, I would conclude that National Party leaders have not begun to understand what it would take to generate mutual trust and promote national reconciliation in post-apartheid South Africa.

Further, I would begin to sympathise with the view which says that the present Government alone cannot and should not be entrusted with the process of transition.

I would also begin to fear for the future and anticipate tremendous social upheaval and civil confrontation as the new Government of post-apartheid South Africa would undoubtedly be expected, if not forced, to reverse this last-ditch racist act virtually on the first day of assuming power.

The Government is on the one hand encouraging discussions on non-racial local government structures and is even talking about co-ordination in areas such as health and housing — yet on the other hand it seems to be allowing white education to be more “own affairs” than ever before.

Similarly, the Government has finally scrapped the Group Areas Act, thus implying that all South Africans can now live where they choose to live.

Through  
My Eyes  
50  
OSCAR  
DHLOMO



If the Government persists in closing down under-utilised white schools and filling up existing ones using present day demographic statistics, we are bound to encounter a bottleneck in educational planning in future as residential suburbs become more cosmopolitan in character.

The reaction of some representatives of the Department of Education and Training has been equally astonishing. One was recently quoted as saying that available schools and teachers in that department are sufficient to meet future demands!

Clearly this spokesperson has never visited some of the schools controlled by his department in the townships or rural areas.

In any case even in DET schools alone, teacher-pupil ratios as well as class sizes have not even begun to compare with what obtains in white education.

I still prefer to hear President de Klerk declaring a moratorium on the closure and sale of under-utilised white schools and the retrenchment of white teachers until there is consensus on how available facilities and expertise can be utilised to the benefit of all in the new South Africa.

President de Klerk has the opportunity to do this since he is presently in consultation with Mr Mandela on matters educational.

●Late on Thursday, after this column was written, the Government announced a policy change making empty white schools available to black pupils.