

EDUCATION - GENERAL

1992

JANUARY - MARCH

ESKOM is bringing more than light to western Natal and the Midlands. It has become a leader in social investment in the area and a catalyst for human resource development.

Eskom wants to enlarge the skills market and create economically active and viable communities. If this happens the consumer market will expand. It therefore offers "intensive ongoing support" to community initiatives, especially in education. Its programmes use existing resources and insist on collaboration among the stakeholders. It also harnesses employees' energy and initiative.

Eskom's Natal western division senior relations officer Dave Jones is at the centre of the action. He knows how "to lead through networking" and is helping Eskom to set the pace for corporate social investment in this part of Natal.

It all began at Michaelhouse in April 1990 with a convention on how industry and education could collaborate to tackle the education crisis in the Midlands. The convention identified some priorities: a lack of libraries, science equipment and other learning aids; rote learning rather than active involvement in the

Eskom switches on education

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JAMES MOULDER

teaching of science, maths and English; and, worst of all, little understanding, either by teacher or by pupils, of the world of commerce, industry and technology which they hope to enter after school.

The Michaelhouse convention fathered the Midlands Education Project and brought Tekprep, a national pupil enrichment programme, to the region.

The Midlands Educational Project was initiated by Jones and has attracted a wide range of stakeholders from commerce, education, industry and labour. Starting with a needs analysis, teachers enrich their knowledge of science, maths and English, and improve their skills, for example, by mastering strategies used by commerce and industry.

The project has proved that consultation and collaboration are more effective than prescription and competition because it leads to a maximum use of scarce resources. The

Independent Development Trust (IDT) has agreed, in principle, to spend about R10m building classrooms for the 40 participating schools — it will sink its first R2m into buildings this month. Eskom will spend about R170 000 on teacher development for the new schools.

Jones does not like his contribution highlighted: "Everyone pulls together and puts in what they can," he says. This is true, but it does not negate his ability to nudge people into pulling a bit harder in a project that already touches about 7 000 pupils, only 1 000 of whom are children of Eskom employees.

Tekprep supplements what the schools do and, on a voluntary basis, gives Eskom's employees a chance to contribute to its social investment

programme. By helping to organise and run 40 "events", like visits to factories, "adventure camps" and "learning skills seminars", they are helping 270 pupils from Std 6 to 10 to discover what happens in the world of work and how to become more employable. Pupils, as well as some teachers and parents, are helped to make sense of schooling and to enrich their understanding of commerce, industry and technology.

Three of "the Tekprep kids" have won bursaries to private schools. This gives Jones even more pleasure than the fact that Tekprep in western Natal is regarded as one of the best in the country.

Jones has taken Eskom into the Maritzburg and Midlands Community Education Forum, where he works with leaders from about 60 nonformal education bodies. Their first goal is to create a community college which will give a second chance to the region's vast number of young people who did not com-

plete their schooling, or who never even started.

A community college — which concentrates on vocational training and approaches formal education with the help of learning strategies used in the business sector's in-house training programmes — is the logical home for what Eskom has contributed already to the region's search for a creative tension between industry and education.

When Jones talks about this tension — which is to find a middle way between skills training and academic theory — he emphasises its creativity. And he does so because he has both discovered and inspired a faith in networks, consultation and sharing resources. He defends his faith by smiling, stroking his beard and asking a question: "What else will work in a new SA?"

When I ask him about the future, I get a modest and convincing reply: "Eskom has got something to give; but only if we stay switched on and in tune with all the other players."

That simply tells it as it is.
 Moulder is professor of philosophy at the University of Natal, Maritzburg.

LETTERS

Dear Sir

benefited society as a whole and was



These children were among the many brought by parents to Orange Grove Primary School in Johannesburg on Friday for interviews in the hope of enrolling them in government's first multiracial school. Picture: BRIAN HENDLER

Security tightened at multiracial schools

B10cmj 6/1/92 (50) [Signature]

VERA VON LIERES
and GAVIN DU VENAGE

STEPS had been taken to tighten security at the first three multiracial government primary schools opening this week, education authorities said at the weekend.

This follows the recent spate of bomb attacks on schools in the Transvaal which have admitted pupils of all races. Police believe right-wing extremists are responsible for the blasts.

Transvaal Education Department (TED) executive director Ken Paine said Orange Grove, Malvern and Troyeville primary schools, which are reopening this week as Model D schools, had planned "very carefully for any possible terrorist attacks".

In terms of Model D, registration is open to all races without quota restrictions.

Orange Grove Primary School headmistress Margaret Greve said on Friday although the school was "concerned" about the possibility of right-wing bomb attacks, it was unlikely to deter applicants. She said steps were being taken to protect the school.

The three Johannesburg schools began registering and screening pupils on Thursday and final enrolment is expected to be completed today. Each school will enrol 420 pupils.

Paine, who last week took over as the TED's new head, said the department had an "emergency plan" for school security

and a security committee met once a month to assess the situation at schools. Multiracial schools had applied the plan for some time and it was not a direct response to the recent wave of attacks.

Some communities had expanded security at their schools by putting up fences and hiring guards.

The emergency plan "means working in co-operation with the civil defence and security forces in the event of any threat" and could consist of evacuation exercises. The main concern was the protection of life.

So far there was no plan for the extension of Model D to secondary schools. The first step was to make a success of the three Model D primary schools, Paine explained.

Greve said enrolment at Orange Grove on Friday was "hectic, but just what we were hoping for".

The majority of children lived in Alexandra and Soweto. However, many inner city parents, who were paying high fees at private schools, were also making the most of the opportunity.

Despite the multiracial tag, the vast majority of children were black.

Acid test for Model D schools

STAR 8/11/92 (50)

While Model B schools apply strict admission criteria for black pupils, the new Model D schools have thrown their doors wide open to hundreds of frustrated township children. Education Reporter PHIL MOLEFFE reports.

THE NONRACIAL, Model D schools, which opened their doors for the first time today, might offer what their Model B counterparts failed to provide — classrooms for education-thirsty black pupils.

The Model D schools have thrown their doors wide open for hundreds of frustrated township pupils, marking a significant departure from the restrictive admissions policy applied in Model B schools.

The first three nonracial Government schools in the Transvaal started enrolling pupils last week and thousands of pupils, mainly black, applied.

While Model B schools are increasingly becoming out of reach for many black cardinals because of strict admission criteria, Model D schools have the same screening test for pupils of all population groups.

The main criteria for admission to these schools are age and a good understanding of English. Because all subjects will be taught in that language.

Teachers and parents agree that the requirements are reasonable, compared with the Model B admission criteria which also demanded that pupils must live in the feeder area of the school.

The three Model D schools — Orange Grove, Malvern and Troyeville primary schools — have admitted pupils from Soweto, Alexandra, Tembisa, the East Rand and even some from as far as Vereeniging. Unlike Model B schools,



Back to school . . . Kgauelo Seboya (6) awaits her turn to be admitted to Orange Grove Primary School in Johannesburg, one of the newly established Model D institutions.

which have set a quota of retaining at least 60 percent white, the new schools admit any child who satisfies the requirements.

Although these schools have a preponderance of black pupils, they will provide the same education offered in whites-only or mixed schools.

Model D schools will retain a full Government subsidy and will fall under the Transvaal Education Department.

"We have a TED curriculum and hope to prepare our children to fit in any school under this system," says Orange Grove principal Margaret Greve.

The move is another small but significant step on the road to scrapping apartheid.

The flight to previously white-only schools is prompted by the desire to move away from township schools, plagued by disruptions and the percep-

tion that they offer inferior education.

There was a hive of activity at the three schools yesterday with desperate parents still trying to get a place for their children long after the "house-full" sign had gone up.

"It's been very busy here all week, but I am excited that we will soon be settling down to serious business," said Mrs Greve. Of about 400 pupils, Orange Grove will have only three

white pupils.

"We turned down two white pupils because of language problems. Both are from Israel and they cannot cope with English which is our main criterion for admission," she said.

Orange Grove Primary was turned into a Model D school after the announcement in November to make unused white schools available to other population groups. The school came under the

spotlight when the National Education Co-ordinating Committee launched its All Schools for All People campaign to force the Government to open schools that had fallen into disuse by threatening to take them over illegally.

The principal of Troyeville Primary Rosemary Schulze said they had received more than 1 000 applications but the school could take only 410.

"Our priority now is to be able to provide good education for these children as has been the case for many white children," said Mrs Schulze.

Troyeville was previously an Afrikaans-medium school and there were no white applicants to the school this year because of the medium of instruction. The school was closed down at the end of last year because of dwindling enrolment figures.

While Troyeville and Orange Grove primaries are completely full, the principal of Malvern, Ronel Burger, said there were still a few spaces available from Grade 2 to Std 3.

The new model schools face an acid test of whether they will be able to match predominantly white schools in terms of results and the maintenance of standards.

Mrs Burger is confident "We have suitably qualified teachers and we will be following the TED syllabuses".

The only concern shared by the three headmasters is the growing threat by right-wing elements to thwart all attempts at opening schools to all races.

Several schools in the Transvaal have been rocked by bomb blasts in what are believed to be acts of terror by right-wing groups.

The schools have approached the police for protection, and hope they will be left alone to carry on with education without any form of disruption. □

Bad start to year

● From page 1

Principals interviewed by *Sowetan* said they had been to regional offices, but were told results would be available late yesterday.

A DET spokesman, Mr Edgar Posselt, yesterday said they had sent results to regional offices on Monday. He did not know what arrangements regional offices made once they received the results.

The Azanian Student Movement and the South African Democratic Teachers Union have called for a "code of conduct" for pupils and teachers in an attempt to normalise black schooling.

Azasm's general secretary, Miss Palisa Rachidi, said reasons building up to the bad 1991 matric results

could be solved through the Student's Consultative Conference due to be held by major student's organisation early this year.

Meanwhile Sadtu yesterday unveiled its programmes "to normalise black schooling and to re-instil the culture of learning".

Sadtu's assistant general secretary, Mr Thulas Nxesi, said his organisation would meet pupil bodies.

"Sadtu believes the establishment of a culture of discipline would go a long way to improving results," he said.

Other educationists and community leaders said although they expected conditions and problems at DET schools would remain bad and unresolved, it was essential that a culture of

learning was restored.

The Azanian People's Organisation leader, Dr Gomolemo Mokae, urged children to go back to school to learn.

Mokae also called on student organisations to "congregate as a matter of urgency" in a consultative conference to discuss their grievances.

The principal of Pace College, Mr TW Kambule, said learning had deteriorated.

"The matriculation results are a true reflection of what is going on in the townships.

"Teachers have neglected children, joining in marches.

"The crux of the matter is to make the children learn, and have less excuses for poor performance."

Blacks may be damning themselves



Sowetan 8/1/92

By MONK NKOMO

BLACKS will condemn themselves to self-imposed slavery if teachers do not have the will to teach and pupils the will to learn, a leading Pretoria educationist, Professor Cornelius Marivate, warned yesterday.

In an interview with *Sowetan* yesterday, Marivate said teachers must be urged to stop using education as a reason to stage marches and chalk-downs against the unjust political system.

He was reacting to reports issued by the Department of Education and Training that the pass rate in the Northern Transvaal had decreased from 44,3 percent in 1990 to 41,9 percent last year which has been attributed to the constant disruption of classes.

Mr Sy Kutumela, chairman of Nafcoc's education committee, also attributed the high failure rate to

"chalk-down" campaigns by teachers and disruption of classes by pupils.

Marivate added: "Anybody who is not educated will not be developed. We are going to condemn ourselves to self-imposed slavery if we continue with the blame game."

Both Marivate and Kutumela conceded that there were problems experienced by teachers.

"But these problems

should be channelled through the correct procedures. Discipline and effective teaching must be upheld at all times."

Both educationists also blamed apartheid for the poor results.

"There is insufficient funding by the Government for black pupils. There is a lack of proper facilities at black schools. The high teacher-pupil ratio is also a contributing factor towards the bad results," said Marivate.

School bombing: three held

PRETORIA — The leader of an AWB splinter group and two other men were arrested by police yesterday in connection with the recent bombing of a far northern Transvaal farm school earmarked by the SAP for use as a training college.

Police said Boerekommando leader Gawie Volschenk was detained at his Hendrina business under Section 29 of the Internal Security Act — the first arrest to date in the recent spate of bombings linked to the extreme right wing.

It is understood that Volschenk and two young men are also being questioned in connection with illegal possession of explosives. Police commissioner Gen Johan van der Merwe said further arrests could be expected. Volschenk was being held in con-

(50) (24) (21)
JONATHON REES
nection with an explosion at Melkriver School between Potgietersrus and Vaalwater, he said.

Volschenk, formerly a senior eastern Transvaal commander of AWB military wing Wenkommando, was allegedly a kingpin in the right-wing disruption of ANC president Nelson Mandela's speech at the University of Pretoria last year.

□ Police said yesterday an explosion caused extensive damage at a primary school at Ellisras in the far northwestern Transvaal. The school was recently handed over to the Department of Education and Training.

No eyebrows raised as black pupils move in

Education Reporter **SO**

History was made yesterday when hundreds of newly registered black pupils reported at their respective schools to mark the official opening of the first three nonracial institutions in Johannesburg.

No eyebrows were raised when a sea of black faces appeared in the suburbs of Orange Grove, Troyeville and Malvern.

A large poster which read "Welcome to the reopening of Orange Grove School as a nonracial TED school" sig-

STAR 9/11/92

nalled a small but significant step towards opening previously whites-only schools to black pupils.

Speaking at the first morning assembly at Orange Grove Primary, city councillor Les Dishy, in whose ward the school is situated, said the admission of black pupils to the school was a momentous occasion.

Although only three white pupils have enrolled at the school this year, Mr Dishy said many parents would have applied for their children to attend, but the announcement had

been made very late.

He said the community was very supportive and there were no objections to black pupils attending school in the area.

Headmistress Margaret Greve said it concerned her that very few white pupils had applied for admission to the school, but she hoped the situation would improve.

"It does worry because if we are going to represent what society should be, then we must have white children sitting side by side with black children."

The three new Model D schools could only accommodate just more than 1 000, mainly drawn from overcrowded township classrooms.

Addressing a press conference at Orange Grove Primary, general secretary of the southern Transvaal region of the National Education Coordinating Committee (NECC) Amon Msane said that if all under-utilised and empty white schools were used, this would increase the number of black pupils at schools in white areas by at least 32 percent.

R500-m boost for education

By GRACE RAPHOLO

BLACK education received a R500-million boost with the announcement this week that the money would be used to help pupils overcome problems they faced in their studies. *Sowetan*

A private sector trust, set up jointly with community organisations, is to be launched at the end of the month. *9/11/92*

Mr Ihron Rensburg, general secretary of the National Education Crisis Committee, said on Tuesday that the trust, which was initiated by community organisations and companies in the private sector, was aimed at making "decisive interventions" in the black education crisis.

He said no decision had been made on how the money would be used or distributed.

The trust is backed, among other groups, by the Urban Foundation, AECI, JCI, Anglo American, Barlow Rand and Standard Bank.

Rensburg said the trust was negotiated with the ANC, Pan-Africanist Congress and the Azanian Peoples Organisation.

Pressure for more multiracial schools

(50) CT 9/11/92

Own Correspondent

JOHANNESBURG. — Pressure is mounting on the government to open more schools after more than 1 000 applicants were turned away this week from the first three multi-racial government primary schools.

National Education Crisis Committee (NECC) Southern Transvaal general-secretary Mr Amon Masana yesterday called on the government to abolish models A, B, and C and open all-white schools.

While the NECC welcomed the opening up of Orange Grove, Malvern and Troyeville primary schools as Model D schools — in which registration is open to all races without quota restrictions — this addressed the problem only “to an extent”.

Speaking on the first day of term at Orange Grove, Mr Masana said that if all under-used and empty schools were used fully, the number of school places available to African pupils in white-designated areas would increase by more than 32%.

KwaZulu results shock

Own Correspondent

DURBAN. — KwaZulu yesterday announced one of its worst ever sets of Senior Certificate results.

The results showed an average pass mark of only 34,5% compared with a figure of 42,7% for 1990. Only 8,7% got matriculation exemptions.

KwaZulu Secretary for Education and Culture Mr Wilfrid Zwane said the number of candidates for the Senior Certificate had increased from 22 000 in 1984 to 44 000 in 1991, yet there had been no commensurate development of the educational support system.

He said KwaZulu matric pupils received a subsidy of R680 each, compared with a figure of about R1 000 for those in schools operated by the DET.

TED executive director Mr Ken Paine said earlier this week that the department would look at overall statistics by about the 10th school day.

● Sapa quotes the Minister of Education and Culture in the House of Assembly, Mr P G Marais, as saying yesterday that the department did not accept any responsibility for sports or cultural activities that conflicted with its policy of non-discrimination.

Back to school battlecry

SD REG 9/11/92

The Argus Correspondent

BLOEMFONTEIN. — ANC President Mr Nelson Mandela has called for a massive return to school by all black pupils and has appealed for 1992 to become a year of serious learning and effective teaching.

Speaking at the ANC's 80th anniversary here yesterday, Mr Mandela said: "If the aim of the racists is to keep us ignorant and under-qualified, as the disastrous matric results have shown, we should challenge this by improving our performance even within this limited environment.

"At the same time, we must broaden the space for the introduction of democratic, non-racial and equal education for all."

He said it was necessary for structures involved in education to exert pressure for the abolition of all racist measures.

Mr Mandela said, however, the overriding aim should be to create better conditions in which intensive learning could take place, rather than disrupt the educational process.

Some organisations have blamed the 60 percent black matric failure rate on the Department of Education and Training, which in return said the dismal results could be attributed to factors such as stay-aways, disruptions and last year's teachers' boycott.

At a Press conference in Johannesburg yesterday, the Congress of South African Students (Cosas) said while it was committed to the call for all students to return to school, it could not rule out the possibility of mass action because this was a "weapon to force the government to meet our demands".

"We cannot denounce mass action or strikes because the root cause of such campaigns is not being addressed by the Department of Education and Training," Cosas deputy president Mr Tsietsi Setona said.

Mr Setona said mass action was not intended to disrupt classes but the aim was to engage in actions to remove obstacles that retarded the process of learning.

"To denounce mass or protest action would be political suicide because it is the form of action we need to remove these obstacles."

He said many pupils had to struggle for textbooks and black schools were characterised by overcrowding and the shortage of teachers.

● See page 5

CP angered over school sport veto

By Helen Grange
Pretoria Bureau

50
STARR 10/11/92

A fow has erupted between the Government and Conservative Party over the Government's insistence this week that schools may not discriminate against one another in inter-school sport activities.

Education and Culture Minister Piet Marais said this week that the Government would not allow all-white schools to dis-

criminate against multiracial schools.

This follows recent incidents in conservative areas where white school management councils took steps to exclude multiracial schools from participating in inter-school sport.

Mr Marais said no State school could discriminate in any way against another State school, and that school principals and other teachers may not be involved in any discriminatory activity in their official

capacity.

The principal of the school would have the final say on the scope of sport and cultural activities.

Although the management council could be consulted, it did not have the deciding veto.

CP spokesman on education and culture Andrew Gerber yesterday lashed out at Mr Marais's comments, saying the Government had breached a promise that parents could decide on policy matters at

schools.

Mr Marais wrote to me in August last year, saying the decision over school sport activities and use of facilities was in the hands of the school's management council.

"It is scandalous that the power has now been taken out of the hands of the parent-controlled management councils and put solely in the hands of the principal, who is obliged to carry out Government policy," said Mr Gerber.

Apartheid schools warned

PRETORIA. — The government yesterday warned schools to abandon apartheid on the sports fields.

Education and Culture Minister Mr Piet Marais said in a statement that his department would not accept legal responsibility for the promotion of sporting or cultural activities which conflicted with its "policy of non-discrimination".

He warned school authorities not to

allow racial considerations to influence their choice of opponents in sports or cultural activities.

Mr Marais's statement is understood to be a response to actions by whites-only schools which recently refused to take part in events against mixed counterparts. Principals and teachers were not "officially" allowed to be involved in any discriminatory practice, he said.

SOET 10/1/92

EDUCATION

■A NATIONAL trust, a joint project of the private sector and community organisations, is to donate R500-million over five years towards alleviating the education crisis.

SO

According to National Education Co-ordinating Committee representative Mel Holland, the trust is to be launched at the end of this month. Through the structure, the business community would be drawn into educational negotiations, she said.

■AT the end of last year, 667 formerly all-white schools had opened to all children via Model B, Department of Education and Culture (House of Assembly) spokesman Eddie Brown told *The Weekly Mail* this week.

Of the white department's 2 130 schools, he said, a further 45 had voted to go Model C, one to go Model A and six to go Model D. Brown said a further 66 schools had applied to hold a poll on one of the models.

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And, according to the National Education Co-ordinating Committee, 35 empty white schools had been transferred to other education departments by December.

10/11 - 16/11/92

Nineteen of these were now allocated for Africans, 13 for coloureds and three for Indians.

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REPUBLIEK
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PRETORIA, 10 JANUARIE
JANUARY 1992

No. 13717

REGSTELLING

Hiermee word bekendgemaak dat die **regulasie-**
nommer in die aanhef van *Staatskoerant* No. 13680
van 8 Desember 1991 verkeerdlik gepubliseer is as
No. 4799. Die nommer moet as volg lees:

Regulasiekoerant No. 4807.

RECTIFICATION

Notice is hereby given that the **regulation number**
in the preamble of *Government Gazette* No. 13680 of
8 December 1991 was erroneously published as
No. 4799. The number should read as follows:

Regulation Gazette No. 4807.

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 166 10 Januarie 1992

VERKLARING VAN OPENBARE SKOLE TOT STAATSONDERSTEUNDE SKOLE

Kragtens die bevoegdheid my verleen by artikel 29
(2A) van die Wet op Onderwysaangeleenthede
(Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek,
Pieter Gabriel Marais, Minister van Onderwys en Kul-
tuur, hierby die skole in die Bylae tot staatsonder-
steunde skole met ingang van 1 Januarie 1992.

P. G. MARAIS,

Minister van Onderwys en Kultuur.

BYLAE MODEL C-SKOLE

Transvaal

Aston Manor Primary School.
Benoni Junior Primary School.
Birch Acres Primary School.
Boskop Primary School/Laerskool.
Bryandale Primary School.
Eastleigh Primary School.
Edenglen Primary School.
Fourways High School.
Freeway Park Primary School.
Hoërskool Florida.
Hoërskool Linden.
Hoërskool Rhodesfield.

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 166 10 January 1992

DECLARATION OF PUBLIC SCHOOLS AS STATE-AIDED SCHOOLS

Under the powers vested in me by section 29 (2A) of
the Education Affairs Act (House of Assembly), 1988
(Act No. 70 of 1988), I, Pieter Gabriel Marais, hereby
declare the schools in the Schedule to be State-aided
schools with effect from 1 January 1992.

P. G. MARAIS,

Minister of Education and Culture.

SCHEDULE MODEL C SCHOOLS

Transvaal

Aston Manor Primary School.
Benoni Junior Primary School.
Birch Acres Primary School.
Boskop Primary School/Laerskool.
Bryandale Primary School.
Eastleigh Primary School.
Edenglen Primary School.
Fourways High School.
Freeway Park Primary School.
Hoërskool Florida.
Hoërskool Linden.
Hoërskool Rhodesfield.

Krugersdorp High School.
 Laerskool Florida.
 Laerskool Fontainebleau.
 Halfway House Primary School/Laerskool.
 Laerskool Secunda.
 Laerskool Van Riebeeckpark.
 Lord Milner Primary School.
 Norkem Park Primary School.
 Sandown Primary School.
 Westridge High School.
 Germiston South Primary School.
 Dinwiddie Primary School.
 Haenertsburg Primary School.

Natal

Durban Preparatory High School.
 Izotsha Primary School.
 Mont Aux Sources Primary School.
 Underberg Primary School.

**DEPARTEMENT VAN PLAASLIKE BESTUUR,
 BEHUISING EN WERKE**

No. R. 183

10 Januarie 1992

KOMMETJIE PLAASLIKE RAAD**VERORDENINGE BETREFFENDE DIE BESKIK-
 BAARHEID VAN RIOOLVUILVERWYDERING**

Die Minister van Plaaslike Bestuur, Administrasie: Volksraad publiseer hierby, ingevolge die bepalings van regulasie 46 (5) van die Regulasies betreffende Plaaslike Rade, Goewermentskennisgewing No. R. 2517 gedateer 9 Desember 1988, dat die Plaaslike Raad van Kommetjie die Verordeninge betreffende die Beskikbaarheid van Rioolvuilverwydering, soos in die Bylae hierby uiteengesit en deur genoemde Minister goedgekeur, aangeneem het.

BYLAE**Woordomskrywing**

1. In hierdie Verordeninge, tensy uit die samehang anders blyk, beteken—

“**geregistreeerde eienaar**” die persoon in wie se naam onroerende goed geregistreer is in die Akteskantoor;

“**gewone besluit**” ’n besluit aangeneem deur ’n meerderheid van die stemme uitgebring deur die Raadslede wat aanwesig is en stem of, in die geval van ’n staking van stemmery aangeneem deur die beslissende stem van die Voorsitter;

“**Raad**” die Plaaslike Raad van Kommetjie.

Gelde

2. Die Raad onderneem om vanaf 1 Januarie 1991 ’n rioolvuilverwyderingsdiens te voorsien aan geregistreeerde eienaars waar dit prakties moontlik is en waar so ’n rioolvuilverwyderingsdiens tot stand gekom het teen die tarief soos uiteengesit in die aanhangsel soos van tyd tot tyd vasgestel by wyse van gewone besluit deur die Raad.

Datum van inwerkingtreding

3. Hierdie Verordeninge word geag op 1 Januarie 1991 in werking te getree het.

Krugersdorp High School. (SO)
 Laerskool Florida.
 Laerskool Fontainebleau.
 Halfway House Primary School/Laerskool.
 Laerskool Secunda.
 Laerskool Van Riebeeckpark.
 Lord Milner Primary School.
 Norkem Park Primary School.
 Sandown Primary School.
 Westridge High School.
 Germiston South Primary School.
 Dinwiddie Primary School.
 Haenertsburg Primary School.

Natal

Durban Preparatory High School.
 Izotsha Primary School.
 Mont Aux Sources Primary School.
 Underberg Primary School.

**DEPARTMENT OF LOCAL GOVERNMENT
 HOUSING AND WORKS**

No. R. 183

10 January 1992

KOMMETJIE LOCAL COUNCIL**BY-LAWS RELATING TO THE SEWERAGE
 AVAILABILITY CHARGE**

The Minister of Local Government, Administration: House of Assembly hereby, in terms of the provisions of regulation 46 (5) of the Regulations regarding Local Councils, Government Notice No. R. 2517 dated 9 December 1988, publishes that the Local Council of Kommetjie has adopted the By-Laws relating to the Sewerage Availability Charge as set out in the Schedule hereto and approved by the said Minister.

SCHEDULE**Definitions**

1. In these By-Laws, unless the context otherwise indicates—

“**Council**” means the Local Council of Kommetjie;

“**ordinary resolution**” means a resolution carried by a majority of the votes cast by the Councillors present and voting or, in the event of an equality of votes, carried by the casting vote of the Chairman;

“**registered owner**” means the person in whose name immovable property is registered in the Deeds Office.

Charges

2. The Council undertakes to provide a sewerage service to registered owners where it is practically possible and where such sewerage service has been established as from 1 January 1991 at the rate set out in the annexure as determined by ordinary resolution from time to time by the Council.

Date of commencement

3. These By-Laws shall be deemed to have come into operation on 1 January 1991.

Abandon apartheid in sport, schools warned

(50) JONATHON REES (112)

PRETORIA — Government yesterday warned schools to abandon apartheid on the sports fields.

Education and Culture Minister Piet Marais said in a statement his department would not accept legal responsibility for the promotion of sporting or cultural activities which conflicted with its "policy of non-discrimination". *10/11/92*

He warned school authorities not to allow racial considerations to influence their choice of opponents in sports or cultural activities.

Marais' statement is understood to be a response to actions by whites-only schools which recently refused to take part in events against mixed counterparts. "No state school may discriminate in any way against another," Marais said. Principals and teachers were not "officially" allowed to be involved in any discriminatory practice.

The final decision regarding sport and cultural participation at government schools rested with principals and teachers, not parent-controlled management councils.

Marais said Model B schools (where parents determined admission policy) were fully fledged state schools and could not be discriminated against.

CP education and culture spokesman Andrew Gerber said Marais had effectively prejudiced the right of local parent bodies to decide on the sports and cultural activities of their children. It was a shame, he said, that principals had to force government's political decisions onto conservative parents.

HNP education spokesman Danie Varkevisser said Marais's announcement meant that parents would have no say in their children's schools, particularly where they had voted for government's Model B.

"This statement is proof of the treachery of the government. It encouraged parents to vote for Model B, apparently because they would get a greater say (in the school's running)."

PAC suspects arrested

(11) ANDREW KRUMM . They are accused of ambushing and seizing the weapons of Sgt J B Mlokothi and an unnamed constable in Thokoza on New Year's Day. They allegedly drove them to Katlehong, shot them and burnt their vehicle. Police found 24 cartridges on the scene.

SAP spokesman Capt Eugene Opperman said the two men — suspected of being members of the PAC's armed faction, the Azanian Peoples' Liberation Army (Apla) — appeared in the Springs magistrate's court on Tuesday this week.

Paulus Thembi, 22, and Solomon Mabaso, 33, were charged with murder. The case was postponed until January 21.

Opperman said police suspected that, in the light of recent Apla attacks on policemen, the accused were Apla-aligned. The suspects had not admitted political affiliation, he said.

Law and Order Minister Hernus Kriel said police were holding a three-man Apla hit squad in connection with hand grenade attacks on the Batho police station and on municipal policemen at Mangaung, Bloemfontein, in October.

Kriel said the men were being held under Section 29 of the Internal Security Act, used for interrogation. The PAC confirmed the arrests on Wednesday and said a fourth PAC member was also being held. Police have yet to confirm this.

● Comment: Page 6

EDUCATION (28) (50)
The Department of Education and Training has lost about R40-million in the past two years on textbooks not returned by pupils, according to DET
w/Min 10/11-16/11/92

BAROMETER
w/Min 10/11-16/11/92
chief director in the northern Transvaal Job Schoeman. (28) (50)
The money would have been enough to finance 1 500 new classrooms and 1 200 teaching posts, he said.

ABCs buzz at the Model D

By LULAMA LUTI

AFTER standing empty for almost 12 months Orange Grove Primary School was a beehive of activity this week.

The school had been closed by the Transvaal Education Department because of the dwindling numbers of white pupils. CIP 12/1/92

It made headlines last year after National Education Co-ordinating Committee attempts to occupy it to highlight the plight of black pupils in overcrowded schools in nearby Alexandra.

When City Press visited the Model D school on Wednesday, there were no white pupils in sight and most of the teachers moving around the swanky premises were white.

None of the five white children who enrolled at the school had shown up.

Orange Grove Primary, situated at the corner of Dunottar Street and Ninth Avenue in this predominantly white area of Johannesburg, is one of three multiracial government schools which opened its doors to black children. The other two are Malvern and Troyeville primaries.

Headmistress Margaret Greve said

the 12 classes at the school, which caters for pupils from Grade 1 to Std 5, had an average of between 25 and 35 children.

"We are closed for registration and there will be no more admissions," she said.

Asked where the pupils were from, Greve said places were offered first to local pupils, but that there were children from as far as Benoni in the East Rand.

"Most of them are from Alexandra, Hillbrow, Soweto and Thembisa."

Meanwhile, the NECC has called on the government to abolish models A, B, and C in all white schools in order to alleviate the shortage of DET schools.

In a statement this week the NECC said the use of vacant places would allow a more efficient and rational utilisation of valuable capital investments.

"If all the underutilised and empty schools administered by various education departments were to be used to the fullest, without the red tape such as models A, B, and C, the number of places available to African students in white-designated areas would increase by 32 percent and more."

EDUCATION THROUGH CORRESPONDENCE

Qualify and fly higher

CIPREN
12/11/92 CIPREN

QUALIFIED staff are in big demand as businesses get bigger and industries produce more.

Qualified people who can do a job properly and reliably are needed to make these businesses expand.

With education one can pick from a variety of well-paid positions. One can reap the benefits of wealthy South African society.

Without qualifications, the choices are much narrower.

One of the problems in South Africa is the shortage of quality teachers.

"Distance education" overcomes this obstacle. Top teachers prepare study books for thousands of people, leading them to success they would otherwise never have achieved.

Home study by correspondence can be one of the easiest and most efficient ways of studying for these reasons:

- You work in the comfort of your own home or in a public library.

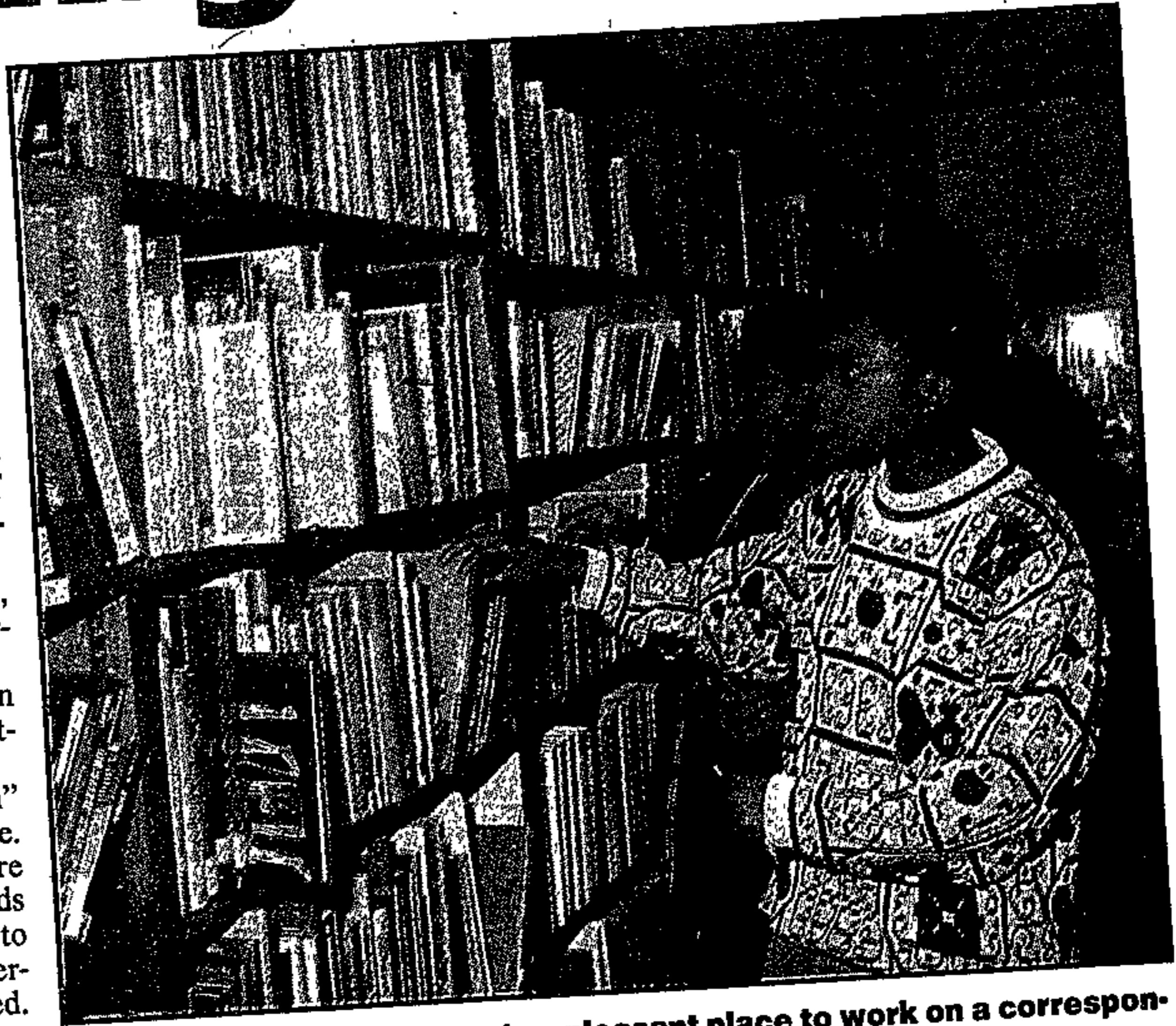
- You progress at your own speed and colleges usually arrange your studies to suit your individual needs.

- You can start your studies at any time. You need never fear you are missing something if you are ill for a while, or for

any other reason not be able to study. You cannot miss a lecture. Your lectures are always there, waiting for you.

- Many colleges are looking at computer-assisted training and television to enrich traditional correspondence courses.

- Most colleges offer a wide choice of subjects - at both school and tertiary levels.



HARD AT WORK . . . A library is a pleasant place to work on a correspondence course. This is an efficient way of studying.

Mixed-school furore grows

STAR 13/11/92

By Michael Sparks (50)

The Conservative Party says it has received "numerous" phone calls from parents angry at the Government's insistence last week that schools which have chosen to remain all-white must include in their extramural fixture lists schools which have admitted black pupils.

"There is a frustration and anger building up under the whites at the way the Government is treating them. They are quite out of touch with the feelings of whites in this country," said CP

spokesman on education Andrew Gerber.

"I received many calls during the week, including several from English-speaking parents who are not happy. They are in a mood that will not be good for this Government if there is an election," he said.

Mr Gerber said the parents were upset because Minister of Education and Culture Piet Marais last year gave parents the power to decide whether schools should play against schools which had adopted models B, C or D — which allowed black children to attend previously whites-only schools.

"Now the Government has just taken away that choice dictatorially," Mr Gerber said.

He added: "The Government has no mandate to do this. Before the 1989 election the Government promised 'own schools'. Now, without going back to the electorate, they are opening schools to all, against the will of the whites.

"Our people are not accepting that, nor are many from the National Party. We have also had many people who used to support the National Party calling us."

Asked what resistance the CP was planning, Mr Gerber said it was not up to his party to decide what parents should do.

"But I can assure you they will not accept it and there will be disruptions at schools. Things will not go on as they have gone in the past."

He pointed out that disruptions could take the form of parents keeping their children away from events against schools with black pupils.

"If five out of the 15 players in a rugby team don't arrive, then things are disrupted," Mr Gerber said.

When it was pointed out that those five may not be chosen to play in future, he said: "If the school is willing to put in a second team to play a first-team match, then

what's the point?" "Anyway, 'n boer maak 'n plan," he added.

Asked whether disruptions included the possible use of violence, Mr Gerber said: "Violence will not come from the CP. But the people are not going to stand for the situation."

On the subject of the recent spate of bombings that destroyed schools which were going to include black pupils, Mr Gerber said: "The Government must accept the blame for that. I place the blame for that squarely on the shoulders of the Government. This Government is forcing people to do things they wouldn't normally do."

Mike Siluma reports on the controversy surrounding the SABC's new CCV channel

Getting to grips with SA's language tongue-



STAR 14/1/92

THE launch of the SABC's new television channel CCV — merging the former TV2, TV3 and TV4 — has proved to be one of Auckland Park's most controversial decisions yet.

Part of the criticism directed at the new channel, which went on air on January 1, centres on the reduction in the usage of African languages, making English the main communication medium.

But the unease caused by this decision is merely the tip of the iceberg of the debate about the future of South Africa's 11 African languages. This issue has gained prominence as the country prepares to move into an apartheid-free future.

By its choice of language medium, the SABC may have inad-

vertently taken the bull by the horns, grappling with an issue that all South Africans will, sooner or later, have to confront.

CCV head Madala Mphahlele readily admits that whereas in the case of TV2 and TV3 the African languages were dominant, the merger has resulted in English assuming the pre-eminence position on a channel with an overwhelmingly black audience.

"If one looks at a medium such as radio it is possible to accommodate the diversity of languages by channelling them into the various stations. The question is whether you can do the same in the case of a limited medium such as television. At the same time, English is a constant language throughout South Africa. That you

have to acquire English is a given," he said.

Such an argument is unlikely to entirely satisfy those who would like to see African languages being accorded greater status in the transitional period and in a post-apartheid South Africa.

Among them is Professor Solomon Chaphola, head of the African languages department at Vista University in Soweto, who emphasises the need for a language policy that takes into account the interests of the majority of South Africans.

"The African languages have been ignored for far too long. There is now a need for them to be developed and promoted. In addition, we need to change atti-

tudes towards these languages. Because the Government based 'separate development' on linguistic grounds, the promotion of the African languages is now seen by some, especially young blacks, as an attempt to promote the old order of Bantustanism."

No one is expecting the planning to which Professor Chaphola refers to be an easy task.

Any new language policy would have to address the question of an official language (or languages) for a democratic South Africa.

One view that has gained currency is that South Africa would need to have one official language (probably English) operating alongside the dominant regional languages. For instance, in Natal the official languages would be

English and Zulu, in the Cape English and Xhosa and in the Northern Transvaal English and Venda/Tsonga/Sepedi.

Of course, in the metropolitan centres such as the PWV, where virtually all 11 African languages, as well as Afrikaans, are widely spoken, the implementation of such a policy would require great care not to offend ethnic or racial sensibilities.

Despite resistance to Afrikaans from most blacks because of its history as the language of apartheid officialdom, there is a growing acceptance of the fact that Afrikaans cannot be simply wished away. It is, after all, the mother tongue of the majority of South Africa's coloured population, whose preferences also have

to be taken into account.

The tendency of the political leadership, both black and white, to make pronouncements in English begs the question: Given that a large proportion of the population, especially in the rural areas, is barely literate, and would have difficulty following the high-flown debate currently taking place, how democratic is the present transitional process?

Perhaps the political leadership itself should, in a practical way, lead the search for answers.

To have President de Klerk open Parliament (at least in part) in Zulu and Chief Mangosuthu Buthelezi address a peace rally in Sesotho might not be unhelpful to the process. Who knows? □

Winnie Graham reports on the case for relevant education

Teaching South Africa's real 'elite'

STAR 16/11/92 50

WHEN Richard Todd taught a class of matrics at a private school nearly 30 years ago, he found the majority were not coping and were bored with maths, science and even English literature. But he (and they) struggled on — because the parents paying for their children's education wanted them to "make it" to university and pressured them sufficiently to have them muddling on.

"What I should have been teaching them was how to write a memo, or a business letter, a CV or an application for employment," said Mr Todd, national director of LEAF (Leadership, Education and Advancement Foundation).

He recalled the incident this week while discussing the relevance of the South African education system which, he says, has its basis in the old grammar school tradition largely unchanged since the last century.

He believes the South African education system does not take the ability of pupils into account. Why, he asks, do we persist in teaching academic subjects to

pupils who are not interested and cannot cope when it would be far more beneficial to offer them more practical subjects and to prepare them for future jobs?

"We must become educationally selective," he said. "Just as there is no point, for instance, in teaching someone to play the piano if he or she has no musical talent, so there is no point in teaching subjects such as Latin, advanced maths or science if the pupil lacks academic ability."

He says it is time to produce a more relevant education system for South Africa — a system that will better serve the needs of our society. In this way it will be possible for all students with relevant ability to study subjects such as maths and science (knowledge urgently needed for technological careers) while students with other abilities are given the opportunity to acquire knowledge more relevant to their fields of interest.

People, he says, often view an academic education as "elite". Academics, however, should be viewed as the people who staff our

universities while the "elite" are people involved in creating wealth — people who are making a contribution to society and the economy.

Mr Todd says a "commonsense" approach to education, where potential is carefully assessed so that pupils are taught the subjects in which they will do best, will benefit both them and the country. "It is necessary to be unashamedly selective," he says.

He is, of course, justifiably proud of the pupils of the two LEAF colleges — All Saints Senior College in the Ciskei and St Lukes at Kyalami. Last year's matrics at these schools produced exceptional results with the pass rate in the Joint Matriculation Board's exams at 95 percent.

"They were selected on their suitability for our colleges," he adds, "as all pupils should be."

He is horrified at the wasted potential of many black matriculants who, because their secondary education system is inadequate, are not prepared for mainstream universities and technicians. Very, very few ever have

the option of studying higher grade maths or science.

To counter the problems experienced by these disadvantaged young people, LEAF will be opening next month a "junior college" in Rondebosch, Cape Town, where matriculated students will be prepared for tertiary education. The college, called the LEAF College of Commerce and Engineering (LCCE), is being funded by the Anglo American and De Beer's Chairman's Fund at a cost of R6 million — or about R26 000 per residential place.

It will accommodate about 230 students who will write examinations under the supervision of the University of Cape Town. They will then continue their studies at the institution of their choice with the courses they have successfully completed at the LCCE recognised by the tertiary institution of their choice.

Mr Todd says: "Our country cannot afford a society that excludes. We need to identify our biggest needs, select our ablest students and teach them everything they need to learn." □

'Restore serious learning'

(50)

STAR 16/1/92

By Phil Molefe
Education Reporter

The National Education Co-ordinating Committee launched its Back to Learning Programme yesterday by calling on pupils, teachers and parents to ensure that the 1992 academic year restored serious learning and effective teaching in black schools.

Addressing a press conference in Johannesburg, NECC chairman Monde Tulwana appealed to all "players in education" to assist in developing learning and discipline, which had been absent from black schools.

The programme would consider ways in which parent bodies could become more actively involved in education.

'Intensive learning' call

SD 16/11/92
JOHANNESBURG. — The National Education Co-ordinating Committee and the Congress of South African Students — launching their "Back to Learning Programme" at a news conference here — yesterday called on teachers and pupils to make 1992 a year of "intensive learning", but also challenged the government to urgently address problems affecting black schools.

The South African Democratic Teachers' Union yesterday called for all involved to make 1992 a successful academic year "for the sake of the future of our beloved country". — Sapa

Go back to school appeal by NECC

Sowetan

16/1/92

(50)

THE National Education Co-ordinating Committee yesterday called on pupils to return to school.

But, they said, the Government must also play its part.

Addressing a Press conference in Johannesburg, an NECC spokesman said they were making this call amid reports that many pupils were still being denied admission to schools.

The committee's chairman, Mr Monde Tulwane, said the refusal to admit pupils was a result of "the incapacity of the education system to meet pupils' desire to learn".

He warned that if school shortages, teacher under-development and inad-

By NKOPANE MAKOBANE

equated textbook provision were not promptly met, 1992 would be a repetition of the past.

The NECC also criticised the "pass one, pass all" slogan campaign advocated by some student bodies.

"We believe that such slogans should end and that constructive learning and teaching should begin," Tulwane said.

He also appealed to pupils who had not yet returned their textbooks to do so immediately.

Parents and teachers also needed to ensure that all textbooks were returned, he said.

Summit planned to tackle crisis

w/mail

14/11-23/11/92

50

ANATIONAL education summit may be planned for Fort Hare University at the end of February although organisations appear divided on how best to address the education crisis.

At a planning meeting on Wednesday prominent educationists agreed to bring together all stakeholders in a bid to find solutions to the perennial problems plaguing South African education.

The initiative stems from the delegation convened by African National Congress president Nelson Mandela in February last year and which mandated representatives to sit on the Joint Working Group on education with the government. Included were representatives from universities, political organisations, unions, churches, homelands and teacher and student bodies.

Emerging from the slack festive season, educationists this week hedged around the prospect of a "patriotic front", mooted at the end of last year. With the collapse of its political counterpart in December, the option now appears less realistic.

One source this week described the period as a "very uneasy, difficult maturation" in which organisations have to choose between the politics of protest and that of power. "We can no longer afford a simple-minded emotional response to the problems which

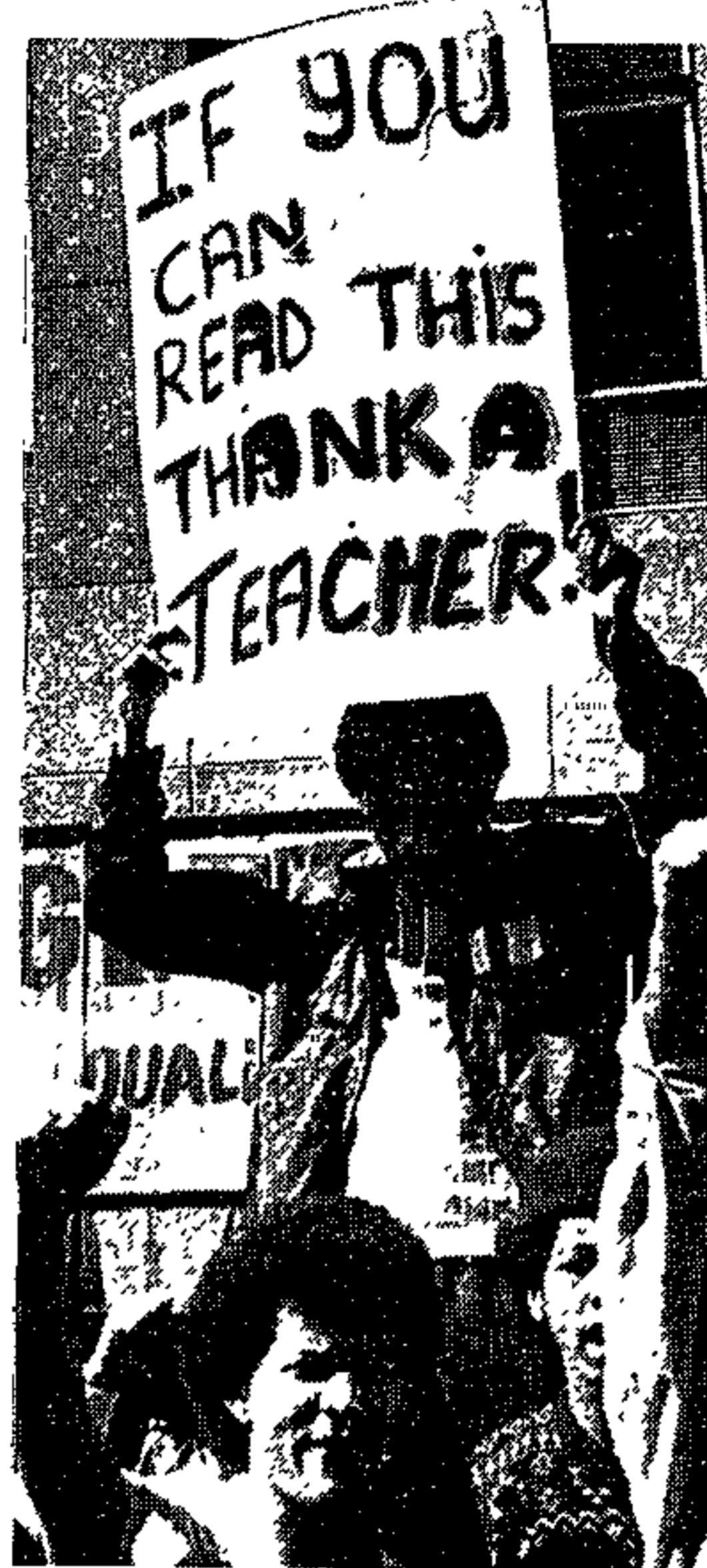
*After last year's dismal
black matric results,
progressive organisations
are planning a national
summit to resolve
the education
crisis, reports.*

PORTIA MAURICE

beset our education system," he said. "Now is the time for principled engagement with the state."

Other sources urged politicians in the Convention for a Democratic South Africa (Codesa) to address the schools crisis as a matter of urgency. At its preparatory meeting unemployment and education were raised as priorities, and indications are that the government will at last be willing to put the issue on the negotiating table.

"Cuts in the white education budget are inevitable if there is to be redistribution of resources," the source said. "Much political power is vested in the system through white parents and teachers and the government will find it easier to make changes via Codesa than to move openly and alienate its rightwing."



Unsung heroes: Unemployment is rife among black teachers

Meanwhile, the Pan Africanist Congress this week reiterated the call for a "patriotic front" on education and an end to school stayaways. In a statement, PAC education secretary Joel

Gwabeni urged pupils to make learning a priority and parents to organise themselves in order to "speak with one voice".

Amid reports of overcrowding and high unemployment as the new school year began, the National Education Co-ordinating Committee committed itself to a "Back to learning" campaign which would "create resources and materials for effective learning and teaching at grassroots level".

NECC national chairman Monde Tulwana told a press conference on Wednesday the organisation planned to establish 50 community learning centres nationally at which volunteer teachers would offer extra tuition.

"In the last few years the education struggle has tended to move from the classroom into the street," Tulwana said. "Although the state played a major role in spreading this 'disease', it should be stopped."

He said discipline, demoralisation, punctuality, gangsterism and harassment would also be addressed as part of the campaign and promised a code of conduct by June.

Tulwana urged pupils who had not yet returned textbooks to do so immediately and warned the government that the under-employment of qualified black teachers was "explosive".

On a number of issues the NECC appeared to differ with its student wing, the Congress of South African Students, which had held a press conference an hour earlier.

Cosas called for a boycott of school fees, alleging that in some Soweto and Alexandra schools principals were withholding exam results and refusing admission to pupils who had not paid. However, the NECC said the issue was a sensitive one, and urged its components to allow the issue to be discussed at local level before taking disruptive action.

Whereas Cosas threatened protest action if classroom space was not made available for unsuccessful matriculants to return, the NECC's James Maseko said his organisation would be negotiating their future with the DET.

Guidelines for students

The Education Information Centre (EIC) has released a publication in which it outlines guidelines for students and parents when choosing an inner city school or "street academy".

In the 10 page newsletter, the EIC warns that many "street academies" were not as good as they claimed to be and that several of them have had worse pass rates than those of the government schools. Some "street academies" have had between six and 10 percent pass rates in 1990.

Warning

Also contained in the newsletter, is the warning that several of these schools close down before the end of the year and their principals or owners disappear, leaving students and teachers stranded. The collapse of these schools has often been due to bad management and lack of accountability before the school community, namely parents, teachers and students.

Other schools, according to the publication, lack proper learning facilities or environments.

These schools, usually charge huge amounts of money in school fees, due to the fact that they function solely on the payments of the students.

Several of them lack qualified

teachers, or employ underqualified staff, since they can not afford to hire qualified teachers.

Due to the various problems faced by students in these schools, the EIC advises that:

- Students and parents should start looking for a school round about June/July before the year in which the student is supposed to start attending such a school.

- Find out about the conditions and requirements of several schools, before making a choice.

- Students and parents should rather choose schools which have been in existence for some time and whose performance records are readily available.

- Students and parents should avoid paying school fees for the whole year when they are admitted, as this would place them in a predicament should the school collapse before the end of the year.

- Receipts of the amounts paid should be demanded and the identity of the school should be clearly displayed on these documents.

- Parents and students should also find out whether the school has been registered as an exam centre with an exam authority, or whether it functions only as the learning centre. If it is only a learning centre, students should find out, before hand, when the

Learning Nation) exams are written and what the procedures for registration for such exams are.

- Parents as well as students and teachers should form committees which will become the forums where any problems facing the school will be discussed.

17/11-23/11/92
● For advice, in instances of conflict, they should contact the Southern Transvaal regional office of the National Education Co-ordinating Committee or the Legal Resources Centre. The EIC is also available to assist in such problems, the publication concluded.

Clouded Classrooms!

Aug 18/1942

FRANS ESTERHUYSE
Weekend Argus
Political Correspondent

But a tough stand awaits rightwingers

CAPE schools reopen next week under a cloud of rightwing threats to disrupt activities at schools now open to children of all races.

Early indications are that the government will take a tough stand against any moves aimed at disrupting school activities or intimidating parents and children. The main target of rightwing reaction to the government's policy for opening schools to all races appears to be mixed sport and cultural activities.

But school authorities and politicians do not expect the rightwing threats to lead to any trouble, following a relatively calm and peaceful reopening of Transvaal schools earlier this month.

A clear warning against any disruptive moves at "open" schools has come from Education and Culture Minister Mr Piet Marais. He said no government schools would be allowed to discriminate against multiracial schools.

The minister's statement has been condemned by the Conservative Party as "dictatorial" and as a move to strip the power of parent communities and school management councils to take their own decisions about activities at their schools.

CP education spokesman Mr Andrew Gerber told Weekend Argus this week he was being inundated with telephone calls from angry and frustrated parents in the Cape and the Transvaal who were objecting to the opening of schools to all. Some of the complaints were that parents had been led to believe only a few children of colour would be admitted to Model B schools, and were now shocked to see large numbers attending.

In Pretoria, he said, taxis were being used to take many black township children to schools in white areas.

While stopping short of threatening active disruption of racial school sports meetings, Mr Gerber said the "overwhelming" majority of parents would refuse to allow their children to take part in such activities.

Questioned about the CP's position amid rightwing rumblings of threatened protest action, Mr Gerber said it was not the CP's task to tell parents what to do.

Each community had to take whatever action it believed was correct.

"There will be resistance from parents. I know of many who are angry and dissatisfied. The government has no mandate to do what it is doing."

Mr Gerber said the CP regarded any sport or cultural activities involving schoolchildren as an extension of the education programme in the classroom.

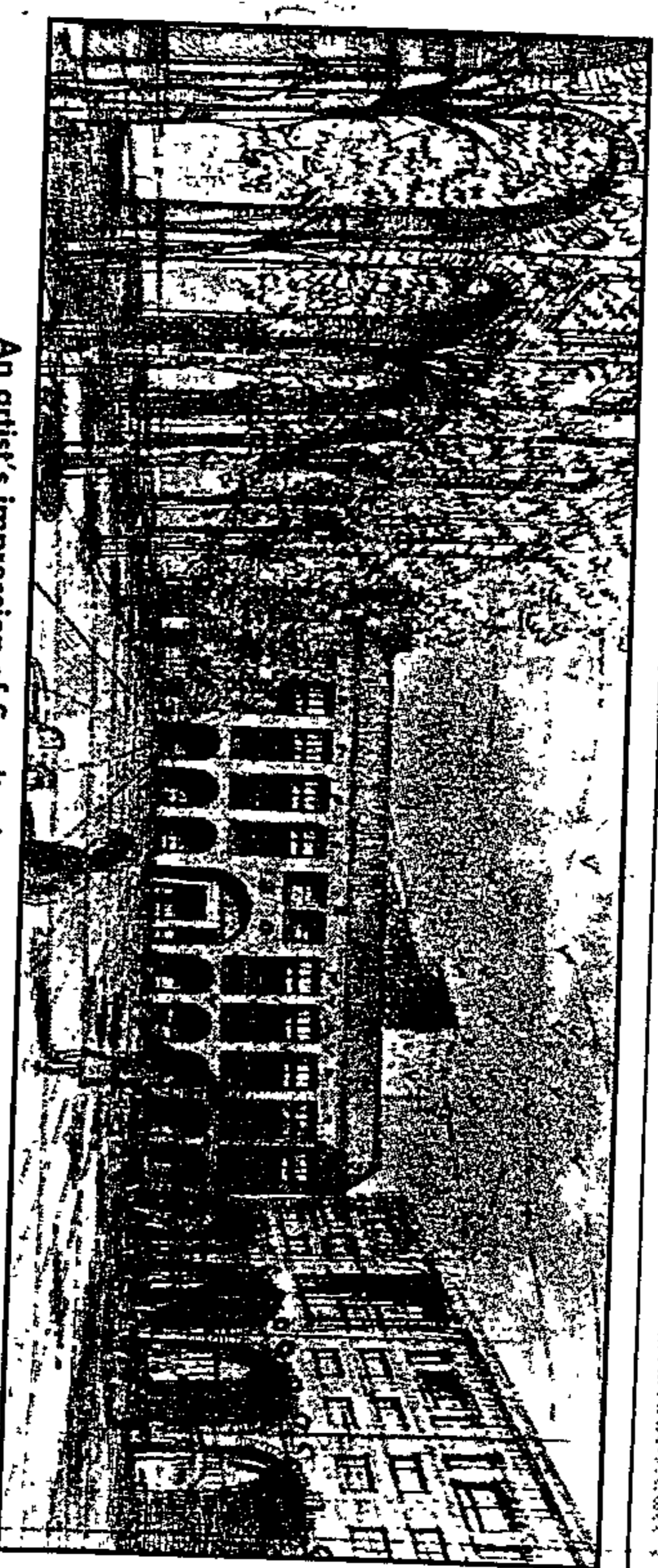
In his statement, Mr Marais said his department did not accept any responsibility for sports or cultural activities

that conflicted with its policy of non-discrimination.

School principals and teachers, acting in their official capacity, were not allowed to discriminate.

Democratic Party education spokesman Mr Roger Burrows said the DP believed "very strongly" that non-discrimination should be a policy in all sport, cultural and education activities.

"Obviously a state employee cannot be allowed to practise a discriminatory policy. Therefore, if parents choose to create racial sports leagues and forbid their children to play mixed schools, then no teacher paid by the state should be permitted to become involved in such activities."



An artist's impression of Sandton's new R20-million library.

Sandton's R20-m library ready next year

THE development of Sandton's new civic centre has begun with the building of a R20 million library.

This will be part of the multi-million-rand Sandton Square project.

At a press briefing in the council offices, town

FRANK JEANS SO

librarian Santa Newlands said: **STAR 8/1/92**

"The library, which will include Sandton's art collection, will come into use as soon as possible. "We want it to be

ready in time for the proposed changes to the South African educational system.

"It will allow us to introduce a wide variety of new services to meet the educational, recreational and informational needs of the community."

The library is due for completion in July 1993.

The nearby Sandton Square development by construction groups Grinaker and Stocks & Stocks, is now under way.

It is expected to be completed expected by the end of next year.

Yes vote for uniforms

Parents, teachers say 'civvies' not suitable for school

50 RRT 2d/192

STEWART ALCOCK, Staff Reporter

THE cost of school uniforms — likely to take a big chunk out of parents' post-Christmas budgets — raises the question whether they are necessary, or whether children should be allowed to wear "civvies" to school.

In a recent survey of British schools it was found that schools with uniforms had no intention of getting rid of them and several which had discarded them were having second thoughts.

An investigation by The Argus found that parents preferred sending their children to school in uniform.

A South African schoolwear retailer has proposed one basic uniform for all schools with different badges and ties.

Merchandising director of Sales House, Mr Arthur da Costa said his view was based on "keeping the expense of schoolwear to a minimum".

Longer clothing manufacturing runs were cost-effective compared with the shorter runs needed for individual uniforms.

Although there was no official standardisation of school uniforms, many schools shared basic items, in particular boys' greys and khakis.

Mr Da Costa said he was sure that if pupils were allowed to dress informally, competition to keep up with fashion trends would increase the cost for parents.

"Should one compare schoolwear item by item with casualwear, the latter would be more expensive," he said.

"In addition school uniforms promote a sense of identity and a common bond among pupils and standardisation is the only route to enable all to afford schoolwear."

A Cape Town school principal said he favoured uniforms for disciplinary reasons and agreed that further standardisation would help cash-strapped parents.

"Schools in America with discipline problems are considering introducing uniforms. In the present-day South Africa we must be as pragmatic as possible and I welcome any move to bring the costs of uniforms down.

"Where there are no uniforms, kitting out children becomes a very expensive exercise, as they want to dress according to ever-changing fashion trends," he said.

But a spokesman for a Constantia school which has no uniform said allowing pupils to choose their clothing was better for their characters.

"They should not have their choice of clothing restricted and the freedom to wear normal clothes develops their ability to make responsible decisions," she said.

However pupils had to adhere to a "sensible dress code" and wore the school colours for sports events, she added.

A pupil at the school said he preferred not wearing a uniform.

"It gives us more freedom and helps bring out our individuality," he said.

Back-to-Learning ⁽⁵⁰⁾ campaign launched

CT 18/1/92

Staff Reporter

THE Congress of South African Students (Cosas) has responded to the poor 1991 black matric results by launching a Back-to-Learning campaign.

The campaign follows on the heels of the Back-to-School campaign launched by the ANC early last year.

"This is a year of learning. We want to make sure that all students apply to all schools. And, where there are schools, the students must be accepted," said Cosas representative Mr Mcebisi Tshandu.

He said overcrowding in black schools was one of the biggest problems. This could be partially resolved by students registering at predominantly white or coloured schools.

He said Cosas called for students to take the learning process seriously.

Mr Tshandu said Cosas would liaise with the National Education Crisis Committee about establishing a disciplinary committee to ensure students attended school.

Pupils stone E Rand school in fees dispute

JOHANNESBURG. — Children stoned an East Rand school yesterday morning because their headmaster told them they would not get their reports if they did not pay their school fees, according to police.

The pupils at the Ekosang school in Katlehong were dispersed and nobody was injured or arrested, police said.

Meanwhile, classes have been suspended at So-shanguve Tiyelani Secondary School, north of Pretoria, after a teacher was attacked this week.

And in Mamelodi, also near Pretoria, pupils at J Kekana Secondary School reportedly attacked the principal, Mr J Motau, stabbing him in the back. — Sapa

Referring to student participation in mass action, Mr Tshandu said students were still part of the struggle.

"Students are called upon to support mass action for a people's parliament or action that demands progress in education, for instance. But pupils will be exempted from unrelated demonstrations," Mr Tshandu said.

Race row over special school

PLANS to start a school for mentally handicapped black children in Durban have triggered threats from the far-right and petitions from residents against the move.

Residents of Woodlands and Montclair are doing everything in their power to block the sale of the old Kenmont School premises. The school is earmarked to become the Ningizimu School for about 90 mentally handicapped children.

An anonymous right-winger has also threatened trouble if the new school opens.

But Dr Tina Jonker, director of the Durban Men-

By RYAN CRESSWELL

St. Times 19/1/92
tal Health Society — the governing body of schools for the mentally handicapped — said plans to buy the school with R2-million put up by the Department of Education and Training were going ahead. It would cost about R5-million to build a new school. (50)

Dr Jonker said the many objections were based on "misconceptions and ignorance".

On the other hand, Woodlands Civic Association chairman Bob Steyn said: "We have held meetings

about the issue and I have heard that thousands of residents are signing petitions against the move. These will be sent to the government."

The chairman of the Democratic Party in the area, Mr Fred Jenkin, is drumming up support for the new school.

Mr Jenkin said the leaders of the drive against the new school were creating "fantasy fears".

"Their modus operandi is identical to their attacks in 1991 on certain creches in the community. Their targets once again are children and their motives are racially based," he said.

Whites forget Act is dead

21/11/92
SP Correspondent

THE Group Areas Act may be dead, but not in the hearts and minds of white residents of two Durban suburbs.

The residents of Woodlands and Montclair are protesting the proposed sale of the vacant Kenmont School to Ningizimu, a school for mentally retarded children.

Ningizimu, a former Port Natal Administration Board creche in Lamontville, was given to the retarded children for temporary use in 1976, according to Durban Mental Health Society director Dr Tina Jonker.

It has four classrooms which accommodate 60 children from all over Durban, and there is no playground or other recreational facilities.

"We have been searching for 10

years to find appropriate accommodation for the children, and the Kenmont School premises were God-sent," said principal Constance Ngubane.

The children are transported to and from school everyday by minibuses from all over Durban's townships and squatter camps.

However, amid the excitement of finding new premises, some residents of Woodlands and Montclair are up in arms over a black school "in our neighbourhood".

"This school is near a garage, and these mentally ill children can kill us anytime (using petrol)," a Conservative Party member in Montclair told City Press this week.

In its letter of objection to the Department of Education and Training (DET), the Woodlands Civic Association said it was

"grossly unacceptable" for the State to fund the sale, because other schools were forced to finance themselves.

The reason for the objection to the establishment of the school was racial, said another resident who is in favour of the school in the area.

"There are many people in the community who have no objection at all," local councillor Connie Galea said.

"After all, we are hoping it will be a multiracial school for retarded children," he said.

The Department of Education and Training, which has put up R2 million to buy the school, is in a quandary. DET special school inspector Phillip Theron said it would cost at least R5 million to build a new school.

Minority of schools open race doors

DI CAELERS
Weekend Argus Reporter

56 18/1/92

SCHOOL apartheid is alive and well in the Cape. This week, less than half the province's "white" schools will open their doors to pupils of all races.

Only 304 out of 719 Cape schools, to date, have voted to implement Model B which allows them to determine their own admissions policy, a Cape Education Department spokesman told Weekend Argus.

The Open Schools Association director, Mr John Stonier, said a major task lay ahead.

"Getting the education problem in South Africa resolved is just as important as getting the constitution worked out."

However, he believed the model system to be an interim measure designed not to "frighten" communities.

Mr Stonier said educational and social problems had surfaced in schools which admitted black pupils last year. "But they aren't cataclysmic and vary from school to school.

"Some schools went out of their way to help disadvantaged students from the DET sector and many have found educational problems stemming particularly from language acquisition. Numeracy is also often a problem," he said.

Mr Stonier said there had been a realistic acknowledgement that social adaptation wouldn't be easy, but everyone had been extremely positive.

The new principal of Simon's

Town High School, Mr Andrew Smit, said he planned remedial classes in an attempt to close the education gap.

"There is nothing wrong with the motivation or discipline of black children, but it's very sad that often the background foundation of knowledge is lacking."

Dr Malcolm Venter, Edgemoor High School principal and president of the South African Teachers' Association, said the black children admitted to his school last year had "fitted in extremely well socially".

"But, some have struggled academically, particularly in the higher standards and usually because of the backlog from the boycott era. In the lower standards, black pupils have done extremely well."

Westerford High School's acting headmaster, Mr John Martin, described the arrival of black pupils at the school last year as a "tremendous non-event".

He said Westerford was expecting to double its intake of black pupils this year and the new pupils had done extremely well academically and had had no apparent problems socially.

His viewpoint was echoed by Fish Hoek Senior High School principal, Mr Des Duxbury, who said no particular problems had been identified in the last year.

"It's been an enriching programme, most successful. One wonders why it didn't happen much earlier," he said.

Ex-DET official pleads not guilty

PRETORIA. — A former deputy director general of the Department of Education and Training, Mr Abraham Olivier, yesterday pleaded not guilty in the Magistrate's Court here to two charges of bribery and another of fraud.

CT 21/1/92
Mr Olivier is accused of receiving a vehicle valued at about R15 000 and accepting R16 067,84 from Mr Marthinus Strydom in April 1987 for services rendered in his capacity as an official.

The case continues today. — Sapa (56)

NECC's 'back to learning' call

ARG 20/1/92 (56)
The Argus Correspondent

JOHANNESBURG. — The National Education Co-ordinating Committee (NECC) has launched a "Back to Learning Programme" and called on all pupils, teachers and parents to ensure that 1992 is a less disrupted academic year so as to restore serious learning and effective teaching in black schools.

At a press conference in Johannesburg, NECC chairman Mr Monde Tulwana appealed to all involved in education to assist in developing the culture of learning and discipline.

He said the programme intended to look at means through which parent-bodies could become more actively involved in the educational process.

"The campaign to establish parent-teacher-student associations is precisely to address is-

sues such as discipline in schools.

"The NECC will not allow victimisation, the chasing away and the use of arms to terrorise teachers," Mr Tulwana said.

He said these problems, which were endemic in black schools, had to be addressed through all the structures in education to ensure that ultimately there was normality at schools.

In this light the NECC called on all pupils who had not returned textbooks to their schools to do so immediately.

The programme would also involve the establishment of five community-based learning centres in each of the NECC's 10 regions aimed at providing resources and materials for effective learning and teaching at grassroots level.

Mr Tulwana condemned the so-called "Pass One Pass All" slogan

which was being advocated by certain pupil bodies, saying it was "essentially disempowering".

"We believe that such slogans should end and that constructive learning and teaching should occur," Mr Tulwana added.

He warned, however, that this year would be a repetition of previous years if the Department of Education and Training did not move fast to address adverse conditions such as the shortage of classrooms, teacher under-development and the inadequate provision of textbooks.

Mr Tulwana said 1992 figures in black schools were expected to reach unprecedented levels, with some schools already reporting enrolments as high as 120 pupils per classroom.

He said that the NECC was also working on developing a code of conduct for pupils, teachers and parents.

'Success' for open schools

(56)
ET 21/1/92

Staff Reporter

THERE will be more black pupils in former whites-only schools when Cape Education Department schools re-open today.

Principals from several Cape Town schools said integration in Model B schools had proved to be an "unqualified success" last year.

The headmaster of Rhodes High, Mowbray, Mr D A van Niekerk, said that the percentage rate of black pupils had risen by 8% over that of last year.

Mr Van Niekerk said that last year's pass rate of blacks was excellent and that there were no particular problems experienced except for transport, mainly because of the bloody taxi violence.

Mr Nugent Field, principal of Cape Town High said the school had "more applicants this year than the school could accept," with about the same number of black pupils applying to join the school as in 1991.

Mr Gordon Law, headmaster of SACS, said the pass rate among black pupils had been "very good" with only one failure, and there had been more

black applicants this year than the 22 last year.

Mr Law said there had been no incidents or friction between the different race groups and the black pupils who had come from private schools had fared particularly well.

Mr Ray Connellan, acting headmaster of Wynberg Boys' High, said there had been a "slightly bigger" increase of disadvantaged pupils joining the school this year and that all 15 black pupils had passed last year.

The acting headmaster of Westerford High, Rondebosch, Mr J Martin, said that although he did not record the exact numbers, the intake percentage of black pupils had not changed from last year.

Many principals refused to comment on the number of black pupils in their schools saying that they did not record race.

Black schools and schools falling under the Houses of Delegates and Representatives, which opened yesterday and today respectively, said no white pupils had been admitted.

Dr Schalk Walters, director of education of the CED, said that the department did not differentiate between the results of blacks and other race groups in Model B schools.

Plan to train better thinkers

By PHANGISILE
MTSHALI

MORE than 50 teachers and educationists are meeting outside Johannesburg to explore the possibility of introducing thinking as a subject.

Addressing educationists at a two-day seminar which started yesterday is Dr Edward de Bono, a guru in lateral and creative thinking.

De Bono, who has written 38 books on various ways and phases of thinking, is lecturing at a seminar organised by the Uprail Trust. The organisation is lobbying for the introduction of thinking as a subject in primary schools.

"Thinking can be taught and improved," De Bono told the seminar. *Sowetan 22/1/92.*

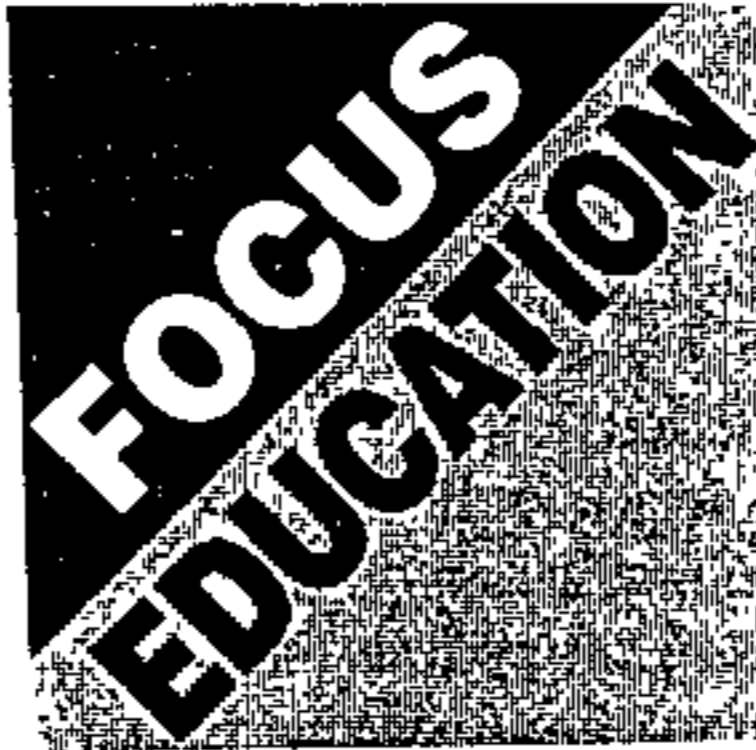
"People must have thinking skills to cope with everyday life constructively. So far in schools thinking skills for debate and argument have been encouraged but that is just one aspect.

"What we need is to develop the creative and constructive aspects of thinking," he said.

De Bono's books have been translated into 26 languages and his education programmes have been adopted in many countries including Nigeria, Canada, Australia and Singapore.

"Most of the children who go through the programme increase self-confidence and improve their grades in other subjects," said De Bono.

"Thinking skills improve personality and studying ability of the scholars," he said.



Zonnebloem school pupils: the citizens 'to change SA'

56 APR 21/1972

Staff Reporter

NEW Era Schools Trust (Nest) today opened its latest school, Zonnebloem, in District Six.

Its pupils will be "the citizens who finally change South Africa", according to Nest trustee Mr Steyn Krige.

He added: "South Africa's problems must be solved at grassroots level. Pupils must learn to live with one another from a young age."

Zonnebloem, housed in the old Zonnebloem Teachers' Training College, was a private school, but was also "non-elitist and independent" said Mr Bernard Dudley, chairman of the Zonnebloem board.

"Nest is a furnace in which is being forged a new education system for South Africa. We don't have all the answers yet, but we are looking for them."

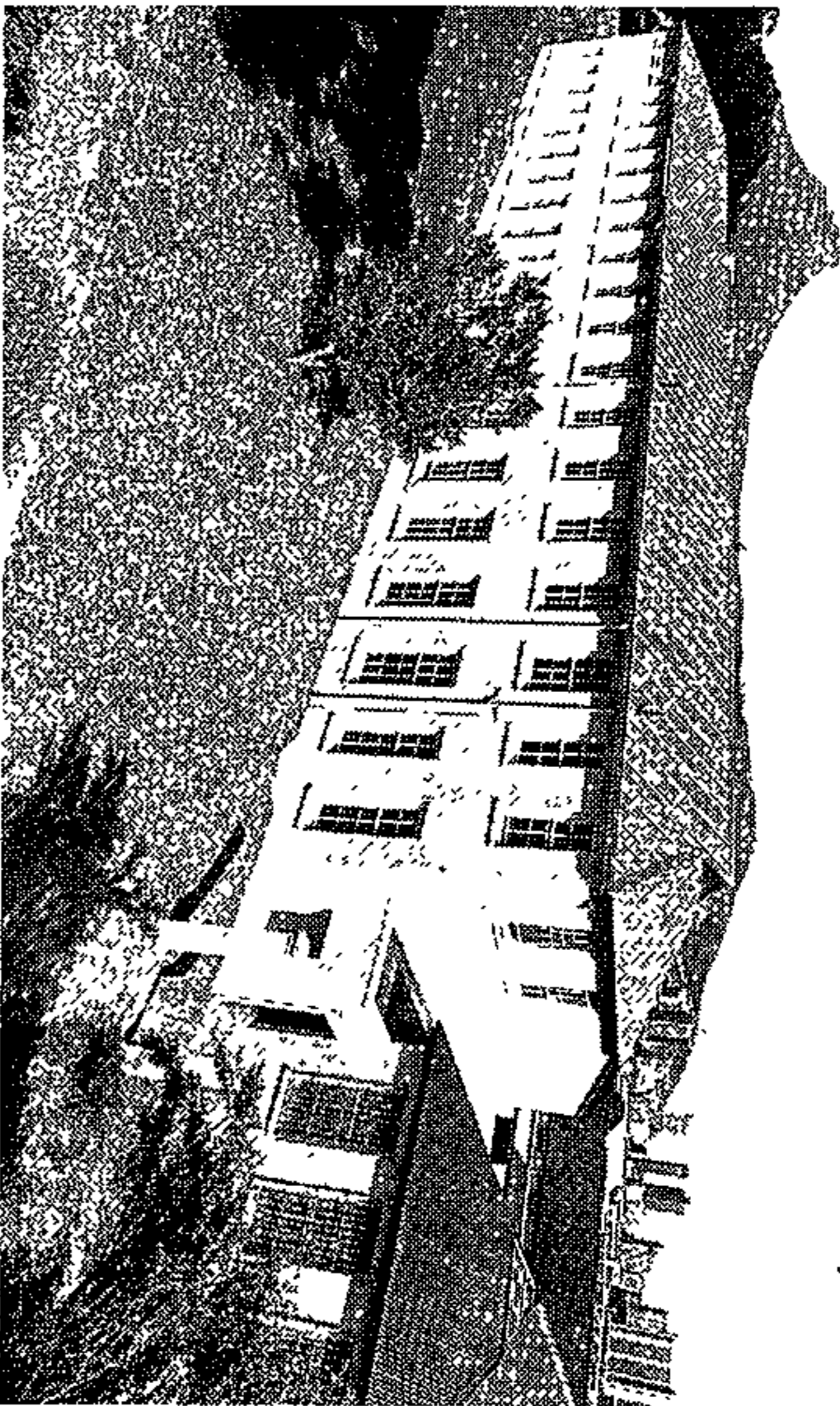
He said his only disappointment was that no white children had been enrolled and this meant an opportunity lost to those at the school to get to know a part of the South African community.

Principal Mr Geoff Jacobs said in his opening address to pupils that they were launching a venture which broke with tradition.

"There are no absolutes here. We must challenge every idea, every viewpoint and every assumption."

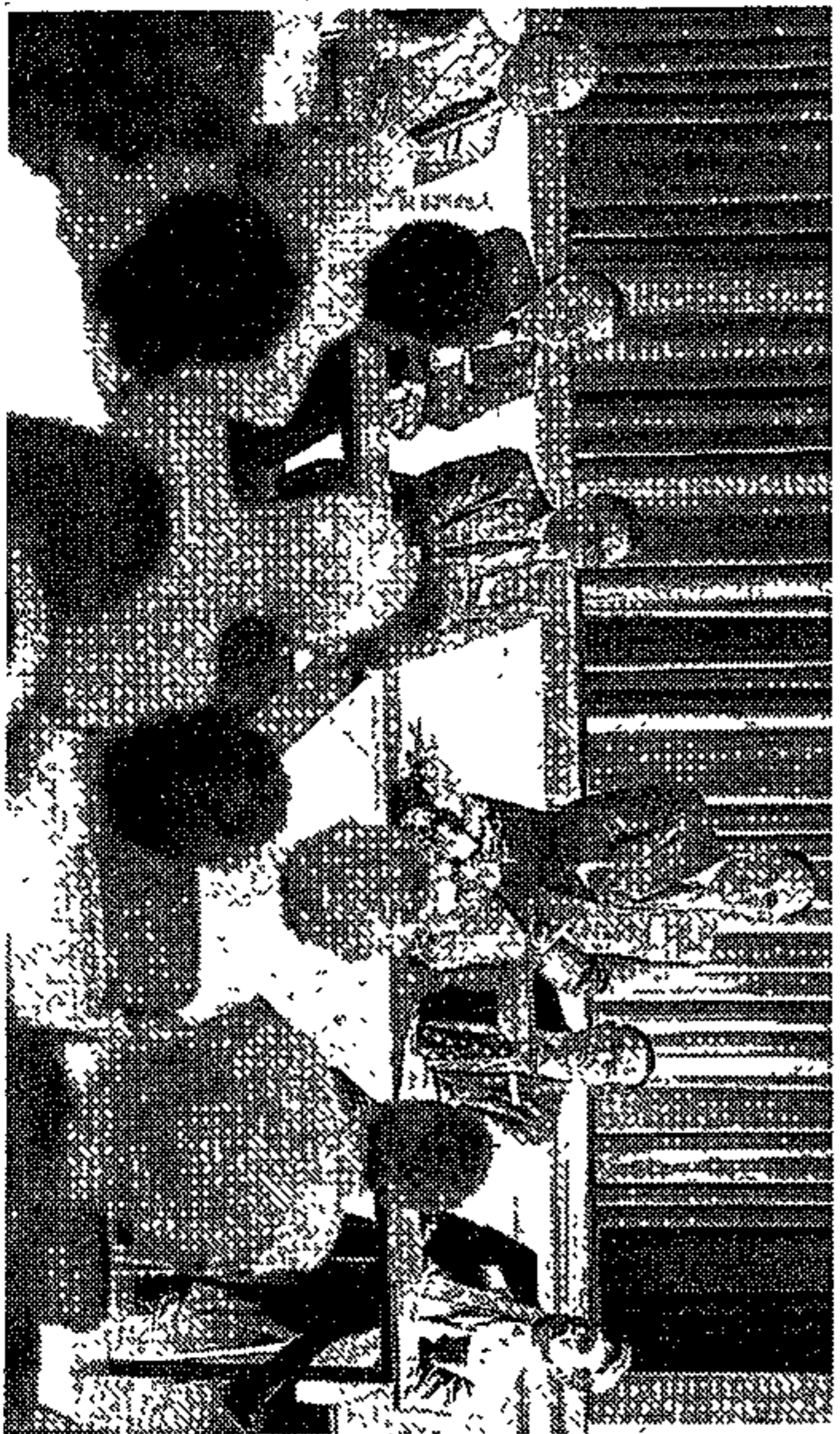
Initially there will be two Standard 6 classes. Because the school is not subsidised, fees are high — R5 200 a year for day pupils and R10 000 for boarders. But there are bursaries available and the school will not be open only to the "moneysed elite".

Entrance is gained through a test which "tests educability up to matriculation".



Pictures: ANDREW INGRAM, The Argus.

NEW SCHOOL: The new non-racial Zonnebloem school on the edge of District 6 in the old Teachers' Training College. Below: Mr Bernard Dudley, chairman of the school board, explains the policy of non-racialism at "New Era" schools like Zonnebloem.



Mr Steyn Krige, a trustee of NEST.

By SEKOLA SELLO

AN ANC-led government is likely to recommend that English be the official language of the country.

This is despite this week's recommendation by the organisation's language commission that no language should be declared "official".

According to the commission, the ANC accords equal status to all of South Africa's 11 languages - Afrikaans, English, Sepedi, Sesotho, Setswana, Sindebele, Siswati, Tsonga, Venda, Xhosa and Zulu.

Although this is the organisa-

English likely to get ANC's vote

16/2/92

tion's official standpoint at the moment, ANC insiders claim that it is almost a foregone conclusion that English, which is understood by most blacks, will be the official language.

The other 10 languages will enjoy co-official status with English in areas where they are dominant.

At the moment the ANC is treading warily on the subject for fear of antagonising some

sectors of the community, particularly Afrikaans-speaking people.

The ANC is known to be making efforts to win over Afrikaans-speaking people to its side.

Commission member Buntu Mfenyana said it would be premature to say English would be the official language. He said it was up to South Africans to decide on this issue.

He admitted that the language was dominant in the country.

"Let the people decide themselves what language they want. Let us generate discussion on this issue."

According to the commission's recommendations, official work and business should be conducted in the languages people understood.

Wherever possible, people should be tried in court in the language they understood, and social, health and other community workers should understand and where possible speak the languages of the people they worked with.

By ANTHONY JOHNSON

THE ANC does not want any language to enjoy "official" status in the new South Africa.

Instead, all 11 languages spoken in South Africa, including English and Afrikaans, should be given what the ANC's Language Commission terms "full recognition".

According to a six-page language policy document released by the organisation this week, all languages should be available to mother-tongue speakers in courts, police stations, administrative offices, post offices and state concerns.

ANC's plan for how we'll speak in new SA

"Everyone should be entitled to use his or her language for the purposes of communicating with the public service," the document notes.

However, the state would be empowered to make provision by law for the use of one or more languages in different regions of the country, or

for specific purposes such as administrative communication or judicial record.

The ANC notes the two existing official languages — Afrikaans and English — enjoyed "a massive pre-dominance" in the political, economic, judicial, educational and admin-

istrative life of the country.

Languages which did not have sufficient support this century "will need to be treated affirmatively by the state". Intervention by the state in support of African languages in particular was "vitaly necessary".

"In particular, the ANC wishes to avoid conditions of linguistic privilege with its concomitant gathering of power, influence and information in the hands of the elite."

The ANC says universities will have to reconsider their language policies to ensure multi-lingualism, including proficiency in African languages, among graduates.

50 ct 15/2/92



Picture: WILLIE de KLERK, Weekend Argus.

□ **PARENTS PROTEST:** Mr Hassan Karjiker of the Belthorn Primary School parents' committee talks to placard-bearing parents outside the school yesterday.

ARG 15/2/92

50

Education Reporter

PARENTS of pupils at Belthorn Primary School in Athlone staged a placard protest yesterday to highlight their frustration at overcrowded classrooms.

Teachers are holding classes in the staffroom and the foyer and some pupil groups are as large as 52.

The school is waiting for mobile classrooms promised by the Department of Education, said parents' committee chairman Mr Hassan Karjiker.

Two Education Department officials were to visit the school yesterday but 20 minutes before the meeting the school was told the officials were not available, he said.

Mr Karjiker said teaching staff were under severe pressure. "The Education Department promised in 1990 to provide extra mobile units. The school was given one and told more where on the way, but nothing has come of this," he said.

Police in two vans monitored the group of parents demonstrating in front of the school.

Weekend Argus Reporter DI

Belthorn parents stage protest at overcrowding

CAELERS reports that a Cape Town teacher is about to open a remedial school to try to alleviate the chronic shortage of facilities for children in need of special education.

A remedial teacher of 11 years, Mrs Margaret Logan will initially provide for 20 children — but has much bigger plans.

The news follows a recent call from the South African Association for Learning and Educational Difficulties for a massive government rethink on special education.

Mrs Logan agrees with the association's viewpoint that South African children in need of remedial education are losing out.

The new school, Rosemead Private School in Observatory, has been nearly a year in the planning and Mrs Logan is funding the entire project.

"This is something I've wanted to do for a long time and finally decided it was now or never.

"There is almost no hope in most mainstream schools for children with remedial problems. There is a desperate need for their specific requirements to be addressed," said Mrs Logan.

The school will start with two remedial teachers but will work closely with occupational and language therapists.

Mrs Logan intends making use of computers, tape recorders, TV sets and calculators in association with "loads of individual attention".

The school will provide for children aged between six and 14 and each will follow a specially designed individual syllabus.

Mrs Logan said the purpose of the school was ultimately to

see the children returned to mainstream education.

"Sometimes it takes only a year or two and the children are up to standard.

"In other cases, however, children are going to need some sort of assistance throughout their schooling."

Her school would also provide for children who need "bridging" when making the change from black to white schools.

"Almost all white schools are insisting on readiness tests before admitting black or coloured pupils, and many of these children are just not making the grade.

"Very few schools are addressing this problem."

The school will open its doors for the second term of this year and anyone wanting further information should contact Mrs Logan, 531 7254.

ANC aims for equality

STAR 15/2/92

JOHN PERLMAN and SAPA

IT'S official. It's also amptelik, umthetho, molao and seven other versions of the same.

Language policy proposals released this week by the African National Congress confer equal status on all 11 South African languages. "The implication of granting all major South African languages such status is that no language will be declared official," the ANC said.

Its policy would be to "remove the fetters on growth and development of languages in this country, thus granting dignity and worth to the tongues that people speak".

The ANC proposals give some detail of how the policy will be implemented. Each language will be:

- Developed by language agencies guided by needs of those who use it.
- Taught at all levels in schools, colleges, technikons and universities.
- Promoted, with State assistance, as the language of the country.
- Made available to users in courts, police stations, administrative offices, post offices and other State concerns.

Observers are divided as to whether the ANC's all-inclusive policy is due to the fact that "the ANC's concept of a nation is an inclusive one" or whether the movement is simply hedging its bets.

Cost

There are also questions being asked about the workability of such a proposal. Hans Olivier, managing director of the Public Servants Association, said he had no problem with "the principle that everybody can use his own language. But there might be some problems with the practical implementation of the thing.

"Everybody is entitled to write a letter to a government department in his own language and get a reply back in his own language. That is not a problem. We are doing it already.

"But service across a counter is a different thing. You cannot have enough people at every post able to speak in each of the 11 languages. Can you imagine what it would cost?"

Mr Olivier said other problems might arise with the career movements of senior officials. "Let us say someone moves to Natal to take up a director's post and learns Zulu for the job. If he is then made chief director in the northern Transvaal, must he now learn Venda?"

Mr Olivier said he did not expect massive duplication of State media such as census forms and other documents. "In 60 or 70 percent of the country, the language is regionally bound."

He said every government department would have to work out its own set of rules. "Our association is one of 11 public-sector organisations and we have regular joint forums. We have people who speak every language and we decided in our meetings that we would speak English."

languages

It's official, in 11

50

How to educate SA

15/2/92
AMG
(50)

FRANS ESTERHUYSE

Weekend Argus
Political Correspondent

A CALL has been made for a summit conference to set up a master plan for higher education in a new South Africa.

The proposal comes from Dr Theo Shippey, rector of the Cape Technikon, who says all the players inside and outside parliament should help in working out a plan for the whole country.

"The matter is becoming urgent. With the large numbers of people who will be knocking on our doors to seek entry to tertiary education, such a plan will be increasingly important in the present decade and beyond," he said this week.

Dr Shippey welcomed a recent study and report by Dr Stuart Saunders, vice-chancellor of the University of Cape Town, on access to, and quality in, higher education.

Dr Saunders' main proposals reported in Weekend Argus on February 1, included a recommendation for a master plan on the lines of the Californian education one drawn up to deal with problems arising from huge population increases.

Key elements of Dr Shippey's proposals are based on the internationally acclaimed Californian model, which he studied in depth over 20 years.

In the 1960 California master plan for higher education, he said, an extremely flexible pattern of mobility existed between four systems of tertiary education.

The system made it easy for students to transfer from one institution to another and for the different types of institution to be linked.

The master plan he proposed for tertiary education in South Africa included the setting up of interlinked education systems under two umbrella bodies:

- One central Department of National Education for all races and sectors; and

- A South African Tertiary Education Commission for research and liaison.

The three main systems to

Tertiary schools' scheme based on US ideas

be interlinked were the technikons, the universities and colleges of education. The technical colleges eventually would be included in such a master plan.

His proposals included:

- The three main sectors of tertiary education (and eventually also technical colleges) should liaise to examine ways of promoting a greater flow of students between sectors;

- The Universities and Technikons Advisory Council (AUT), the Department of National Education, and other bodies with statutory authority should consider the question of accreditation (subject credits for transferring from one institution to another), as it related to accountability of institutions to the taxpayers, who provided most of their income;

- A master plan for the whole tertiary education sector should be speedily drawn up, while bearing in mind the lessons to be learned from other countries and states like Britain, Australia and California. Provision also should be made for regular reviewing of such a master plan;

- The expectations of students, their composition and ability, and the growing number of mature students were all factors to be considered;

- Serious consideration should be given to the creation of a mechanism for awarding certain types of degrees to non-university institutions;

- An independent, co-ordinating body, the South African Tertiary Education Commission, should be created within five years.

Toyota - helping others to help themselves

STAR 20/2/92

Toyota South Africa's multi-million rand social investment programmes are actively helping to improve the quality of life of many thousands of South Africans.

Toyota believes in investing both time and money in the upliftment of people and their communities. The long-term benefits of this will be considerable — and they will benefit the country as well as the company.

THE RATIONALE

Commenting on Toyota's social responsibility activities, Elizabeth Bradley, Executive Chairman of Wesco Investments Limited and Deputy Chairman of Toyota SA says: "We always try to give expression to our feelings that the company must be part of the community where its workers reside and should not just exist for the benefit of its shareholders and workers. We want communities that can benefit from the wealth and industrial development of the country — and we want to develop workers to the point where they will benefit industry as a whole, not just Toyota."

THE JAPANESE INFLUENCE

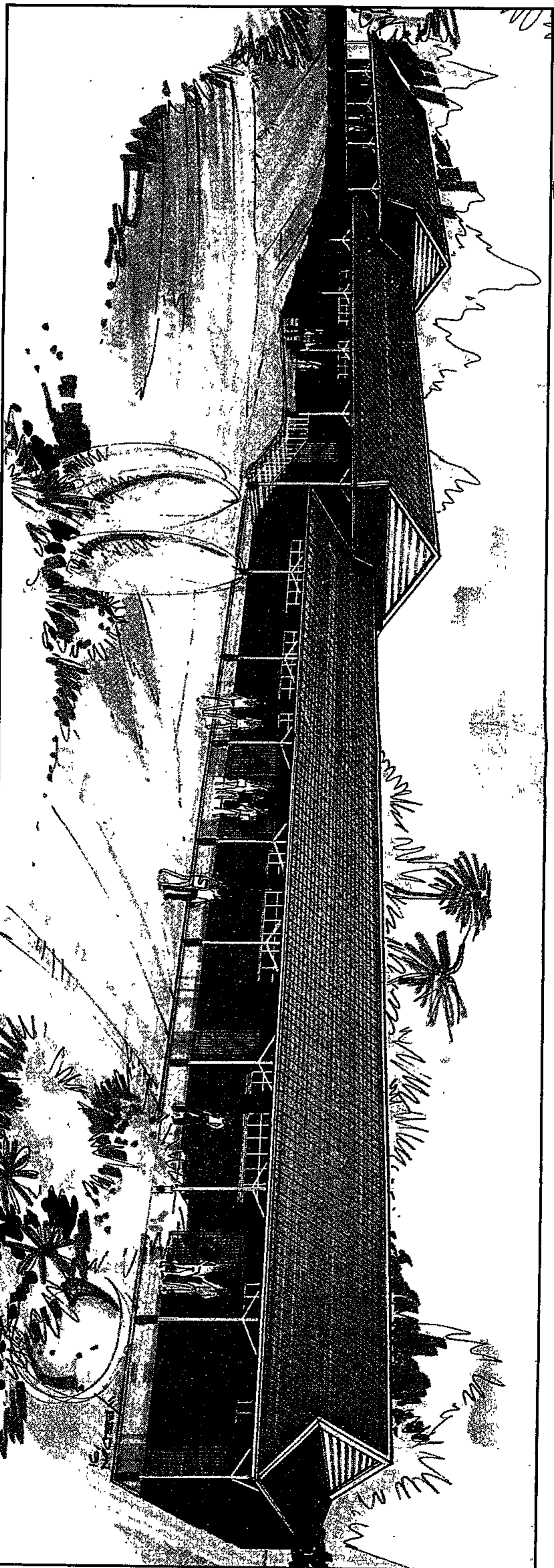
"It is no secret that Japan is inherently one of the poorest countries in the world," continues Mrs Bradley. "It has no natural resources or energy sources, and yet it is an industrial and commercial giant. This has been achieved through the efficient use of human resources."

"From the start of our business relationship with Japan we were aware that Toyota spent more time and effort on people than on any other aspect. The Japanese are in a continuous state of development — always learning new skills, mastering new arts, improving themselves. It is this kind of environment that we aim to promote — one of many flourishing businesses and many comfortable people."

Toyota centres its upliftment efforts on three strategic areas — education, community involvement and housing.

EDUCATION

Here, Toyota puts much emphasis on technical education and



EDUCATION UPLIFTMENT . . . An artist's impression of recently completed additions to the Ogwini Secondary School in Umlazi.



WORK IN PROGRESS . . . Brian Fowler of LTA Construction (centre) discusses progress of the mechanical workshop at the Alexandra Education Centre with Toyota SA Marketing's Crosby Dlamini and Susan Smit.

training for employees and their children. This is done in-house and through the funding of technical institutions.

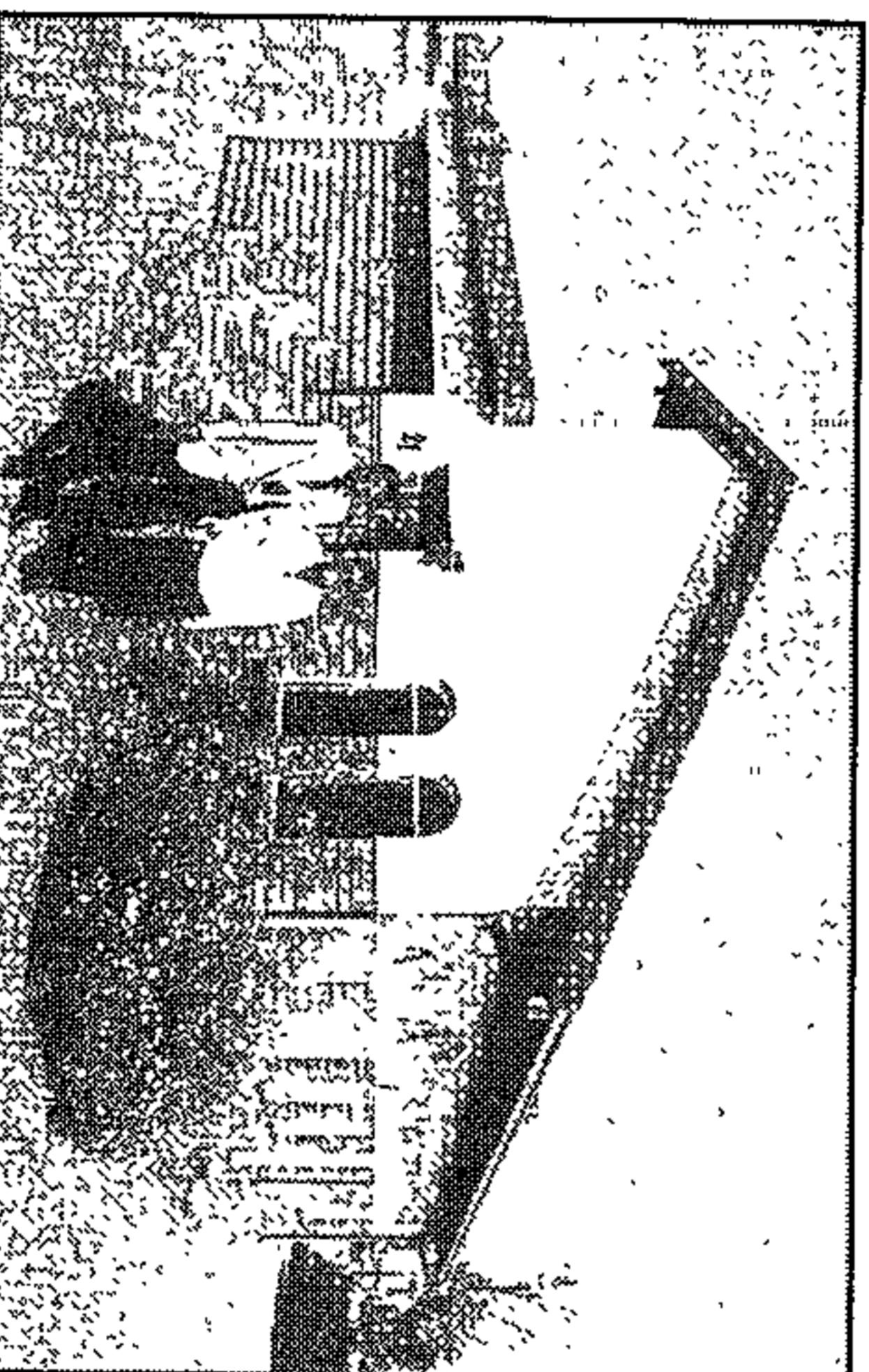
TECHNICAL EDUCATION

The focus on technical education is in line with the worldwide Technical Education Programme initiated by Toyota Motor Corporation of Japan. Recent local developments include the opening last year of

the Toyota Institute of Technical Training at the Eskom Training College in Midrand. Toyota apprentices are trained at this facility.

SCHOOL EDUCATION

The company funds various secondary schools and plans to finance the building of pre-schools, primary schools and more secondary schools in areas where its employees live.



FEELING THE BENEFITS . . . Daphne Mothapo, a receptionist at Toyota SA Marketing, and her husband Reverend Mac Mothapo, outside their new home bought with the assistance of Toyota's housing consultant, Fortune Homes.

There are adult literacy projects and bursaries for secondary and tertiary education of employees' children. A high school bursary scheme available to staff earning less than R2 000 a month has been greeted with enthusiasm — and hundreds of applications.

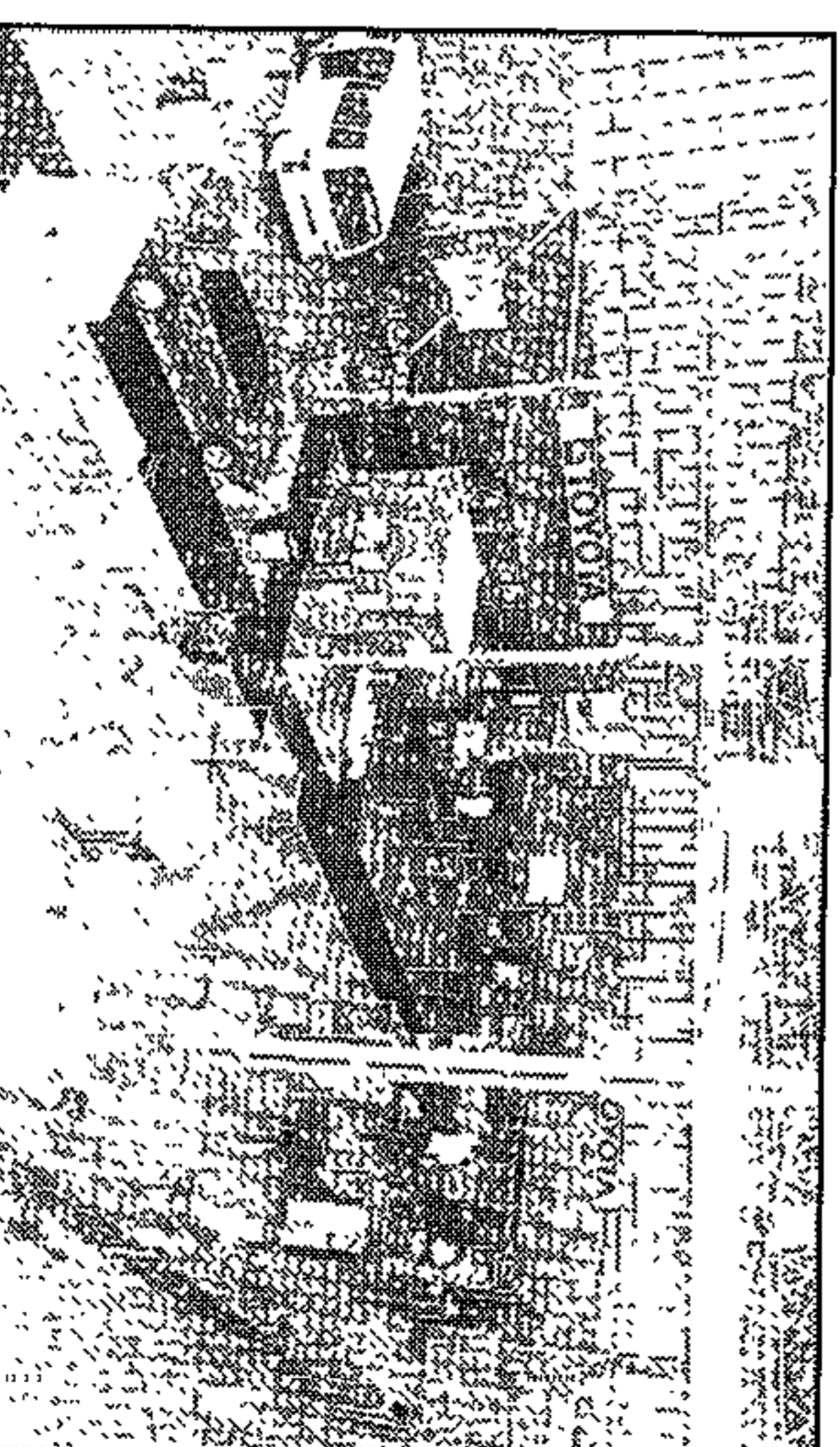
TOYOTA TEACH

The TOYOTA TEACH Primary School Programme supports the work done in creating compre-

hensive high schools in Umlazi, Umbumbulu and Kwanakhulu. The reasoning is that improved primary school education in the feeder areas will improve the ability of these schools to provide adequate secondary school education.

COMMUNITY PROJECTS

The Toyota South Africa Foundation is a charitable fund and education trust jointly funded



TRAINING FOR THE FUTURE . . . Toyota's Technical Training Institute based at the Eskom Training College in Midrand, which opened last year. Toyota apprentices are trained at this facility.

by Toyota SA and Toyota Motor Corporation of Japan. Its main objective is the upliftment of underprivileged communities in South Africa — primarily through substantial support of ongoing educational, social and charitable projects. The building of a library in the new Alex San Kopano Community Centre has been funded by the Foundation. The Foundation also contributed to the furnishing of the Study Centre and the provision

of books through the READ Organisation.

The Toyota Africa Donations Committee has similar guidelines, but focuses on smaller projects. It makes annual donations to universities, teacher training colleges, technicians and technical colleges.

The committee provides financial assistance to approved foundations such as the Urban Foundation, the Rural Foundation and the Siyazisiza Trust.

HOUSING

Further, it allocates funds for special education projects, career guidance and various social welfare programmes. A substantial donation made by the Foundation was used to finance the second phase of the Alexandra Community Education (ACE) Project.

Many welfare projects have also benefited from funding by the Foundation and Donations Committees of Toyota SA.

Home Ownership:

Through an ingenious ownership plan, Toyota is helping many of its workers to buy their own homes. By investing R25 million over the next five years, Toyota hopes to make this dream come true for at least 3 000 employees presently paying rent. The home ownership plan not only helps workers to qualify for a building society loan, but it is expected to allow them to repay their bonds in about 10 years instead of 20.

Housing Developments:

Toyota has initiated two sizable residential developments in Natal — one at Fowell, the other at Lamontville. In the Transvaal, the company has obtained 60 stands in "old" Alexandra for future development. This site is adjacent to a primary school and a secondary school.

A Housing Information Centre has been set up at Toyota to counsel employees on all aspects of buying and maintaining a home. Creches, pre-school and day-care facilities feature prominently in Toyota's future plans.

COMMITMENT NATIONWIDE

Since Toyota's manufacturing plant is situated near Durban and its marketing offices are near Johannesburg, the company's social responsibility activities tend to serve the greater areas of these cities. All activities are co-ordinated from a centralised point in Johannesburg by the company's Manager, Corporate Social Responsibility, Susan Smit.

Toyota is, however, aware that needs exist elsewhere and provides special social responsibility budgets to its regional offices. Funds from these budgets are allocated to needy causes throughout South Africa.

Smart move on education crisis

Weekly Mail Reporter

THE national education conference in March has been strategically timed to pre-empt government budget allocations, and it is hoped all parties will seriously address the crisis by mid-year.

This was said by African National Congress education head Dr John Samuel after a working committee of trade unions, political and non-governmental organisations set the conference date for March 6 to 8 at the Alpha Centre in Broederstroom, outside Johannesburg.

Included in the working committee which made the announcement were Monde Tulwana and of the National Education Co-ordinating Committee, Jerry Waja and Sedupe Ramagopa of the Azanian People's Organisation, Brother Neil McGurk of the South African Association of Independent Schools.

Two efforts combine to host the gathering: the education delegation started by ANC president Nelson Mandela in February last year and moves by political organisations



The NECC's Ihron Rensburg

towards a "patriotic front" in education.

The conference aims to develop:

- A declaration of the broad principles, norms and values that should underpin a future education system
- A code of conduct with regard to a culture of learning
- Joint strategies and campaigns for addressing the crisis
- Mechanisms for arriving at a new education system and dealing with the transition period.

The latter, Samuel said, was likely to be the issue to spark most debate: how decisions will be taken forward and how the initiative relates to political negotiations in the Convention for a Democratic South Africa.

Last year the government proposed an "education forum" to advise on resolving the crisis. But the NECC's Rensburg said the time for advisory committees had passed and any new forum would have to have decision-making power and address the crisis across departments.

The ANC is likely to release its education guidelines by month end. "It is not a grand plan," Samuel said. "The central question we ask is: if we were given X amount of rands for two years, how should the crisis be addressed?"

Revitalising a "culture of learning" in black schools would be a slow process, he said, but one which required a "national emergency response" which went beyond material demands for textbooks and space.

A range of diverse organisations will attend the March conference.

World Bank president Lewis Preston arrived with his wife at Jan Smuts Airport yesterday afternoon for a one-day stopover visit to SA, which will complete his four-nation African tour.

Picture: ROBERT BOTHA

SA should not have any official language ^{B/day 14/2/92} ANC

THE 11 languages spoken in SA, including English and Afrikaans, should enjoy full recognition, the ANC's art and culture department's language commission says.

Sapa reports the co-ordinator of the commission, Qudusizi Buthelezi, said in Johannesburg yesterday that no language should be declared the official language. The state should have the power to declare one or more languages for specific use at national level or in any region where a language was widely used, he said.

An ANC government would prevent any one language being used for the purposes of domination or division and would promote the development of all 11 languages in schools, literature and the media.

KATHRYN STRACHAN reports ANC spokesman Saki Macozoma said the majority of people did not speak English and it therefore did not make sense to have a

government that spoke only English. Blacks were tired of having their names spelt incorrectly. People speaking other languages did not make an effort, he said.

Wits University English professor Geoff Hughes last night said the ANC proposals were a "big mistake" as they meant that in effect there was no official, central language. The advantage of English was its international status.

The purpose of defining laws and agreements in an official language served to make them uniform.

Wits Afrikaans professor Edith Raidt said most people would not have expected Afrikaans to remain an official language if the ANC came into power. She believed Afrikaans could benefit by the move as it would lose its stigma as an official language.

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What is Policy?

New Nation Learning (Nation)
14/2-20/2/97

Today, the word "policy" is on everybody's lips. The ANC, COSATU, NECC and other democratic organisations of the workers and oppressed people are constantly being asked to spell out their policies with regard to the economy, education and other aspects of social life. At the same time, democratic organisations have established policy research units to inform their attempts at formulating revolutionary and viable policies.

So what is policy?

A useful starting point is to make a distinction between goals and policies. Goals are particular objectives that governments, parties or organisations seek to achieve. Goals, such as a non-racial, non-sexist and democratic education system, are informed by the principles and values (non-racialism, non-sexism, democracy, working class leadership etc) that an organisation holds dear. Goals are the product of a history of struggle and the lessons learnt by the masses from these struggles - for example that the poverty, unemployment, inequality in education and massive differences in wealth and income in South Africa can only be ended under socialism.

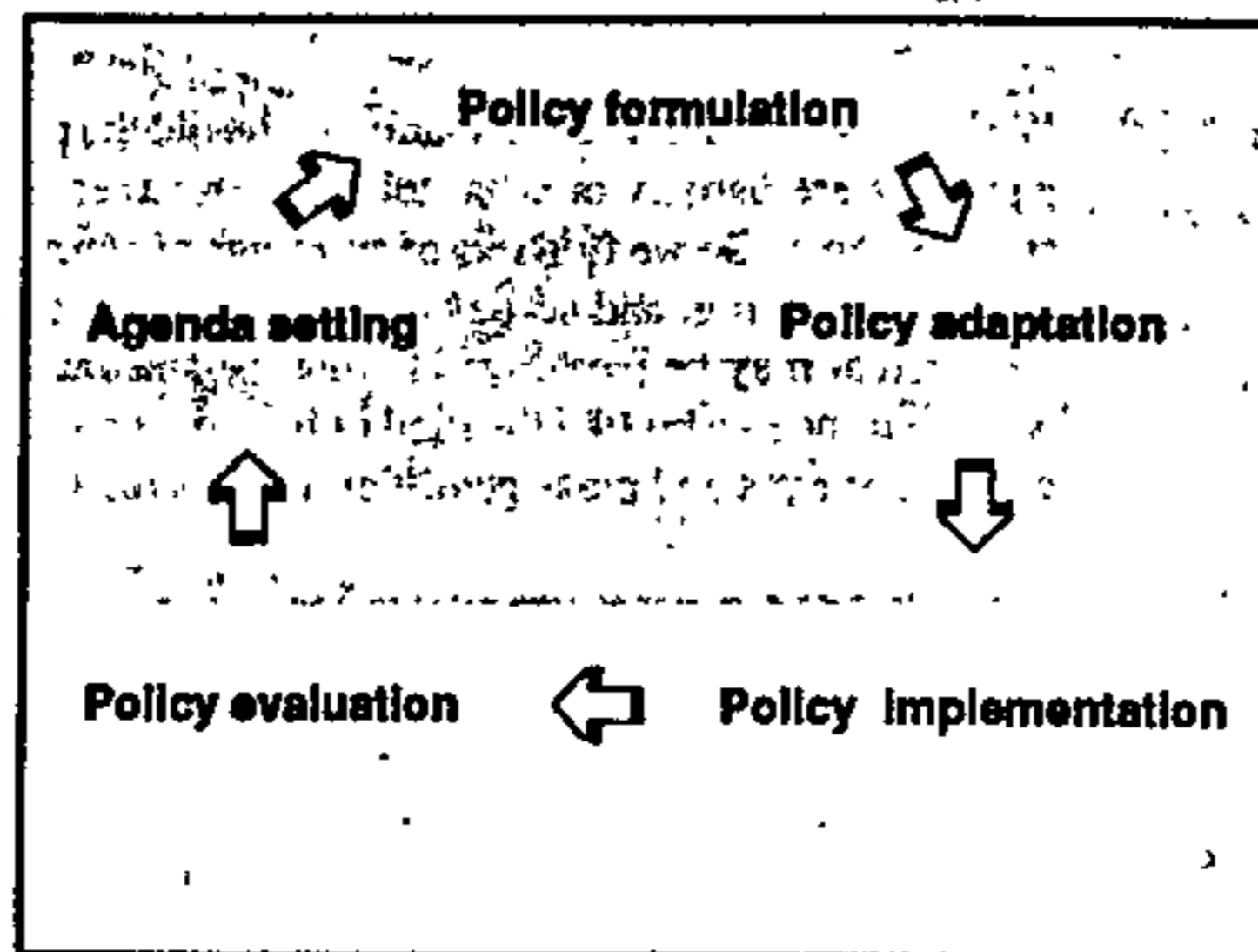
Policy, on the other hand, is about the means by which the goals are to be achieved. In other words, policies can be thought of as strategies designed to bring about certain desired goals. However, policies are more than just strategies. Policies are based on values, and values are linked to the interests held by particular social groups or classes (capitalists, workers, middle classes). Policies may affirm certain values and disregard other values and in this way advance the interests of some social groups while ignoring or blocking the interests of other social groups. That is to say, policies are never neutral. They always benefit certain classes and strata while simultaneously disadvantaging others. The importance of seeing the connection between policies and values is that it draws our attention to the centrality of the struggle for political power in policy formulation.

A concrete example will help highlight the link and difference between goals and policies. A central goal of the National Party has been racially segregated schooling. The policy (strategy/means) to achieve this goal was to establish fifteen different racial education departments to control

and administer education. By contrast, the goal of organisations like the NECC, ANC and PAC is a unitary, non-racial, non-sexist and democratic education system. The challenge for these organisations is to translate their goal into actual policy; that is to develop strategies which will ensure that what is desired - a schooling system that is unitary, non-racial, non-sexist and democratic - is achieved.

Now that we have an understanding of what policy is, we need to look at the policy-making process; that is the various stages involved in coming up with a policy.

The policy process refers to the procedures by which policies are developed. Very generally, the policy process can be depicted in the following diagram:



The policy-making process is a circular process. Governments, organisations and classes set agendas for policy-making. This leads to policy formulation, and then to policy adoption. Policy is then implemented. The evaluation of the implemented policies leads to new agendas being set, and the process begins again.

Each of the stages outlined above can be elaborated in more detail and concretised with the aid of an example. The example we shall use is the struggle to democratise school administration and management.

During agenda-setting problems and issues are identified for which policy positions are required. The principles and values that are held by an organisation will influence the kind of issues and problems that are identified for policy-making. For example, if the principles and values of an organisation are concerned with democratisation, the democratic transformation of school management and administration will be a priority policy issue.

Policy formulation is the process by which actual policies are drawn up. Research is often an important part of the policy formulation stage. Frequently however, a number of policy options may be available so that policy formulation may also involve selecting from the available policy options. In relation to our example of school management, policy formulation may entail research which examines the present forms of school management, and the comparative experiences of other countries. Policy options and the implications of these options may then be generated and forums created for extensive discussion of the different policy options. Ultimately policy will be formulated in terms of the values of a government or

organisation and the particular economic and political conditions prevailing in a given country.

Policy adoption refers to the formal procedures by which actual policies are adopted by governments/ organisations. These procedures may be different for different organisations. Thus in adopting policy with regard to school management and administration, the ANC may follow one particular arrangement while the NECC may have a different procedure.

Policy implementation is the mechanics by which policies are translated into practice and may involve considerable planning. Again, the procedure for implementation may vary depending on whether the policy is being implemented by an organisation or the government. A government is likely to hand over policy to state officials for implementation. The NECC may mobilise its constituency to advance its policy and struggle for its implementation.

Finally, policy evaluation is the exercise of investigating how policies implemented actually function and their consequences. This stage involves an assessment of the success or failure of policy using particular criteria - in the case of policy intended to democratise school management, the extent to which school administration has become more participatory and democratic, its effect on the learning environment and so on. Such evaluation may or may not lead to new agenda setting and reformulation of policy.

We can see that the policy-making process, far from being merely a neutral and technical process, is actually strongly shaped by ideology, politics and values.

Depending on these:

- decisions are taken about which aspects of education should be identified as problems;
- what criteria should be used in making policy choices;
- who should be involved in policy-making
- how policies are implemented and;
- by what criteria they are judged successful or unsuccessful.

To conclude, two general points can be made. Firstly, policy choices raises the important question of legitimacy. In South Africa the practice has been for government to make policy over the heads of oppressed people. The trend was for only two groups, bourgeois politicians and academics to be involved in the policy-making process. The mass democratic organisations and trade unions, and the oppressed people in general - were cast in the role of mere spectators. Not surprisingly then the working people largely rejected these policies. For policies to have any legitimacy, the working class and the mass organisations must become vital participants in any policy-making process.

Secondly, policy-making is not simply about identifying and choosing the policy option that is "best", that is relevant, or not wasteful. That is to say, policy-making is not neutral. In actual fact policy-making involves struggle between different groups and classes. Policies are the outcome of struggles within organisations, institutions and society in general. They are fundamentally concerned with the politics of daily life - with issues of power, privilege and justice. As such, the different values and interests of different groups and classes must be recognised in any democratic policy-making process.

Next week we will look at how different organisations and classes approach the question of policy-making.



1 FEB 1992

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Regulasiekoerant
Regulation Gazette

No. 4823

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PRETORIA, 14 FEBRUARIE
FEBRUARY 1992

No. 13767

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN
KULTUUR

No. R. 441 14 Februarie 1992

WET OP ONDERWYSAANGELEENTHEDE
(VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE
BESTUURLIGGAME VAN STAATSONDER-
STEUNDE SKOLE, UITGESONDERD STAATS-
ONDERSTEUNDE SKOLE VIR BUITENGEWONE
ONDERWYS

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikel 31 van die Wet op Onderwysaangeleentheid (Volksraad) 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 2932 van 6 Desember 1991, gewysig soos uiteengesit in die Bylae.

BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 2932 van 6 Desember 1991.

2. Regulasie 6 van die Regulasies word hierby gewysig deur na subregulasie (4) die volgende subregulasies in te voeg:

"(5) 'n Bestuurliggaam kan, na oorleg met die ouergemeenskap en behoudens die bepalings van die Regulasies betreffende Voorwaardes vir Toelating van Leerlinge tot Openbare Skole (Uitgesonderd Nywerheid- en Verbeteringskole) en Staatsondersteunde Skole, uitgevaardig by Goewermentskennisgewing No. R. 703 van 30 Maart 1990, kriteria vir die toelating van leerlinge tot 'n staatsondersteunde skool bepaal.

(6) 'n Bestuurliggaam kan skoolgelde hef en betaling daarvan afdwing."

124—A

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND
CULTURE

No. R. 441 14 February 1992

EDUCATION AFFAIRS ACT
(HOUSE OF ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO
GOVERNING BODIES OF STATE-AIDED SCHOOLS,
EXCLUDING STATE-AIDED SCHOOLS FOR SPECI-
ALIZED EDUCATION

The Minister of Education and Culture has under section 112, read with section 31 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 2932 of 6 December 1991, as set out in the Schedule.

SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 2932 of 6 December 1991.

2. Regulation 6 of the Regulations is hereby amended by the insertion after subregulation (4) of the following subregulations:

"(5) A governing body may, after consultation with the parent community and subject to the provisions of the Regulations Relating to the Conditions of Admission of Pupils to Public Schools (Excluding Industrial and Reform Schools) and State-aided Schools, promulgated by Government Notice No. R. 703 of 30 March 1990, determine criteria for the admission of pupils to a state-aided school.

(6) A governing body may levy school fees and enforce payment thereof."

13767—1

Organise meetings, DET urges

EDUCATION and Training Minister Mr Sam de Beer yesterday urged groups with an interest in education to organise conferences similar to the one planned for March.

In a statement De Beer said parents, pupils, teachers, the private sector and the community at large should benefit from the March conference, which

**FOCUS
EDUCATION**

would examine issues in education. (SO)

He said it was apparent

14/2/92
the conference's organisers stemmed mainly from the ANC and its affiliated structures, adding if other groups organised such conferences, a broader base of information and insights could be established.

This, he said, would enhance the quality of the debate about education during transition and in the future. - Sapa.

ANC unveils its policy on language

By Thabo Leshilo
Political Staff

STAR
14/2/92

The ANC's language policy plan, unveiled yesterday, has been cautiously welcomed by the Public Servants Association (PSA).

The proposed policy would, among other things, strip English and Afrikaans of their status as South Africa's only official languages.

It would also require civil servants of the future to be competent in the indigenous language spoken in their specific region — Sindebele, Sepedi, Sesotho, Setswana, Siswati, Afrikaans, English, Tsonga, Xhosa, Zulu or Venda.

The plan was unveiled at a media briefing by Qedusizi Buthelezi, of the ANC Language Commission and an applied linguistics lecturer at the University of the Witwatersrand.

Ms Buthelezi said none of the 11 languages the ANC regarded as South African would be regarded as "official".

The State would be empowered to designate any of these languages to be used for defined purposes at the national, regional or local level.

"The State shall act positively to further the development of these 11 languages, especially in education, literature and the media," Ms Buthelezi said.

In his reaction, PSA managing director Hans Olivier said the association had recognised the need to adapt.

There were, he said, people who could not speak either English or Afrikaans within the present public service.

"However, my problem is with the practical application of the plan in the public service — nothing political," he said.

The ANC also proposed that:

- Official and legal business, contracts, instructions, negotiations, notices and rules relating to the workplace and places of residence should be in languages understood.
- Court cases should be conducted in the language understood by the accused wherever possible; otherwise, translators must be used.
- Social, health and other community workers should understand and, where possible, speak the languages of the people they treat and work with.

STAR 14/2/92

Applications sought for ⁽⁵⁰⁾ ~~(BA)~~ US bursaries

The US Embassy opened its annual Fulbright Scholarship competition for postgraduate study at US campuses on Monday, the US Information Service said in Johannesburg yesterday.

The scholarships vary from full bursaries, to partial bursaries covering about half the cost, to other types of support.

The competition is open to all South Africans who have completed or are about to complete a BA honours degree or its equivalent in any academic discipline except medicine, dentistry, veterinary science or theology.

Applications are also sought for the Hubert H Humphery programme which entails a year of non-degree study and related professional experience for accomplished professionals in the middle of their careers. Candidates should have a commitment to public service.

Both bursaries are for the academic year starting September 1993 and the deadline for applications is April 20. — Sapa.

interest portion of bonds made to homeowners. "If these tax concessions are im-

ciation yesterday said they had no knowledge of what Van den Berg was referring to.

Train safety plan ahead of schedule

8115-211
13/2/92 JONATHON REES (2/2)

SECURITY upgrading at 370 railway stations would be completed two years ahead of schedule in an urgent response to attacks on township trains, the SA Rail Commuter Corporation said yesterday.

Police have given the R250m plan their full support and have pledged to deploy personnel at upgraded stations.

Corporation MD Kobus Nel met SAP Commissioner Gen Johan van der Merwe yesterday to discuss a co-ordinated response to train attacks.

The corporation's Cabinet-approved security plan — to be completed by March next year instead of the originally envisaged March 1995 — includes installing lighting, access control points and temporary police bases at every station in SA.

On Saturday Nel will meet the Civics Association of the Southern Transvaal and other community representatives to discuss further measures.

□ Our correspondent reports from Durban that government is to pledge extra resources to speed up the implementation of the national peace accord in Natal following a high-level emergency meeting in Durban yesterday to discuss the recent escalation in violence in the province.

National peace secretariat chairman Antonie Gildenhuys said this would include making available facilities, secretarial staff, facilitators and services.

'Patriotic front' to look at education

WILSON ZWANE (50)

A "PATRIOTIC front" of organisations, including the ANC and the National Education Co-ordinating Committee (NECC), is to address the crisis in education.

ANC education department chief John Samuel said a three-day conference in Broederstroom, north of Johannesburg, next month would lay the basis for an "education patriotic front".

The conference would be held from March 6 under the auspices of the Education Delegation — a multiorganisational body formed last February to find ways to resolve the crisis.

Education Delegation chairman Jakes Gerwel said four objectives had been identified: 13/2/92

- The development of broad principles, norms and values that should underpin a future education system;
- The development and implementation of a code of conduct regarding a culture of learning;
- The development of joint strategies and campaigns for addressing the crisis;
- The development of mechanisms for arriving at a new education system and for dealing with education in the transition period.

1992
Saficon raises

STAB (50)
stake in Boumat

STAR 14/2/92
Saficon Investments is increasing its holding in Boumat from 32 percent to 51 percent.

It signalled the possibility last June when, in its annual report, chairman Sidney Borsook said:

"In view of the retirement of Irvine Brittan as executive chairman of Boumat on March 31 1992, we believe that we should play a more active role than in the past in the management of this group."

Saficon Industrial Holdings, a wholly owned subsidiary of Saficon, has acquired 1,267 million Boumat shares from Sanlam, representing 27 percent of Sanlam's holding. — Sapa.

'Volk' schools ⁽⁵⁰⁾ gain in popularity

STAR 13/2/92

By Helen Grange
Pretoria Bureau

Community-owned "volk" schools — with a strong emphasis on Afrikaner culture and heritage — are taking root in conservative northern Transvaal towns, where eight schools are now considering converting to "volk" schools.

The director of the multimedia "volk" schools, Julian Visser, said yesterday there were schools in Vivo, Dendron and Louis Trichardt wanting to investigate the possibilities of establishing the unique nationalist-oriented schools.

A "volk" school is in the process of being established by a close corporation in Pretoria, and could be in operation as early as next month.

There are three existing "volk" schools — in Orania, Welkom and Danielskuil. The compulsory curriculum includes Afrikaans, Bible study, Afrikaans and Western history, German, English and French.

With a focus on tech-

nology and science, the pupils in the Pretoria "volk" school will have access to multi-media personal computers and laboratory facilities with a satellite-linked weather station, a radio study, video programmes and computer-controlled electronic systems.

Mr Visser said it was important for children at the schools to understand where they came from culturally and historically — and retain their Afrikaner identity for the future.

He added that the education was based on the expectation that Afrikaners would have their own homeland or country. "There is no way we will be part of the new South Africa," he said.

At the Welkom school, children sing the "Oude Transvaalse Volkslied" (Old Transvaal National Anthem) in the mornings while the "strydsvlag" ("flag of struggle" from the Anglo-Boer War) is raised.

"It is a reminder of what we went through in the last century to survive," said Mr Visser.

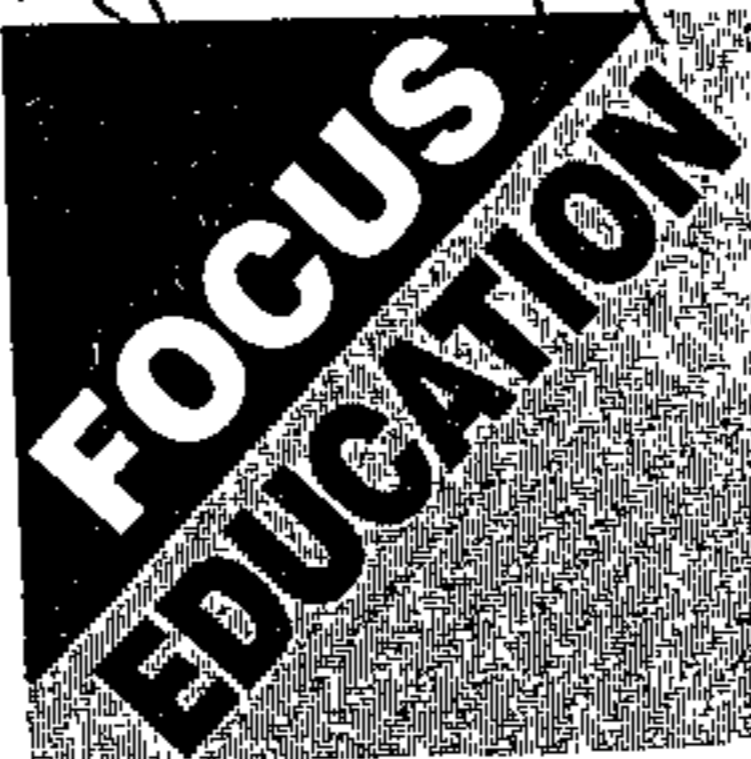
Move made to save national education ⁵⁰

By PHANGISILE MTSALI

A NATIONAL conference to save education was launched by members of the Education Delegation and major political organisations and trade unions in Johannesburg yesterday.

The National Education Conference, set for March 6 at Broederstroom, is a follow-up to the defunct Joint Working Group.

"Our aim is to develop strategies to solve the education crisis and to identify a framework for the restructuring of the education system," said NEC spokesman Professor Jakes Gerwel.



Its working groups are looking into developing a code of conduct to again instil the culture of learning, strategies and campaigns to address the crisis and a declaration of the broad principle that should underpin a future education system.

NEC participants are in-

vestigating mechanisms for the transformation to a new education system and for dealing with education during the transitional period.

"The code of conduct is the central issue to restoring the culture of learning," said the NEC's organising secretary, Mr John Samuels.

"The Government cannot do that for us. Adopted campaigns and strategies would be directed at supporting teachers and pupils. These would be implemented soon after the conference."

The NEC is convened by the ANC, Azapo, Cosatu,

Sadtu and members of the 1991 Education Delegation.

Negotiations to draw in the PAC and Nactu as participants are under way.

Homelands are not part of the steering committee but their education directors have been invited.

The NEC will decide on strategies to engage the Government in negotiations "to impact on national education" and not be narrowed to troubled black education departments.

"We want to be active players in shaping the future education system," Gerwel said.

Democratic bodies plan education conference

The Argus Correspondent

EDUCATIONISTS from the broad democratic movement will get together next month to draw up proposals to transform the country's education system. *mcg 13/2/92*

The conference will be attended by a host of educationists in association with trade unions, political and mass-based organisations.

It has been organised by the Education Delegation, a broad grouping of educationists within the democratic movement which, under the leadership of ANC president Mr Nelson Mandela, first discussed the education crisis with President De Klerk last year.

Delegation spokesman Professor Jakes Gerwel said in Johannesburg yesterday that the forthcoming indaba would aim at putting education firmly on the national agenda and work toward the transformation of the entire system.

The organisers had identified four objectives for the three-day conference from March 6 to 8 at the Alpha Training Centre in Broederstroom.

These were:

- The development of a declaration of the broad principles, norms and values that should underpin a future education system;

- The development and implementation of a code of conduct for the culture of learning;

- The development of joint strategies and campaigns for addressing the crisis in education; and,

- The development of mechanisms for arriving at a new education system and for dealing with education in the transition period.

Professor Gerwel said those at the conference would be restricted to political groups, trade unions, teachers, students and educational organisations identifying with the broad principles of the democratic movement.

He said homeland education departments would be invited as guests.

Members of the Education Delegation would include Mr John Samuel, head of the ANC education desk, Professor Gerwel, rector of the University of the Western Cape, Professor Chabani Manganyi, vice-chancellor of the University of the North, Dr Neil McGurk of the SA Association of Independent Schools, Mr Sedupe Ramokgopa, of the Azapo education desk and Mr Ihron Rensburg, general secretary of the NECC.

in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1991 Senior Certificate examinations?

B38E

The MINISTER OF EDUCATION AND TRAINING.

- (a) 81 021
(b) 31 439
(c) 7 837
(d) 49 582
(e) (i) 7, (ii) 68, (iii) 489, (iv) 3 514 and (v) 5 400.

Senior Certificate examinations: Other schools

19 Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1991 Senior Certificate examinations?

B39E

The MINISTER OF EDUCATION AND TRAINING.

- (a) 203 659
(b) 81 738
(c) 21 892
(d) 121 921
(e) (i) 13, (ii) 139, (iii) 1 167, (iv) 8 964 and (v) 14 428.

Places of safety: number of children

22. Mr R M BURROWS asked the Minister of National Health:

- (1) (a) How many places of safety other than police cells and prisons were there in South Africa for children of each race group, and (b) what was the total number of children who (i) could be accommodated and (ii) were being held in each of these places of safety, as at the latest specified date for which information is available;

HOUSE OF ASSEMBLY

(2) whether her Department has statistics on the number of children of each race group being held in police cells as places of safety; if so, (a) what are the relevant statistics and (b) in respect of what date is this information furnished?

B47E

The MINISTER OF NATIONAL HEALTH:

(1)	(a)	(b)	(i)	(ii)
Population group	Number of places available	Accommodation of children	Number of children	
Indians	2	200	84	
Whites	7	505	447	
Blacks	12	1 645	1 188	
Coloureds	8	715	610	

Information as at 29 January 1992 in respect of Whites and Indians, 31 December 1991 in respect of Coloureds and 30 May 1991 in respect of Blacks;

- (2) no,
(a) and (b) fall away.

Teacher/pupil ratio

23. Mr R M BURROWS asked the Minister of Education and Training:

- (1) (a) 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 the education departments of the self-governing territories; if so, what are the relevant ratios?

B48E

The MINISTER OF EDUCATION AND TRAINING.

(1)	(a)	(i)	Primary schools:	1:41,00
	(ii)	Secondary schools:	1:35,76	
		Total:	1:39,41	
(2)	Yes	5 March 1991		
		Primary	Secondary	
		OwaOwa	1:33,66	1:31,39
		Lebowa	1:40,42	1:33,84
		Gazankulu	1:43,02	1:33,73
		KwaZulu	1:53,50	1:41,29
		KwaNdebele	1:39,85	1:36,69
		KaNgwane	1:40,33	1:35,63

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

State pension funds: contributions

11. Mr B B GOODALL asked the Minister of Finance:

- (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?

The MINISTER OF FINANCE.

(a)	Government Service Pensions Fund	R 29 703 729 988
	Associated Institutions Pension Fund	R 4 656 510 176
	Temporary Employees Pension Fund	R 3 059 436 695
	Associated Institutions Provident Fund	R 11 144 252
	Pension Fund for Persons in Authorities' Service	R 3 362 126 205
	Superannuation Fund for Persons in Authorities' Service	R 170 012 929
(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 1991.

State pension schemes: number/value of assets

12. Mr B B GOODALL asked the Minister of Finance:

- (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?

B29E

The MINISTER OF FINANCE:

- (a) Three as at 31 December 1991.
(b) Members of Parliament and Political Office-Bearers Pension Scheme; Members of Statutory Bodies Pension Scheme; 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 present the total expenditure of the benefits paid out of Revenue for the 1990/91 financial year.
(i) Pension Scheme for Members of Parliament and Political Office-Bearers Pension Scheme for Members of Statutory Bodies Military Pension Scheme
(ii) Nil.

HOUSE OF ASSEMBLY

Financial crisis for education

MIDDLE CLASS students can no longer afford university education following cuts in government subsidies and foreign funding.

And, according to Mongezi Stofile, chairperson of the Bursary Council of South Africa (left), the situation is even worse for rural communities.



In any truly democratic country, he said, the state should accept responsibility for financing the education of every child.

"Most black students are forced by financial needs at home to take the shortest courses, which might not necessarily meet the human resource needs of the this country," he explained.

Stofile said the Education Aid Programme in Johannesburg received more than 8 000 applications for bursaries last year, but could only grant funds to 300 applicants.

He said there was a dire need to assist thousands of students with funds as unemployment was making it difficult for them to get the money from their families.

"The future of the children is in our hands," he added.

New Nation Learning Nation
7/2 13/2/92

SA's 'lost' history is recovered

Decades of vital history omitted from official records are being restored in an ambitious project that is not only of importance to researchers, but is a poignant evocation of our past.

By GAYE DAVIS

FOR years Freda Levson tried to interest publishers in her late husband Leon's vast collection of photographs documenting African life in South Africa during the 1940s. But his thousands of negatives remained unseen in boxes under her bed in London.

South Africans will soon get a chance to see for the first time some of Levson's evocative images: the University of the Western Cape's newly established Mayibuye Centre for History and Culture is working on an exhibition featuring work by Levson and other "lost" photographers.

It's just one project among many planned by the centre in a bid to bring back history officially denied for decades. Only recently named, the centre is better known as the "struggle museum". UWC announced it would establish after acquiring the entire photographic, film, video and publications collection of the London-based International Defence and Aid Fund (Idaf).

Levson's photographs form part of that collection, built up over the many years Idaf functioned as the nerve centre of the international solidarity movement. So do those of Eli Weinberg, a listed communist who spent much of his life under house arrest or in prison, but who nevertheless recorded key events in the history of the African National Congress before going into exile in 1976. Most of his negatives, left behind when he fled, were lost or destroyed; those salvaged have been seen only abroad.

The last of the Idaf crates — filled with some 100 000 photographs, 1 000 films and videos, equipment and countless books — have now been unpacked, comprising a resource not



Photographing the photographer ... A slice of life from Sophiatown recorded by Leon Levson

only vast but immensely valuable to researchers. A unique computer cataloguing system means anyone seeking material on forced removals, for instance, will immediately be able to see listed every piece of footage and every photograph in the archive.

But the Idaf collection is not all there is. Daily an assortment of boxes, crates and envelopes arrives at the centre, containing material ranging from an activist's treasured collection of "struggle" T-shirts to minutes of the Robben Island Recreation Committee.

"There's so much to be done. We've been working 20-hour days, raising funds, collecting and collating material. Now for the first time we can say we've got a physical presence, this is what we've got so far," said historian Dr Andre Odendaal, the centre's co-ordinator.

Who, apart from his fellow prisoners, knew that the late Pan Africanist Congress leader Jeff Masemola was a deft woodworker? One of his creations was a trophy Robben Island prisoners' soccer teams would compete for and which now forms part of the archive.

There's a telegram Mao tse Tung

sent to Bill Andrews, acknowledged as the grand old man of the South African Communist Party who died in 1952, wishing him well on the occasion of his birthday, and a framed front page of *The World's* last edition, which escaped confiscation by the security police the day the newspaper was banned in 1977.

This is the stuff of which not only memories but also history is made — and it has come from all over South Africa and abroad.

Some of it, like Ahmed Kathrada's 8 000 pages recording every letter he wrote and received during 25 years in jail or the archives of the South African Non-Racial Olympic Committee and other anti-apartheid organisations, is of prime historical importance, a researcher's paradise. Other material is intensely personal, relevant for its poignancy and evocation of a time past and never adequately recorded.

Sometimes that relevance has to be explained, like the white cap donated by a former Robben Islander. "We only understood its significance when we found prisoners made these caps to set themselves apart, expressing an

individuality otherwise denied them," said Odendaal.

Despite the wealth of ANC material and Idaf's historic links with the organisation, the centre is intended to be non-sectarian and the PAC has already expressed its support. It was established to balance a badly skewed past. "We're not going to make the same mistake," said Odendaal. Hence the name Mayibuye (let it return), a slogan common to most liberation bodies.

"We're collecting all artefacts, papers and other material related to the struggle. We're not turning up our noses at anything. We're hoping to share any duplications with other institutions. There's a lot of enthusiasm," said Odendaal.

Just an idea five years ago, the centre's task is enormous. Three former Idaf staffers, all returned exiles, are in charge of the film, audio and photographic archives. Eventually, artefacts will be on permanent display, but a proper museum depends on space and funds. Said Odendaal: "Our immediate priority is collating all the documents and papers. We're taking things step by step."

The centre has copyright to about 20 titles, many banned and never freely available in South Africa. In May, the UWC Mayibuye History Series will be launched, featuring re-prints of these and some new publications, including ANC national executive member Ronnie Kasrill's autobiography, written while he was on the run in the wake of the security crackdown on Operation Vula. It's tentatively titled "Armed and Dangerous", which is how he was described on an SABC broadcast.

"The most important thing about this archive, beyond the political importance, is to recover the history of the ordinary person," said Odendaal. "Until a year or so ago, people couldn't see or read any of this. A blank of 30 years needs to be filled."

To this end, the centre will be engaging in a variety of projects involving communities, institutions and organisations. It will also approach the government to arrange the retrieval of material confiscated by security police or used in evidence in trials. "There should be a mountain of it somewhere," said Odendaal.

WHITE SCHOOLS

Under the knife

White education faces a dramatic shakeup in which thousands of teachers will be retrenched or offered early retirement. Schools will be amalgamated to reduce under-utilisation of facilities. Empty schools will then be re-opened as nonracial Model D schools.

The main purpose of the restructuring is to trim off millions from the white education budget, in line with government's commitment to reduce spending. There is speculation in education circles that the R4,2bn white education budget may be cut by up to 17%. **FM 7/2/92**

To assist in maintaining standards parents will be asked to make financial contributions to school costs — but (curiously) they won't be compulsory.

It is understood that there is a surplus of about 11 000 teachers at white schools and that as many as 4 000 may be axed or could resign. Ironically, there is a critical shortage of well-qualified teachers at black schools.

But teachers cannot be transferred at the stroke of a pen. Many whites are unlikely to accept transfers because of threats to their safety — a justified fear, given the recent campaign against white teachers in some black areas. Others would find it inconvenient to move to schools far away from their homes, or would simply be repelled by the chaos that is black education.

The cost of the retrenchment and retirement packages will be considerable, but will be a one-off payment. The State has little option here: teachers with tenure cannot be dismissed without compensation, nor can they be kept in increasingly unproductive schools, nor can they be forced into other posts against their will.

By making such severe financial cuts to what has up to now been a political holy cow, government risks further alienating a considerable segment of the white population. However, it is felt that the unequal distribution of resources between black and white schools can't go on and must be brought into balance as soon as possible. In particular, officials point to the relatively small size of many white classes compared to chronic overcrowding in black schools.

But formerly all-white State schools that have chosen to go nonracial, mostly under the Model B option, will presumably survive the cuts better than those who have so far maintained racial exclusivity. There is at present the absurdity of nonracial schools being run by the white "own affairs" department. But officials have made it clear that, when assessing teacher:pupil ratios, black pupils will not be ignored — in contrast with

when the Model B schools first opened.

This implies that a school that is full will not suffer too badly from the cuts although the teacher:pupil ratio can be expected to rise. Just how much it will rise, of course, is the burning question. Most experts now agree that the quality of teaching is by far the most important factor in effective learning; whether there are 15 or 30 children in the class appears to make little difference, as long as their abilities have been assessed. But when 35 is reached the warning lights begin flashing.

In an effort to explain the latest move, Education Minister Piet Marais met for three hours in Cape Town this week with a delegation from the 66 000-strong Teachers' Federal Council. After the meeting, council chairman Allan Powell confirmed that teacher numbers will be reduced, but he wouldn't say by how much.

"We are trying to find a way to keep the maximum number of teachers in their jobs." Powell conceded that "there are difficult times ahead for education" but was "heartened" by the way in which negotiations on the issue were proceeding. Marais declined to comment after the meeting but said a comprehensive statement would be issued soon on white education.

But in a statement issued a short while later, his department said "no-one can escape economic realities and all the government's advisers are unanimous: State spending must be curbed." This applied to the education budget as well.

The statement said it would be "too simplistic" merely to retrench teachers to meet budget cuts. A more comprehensive approach was needed, including a package to ensure that education was not "unduly destabilised," standards were maintained and the security of the teaching community was "maximally protected and promoted."

The statement also effectively confirmed that parents would be expected to pay more in future for their children's education. "Measures are also being considered whereby parents who wish to do so will have the opportunity to accept greater responsibility for the education of their children." ■

Winter games . . . course workers and
course at Val D'Isere, France, yesterday in preparation
hill race on Sunday.

Multimedia 'volkskool' for Pretoria

Pretoria's first multimedia "volkskool" for Afrikaners could be in operation as early as next month.

The school will be formally established as a close corporation at a parents' meeting on February 22, spokesman Julian Visser said.

While based on schools already existing in Orania, Wel-

kom and Danielskuil, the Pretoria "volkskool" will be unique in several respects.

Children will have access to multimedia personal computers, while the laboratory facilities will include a satellite-linked weather station, a fully equipped radio studio, particle accelerators, video programmes and computer-

controlled electronic systems. There will be no exams, as pupils will be continually evaluated, and no academic year as pupils will be allowed to progress at their own pace.

The curriculum will place a high premium on Afrikaner culture and heritage as well as the "will to be a nation". — Pretoria Correspondent.

EDUCATION



EDUCATION 92

New Nation
(Learning Nation) 7/2 - 13/2/92

(50)

Welcome to the Education Page for 1992. In almost no other area of South African social life is the tension between the promise of a new South Africa and the legacy of the Apartheid capitalist system more acute than in education. While there is so much talk of a new democratic South Africa in which the quality of life of the people will be advanced, one of the most important human resources to ensure such a society, namely education, is in a state of virtual collapse. In an attempt to address this crisis a whole range of people and organisations have come up with various attempted solutions - from the state, to the bosses, to the ANC. These attempts have thrown up the need to look at questions of education policy both now and in the future.

On the other hand the field of education is not only taken up with experts and political organisations discussing daunting questions such as policy, future curricula, the financing of education etc. Millions of students are involved in the daily grind of trying to learn and survive the mess that is black education. Parents are concerned that the sacrifices they make for their school-going children should not be in vain. They want to be affirmed in their belief that education can lead to a better life. Thousands of teachers are struggling to learn new methods of teaching in order to make the learning environment better for the students under their care. At the same time these teachers are poorly paid and forced to work long hours under authoritarian bureaucracies and with little in the way of teaching aids or resources.

All of the above is in the field of formal education ie in the schooling system. But edu-

cation does not take place in schools and colleges alone. Apprentices undergo training in technical schools and work-related institutions; workers receive some in-service training; adults attend part-time courses and children, although few in South Africa, sometimes go to pre-school institutions. All of these can be grouped under the category of non-formal education which is a field much broader than schooling and tertiary education.

The Education Page will therefore feature a range of themes spanning both formal and non-formal education. We will have debates on policy and feature articles on the current attempts by the progressive education movement to meet the challenges of the education crisis. We will feature articles dealing with current issues of concern to teachers struggling for better working conditions in education. We will look at new developments on teaching methodology. And we will try to provide a channel for the voice of the students and their organisations as well as the concerns of parents and all people who are immediately involved in the education crisis in South Africa.



Education Newsflash !

The Western Cape-based Careers Research and Information Centre (CRIC) will be hosting a special radio programme for students on the last Thursday of every month on Radio Xhosa (921 Khz) from 5.05pm to 5.45pm. The programme will focus on various issues facing youth who are studying, working or looking for a job. CRIC is also running a great competition with lots of prizes. For details of this competition write to CRIC at PO Box 376, Athlone (Cape) 7760 or phone (021) 637 8040. In the meantime tune in to learn and win.

CRIC Radio programme Schedule

6 February: Introduction to the CRIC radio programme including more details of our super competition.

27 February: Job finding skills: We take a look at what is needed by students fresh out of school who want to find employment.

26 March: Self-awareness: How to discover your career path. Finding out more about yourself.

Planning your time efficiently: How to make time work for you.

30 April: Information for returning exiles: Thousands of exiles are in the process of returning to South Africa. Educational information on and for returnees will be made available.

25 May: Further Education: Wanting to study further, or get a skill? What would you need to become an apprentice? We take a look at options available to prospective students and how to get there.

25 June: Career choice: How to select your career. What careers are there?

30 July: Bursaries: How to finance your studies.

27 August: Subject choice: What subjects should you choose, and why? How do I go about ensuring that I have the requirements to do a particular course?

24 September: Study skills: Battling to prepare for examinations? Find out about the correct techniques to study, understand and remember.

29 October: Work awareness: This programme focuses on the world of work. We look at job trends, the human resource needs of the country, the role of trade unions and correct employment practices.



Cost-cutting council says their futures will be decided 'in the open'

**JOHN YELD and
CLIVE SAWYER**
Staff Reporters

SEVERAL suburban libraries are threatened with closure as part of the Cape Town City Council's cost-cutting operation.

Libraries which could be earmarked include Observatory, Maitland, Janet Bourhill in Claremont and Regent Road, Sea Point.

The city council has confirmed that "difficulties" concerning libraries have been discussed behind closed doors, but promises the future of libraries will be discussed and decided on publicly.

Angry Observatory ratepayers are planning to campaign to keep their library open.

As a result of cuts in last year's budget, the service was forced to reduce opening hours at some branches and several librarian and assistant librarian posts were shed.

The number of books being issued had been growing annually and the reduced staff were battling to keep the service going, said library sources.

Residents want to know why the proposed closures have not been discussed with the communities.

Observatory Civic Association spokeswoman Ms Mary

Gillett-De Klerk said she had been told any decision on the issue had been postponed for a month.

"This is typical of the council's high-handedness. There's been not one shred of discussion with the community about this," she said.

Alternatives to closing, including possible volunteer support from the community, should have been considered and discussed with them, she added.

She pointed out that the Observatory library had started as a subscription library and the community agreed to the council taking it over "under duress".

"I can't understand this. If the council is committed to education and literacy — especially in inner city areas — it cannot close any libraries."

The association was a member of the recently-formed Community Forum which was taking up various issues with the council — especially reduced services, said Ms Gillett-De Klerk.

"There is no way we are going to allow the council to close Observatory library. We will fight all the way."

The civic association committee would meet soon to plan a campaign to keep the library open, she added.

Deputy city administrator in charge of libraries, Mr Attie van der Merwe, said no decision had been taken on the matter.

He confirmed that a confidential report on "difficulties experienced by the library service" had been discussed by a council committee behind closed doors.

"However this does not mean that any closures will take place or that they will not — but the decision will not be taken in secret.

"The matter will be discussed publicly and local communities will be given full opportunity to give input on the matter," Mr Van Der Merwe said.

City Libraries under threat

CAPE

AKG 12/192
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MODEL B schools have opened for their second year under the new system and most principals report healthy integration of black pupils.

But some educationists have charged that the system only benefits the privileged and does not come close to solving the country's education problems.

Critics say generally good results at Model B schools are mainly due to strict admission criteria, which have been used to screen out pupils who

New school system isn't as easy as ABC

South 6/2-12/2/92

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because they could not cope with the languages and the higher standard at the school.

might have academic difficulties.

The Model B system allows white schools to admit blacks and retain their government subsidy, as long as white students remain the majority.

Professor Joe Muller, a lecturer in the Education Department at UCT, summed up reservations about the system by saying admission criteria were used to control and select pupils

admitted. "This is a problem, because public money is used to finance these schools, and yet they are restricting entry," said Muller.

However, principals at Port Elizabeth Model B schools have defended the system, and see admission criteria as necessary and important. Lawson Brown High was one school

that did not require students to write entrance examinations. About 80 black children were admitted — and more than half of them failed the year.

Now the school is to introduce entrance exams and more bridging classes.

Lawson Brown principal Mr Bernard Simpson said the high failure rate was not because pupils were stupid, but

Muller agreed that one nonracial education department was needed and that accepting a few black children into white schools was not solving the problem.

He said while Model B schools might appear to be working, the trouble was that the power to open all schools still lay in the hands of white parents.

—PEN

Black schools^⑤ open their doors

Political Staff

CT 6/2/92

BLACK schools are to be allowed to admit pupils of all races, in terms of a new bill tabled in Parliament yesterday.

The draft Education and Training Amendment Bill has been changed by the Joint Committee of Parliament on Education and Manpower to allow the schools to be opened.

The committee has inserted an amendment in the bill to give the Minister of Education and Training the power to authorise schools to admit pupils other than blacks.

Although the minister is to be given the power to prescribe conditions for the opening of black schools, it is unlikely that the complicated procedures for the opening of white schools will be imposed on black schools.

With extensive overcrowding in most black schools, which at present have lower standards and facilities than schools for other races, it is unlikely that many pupils of other races will go to these schools until there is a greater equality.

Black schools to open for pupils of all races

^{3/10/51} ^{6/2/92}
CAPE TOWN — Black schools are to be allowed to admit pupils of all races in terms of a new Bill tabled in Parliament yesterday.

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Political Staff

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National Transport Commission

*4. Mr J CHIOLE asked the Minister of Transport:†

- (1) Who are serving on the National Transport Commission at present;
- (2) whether the composition of this commission changed recently; if so, (a) what was the nature of the changes and (b) (i) who served on the previous National Transport Commission and (ii) for what length of time did each of the permanent members serve on it;
- (3) whether members of the previous commission whose services were terminated were furnished with reasons for the termination of their service; if not, why not; if so, what reasons?

B6E

The MINISTER OF TRANSPORT:

- (1) The following eight members presently serve on the National Transport Commission:

Dr M F Mitchell: Chairman and Acting Director-General: Transport
 Mr R G Meyer
 Mr H J Classens
 Mr J J Smit
 Mr G R Pauw
 Mr S Petersen
 Mr P P M Chetty
 Prof S J Zondi

- (2) Yes; the composition of the Commission has changed with effect from 1 January 1992.

- (a) The membership has been decreased from ten to eight members. The powers, functions and duties of the Commission have been scaled down over the past year to such an extent that it now concerns itself primarily with matters regarding civil aviation and commuter subsidies
- (b) (i) The following members served on the previous Commission:

Mr R G Meyer: Chairman and Director-General: Transport
 Mr J J Smit
 Mr H C van Zyl
 Mr B Slabbert
 Mr E F Nkisch
 Mr G R Pauw
 Mr J J S Germishuys
 Mr A M Brynard
 Mr H J Meyer
 Mr C J Grové

- (ii) The permanent members served on the previous Commission for the following periods:
 Mr R G Meyer — 1 October 1987 until 31 December 1991
 Mr J J Smit — 1 May 1987 until 31 December 1991
 Mr H C van Zyl — 1 October 1976 until 31 December 1991
 Mr B Slabbert — 1 October 1971 until 31 December 1991
 Mr E F Nkisch — 1 June 1977 until 31 December 1991

- (3) Yes; the members were informed that their periods of service expired on 31 December 1991 and that the demands of the changing transport environment have necessitated the re-composition of the Commission.

Letter: Acting Judge President, Natal

*5. Mr D J DALLING asked the Minister of Justice. *Howards 4/2/92*

- (1) Whether in July 1991 he received a letter from the Acting Judge President of Natal in connection with the release of criminals from prison; if so, ~~what was the content of the letter~~
- (2) whether he will disclose the contents of this letter; if not, why not; if so, what was (a) the content of the letter and (b) his response thereto?

B11E

The MINISTER OF JUSTICE:

- (1) Yes.
- (2) No. It is not practice to disclose the contents of correspondence addressed to me. In fact, the Honourable Member may wish to reflect whether his question, referring to the action of a court official, to wit a Judge President, is in order in terms

of Parliamentary convention. The Honourable Member is referred in this regard to *E May, Parliamentary Practice* (21st Ed.), p 291 and also p 289.

The matter of release of prisoners, both under the amnesties announced by the State President and in terms of normal policy, was subsequently discussed at a conference held with the Chief Justice and all the Judges President

A mutual understanding was reached in respect of both the concerns voiced on behalf of the administration of justice and the particular demands on the Executive at a crucial stage in South Africa's development, when exceptional steps had to be taken in order to deal with the question of political prisoners and the necessity of an evenhanded approach as far as other prisoners were concerned

- (a) and (b) Fall away.

Certain person: potential threat

*6. Mr P G SOAL asked the Minister of Defence:

Whether, with reference to his reply to Question No 26 on 19 February 1991, a certain person, whose name has been furnished to the South African Defence Force for the purpose of the Minister's reply, was identified by the Civil Co-operation Bureau as a potential threat to State security; if so, (a) when, (b) for what reasons and (c) what is the name of this person? *Howards 4/2/92*

B16E

The MINISTER OF DEFENCE:

As was indicated in the reply to question number 26 of 19 February 1991, the findings of the Harms Commission had been referred to the Attorney-General for further investigation. The Attorney-General has indicated that the matter is still being investigated and it is therefore *sub judice*. (a) (b) and (c) fall away.

SABC: educational television service

*7. Mrs C H CHARLEWOOD asked the Minister of Education and Training. *(SO)*

- (1) Whether, since the reply to Question No 23 on 9 April 1991, his Department has taken any further steps to establish, through the South African Broadcasting *Howards 4/2/92*

Corporation, a full-scale educational television service to Black schools throughout the country; if not, why not; if so, (a) what further steps and (b) when is it anticipated that this service will commence;

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

B19E

The MINISTER OF EDUCATION AND TRAINING. *Howards 4/2/92*

- (1) No
- (a) The establishment of a fullscale educational television service to Black schools country-wide cannot be afforded by the Department at this stage.

The department is currently planning a project in co-operation with the SABC to assist standard 10 candidates with the aid of television broadcasts for two hours per day from 1 April 1992 to 30 September 1992.

Furthermore the Department and the SABC are jointly planning a pilot television programme project which will be directed at pupils from standard 5-7, parents and teachers. The programmes will be broadcast during 1992.

An interdepartmental committee is currently investigating all aspects of distance education. This includes, inter alia, educational radio and television.

- (b) Falls away.
- (2) Not at this stage.

Single health department

*8. Mr M J ELLIS asked the Minister of National Health: *Howards 4/2/92*

- (1) Whether, since her reply to Question No 15 on 12 March 1991, her Department has taken any further steps to consider the administrative, financial and national health implications of a single department of health for South Africa; if so, what further steps; if not, why not; *cont-d*

member of the CP for a neighbour, but let us leave it at that in any case. [Interjections.] I do not know whether it is always an advantage. [Interjections.]

With regard to assistance to agriculture, I want to say that in the past this Government has never turned its back on agriculture when there has been a problem.

* An HON MEMBER: That is not true.

*The MINISTER: Hon members can argue whether it was sufficient or too little and whether it was too early or too late, but the fact remains that every time the Government has come to the assistance of agriculture on the basis of merit and after a good evaluation, otherwise agriculture would have gone under by now. We have always done this in difficult times and we shall do it again now that agriculture is experiencing great difficulties. [Interjections.] That is why hon members need not fear that the Government will turn its back on agriculture; on the contrary, we are already engaged in an evaluation of it as hon members will hear later.

With regard to the fact that the budget for agriculture is deliberately cut every year, my reply is that this is devoid of all truth.

*Mr C H PIENAAR: But why do you cut it?

*The MINISTER: It is not true that we cut it. The need is identified on the basis of budgetary procedures and then we budget for that need. We do deal with subsidies in this direct way in the agriculture budget. We deal with them in different ways and not necessarily in the same way as in the past.

Secondly, I want to reply to the question in connection with agriculture as a strategic industry. Of course, the production of food is of paramount importance and that is why agriculture receives high priority in terms of the budget and we take a good look at agriculture because it provides us with food in this country, because it is important to the infrastructure of rural areas, and because approximately 25% to 30% of the economy of this country is related to agricultural production and agricultural activities in a certain sense. [Time expired.]

Debate concluded.

HOUSE OF ASSEMBLY

upon parent communities by management councils or management council members, to set aside the system which he implemented on the basis of a referendum result.

*The MINISTER: Mr Speaker, we have a system in use. I cannot undo the system because it might possibly have been contravened in a few cases. No, I cannot. In every case, as I replied in the first instance, I will—if I get well-founded complaints within the system—investigate the complaints. [Interjections.]

Mr R M BURROWS: Mr Speaker, arising further from the hon the Minister's reply, I wonder whether he would take steps in cases in which schools did not attain the required majority as a result of the distribution of fallacies and fraudulent material to pupils, to hand to their parents, by the CP's front organisation and The Own Schools Association at the gates of schools?

An HON MEMBER: Disgraceful!

The MINISTER: Mr Speaker, should I receive information regarding that, it would receive my attention in the same manner as I have already explained. [Interjections.]

West Rand: school model C

*2. Adv J J S PRINSLOO asked the Minister of Education and Culture:†

(1) Whether the voting percentages required for the implementation of school model C were met at two schools in the West Rand area, whose names have been furnished to the Minister's Department for the purpose of his reply; if so, what are the relevant details; if not,

(2) whether, despite the voting percentages recorded, he has granted permission for the implementation of school model C at these schools; if so, (a) what are the names of the schools and (b) on what grounds did he grant permission;

(3) whether any steps are contemplated to protect the rights of the parents who did not vote in favour of school model C, if so, what steps?

†The MINISTER OF EDUCATION AND CULTURE.

(1) No,

(2) yes,

(a) Laerskool Dr Havinga and Hoerskool Florida,

(b) on the grounds of the well motivated recommendations submitted by the respective chairmen of the management councils and because there are other schools in the immediate vicinity to which parents who are not in favour of the conversion, can send their children. The deviation (a shortfall of 1,48% in both cases) from the required percentages in the above instances was very small and acceptable reasons were given;

(3) no, because adequate provision exists

†Adv J J S PRINSLOO: Mr Speaker, arising out of the hon the Minister's reply, I want to know what margin, in percentage, he allows on the required percentages for implementing a model before he says it is too great a margin, and in spite of the requests, he is not going to implement the model.

†The MINISTER: Mr Speaker, I have not set any standards whereby I allow deviations. Deviations are allowed on the basis of the circumstances applying in each case and after proper consideration.

†Adv J J S PRINSLOO: Mr Speaker, further arising out of the hon the Minister's reply, I want to say that from his original reply we know that percentages laid down in the circulars from his Department were not complied with. In this particular case he said that there was a margin of 1, something which meant that the percentage was not attained. How great must that margin be before the hon the Minister does not take into account any submission or good arguments or anything and goes and implements a model?

†The MINISTER: Mr Speaker, I hoped the hon member would understand that I have already replied to that. He is referring to the circulars that were sent. In the circular it is clearly stated that the percentage vote in favour of a change would, although important, not necessarily be decisive and from the nature of the case the Minister would also take other facts into account.

It is those factors that I am taking into account in each case.

HOUSE OF ASSEMBLY

Pupils who have nowhere to go

Soweto 4/2/92 (50)

A CHRONIC shortage of classrooms has left thousands of pupils stranded on the Reef and other areas.

The shortage continues despite the fact that Parliament last year voted R630 million for new schools.

The money was allocated to cut the shortage of classrooms from 10 000 to about 4 500.

In Duduza, near Nigel, parents of pupils at Mzimkhulu Primary School yesterday stood guard at the school's gate to prevent imminent eviction of their children after it was learnt that pupils from a

By PHANGISILE
MTSHALI

nearby high school were to be moved there.

Confrontation was averted after the Duduza Education Co-ordinating Committee and principals intervened.

Meanwhile, the Soweto Education Co-ordinating Committee says an average of 80 pupils flock to its offices daily to seek assistance in getting accommodation at schools.

"Even though they are overcrowded, the schools

should admit these pupils to show the DET the extent of the problem. We must not cover up for them," said SECC official Mrs Lizzy Ngudle.

The chairman of the Dan Pharasi Primary management council at Etwatwa East on the East Rand said 1 500 pupils were crammed into 12 classrooms.

"DET officials visited our school last year. We were later told the school should dissolve as it had no proper building. But we defied that order," Mr James Nonyana, a member of the committee, said.

Land sought for children

B/day 3/2/92
Own Correspondent

MARITZBURG — The Maritzburg City Council's planning committee will today consider an application for land to be made available to house children abandoned in hospitals in Natal and KwaZulu.

In a letter to mayor Pat Cornell, paediatrician Dr Neil McKerrow proposed that a village be established to accommodate about 150 children.

He said the home could also be used to ease overcrowding in children's homes and places of safety. Once land was available, money could be raised for buildings.

McKerrow said SOS Children's Villages, an Austrian charity with experience throughout Africa, were prepared to undertake the project

McKerrow said there were 64 abandoned children in Edendale Hospital alone. Early last year, a survey showed at that stage there were 289 — 176 in KwaZulu.

Trust to focus on 'lost generation'

B/day 3/2/92

(50)

THE "lost generation" will be the main focus of the R500m Joint Education Trust launched last week.

Marginalised youth — those who had fallen out of the spheres of both school and work — needed serious attention, trust spokesman Brian Whittaker said at the weekend.

The trust would work with organisations already involved in the area, such as the Joint Enrichment Programme.

Funded by 14 companies and involving people of all political shades, the trust wanted to promote long-term fundamental change in the quality of SA education.

Funds would be used for projects ranging from early childhood "educare" to basic adult education and literacy, said Whittaker.

Projects would be carried out by organisations already set up in communities.

The main things the trust had to offer, he said, were knowledge, skills and influence. "One of the reasons we have decided to come together is that the possibility of change is much greater now than before and the education authorities are more susceptible to the advice of others."

The trust aimed to alleviate the dire

KATHRYN STRACHAN

shortage of facilities in black schools and would provide basic resources such as textbooks and classrooms — as well as look towards providing a better curriculum and upgrading teacher qualifications.

The trust also hoped to widen the concept of work in both the public and private sectors and to encourage self-employment schemes and continuing education programmes in the workplace.

The trust would be responsive to outside advice and would work in co-operation with other development organisations and financing agencies.

Whittaker said it would operate independently in its day-to-day functions while remaining accountable to the founding organisations and the communities it served. Like any other trust, it would like to see the best return on investment.

Trustees would meet at the end of February to finalise strategic direction and to develop criteria for guiding the allocation of funds. The trustees had been warned that they had to think hard about a clear strategy so that they did not become yet another all-purpose fund, said Whittaker.

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No final STAR 312192 decisions on white education

By Esther Waugh (50)
Political Reporter

CAPE TOWN — No final decisions had yet been made on how to deal with the crisis in white education.

Discussions on minimising the blow of curtailed spending on education were continuing.

This was the response of the Minister of Education and Culture in the House of Assembly, Piet Marais, to speculation over the past week about drastic cuts in the white education budget.

He appealed for calm.

Although Minister of National Education Louis Pienaar said earlier that cuts were to be made to the budget, Mr Marais did not confirm this.

He, however, seemed to confirm the cuts when he told Parliament on Friday that State expenditure, as a whole, needed to be curtailed.

"No one can escape economic realities. All the Government's advisers are unanimous: State spending must be curbed.

"If this applies to other State departments, it applies to ours as well," Mr Marais said.

A spokesman for the Ministry of Education and Culture could yesterday not confirm a report in the Sunday press that there was a surplus of 11 000 white teachers and that 4 000 of these would be given golden handshakes.

He reiterated Mr Marais's statement that discussions were still continuing and no final decisions had yet been taken.

DP spokesman on education Roger Burrows asked whether the situation would be clarified before the Potchefstroom by-election while the CP spokesman on education, Andrew Gerber, said the cut in funding of white education should be seen against the background of the Government's reforms.

ARG 3/2/92
**'Golden handshake'
lure for teachers**

The Argus Correspondent

PRETORIA. — The South African Association of Semi-private Schools has voiced its opposition to the "golden handshakes" being offered to staff at Model C schools and are involved in negotiations to prevent disruptions.

A Model C school is a State-aided ordinary school set up after the closure of a public ordinary school, and is operated by a management body. A subsidy covering the full salary bill of staff is provided by the State. The remaining 25 percent of total costs has to be provided by the school.

Mr Johan Bothma, chairman of the association, said the so-called "golden handshake" was, in fact, an option to accept early retirement which was available to staff members of a public school which had been declared State-aided.

The "golden handshake" reportedly offered senior staff at Model C schools the option of early retirement linked to massive financial rewards provided the staff member did not return to a subsidised post at a Model C school.

According to Mr Bothma the association "is opposed to the concept of the option and we are involved in negotiations with authorities in this regard".

The object of the negotiations, Mr Bothma said, was to prevent disruption at Model C schools as a result of the vacancies which might be caused by the early retirement of teaching staff.

Parents whose children attend Model C schools have voiced their fears that the offers — believed to be between R200 000 and R300 000 — will be too good for staff to refuse and they will leave the schools.

Mr Bothma said the details of the "packages" were not clear as they were a matter between the teachers concerned and the TED.

The TED has not reacted, saying it would comment later.

Radical scheme for SA higher education aims to avert crisis

A REVOLUTIONARY plan to alleviate the crisis which threatens the standard of higher education in South Africa has been proposed by Dr Stuart Saunders, vice-chancellor of the University of Cape Town.

He suggests that universities, technikons, technical colleges and teacher training colleges form a "federation" of co-operating educational institutions.

The scheme could revolutionise higher education, which is threatened by a lack of funds, and demands for mass enrolment.

Details of the scheme, the result of research by Dr Saunders into tertiary education in South America, the US, Europe, sub-Saharan Africa and South Africa were outlined for debate in a report published by UCT this week.

Says Dr Saunders: "It is clear that without strong higher education, other educational sectors will be impoverished."

Quality

"And if quality in teaching and research is not preserved and developed, South Africa will not be able to engage the increasingly technologically oriented modern world economy."

He discusses the "calamitous deterioration" in the quality of higher education in Kenya when universities were forced to accept mass enrolment.

This caused tremendous strain which resulted in a reduction of the quality of graduates — many of whom could not get jobs — a greater failure rate and gross overcrowding.

The so-called "California Master Plan", the US model on which Dr Saunders based his scheme, recognises "a commitment to an appreciation of education and a

By EVELYN HOLTZHAUSEN

marriage between public and private interests".

A federation of academic and technical educational institutions, would reconcile populist with elitist institutions, access with success, quality with excellence, and the market with the state in developing educational solutions to political and economic problems.

In terms of the education federation, universities need to be preserved and technikons need to become technical universities giving appropriate degrees, he suggests.

"All these institutions will need to learn to work together and will need to foster mutual respect."

He says funding should be free from party political bias and must recognise and reward what the various institutions do.

"If the state is unable to meet the costs — academic fees and residential fees — then some form of funding is urgently needed and the proposed education bank deserves careful consideration," he says.

● A R500-million Joint Education Trust was launched in Johannesburg this week to improve the quality of education. The trust is being funded by 14 companies.

2/2/92
5/11/92

Suffer the little children...

ARG 1/2/92
(50)

DI CAELERS
Weekend Argus Reporter

SOUTH African children in need of remedial education are losing out.

Not only are specific learning difficulties like dyslexia often not diagnosed until as late as Standard 3, but learning problems associated with educationally deprived children and those affected by township violence are barely receiving attention.

That is the opinion of the South African Association for Learning and Educational Difficulties which has called for a "massive rethink" on special education in light of expected moves by government to redress educational equality.

Dr Anita Worrall, the association's media spokesman, said attempts to "make all pupils equal" through cuts in the white education budget further threatened the position of children with special needs.

"They have the same right as everyone else to proper education, to learn to maximise their potential, but society doesn't provide that facility for them.

"The State is aware of these kinds of problems, but they are perceived as being of little importance considering the vast educational problems ahead."

Dr Worrall, who is also the director of the Pro-Ed Centre for remedial education in Cape Town, was concerned for the

Remedial education: Massive rethink called for

future of these children, who desperately required individualised attention, but were unlikely to get it in a system of even bigger classes and fewer teachers.

She believed that learning difficulties already retarded the classroom progress of more than one in 25 South African children: "In Britain there are about 2.5 million dyslexics — that means at least one child in a class of 25 and, although no official figures exist here, we're certain the numbers are much higher.

"We're dealing with an enormous number of children who end up with extremely poor self-images because their condition is not diagnosed early." Obvious symptoms of dyslexic children included writing backwards, problems with written language, handwriting as well as reading.

Dr Worrall said the biggest problem of all, however, that

of the culturally disadvantaged child, had not yet been looked at.

"These children are not 'stupid'. They are educationally and language deprived. They have such weak language backgrounds that they just can't pick up phonics.

"And what of children who are so terrorised by township violence that they can't learn? They need to be assessed to see how badly they're affected and some sort of relaxation therapy provided."

These children fell "more and more by the wayside" and society ended up the poorer for it, she said.

The answers, Dr Worrall believed, lay in:

- A massive teacher-training programme to see children with learning problems identified early;

- The introduction of a reading recovery programme like the one pioneered in New Zealand and being introduced in Britain, where the weakest readers in a class were removed for intensive one-to-one tuition;

- State provision of pre-primary education which was "totally neglected", and

- Parental involvement.

"Intervention at all levels is required to cater to the needs of these specific children. It's a very big problem and we're just beginning to scratch the surface," said Dr Worrall.

EDUCATION

Still crazy

Our schizophrenic education policy forges on, as if Hendrik Verwoerd were still calling the shots. FM 31/1/92

It is widely acknowledged that, of all SA's problems, the most intractable are in education. The system has been in crisis for years. And it is also agreed that the remedies, while they will be expensive and will take time, are simple: build more schools and train more and better teachers.

Building schools is easy, in a sense; all you need is money. It is much more difficult to establish and expand a teaching corps which will be disciplined, dedicated, properly qualified and ethical. The best places to do this are the teacher training colleges.

And some of them are being closed. This year, there are five training colleges in the Transvaal; next year there will be three. The Pretoria and Johannesburg English-medium colleges (JCE and PCE) will amalgamate on the JCE campus; the two Afrikaans ones (NKP and Goudstad) will come together on the Pretoria campus. The Afrikaans college in Potchefstroom will continue on its own.

The combined student capacity of the five colleges is 6 200. After rationalisation it will be 4 300. This represents a drop of 30%.

Taking the decline in white student numbers in isolation, the cuts make sense. But demand for places in black colleges far exceeds the number available. In any case, many black colleges provide inferior training.

The rationalisation will also mean a 16% reduction in lecturing staff at a time when the country is desperately short of senior qualified educationists.

The Transvaal Education Department's (TED) explanation is that four colleges will close on December 31 1992 and that two new colleges will open on January 1 1993. "Because these are new colleges and in order to give all members of staff from the four amalgamating colleges a fair opportunity of competing for the posts, the permanent positions will be filled by advertisement and appointment by the TED on the recommendation of the new councils."

In practice this means that the lecturing establishment will drop from 324 posts to 271. Nobody can be sure of his or her job. There are some important points to be made about this.

First, the country cannot afford to lose so many experienced lecturers, or to destroy the morale of the rest. To justify the cuts by pointing to the decline in white student num-

bers amounts to a crude defence of the discredited "own affairs" structures.

Second, there are financial costs. Taxpayers' money will be used to induce lecturers to leave the profession. Lecturers at JCE have been told that those who cannot find posts in their preferred disciplines will be offered "alternative employment in TED institutions." If the alternative jobs are more junior, they will continue to be paid present salaries and benefits — but only for three years.

Third, those who accept this offer will be both overpaid and underutilised; parts of the TED will be overstaffed with disgruntled people.

Many lecturers, not surprisingly, find this option less than appealing. But there is also an offer of early retirement. This will mean a variety of lump-sum payouts. One college staff member has worked out, according to a formula provided by the TED, that a lecturer with 17 years' unbroken service would clear about R68 000 after tax.

The lecturer argues that, while this might seem a reasonable sum, it could not support someone who wished to study for a new career, nor would it be a compensation for being deprived of one's profession. In any case, many senior college staff are too old or disinclined to start a new profession.

It is not yet clear whether any college lecturer has resigned rather than reapplied for a position, but many, rattled by the looming changes, have for some time been scouting for positions outside education. Those who get jobs in the private sector are not likely to return.

Whether they resign, retire or are placed elsewhere, such people will be lost to a vital area of education and they will not be replaced. Next year there will be nearly 2 000 fewer places available for young people wanting to be teachers. ■

Education revamp planned to save jobs

Political Staff

CAPE TOWN — The three education "models" for white government schools are set to undergo dramatic changes, in terms of a plan to save the jobs of as many as 9 000 teachers, threatened by a massive cut in the white education budget.

It is understood government plans to slash the budget for white education by R620m — more than 15% — and this could mean retrenchment for an estimated 9 000 teachers around the country, if 70 to 80 schools are closed, as seems likely.

The Department of Education and Culture, however, is understood to have a contingency plan to save the jobs, which requires a dramatic revision of the three-model system introduced in 1990.

In terms of the plan the present Models A and C will be retained and a new model introduced, opening schools to all races.

Model A — which no school has yet opted for — provides for complete privatisation of schools, and the school authorities can dictate the terms of admission. With Model C, the school buildings and equipment are given free to the relevant community and the department provides teachers. The community is made responsible for other requirements.

Government sources indicated yesterday that the new model, controlled by the department, would see the admission of children of all races, with the state initially determining admission policy.

Under new Education and Culture Minister Piet Marais a greater flexibility has

□ To Page 2

Education

emerged, with the five white schools remaining under the department staffed by whites but filled by black pupils. This same policy will apparently be followed with other white schools scheduled to close.

Marais was not available for comment.

The plans being considered by his department could be the first indications of government moving to a single education system for all races. The proposal for new models could be applied on a national basis, some educationists believe.

There has been considerable speculation in Parliament on how this year's Budget will affect schooling. It is understood that black education will get a significant boost but that the white, coloured and Indian departments will face a tough year as the government moves towards equalisation.

□ KATHRYN STRACHAN reports that 82 teachers at Model C schools, which accept black pupils, have so far accepted the Transvaal Education Department's offer of an early retirement payout of up to R300 000. More are expected to follow as they have until March 31 to decide.

TED executive-director Ken Paine warned yesterday that teachers who took the early retirement option would be re-

employed only under "exceptional circumstances". The TED has offered teachers at its 29 Model C schools the options of staying on, transferring to another school or taking the early retirement packages.

National Education Crisis Committee information officer Mel Holland said the TED's offer was "shocking" as it allowed teachers to get away with racism and undermined the movement to open schools.

Paine said it was not true that the move had been racially motivated. The choice that teachers have to make is whether they wish to serve under the governing body of the Model C school or not.

Sapa reports Castrol SA CEO Deryck Spence said in a statement yesterday SA's education was in crisis, yet government was prepared to rid itself of top teachers by offering them lucrative retirement packages.

"At a time when we desperately need to improve education standards, we find inexplicable actions like this which the DET can ill-afford in terms of personnel and funds. I question the underlying motives. Indeed, I would also question the sincerity of the government when it claims to be addressing the education problem."

□ From Page 1

automatic promotion of
is likely to pass all
announcements

Wilmant 3/11-6/2/92

R500-m boost for education

SOUTH AFRICAN education is to receive a R500-million boost with the formation this week of a trust jointly controlled by the private sector and community organisations. The Joint Education Trust, the culmination of intensive negotiations, was announced in Johannesburg yesterday. The initiative, which aims to promote fundamental change in the quality of education and its relationship to the world of work, was facilitated by the Urban Foundation. Fourteen companies and a number of political organisations signed the founding agreement. (50)

IMSSA

Trust seeks to boost quality of education

By Paula Fray

50

STAR 31/1/92

Major business, political and community organisations yesterday launched a R500 million Joint Education Trust (JET) to promote long-term fundamental change in the quality of South African education.

The launch comes after a number of companies, concerned by the deepening education crises and the widening gap between education and the workplace, agreed last year to seek ways of contributing to the solution — provided they had the full support and participation of the communities concerned.

Facilitated by the Urban Foundation, major political, labour, business and education interests in the black community joined forces, and the JET founding agreement was signed on Wednesday.

Among the parties involved are the ANC, PAC, Inkatha and Azapo. Trade union federations Cosatu and Nactu are also represented.

"The trust is of major national significance in that it represents a partnership between the private sector and organisations across the political spectrum as well as labour, education and business associations — all of which will contribute skills, funds, community relationships and other resources," said Urban Foundation executive director Brian Whittaker.

"The trust will operate independently in its day-to-day functions while remaining accountable to the founding organisations and the communities it serves," he added.

About 14 major companies have committed R500 million to be used over a period of five years, said Urban Foundation and JET chair-

man Mike Rosholt.

The trust aims to complement rather than compete with established organisations by supplying financial and consultative resources.

"While this is a major initiative, it will be the only initiative in this country on a matter of such importance and complexity," said JET vice-chairman Professor Chabani Manganyi.

The move has been hailed by the National Education Co-ordinating Committee, which described it as a step in the right direction.

The ANC representative on the trust, Cheryl Carolus, said the time up to the launch had been used to define common goals, the important issue of accountability as well as what roles various groups would play.

Education, which had been used to transmit distorted values under apartheid, could now relate concretely towards restructuring human dignity in SA, she said.

PAC director of education Mogole Mphahlele said the organisation was particularly concerned that marginalised youths be brought into the programme. Another concern was that "rampant" illiteracy be combated.

Community-based signatories include the ANC, Azapo, Cosatu, Foundation for African Business and Consumer Services, IFP, National African Federated Chamber of Commerce, NECC, PAC, Nactu and SA Democratic Teachers Union. Business signatories include Anglo American, AECL, Barlow Rand, Caltex, First National Bank, Gencor, Johannesburg Consolidated Investment Company, Sanlam, Sankorp, Sasol, Shell South Africa, SA Breweries, Standard Bank and Southern Life.

THE I

BLACK SCHOOLS FM 31/1/92

Sweating it out (50)

It's probably the most thankless job in government, but Black Education Minister Sam de Beer is plodding on in the face of overwhelming odds.

His latest plan to tackle the black education crisis is a "package of services" to be announced in parliament within a few weeks.

At a briefing in Cape Town this week, De Beer declined to give details because the package is still being negotiated with various groups, including the ANC. But it will include projects "aimed at alleviating backlogs."

In reality, it is likely to be little more than a holding operation for the "transitional" period until the new government reassesses education needs on a nonracial basis.

De Beer agrees a new education system is needed and he does not intend to try to perpetuate the existing black education system. But, until the transition, existing facilities must be used to their best advantage.

He obviously does not have access to the resources necessary to eradicate backlogs overnight. Immediate parity in education spending will be beyond the means of any government. A cutback in spending on whites — starting with the coming Budget — is more likely, as is a greater demand on wealthier parents to help pay for their children's education.

De Beer says though government has the power to do so, it will not unilaterally scrap racially separate education departments because this would pre-empt the reform process during which the future education system will in any case come under discussion.

Meanwhile, he sees his task as ensuring the existing (black education department) resources are optimally used, easing backlogs whenever possible, creating an educa-

FM 31/1/92

(50)

tional system acceptable to "the majority of the people" and keeping in touch with all groups interested in education. ■

Education trust off the ground ⁵⁰

8/Day 3/1/192

THEO RAWANA

A R500m Joint Education Trust launched yesterday to improve the quality of SA education was unique because it involved South Africans of all political shades, said trust chairman Mike Rosholt.

The trust, conceived last year and launched in Johannesburg yesterday, seeks to promote long-term fundamental change in the quality of SA education to make it more relevant to actual work, Rosholt told a news conference at the launch.

The initiative was being funded by 14 companies which had asked the Urban Foundation to facilitate interaction with major political, labour, business and education interests in the black community, said a statement released at the launch.

This was done "with a view to contributing to sustained education developments which would enable disadvantaged people to take control of their lives and participate in the future of the country".

It added: "The trust is of major significance in that it represents a partnership between the private sector and organisations across the political spectrum as well as labour, education and business associations, all of which will contribute skills, funds, community relationships and other resources."

Companies which were signatories to an agreement on the trust were

Anglo American, AECI, Barlow Rand, Caltex, FNB, Gencor, JCI, Sankorp, Sasol, Shell SA, SAB, Standard Bank and Southern Life.

Political, labour and education organisations which were signatories were the ANC, Azapo, Cosatu, Nactu, Fabcos, Inkatha, PAC, the National Education Crisis Committee and the SA Democratic Teachers Union.

Journalists were told the trust would operate independently in its day-to-day functions while remaining accountable to the founding organisations and the communities it served.

It would have 10 trustees, each nominated by the two groups of founding organisations plus Rosholt (who is chairman and Urban Foundation chairman) and University of the North vice-chancellor Prof Chhabani Manganyi (vice-chairman).

A small secretariat, which would have access to an advisory committee of three drawn from the Urban Foundation, Kagiso Trust and the IDT, would be appointed.

The funders have committed R500m over five years and the trustees will meet at the end of February to finalise strategic directions and to develop criteria for guiding the allocation of funds to organisations capable of undertaking programmes consistent with the objectives of the trust.



Joint Education Trust chairman Mike Rosholt, former chairman of Barlow Rand, and vice-chairman Prof Chhabani Manganyi, vice-chancellor of University of the North, at the trust's launch in Johannesburg yesterday.

Picture: ROBERT BOTHA

Nissan's new training drive

Sunefam 31/11/92

By MZIMASI NGUDLE

broadcast. (50)

NISSAN is determined to infuse a new dimension in literacy programmes by putting a strong emphasis on functional rather than generic literacy.

At the launch of a literacy awareness campaign yesterday, general manager Mr Sarel Liebenberg said the main objective of its literacy programmes is to exploit the optimal ability of an individual that will pay off in increased productivity and thus improving the quality of life for its giant workforce.

"Time is past when literacy programmes had as their sole objective the training of an individual to decipher words and numbers," he said.

"A more systematic approach, both historical and futuristic, is urgently needed to enable an individual, not only to read and write, but also to inculcate powers of interpretation and analysis that will ensure positive and active response to what he is reading."

He said the company has firstly a responsibility to-

wards its shareholders who must be assured the returns they expect from their investments.

Secondly the company must provide facilities for the "incompany programme" and also finance outreach programmes for the families of the company's employees.

The company is currently running programmes with about 1 000 participants.

The company has secured the co-operation and support of Numsa and Cosatu in promoting public awareness so as to get the ball rolling, he said.

Liebenberg said the company is presently negotiating with SABC television to participate in the current literacy programme series on TV1, *New Vision*, which consists of 13 episodes

The company also intends to negotiate with the new television channel CCV TV in order to have some of its programmes

External auditors have praised the programme as a tremendous success and a welcome dramatic departure from the host of quick fix schemes and "fly-by-night" schools.

Schooling costs expected to soar after cutbacks

By Alan Dunn
Political Staff 3/11/92

CAPE TOWN — Soaring schooling costs are in the offing as the Government contemplates a drastic 15 percent cut in the white education budget.

Expectations in education circles are that spending, at present R4,2 billion, is to be slashed in the coming financial year by R620 million.

Cuts were confirmed yesterday by the Minister of National Education, Louis Pienaar, who said it was a fact that the funds allocated to the department had been "considerably cut".

But he would not disclose figures, saying they would be announced in the Budget.

Salaries

The Government is wrestling with the problem of how to maintain education standards in the light of the looming cutback.

Sources said it was considering shedding some of the load of teachers' salaries, which constitute roughly 73 percent of the white education budget, on to parents at model C schools.

The jobs of 8 000 to 9 000 teachers are also at stake. It is understood they have been under discussion between the Government and white teacher organisations for about three months.

Government thinking is that those jobs must be saved by getting parents to pay, and transferring teachers to other State departments.

Democratic Party spokesman on education Roger Burrows said the matter has been discussed by the white Ministers' Council and the Cabinet. It was unclear what the final outcome would be, he said, but it might involve a combination of:

- Altering all "models" including the status quo schools to ensure that compulsory school fees could be collected in



Considerable cuts ...
Louis Pienaar.

those schools which moved to Model C status.

- Eliminating any payments to schools except for teachers' salaries and absolutely basic supplies
- Raising the teacher-pupil ratio by cutting back on the number of teachers paid for by the State in any school.

"Obviously the Government hopes by these methods to make up the R600 million," he said.

"The DP is extremely concerned that no effort appears to be made up front to rationalise the racial departments of education (five of them) in their totality, but rather to pick each one separately and consider it in isolation," he said.

"The quicker we eliminate the racial structure and the racial budgets, the quicker we can make sense of the present Treasury allocation."

The imminent cuts in school spending follow an announcement by President de Klerk last Friday that "unprecedented discipline" would be applied to Government expenditure in the next financial year.

He said: "If we are to ensure that the level and composition of State expenditure plays an ongoing role in economic growth ... relatively drastic structural changes will have to be made."

"For that reason, a tight rein is being kept on all allocations for 1992/93."

Hendrickse tips English as sole official language

er 30/1/92 Political Correspondent

(50)

ENGLISH would be the sole national official language in a new South Africa, Labour Party leader Mr Allan Hendrickse said yesterday.

Afrikaans should enjoy the status of a regional language, along with the indigenous African languages, he told local and foreign journalists. He said that English was an international language and would become the predominant medium of communication in South Africa.

"The emphasis must be on in English rather than a laager-type Afrikaans," he said, "but the overall (national) language will be English."

Promoted by the Urban Foundation

R500-m boost for education

Sowitsem 31/1/92

SO

By PHANGSILE MTSALI

racial education system with equality of access for all."

The trust is headed by businessman Mr Mike Rosholt (chairman) and Turfloop University rector Professor Chabani Manganyi (vice-chairman) and will spend R100 million a year "to address the education ills" for five years.

To page 2

A JOINT Education Trust of R500 million to improve the quality of education was launched in Johannesburg yesterday.

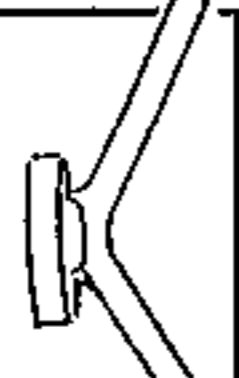





The trust - promoted by the Urban Foundation - is a joint venture by the private sector, trade unions, political, education and business organisations.

Addressing a Press conference in Johannesburg yesterday, the Urban Foundation's Mr Brian Whitaker said: "Its vision is to create a unitary, non-



HOPE FOR EDUCATION: Professor Chabani Manganyi (left), Mr Mike Rosholt and Mr Brian Whitaker of the Urban Foundation at the launch of the newly formed R500 million Joint Education Trust yesterday.
Pic: PHANUEL MAHUNTSI

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COMPLETE STOCK CLEARANCE
OVER R2 MILLION STOCK TO CLEAR AT COST AND BELOW

Literacy first base in training

STAR 30/11/92 (50)
South Africa's low average literacy level is one of the most serious problems facing the economy and seriously hampers productivity says David Mark, managing director of Consolidated Training International (CTI).

He says: "One of the keys to revitalising the economy lies in effective training.

"But business will never be in a position to raise the average skills of the workforce if more than half of them cannot read.

"Semi-literacy places tremendous restrictions on training. All communication has to be verbal, information retention is short, training has to be repetitive and it is difficult to test the knowledge acquired," Mr Mark said.

"The issue of literacy among

the workforce needs to be aggressively addressed by business.

"Tackling literacy among the workforce will bring a number of benefits. A literate worker is a more trainable worker and therefore a potentially more skilled and more productive worker."

"Ten years ago, research indicated that about 50 percent of workers were insufficiently literate for the demands of their jobs and daily lives," Mr Mark said.

More recent research indicates that about 45 percent of South Africa's total workforce still cannot read or write as we enter the '90s and rather than improving, Mr Mark believes it is getting worse.

"With population growth, and

at present rates of children leaving the formal schooling system prior to gaining literacy, two-and-a-half million more semi-literate people will enter the job market by 2000.

Realising the nature and extent of the reading problem in South Africa, CTI has spent the past two years developing literacy programmes designed for local conditions, which it launched recently.

Developed by remedial and second-language English educationists, CTI's is one of the few tape-based self-study programmes available.

CTI claims a trainee can reach Std 3 literacy within 40 hours.

Programmes run up to the level of matric English and also serve the literate by permitting them to improve reading and writing skills.

Education fund mooted

The conference of the Bursary Council of South Africa (Bucosa), held in Cape Town last weekend to discuss financial assistance for students, called for a follow-up meeting involving all interested parties.

The conference discussed problems which could emanate from the recently introduced Tertiary Education Fund (TEF) and recommended that Bucosa should arrange another meeting where the issue could be thoroughly discussed. *New Nation (Learning Nation)*

The SA Students Congress (Sasco) suggested that a moratorium be declared on the implementation of the TEF scheme. *5/1/11 - 6/2/92*

However, this view was found to be impractical because this would result in several students not being able to carry on with their studies this year. *(SO)*

While not opposing a loan scheme such as the TEF, Bucosa and Sasco have indicated that the guidelines set for the implementation of the plan would leave thousands of students from underprivileged communities uncovered. This is because the money had so far been allocated to about five of the so-called liberal universities.

These institutions have larger enrolments of whites and students from middle-class black communities.

Another grey area identified by several students in the TEF is that students will only qualify for the loan as soon as they are registered with a university.

But in order to register, students are required to pay a minimum amount of the university charges. This means that students have to raise money from sources outside the TEF first before they could secure a TEF bursary. This is almost impossible.

Most of these institutions charge not less than R10 000 a year.

Among the organisations that will be invited to the meeting will be the co-architects of the TEF, the Independent Development Trust and the Kagiso Trust.

The National Education Co-ordinating Committee and several Bucosa affiliates, as well as student organisations, will also be invited.

'Fees hike and larger classes'

er 29/1/92
50

Staff Reporter

HUGE government cutbacks expected in white schools this year could lead to larger classes, a freeze in teaching posts and an increase in school fees, leading educationalists predicted yesterday.

However, a cut in funds would not necessarily lead to a drop in standards, they said.

Politicians have predicted that as much as 17% of the R4,2-billion budget would be cut.

The headmaster of Cape Town High School, Mr Nugent Field, said the cutbacks would put more pressure on parents to make up the financial shortfall. There would be larger classes and fewer teachers.

Mr Ray Connellan, acting head of Wynberg Boys' High, predicted a freeze on teaching posts and increased voluntary school fees and "everyone will have to rise to the occasion".

Mr Alan Powell, chairman of the Teachers' Federal Council and head of Plumstead High School, said schools would have to make "contingency plans" when the forms of the cutbacks were officially announced.

Rondebosch Boys High headmaster, Mr Chris Murison, said he would be meeting the school's management committee to discuss the matter.

The Minister of Education and Training, Mr Sam de Beer, said it would require a huge 40% of the total education budget to achieve parity in spending on the education of all races. He said a new educational package would be introduced within the next few weeks.

Big payout for 'Model C' teachers

Sowetan Correspondent

THE Transvaal Education Department has offered white teachers in Model C schools - which now admit black pupils - early retirement payouts of up to R300 000.

And teachers who accept the "golden handshake" may still reapply for a teaching post in TED schools.

Sources believe that one of the reasons for the payouts - believed to range between R200 000 and R300 000 - was to accommodate teachers who objected to teaching black pupils.

The disclosure comes in a week in which President FW de Klerk emphasised he was serious about his promise

to curb spiralling Government spending, and amid rising concern that the Government deficit on the Budget was at least R5 billion.

Angry parents said they feared that most schools would lose senior and experienced teachers who might be tempted to accept the offer.

They expressed concern that if scores of experienced teachers accepted the offer standards would drop drastically at the affected schools.

A parent who has children attending

a Johannesburg Model C school said at least 10 teachers, including the principal, were considering early retirement in terms of the scheme.

By late yesterday the TED had not responded to two days of repeated enquiries over how many teachers would be eligible for the scheme, what were the reasons behind the scheme and what benefits would teachers lose when a school becomes a Model C.

TED spokesman Mr Willie van Staden said department officials were still busy working on a response to the enquiries.

The principal of a Model C school

said on Tuesday TED officials had given his staff until tomorrow to decide on whether to take up the offer.

The early retirement option was offered to permanent teaching staff only, he said.

He denied, however, that the scheme was racially motivated.

The scheme had been designed to compensate for the changes that have taken place, the principal said.

A source said some white teachers had complained that they were never consulted when the Government announced the models and were entitled to compensation because they were not

party to the decision to set up racially mixed schools.

"The package is financially tempting because one can accept the early retirement payout and then apply for a job in another school the next day," said a Johannesburg teacher.

According to another school principal, the TED had made it clear that teachers accepting payouts would be the last to be considered for other jobs.

But the great demand for teachers in other education departments such as the Department of Education and Training could guarantee the retired educators new jobs.

De Beer promises new SA education system

B1 Day 28/1/92

CAPE TOWN — A new educational package would be introduced within the next few weeks which would include projects aimed at alleviating backlogs, Education and Training Minister Sam de Beer said yesterday.

De Beer told a media briefing a new education system was needed and he would not try to perpetuate the existing one.

Although a new dispensation was in the pipeline, the basic elements of education would not change.

"The country will not become wealthy overnight. Money for education will continue to be available, but in limited amounts," De Beer said.

"The intellectual skills of acquiring knowledge, insight and developed reasoning will not suddenly become available by any other means than hard work."

Employers and tertiary institutions would continue to set high standards which would have to be met.

Education would continue to feature prominently in political debates, but this had to be given its proper place.

"For all too many people, schools represent arenas for staking their political claim by intimidation, disruption and disorder."

"In preventing pupils learning and teachers from teaching, they are doing nothing less than sacrificing for their own political gain the future of thousands of children."

Constructive discipline was the single most important element to reverse the present situation in which matric results were disappointingly low, and as soon as there was a return to self-discipline, education would come into its own as a foundation for the future of South Africa.

"I am very pleased to see there are other political groups who support my point of view," said De Beer. — Sapa.

Millions of rands at stake in student loans squabble

w/Manf 24/11-30/11/92

(50) (1992)

BURSARY organisations are due to meet this weekend to settle a squabble over shifts in foreign funding and the Independent Development Trust's student loan scheme.

The conference, entitled "Funding Access to Tertiary Education", is to be hosted in Cape Town by the Bursary Council of South Africa (BCSA), a networking forum for 23 non-governmental organisations and universities. Among its members are the Education Opportunities Council, the South African Council for Higher Education (Sached), the South African Students' Congress, the South African Council of Churches, and the Universities of Natal, Cape Town, Western Cape and the Witwatersrand.

Late last year the BCSA strongly opposed a Kagiso Trust decision to throw in its lot with the Independent Development Trust and channel European Community funding directly to universities and some colleges. Under pressure from funders, Kagiso will now bypass the network of bursary-allocating organisations that have served as the chief conduits of EC funding since 1987.

This will save on administrative costs, but could mean intermediary structures will collapse. Already it has meant the retrenchment of eight workers at a Cape Town-based bursary organisation, the Students' Services Centre (SSC), and the Education Aid Programme in Johannesburg could lay off between 12 and 20 of its workers this year.

Millions of rands is at stake: the EC has increased its funding for South African students to R47-million this year, and the IDT is likely to allocate more than last year's

*Bursary organisations aim
to find a solution this
weekend to the looming
crisis in student funding.*

**By PORTIA MAURICE
and MOIRA LEVY**

R25-million through its new Tertiary Education Fund.

And the future of more than 12 000 prospective students hangs in the balance, although university sources have assured there will be no drastic changes. Chaos is predicted when students arrive to register at the start of the academic year, because scant information about the new arrangement has caused anxiety and uncertainty.

Holders of existing bursaries administered through non-government organisations will now have to apply directly to their universities or technikons for this year's funds.

The IDT's Tertiary Education Fund plan includes the guarantee that loans will only become repayable once a R20 000 annual income has been reached, at 1990 rates. But bursary organisations are concerned that their target constituency, the poorest of the poor students, will effectively bear the greatest burden.

The BCSA is also concerned about students at less-established colleges and technikons which lack the administrative resources to cope with a rush of applicants. The IDT includes in its criteria for institutions to qualify a well-staffed financial-aid office, although administration grants may be offered to assist.

Laura Schultz of the SSC predicts that the bulk of funding will go to

universities with well-established bureaucracies able to cope with the increased load. Correspondence universities, teachers' training colleges and the less-established black universities will lose out, she says.

Bursary organisations also fear that affirmative selection programmes they have set in motion will not be sustained. These have taken into consideration gender, human-resources requirements and the correction of the rural-urban imbalance, over and above financial need.

The BCSA has questioned the economic feasibility of the IDT scheme, which is based on an Australian model. "Political conditions there are entirely different," says a spokesman. "South Africa is in the process of transformation. Employment prospects are poor and the per capita income low. A future democratic government may be saddled with a scheme which is not feasible in the long term."

Nonetheless, all accept that, in principle, student loans are the way of the future. Education funds are bound to run out and will have to be regenerated.

"Hand-outs belong to a bygone era when European and United States governments needed to show the oppressed here that they supported them," says one observer. "Now funders want firm accountability."

Kagiso Trust spokesman Joe Adam says his organisation will maintain its commitment to current students and that an announcement will be made shortly about the distribution of the rest of the money.

The IDT was not available for comment at the time of going to press.

New educational facilities opened ⁽⁵⁰⁾

ARG 21/1/92

SORCHA VASEY
Tygerberg Bureau

THE SCRAPPING of race laws and cuts in defence spending have opened up new educational facilities in Cape Town.

The SADF Technical College at Wingfield has opened its doors to civilians after being given the go-ahead by the Department of Education.

The college, founded in 1968, catered for permanent force

members and civilians working for the defence force but was closed to the public because it was non-racial and was usually full.

"Major cuts in the SADF dramatically decreased our student numbers. We have very expensive vocational educational facilities which can now be used by the public," said principal Mr A Jackson.

"Our college is very accessible to prospective students in the northern areas. Although we've

not held evening classes before, we will have to investigate local needs," he said.

The college has two sections — formal and practical. It caters mainly for apprentices, offering all mechanical and electrical courses.

"Our main course has always been radar. We've never offered building courses, but if there's a large demand we will have to change," said deputy principal Mr A Coetzee.

Plan to establish the Tertiary Education Fund opposed . . .

Kagiso Trust Under fire

New Nation (Learning Nation)

24/11 - 30/11/92

SO

The debate on the funding of tertiary education students will hot up when representatives of several organisations meet at the University of Cape Town this weekend.

The convener of the conference, the Bursary Council of South Africa (Bucosa), is a co-ordinating body of 21 bursary institutions countrywide which finances about 16 000 students from primary to tertiary education.

The conference will discuss the establishment of the Tertiary Education Fund (TEF) by the Independent Development Trust (IDT) in conjunction with the National Education Co-ordinating Committee (NECC) and Kagiso Trust (KT).

Apart from discussing the TEF, the conference will deal with the future funding of students in a new South Africa.

Disadvantaged

The TEF plan is opposed by several organisations, including Bucosa and the SA Students' Congress (Sasco). Sasco's main concern about the TEF is that the plan excludes technikons, colleges of education and most black universities as well as distance education, where the bulk of disadvantaged students are found.

The IDT was unable to furnish good reasons why these institutions had been excluded. IDT's communications officer, Jolyon Nothal's explanation was that the TEF plan should not be viewed as a "substitute for the current bursary system, but rather as a supplementary arrangement".

There is a counter argument that agencies that have been donating money for bursaries have had to re-direct their funds to the TEF. This leads to suggestions that there will only be a few institutions that will continue offering grants.

The funding to students in those institutions will be further aggravated by the unending subsidy cuts by the state. In attacking the TEF, Sasco also criticised KT for its involvement in the TEF planning.

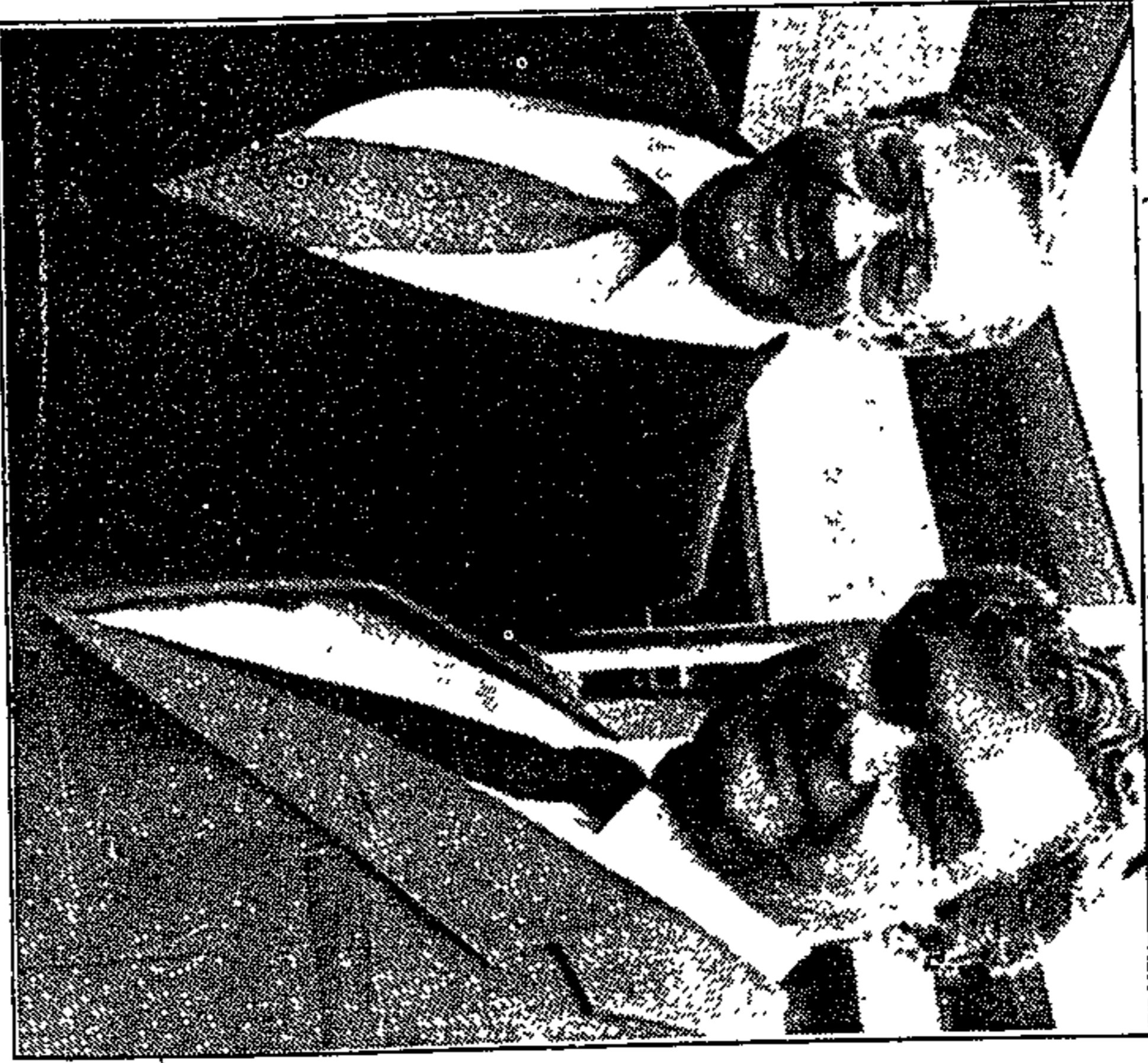
Mooted

"Kagiso Trust's unilateral decision and romantic relationship with the IDT and liberal university administrations is a betrayal of the very communities on whose initiatives it was established," said the students' statement.

However, KT general secretary, Eric Molobi, expressed surprise at the criticism of the students. He argued that the plan was first mooted by the NECC, of which Sasco is a major component.

Molobi, a former NECC convener, said: "We discussed this plan several years ago with the NECC on the understanding that overseas donors would not grant us money forever."

"We further noted that the increasing demand for financial assistance by black students was not going to be met by overseas donations. We saw it necessary to establish a revolving plan to enable a greater number of students, throughout the years, to benefit."



UNDER FIRE . . . IDT's chairperson, Jan Steyn and the education director, Mervyn Mehl.



AMID THE uproar surrounding the education cutbacks announced earlier this week by white Education and Culture Minister Piet Marais, the ANC believes it would be able to revitalise the country's education system at no cost beyond the existing budgetary allocation.

According to ANC education department head John Samuel, the organisation will unveil a comprehensive plan at a national conference of non-governmental political and educational organisations scheduled for early next month.

The conference aims to develop the broad principles that should underpin a future education system, and examine joint strategies for addressing the problems both in the interim and the longer term.

A plan to make education affordable, but also to provide for a system of scales of payment, is on the cards. The state would have an obligation to provide a free basic education for all. But parents at particular schools would be free to "top up", to finance extra facilities — such as sports facilities, extra teachers or computers, for example.

Although there will be many changes in the way education is structured and resources are allocated under a new dispensation, one of the areas that will survive is private schooling. This would leave more resources free for a future government to divert to areas of greater need, says Samuel. However, they would be required to remain open and not become places of racial exclusivity.

The worldwide trend towards a more practically orientated "vocational" school curriculum which is geared to meet the needs of the market — and which has been proposed by the NP government — will not be adopted if the ANC has its way. Samuel says schools should not be overloaded with vocational training and should concentrate more on providing a basic education and teaching pupils how to think.

He believes vocational training is best left to the private sector and industry. There would be changes in the curriculum with more attention

ANC confident it can revive education on current budget

B/day 21/2/92.

KATHRYN STRACHAN

SO

being given to science, maths and languages — but these changes would have to be introduced gradually.

The second prong of the ANC's education strategy will be a series of interim measures. Samuel says the ANC believes it cannot wait until it comes into power to make changes to the education system. The cumulative effect of the crisis would make it impossible for any future government to undo the damage, he warned.

So the ANC has designed a three-year plan, to be presented to government, that would work within the existing constraints of government structures. Samuel says it is not a grand plan. "The central question is: if we are given a certain amount of money over three years, how would we address the crisis?"

He says the critical foundations of change would be in the allocation of funds and the creation of a single education structure.

A key part of the interim plan involves establishing educational goals, aiming at a gradual improvement in "survival rates" in the primary and secondary sectors. Samuel believes there is enormous human and financial waste in the present structure. The state has invested in an entire education system which is rendered ineffective, as 50% of the schooling population does not sur-



□ SAMUEL

vive beyond Std 2. He says the proposed plan aims at achieving a 100% survival rate in the first seven years of primary schooling. It would attempt to improve exam results overall — matric results in particular.

Another critical task would be to allocate greater resources to township and squatter communities, and rural schools — the areas of greatest

deprivation and in which the majority of students are to be found. A national feeding scheme would be an important component of the plan.

The plan does not constitute a model educational system, he says, but would be a significant step towards it.

In order to address these backlogs, one would expect a future government's first step to be a radical restructuring of the Budget to provide a far higher percentage to education. Yet Samuel says it would be possible to solve the country's education crisis on the present overall education budget of R16bn.

According to Samuel there is no need, from an economic perspective, for education in SA to be in such dire straits. SA spends 21% of its budget on education, making it one of the top 10 countries in the world in this respect — most countries spend between 10% and 15%. Samuel believes his organisation could achieve "a reasonable education system in that limit". It is only the years of maladministration, lack of legitimacy and the wastage of having to finance 18 education departments that have led to the present chaos.

The violence has had a major impact on schools, especially in Natal, and extra funding may be needed initially to rebuild some of the schools destroyed in attacks.

But providing classrooms and

textbooks is the least of a new education department's hurdles. Samuel concedes that the most difficult task to achieve in reconstructing the education system is to revive what he calls a "culture of learning". The years of social fragmentation and instability under apartheid have taken their hardest toll on the country's youth, who have grown up believing that schooling was unnecessary as there were no jobs for them at the end of the process.

The "lost generation", which had sacrificed much of its education to be in the frontline of political struggle, had to make the transition towards playing a leading role in the social and economic development of the country.

"You can change the budget and structures by decree, but not culture," says Samuel. He believes eroding this deep sense of alienation among the youth is not something that will automatically fall in place in the wake of political changes and a sense of order. It will require active intervention on the part of churches, community and political organisations, he says, but initiatives will have to be taken at grassroots level, and parents and teachers will have to take the lead.

Samuel says the recent spate of attacks on teachers in black schools on the Reef has put the ANC in a difficult position, as everyone has to take responsibility for the violence. He admits the ANC cannot apply pressure on the government to implement changes while these attacks continue.

Samuel stresses the need to involve other parties, apart from the state, in the education debate and has suggested a national forum on education. This could be incorporated into an interim government and would make decisions and monitor the restructuring of education.

The Democratic Party this week described the massive cut in the white education budget as a "monumental condemnation of how the NP has handled education". The biggest question facing Samuel and the ANC is whether the years of spending five times more on each white child than on each black child have produced a legacy of shortages in educational resources too great to remedy.

8/10/92 22/1/92

Taxman in the wings

ONLY one month is left in which companies and their employees can make use of tax-free educational benefits. ~~(40)~~ (50) ~~(61)~~

With effect from March 1 1992, companies will no longer receive tax exemptions and employees will have to pay fringe benefits tax on many educational bursaries and grants.

English seen as lingua franca (50)

Business Editor

ETZ2/1/92

A SURVEY now being completed by Markinor among young black and white people has shown that all respondents expect English to be the main language in the new SA.

And, says Markinor chairman Nick Green: "In spite of widely varying feelings about the political situation in this country most white and black urban dwellers aged between 14 and 24 feel proud to be South African."

Results of the survey, sponsored by Cinemark, Edgars, Hunt Lascaris, M-Net, Royal Beechnut, SA Communications Services, SABC, Stellenbosch Farmers Winery and Times Media, will be announced soon.

Meanwhile, said Green, "both the white and black young people want peaceful co-existence between the races."

"However, blacks focused more on the need for equality. Whites' hopes evolve around personal fulfilment."

The first phase of the survey was carried out in September. The second is in progress this month.

"Because of the emerging importance of youth in the new SA we felt that such a survey would provide valuable insight into the country's future," said Green.

"The findings thus far have proved very interesting and will undoubtedly surprise a lot of people."

Schools dump piecemeal (50) Model D and open to all

w/ Mail 17/11 - 23/1/92

By PORTIA MAURICE

THE doors of white schools transferred to the coloured and Indian education authorities will be thrown open to all, bypassing the piecemeal Model D option, department spokesmen said this week.

At the end of last year, 13 empty school buildings were handed to the Department of Education and Culture (House of Representatives), three to its counterpart in the House of Delegates and 19 to the Department of Education and Training.

Although Indian schools reopened on Monday, the Hoërskool Kensington in the Johannesburg suburb of the same name stood empty this week. All desks and equipment had been removed from the Afrikaans-medium school, closed because of dwindling pupil numbers and handed over to the House of Delegates in December.

Responding to a query, House of Delegates spokesman Prem Sewsunker said the school would open by the end of January, admitting pupils "of all race groups", subject to the availability of accommodation and staff. "We don't believe in model A, B or C," he said. "We admit all students."

He said enrolments had been delayed because of difficulties in acquiring furniture and textbooks at short notice. Schooling had already begun at the Huguenot Primary School in Crosby, he said, and Umzinto Primary in Natal would open to all at the end of the month.

Meanwhile, House of Representatives spokesman Thinus Dempsey said schools handed to his department would be open to all and that enrolment would begin on January 21, in tandem with coloured schools. An exception, he said, was the Karos Canon Primary School in Gordonia, in the Cape, which would open later.

By the time of going to press, the Department of Education and Training had not ascertained whether its new schools were fully operational.

The new education plan will create segregated classrooms based on wealth, argues Phil Molefe

School apartheid via Model C

STAR 24/2/92.

(50)

At the end of the day, all that can be said about the Government's new education plan is that it will effectively keep South African schools segregated.

Rich people will be able to buy better education and the poor will have to contend with a lower standard of education.

The grim reality is that this will effectively create a class-based education system, thus perpetuating a divided South Africa even after a new government has taken power.

Only the National Party hailed Education Minister Piet Marais' announcement as a great move to "preserve standards" in white education.

Observers on the Left and Right of the political spectrum expressed shock, and the suspicion that the Government had a hidden political agenda.

At a press conference in Cape Town, Mr Marais flatly denied there was such an agenda or that

attempts were being made to privatise schools.

But then, why was the announcement made two days before the important Potchefstroom by-election? Why upset the poor Afrikaans working class on the eve of an election by telling them they have to pay more for the education of their children?

Indeed, there was no urgency about the announcement.

Blacks, on the other hand, also have a strong feeling that the Government has a hidden political agenda to keep white schools out of their children's reach by pushing up the fees.

By converting all State schools to semi-private Model C schools, the Government has systematically retreated from its responsibility to fund education.

In a Model C school, the Government pays only a subsidy covering the full salary bill of teachers. The remaining running costs — estimated at about R1 000 a pupil — is borne by the parents.

With these new arrangements, fees would increase from R300 to R1 000 a year or more.

Thousands of education-thirsty black pupils and many poor white families will be the hardest-hit. These measures will effectively push out these children from suitably staffed schools.

According to the University of the Witwatersrand Education Policy Unit (EPU), when former Education Minister Piet Claase announced the new models at the end of 1990/91, 98 percent of all those schools that voted across the country voted in favour of Model B. Less than 2 percent nationally voted for Model C.

"This suggests a healthy, public-spirited mentality, even among whites, for State support of schooling for all.

"This decision has now been overruled to, one might say, a rather mealy-mouthed response from representatives of white education," said Dr Linda Chi-

sholm of the EPU.

The ballot box for the models showed that even better-off whites resisted Model C because of the financial implications.

Why, one may ask, did the Government ask white parents to vote on the models system in 1990/91, and then make a 180-degree turn to tell them that semi-private education was good for them?

Why has the Government chosen to make such drastic changes if, under a new constitution and government, there will be one central education authority and schools will have to change again?

The Government says it was imperative to embark on a massive rationalisation programme for the white education department because it was overstaffed by about 11 000 teaching posts.

Undoubtedly, something had to be done about a department that has had an oversupply of resources over a protracted period of time — but this should not have resulted in thousands of teachers

being dismissed.

Now 4 000 highly qualified educators have been lost to the profession at a time when millions of black pupils are without schools and teachers.

If South Africa had one education department there would have been no need to dismiss the teachers. The authorities could have simply identified overstaffed schools and transferred teachers to areas in need.

Dr Chisholm commented that there was an aspect about this move that would baffle "even the imagination of Latin American magical realists".

"Because of this Byzantine system of educational control, and the fact that apartheid legislation has not yet been scrapped, teachers cannot simply be redeployed to areas of greatest need. They have to be 'retrenched'."

The major handicap in the Government's search for "solutions" is its insistence, over the years, to find these so-called solutions in

the framework of "own affairs" rather than looking broadly at the country's education system.

Heaven knows, some Messiah needs to force open the eyes of those in the corridors of power so that they will realise that no solution can be found in the framework of "own affairs".

Black education is in a deepening crisis, bordering on a catastrophe; white education is also in a crisis and so are the Indian and coloured education departments.

The Government must abandon ad hoc decisions made within the context of "own affairs" as well as attempts to address the crisis in racial compartments.

This calls for an urgent National Negotiating Forum on education and training so that planning can be undertaken on a national basis.

Educationists and all parties with an interest in education must be part of this forum to ensure the expulsion of apartheid from the classroom. □

NECC heading for showdown with govt

South 207-26/2/92

By Anthony Ndlovu

WHILE white parents and educationists reel under the government's announcement that it plans to restructure white education, progressive education organisations are gearing up for a showdown around shortages at black schools.

The National Education Coordinating Committee (NECC) and its affiliates warned of continued mass action if the government drags its feet in addressing the accommodation crisis in Western Cape schools.

The NECC said at least 400 pupils at every high school in the Western Cape could not be accommodated.

Most schools, the organisation said, were experiencing a shortage of books and, despite huge numbers at schools, no new teaching grants had been provided.

The NECC has planned sit-ins and pickets at various educational institutions and delegations to the Minister of Education and Training to highlight the problems.

The organisation said the new government education plan was designed to favour white communities and advance the National Party's commitment to white education.

By transferring buildings to white school governing bodies, a future government would be constrained when it wanted to move towards equity and optimal use of national resources.

White governing bodies would retain the right to set admission criteria for schools, laying the basis for the present disparity in the provision of education to continue.

The plan would not lead to the full and optimal utilisation of white education resources and white teachers are being retrenched amid a crisis in black education because of high pupil/teacher ratios, the NECC said.

Smokescreen

Other progressive education organisations have hit out at the government for not doing enough to restructure education in South Africa.

The South African Democratic Teachers' Union (Sadtu) accused the government of using the budget as a smokescreen.

"The retrenchments and golden handshakes to white teachers will give them an option to take their money and run before fully nonracial, democratic education becomes a reality," Sadtu said.

Sadtu was also concerned that the adjustment of Model B to Model C schools would encourage semi-privatised "elite" schools — which could provide sanctuaries for the continuation of apartheid education.

"The union believes that educational changes should be co-ordinated by the democratic political processes under way in South Africa and not by the South African government in collaboration with the white minority constituency alone," it said.

The Teachers League of South Africa (TLSA) condemned the "system of apartheid education" which made it impossible for thousands of students to gain entry to colleges of education.

The ANC slammed the decisions as undermining the spirit of Codesa.

High hopes for schooling after smooth start

South 23/11-29/11/92

SO

By Anthony Ndlovu

MOST Department of Education and Training (DET) schools in Cape Town this week reported a smooth start to the first term of 1992.

And hopes are high that this year's matric results would improve over 1991's dismal performance.

At the Nelson Mandela Secondary School in Crossroads, 1 600 new students registered, according to principal Mr Zalisile Mkhontwana. Yet no additional teachers will be employed.

He said the school could cope with its present resources even though he was still waiting for more equipment from the DET.

At the Matthew Goniwe Secondary School at Site B, Khayelitsha, hundreds of pupils flocked to register for the new term.

At Langa Secondary School, 1 100 pupils were registered on Tuesday and the school needed at least two more teachers, principal Mr Joel Magwaca said.

At Luhlaza Secondary School in Khayelitsha, which had an 82,3 per cent pass rate last year, about 1 400 pupils were turned away because of a shortage of space.

About 1 500 pupils were admitted at the Oscar Mpetha Secondary School in Nyanga.

At the Good Hope College of Education, 224 new students were accepted, said rector Mr E Scholtz.

He said he was troubled by the fact that students who had completed their studies in 1990 and last year were struggling to find jobs in the DET schools.

Meanwhile, plans to improve black education are underway as the National Education Co-ordinating

Committee (NECC) launched three projects this year.

NECC spokesperson Mr Fred Barron said the Intensive Learning Project aimed to assist students with study guides and establishing study centres for extra tuition.

The Education Governance Project aims to establish controlling structures at educational institutions, and the People's Education Project will focus on the development of educational material and curricula for a new South Africa.

The South African Democratic Teachers Union (Sadtu) has called for the immediate dismantling of the DET and all "own affairs" departments and the establishment of a single education department following last year's appalling matric results.

Sadtu spokesperson Mr Randall van der Heever said education standards would not improve under an ethnic department like the DET.

"Educational provision will only be improved by fundamental political change and improving teachers' proficiency and their commitment to excellence," said Van der Heever.


He said all education organisations and parent committees should be involved in the restructuring of education.

He said there had been a management crisis in education, with principals and inspectors losing control over schools.

DET spokesperson Mr AE Ndamase said although there were few posts available towards the end of last year, it was still too early to say how many teachers would be employed in 1992.

"The Department will do its best to make this year a successful year of study," Ndamase said.

Costly 'illegal' school idle as pupils fume

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Sowetan 27/2/92.

By ALINAH DUBE

THERE has been no teaching at Our College of Goodhope, an unregistered school in Pretoria, since it opened almost two months ago.

Angry pupils told *Sowetan* yesterday that teachers employed at the beginning of the year resigned soon after they discovered that the school was not registered.

A teacher said he could not continue working at the school as there was no job security.

He had applied for a teaching post after learning of the school's existence in a newspaper advertisement. He was not aware it was unregistered.

There were other teachers who joined the school later but had since left.

Pupils interviewed by *Sowetan* said no teaching was taking place and that, apart from being charged R2 400 a

year, they have had to pay more money for books.

"A school official announced last week that we should be patient as they were still in the process of employing new teachers.

"The main problem facing us is that we want to leave the school but they will not refund our money," he said.

A parent, Mr Joel Moagi, said the school deducted R150 from each pupil's fees when they issued refunds. He was seeking legal advice.

The school's principal, Mrs Esme Ngalo, could not be reached for comment yesterday. No one answered her telephone.

Opposition parties dissent as Model C Bill passed

STAR 28/2/92

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CAPE TOWN — The Education Affairs Amendment Bill, which provides for the introduction of State-aided Model C schools, was passed last night, with the Conservative and Democratic parties voting against the Government.

DP education spokesman Roger Burrows said the Bill should not be applied until there was a nonracial education forum for all interested parties.

Replying to the debate in the House of Assembly, Minister of Education and Culture Piet Marais said the plan had not been formulated by politicians. He had personally consulted all his advisory bodies.

"In view of all the inputs, we could hardly not have proceeded with the plan," he said.

He viewed the insurance of school assets as deserving of further attention, and intended to have urgent discussions on this.

The State should retain a responsibility in certain matters.

If the plan had been postponed, either the State would have had to find hundreds of thousands of extra rands, or teachers who were now being retrenched would had to have been retained.

No properties were being given away unconditionally. All had to be used for education.

Even if a single educa-

tion department were to be instituted now, the same number of teachers would still have had to be retrenched.

Financial realities had dictated this.

Replying to a question raised by Ken Andrew (DP Gardens), Mr Marais said the Government was ready to start non-political discussions on education at any time.

The DP could perhaps use its influence to get certain groups to take part.

Mr Andrew asked whether the Model C plan would allow for racially exclusive schools.

Mr Marais replied that only educational considerations were applicable.

The Bill was passed by 81 votes to 47. — Sapa.

Function transfers of this nature have, however, not led to any increase in posts.

5. A number of education auxiliary personnel posts which have been created in accordance with teaching ordinances/regulations on the establishment of the Administration: House of Assembly have been converted to posts in terms of the Public Service Act, 1984. This action did not lead to an increase in posts and is therefore not reflected in the figures.

6. The Commission for Administration recommended, with effect from 1 November 1990, that non-classified posts of General Assistant I, II and III be created on the fixed establishments of departments/administrations. These posts are not reflected in the figures in all instances.

7. In certain instances the change in establishment figures is the result of reorganisation where a part of an organisation has been restructured by abolishing an existing establishment and replacing it with a new organisation structure and recreated posts.

8. Various new departments/organizational components were created in the course of 1991, while the names of others were changed. Names of departments/organizational components applicable before the aforementioned changes were brought about, are used.

Various sentences: number of persons

99. Mr L FUCHS asked the Minister of Justice: For each of the crimes of (a) murder, (b) culpable homicide, (c) rape, (d) assault with intent to do grievous bodily harm, (e) common assault, (f) car theft and (g) theft, how many persons (i) were sentenced to (aa) a fine, (bb) corporal punishment, (cc) imprisonment for less than two years, (dd) imprisonment for less than ten but more than two years, and (ee) imprisonment for more than ten years, and (ii) received suspended sentences, in each province in 1991?

B248E

THE MINISTER OF JUSTICE:

The required information is not readily available. To obtain the information all court records pertaining to the crimes concerned will

HOUSE OF ASSEMBLY

have to be scrutinized which is not economically feasible.

Own Affairs:

Vacant school premises

16. Mr R M BURROWS asked the Minister of Housing and Works: (50)

- (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 utilized 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 unutilized school buildings for education purposes;

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

B64E

THE MINISTER OF HOUSING AND WORKS:

- (1) Yes

41 have already been allocated to educational departments and other educational bodies;

24 are in the process of being allocated to educational departments and other educational bodies;

6 have been offered to educational departments and other educational bodies; 8 will shortly be offered to educational departments; and

51 schools are at present not being used for educational purposes

- (a) A sum of 130 school premises are on the books of the Department.

- (b) * Of these 51 schools which are at present not being used for educational purposes:

— 42 schools were offered to educational departments and other educational bodies but they

could not be

were not interested in acquiring the schools; (50)

— 11 of the 51 schools are being utilized by welfare organizations, local authorities and State Departments.

The 51 unutilized schools minus the 11 utilized schools are the remaining 40 schools which have to date not elicited any interest or are not considered suited to be offered to educational departments or other educational bodies. These 40 schools will be alienated.

- (3) No.

The period varies depending on the number of applications which have been received and the location of the school. The Department endeavours as far as possible to finalize the applications within the prescribed period.

(c) 6 February 1992.

(2) In terms of procedures, applications from educational departments or other educational bodies, are submitted to me for consideration within 31 days after transfer of the schools to my Department.

HOUSE OF ASSEMBLY

**Education talks
to focus on future**

⁽⁵⁰⁾
STAR 27/2/92
The St George's Bishop Bavin School in Johannesburg will host a symposium on Saturday to focus on educational challenges, strategies and solutions in the 21st century.

A wide range of papers will be delivered at the one-day event by a variety of educationists who will concentrate on their area of expertise. Each session will be followed by a panel discussion.

Department of Education and Culture executive director Dr Ken Paine will be the guest of honour.

For more information, telephone (011) 616-4018. — Staff Reporter.

overspent by R24 million on land defence and R186 500 000 on the Special Defence Account. How can one justify the shortage of funds, as far as the Government is concerned, when there is an utter failure to determine correct priorities? We accept the fact that the SA Defence Force is a member of the security family, but it is that member of the security family which does not need extra funds now. That R210 million which the SA Defence Force overspent could have been used to alleviate the shortfall in the Department of Law and Order.

I believe that we need not only a strong and disciplined police force, but a well-paid and contented police force. This means not only that they must be granted the necessary benefits. We are all aware that the police section of our security establishment has been experiencing attacks from all sides. They have been vilified. Therefore, the department must ensure [Time expired.]

Mr M RAJAB: Mr Chairman, I am grateful to the hon the Minister for making the commitment this afternoon that after the presentation of the Budget, he and his department will review firstly the recruitment drive, and secondly the constraints that have been imposed on members of his department.

I merely want to repeat what I said earlier, namely that we believe we must have a well-motivated and well-staffed police force if we are to enforce law and order in this country. Before I resume my seat I want to say that I think the hon the Minister is aware that the word outside is that at present the SA Police Force is underpaid and overkilled, and that is not a joke.

The MINISTER OF LAW AND ORDER, Mr Chairman, nobody is more aware of that situation than I, because I live with policemen and I also have dealings with their relatives when they are killed.

I refer to the phrases "body and soul together" and "meagre salary" which have been used here. I want to warn against this terminology. I am not saying that policemen are the best paid people in the world, but they are not the worst paid people in South Africa either. That is also true. Their salaries constitute a living wage. Obviously, I shall do everything in my power to increase the salaries of the SA Police, but we should really avoid terms such as the ones I referred to. I do not think that kind of description contributes to the debate.

I just want to refer to the expenses involved in obtaining the national diploma. We paid this for

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everybody at the beginning of the year. As the hon member will know, New Year usually starts with good New Year's resolutions. We have paid millions of rands to students who have failed. What we are now saying, is that if they prove themselves, we shall pay them. I think this is an improvement on the present system.

In conclusion I want to refer to the hon the Leader of the Official Opposition. I think we have overspent by R120 million and not by R102 million. I know this because we will be discussing the Part Appropriation Bill in a little while and I have to participate in that.

I just want to say that I will not be drawn into a debate on the allocation of funds to the SA Defence Force as opposed to the allocation of funds to the SA Police. We each have our place in the security system of South Africa and the SA Defence Force plays a vital role in the defence and security of South Africa as the SA Police does. We have to be careful, especially in the light of the huge scaling down of their budget and the people they have retrenched, that we do not make our Defence Force a bulldog without any teeth. We have to maintain the strength of our SA Defence Force in order that it may play its role in the security situation of South Africa as a whole. [Time expired.]

Debate concluded.

INTERPELLATION

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

Own Affairs:

House of Delegates: education committee

The LEADER OF THE OFFICIAL OPPOSITION asked the Chairman of the Ministers' Council:

- (1) Whether he will appoint a committee to inquire into the running of education in the Administration: House of Delegates; if not, why not; if so, when;
(2) whether he will make a statement on the matter? D28E.INT

The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, the reply to part (1) of the interpellation is No.

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My response is in terms of Chapter T of the Treasury's Financial Handbook, which stipulates that a committee of inquiry can only be appointed by the Minister of the Budget and Auxiliary Services on receipt of sufficient information to make it necessary to inquire into and hear evidence on matters of efficacy, fraud or otherwise which do not fall within the ambit of the ombudsman or a commission as intended under the Commissions Act, or where insufficient proof exists at the time to invoke any of the provisions of another Act, criminal or civil. [50]

The reply to part (2) of the interpellation is Yes. I wish to draw hon members' attention to the fact that pursuant to the request of the hon the Leader of the Official Opposition last year, both the hon the State President and the office of the Commission for Administration were approached in regard to the matter. Neither the hon the State President nor the Commission for Administration could find sufficient motivation in the remarks of the hon the Leader of the Official Opposition to institute either a commission or a committee of inquiry.

The department itself has, however, investigated its management procedures and functions, the determination and execution of its policy, the deployment of its staff and other related matters, and has developed a strategic plan to enhance the standard of management in the Department of Education and Culture. This plan is being considered for implementation on a trial basis during the 1992-93 financial year. Should the trial run prove to be a success, permanent effect will be given to the new plan as from April 1993.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I suggest to the hon the Chairman of the Ministers' Council that he study his facts, because the first notice of motion given in this House last year was from a member of the Ministers' Council on that side of the House, requesting the hon the State President to appoint a commission of inquiry.

We knew that that was a blocking mechanism but we followed it up. We taunted them, and as a result of that the Ministers' Council made a resolution—this was excluded from the hon the Chairman of the Ministers' Council's submission to this House this afternoon—and the hon the Minister of Local Government, Agriculture and of the Budget and Auxiliary Services, as a result of legal advice and a communication from the office of the State President, appointed a committee of inquiry. That committee of inquiry failed to get off the ground for one reason, and that was that contrary to the boast of the

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Ministers' Council, the Ministers' Council ruled that the work of that committee would be closed to the public and the press. Therefore we decided, and the Teachers' Association of South Africa decided, to have nothing to do with that committee of inquiry.

It is within the competency of the Ministers' Council to appoint a committee, because at that time the Ministers' Council did not have affidavits from the Leader of the Official Opposition. It was a result of the hue and cry from all over, even from hon members on the other side of this House. There is corruption. We do not have to give an affidavit. There is nepotism. There is chaos. When the hon the Chairman of the Ministers' Council was the Leader of the Official Opposition, he sent a letter to the hon the State President requesting an inquiry in respect of education. The Ministers' Council would gain a tremendous degree of credibility and the entire House would gain respect, if the hon the Chairman of the Ministers' Council would examine why last year's committee of inquiry, to which a senior magistrate was appointed, failed.

The image of our department of education and that of the Ministry are at their lowest ebb. They are stuck in the mud, and there is no chance that that image will ever change without the appointment of a committee of inquiry, preferably with a very senior magistrate who has had tremendous experience in the judicial field, at its helm. Furthermore, this committee would have to perform its task openly. There must be no secrecy about this. I want to suggest that the hon the Chairman of the Ministers' Council examine all the communications that took place between the department and the office of the State President due to the draft resolution moved by the former Minister of the Budget and Auxiliary Services in this House last year.

We are all concerned about education. We are all concerned about public reaction. [Time expired.]

The MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE AND OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, I have listened attentively to what the hon the Leader of the Official Opposition had to say. Firstly, may I respond by saying this Ministers' Council is committed to clean administration. I also want to reiterate that if there is a need for a commission of inquiry, we shall definitely support the appointment of such a commission. Such a request was indeed addressed to the hon the State President last year. Regrettably, however, the hon the State President did not see his

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way clear to appointing a judicial commission of inquiry at that stage. A decision was therefore taken to appoint a committee to investigate the matter.

I should like to suggest to hon members that if they have evidence of irregularities, they should make it available. The hon the Leader of the Official Opposition was emphatic that there was corruption, nepotism and all kinds of irregularities. He must make such evidence available. He must not conceal it.

Even with the limited power I have as the Minister of Local Government and Agriculture and of the Budget and Auxiliary Services, if the hon the State President does not appoint a judicial commission of inquiry, I commit myself to pursuing the course available to me and to appointing a committee of inquiry to investigate these allegations. At the same time, merely to make generalised statements about corruption is wrong. If the hon the Leader of the Official Opposition has evidence about corruption, and is concealing such evidence, then he is doing the community a disservice. He must bring that evidence forward. He must not hide it or shield it.

If one is a responsible member, one has to make evidence available. I invite hon members of this House in possession of such evidence to bring it forward. We will definitely act on it. I advise the public too, if they have such evidence, to bring it forward.

My hon colleagues and I will not countenance any form of nepotism, fraud or corruption. On the part of the Ministers' Council there will be no cover-up; nor will I personally be a party to any cover-up. I will definitely do what is in the best interests of the community and of every single hon member of this House. However, I ask hon members not to make generalised statements. If an hon member has a prima facie case, he must bring it forward and we will take it up. [Time expired.]

Mr K PANDAY: Mr Chairman, the appointment of this committee is a must. Education most certainly, in the eyes of everybody, is a shambles.

For the benefit of the hon the Chairman of the Ministers' Council as well as the hon the Minister of Local Government and Agriculture and of the Budget and Auxiliary Services in particular, I want to say that I also have proof. I have received letters and telephone calls, some of which I highlighted in the no-confidence debate. There is no smoke without fire.

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The hon the Minister of Education and Culture is being given bad advice. Early in 1990 I warned him that his advisers were poor. Either he is not sufficiently equipped with a knowledge of education at the various levels because of his lack of experience at those levels, or he unfortunately and sadly is being led around by the nose by senior people in the department who are pulling the wool over his eyes. Whatever the case may be, it is obvious that the results are startling and alarming.

When one looks at the mismanagement of the Department of Education and Culture, one comes to the overall conclusion that the hon the Minister must take full responsibility and the total blame. For the first time in the history of Indian education, schools are not fully staffed as yet. I have been informed that 87 teachers have yet to be employed. Transfers of teachers are not being considered and not being finalised timeously in order to avoid disruptions in the running of schools.

The criteria for the promotion of teachers are not being spelt out well in advance. The hon the Minister of Education and Culture has been asked repeatedly to use criteria common to all departments. Somebody is being lazy in not finalising these criteria in time. Is it the officials or is it the hon the Minister? The promotion lists are being . . . [Time expired.]

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, at the outset I should like to respond quickly to the hon member for Reservoir Hills. He made certain statements and said that he had proof in certain letters and telephone calls. I should like to see that proof.

Mr K PANDAY: Only a committee would be able to resolve the matter. The MINISTER: We have asked him on numerous occasions to bring that particular information as evidence. [Interjections.] If he is so honest, where is he getting his information from? Who is giving him this information? Does he have a special commission of inquiry or does he have a little parrot in the department that is giving him specific information of a distorted nature? I would like to know.

I come to mismanagement. The Department of Education and Culture in the House of Delegates is praised by different departments throughout this country. If we have problems in education, they are due mainly to monetary factors. If there are problems within the Department of Education and Culture, emanating from a specific individual, they must be expressed. The hon member is a responsible MP, but he has

specific information and expertise only in the light of his having been a teacher. He has no experience of the administration of education as a whole in South Africa as far as the House of Delegates is concerned. We want that information. To come here and score political points in this House and denigrate the teaching fraternity in South Africa is not the right thing to do. [Interjections.] What we ask him is to get that information.

I now come to promotions. What is wrong with promotions? We have 3 500 people applying for 434 posts. It stands to reason that 3 066 people will be dissatisfied. Not one of them is saying that he is being held back because he does not have the requisite experience in education. That is not the case. Everybody says he should be promoted. Can I promote 3 500 people? [Time expired.]

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, the hon the Minister of Local Government and Agriculture and of the Budget and Auxiliary Services, when he was an ordinary hon member on this side, wrote a memo to the hon the State President asking for a commission of inquiry. Although he put it in writing, he did not give a single case of wrongdoing in that memo. That memo is still available. We have the Reed Committee of Inquiry. One gets submissions from people, and that committee can then investigate on its own. One has a director-general who is being transferred to the Department of Transport. Let him offload whatever he has on his mind before he goes. [Interjections.] He should not transport himself with a heavy load. [Interjections.]

The hon the Minister of Education and Culture referred to expenditure. We want to know whether a lot of money is being spent on Tipp-Ex. That committee would reveal that information. What about interference? We are not attacking the departmental officials. I suggest that this committee be appointed and that it be open to the public and the press. [Time expired.]

The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, I want to give this House the assurance that we will not countenance any practice within the education division, irrespective of who may be involved, which will denigrate the officials and the work that has to be carried out by the hon the Minister and his officials in education.

It is not important for the committee of inquiry to be public or to be reported in the press, but it is important that it identifies those issues one

believes have to be examined and that it furnishes us with adequate information. It does not really matter whether we have a magistrate or whether meetings are held in camera, because there may be some political kite-flying and unreasonable allegations might be made. I think the chairman himself has complained of being accused in public of things he could not be cornered on and that this caused his personal reputation untold damage. I say that if the hon the Leader of the Official Opposition has the interests of education at heart . . .

The LEADER OF THE OFFICIAL OPPOSITION: My image has improved! [Interjections.] The CHAIRMAN OF THE MINISTERS' COUNCIL: . . . he should give us the information he has. A telephone call or a letter does not make an accusation valid. Give us the information and let us see how the matter can be resolved.

Mr K PANDAY: One of the letters is with the director-general at the moment. The CHAIRMAN OF THE MINISTERS' COUNCIL: I want to say that if there is cause for an investigation we will have one, and then the findings can be made public. That is important! The LEADER OF THE OFFICIAL OPPOSITION: What about the Tipp-Ex used in the department? That is a good reason! Debate concluded.

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Promoters: tax concessions

2. Mr M RAJAB asked the Minister of Finance:

- (1) (a) (i) How many promoters of shows featuring overseas artists (aa) applied and (bb) qualified for tax concessions for such shows in 1991 and (1i) what are the names of the successful promoters, (b) what was the total amount involved in the granting of such concessions and (c) what criteria are applied in connection with the granting of concessions of this nature
- (2) whether he will disclose the amounts of the individual concessions granted in 1991; if not, why not; if so, what are they?

D20E

HOUSE OF DELEGATES

ment Services components and to determine the costs thereof, the services rendered by the Surveyor-General were investigated by an organization from outside the Department. Each item of the scale of fees was evaluated separately and it was decided that the increased scale of fees be phased in over a period of three years.

In the past the fees were calculated so as to recover only the costs of material and labour. At present the policy is that the end-user should pay a bigger part of the real costs. The investigation showed that office fees had to be increased considerably to ensure that the end-user was not subsidised by the general public.

The first adjustment should have come into operation at the beginning of 1989. Office fees were however only one aspect of the investigation and delays in the acceptance of the report as a whole had the result that the first adjustment only came into operation in September 1990. In order to still phase in the increases within the planned period and taking into account the effect of inflation, the adjustment that was made in October 1991 was larger as was originally planned.

INTERPELLATION

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

Own Affairs:

Christian character of State schools

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

- (1) Whether it is his Department's standpoint that the Christian character of State schools should be entrenched by legislation in any new dispensation for education; if not, why not:

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

B284E:INT

*The MINISTER OF EDUCATION AND CULTURE. Mr Speaker, as a background I should like briefly to outline the present situation and the reasons for it.

Section 2(a) of the National Education Policy Act of 1967 provides that—
(50)
the education in schools maintained, managed and controlled by the Department . . . shall have a Christian character, but that the religious conviction of the parents and the pupils shall be respected in regard to religious instruction and religious ceremonies;

A similar provision was incorporated in the Education and Training Act of 1979. This is an arrangement which works well specifically for two reasons. Firstly there is the fact that the overwhelming majority of the total South African population belongs to the Christian faith, while even larger numbers identify themselves with its values.

Secondly there is the tolerance of South African Christians towards the followers of other beliefs and the unimpeachable maintenance and protection of religious freedom. The same spirit and attitude will undoubtedly also be carried over to a new dispensation; consequently there will be a need for a similar statutory provision.

My standpoint, which has been requested by the hon member for Brits, as well as that of my department, is that this must be negotiated if and when talks, discussions and negotiations may start on a new education dispensation in South Africa.

As a Christian and a messenger of my Lord it will be a privilege for me to participate prayerfully in such a process, in the conviction of the tolerance and love He impressed on us. [Interjections]

I should like the hon member for Brits to give me the assurance that I can rely on him as a fellow-believer to stand side by side with me. [Interjections.]

*Mr A GERBER: Mr Speaker, I think the allies of the NP must have been very surprised this afternoon when they heard the reply of this hon Minister. He has declared himself prepared to enforce legislation which applies to White edu-

cation in South Africa on the rest of the population when a new education dispensation is introduced in South Africa. [Interjections.]

There are hon members, such as the hon member for Germiston, who apparently do not agree with the hon the Minister judging by the remarks they are making. [Interjections]

I believe that the hon the Minister himself does not this afternoon, understand the implications of the reply he gave. [Interjections.] Does the hon the Minister think for a single moment that his new political friends will allow this? Once one has made the ANC one's brothers and one is seeking consensus with hardened and convinced communists, one has no chance of retaining legislation which entrenches the Christian character of education. [Interjections.]

It is clear that the hon the Minister has not taken cognisance of the points of departure in "Kurrikulummodel vir Onderwys in Suid-Afrika". That report recommends that the subject "Bybel-onderrig" should be replaced by a subject named "Religieuse onderrig". The hon member for Alberton has already admitted that "Religieuse onderrig" is a neutral term. It does not favour any specific religion.

I say if the Government is serious about the negotiations succeeding, it will have to forfeit its demand to entrench the Christian character of education by means of legislation, because it has said that education must also appear on the negotiating table. [Interjections.] Those hon members will have to be prepared to accept that the State . . . [Interjections.] I will not allow myself to be shouted down by hon members on that side! [Interjections.]

*Mr SPEAKER: Order!

*Mr A GERBER: Those hon members will have to be prepared to accept that the State will maintain a religiously neutral character in respect of education.

Let me say at once that the Christian character of education is not only determined by one Bible education lesson a week at school, it is determined specifically by the points of departure one adopts in presenting one's subject matter. The curriculae are also of cardinal importance if one wants to give education a Christian character. It is not possible in an undivided South Africa with a diversity of peoples, cultures and religions to

have a single philosophical and religious point of departure for education. On the other hand, it is not possible either for the Afrikaners and the Whites to say that they are abolishing the legislation which entrenches the Christian character of their education. Both these possibilities will result in chaos and never-ending strife in South Africa.

The solution lies in own education systems for each people. Then there will be no problem, as in the case now, in presenting education with a Christian character at school. [Time expired]

*Mr F J LE ROUX: Mr Speaker, on a point of order: I wonder whether it would not be possible for you to ascertain whether the prisoners who escaped from Valkenburg are sitting in that part of the House. [Interjections.]

*Mr J A JORDAAN: Mr Speaker, when I listen to the hon member for Brits and I consider his former profession and how he views our compatriots in this country, I as a former missionary am really ashamed that there are people from our Church who actually do not believe that, as is general knowledge, 80% of the people in this country belong to the Christian faith.

If he were to look around him beyond the extreme near-sightedness of the CP, and he were to consider a country such as Zambia, where I recently was privileged to experience the election, the party that came into power openly said: Zambia is a Christian country, but we are tolerant of other religions.

I want to make it quite clear that we for our part believe in religious freedom. [Interjections.] We believe that the Christians of this country feel so strongly about their religious conviction that they will see to it, without there necessarily having to be legislation, that their religion is carried into their education, that it is instilled in their children at home, that those will be the teachers that will educate them. We really do not need the narrow-mindedness and the suspicion-mongering we experienced here today in the times in which we are living. [Interjections.]

*The MINISTER OF EDUCATION AND CULTURE. Mr Speaker, I should like to thank the hon member for Umhlanga for his very level-headed and responsible contribution. [Interjections.]

I want to come back to the hon member for Brits. It is clear to me that I caught the hon member for Brits totally on the wrong foot. He thought I was going to make a reasoned, woolly little speech. He did not think I was going to give him a direct reply. So he went ahead and made the speech he had prepared in any case. [Interjections.] The hon member says I want to enforce legislation which applies to Whites on Blacks.

In the first place I did not say a word about enforcement. I said something had to be negotiated. Secondly the hon member did not listen either when I told him that this was a principle which already applied to Blacks in the Department of Education and Training.

Then the hon member came to the curriculum document. Those hon members always have a problem with the curriculum document. Here I have it in my hand. It is a discussion document. One is intended to read it and then think. [Interjections.] In addition the hon member has not yet replied to the request I addressed to him that he should give me the assurance that when we negotiate he will stand side by side with me as a believer. [Interjections.]

*Mr SPEAKER: Order! No, the cricket match is over. Hon members can settle down now. [Interjections.]

*Mr D S PIENAAR: Mr Speaker, in his reply the hon the Minister of Education and Culture is seeking to create the impression that the Christian character of education is going to be retained in State schools in the new education dispensation. He gives himself away when he talks about negotiation and commits himself to negotiating such a continuation of the existing situation. For a long time now it has been beyond the Government or the NP to negotiate anything which is dear to this people. [Interjections.] Its record is not one of negotiation, of improvement of our position, of protection of our national identity, of maintaining of standards of education and the Christian character of our schools. Its record is one of making concessions, of giving in, of giving up and of capitulating. [Interjections.]

The hon the Minister and the hon member for Umhlanga must not hide behind religious freedom to condone religious equality polytheism. [Interjections.]

HOUSE OF ASSEMBLY

*Mr J H VANDER MERWE: Mr Speaker, on a point of order. We cannot stand this shouting. We cannot even hear our own speakers.

*Mr SPEAKER: Order! The hon member for Potgietersrus may proceed.

*Mr D S PIENAAR: Let us say in no uncertain terms that we do not trust the hon the Minister. We have reason not to trust him at all when he says he is going to negotiate for the retention of a Christian character. Not after that hon Minister and the Government associated themselves with religious equality and polytheism at "Condemsa". [Interjections.] No, we want Christian national identity education. We do not want schools that are centres of integration in a vague, neutral ideology and philosophy of life. We want children who work and play happily, who learn and play in an atmosphere which is a continuation of the Christian education at home. We do not want centres where schools are merely places where a transfer of knowledge takes place—what must take place is development of the identity and a honing of the conscience on the basis of the Bible. [Time expired.]

*Dr W J SNYMAN: Mr Speaker, on a point of order: Is it permissible for the hon member for Kimberley North to tell the hon member he is sick in the head? [Interjections.]

*Mr SPEAKER: Order! Did the hon member say that?

*Mr J J LEMMER: [Inaudible.]

*An HON MEMBER: He remains the biggest in Kimberley! [Interjections.]

*Mr J H HOON: Mr Speaker, that was merely a slip of the tongue by my hon colleague. He was referring to the Chief Whip of the NP, the hon member for Kimberley South, whom I heard saying the same thing, as well as the hon member for Benoni and several other hon members, who would seem to be suffering from this specific disease and now see it in others. [Interjections.]

*Mr SPEAKER: Order! Did the hon member say that?

*Mr J J NIEMANN: Mr Speaker, that hon member has had so many slips of the tongue. I said that, and then I added that he seemed to be sick in the head too. [Interjections.]

*Mr SPEAKER: Order! The hon member must withdraw that.

*Mr J J NIEMANN: I withdraw that he is sick in the head.

*An HON MEMBER: He remains the biggest in Kimberley! [Interjections.]

*Mr F J LE ROUX: Mr Speaker, the hon member for Benoni said the same thing.

*Mr J J LEMMER: Mr Speaker, I did not say that. I said he was very sick. [Interjections.]

*Mr SPEAKER: Order! The hon member must withdraw that.

*Mr J J LEMMER: I withdraw it, Mr Speaker.

*Mr A GERBER: Mr Speaker, today I submit—and the upshot of the negotiations at Codesa will confirm this—that if "Bybelonderrig" is replaced in our schools by "Religieuse onderrig"—a subject in which the child is not only taught his own faith but that of others too—the State may not and cannot tolerate any law which provides that education must have a Christian character.

Furthermore, if, as has been envisaged by the Government and as has already been accepted in principle, a bill of rights is going to be accepted for South Africa which provides that no one may be refused admission to a school on the basis of his religion, as is being proposed, the State will and may also not tolerate any law which gives precedence to the Christian religion above other religions in our country. [Interjections.] Now I am asking the Minister whether he is in favour of the introduction of a subject "Religieuse onderrig" in the place of "Bybelonderrig".

Secondly, is he in favour of the introduction of a bill of rights, also in respect of section 21? [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, in view of the fact that I addressed a friendly request to the hon member to tell us when we are going to negotiate to retain the Christian character of schools and he deemed it expedient not to reply, I deem it expedient not to reply to his last two questions either.

I said we wanted to negotiate to retain the character of schools in the spirit of tolerance and love impressed on us by Christ. There was no sign this afternoon of a spirit of Christian tolerance on that side of the House. [Interjections.] If

the Christian character of schools is to be retained, it will be retained owing to the zeal and dedication of people on this side of the House, the Government and my hon colleagues.

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply:

Own Affairs:

Co-responsibility/joint say of parent community

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

- (1) Whether his Department had an inquiry instituted into the co-responsibility and joint say of the parent community in ordinary public schools; if so,
- (2) whether the report thereon has been published; if not, why not; if so, (a) when and (b) what are the relevant recommendations in the report;
- (3) whether his Department has taken any decisions on the matter; if not, why not; if so, what decisions;
- (4) whether he will make the report available to members of Parliament?

B165E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (2) no, because the comment of some of the consulting bodies of the Minister is still awaited;
- (3) no, because the document has not yet been finalised and approved;
- (4) yes.

School funds: compulsory contributions

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

- (1) Whether parents of pupils attending ordinary public schools may be compelled to contribute to a school fund; if so, in terms

HOUSE OF ASSEMBLY

- of what statutory provisions or regulations; if not, (50)
- (2) whether the management board of a model B school may impose compulsory school fund contributions as a requirement for admission at such a school; if so, in terms of what statutory provisions or regulations;
- (3) whether he will make a statement on the matter?

B166E

THE MINISTER OF EDUCATION AND CULTURE.

- (1) No;
- (2) no;
- (3) no

Departmental schools: African language as subject

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

How many (a) schools falling under the control of his Department were offering, and (b) pupils were taking, an African language as a subject in 1991?

B192E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) 923.
- (b) 150 863.

White teacher-training colleges: African language ()

*4 Mr K M ANDREW asked the Minister of Education and Culture:

Whether any White teacher-training colleges offer an African language as a course subject; if not, (a) why not and (b) what steps are being taken in this regard; if so, (i) which colleges, (ii) what African languages are being offered and (iii) how many student teachers took such language courses in 1991?

B193E

THE MINISTER OF EDUCATION AND CULTURE:

Yes,

HOUSE OF ASSEMBLY

(i) Boland College of Education

Port Elizabeth College of Education

Bloemfontein College of Education

Edgewood College of Education

Durban College of Education

Natal College of Education

Onderwyskollege Pretoria

Onderwyskollege Goudstad

Johannesburg College of Education

Onderwyskollege Potchefstroom

College of Education for Further Training,

(ii) Xhosa, Southern Sotho, Zulu, Northern Sotho and Tswana,

(iii) 1 265.

White old-age pensioners: means test

*5 Mr B B GOODALL asked the Minister of Health Services and Welfare:

Whether any steps are being taken by her Department to adjust the means test for White old-age pensioners; if not, why not; if so, what steps?

B254E

THE MINISTER OF HEALTH SERVICES AND WELFARE:

No.

When social pensions were increased as recently as 1 October 1991 the income leg of the means test was extended.

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Revenue/expenditure categories

35. Mr G C ENGEL asked the Minister of Finance:

In respect of the 1991-92 budget year, (a)(i) which categories of revenue have fallen short of or exceeded the budgeted target and (ii) by how much in each case, (b)(i) which categories of expenditure have fallen short of or exceeded budgeted amounts and (ii) by how much in each case, (c) how will the additional deficit be financed or has it been financed and

(d) what is the latest estimate of the Government deficit before borrowing as a percentage of the gross domestic product?

B104E

THE MINISTER OF FINANCE:

Since there will be a full report on the course of the 1991/92 financial year in my next Budget Speech, it is premature to answer this question at this stage.

In the meantime, I attach a copy of the press release on the course of state finances for the first nine months of the 1991/92 financial year, released on 17 January 1992.

Information release on the course of the 1991/92-budget for the first nine months of the financial year

Issued by the Minister of Finance, Mr B J du Plessis, MP

1. Introduction

In accordance with its aim to report regularly on the course of the state finances and, more specifically, the annual Budget, the Department of Finance has already issued two information documents during the current financial year. This statement reports on the course of the 1991/92-Budget for the period April to December 1991; it will be the last report for the current financial year until the next Budget Speech

2. Update on the 1991/92-budget

2.1 Total expenditure

On previous occasions it was mentioned that the total expenditure level for the 1991/92 financial year could amount to R85,984 billion, which is 15,1 per cent above the revised estimated expenditure level of R74,731 billion for the 1990/91 financial year. This figure includes the contingency reserve of R1,2 billion, as well as the provision of R1,95 billion to be financed from the reduction in strategic reserves.

Total exchequer issues in the first nine months of the 1991/92 financial year amounted to R62,443 billion, which represents an increase of 18,5 per cent on the issues for the corresponding period in the 1990/91 financial year (see table 2) and accounts for 72,6 per cent of the total estimated amount of R85,984 billion. A mere mechanical projection of the growth in expenditure for the full financial year on the basis of this growth rate,

would be very misleading. Although this growth of 18,5 per cent appears to be relatively high, it should be kept in mind that the total exchequer issues for the first nine months of the 1990/91 financial year increased by only 10 per cent, so that this year's growth is from a relatively low base. The quarterly analysis of total exchequer issues illustrates this point (table 1).

Although 18,5 per cent can in no way be regarded as an indication of the eventual growth in budgetary expenditure, it might in fact now appear that the Government will have to ask Parliament on 17 February 1992 to approve a substantial larger additional budget than was envisaged by way of the contingency reserve of R1,2 billion. The expected higher-than-budgeted expenditure requirements are related mainly to higher spending pressure on health, intergovernmental grants to Black Local Authorities, and interest on the public debt. As indicated below, these higher expenditures will not bring about any further financing pressures

2.2 Total revenue

In the previous information release, which appeared in October 1991, total revenue was estimated at R74,156 billion, after provision had been made for the lowering of the VAT rate to 10% and for the additional revenue from excise duties and from the fuel levy. This amount represents an increase of 11 per cent above the actual collections of R66,8 billion in the 1990/91 financial year.

Total exchequer receipts for the period April to December 1991 amounted to R52,767 billion, which is 7,6 per cent higher than the corresponding period for 1990/91 (see table 2).

After an increase of only 0,7 per cent in the first quarter of the present financial year, receipts were up by 8,2 per cent and 13,4 per cent respectively in the second and third quarters of the 1991/92 financial year (see table 1). Although it is expected that this rising trend will be continued in the last quarter, it would at this stage appear that collections for the 1991/92 financial year will probably be even lower than the above-mentioned R74,156 billion, a phenomenon which clearly relates to cyclical factors.

2.2.1 Value Added Tax

In analysing the receipts from Value Added Tax (VAT), various factors need to be taken into account. Some of these are:

HOUSE OF ASSEMBLY

De Beer, ANC hold talks

REPRESENTATIVES of the African National Congress and the Minister of Education and Training, Mr Sam de Beer, met for three hours in Cape Town yesterday.

Mr Pieter du Plessis, a spokesman for De Beer, said the meeting was part of on-going dialogue between the Minister and various organisations, including the ANC.

Professor Jakes Gerwel, rector of the University of the Western Cape and a member of the ANC delegation, said De Beer had indicated that he wished to share certain information with the ANC.

Gerwel was non-committal about the meeting and declined to comment. He, however, said the meeting had a bearing on the ANC's education summit to be held between March 6 and March 8.

Du Plessis said there was nothing extraordinary about the meeting. *Sowetan 26/2/92*

"Last year the Minister said his door was open and that he would consult as widely as possible before taking decisions," he said.

De Beer was in regular contact with the Council of Education and Training, as well as the ANC and the Pan Africanist Congress.

Yesterday's meeting took place in a positive atmosphere and displayed trust between the participants, Du Plessis added. - *Sapa*.

15 white schools go to blacks

STAR 26/2/92

CAPE TOWN — Fifteen white own affairs schools had been made available to the black education department between March 2 1991 and February 6 1992, the Minister of Housing and Works in the House of Assembly, Leon Wessels, said yesterday.

In a written reply to a question from Roger Burrows (DP Pinetown), he said 13 schools in his department had been transferred to the coloured Department of Education and Culture and four to the Indian education authorities.

One white school had been made available to a black private school and another had been made available to a multi-racial private school. — Sapa.

Academy wants English on top

JOHANNESBURG. — The English Academy of Southern Africa has proposed that English should be the main language of wider communication in South Africa "with the other 10 important languages of the country having varying kinds of secondary status".

Explaining the proposal, which was submitted to the Convention for a Democratic South Africa, Academy president Professor Elwyn Jenkins said in a statement the only practicable solution was to make one language the language of wider communication.

"The other languages should all have official status at various levels of public life, in various circumstances, and possibly on a geographical basis. It should be laid down in broad terms in the constitution and spelled out in more detail in corresponding legislation. — Sapa. (56) APR 26/2/92

Bill forbids sale of schools (50)

CAPE TOWN — State-aided schools that have been put under the control of parents may not be sold without the permission of government, a new Bill provides.

If the schools are not being utilised "in the interest of education", ownership will immediately revert to the state, without payment of compensation.

The Education Affairs Amendment Bill (House of Assembly), which has been tabled in Parliament, also provides for the automatic transfer of teachers to state-aided schools, such as those which have opted for Model C status.

In the past, teachers had a choice about whether they wanted to be transferred to a state-aided schools and they could only be transferred to them with their consent.

The only way immovable school property can be sold or alienated is with the specific approval of the Minister of Education and Culture in the House of Assembly.

An explanatory memorandum attached

Political Staff

to the Bill said the purpose of the clause was "to remove any doubt regarding the reversion to the state of the ownership of property transferred to certain state-aided schools".

The memorandum added that the clause about the status of teachers was "to make it clear that all staff members of a public school, which is declared a state-aided school, are to be transferred to the state-aided school".

Sapa reports that the Transvaal Teachers' Association called yesterday for a moratorium on the planned education budget cuts that could force 4 000 teachers at white schools out of employment.

The association said in a statement it remained committed to a single non-racial system but demanded a moratorium "until a negotiated solution to the establishment of a single education system is reached".

Education (56) delegation to see minister

Head of the class (56)

The Argus Correspondent THE Education Delegation, comprising a broad grouping of educationists assembled last year by ANC president Mr Nelson Mandela, will meet Education Minister Mr Piet Marais today to discuss the government's new education deal.

JOHN VILJOEN, Education Reporter BLACK schools in the Western Cape are to be managed from Cape Town and will have greater autonomy from Department of Education and Training (DET) regional headquarters in Port Elizabeth, DET Minister Mr Sam de Beer has announced.

A source within the group said the educationists were concerned about the drastic measures announced last week by Mr Marais which will result in the retrenchment of 4 000 teachers and the conversion of all government schools to state-aided or Model C schools.

The creation of an Area Directorate for the Western Cape would overcome logistical and financial problems, Mr De Beer said yesterday. He also said his department was spending R50 million on Western Cape schools in an attempt to beat classroom shortages.

He said the group would also meet the Minister of Education and Training, Mr Sam de Beer, about the crisis in black schools.

According to information released by Mr De Beer, the average Western Cape primary school pupil-teacher ratio is 41:1, with 46 pupils to each classroom.

The delegation is led by Professor Jakes Gerwel of the University of the Western Cape.

In high schools, the pupil-teacher ratio is 37:1 and there are 40 pupils in each classroom.

There have been mounting fears that the government's decision to convert state schools to Model C institutions would push up fees and most parents would be forced to withdraw their children from these schools.

The new Western Cape Area Directorate extends from Cape Town to Plettenberg Bay and inland to Victoria West.

The Cape Region of the DET, run from Port Elizabeth, covered virtually the whole Cape Province and distances involved presented severe financial, logistical and administrative problems, Mr De Beer said.

The Western Cape did not qualify as a separate region, its management had been upgraded to give it more administrative powers. Management decisions regarding the operation of Western Cape schools could now be made in Cape Town and not in Port Elizabeth, Mr De Beer said.

The great distances complicated personnel administration and it took a considerable time to effect changes to teachers' salaries and particulars.

The Western Cape region had also experienced other problems. The influx of people into the area had caused a shortage of classrooms and the National Education Co-ordinating Committee's "back to school programme" had encouraged many former pupils to resume their education, he added.

There will be a support section of planners, educational psychologists, subject advisers for remedial and primary education, and a section for community-rooted education.

Dr Johan Brand, formerly Chief Education Specialist in the Cape Regional Office, is the first director of the Western Cape area.

City to take charge of

W Cape's black schools

Although the Western Cape did not qualify as a separate region, its management had been upgraded to give it more administrative powers.

Management decisions regarding the operation of Western Cape schools could now be made in Cape Town and not in Port Elizabeth, Mr De Beer said.

Management and administration problems were the main factors inhibiting the provision of quality education in the Western Cape. In addition, little real education was taking place in some schools, as demonstrated in the 1991 matric results, Mr De Beer said.

The Western Cape region had also experienced other problems. The influx of people into the area had caused a shortage of classrooms and the National Education Co-ordinating Committee's "back to school programme" had encouraged many former pupils to resume their education, he added.

Last year, enrolment at primary schools in the Western Cape had increased by about eight percent, and high schools by more than 15 percent. The department was aware of accommodation problems in the Western Cape and was allocating a large share of its resources here.

The DET had spent R13,1 million on school buildings in the Western Cape this financial year and R50 million was allocated for school accommodation, he said.

Despite financial constraints the DET had appointed 150 more teachers for 1992 — a third of all appointments in the Cape region.

In preparing for the new school year, almost a quarter-of-a-million textbooks costing R2,3 million had been supplied.

But increased local control would not help unless there was improvement at ground-level, Mr De Beer said.

The most important ingredient in the provision of quality education was what happened inside the classroom — the extent to which pupils and teachers "applied their hearts and minds" to learning and acquiring sound values, he said.

Under the new arrangement, the provision of education in the Western Cape will be managed by a Chief Education Specialist, assisted by six deputies.

There will be a support section of planners, educational psychologists, subject advisers for remedial and primary education, and a section for community-rooted education.

Dr Johan Brand, formerly Chief Education Specialist in the Cape Regional Office, is the first director of the Western Cape area.

Educationists to meet Govt over new schools package

By Phil Molefe
Education Reporter (50)

The Education Delegation, comprising a broad grouping of educationists assembled last year by ANC president Nelson Mandela, will meet white education Minister Piet Marais in Cape Town today to discuss the Government's new education deal.

A source within the group said the educationists were concerned about the drastic measures announced last week by Mr Marais which will result in the retrenchment of 4 000 teachers and the conversion of all Government schools to State-aided or Model C schools.

The source said the group would also meet Minister of Education and Training Sam de Beer about the crisis in black schools.

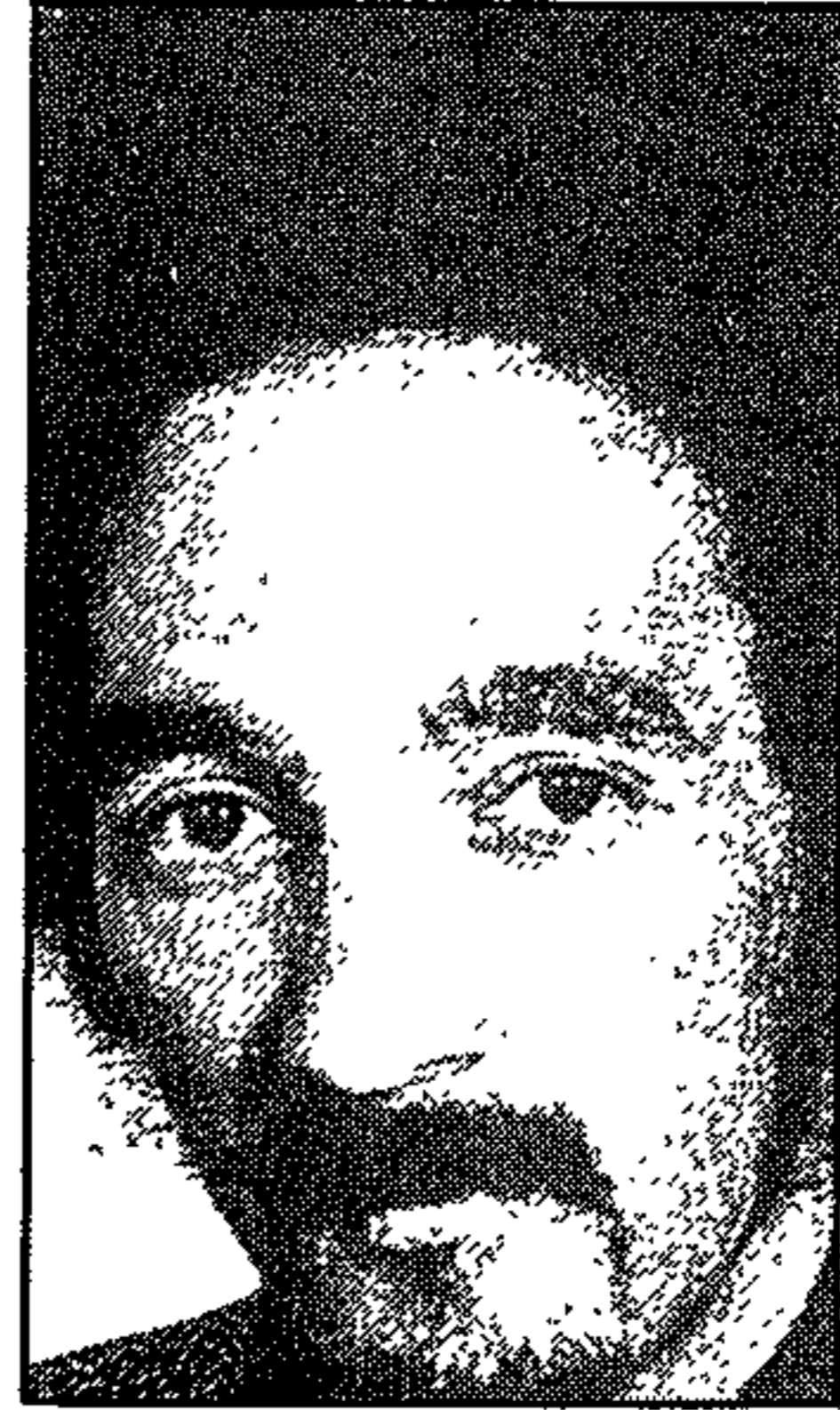
The delegation will be led by

Professor Jakes Gerwel, vice-chancellor of the University of the Western Cape.

The delegation also includes John Samuel, head of the ANC's education desk; Professor Chabani Manganyi, vice-chancellor of the University of the North; Dr Neil McGurk of the SA Association of Independent Schools; Sedupe Ramokgopa of Azapo; and National Education Co-ordinating Committee general-secretary Ihron Rensburg.

It is feared that the Government's decision to convert State schools to Model C institutions will push up fees and that most parents will be forced to withdraw their children from these schools.

"As a matter of urgency our delegation will be meeting the Government ministers to sort out this problem," the source said.



Jakes Gerwel . . . to meet Minister "as matter of urgency".

(b)

(b)	(c)
Midrand (Country View) Transvaal	479,0 ha
Windmill Park (Transvaal)	60,4 ha
Warwick Ave Triangle (Natal)	8,9 ha
Diepsloot (Transvaal)	880,0 ha
Zonnehoem (Cape)	93,0 ha
Waterfall (Transvaal)	211,0 ha
Zuurbekom (Transvaal)	1 375 0 ha
Messina Extension 8 (Transvaal)	35,43 ha
Knysna Extension 10 (Cape)	90,0 ha
Ottery-Wetton (Cape)	109,0 ha
Caro Crest (Natal)	101,0 ha
Zeekoei Valley (Natal)	139,0 ha
Alwyn Balmoral-Litenhage (Cape)	1 205,0 ha
TOTAL	4 786,73 ha

(d) Information not available
(e) 30 June 1991.

Own Affairs:

Housing units

10. Mr P G SOAL asked the Minister of Housing and Works: ~~Whether his Department intends building any housing units in the Republic in 1992; if not, why not, if so, (a) in which centres will they be built and (b) how many units will be built in each of these centres?~~

B71E

The MINISTER OF HOUSING AND WORKS.

Yes, the Department of Local Government, Housing and Works has approved projects for the erection of housing units in 1992 in the regions as listed below in respect of local authorities and welfare organisations.

(a)	(b)
Northern Transvaal	613
Southern Transvaal	661
Natal	170
Eastern Cape	189
Western Cape	798
Northern Cape	74
Orange Free State	78

In respect of question 79 asked in 1991 on this it should be mentioned that it was also in

The MINISTER OF EDUCATION AND CULTURE:

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

(aa)	(a)	(b)
Total in Department	585	841
(bb) Cape	167	165
Natal	161	189
OFS	135	240
Transvaal	122	247;

(2) yes,

(a) 186* teachers who, without a break in service, chose to remain in service and who received no pension benefits,

(b) (i) 89* in permanent and 97* in permanent relieving teaching posts,

(ii) Cape: Statistics of this nature are not kept, Natal and Orange Free State: 0, Transvaal: 89 in permanent and 97 in permanent relieving teaching posts.

*CED statistics excluded.

School facilities: other population groups

18. Mr R M BURROWS asked the Minister of Housing and Works:

Whether, since the reply to Question No 27 on 19 March 1991, any unutilized or underutilized school facilities have been made available to other population groups; if not, why not; if so, (a) which facilities, (b) to whom have they been made available and (c) in respect of what date is this information furnished?

B153E

The MINISTER OF HOUSING AND WORKS:

Yes, the following unutilized or underutilized school facilities have been made available to other population groups during the period 2 March 1991 to 6 February 1992:

(b) Department of Education and Training

(a) — Laerskool Tobie Winterbach, district Balfour

— Laerskool Perdekop, district Volksrust

(a) — Laerskool Perdekop, district Volksrust

- Laerskool Pienaarsrivier, district Warmbaths
- Laerskool Marong, district Waterberg
- Laerskool Kommadagga, Somerset-East
- Maclean Town Primary School, Maclean town
- Laerskool Tainton Village, Tainton, East-London
- Laerskool Golden Valley, Somerset-East
- Laerskool Venterstad, district Burgersdorp
- Highflats Junior Primary School, Ixopo
- Keate Street Junior Primary School, Ladysmith
- Laerskool Bulwer, Bulwer
- Coronation Park Primary School, Vryheid
- Aiken Park High School, Port Shepstone
- Willem Pretorius Primêre Skool, district Bloemfontein

50

(b) Department of Education and Culture: House of Representatives

- Laerskool Tafelberg, Woodstock, Cape Town
- Laerskool Addo, Kirkwood
- Laerskool Elin-eliland, district Gordonia
- Laerskool Karos Kanon, district Gordonia
- Laerskool Gariep, district Gordonia
- Laerskool Hermon, Hermon: Malmesbury
- Laerskool Kalbaskraal, Kalbaskraal
- Laerskool Klaasvoogd, district Robertson
- Laerskool Papendorp, Vanrhynsdorp
- Laerskool Riebeck-Oos, Riebeck-East

- Laerskool Coitswold, Port Elizabeth
 — Ethel Valentine Primary School, Port Elizabeth
 — Estcourt Primary School, Estcourt
 (b) Department of Education and Culture: House of Delegates
 (a) — Ou Johan Rissik Primêre Skool, Johannesburg
 — Laerskool Hugenoot, Johannesburg
 — Hoerskool Kensington, Johannesburg
 — Umzinto Primary School, Umzinto
 (b) Black Private School
 (a) — Hoerskool Goedehoop, Germiston
 (b) Multiracial Private School
 (a) — North End Grey Primary, Port Elizabeth
 (c) 6 February 1992

Teachers: retirement packages

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

Whether his Department in 1991 offered certain retirement packages, including early pension, to teachers who had not yet reached the required retirement age; if so, (a)(i) how many such offers were made and (ii) what was the nature thereof, (b)(i) how many teachers accepted the offers and (ii) what is the average age of these teachers and (c) what is the total amount of these offers?

B171E

The MINISTER OF EDUCATION AND CULTURE:

No, permanently appointed teachers whose posts have been abolished and who have been declared redundant are dealt with according to section 71(1)(b) of the Education Affairs Act (Act 70 of 1988) and Regulation 4(2)(a) promulgated in terms of the Act
 (a)(i) (ii), (b)(i) (ii) and (c) fall away.

Primary/secondary schools: pupils

23. Mr K M ANDREW asked the Minister of Education and Culture:

(1) What was the total enrolment of pupils at (a) primary and (b) secondary schools in 1991;

(2) what was the daily average (a) number of pupils attending and (b) percentage absentee rate at, (i) primary and (ii) secondary schools in that year? B187E

The MINISTER OF EDUCATION AND CULTURE:

(1)* (a) 513 079,

(b) 351 084;

(2) Statistics of this nature are not kept.

* Pupils at special schools excluded

Universities: students registered

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

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1991 at each university falling under the control of his Department? B243E

The MINISTER OF EDUCATION AND CULTURE:

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Orange Free State	8 882	301	—	212	—
Natal	8 114	278	2 804	2 210	—
Rhodes	3 228	125	211	536	—
Rand Afrikaans	8 727	405	26	191	—
Witwatersrand	13 666	316	1 678	2 872	—

HOUSE OF ASSEMBLY

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Port Elizabeth	4 096	524	95	214	—
Potchefstroom	8 372	132	18	338	—
Pretoria	21 636	103	35	288	—
Cape Town	10 069	1 948	551	1 700	—
Stellenbosch	13 629	804	20	72	—
South Africa	56 074	5 161	10 012	48 413	—

The above provisional statistics were obtained from S.A.P.S.E. table 2.7 and include both undergraduate and postgraduate students

HOUSE OF ASSEMBLY

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version
 For written reply:
 Own Affairs:

The MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

PERIOD: JANUARY TO DECEMBER 1991

	RESIDENCE		OFFICES		TOTAL	MTH.AV.
	Cape Town	Natal	Cape Town	Natal		
Chairman of the Ministers' Council and Minister of Housing	R 452,73	R 1 457,82	R 5 147,32	R 2 766,79	R 9 824,66	R 818,72
Minister of Health Services and Welfare	1 740,64	2 093,54	3 211,89	1 729,85	8 775,92	731,33
Minister of the Budget and Aux. Services	2 564,05	1 251,72	2 911,57	1 181,21	7 908,55	659,05
Minister of Local Govt. and Agriculture	1 885,69	4 704,64	3 478,01	1 419,31	11 487,65	957,30
Minister of Education and Culture	2 631,02	5 322,33	4 406,39	4 731,62	17 091,36	1 424,28
Deputy Minister of Local Govt.	3 303,90	3 156,70	2 897,91	1 797,20	11 155,71	929,64

Note:
 1 The above amounts include rentals.
 Cognisance must also be taken of the fact that the above accounts is inclusive of the Ministers' role as Members of Parliament.
 2. Monthly telephone usage allowed to Members of Parliament and Office bearers against vote of Parliament:
 Members of Parliament : 2250 units = R371,25 per month
 Office Bearer (eg Leader of Official Opposition) : 5625 units = R928,12 per month
 These latter amounts exclude rentals.

Department's budget
 2 Mr M ABRAMHAM asked the Minister of Health Services and Welfare:
 HOUSE OF DELEGATES

Government Departments as agents for his Department for the period 1 April 1990 to 31 March 1991;
 (2) what are the estimated figures for the period 1 April 1991 to 31 March 1992?
 D12E

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) (a) R251 013 834
- (b) R12 452 672 — Department of Local Government, Housing and Agriculture
- (2) (a) R312 193 000
- (b) R11 300 000 — Department of Local Government, Housing and Agriculture.

Parent-teacher associations
 3. Mr M RAJAB asked the Minister of Education and Culture:
 (a) How many schools under the control of his Department (i) have and (ii) do not have parent-teacher associations and (b) in respect of what date is this information furnished?
 D25E

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 204
- (ii) 254
- (b) information furnished is as at 1992/02/14.

Black language study declines

Political Staff

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FEWER whites at state schools wrote and passed matric exams in an African language last year.

Crullian
In 1990, 1 258 pupils wrote and 1 218 passed, but last year 999 wrote and 981 passed, Education and Culture Minister Mr Piet Marais said in reply to Mr Ken Andrew, DP Gardens.

Fight against bursary tax carries on

BUSINESS and industry are continuing their battle for the repeal of legislation which will make bursaries taxable in the hands of the recipient from March 1.

Amendments relating to bursaries were included in the Income Tax Act passed in the middle of last year. They were based on the Margo Commission's findings on fringe benefits tax. The commission recommended that bursaries offered to employees for tertiary education be taxed. *S Times (Byss)*

Educationists reacted strongly to the proposed tax and hoped that it would be reviewed. *23/2/92*

Many businesses and the SA Chamber of Business (Sacob) have failed in their pleas to Finance Minister Barend du Plessis for the tax changes to be dropped. *(SO 84)*

Abuse

When the changes were proposed it was claimed that bursaries had been abused because they were often offered to children of all employees without regard to the receiver's merits.

It was said that employees would accept a tax-free bursary in return for a reduction in salary or future increases. Another claim was that bursaries were often offered only to dependants of top management.

The Department of Finance said "such an arrangement represents tax avoidance which has reached such proportions that the relevant exemption can no longer be justified".

But business has not given up the battle.

Bob Wood, chairman of the taxation committee at Sacob, says Mr Du Plessis was asked last November to review the legislation. The matter was raised again with the Deputy Finance Minister Theo Alant this month.

Desperate

Sacob hopes to meet the Commissioner of Inland Revenue to discuss possible changes.

George Stegmann, director of personnel and public affairs at Delta Motor Corporation, says: "When one considers the desperate need for educated individuals in the SA economy, the shocking legacy of Bantu education, and the acknowledgement by the State that it cannot shoulder the country's educational

By DON ROBERTSON

tations through the Midland Chamber of Industries and Sacob to Mr Du Plessis for the tax to be dropped.

"Delta does not intend to let this matter rest. The company is formulating fresh representations to the Minister of Education and Culture and the Minister of Finance. We urge other employers to do the same." *(SO 84)*

Computer

Dick Bradley, managing director of time management and payroll group Accsys, says SA needs educated people desperately. The tax could force many people to forgo a tertiary education.

Mr Bradley says that in terms of the legislation, a secretary on a computer course will not be taxed, but an apprentice attending a technikon will be.

Justin Cowley, a tax partner at accounting firm Ernst & Young, says the new law raises several practical difficulties about employment conditions attached to bursaries. He hopes the Act will be "revisited".

"Any money going into education is a good investment."

burden on its own, then one fails to understand the logic of what is effectively a fundamental attack on employer-provided educational assistance."

Delta offers high school and tertiary education bursaries for all its employees. The cost to the company is about R1-million a year.

Mr Stegmann disagrees with the Department of Finance about the benefits to top management. He says Delta's scheme specifically excludes the children of senior executives and managers.

Delta has made represen-

EDUCATION: THE WAY THINGS STAND (50) (34)

MODEL A: A private school where the teachers are employed by the board of governors or management body, which determines the number of teachers on the staff, their salaries and service conditions. The state pays either a 15 percent or 45 percent subsidy, depending on whether the school meets certain criteria, such as syllabus requirements and adequate facilities. Parents would have to pay R2 520 per pupil to maintain existing services and standards.

MODEL B: A state school with admission policy determined by the management committee, provided whites make up 51 percent of enrolment. School fees not compulsory, but may be charged for additional facilities and range from R300 to R900 a year per pupil. Operating costs and teachers' salaries paid by the state.

MODEL C: State-aided school run by a managing body, which includes the principal and parents. State subsidy covers salaries of staff

appointed in terms of prescribed norms. Additional teachers paid by the management body. Parents pay for textbooks, building maintenance and extra-curricular activities. Fees — excluding books — average R1 300 a year. Management decides on appointment of teachers, admissions policy and additions to the curriculum.

MODEL D: Former government schools forced to close due to drop in enrolment and subsequently opened to all races. State pays operating costs and teachers' salaries. Parents may volunteer to pay school fees set by management council, but usually not more than R300 a pupil. *S Times 23/2/92*

STATUS QUB: State school which follows traditional Department of Education and Culture admissions policy. Admission whites-only. Management council serves mainly in advisory capacity. State pays operating costs and teachers' salaries. Optional school fees range from R20 to R200 a year.

Shock schools plan not final, says ministry

S/Times 28/2/92

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By JOCELYN MAKER

THE government's abrupt announcement on changes to the education system, which is causing panic and confusion countrywide, is not the final word and may be changed before the end of the month.

Minister of Manpower, Education and Culture Piet Marais "has made no final announcement", a ministry spokesman said this week.

"It is anticipated that Mr Marais will make a statement before the end of February. When he has been consulted by his advisory bodies, parents and schools will be fully informed of the final details," the spokesman said.

Meanwhile, Mr Marais's proposed plan is the only one which teachers

and parents are able to consider.

This week, the minister announced the government intended to convert all status quo and Model B schools to Model C by April 1.

He also announced that by August 1, when 4 000 white teachers would be retrenched or take early retirement, the new staffing scale for the different models of schools would come into effect.

If most schools decided not to accept the new plan, the retrenchment figure would rise to 11 000.

The worst to be hit under the proposed plan, said Mr Allan Powell, chairman of the Teachers Federal Council, would be Model B and status quo schools that choose to remain

the way they are.

"If they do not vote for Model C, they will be allocated fewer teachers and this will eventually mean there will either be very big classes or fewer pupils," he said.

The chairman of the Malvern High School management committee, Mr Bill Steward, said he was concerned that a number of schools that remained Model B would eventually be forced to close.

"Our school is a perfect example. We had 200 pupils, and to keep open we had to find more so we chose Model B, allowing us to go multi-racial.

"Now we have 240 in a co-ed school that is both technical and academic. Our parents cannot afford to go Model C; they just do not have the money. At the same time, we also cannot afford to lose any of

our teachers so we have been placed in a Catch-22 situation," Mr Steward said.

The spokesman for Mr Marais said the new proposal had been made after 10 years of intensive research both in South Africa and overseas.

The research was aimed at developing a school system with greater devolution of authority to school committees, more parental involvement in schools and a decrease in state expenditure, he said.

Assistance

"The minister's plan to slash the education budget by R1-billion would save about 17 percent of the 1992/3 financial allocation made to the department," he said.

The introduction of the Model C schools meant that the state would pay only teachers' salaries, while the rest — including school buildings and other running costs — would be placed in the hands of the parents.

"The minister has indicated that financial assistance will be made available to needy pupils within the Model C system during the phasing-in period," the spokesman said.

In addition, Model C schools' governing bodies had the discretion to levy lower fees or to exempt parents from paying in special cases.

Devised

The spokesman denied that the proposed plan, which allowed governing bodies to decide on their own admission policies, was a short-term plan to keep schools white.

"It has been devised to enable the department to operate within its financial allocations and, at the same time, allow it to provide education of a high standard and keep the maximum number of teachers in the schools.

"It also gives management autonomy to school communities in respect of the appointment of teachers at entry level and (allows them) to form their own admission policy."

The plan also allowed for "significant self-determination by school committees with regard to an own ethos and character," the spokesman said.

If you want to secure your own schools, you'll have to pay for them, the government has told white parents in another bizarre attempt at apartheid damage control.

White Education Minister Piet Marais announced this week the sacking of at least 4 000 redundant white teachers at considerable expense, rather than deploying them usefully in other sectors.

As it is, more than 200 000 coloured and African children are being taught by unqualified teachers. Despite its rhetoric to the contrary, the government insists on retaining the apartheid paradigm, which prevents it from transferring skills to the other education authorities.

"These teachers are free to apply elsewhere, but we cannot speak for other departments," Marais told Monday's media conference.

An expected R620-million cut in the white education budget and dwindling enrolments meant prompt action was needed to avert a crisis.

The move represents the government's first major inroad into white education, which will inevitably suffer as inequalities are ironed out. The National Party — caught between right and left in its chosen middle road — is clearly trying to ease the blows to its constituency while saving on political capital. It hopes conservative white parents who are insecure about the future will understand the deal: "Take control of your schools while you can, even if you have to pay for it."

But Marais could perhaps have taken a leaf out of the House of Delegates' book: its Education and Culture Minister Dr Kirsten Rajoo told parliament this week that despite an expected 23 percent budget cut no jobs would be lost in Indian schools because of their open admissions policy.

"Non-Indian" pupils at HoD schools have increased from 13 000 last year to 31 000. Indications are that spending on coloured schools will also decrease as the government tip-toes towards parity in the distribution of education resources.

The new House of Assembly plan — timed to pre-empt the Potchefstroom by-election on Wednesday — aims to persuade all 2 441 white government and Model B schools to adopt Model C status. Only the six completely open Model D schools are excluded.

A Model C school is one in which parents, through governing bodies, decide on admissions policies, teacher appointments, financial policy, curricula additions and how facilities will be used. In return, they are responsible for payment of all costs other than teacher

Read Piet's lips: If you pay up, your school stays white

Piet Marais' recent white education deal is little more than another bizarre, costly plan designed to avert non-racialism and equality reports **PORTIA MAURICE**



Ihron Rensburg of the NECC

salaries: stationery, maintenance, administrative and running costs.

Model C has not proved popular so far and most schools which have chosen it have been Afrikaans-medium. It remains to be seen how many Model B schools will be coaxed into changing.

Headmasters canvassed by *The Weekly Mail* this week said they had been caught off-

guard and would prepare their responses before the April 1 deadline. If they do not change status, as many as 11 000 teachers could be struck off the payroll.

Education organisations have accused the government of making unilateral changes it would be difficult for a future state to undo, along the lines of its recent education renewal strategy and curriculum reform document. The plan, they said, also prepares the ground for privatised pockets of "own affairs" white schools to live on post-apartheid.

"Self-determination" — the current cliché call of the far-rightwing — is a key phrase, which Marais himself uses in explaining the plan. He says it is "theoretically possible" schools will remain white, but it is not the government's intention: "We can try to convince people to integrate, but we can't force them."

But the National Education Co-ordinating Committee's Ihron Rensburg says the move is more sinister, placing a "bulwark" in front of any transitional authority committed to non-racialism and equality.

"These schools will become private property and, although a new state could change this, it will be legally problematic," adds Mary Metcalfe of Wits University's education department.

Even white resources, the NECC says, will not be used optimally. At pupil:teacher ratios of 35:1, at least 900 000 other pupils need to be admitted to white schools. "Once the properties are transferred, all those places are likely to go down the drain as white communities keep blacks out," Rensburg says.

Schooling costs are likely to escalate beyond the reach even of those blacks now at Model B schools: although Marais estimated payment of R400 to R900 per child annually, it could be at least double this.

In black education, the gut response to this deal may be: "Serves them right. They've been riding on our backs for far too long. Make them pay." And, with the impossibility of catching up historical backlogs in the short term to provide white levels of education for all, something will have to give.

A degree of affirmative action may be necessary, with affluent parents paying more to subsidise township and rural schools. But this begins to fly in the face of longstanding commitments by the liberation movements to free, compulsory, non-racial and democratic education.

It remains to be seen whether the government will accede to demands that it retract the plan in order to consult and, if not, whether these schools will be "re-nationalised" as the NECC has threatened.

Educational trusts take over from bursaries

TRUSTS, although mainly formed for estate planning benefits, can also help in financing the cost of education, says KPMG Aiken and Peat tax partner Alister MacKenzie.

The demise of various tax-free educational benefits — such as awarding bursaries to children of employees which, from March 1 1992, will no longer be exempt from tax — has made trusts a more attractive option. *Blow 2/2/92*

MacKenzie says although income from a trust is taxed in the hands of the planner, thus giving it no tax advantage initially, any interest income payouts or

distributions would be taxed in the hands of the trust beneficiaries — for example, the children or grandchildren of the planner. *(50) (225)*

The following example explains how tax savings can be achieved:

Assume one has a student at university who is a grandchild of the trust planner and the annual cost of fees, residence and other related costs is R22 000 a year.

Also assume the trust earns sufficient interest income to make a distribution of R22 000 a year.

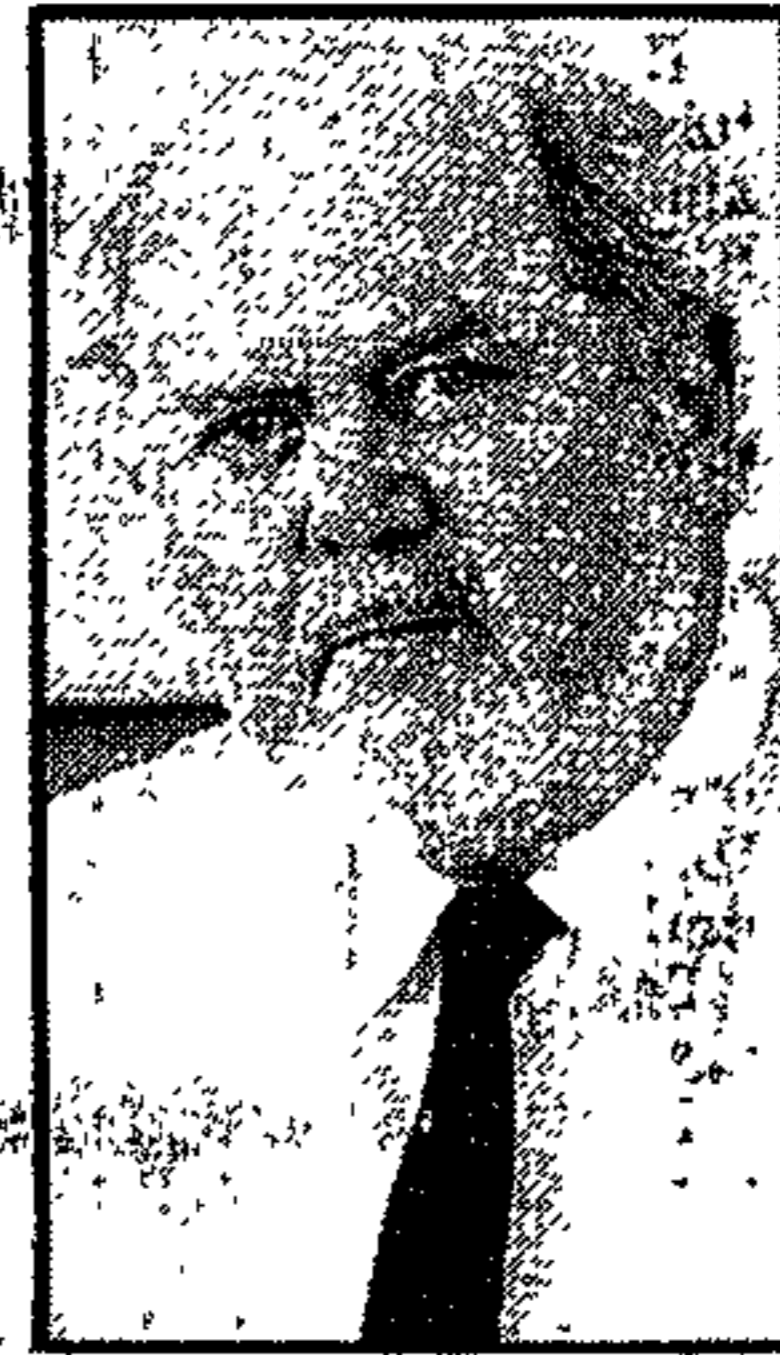
□ The trust's income is reduced by R22 000, thus re-

ducing the planner's income for tax purposes by R22 000. Assuming his top marginal rate of tax is 43%, he makes a tax saving of R8 600 (tax on R22 000 less the R2 000 interest exemption);

□ The student would have to pay tax on the R22 000, which, assuming he has no other income, would be R2 225 (also after the R2 000 interest exemption);

□ The overall tax saving is thus R8 600 less R2 225, equal to R6 375.

The above example would also work for the planner's own children, as long as they are over 21 years.



ALISTER MACKENZIE

Moves to combat the education crisis

While the education crisis persists in the black community and the decline of the culture of learning remains unchallenged, educationists and several interested parties have embarked on moves to reverse the situation.

But their moves seem to be thousands of miles away from resolving the crisis.

Next month a national education conference, which will probably be the biggest in recent times, will be held.

The conveners of the conference, the Education Delegation, have decided not to invite the government or the homeland education departments. They contend that the liberation movements and other sections of the oppressed communities needed to thrash out the matter among themselves before engaging the regime.

Expected

The conference is supposed to be attended by all the liberation movements and the country's two major trade union federations, Cosatu and Nactu. However, the PAC has already indicated that it would not attend "for various reasons", which the organisation's education director, Mogale Mphahlele, declined to discuss.

Azapo is least expected to attend and Nactu is set to confirm its participation.

Although there is a belief among the organisers that the likely stay away of the PAC, Azapo and even of Nactu will not jeopardise progress at the confer-

ence. There is an outside feeling that the forum should have been broadened to include the government and the homeland administrations. This could also apply to the coloured and Indian houses of parliament as well.

This approach would be a Codesa-like forum where any decisions taken would be binding on all participants, including the policy makers.

For obvious reasons, most resolutions taken at the conference will have to be presented to the government.

Resolutions

These include ways to address imbalances in the allocation of resources to the various race groups and the restructuring of the education system, either for the transition period or the future South Africa.

Taking the resolutions of the conference to the government will certainly represent a minor shift from the tradition of petitions, it has been argued.

The government is known to be working on an education forum, to which it plans to invite all interested parties.

The logical thing to be expected when the Education Delegation's conference presents its petition to the government is that the state will suggest that a more representative forum be convened to, among other issues, discuss the conference's resolutions as well as the views of those who did not attend the conference.

21/2 - 27/2/92
Rejecting the government's forum, the National Education Co-ordinating Committee (NECC) argues that the idea held by the state is to form an advisory body to the various education departments and to give the apartheid regime an opportunity to share blame for failure to resolve the crisis.

But, believing that the country might have an interim government by this year, it would seem that the NECC's fears are out of context since the present government would obviously not be the sole ruler during that period.

Perhaps, what the education conference hopes to achieve is an Educational Patriotic Front, but like the political one, little tangible results can be expected, particularly in the area of the present education crisis.

EDUCATION BRIEFS

21/2-27/2/92

■ **WHITE** South Africans increasingly favour children from all population groups sharing the same classrooms, according to a recent Human Sciences Research Council survey. The percentage of these whites rose from 35.2 percent in 1989 to 51 percent in 1991. (50)

Most of the 2 000 people who participated agreed on free and compulsory primary education for all.

■ THE southern Transvaal branch of the National Education Co-ordinating Committee will hold a regional summit in Johannesburg on Saturday to develop a common code of conduct for education.

Publicity secretary Amon Msane said other issues to be tackled included overcrowding, inadequate facilities, violence and service conditions for teachers.

2/6/12 - 2/12/12
Amon Msane

How key organisations form Policy

New Nation
(Learning Nation)
2/12 - 27/2/92

50



NECC delegation

The extent of the collapse of education in South Africa has shown that the present state does not have the legitimacy to be in control of education. Within this context various organisations are beginning to formulate education policies. In this article we will examine how the process of formulating education policies is understood by the major organisations contesting the education terrain. In other words, how are policies for a "new" education system to be formulated. We will critically examine how the government, the ANC, big business and the NECC understand the process of formulating education policy.

The Government

The state announced its policies for education in the form of the Education Renewal Strategy (ERS). The ERS proposals were drawn up by senior officials of the various education departments and experts appointed by the Department of National Education (DNE). Of the 20 committees who worked on the ERS most members were male and white. Education representatives from the "independent homelands" were excluded. It is clear that the government does not see the bantustans as part of South Africa. Representatives of Big Business were however included in the various committees.

The ERS proposals were drawn up in the space of a year. Input from the people was largely through the submission of memoranda to the DNE. This implies that the state sees the process of formulating education policy as largely a matter for the senior officials of the various government departments of education and experts appointed by the government. At no stage did the ERS take into account the demands of the progressive education movement.

In presenting the ERS, the state argued that the recommendations were based upon

scientific investigations which were not influenced by any particular political beliefs and values. Despite this claim however, the ERS failed to make specific plans as to how the history of apartheid education was going to be overcome.

The ERS proposals were mainly targeted at what the state called "first line change managers" - a nice name for the senior bureaucrats of the existing education departments. In fact, the first presentation of the ERS recommendation was to these "first line change managers". Having formulated the proposals the state then only began to consult with community-based structures. Thus the masses were excluded from the beginning of the project. They had no say in setting the terms of reference, deciding on the composition of the committees and in giving input into the actual work of the committees.

In summary, the ERS project represents a highly undemocratic and technicist approach to policy formulation.

The ANC

The process of formulating education policy by the ANC is governed by the broader political objectives of the ANC. Education policy is thus an attempt to represent the programme of the ANC as a political party contesting power. Furthermore, the process of formulating policy is related to the task of building the organisational strength of the ANC.

The ANC emphasises the participation of its membership in the process of formulating education policy. The form such participation takes is through regional and national workshops/meetings where education policy is debated. This task is co-ordinated by the education department of the ANC.

However, it is not clear at this stage how the ANC sees the process of education policy in terms of issues such as the role of experts.

The National Education Co-ordinating Committee (NECC)

The NECC's approach to policy is in the form of the National Education Policy Investigation (NEPI). Similar to the ANC, NEPI stresses participation and accountability in formulating education policy. For NEPI this is done through the way the

project is structured, the research agenda set up, and the way policy is understood.

NEPI is at all times accountable to the National Executive Committee (NEC) of the NECC. Internally the work of NEPI is controlled by the Executive Committee (EXCO) which is made up of representatives of the NECC, the ANC, academics and the 12 research group conveners. The EXCO is the highest decision-making body of NEPI and is responsible for the direction of the research.

Unlike the ERS, the NEPI has formulated 5 principles which guide the research conducted by various research groups. These principles include non-racialism and democracy. Thus the research undertaken by NEPI is guided by a specific set of values and beliefs which are spelt out.

NEPI understands the process of formulating policy to provide the NECC with policy options for education. Furthermore, the focus of the various research groups is to critically examine the demands of the progressive education movement and to formulate policy options based upon these demands.

In addition, NEPI has suggested that accountability can also be ensured through consultative forums where the work of the various research groups can be scrutinised and debated by community-based structures. Such consultative forums further the participation of the community in the formulation of education policy as well as providing a forum for sharing information and insights.

Capital

Big business does not at this stage have any concrete project for education policy that is publicly known. However, there are two major features to Capital's understanding of the education policy process. Firstly, according to Capital, any education policy must secure the approval of the progressive education movement. Secondly, Capital places emphasis on intervening in various education policy initiatives. For example, Capital gave evidence to the ERS concerning their understanding of the relationship between education and the world of work. The Private Sector Initiative (PSI), the Urban Foundation's Education Policy Unit and the Private Sector Grouping are presently the most signifi-

cant of Capital's initiatives in terms of education policy. While there may be differences between the various groupings of Capital, they are all concerned with a future South Africa which is safe for profitable investment. Overall, the process of formulating education policy is seen by Capital to be the work of experts who consult and are informed by the "community" at large. Capital argues that their education policies are not aligned to any particular political grouping or party.

Conclusion

What is clear is that the process of formulating education policy is understood differently by the state, the bosses and the ANC. All of them however claim that community participation is crucial in securing the legitimacy of the various education policy recommendations. They differ as to how such participation should be structured. It is clear that the struggles in education are not simply around the actual policies themselves but also as to how education policy will be drawn up.

Key issues in terms of the policy process are:

- the role of experts
- the values and beliefs that underly various education policy initiatives
- participation and involvement of the people
- the extent to which the policy process takes in the demands of past struggles in education.

The policy process is becoming a site of struggle and the implementation of policy will be dependent on how policy is drawn up. It is therefore important for the progressive education movement to ensure the most democratic approach to drawing up policy.

Early retirement for Mr Chips 50

There is concern over both the timing and content of the latest measures

On the eve of the Potchefstroom by-election, government chose to spring its latest education measures upon an unsuspecting populace. At first blush they seem designed to please no-one — and worse, to favour the segregationists in the short term while being eminently reversible in the not too distant future.

All of which raises the question: just what is it about white education that strikes such fear in government's heart? Why, after all he's done to normalise society, can't F W de Klerk simply scrap the last real bastion of statutory apartheid and normalise education as well?

Fear of a rightwing backlash no longer makes sense. Opening schools at this stage is hardly likely to push many more Nat supporters into the Conservative camp. Indeed, the prospect of retrenchments — part of the latest package for the schools — will most likely swing the anti-government vote in Potch.

Perhaps the answer lies in De Klerk's caucus, where heavy emphasis is placed on the maintenance of "norms and standards" and "cultural values" in education. After giving away political power, it's all they will have left. But the battle over these values is being fought out in the schools — where children and parents do not know from one year to the next what to expect.

Rather than force the issue, government opted this week for a massive cop-out. Under the guise of cutting costs — which is certainly necessary — white parents are to be given the right to maintain apartheid schools. That will be the effect of the implementation of what amounts to a status quo decree on all white schools — even those which voted recently for the nonracial option.

At the same time, at least 4 000 white teachers will be retrenched or take early

retirement due to the introduction on August 1 of new pupil:teacher ratios. The figure could rise to a maximum of about 11 000 if most schools decide not to accept the new plan, but this is extremely unlikely.

The rationalisation will save about 17% in real terms of the white education budget, which was just under R5bn last year. Details of the new pupil:teacher ratios are not yet available, but they will undoubtedly mean bigger classes. The cost of retrenchments has not yet been calculated, but could be well over R100m. Officials point out that it will be a one-off cost.

It's possible that government will use the teacher retrenchment exercise as a barometer to test attitudes in other parts of the civil service towards reducing staff by offering attractive retrenchment packages. If so, many more thousands of white public-sector workers would be likely to take advantage of such generosity — and the costs would be unquantifiable at this stage. It may be recalled that at various stages of the progress of Rhodesia to Zimbabwe, the price of buying out the whites — a favourite idea of Henry Kissinger — rose steeply.

In terms of the plan announced this week by white education Minister Piet Marais, all white State schools currently operating as "status quo" (whites only) and "Model B" (maximum 49% black enrolment) will automatically become "Model C" schools on April 1.

In terms of this, all the physical infrastructure — including land and buildings — will be transferred to the governing bodies free of charge. The value of property to be transferred has not been calculated. However, the transfer contracts include a revisionary clause which means that if the properties are no longer used in the interests of education they revert to the State.

Government will pay teachers' salaries, but not operating costs, which will have



Clase

to be recovered by the governing bodies through compulsory school fees. Any "topping up" of teachers' salaries will presumably also have to be paid for by the governing bodies — not in itself a bad idea.

Model C was never an attractive option when government's "model" scheme was introduced in 1990 because of the financial implications for parents. Now they are being given no real choice, though Marais says a "more favourable" but as yet undisclosed funding package will be available to them as well as those schools already operating as Model Cs.

He says the proposed compulsory fees will probably be between R400 and R900 a year, but his estimate could be far too low if schools want to maintain their current level of facilities and employ additional teachers. A number of State schools already ask for voluntary school fees of R1 200 a year and more to pay for extra teachers and other facilities not provided by the State.

But the most sinister aspect of Marais' plan is that governing bodies can decide admissions policies. There are currently 1 233 status quo schools, most of them Afrikaans-medium. There seems little doubt that the vast majority will, for the time being, decide to stay white. The 692 Model B schools will be able to increase their black enrolment if they wish — as the majority of them had planned to do at the beginning of the whole exercise of moving away from being whites-only institutions.

There is provision for schools to maintain their current status — as Model Bs, for example — if at least two-thirds of parents opt to do so, but this has severe financial disadvantages.

Marais says that under the new scheme, schools that decide to maintain their status quo or Model B status will be allocated the same pro rata funds as Model C schools but will have to use them for teachers' salaries and operating costs. They will also have a less favourable pupil:teacher ratio than Model C schools, which means there will be less money available for salaries — so either fewer teachers will be employed than are needed, or parents will have to contribute towards their pay. In effect, this would amount to something approaching Model C.

The new pupil:teacher ratios will obviously determine the amount of cash for salaries



Nonracial school ... wedge of the inevitable

each school gets. In theory it means there's an incentive to desegregate, particularly in areas where pupils numbers are dropping.

But in reality, particularly in the short term, many schools are likely to either bite the financial bullet and pay more to maintain their racial exclusivity, or merge with nearby white schools and pool available resources.

Marais concedes that the effect of the new scheme will be to allow the maintenance of apartheid, but says this is not government's intention. Instead, he says, the plan offers the opportunity to provide affordable education of a high standard according to the wishes of a particular community within the framework of accepted educational principles.

But it's difficult not to see the plan as an ad hoc measure to cut costs on the one hand



President De Klerk ... lessons to be applied in education

and buy time on the other. It negates all the pain and frustration of the "model" scheme which forced parents who wanted to open their schools to achieve unrealistically high "yes" votes in order to do so — which the vast majority who took part in the referendums on the issue did.

The plan is also way out of line with any long-term education planning for a new, non-racial SA and is bound to be reversed at some stage. This is perhaps the most surprising aspect of the precipitateness with which the new rules have been introduced. Its short-term nature also indicates that it is the sort of plan government wanted to introduce two years ago — but which may have been blocked by Piet Clase, the verkrampste former white education Minister.

It's not surprising that the plan has been widely attacked by opposition groups. "It's a most staggeringly short-sighted exercise," says Democratic Party education spokesman Roger Burrows. "The implications are mind-boggling in the short term and, in the long term, will bring us back to where we are now and we will have to try to resolve the problem

all over again."

He says the plan effectively privatises white State schools and "passes the racial buck" to parents allowing conservative communities to buy their apartheid. However, he believes the new scheme will make parents extremely aware of empty places in all-white schools which, in conjunction with rising costs, may in the longer term influence their decision to desegregate.

Last year vacancies in white schools countrywide made up about 16% of the 1,2m available places.

Burrows says Marais' announcement left important questions unanswered, and they go to the heart of the principle of State education. "What happens, for example, in cases where parents refuse to pay compulsory school fees, yet are compelled to send their children to school?"

As in the case of unrealistic white expectations over the "right" to own land and big houses (see previous leader), one result of decades of Nationalist rule has been to lead whites to expect "free" education of a high standard in perpetuity. This expectation must inevitably be dashed over the next 10 years or so.

Another problem is that while government has desegregated residential areas, it is now possible for predominantly white communities to apply apartheid in schools. This means children who are not white may have to attend schools in areas far away from their homes, which is contrary to the accepted norm.

The shortsightedness of the plan is that within a relatively short time, SA will have a



Marais

new, black-dominated (probably ANC) government which is unlikely to tolerate whites-only schools. It may simply take them back and open them to all races which could lead to serious conflict. Meanwhile the profession is to lose at least 4 000 trained teachers; whatever happens in the future, most are unlikely to return.

Government must know this, yet it's prepared to leave the problem to someone else to sort out. Surely De Klerk can't be happy with the situation? It's time he grasped this last apartheid nettle, created one education department and

opened all schools to all people.

The retrenchment of white teachers at this stage will of course be facilitated by the well-publicised security problems in black schools.

Yet if one looks ahead to an era of a unitary education system — some years ahead, to be sure — the retrenchments clearly signal a waste of resources.

There would be many initial practical problems with a completely nonracial department. Parents are understandably jumpy about the problems of black education being exported to mainly white suburbs and schools; and mother-tongue instruction is and always will be, a minefield. The incremental integration of the schools implicit in the model system was understood to be a way of easing the transition — but now it has been overtaken by a system which is likely to be interpreted as retrogressive.

The major flaw of the present package is that it postpones dealing with such problems. It, too, will be overtaken. ■

UNLIKELY CLASS ALLIES

FM 21/2/92

Neither the Conservative Party (CP) nor the ANC — or at least its youth wing — liked this week's announcement by white education Minister Piet Marais. Even the CP failed to see that it could have advantages for those schools which want to keep their doors closed to blacks.

In fact, the CP's reaction seemed to have the Potchefstroom by-election in mind when it focused on the possible retrenchment of 4 000 white teachers by August 1 as "a crime against the white community." CP spokesman on education Andrew Gerber warned of the danger of "African standards" — not because blacks would be entering formerly-white schools (which Marais' move defers for some) but because whites

would have to pay more for education.

Gerber was able to point out that last year government gave a solemn assurance in parliament that no school would be forced to choose multiracialism — by which he presumably meant that "Model C" schools would find it financially advantageous to enrol blacks.

The ANC Youth League — quicker to respond than its parent body — touched the heart of the matter: "It is simply part of the ploy of the National Party to erode the powers of a future government and remove the base for one of the fundamental social rights, the provision of free education."

Marais' move certainly looks like an attempt to pre-empt something.

Snippets and statistics

SO FM 21/2/92

FACING THE EDUCATION CRISIS: A PRACTICAL APPROACH by James Moulder (Heinemann, 121pp, R27,45).

This is a modest little book with, as Churchill said of Attlee, much to be modest about. The author, a University of Natal philosophy professor who has chosen to venture into this country's educational minefield, is indeed frequently and disarmingly frank about his shortcomings:

"The point that I want to make is more important than the way in which I have made it . . . I do not know what should be asked about nonformal education . . . I have not produced detailed plans . . . because I do not have the information or the skill that is required to do so . . . this is how the system works and I do not know how to change it."

Given such admissions, one wonders at the writer's temerity in tackling complex educational issues. He thinks so little of his own arguments that he urges readers unwilling to plough through them to go straight to his conclusions. Since these occupy rather fewer than five pages, such a move does not suggest a good investment, even at the book's relatively modest price.

Despite his own apparent modesty, Moulder's presumptions are quite breathtaking. Not only does he lecture educational planners and policy makers, he also informs teacher educators how to do their job, instructs librarians in what they "should be thinking and talking about," and even, in an offensive phrase, tells the private sector how to get "more bang for its buck."

And all this and more, in 16 "slender essays," most of which originally appeared in newspapers such as *The Star* and *The Natal Witness*. Though the introduction claims that the essays will be "exploring rather than prescribing," this is flatly contradicted by the many dogmatic statements in the essays themselves and by the author's own later admission that he has not been afraid to be prescriptive.

I suspect that the publishers hope this book will fill part of the gap in the textbook market for education students. This is suggested by the textbook format — the plethora of tables and graphs, the laborious summarising of the main points of each essay, the "questions for discussion." These latter take the form of:

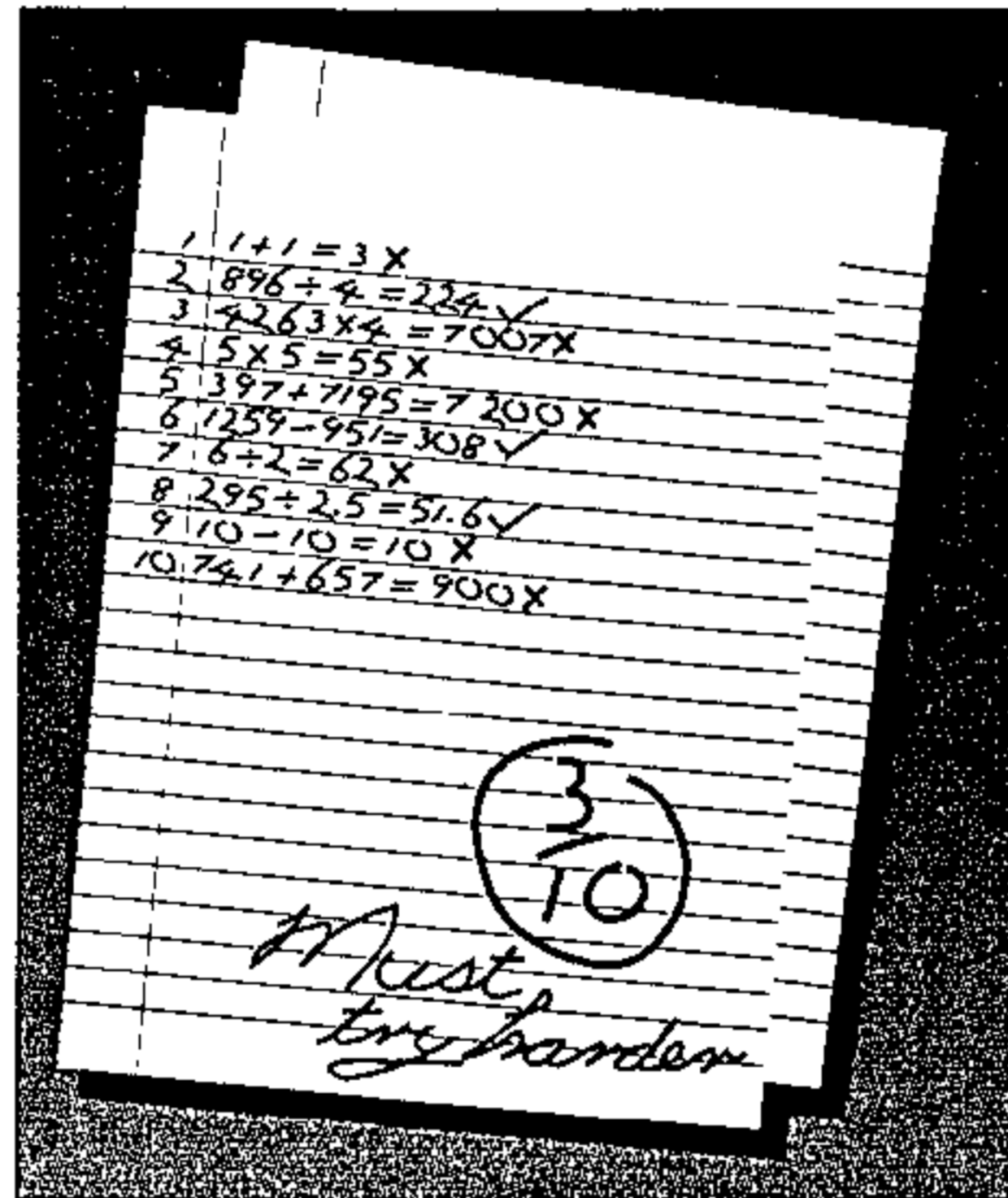
- What do you like about how South Korea transformed its educational system?
- What do you find problematic about how South Korea transformed its educational system?
- What, if anything, stops us from doing what the South Koreans did? and
- If we cannot do what the South Koreans did, how will we transform our educational system?

If one is taken aback at the thought of students earnestly discussing such questions,

one's imagination must fail at the prospect of those other readers for whom the book is claimed to be essential reading: teachers, planners, administrators, journalists, commentators and policy makers, not to mention that publishers' stock-in-trade, "the general reader."

Will the aforementioned please discuss the following: "What are some of the ideas about libraries that have become burdens now that the conditions that gave rise to them are disappearing?" and "What would you like to add to the list of things that teachers should know, or be, or be able to do? Why?"

It should by now be clear that these little



essays are not, shall we say, models of elegant expression. "Unequal inequalities" is only one of many phrases likely to stir the juices of any stylist; even elementary lapses of grammar are not uncommon ("less teachers, less classrooms" or "None of these have . . ."); and things impact powerfully on each other at regular intervals.

A sensitive reader may have begun to deduce that I am not enthusiastic about this volume. In fact, I am positively hostile because I do not believe it should be dismissed merely as the harmless, if eccentric, musings of a professor of philosophy.

I sincerely hope that it will not be prescribed for education (or any other) students. This cobbled-together collection, with no integrating theme or framework (it veers from educational priorities to Aids), obfuscates rather than illuminates crucial current educational issues.

It seems to rely on statistics at hand, already somewhat out of date, and on snippets from such sources as World Bank documents. The argument frequently rests on gross over-simplifications and is itself in consequence often simplistic.

The book is thus a poor academic or educational model to put before students. It contains absurdly unhelpful generalisations:

"Europeans, as well as Americans and white South Africans, are preoccupied with pensions, old age homes, creative retirement and, in general, with growing old gracefully" and "White students are politically naive."

Moulder may simply be trying to be provocative, or he may genuinely believe that such judgments contribute something meaningful. In either case, they do not belong in any serious analysis. Trite sentiments abound — for example "Education should respond to people's needs" — and the discussion often rests on a kind of kindergarten economics: "We are good on the mining side of the gem trade, but mediocre on the manufacturing side, which is where the money is made."

Homely little examples are used: "When parents give two children six sweets, each child expects to get three. Every four-year-old knows that it is wrong to take more than an equal share . . ."

Equally homely is this little gem of pop sociology: "The individuals in a social system are related to each other more like the eggs in an omelette than like the chops in a grill." That really illuminates social relationships in a complex and diverse society!

For an academic, Moulder is surprisingly miserly with his references. The sparse list of sources is almost entirely confined to annual reports and volumes of statistics. The only scholarly work cited is Maslow's *Motivation and Personality*, from which the rather faded hierarchy of human needs is drawn.

For the rest, the text simply makes assertions like "the World Bank's research tells us" or else mentions, without any reference, such people as Arie de Geus, "the head of the world's leading think tank," or one Moon Moodley, who has evidently invented a new approach to mathematics.

The book's subtitle claims that it offers a practical approach to the education crisis. It certainly does not, resorting again and again to vague generalities and earnest entreaties. Moulder wants primary education to be the priority and he wants it to be "practical," since "the bias towards an academic education leads to a shortage of people with technical and professional skills."

Technical and professional subjects at primary level? It is a highly arguable matter. Nowhere does the evidence suggest that ordinary schools are really appropriate sites of vocational training. Even the State's recently released curriculum model proposes a *general* (academic?) education for the first nine years of schooling.

The problem with Moulder is that he does not actually argue his point; he merely asserts. At no stage does he explain what he means by "academic" and "practical" and so the reader is entitled to conjure up the horrors of Bantu Education with its gardening and handwork, among other things.

Moulder remains dumb on the curriculum

— because, I suspect, he does not really know what goes on in most primary schools. There is no evidence that he researched the field; his base is apparently a set of statistics and some pop economics and sociology.

My own experience of good primary schools is that they are engaged in the task of making their pupils literate and numerate and in giving them some knowledge of the world in which they live; could anything actually be more “practical” than that?

Similarly, Moulder makes highly contentious proposals about teacher:pupil ratios and for the introduction of double shifts in all schools — all done in a seemingly casual manner and without any exploration of the implications and possible consequences.

The danger is that such simple formulations as Moulder puts forward may have superficial appeal to uninformed minds and, in this sense, they may cloud the debate instead of helping to clarify it.

What is particularly irritating about Moulder’s book is that he clearly is capable of doing better. One can sympathise with his plea for pragmatism and gradualism and one can share his concern for the bulk of our schoolchildren who happen to be in black rural schools.

The professor may be capable of good work, but if he is going to continue to lecture us on the education system, he must try much harder in order to achieve a passing grade.

Peter Randall

Pros and cons of new proposal

STAR 21/2/92

SO

THE implications of the Government's proposal that all status quo and Model B schools be converted to state-aided Model C schools on April 1 are wide-ranging — not least of all for the parents of pupils.

At present, status quo schools admit white pupils according to the former admissions policy of the department and the school's management council has mainly advisory powers.

Model B schools differ in that they determine their own admissions policy.

In Model C schools, parents, through a governing body, manage and control many facets of the school and have a wide range of decision-making powers.

It offers, says Government, very real decision-making powers to communities through the governing body. This body decides on matters such as:

- The appointment of teachers at entry levels.
- The admissions policy of the school.
- Any additions to the curriculum the community considers desirable.
- The utilisation of buildings, grounds and other facilities of the school.
- The school's financial policy. But while the Model C gives

The Government announced this week that it was to retrench 4 000 white teachers and that it wanted all formerly white state schools to adopt its Model C mode. This is a system which enables parents to have a wide range of decision making powers . . . and extra financial responsibilities.

PAULA FRAY reports.

much to parents, it also takes.


Under Model C, education authorities pay only the salaries of all staff on the approved staffing establishment.

The buildings and grounds, furniture and equipment, durable and non-durable items are transferred free of charge to the school. There is, however, a reversionary clause and in the event of the assets no longer being used in the interests of education they once more become the property of the State.

Other expenses related to the day-to-day running of the school are met by the parents and the wider community in which the

Model C Schools

State Expenses:	Parents' Expenses:
1. Teachers' salaries	1. Maintenance
2. Transfer of building, grounds, equipment & existing facilities	2. Long term maintenance
	3. Stationary
	4. New text books
	5. Electricity and water
	6. Telephones
	7. Existing running costs



school functions.

These expenses, according to Transvaal English Medium Parents' Association public relations officer Glen Stuart, are numerous.

Although certain state and Model B schools already charge school fees — ranging from R120 to R1 000 a year — under Model C schools have the power to levy compulsory school fees.

According to Mr Stuart, only between 60 and 75 percent of parents who have to pay fees at present, do so.

The costs presented to parents are wide-ranging. According to Mr Stuart they include:

- Maintenance (such as blocked toilets, broken windows etc).
- Future maintenance (including renovations normally done every 10 or 12 years).
- Stationery.
- New textbooks.
- Light and water.
- Telephone accounts (which a number of schools already pay).
- Insurance.

These need to be added on to the schools' existing running costs, he said.

These costs include stationary above the department's allocation, the cost of additional

cleaning staff, sports equipment and coaching, computers, transport, teaching aids and maintenance of pools and grounds.

"If schools decide they want to improve their teacher-pupil ratio, they will also have to pay for the teachers above the Government quote," said Mr Stuart.

The final responsibility for the administration of the school lies with the governing body.

"If you are on the governing body of a Model C school you need to spend more time working on it," Mr Stuart said.

The Government has proposed a more favourable basis of funding than that which presently applies to Model C schools. This, it said, will mean communities will more easily be able to afford the transfer.

According to the Government proposal, there will be a more favourable scale of provision for staff at Model C schools as communities of these schools "accept greater responsibility for their financing".

The plan, says Government, offers the opportunity to provide affordable education of a high standard according to the wishes of a particular community within the framework of accepted educational principles. Details have not been released. □

Parents in a crunch over Model C fees

PARENTS who refuse to pay compulsory school fees as required by Model C schools can be sued by the school, the Department of Education and Culture said yesterday.

DP education spokesman Roger Burrows said Education and Culture Minister Piet Marais' announced conversion of schools to Model C from status quo and Model B "did not address the dilemma of the two compulsions". Parents are compelled by law to ensure their children between six and 16 years attend school.

For a Model C school, government pays only a subsidy covering teachers' full salary bill. The remaining 25% of total costs — about R1 000 a pupil a year — must now be carried by parents. Marais announced the plan on Monday to convert all 2 411 white schools to Model C unless they voted otherwise.

Indigent

The Department of Education and Culture responded that Marais had indicated that in order to provide for the needy "financial assistance would be available during the phasing-in period".

The department expected that Model C schools themselves would "in some form or other" make assistance available for needy scholars.

However, many schools canvassed in lower income areas, where fees are around R200 a year at present, said it was incomprehensible that parents would be able to afford higher fees and that there were too many indigent parents to be covered by a school bursary system.

One school principal said opting for Model B school was not the answer as the few remaining Model B schools would be overloaded by children from poorer families.

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B1 Day 21/2/92
KATHRYN STRACHAN

At present school fees set by management committees in status quo and Model B schools are voluntary.

Burrows described the government's plan to cut education spending by R1bn as a "monumental condemnation of how the National Party has handled education".

He said the move has allowed the state to distance itself from racial practices at school level and "devolved school apartheid to the governing council".

As the governing council gained full control over the admission policy, he said, it could lead to a race-linked admission policy, or to financial and social barriers.

Burrows expected that school fees would be far more than the R400 suggested by Marais. Schools canvassed in Johannesburg yesterday said the additional cost would be closer to R900 than R400.

Fourways High School management committee member Vic Pugh said, however, there were many benefits to adopting the Model C option. Fourways is one of the 29 schools which have taken this route.

"Good education has to be paid for and Model C is the answer for giving people the education they can afford and deserve," he said.

Pugh said the move had given the school far more autonomy and parents and teachers had taken far more interest in the school, rather than "leaving it all to the system".

There was a free enterprise attitude which meant parents took more responsibility in providing for resources such as additional teachers, a computer centre and extra subjects, he said.

Pugh said school fees were constructed to allow for a bursary fund to assist parents who could not afford the R1 300 a year school fees.

Model C plan angers majority of callers

STAR 21/2/92

(50)

Most callers to **Speakout!** last night were indignant at having to pay for their children's education under the new Model C system. A few callers said whites had had it too good for too long and would now appreciate what others had to struggle through. A tiny minority welcomed the chance to have more say in the running of schools, but many callers were puzzled about how payment of fees would be enforced.

Mrs B Hardy, Alberton Most of us battle to pay R200 a year. I don't know how we'll pay R2 000 a year.

Laurinda Swemmer, Wendywood Model C schools will lower the standard of education. I've got three children. Costs will run into thousands.

Joan Smith, Turffontein I have 12 unemployed white people on my farm with no food, no income. What about the higher costs of schooling?

Heather Creamer, Germiston This is just another way of keeping apartheid alive.

Mr G Albert, Melville The Government has lost all control in the country. The taxpayer gets absolutely nothing.

Margie White, Craighall Park The Government has failed in administering the schools.

Jill Purkiss, Parkhurst Model C is an excellent idea. Parents will have more control in running schools.

Des Livingstone, Randpark Ridge What happens to the parents who can't pay? Model C will be out of reach for middle class blacks, so basically we are entrenching apartheid.

Isabel Cornelius, Yeoville It's unfair. I've got three kids. I'm paying a total of R2 500 a month already. We voted

Model B, but now we have Model C. **Jeanne de Oliveira, Parktown** It is inconceivable to even consider retrenching teachers.

John Newson, Benoni Schools and education should be free. We pay enough in taxes

Buṣisiwe Nhlapo, Daveyton I'm not for the idea. FW's Government still wants to maintain segregation in education. The rich will get a good education and the poor won't.

Christopher Smith, Randburg The Government is shirking all responsibility for the cost of education for the white community. All school fees should become tax deductible.

Lyn Berkowitz, Winston Ridge I don't feel we have an option. We whites have hardly ever paid for education.

Anne Carstens, Kenilworth It is a great shock to parents, and I understand their fears. But black education has suffered for so long and whites didn't appreciate what they were getting for nothing.

Mrs M Woolley, Morningside Manor I'm all for it, particularly when parents take responsibility for the children and not the State.

Mr S Isaacs, Kenilworth The Government should get on with it. Why do they want to retrench 11 000 teachers when our children, black and white, need them.

John Simons, Johannesburg North I feel very positive about the latest change. The community has been asking for decentralised schooling. We can cope with this and standards will not go down.

Russell Sadowsky, Hillbrow Model C for most is a humiliating system that must eventually lead to bankrupt

schools and unnecessary juvenile delinquency.

Tom Howarth, Randburg I think the education department should be congratulated. It now goes to prove what type of Government we have.

Jacqueline Jones, Bramley Manor I feel the Government has messed up the whole school system. They are going to have to reduce taxes of people sending children to school.

Ricky Lowery, Berea I have two children at boarding school and am battling to pay. I will have to take my children out of school

Mrs A Steenkamp, Mondeor How can the Government make this decision arbitrarily? Children are the future

Nellie de Villiers, Kempton Park It is time parents take responsibility for their children. Whites have been getting everything for nothing and now they do not want to change

Bernita Enslin, Boksburg Model C stinks because parents have already paid for school in taxes.

Gary Noble, Bloubastrand Our present Government is incompetent. They make arbitrary decisions without consulting the people.

Mrs Sharon Jansen, Orange Grove If Government is going to ask us to fork out to pay teachers, do they intend giving us tax concessions?

Mrs Rosemary Proctor, Springs Why did we have to go through voting last year, if the Government is going to come with changes.

Mr Tom Whitlock, Randburg The Afrikaner catch phrase has been "We will make a plan" For whom and for what, nowadays, boggles the mind.

By Michael Chester

The controversial cuts in State spending on education came under severe attack yesterday from the Private Sector Education Council (Prisec), representing all five major employer organisations.

Prisec called on the Government to create a national forum to tackle a sweeping review of policies on education, training and manpower development.

"Although all efforts to reduce State expenditure should be welcomed in principle," it said in a statement, "it appears questionable whether this objective will be achieved when the cost of early retirement and/or retrenchment pay-outs to as many as 4 000 teachers is brought into the equation.

"Of greater concern is the effect on education resources, and

Education STAR 21/2/92 cutbacks 50 deplored

the proper utilisation of these resources, when this step is seen against the background of major shortages in the number of adequately qualified teachers serving other than the white community.

"Optimum utilisation of education resources is an unachievable objective in an education system segregated along racial and ethnic lines.

"Prisec must therefore renew its repeated call for the establishment of a single Ministry of Education.

"Overall planning could then

be done on a national basis, which will create opportunities for the elimination of costly duplication, the establishment of a more equitable basis of education funding as well as a more appropriate education policy."

● The education cutbacks were welcomed by the Johannesburg Chamber of Commerce and Industry.

Chamber president Mike Cato said the changes were the first hard evidence that the Government was prepared to make difficult and unpopular decisions to curb State spending.

"In this respect the decisions are encouraging since it was vital for the future that State spending be curtailed, the tax burden be lightened, and national productivity be increased."

Mr Cato said he hoped other Ministers would follow Minister Piet Marais' example.

Poor white schools face overcrowding, educationists warn

STAR 21/2/92

By Jacqueline Myburgh
and Phil Molefe

White schools in poorer areas face over-crowding and becoming run down — with devastating effects on the quality of education — because of the Government's new education policy, angry educationists have warned.

Members of management councils and parent associations of schools interviewed by The Star said they faced a Hobson's choice: Adapt to Model C and try to find money to maintain a high standard of education; or remain Model B risk being penalised by Government through curtailed services, bigger classes, fewer teachers and reduced maintenance.

The Government is to re-trench 4 000 teachers and wants all "status quo" and Model B schools to change to Model C this year in a cost-savings drive.

A status quo school is a State school which admits whites only and where the management committee is limited to basically advisory powers.

Model B allows a school to remain a State school but to determine its own admissions policy.

Model C schools have greater say over their own affairs including admissions policy, but the Government pays only teachers' salaries, leaving all other costs to be borne by the school.

"It's going to become a numbers game," said Jack Gordon, chairman of Tempa (Transvaal English Medium Parents Association), warning schools may be forced to raise their pupil numbers to get more income.

His biggest fear was for the poor schools.

"People don't realise how many poor whites there are in this country, that pupils are ac-

tually being fed by teachers."

Peter Hains, chairman of Ferndale High School's management committee, said his school would cope financially with adapting to a Model C system, but poorer schools would suffer.

He said the Government was managing by crisis and questioned government estimates that school fees would increase to between R400 and R900.

"They are dreaming. According to our calculations, a reasonable fee under the Model C system would be R1 400." Other schools have estimated fees of up to R2 000 a child.

Jasper Hulley, Ferndale High Parents' Association chairman, said if schools did not opt for Model C, they might end up with one teacher for every 40 pupils due to retrenchments.

"If the parents cannot afford to pay for extra teachers — and there are going to be a lot of them — then there is going to be a drop in standards."

Criticised

Bill Stewart, Malvern High School Management Council chairman and ex-school principal, criticised the Government for providing insufficient information when the announcement was made.

He said the effects of the changes would be very serious, especially regarding the ratio of pupils to teachers.

"Everyone has always striven to keep it as low as possible and now it is going to be raised. It is very, very serious."

Mr Stewart said the ability of parents to pay for a better education was going to lead to inequality and injustice.

Geoff Rowlinson, chairman of the management council at Mondeor High, said his school voted for the Model B system 18 months ago, because parents could not afford Model C.

"Now if we wish to remain Model B, we will have to pay

the penalty of curtailed services and bigger classes and a deterioration in the standard of education.

"And we can't kick pupils out if they cannot afford to pay fees because the law says no one under 16 may leave school."

He accused the Government of "fighting the fire in the short term", since the education system would change again in few months' time.

The Government's decision to convert all state schools to semi-private Model C schools has effectively overruled the view of a majority to retain State support of schooling for all, the University of the Witwatersrand's Education Policy Unit (EPU) said.

EPU spokesman Linda Chisholm said when parents were given the option to vote whether schools should become Model A, B or C at the end of 1990/1, 98 percent of all schools that voted across the country voted for Model B. Less than 2 percent nationally voted for Model C.

"This suggests a healthy, public-spirited mentality even among whites for state support of schooling for all.

"This decision has now been overruled to, one might say, a rather mealy-mouthed response from representatives of white education," Dr Chisholm said.

There have been mounting fears that most parents may not be able to afford compulsory education for their children because of the financial implications of converting State schools to State-aided schools.

The Star's estimates are that school fees in former status quo and Model B schools will rise to about R1 000 or more.

University of the Witwatersrand education lecturer Brahm Fleischer said the conversion to semi-private schools would effectively keep South African schools segregated.

"Rich people will be able to buy better education," he said.

● Pros and cons of new proposal — Page 13

Oil sale to aid schools, health

Political Staff 50

AT least R426 million of the R1 billion obtained from the sale of stockpiled crude oil had already been earmarked, Minister of State Expenditure Mr Amie Venter said in Parliament yesterday.

He said R138m would go to education, R204m to roads and R84m to health.

The rest would be allocated to welfare services, hostels, community facilities, the job creation programme, the police and the maintenance of government buildings. ET 20/2/92

'Bid to defuse English issue'

South 20/2 - 26/2/92

HA SO

By Justin Pearce

THE ANC's language policy released last week has been greeted with praise, condemnation, and a fair dose of confusion.

The policy seeks to grant equal recognition to Afrikaans, English, Sesotho, Seswati, Sindebele, Sipedi, Tsonga, Tswana, Venda, Xhosa and Zulu.

Access to education, the law and government services would be available through the medium of any citizen's preferred language.

Mr Nigel Crawhall of the National Language Project (NLP) believes the announcement must be seen in the

context of Codesa, in which the ANC is forced to bargain with the National Party on certain policy issues.

The ANC's refusal to give any language privileged status above another could be an attempt to defuse the question of English, a sensitive one for the NP.

Crawhall says the NP is unwilling to accept any proposal that recognises English without making clear the position of Afrikaans.

The NP has responded by condemning what the party sees as a move to deprive English and Afrikaans of their official status.

While the NLP agrees with the recognition of African languages, Crawhall expressed doubts about the

workability of granting South Africa's nine African languages equal status.

Under the ANC policy, Zulu, spoken by approximately nine million people (25 percent of the population), has the same status as Venda, which is spoken by only two percent of the population.

The ANC document contains little to suggest how its policy might be implemented, and the NLP has interpreted it as "a general statement of the principle of full recognition of linguistic rights. It is not a full working document."

The NLP supports a regional language policy, which the ANC document hints at.

Bringing light and opportunities to Africa

STAR 24/2/92

"By transferring electric energy to where it is most needed," says Eskom chief executive Ian McRae, "we believe that not only can we help boost the southern African sub-continent's economies, but also vastly improve the quality of life for all the people of the region."

The impact of electricity goes way beyond the everyday convenience of turning on a light, a stove or a television. It affects education, health and the environment.

It unlocks the productive potential of the people by enabling them to use power tools and equipment. It allows them to make more skilled inputs by freeing them of time-consuming manual labour.

It provides the cheap, dependable energy that drives mining, industry and business and makes internationally competitive exports possible. It could also be the catalyst to trigger economic growth in the entire sub-continent of Africa.

The resources necessary to generate sufficient electricity for the entire sub-Saharan Africa are abundant, and Eskom — with its 45 000 employees, its skilled base and infrastructure — is confident it is the best placed organisation to drive such a effort.

In fact work on the project, which will link countries and governments in an unprecedented network of co-operation and mutual economic benefit, has already begun.

"The improving political situation will bring about better co-operation between the sub-Saharan countries, and the end of South Africa's isolation," says Mr McRae.

"Power companies have been able to build bridges across political divides, deep-seated conflicts and distrust by appealing to common needs. It becomes increasingly clear that isolation is not the answer for any southern African country.

"We need to stand together to become strong, because help from the rest of the world may not materialise.

"In South Africa, where people have no electricity and where the survival of any future democratic government is dependent upon sustained economic growth and a visibly improved standard of living for the poor majority, Eskom has an equally crucial role to play."

It is one of the Big Five or

Six in the world in terms of electricity generation and produces 60 percent of all the power on the African continent.

With the benefit of a new, streamlined management core and a more focused attitude to business, Eskom has committed itself to reducing the real cost of electricity by 20 percent over the next five years, although it already claims to be the cheapest power supplier in the world.

Education has a high priority in South Africa and electricity gives it a specific boost by providing better lighting for studying and reading, and facilitates the use of television and electronic teaching aids.

Public health is vastly improved by electricity. Modern medicines depend on electronic equipment for diagnosis and treatment, sterilising and refrigerating facilities are essential for surgery and drug stocks. The smoke generated by burning fuels in urban areas is a health hazard.

Electrification impacts on every facet of the economy as well. One of the factors crucial in ensuring that exports of manufactured goods or beneficiated minerals from South Africa are competitive internationally, is cheap, dependable electricity.

The importance of the informal, small business sector as a job creator in South Africa is well known. Once again electricity plays a crucial role.

"Clearly a person without electricity is a disadvantaged player in the economy," says Eskom chairman Dr John Maree.

Apart from the jobs created directly by supplying electricity, there is a multiplier effect that comes into play when electricity reaches a home or a workshop.

It stimulates demand for a hot-plate, a kettle, a TV, and has a ripple effect into the economy.

"If we can electrify 1.5 million homes over the next five years as we plan to do, we would create half a million jobs and our GPD would grow by five percent," says Dr Meree.

Electrification of underdeveloped regions is a long-term investment in the future. It could unite the people of Africa in a strong economic community, and it could play a major role in bringing light, peace and prosperity to our land.

ESKOM Education — best insurance policy

STML 2012/192

Education is an investment that will withstand all inflationary trends and business cycles. Nationalisation can not touch it, nor can another Black Monday on the stock exchange take it from you.

Eskom's commitment to education is therefore appropriately seen as education "investment". It is seen as a "hand-up" rather than a "hand-out".

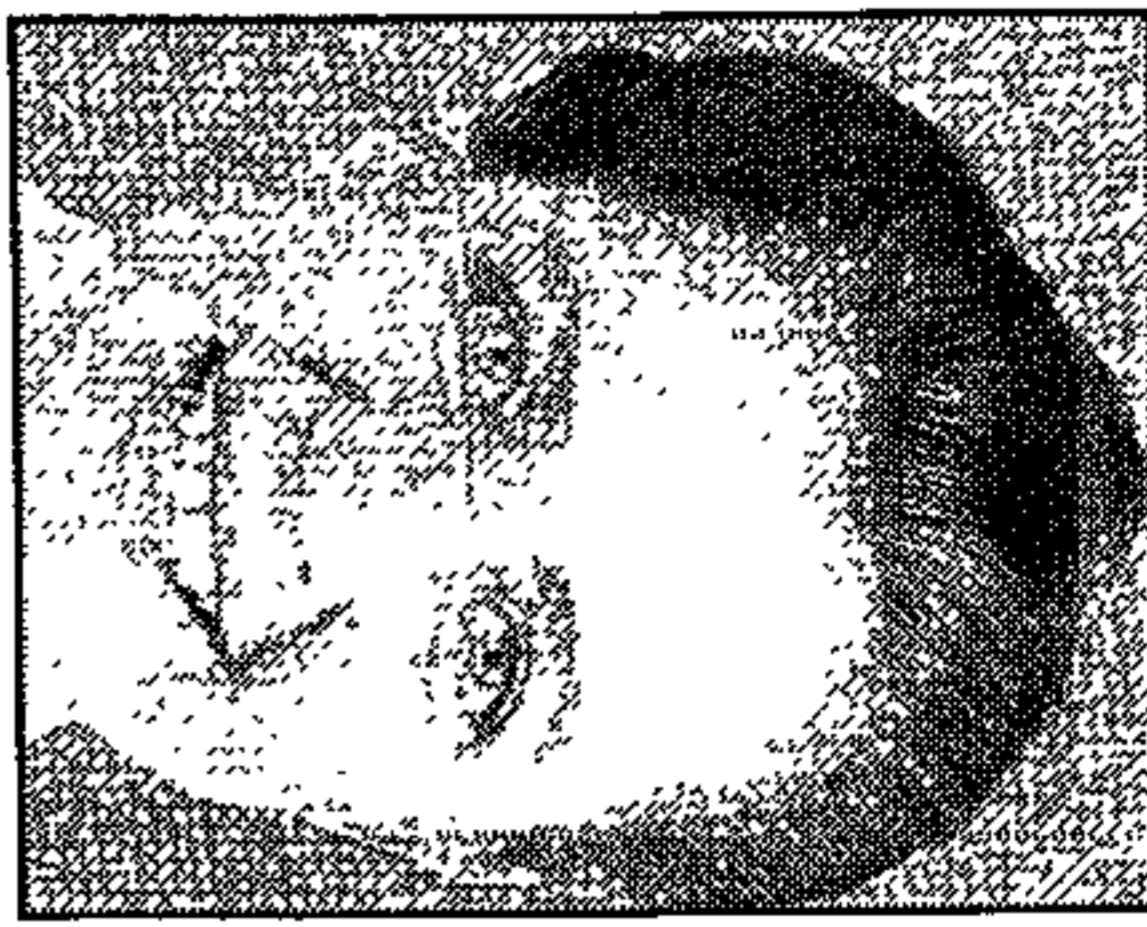
"There are two reasons why we support education," says head of the Education Investment Division Hermien Cohn.

"One is to get skills into our organisation to manage our plant and equipment. There is over R40 billion worth of equipment in the hands of our employees.

"The other is more altruistic. All the research has told us that the only way to help people to develop themselves, to compete on an equal basis, is through education."

About 35 000 black pupils are currently benefiting from a variety of educational programmes. Eskom also has a declared approach that 25 percent of every scholarship intake must be black.

"Yes, we want those badly-needed technological skills. But we also feel responsible to help disadvantaged people get a better education than they would otherwise be able to afford.



Education is seen as a "hand-up" rather than a "hand-out", says Hermien Cohn.

"That is why we only support the disadvantaged in our education programmes."

The Education Investment Division gives this assistance through direct means (such as scholarships) and indirect means (non-formal educational programmes, teacher development, curriculum development and teaching equipment).

The prime aim is to promote technological awareness and to enhance the teaching of mathematics, physical science and English.

One of the most significant ways in which Eskom can contribute towards a child's development is to electrify

schools to make teaching and learning easier, more fun, and more effective. Last year 14 schools were electrified.

"Let me share an example of what the lack of electricity means to one teacher," says Ms Cohn. "Whenever he has to make photocopies of a document or a set of notes, he has to catch a combi-taxi to town and have copies made in the DET offices. Think of the time expense and lost productivity because his school doesn't have electricity to operate a photocopier."

Then there are the instances where children cannot gain essential computer skills because there is no electricity. And where pupils in remote areas cannot benefit from educational videos or poorly-qualified teachers are unable to benefit from notes on overhead slide transparencies.

Eskom's Education Investment funding strategy supports projects at existing schools. Occasionally it does build schools, but it's usually a case where Eskom employees' children are involved.

"We would not support a programme or project if it is not recommended and motivated by the Eskom business unit in the area," says Ms Cohn.

"Ultimately, the idea is to build an Eskom family."



Enriching their understanding

Eskom works with community leaders to enrich the understanding of teachers, pupils and parents of this often mysterious world of commerce and industry. In addition to providing formal bursaries and bridging programmes, Eskom gets involved in a wide range of informal education programmes.

Building a better tomorrow

STAR 2012/92



The Midlands Educational Project in Natal is a good example of a successful community project. Eskom, together with a local private school Michaelhouse and other educational support groups, identified a number of courses and projects needed to address the educational crisis in Midlands.

These include libraries, science equipment and other learning aids, active involvement by pupils in physical science, mathematics and English teaching for greater comprehension, and knowledge of the world that the pupils would enter after completing school.

Eskom participates in this project by supplying employees with the appropriate skills. Because they give their time voluntarily, employees get a chance to contribute towards the organisation's social investment ideology.

Eskom also works with com-

munity leaders to enrich the understanding of teachers, pupils and parents of this often mysterious world of commerce and industry.

In addition to providing formal bursaries and bridging programmes, Eskom gets involved in a wide range of informal education programmes.

Another way Eskom helps the community on which it operates is to make its trainers and training facilities available for after hour education.

Teacher training development is a particularly important area in Eskom's education programme. "Properly trained teachers — particularly in the areas of mathematics, science and English communication skills — reach so many more children," says Ms Cohn.

The figures tell the full story. Only 30 percent of black teachers have a matric plus a three year teaching diploma; 11 per-

cent have a degree and a teaching diploma; but the most (59 percent) are not suitably qualified.

In-service training, therefore, is expected to have a major impact. It will make available to industry and commerce children with adequate and applicable schooling.

Early education is also seen as extremely important. Eskom is involved at pre-primary level, particularly with maths and science orientation and communication skills.

"The drop-out rate when the children switch from the vernacular to English in primary school is so tremendously high that we had to do something to make this transition easier," says Ms Cohn. "This year we are looking at piloting one or two pre-primary centres, particularly with a view to addressing communication skills at a very early age."

Building a better tomorrow

STAR 2012/92

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'Most parents did not vote on schools'

By Paula Fray

STAR
20/2/92

Given the chance to choose a new education system for their children, most parents of the 928 schools under the Transvaal Education Department (TED) did not even vote on the new school models introduced in 1990.

Of those who did vote, the majority voted in favour of Model B and only 41 schools voted in favour of Model C — the system Government has proposed all schools fall under unless two-thirds of parents vote against it.

Until now, not many schools have even considered Model C as an option.

A TED spokesman said there were, at this stage, 218 schools under Model B, 41 under Model C and three under Model D, which consists of previously closed schools now open to all races.

Positive

Schools which have opted for Model C are generally positive about the new system. Among the schools surveyed fees range between R600 and R1 000.

Birch Acres Primary voted to change to Model C in May last year. However, the transition only took place in January.

"It has been outstanding. The transition went so smoothly and there have been no hiccups at all," said principal Eggie Krugel.

School fees are R600 a year — R50 a month for each pupil.

"Our management council did a sterling job. They sat down and worked out all our expenses ... and came to fees of R600. Unless something drastic happens I do not fore see an increase in the near fu-

ture," said Mr Krugel.

Parents can pay the fees on a monthly basis — after an initial deposit — or as a lump sum.

"At a general vote of parents it was decided to subsidise needy cases," said Mr Krugel. Once parents furnished proof they could not afford the entire fee they were subsidised. However, only a small percentage of parents could not afford the fees.

"Model C has really worked for us. The ultimate aim is to ensure a high standard of education. This we have managed to do," said Mr Krugel.

Hoerskool Linden principal Dirk de Bruin said the school voted for Model C during October last year and also changed over in January.

Fees are R1 000 a year which can be paid monthly or in a lump sum. An education fund supplies bursaries for needy children.

"It's still a bit early to say how well it is working," said Mr de Bruin. "Parents are positive."

Voting takes place today for a new management council which will work closely with the principal and staff on school matters. The model affords a lot more interaction between parents and the school authorities, says Mr de Bruin.

The switch to Model C brought virtually no changes in the day-to-day running of Eastleigh Primary School.

According to principal Ken Warbuton, the running of the school is "much the same" as before. Parents have always been active in the school business, he added.

The school has strict entry requirements and fees are about R1 000 a year which can be paid monthly or in a lump sum. There is financial assistance available for needy children already enrolled at the school.

Transvaal English Medium Parents Association chairman Jack Gordon said the major problem with the change to Model C was whether parents could afford it.

However, Government had indicated that financial assistance would be on hand.

"When the models came out, each school could make their own choice. To some degree this has been taken away," said Mr Gordon.

In his opinion, though, Model C was the best choice available to parents as it gave them some autonomy over how their children would be educated.

In fact, said Mr Gordon, some schools which had initially voted for Model B had voted again for Model C.

Clarify

According to Mr Gordon, the association will meet with the Minister within the next 10 days to clarify certain points.

He anticipated problems in areas where schools were attended by children in middle to low income groups. Whereas some parents could cut out some luxuries to pay the fees "the major problem is when you already don't have any money".

University of the Witwatersrand education lecturer Brahm Fleischer said the conversion to semi-private schools would effectively keep South African schools segregated.

"Rich people will be able to buy better education and the poor will have to contend with a lower standard of education, effectively creating a class-based education system," Mr Fleischer said.

Panic, confusion over new deal

STAR 20/2/92

By Gien Elsas
and Melody McDougall

Panic, bitterness and confusion were the main feelings felt by principals, teachers and parents who yesterday tried to work out the implications of the controversial new education deal announced by the Government this week.

"I feel like a diver in a mud pool in which all the mud has been swirled up and I cannot see where on earth I am going," a West Rand principal commented.

His remark was echoed by other principals who were willing to comment as long as their names were not used. Most principals agreed they did not know how the new policy would affect their schools nor what staff allocations would be.

Principals said they were surprised by the announcement of the retrenchment of between 4 000 and 11 000 teachers, especially as so much time and effort had gone into voting for other options only a few months ago.

The Star's Lowveld Bureau reports that principals were disappointed that teachers should have heard of the shock retrenchments through the media, when it should have been done departmentally first and then released to the press.

Brian Schmaman, management council chairman of Milton Prima-

ry in Vereeniging, said it was extremely unfair that the policy shift had been sprung on people without prior warning.

"We had gone to a lot of trouble in pursuing Model B last year as a survey at the time indicated a lot of parents couldn't afford to pay higher school fees."

Most teachers canvassed said they were a little apprehensive and unsure of their future. A Vereeniging teacher said teachers were panicking as they were expecting staff cutbacks of about 5 percent in every school in the area.

Uncertainty

There was also uncertainty regarding the retrenchment/retirement packages being offered to some of the teachers, mainly those over 50. "We do not know if there are any penalty clauses involved for those teachers accepting the package deal. In short, we don't really know what is going on," one of the principals said.

Concern was expressed about many parents not being able to afford substantially higher fees.

Mike Mossop, chairman of the Management Council at Silverfields Primary in Krugersdorp, said the management body of a Model C school would have to run the school as a viable commercial operation and added that the man-

agement elected by the parents at a Model C school would have much more responsibility and power.

He said most schools were charging fees on a sliding scale with suitable deductions for parents with more than one child at the school. Those who really could not manage financially were also given the opportunity to apply for bursaries for their children and provision were made for these.

"Each case is treated individually and in a sympathetic manner," Mr Mossop said.

Several parents canvassed said that they would become much more involved in the running of their children's school as they were paying hard-earned money for their children's education and were not prepared to see their money wasted.

West Rand parent Sue Booyen said her family could hardly keep themselves properly and that she, and many other parents, would never be able to afford extra school fees.

"It's just out of the question, much as I would love to pay more to have my children educated. These are times of recession and I cannot find work for myself. What are we to do?" she asked.

Lowveld parents were openly critical and many accused the Government of "fooling around with their children's education".

Indian and coloured education budgets cut

CAPE TOWN — President F W de Klerk's commitment to trim government spending started taking shape yesterday with news of further education budget cuts.

It was learnt yesterday that coloured and Indian education departments had also been told to cut their budgets. The Indian Education and Culture Department has to cut its R914,728m budget by 23% or R213m, while coloured education has been told to cut but not yet by how much.

It is understood that Finance Minister Barend du Plessis has informed departments of the cuts to their revised current budgets, which include the additional appropriation due to be voted today. The cuts

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BILLY PADDOCK

were all in nominal or rand terms and would mean a real cut in monetary terms for next year's Budget.

Tomorrow's important mini-Budget speech by Du Plessis will give a clearer indication of the economy's direction.

Apparently health and welfare and black education will be high priorities for the main Budget, which is likely to be expansionary with increased capital spending on export-directed industry.

All education departments except black Education and Training have been told

their budgets are being cut and they have to find ways to meet their targets.

Education and Culture Minister in the House of Delegates Kisten Rajoo said yesterday he did not plan to retrench teachers or close schools. One of the ways he had averted laying off staff had been to open Indian schools increasingly to other races. The department planned to cut back library and counselling staff. It would reduce subjects offered, and involve the private sector in teaching technical subjects.

DP education spokesman Roger Burrows said Rajoo would have to do "more than mere tinkering" to make the cut.

ANC speaks with forked tongue on languages

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CT 19/2/92

THE language policy for a new South Africa unveiled by the ANC's language commission last week is all motherhood and apple pie.

The six-page document emerging from ANC's art and culture department correctly identifies many of the glaring problems thrown up by language policies associated with the apartheid era.

It also provides a useful reminder of how existing language policies and practices serve to bolster power relations in a society which has inequality as its most obvious trademark.

But having accurately diagnosed some of the most glaring flaws of previous and current policies and their unfortunate results, the ANC proposals for remedying the situation too often spiral off into the realm of wishful thinking.

Case in point

It is all very well to produce a 'politically correct' policy document which strives to be all things to all people, but this should nevertheless be tempered with a generous dollop of realism when it comes to practical implementation and cost.

A case in point is the ANC's insistence that there should be no official language in a new South Africa but that all 11 languages spoken in the country should be accorded full or equal recognition.

The sentiment is certainly noble and will no doubt sound reassuring to many speakers of indigenous languages hitherto neglected by the state. But just how workable is it?

Does it mean that on the Reef, where where most of country's languages are spoken, traffic signs will be erected which do not discriminate against any language group?

Lip service

Getting lost in Johannesburg will take on an exciting dimension, not to mention all the collisions as drivers look for directions in their mother tongue.

The additional forests of trees that will have to be felled in

order to ensure that the nation's giant state bureaucracy churns out official reports and documents in all 11 languages will give the green lobby, let alone the new Minister of Finance, recurring nightmares.

If the ANC is not merely paying lip service to a commitment to accord all languages equal status, the cost — both in terms of time and money — in supplying official translation services in various areas of public life will be staggering.

Challenges

There is no doubt, for example, that having simultaneous translations for all parliamentary proceedings, including committee meetings, will make the lawmaking process more democratic.

But goodness knows what running a mini-United Nations in South Africa will set back the taxpayer at a time of intense competition for scarce State resources.

The ANC also insists that every citizen should be entitled

to use his or her language for the purpose of communicating with the various arms of the public service.

This might be feasible for written queries — indeed, it is already the practice in many departments — but could provide some daunting challenges to those dealing with across-the-counter service.

The Post Office — not to mention the police — would have to hire the most qualified linguists away from our universities for its front office workers to stand a chance of matching their required job descriptions.

Another admirable sentiment emerging from the language commission's proposals is that universities should reconsider their language policies to ensure that graduates in all public service professions — including health, social work, education and law — can communicate with patients and clients in a language they understand well.

The ANC should stop hedging its bets and get back to the drawing board and reality.



Midweek Politics
By ANTHONY JOHNSON



KATHRYN STRACHAN

FEES AT many "white" schools would double in the wake of Education and Culture Minister Piet Marais's announced conversion of schools to Model C on April 1, it was predicted yesterday.

For a Model C school, government pays only a subsidy covering the full salary bill of teachers. The remaining 25% of total costs — about R1 000 per pupil a year — is carried by the parents.

Marais announced on Monday a plan to convert all 2 411 white schools to Model C, unless they voted otherwise.

He said at least 4 000 teachers would be retrenched as part of government's plan to cut the white education budget by R1bn and reduce Treasury spending.

School fees will double ⁽⁵⁰⁾ warning

DP education spokesman Roger Burrows said the fee increases would probably be more than the R400 per child speculated by the Minister. Many schools already had voluntary fees, which ranged from R50 to R1 000 a year. *Monday 19/2/92*

He said many thousands of parents would find their fees doubling.

Burrows said schools' new financial responsibilities included insurance premiums, which could reach R30 000 for a well-equipped high school; full payment of municipal rates, electricity and water; and provision of text books and equipment.

To Page 2

Schools *Monday 18/2/92*

(50) From Page 1

Several schools canvassed yesterday said parents would find it difficult to carry the extra load. A school principal in one of Johannesburg's poorer areas said the school was already sending food parcels to 29 families in dire financial straits, and had a food scheme at school for pupils.

Another principal said: "If we choose to stay as we are and receive state aid, the state will recover that money by allocating us fewer teachers. This will lead to bigger classes, overcrowding and an inevitable lowering of standards."

Operation Hunger head Ina Perlman said the organisation was already assisting 12 white schools in central Johannesburg. If no provision was made for those who could not afford to pay fees, she said, the new dispensation would impose tremendous hardships.

Transvaal English Medium Parents' Association chairman Jack Gordon said parents were "very angry" about the decision and demanded that if they had to pay more, they should equally be consulted more on important decisions. He said many schools would have to amalgamate to share the new burden.

The SA Democratic Teachers' Union, which represents 30 000 teachers, said yesterday it was concerned that the adjustment to Model C would encourage semi-privatised, elite schools which could provide sanctuaries for the continuation of "apartheid" education.

Wits University education policy unit co-ordinator Linda Chisholm said as Model C was a semi-privatisation option, it would have an impact on white and black communities. Model C would have the effect of limiting rather than enhancing black children's access.

National Education Co-ordinating Committee general secretary Ihron Rensburg said all schools should be opened to all.

The establishment of a single education ministry would mean education planning could be truly national and not favour one section or community.

Rensburg accused Marais of "transferring buildings to white school governing bodies, thus tying the hands of a future democratic government when it would want to move towards equity and optimal use of national resources".

● Comment: Page 8

Decision on white schools slammed

Sowetan 19/2/92

50

THE South African Democratic Teachers' Union has expressed "concern and alarm" at the news that the Government intends retrenching 4 000 teachers in white schools with retirement packages and adjusting school models.

"The retrenchments and 'golden handshakes' to white teachers will give them an option to take their money and run before fully nonracial, democratic education becomes a reality in South Africa."

Sadtu said it was also concerned that the adjustment of Model B to Model C schools would encourage semi-privatised elite schools which could also provide sanctuaries for the continuation of apartheid education.

"Sadtu is opposed to education being planned in ethnic compartments. The union believes that educational changes should be co-ordinated by the democratic political processes underway in South Africa and not by the SA Government in collaboration with the white minority constituency alone," the statement said.

The National Education Co-ordinating committee said it rejected the plan and called for the immediate establishment of a national Negotiating Forum on education.

"The plan would not lead to the full and optimal utilization of white education resources."

It said the National Party administration must be made accountable to a national and representative constituency.

The Conservative Party yesterday again rejected the Government's announcement that it intends retrenching the teachers by August 1 as "a crime against the white community".

The CP MP for Brits and spokesman on Education and Culture, Mr Andrew Gerber, said in a statement the step would lead to "African standards" in white education because whites would not be able to maintain standards.

"It is frightening to think that this announcement is only the first step to bring white education to the same level as black education in the country. As the policy of equalisation for all is phased in, standards will drop and whites will incur extra financial obligations," Gerber said.

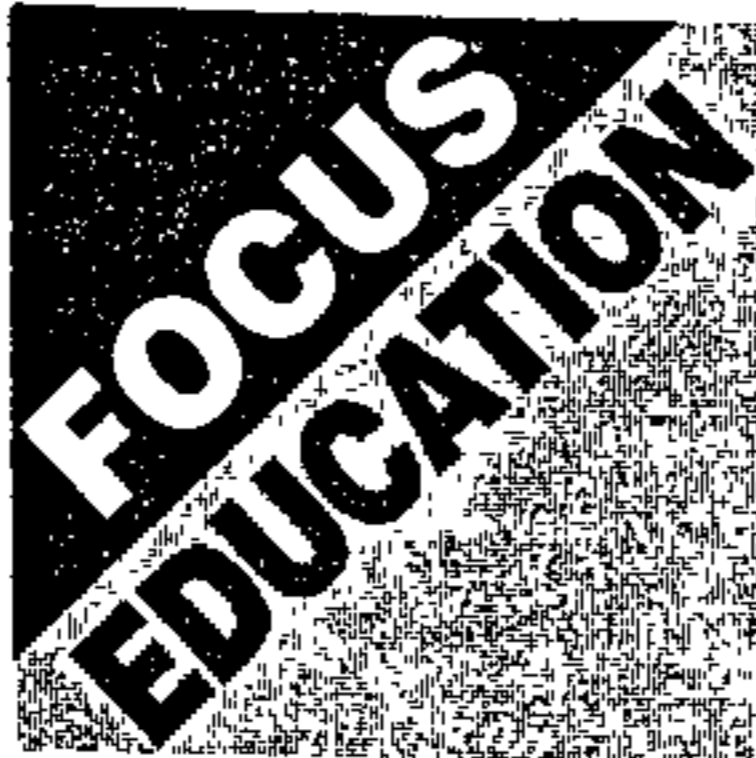
He said the retrenchments should not be ascribed to a reduction in the number of pupils but was particularly due to the policy of equalisation in a unitary state.

"In the end many more teachers are going to lose their posts."

The ANC's Youth League said the changes to white education were another indication of the National Party's commitment to separate development.

The ANCYL said this had come at a time when most South Africans were working out ways on how the impasse in education could be resolved.

"The task which is facing all South Africans is the establishment of a nonracial education department for all of South Africa's people." - Sapa.



will respond to the offer made, within 60 days.

- (2) No. In cases where sales have been subsequently concluded, the Housing Development Board offered the tenants the opportunity to purchase the complexes in question at prices lower than market value and therefore counter offers were not entertained.

- (3) No. Negotiations are entertained where the pre-determined price asked for is the open market value based on sworn appraisal. For example, the Mooroon Complex's open market valuation was R2,6 million. The final negotiated selling price was R1,8 million.

Further examples are:

Open Market Value	Final negotiated selling price
Havenside: R3,2 million	R2,65 million
Montford: R2,7 million	R1,9 million

- (a) Falls away.
(b) Falls away.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising from the hon the Minister's reply, in the light of the answers given to me by the hon the Minister, is it not correct that according to the hon the Minister's words on 12 August 1991, the ruling was not followed?

THE MINISTER OF HOUSING: Mr Chairman, when the hon the Leader of the Official Opposition posed the question at a meeting where other Ministers and MPs were present, as to whether or not it was correct that the shop-keepers in a complex should have the right to come forward and negotiate the price and be given the opportunity to do so, I said yes, because that was a decision taken by the Ministers' Council. That is based on the fact, however, that in terms of the Treasury rules, we have to obtain a sworn valuation by a sworn appraiser, and that is the price on which we begin negotiating. However, with regard to both Montford and Morton, there were extensive and ongoing negotiations over a long period of time prior to the day when I answered this question.

I stand by the fact that these people were given the opportunity to negotiate. However, once a

HOUSE OF DELEGATES

discount price had been arrived at, and that discount price was arrived at by taking into consideration the fact that the people involved were displaced traders who had suffered as a result of a big shopping complex having opened in Chatsworth, the information was then fed to competent persons who were asked to make a new estimation on the basis of those issues which could have had a bearing on the price. That is how the second price was arrived at, after which agreements were signed

*2. Mr M Abraham—Health Services and Welfare. [Withdrawn.]

New questions:

Maintenance of schools: increase in subsidy

1. Mr M RAJAB asked the Minister of Education and Culture: (SO)

- (1) Whether a certain association, the name of which has been furnished to the Minister's Department for the purpose of his reply, has requested him or his Department for an increase in the subsidy paid by his Department for the maintenance of community-built schools; if so, (a)(i) how and (ii) when was the request made, (b) what was his response thereto and (c) what is the name of his association;
- (2) whether he will make a statement on the matter? D16E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
(a)(i) and (ii)(b) and (c) fall away.
(2) Yes.

I am mindful of the financial hardships being experienced by the grantees of our state-aided schools via the media. In a press statement on 10 January 1992, I appealed to grantees to transfer these schools to the State whilst still retaining full and free usage of the premises for community activities. On takeover, the State will be responsible for all the maintenance and further improvements, if necessary.

During the current financial year, the existing 29 state-aided schools are receiving R380 000,00 as maintenance subsidy.

This figure is being reviewed for the next financial year.

I wish to make it absolutely clear that the general workers employed by the grantees as school cleaners are also entitled to a living wage. Hence, it is incumbent on them to ensure that the state subsidy is supplemented accordingly as the decision to maintain the state-aided schools is theirs and not that of this Administration.

Finally, I must point out that teachers' salaries, telephone bills, furniture and equipment, textbooks, and stationery at state-aided schools are paid fully by the Department of Education and Culture, and this presently runs into millions of rands.

New local government system

*2. Mr M RAJAB asked the Minister of Local Government and Agriculture:

- (1) Whether the Member of the Executive Committee for Natal in charge of local government has consulted him in regard to consultations with civic organisations, local affairs committees and municipal authorities with a view to negotiating a new system of local government; if so, (a) when and (b)(i) what form did the consultations take and (ii) what did they entail;

- (2) whether he will make a statement on the matter? D19E

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE:

- (1) No.
(a) falls away
(b) (i) falls away
(ii) falls away.

(SO)

Mr M RAJAB: Mr Chairman, arising out of the hon the Minister's reply, is he aware that Mr Volker, the member of the Executive Committee, in charge of local government in Natal, has indicated publically that he has had discussions with various civic organisations, local affairs committees and other municipal authorities?

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: Mr Chairman, I do not keep Mr Volker's diary, and he is at liberty to have meetings with anyone he wishes.

Mr M RAJAB: I asked whether the hon the Minister was aware of the fact. Does he read the newspaper?

THE MINISTER: Mr Chairman, I do not know whether what is said in the newspapers is authentic or not, so I cannot vouch for that.

HOUSE OF DELEGATES

School-fee caning for parents

(50)
CT 19/2/92

IT IS inevitable that parents will have to pay up in the government's new plan for white schools, a school spokesman said yesterday.

The government announced on Monday that all government schools would be converted to Model C, where teachers would be paid by the state and parents would pay the running costs.

The management committee chairman of Camps Bay High School, Mr Barry Gie, said "it is inevitable the parents will shoulder a greater financial burden".

The principal of the R245-a-term SACS school, Mr Gordon Law, said "obviously school fees will go up" but it was too early to estimate by what amount.

Wynberg Boys' High principal Mr Ray Connellan said there would be additional costs.

Yesterday both the Democratic and Conservative parties slammed the proposals, under which more than 4 000 teachers will lose their jobs and all state schools will be converted to state-aided schools — Model C — from April 1.

DP education spokesman Mr Roger Burrows described the plan as "a

monumental condemnation of how the National Party has handled education".

The MP for Pinetown said it smacked of "ad hoc damage control at its very worst . . . there is no long-term planning, no hint of what events will bring next year".

The CP education spokesman and MP for Brits, Mr Andrew Gerber, said it would lead to "African standards" in white schools because parents would not be able to afford the extra costs required to maintain standards.

The ANC rejected the "effective privatisation" of schools which it said undermined the spirit of Codesa.

The organisation said "resources that rightfully belong to the nation have been captured as the property of the minority".

The Teachers' Federal Council (TFC) has resigned itself to the loss of 4 000 teachers — calling the rationalisation move by the House of Assembly "inescapable".

TFC chairman Mr Allan Powell said the measures were "drastic" but his organisation had "obtained the best package for teachers and for education in general". — Staff Reporter and Political Staff

the end they could finally report that there had been no consultation at all. [Interjections.] [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE. Mr Chairman, it is very clear to me that these hon members for Pinetown and Durban North actually took part because they wanted to record a number of issues that they knew I would not be able to respond to. [Interjections.]

The hon member for Pinetown knows that he has free access to my office. He has an open invitation. He can come to see me whenever he likes and get all the information he needs. [Interjections.]

I want to respond to the statement that I have not consulted. It is not true! I consulted the executive of the TFC on various occasions. It was impossible for me to go into the open and address public meetings on a confidential matter like this. I had to consult with that organisation's elected representatives, and that is exactly what I did. [Interjections.] I could not do more than that. [Interjections.]

Regarding the hon member for Durban North's question on rationalisation, I want to say that for financial reasons my predecessor had to embark on a process of rationalisation a long time ago. [Interjections.] That process has not yet been completed. [Interjections.] I am continuing with it, and I will get all the information that the hon member would like to have. He must come to see me and then I will give him all the information. My door is always open to him. I am always honest about things. He knows that.

Mr R M BURROWS: [Inaudible.]

The MINISTER: No, that is another matter. We will discuss that later. [Interjections.]

*I want to come back to the CP. The fact that the CP says that we want to destroy education shows that they do not have confidence in their own people who are teachers, to support the school and ensure the quality of the education themselves. [Time expired.]

Mr R M BURROWS: The NP stands on its own! Debate concluded.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For oral reply

Own Affairs.

Questions standing over from Tuesday, 11 February 1992.

Financial arrangement: non-White students/pupils (SD)

*1. **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, 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, there has been any curtailment in funds made available to his Department;
- (4) whether he will make a statement on the matter?

B54E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
 - (a) after consultation with the Department of Education and Culture: Administration, House of Assembly and the Department of Education and Training, the Department of National Education transferred a small

sum from the guideline allocation of the Department of Education and Training to the guideline allocation for 1992/93 of the Department of Education and Culture: Administration, House of Assembly. The amount is used for the agency schools (model D schools) and for certain pupils at a few private schools which are run on an agency basis. Pupils and students other than those at model D schools are funded on the same basis as other pupils/students of this Department.

- (b) the amount is part of the budget for 1992/93 and will be announced later;

- (2) yes;
- (3) no;
- (4) no.

Model B schools: ministerial discretion

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

- (1) Whether any ordinary public schools which did not meet the fixed voting percentages for being declared model B schools were allowed to become model B schools by ministerial discretion; if so, (a) which such schools and (b) for what reasons was this discretion exercised;
- (2) whether he is considering amending the current requirements with regard to voting percentages for model B schools; if so, what amendments are envisaged;
- (3) whether he will make a statement on the matter?

B59E

†THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
 - (a) Williston High School
Outeniqua Primary School (George)
Laerskool Paul Greyling (Fish Hoek)
Hoerskool Zwaanswyk (Tokai)
Lime Acres Primary School
Postmasburg Primary School
Hoerskool De Vos Malan (King William's Town)
Bellpark Primary School (Bellville)

Bellville Technical High School
De Kullen High School (Kullis River)
Parel Valley High School (Somerset West)
Charlo Primary School (Port Elizabeth)

Montagu High School
Worcester Primary School
Russell High School (Pietermaritzburg)

Harding Primary School
Veldenvlei Primary School (Richards Bay)

George Campbell Technical High School (Durban)
Brebner High School (Bloemfontein)

Welkom High School (Welkom)
Laerskool Monument Park (Pretoria)

The Glen High School (Pretoria)
Burgher Right Primary School (Pretoria)

Sunnyside Primary School (Pretoria)
Unicorn Primary School (Tzaneen)
Hoerskool Die Wilgers (Pretoria)
Hoerskool Pro Arte (Pretoria)
Wordsworth High School (Benoni)
Hoerskool Menlo Park (Pretoria),

- (b) because in each case the management councils submitted a well-motivated application;

- (2) this aspect is under consideration;
- (3) no.

†**Mr F J LEROUX:** Mr Chairman, arising out of the hon the Minister's reply, I just want to ask whether, in a case where a two-thirds majority is not quite reached and the fixed percentage is not reached, he would also exercise his discretion as he has exercised it here.

†**The MINISTER:** Mr Chairman, in the specific case about which I have replied here, I have acted in accordance with guidelines announced by my predecessor. . . . [Interjections.] Wait, I am still going to reply to the hon member's question.

The voting percentage in favour of change will be important, but not necessarily a decisive factor. [Interjections.] Naturally the Minister will also take other factors into account. With regard to

CONF - - -
HOUSE OF ASSEMBLY

my latest announcement I have not yet given attention to this aspect.

Mr JIH HOON: But why did you not say that on *Agenda* last night? [Interjections.]

The CHAIRMAN OF THE HOUSE: Order!

Mr R M BURROWS. Mr Chairman, arising from the hon the Minister's reply, do I understand that he exercised a discretion to open a school as a model B school when they did not reach that total, is now exercising a discretion to convert the model B school to a model C school without a vote, and may he exercise a discretion in the Act to take the model C school back into the State's fold? Do I understand that correctly? [Interjections.]

The MINISTER Mr Chairman, that hon member is always very bright, but this time he is unfortunately mistaken. [Interjections.]

Pupils assessed on sliding scale

*3 Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether his Department is conducting or has conducted an investigation to determine how pupils can be assessed on a sliding scale, based on the average annual income of parents at a particular school, with regard to the operating expenditure, excluding staff expenditure, of the school concerned; if so,
- (2) whether he has taken any decisions in this regard; if so, (a) what do these decisions comprise and (b) how will they affect parents financially;
- (3) whether he will make a statement on the matter?

B60E
The MINISTER OF EDUCATION AND CULTURE:

- (1) The Department is investigating different methods of funding, taking into account the needs of each parent, school and/or community on a continuous basis. The possibility which is referred to in the question is also being investigated;
- (2) no;
(a) and (b) fall away;
- (3) no

buildings in Bloubergstrand and Paarl; if so,

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

B100E

The MINISTER OF LOCAL GOVERNMENT:

- (1) Yes.
- (2) Yes.

The consideration of appeals in terms of section 44 of Ordinance 15 of 1985 and subsequent regulations, have been assigned to the Minister of Local Government: House of Assembly, who in turn assigned that power to the Ministerial Representative.

The decision of the Ministerial Representative is final until such time as this decision is reviewed by the Supreme Court.

The Ministerial Representative is requested to supply reasons if it is deemed to be in the public interest.

An investigation into new legislation is presently being undertaken in connection with township development and spacial management. It appears from the principles which have already been released to be addressed is that the decision must be public and that reasons for decisions be made known. It then appears that the legislation should include measures regarding the handling of disputes.

It is accepted that disputes are inherent to the processes of considering matters on special management and the legislation should therefore contain measures that will assure that disputes are resolved in an independent, just and reasonable manner. The acceptable principle of an independent hearing must certainly apply in this regard.

New questions.

Cape School Board area: adoption of models

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

Whether all schools in the Cape School Board area have adopted one of the new models A, B, C or D; if so, when did the last school adopt one of these models; if not, (a) which schools have not done so and (b) which of those

schools have not held a ballot amongst their parents?

B128E

The MINISTER OF EDUCATION AND CULTURE:

No,

- (a) Harfield Road Pre-primary School, Claremont
Molteno Road Pre-primary School, Claremont
Red Cross Hospital Pre-primary School, Rondebosch
Mary Kuhn Primary School, Observatory
Robben Island Primary School, Robben Island
Simon van der Stel Primary School, Wynberg
Tenterden Primary School, Wynberg
Laerskool Zwaanswyk, Retreat
De Grendel Special School, Milnerton
- (b) Harfield Road Pre-primary School, Claremont
Molteno Road Pre-primary School, Claremont
Red Cross Hospital Pre-primary School, Rondebosch
Mary Kuhn Primary School, Observatory
Robben Island Primary School, Robben Island
Simon van der Stel Primary School, Wynberg
Tenterden Primary School, Wynberg
De Grendel Special School, Milnerton

The other schools have obtained permission to implement model B.

Parow School Board area: adoption of models

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

Whether all schools in the Parow School Board area have adopted one of the new models A, B, C or D; if so, when did the last school adopt one of these models; if not, (a) which schools have not done so and (b) which of those schools have not held a ballot amongst their parents?

B129E

The MINISTER OF EDUCATION AND CULTURE:

No,

practically unlimited power of attorney to the aforementioned institution for the employment of their investment funds. These investors cannot expect the Government to assume responsibility for the manner in which the management of the group concerned conducted its business. In spite of this fact the Government appointed a task group consisting of senior officials of a number of government departments and regulatory authorities to protect the interests of investors.

- (2) No
- (3) I assume that the honourable member is referring to the Masterbond Group of Companies; not one of the companies in the group is a registered financial institution.

Financial schemes: certain group of companies

*6. Mr D H M GIBSON asked the Minister of Finance:

- (1) Whether any Government or semi-Government authorities undertook investigations into the financial schemes conducted by a certain group of companies, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (a) which authorities, (b) when were these investigations undertaken, (c) what reports were made and (d) what is the name of the group in question;
- (2) whether any action was taken by the Government in response to these reports; if not, why not; if so, what action?

B154E

The MINISTER OF FINANCE:

- (1) Yes:
- (a) The Financial Institutions Office, the Financial Services Board and the Department of Banking Supervision of the South African Reserve Bank;
- (b) Five inspections and one legal investigation since 14 January 1986;
- (c) Inspection reports in terms of the Inspection of Financial Institutions Act, 1984 (Act No. 38 of 1984), which were submitted to the institu-

tion concerned and two reports were submitted to the Attorney-General of the Cape of Good Hope for his consideration.

(d) The Masterbond Group of Companies.

- (2) Yes: the Department of Banking Supervision of the South African Reserve Bank consulted financial institutions for the purpose of formulating a policy on commercial paper. The purpose thereof is to enable the public which (inter alia) invest in debentures, to be better informed when making their investment decisions by means of wider disclosure by the issuer of debentures. This policy was finalised during September 1991 (before the application for the liquidation of certain Masterbond companies) and was statutorily enacted in Regulations which were promulgated on 7 January 1992 by the Minister of Finance in terms of section 90 of the Deposit-taking Institutions Act, 1990, as well as in provisions contained in the latest bill amending that Act.

NI: services for remuneration

*7 Mr A GERBER asked the Minister of the National Intelligence Service:

- (1) Whether he will furnish information on whether certain persons have rendered any services to the National Intelligence Service for remuneration; if not, why not, if so,
- (2) whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, has rendered such services to the National Intelligence Service; if so, what is the name of this person;
- (3) whether this person is still rendering services to the National Intelligence Service;
- (4) whether he will make a statement on the matter?

B162E

The MINISTER OF THE NATIONAL INTELLIGENCE SERVICE:

- (1) No; It is the function of the Service to collect security intelligence as well as conduct counter-intelligence operations

and to diligently execute this function. In this process it is evident that the so-called services, which in the context of the question apparently means the furnishing of intelligence, are indeed rendered, in some instances for remuneration

(2), (3) and (4) Lapse.

HSRC: opinion polls re education

*8. Mr A GERBER asked the Minister of National Education: ⁵⁰

- (1) Whether the Human Sciences Research Council (HSRC) conducted any opinion polls in respect of public opinion regarding education in 1989 and 1990; if so, what percentage of White respondents agreed or tended to agree in 1989 and 1990, respectively, with the statement that it is essential for pupils from different racial groups to receive education in separate schools;
- (2) whether the HSRC issued a statement in the media on the 1990 findings; if not, why not; if so, what were the contents of this statement?

B163E

The MINISTER OF NATIONAL EDUCATION:

- (1) Yes.
- The HSRC did in fact in 1989 and again in 1990 in a country-wide general opinion poll include questions in respect of public opinion regarding education
- In the 1989 opinion poll a question was put whether it was essential that pupils from different population groups to receive education in separate schools. Of the white respondents 36,1% agreed and 12,6% were inclined to agree.
- In the 1990 opinion poll 42,8% agreed and 16,5% were inclined to agree.
- (2) Yes.

The HSRC did issue a statement in the media in which the findings of 1989 were compared with that of 1990. The statement was issued to SAPA for circulation to the media. The contents of this statement are indicated in the annexure hereto. (The statements are provided in the language in which they were issued)

⁵⁰ ANNEXURE A
1990 Telephonic Poll: News release on 15 May 1990: Perceptions of White South Africans on School Integration

The majority of white South African adults are in favour of all schools being thrown open, while maintaining standards and admission requirements

This was revealed by a telephonic opinion survey—involving 1 856 adult whites representing the four provinces—which was recently conducted by the Centre for Conflict Analysis of the Human Sciences Research Council (HSRC).

Almost 52,0% (51,6%) of the respondents were strongly in favour or predominantly in favour of all schools being thrown open if the same admission requirements and standards were applied to all, while 40,9% were either strongly against or predominantly against it

According to Drs Chris de Kock and Nic Rhoadie, senior research specialist and chief research specialist respectively at the Centre, great caution should be taken in generalising the findings to all whites in the RSA, as they are an indication of the broad trends in the country.

The study was conducted after the recent announcement in parliament of two new education provision models which also make provision for the admittance of pupils of other races to white schools.

"The two proposed models led to a controversial debate particularly in the media, which made it necessary to determine the public's attitude," Dr De Kock said.

Responding to questions on the acceptability of the two models, 66,2% of the respondents reacted positively towards the model by which existing white government schools could be privatised—on request of the majority parents involved—and by which such private schools could decide for themselves whether pupils of other races would be admitted.

54,2% reacted positively to the second model by which white government schools may allow non-white pupils conditionally (for instance if the majority of the parent community involved are in favour of schools being thrown open).

A positive attitude towards privatisation and the belief that pupils would receive higher quality of education, were some of the reasons why the privatisation model was acceptable.

In the case of both models most respondents who found it unacceptable, believed that too many pupils of other races would be admitted to white schools.

The majority of the respondents (60,1%) believed that the most important requirement for a school were high education standards. The second largest proportion—namely 9,8%—indicated a Christian national character as the most important requirement.

An interesting finding of the HSRC-study was that 66,2% of the respondents believed that the parent community involved should have the final say on who should be allowed to the school involved.

A majority of 65,3% of the respondents were also principally in favour of the privatisation of government schools on condition that the parent community involved would support such a step.

Responding to a question which tested the attitudes towards a central education department for all education in South Africa, 33,1% were strongly in favour and 30,0% predominantly in favour of it while 16,3% were strongly against and 9,5% predominantly against it.

The study also revealed that 67,0% of the respondents were in favour of empty white schools to be used for the education of pupils of other races.

ANNEXURE B

1990 Telefoonopname: 17 Mei 1990

Ondersoek: Skole-peiling

Na aanleiding van die openbare belangstelling in 'n onlangse mediaberig van die RGN oor die blanke publiek se persepsies oor die oopstelling van skole onder bepaalde voorwaardes aan leerlinge van alle bevolkingsgroepe, verskaf die RGN die volgende verdere inligting oor die opname:

'n Ewেকansige streekproef van sowat 1 800 volwasse blanke Suid-Afrikaners is in 'n telefoon-opname betrek. Die volgende response is verkry op 'n vraag wat soos volg gelui het: "In welke mate is u ten gunste daarvan of gekant daarteen

dat alle skole—blank, swart, kleurling of Asier—vir alle kinders oopgestel word indien die volgende vrae gestel word?

Klerk ten gunste daarvan	20,7%
Oorwegend ten gunste daarvan	30,9%
Oorwegend gekant daarteen	11,4%
Sterk gekant daarteen	29,5%
Gemengde gevoelens	5,2%
Onseker/Weet nie	2,3%

Diegene ten gunste of oorwegend ten gunste onder die gestelde voorwaarde, kom dus op 51,6% te staan. Die ooreenstemmende persentasie vir Afrikaanssprekendes is 35,5%. Engelssprekendes 72,5%; vir stadsbewoners 60,6%, vir dorpenaars 41,0%; vir respondente met kinders op skool 48,4%; en diegene sonder kinders op skool 52,0% en diegene met 'n opvoedkundige peil van hoer as standaard 10 op 62,1%.

'n Verdere vraag wat gelui het "In watter mate is u persoonlik ten gunste of gekant teen die toelating van anderskleurling leerlinge tot blanke skole?" het die volgende response opgelewer

Ten volle ten gunste (en sonder voorbehoude)	14,0%
Hooftsaaklik ten gunste (met voorbehoude t.o.v. standarde en ordeelikeheid)	39,2%
Hooftsaaklik daarteen gekant (omdat my voorbehoude nie nagekom sal word nie)	15,0%
Ten volle gekant teen toelating (het nie eers voorbehoude nie)	30,1%
Onseker/Weet nie	1,8%

Die doel met die RGN-opname was om openbare persepsies oor 'n aktuele aangeleentheid te peil. Uiteraard was die opvoedkundige meriete van die aangeleentheid nie ter sake nie.

ANNEXURE C

Contents of statement in the media in which the findings of 1989 were compared with that of 1990. The statement was issued to SAPA on 13 August 1990 for circulation to the media

Education-HSRC

By David Greybe

Johannesburg Aug 13 Sapa

A majority of white South Africans believe educational standards will decline if pupils from different race groups are taught in the same

classroom, according to a new report by the Human Sciences Research Council

However, a majority of white respondents—66 per cent—were in favour of a single education department.

Sapa exclusively obtained a copy of the report, titled: "Education, the public opinion", which has just been completed. It compares changes in public attitudes between September 1989 with those of a year later. The findings are broken down according to race groups

A majority of all respondents said that they believed parents should have a bigger say in education, and parents should be able to send their children to a school of their choice.

"With regard to the statement that parents should have the right to send their children to the school of their choice, the 1990 percentage of 91,6 differed considerably from the 61,0 of 1989," the report states

The survey "reveals public attitudes, particularly amongst whites, have hardened from before President F.W. de Klerk's watershed speech to Parliament on February 7, 1990.

"From September 1989 to September 1990 the white respondents became more convinced that integrated education, or open schools, would lead to a decline in the standard of education while the respondents from the other population groups constituted the opposite opinion—that standards would in fact be raised" the report concludes.

There was an increase from 38,6 to 55,4 per cent amongst whites who believed there would be a decline in academic standards.

Commenting on the fact that a majority of white respondents were in favour of one education department responsible for all education, the HSRC states: "This response should be interpreted together with the response to open schools.

"Although the majority of the respondents were in favour of one department of education in which open or integrated schools could be operated, but all language, qualification and age groups agree on open schools.

"There are considerable differences between the Afrikaans-speaking and the English-speaking

white respondents in that the former were more inclined to support a segregated educational dispensation"

The sample allocation for blacks, so-called coloureds and Indians was done according to the population distribution indicated by the 1985 population census. The 1990 housing register was used for the sample of whites.

Respondents numbered 399 whites, 400 coloureds, 400 Indians, and 807 blacks. Of the whites, 56,8 per cent were Afrikaans-speaking and 40,7 English.

In 1990, a total of 42,8 per cent of white respondents, compared with 36,1 a year earlier, believed children from different race groups should be educated separately.

However, in response to a separate statement on the survey, the number of whites who agreed children from different groups should be educated in the same schools and classrooms rose from 19,9 per cent to 27,2 per cent

Adding the percentages of those who agreed to those who were inclined to agree with both statements, the increase amongst whites who believed children should be educated in the same schools rose from 35,7 to 46,7 per cent.

Whites who believed children from different groups should be educated in separate schools, however rose from 48,7 to 59,3 per cent.

"The information, therefore, does not support a clear tendency in either the one or the other direction," the report concludes.

The situation is much clearer with other race groups, where an overwhelming majority in both 1989 and 1990 were in favour of children being educated in the same schools.

The survey concludes that, in terms of language and age groups, Afrikaans-speaking whites are most inclined to support a segregated educational dispensation.

The report adds the same phenomenon was found among Indians and coloureds, in the sense that those who were English-speaking were more inclined to support integrated schools than those who spoke Afrikaans or an oriental language.

It was generally concluded the higher a person's qualifications, the more they supported integrated education.

continued →

With blacks and coloureds the preference for integrated education was much more evenly spread over the various age groups. The HSRC report further found that South Africans, in most instances, supported (SO)

— The advancement of a common South African citizenship.

— Uniformity in school financing for all four race groups;

— The introduction of free and compulsory basic (six years) education,

— Contact between pupils from different population groups on the sports fields as well as during cultural activities,

— The idea that parents should make a higher financial contribution towards their children's education

— The survey also found "just about" 70 per cent of the respondents of all four race groups believed separate schools would not last another 20 years

Amnesty: prisoners released/rearrested

*9 Mr P J GROENEWALD asked the Minister of Law and Order:†

(a) How many prisoners who have been released since 1 January 1991 as a result of amnesty have since been rearrested for crimes and (b) in respect of what date is this information furnished?

B174E

The MINISTER OF LAW AND ORDER.

(a) 21

(b) 1 November 1991 until 5 February 1992.

Note

The South African Police has only kept such statistics as from 1 November 1991.

Sale of stockpiled crude oil

*10. Mr P J PAULUS asked the Minister of Mineral and Energy Affairs:†

Whether he will furnish information on the sale of stockpiled crude oil, if not, why not; if so, (a) on what date since the most recent Cabinet decision on the sale of strategic oil supplies was stockpiled crude oil sold for the first time, (b) to what agencies or countries

was it sold and (c) how much crude oil was sold to each?

B181E

The MINISTER OF MINERAL AND ENERGY AFFAIRS.

Yes, within the limits of existing legislation

(a) 2 September 1991;

(b) local refineries and Madagascar, and

(c) the volume of crude oil sold cannot be disclosed, it can, however, be mentioned that less than two per cent of the volume has been sold to Madagascar.

Sale of oil supplies: utilisation of money

*11 Mr P J PAULUS asked the Minister of State Expenditure †

(1) For what purposes is it intended to use the money obtained from the sale of stockpiled crude oil since the most recent Cabinet decision on the sale of strategic oil supplies;

(2) whether any money has been paid out in respect of projects; if not, why not; if so, (a) on what dates and (b) to whom were the first amounts in respect of such projects paid out?

B182E

The MINISTER OF STATE EXPENDITURE:

(1) Divided into broad functional categories it is intended to apply the funds as follows:

	Rm
Health	84,2
Welfare services	15,2
Education	138,1
Infrastructure (rudimentary services)	407,9
Hostels	31,0
Community facilities	8,8
Special job creation programme	20,0
Sports facilities	16,9
Transport (roads)	204,2
Police (police stations)	62,4
Maintenance of government buildings	18,7
	<u>1 007,4</u>

(2) On account of the substantial number of requests which have been received and

Continued

which had to be thoroughly evaluated in accordance with established norms, the allocation of funds to the relevant departments/administrations was only completed at a late stage in the financial year. Provisional estimates indicate that an amount of R264,5 million will be spent in the current financial year. The amount could prove to be less if specific projects do not progress as planned within the current financial year.

After the funds had been allocated to departments/administrations, further measures had to be adopted such as complying with tender procedures, the procurement of materials etc which means that all the projects cannot be completed during the current financial year. However, payments have already been made. The Cabinet has requested a report on a six-monthly basis and the first report will be submitted on 30 April 1992. Detailed information concerning the actual expenditure will subsequently be available.

Travel Agents Board/travel agency: discussions

*12 Mr P G SOAL asked the Minister for Administration and Tourism:

(1) Whether he was involved recently in discussions between the Travel Agents Board and any travel agency which was experiencing financial difficulties; if so,

(2) whether, as a result of these discussions, an amount of approximately R500 000 was paid to the owners of a Greek pleasure vessel, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (a) what was the nature of the (i) meetings held in this connection and (ii) discussions at these meetings and (b) what is the name of the vessel in question;

(3) whether he came to the conclusion that this amount of money was to be paid from the Travel Agents Fidelity Fund; if so, what brought him to this conclusion?

B191E

The MINISTER FOR ADMINISTRATION AND TOURISM:

(1) Yes. The company in question was TFC Tours. The President of the Association

of Southern African Travel Agents (ASATA) was also present, as was the Chairman of the Travel Agents Board and the Executive Director of the SA Tourism Board. The meeting took place on 9 January 1992.

(2) An amount was not paid to the Greek shipowners in question as a result of this meeting. The possibility of a loan from the TAB was raised by TFC but the Chairman of the TAB indicated that this was not possible in terms of current legislation. This proposal was not pursued any further, and attention was given to other possible ways of preventing the collapse of TFC Tours with the attendant hardships it would create for the consumers concerned.

(3) The decision to pay monies to the Greek shipowners was taken at a later date by the Travel Agents Board, an autonomous body established under an Act of this Parliament. I was thereafter informed by its Chairman of the decision the Board had taken in order to avoid even greater losses for the Board and its fidelity fund. At no stage did I propose this course of action to the Board.

Squatters: property at Bloubostrand

*13. Mr P H DELA REY asked the Minister of Local Government and National Housing:†

(1) (a) For what amount did the Transvaal Provincial Administration purchase the property at Bloubostrand intended for accommodating the squatters of Sevenfontein and elsewhere and (b) out of what fund was this money voted;

(2) whether the Government intends paying damages to persons who are allegedly going to suffer losses as a result of a decrease in the value of their properties because of the establishment of a squatter camp at Bloubostrand; if not, why not;

(3) whether any steps are contemplated to ensure the safety of residents and properties in the vicinity; if so, what steps?

B198E

Continued

Mr R M BURROWS. Mr Chairman, arising from the hon the Minister's reply—and whilst I am fully aware of the fact that the hon the Minister of Finance still has to deliver the Budget on 18 March—is it not perfectly true that each university has already been informed of the amount of money it will receive for the 1992 calendar year, and that the hon the Minister certainly could answer part 1 of this question without referring to any statistics, and certainly, if he chose, could make a statement on what the universities and technikon have already been told they will be receiving this year?

The MINISTER: Mr Chairman, provisional figures have been given to the various universities to allow them to get their planning in order for the new year, but these figures have not been made public and cannot be made public until such time as they are disclosed in the budget.

Mr R M BURROWS: Mr Chairman, further arising from the hon the Minister's reply, is it not correct that a number of universities and technikon have had a reduction, in real terms, of the amounts that they received in the 1991-92 year, and that the cash-strapped universities and technikon have been placed in an enormously difficult position because of this hon Minister's policy of not supplying the subsidy formula that he should, in fact, be supplying?

The MINISTER: Mr Chairman, I will reply to the hon member's question after the publication is released.

Discussion document: consultation with organisations

*3. Mr A GERBER asked the Minister of National Education:†

- (1) Whether the drafters of a certain discussion document, the name of which has been furnished to the Minister's Department for the purpose of his reply, consulted beforehand with any representatives from within and outside formal education, if so, (a) what organisations within and outside formal education were consulted with and (b) what is the name of this document;
- (2) whether the drafters of the document were approached by these organisations, if not, on what basis was it decided to consult with the organisations concerned

- (3) whether the Government formally or informally gave instructions that certain organisations had to be consulted with? B56E

†The MINISTER OF NATIONAL EDUCATION: Mr Chairman, this is a reply to a question of the hon member for Brits. I do not notice him here in the House but I reply regardless of this [Interjections.]

- (1) The drafters of the relevant discussion document consulted beforehand with representatives from within formal education, including the organised teaching profession, as well as experts from within and outside formal education. In the case of experts, consultation was in the light of their personal expertise and they were not seen as representative of any organisation. Representatives were consulted in accordance with existing legislation in terms of which there are structures for advising the Minister of National Education in the process of developing general policy. Representation involved the various education departments, including those of the self-governing territories, the organized teaching profession, universities and technikon. Organisations with which I am aware that experts have ties include Anglo American, the English Academy of Southern Africa, the HSRC, the Independent Schools Council, Priscac, the SA Akademie vir Kuns en Wetenskap and the SA Agricultural Union
- (a) The initiative leading to the relevant document was taken by the Committee of Heads of Education Departments (CHED). They in turn instituted the broadly based advisory committee known as Copap—the Committee for Pre-tertiary Academic Policy. This committee assisted CHED in the development of the above-mentioned discussion document. Copap recommended that institution of Framework Committees according to the various subject fields. In terms of the demands of the various subject fields, these committees in turn evaluated and provided feedback on the proposals

continued

developed by Copap. The recomposition of Framework Committees will be considered by the CHED on finalisation of the above-mentioned discussion document. In accordance with existing legislation the South African Council for Education also advised the Minister of National Education on the relevant discussion document.

- (b) The name of the relevant document is A Curriculum Model for Education in South Africa

- (2) The involvement of organisations which are represented in the various bodies involved in the development of the Curriculum Model can be attributed to existing legislation regarding advisory structures for the development of general policy. It is not as a result of the fact that they approached the persons who drafted the document. With the release of the Curriculum Model in the form of a discussion document it is hoped to extend the involvement already achieved as far as possible.
- (3) No.

ANC: members entertained by NI

*4. Mr A GERBER asked the Minister of the National Intelligence Service:†

- (1) Whether he will furnish information on whether the top structure of the National Intelligence Service has met and entertained senior members of the ANC since this organisation was declared legal; if not, why not, if so, (a) where, (b) when and (c) for what purpose did they meet and entertain them;
- (2) whether he will make a statement on the matter?

†The MINISTER OF THE NATIONAL INTELLIGENCE SERVICE:

- (1) and (2)
- Yes; Members of the National Intelligence Service (NIS) meet and have discussions with many people over the full relevant intelligence spectrum and vocation all over the world, in

the execution of its statutory task, in order to practise security intelligence. It would be out of place and discourteous to disclose to or enter into details of such discussions.

I am prepared according to tradition to discuss with concerned colleagues the meaning and ambit of the Service's activities over a cup of tea.

Rapid rail transit system: Johannesburg

*5. Mr P G SOAL asked the Minister of Transport: Whether, with reference to his reply to Question No 106 of 2 March 1988, a decision has been taken on the introduction of a rapid rail transit system for Johannesburg; if not, why not, if so, what was the decision?

The MINISTER OF TRANSPORT:

No. This decision will be taken by the relevant local authorities after research regarding the financial aspects surrounding the implementation of a rapid rail transit system has been undertaken.

However, the feasibility study regarding the implementation of a mass transportation system undertaken by the Department of Transport is already available and recommends *inter alia* the planning and implementation of a partial light railway system to be done on the premise of the finding that the road network in the central area will reach saturation over the medium term.

It is also recommended in the report that the existing public transport system be utilised maximally over the short term. This will result in existing rail, bus and combi-taxi services being continually rationalised.

SAP: increase in number

*6. Mr P G SOAL asked the Minister of Law and Order

- (1) With reference to the reply to Question No 2 on 4 June 1991, (a) what was the total net increase in the number of policemen in the South African Police Force in 1991 and (b) (i) how many are still in training and (ii) in respect of what date is this information furnished;

Cont in -

deteriorate in future, ~~steps~~ steps can still be taken

(2) Messrs Thor Chemicals SA (Pty) Ltd. Mercury-containing substances imported

*23 Mr R F HASWELL asked the Minister of Trade and Industry

Whether a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply, imported any mercury-containing substances in 1991, if so, (a) under which import codes and (b) what is the name of the company in question?

The MINISTER OF TRADE AND INDUSTRY: B137E

Although two import permits have been issued in favour of the company concerned, the Department of Trade and Industry cannot confirm whether the permits were utilised.

(a) Import code 2620.90 (b) Thor Chemicals (Pty) Ltd

New questions

AK 47 rifles seized/surrendered

*1. Mr A J LEON asked the Minister of Law and Order:

(a) How many AK 47 rifles have been (i) seized in the course of police action and (ii) voluntarily surrendered to the South African Police for reward since 1 January 1990 and (b) in respect of what date is this information furnished?

The MINISTER OF LAW AND ORDER: B120E

(a) (i) 1 075 (ii) 241 (b) 1 January 1991 until 24 January 1992

Right-wing organizations: members guilty of acts of terrorism

*2 Mr P H P GASTROW asked the Minister of Justice:

Whether any members of right-wing organizations were convicted of committing acts of terrorism during the period 1 January 1991 up

to the latest specified date in 1992 for which figures are available; if so, (a) how many, (b) of which organizations did they claim to be members and (c) of which acts of terrorism were they convicted?

The MINISTER OF JUSTICE: B122-3E

No (a), (b) and (c) Fall away

Working group on education

*3 Mr R M BURROWS asked the Minister of National Education:

(1) Whether he, any members of his Department and/or any other Ministers were involved in a working group on education which sat between March and July 1991, if so, (a) which persons were involved and (b) what were the dates of the meetings of the working group;

(2) whether the group devised a draft report on its activities; if not, why not; if so,

(3) whether any party, group or individual repudiated the report in any way after it had been drafted; if so, what are the relevant details;

(4) whether a final report was accepted?

The MINISTER OF NATIONAL EDUCATION: B138E

(1) Yes. (a) Persons involved: Dr C J van der Merwe: Minister of Education and Training

Adv L A Pienaar: Minister of National Education and Environment Affairs

Mr P G Marais: Deputy Minister of Education and Development Aid.

Dr J B Z Louw: Director-General, Department of Education and Training

Dr J G Garbers: Director-General, Department of National Education

Mr J Samuel: Head, ANC Education Desk

Court wined

Prof N C Manganyi: Vice-Chancellor, University of the North

Dr N J McGurk: SA Association of Independent Schools

Mr S M Ramokgopa: AZAPO

Mr I Rensburg: General Secretary, National Education Co-ordinating Committee (NECC)

(b) 9 March 1991 28 March 1991 20 April 1991 17 and 18 May 1991 14 June 1991 17 July 1991

(2) Yes. (3) No. (4) No. The report was however accepted by the working group. The working group originated after a meeting between the State President and a delegation lead by Mr Mandela on 25 February 1991 regarding education matters. At a follow-up meeting on 19 August 1991 the contents of the report were noted.

Recognition of two teacher bodies

*4. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he has recognised, for the purposes of negotiation in education, two teacher bodies, the names of which have been furnished to the Minister's Department for the purpose of his reply; if not, why not, if so, (a)(i) when and (ii) under what conditions were they so recognised and (b) what number of teachers does each represent;

(2) what are the names of these two bodies;

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

The MINISTER OF NATIONAL EDUCATION: B139E

(1) No, because the applications are still being considered. (a) (i) Falls away. (ii) Falls away.

(b) Final, verified membership numbers of the two bodies are not yet available

(2) The names of the bodies are: (i) South African Democratic Teachers' Union (SADTU), and (ii) National Professional Teachers' Organisation of South Africa (NAP-TOSA).

(3) No.

Financial institutions: deposit insurance

*5. Mr D H M GIBSON asked the Minister of Finance:

(1) Whether, in the light of the recent failure of certain financial institutions, the Government is considering (a) the introduction of deposit insurance for financial institutions in South Africa and (b) giving assistance to investors in a certain financial institution, the name of which has been furnished to the Minister's Department for the purpose of his reply, if so, (i) what conditions are being contemplated in regard to such insurance and (ii) what assistance to such investors is being contemplated; if not, why not, in each case;

(2) whether it is the intention to give such assistance in the future, if so, what assistance;

(3) what is the name of the financial institution referred to in paragraph (1) above?

The MINISTER OF FINANCE: B144E

(a) No; Notwithstanding the cost burden which would be placed on the industry, deposit insurance would lead to an undermining of management efficiency and risk management in financial institutions;

(b) No; Investors voluntarily contracted with the institution concerned to invest their investments as agent and according to the agent's discretion. The Government or regulatory authorities cannot be held responsible for the business decisions of investors, given the fact that the aforementioned investors without coercion and by agreement granted a

continued

A sad day for education

STAR 19/2/92

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Faced with gross overstaffing in white education, the Government has decided to axe 4 000 teachers' jobs, in spite of an outcry over the chronic shortage of educators in black schools. Education reporter PHIL MOLEFFE reports.

WARNING signals have been flashing all over the country that something urgent and drastic has to be done to save the country from an education catastrophe.

But it seems the signals are being ignored by those who have the capacity to address the issues.

The Government's decision to retrench 4 000 highly qualified teachers while millions of black children are crying out for education will surely go down as a sad day for South Africa's education.

The announcement on Monday by Education and Culture Minister Piet Marais has once more shown the Government's apparent unwillingness to address the country's education crisis in totality rather than in racial compartments.

Mr Marais said the retrenchment programme would be carried out with compassion — but many would point out that the retrenchments were a mistake in the first place.

Undoubtedly, the Government had to embark on a massive rationalisation programme for the white education department, but this should not have resulted in thousands of teachers being dismissed.

The country's education crisis has its roots in years of unequal distribution of resources to various racial education departments.

While the huge black education department received meagre allowances in terms of State subsidies to schools, the white education department had a substantial supply of resources over a protracted period of time.

Until fairly recently, Government spent five times more on each white child than on each black child.

The white education department is overstaffed by about 11 000 teachers and, on the other hand, pupil enrolment figures continue to dwindle.

A total of 92 white schools were closed down at the end of 1991 because they were running

half-empty.

These schools had the potential capacity for 22 386 pupils, but combined enrolment was only 8 638, leaving a wasted space for 13 748 pupils.

This crisis in white education left many classrooms empty and scores of teachers redundant.

If there was one education department, then 4 000 teaching posts would not have been sacrificed at a time when millions of the country's children have no schools and teachers.

With one education department, the authorities could have easily identified areas that were overstaffed and simply transferred personnel to those areas where there was a dire need for educators.

Educationalists have warned that it is difficult to rationalise when the country has about 18

separate education departments.

There is no mechanism for transfers, limiting movement from one education department to the other to almost nil.

In the light of Mr Marais' announcement, the National Education Co-ordinating Committee (NECC) has reiterated its call for the establishment of a single education ministry founded upon the principles of non-racism and democracy so that national education planning could truly be national and not favour one section of the community over another.

NECC general secretary Thron Rensburg said the plan would not lead to the full and optimal utilisation of white education resources.

"If the optimal use of white education resources is calculated at pupil/teacher ratios of

1:35, then the department would have to increase its capacity by at least 900 000 pupils.

Mr Rensburg said the new plan fell squarely within the category of unilateral restructuring which is intended to favour white communities and advance the National Party's commitment to "own" and "white" education.

Angry teachers have questioned the logic of the plan. How, they ask, can the Government speak of massive cuts in the education budget when the Transvaal Education Department recently announced it was prepared to offer golden handshakes of as much as R300 000 to senior teachers in Model C schools.

Democratic Party spokesman on education Roger Burrows has described the plan as "giving away the family silver for

very short term budgetary problems". He concurred with the NECC that the move would "give away several billions of rands of State assets".

Renowned educationist Professor Johan Muller of the University of Cape Town said the new plan bore the hallmarks of apartheid education policy — wastage and inefficiency.

The Government has systematically ignored other viable options found in the framework of "own affairs" rather than looking broadly at the country's education system, he said.

The NECC has suggested that the main option be the establishment of a National Negotiating Forum for Education and Training so that education and training planning could be conducted on a national and non-racial basis.

Executive director of the Transvaal Teachers' Association Hugo Ackerman said it should be regretted that Government was bent on ad hoc decisions made within the context of "own affairs".

"Our hope is that a moratorium would be declared on all these decisions until a new education structure has been negotiated for all the people of South Africa," Mr Ackerman said.

The Government's plans to convert all white schools to State-aided (Model C) schools has provoked anger and anxiety among concerned parents.

The conversion would have serious financial implications as parents would be expected to dig deeper into their pockets.

Only those who can afford it will have access to better equipped and suitably staffed white schools.

In a Model C school, the Government pays only a subsidy covering the full salary bill of teachers. The remaining 25 per cent of total running costs — about R1 000 a pupil — is borne by the community.

With the new arrangements, fees would increase from R300 to an average of R1 000 a year. □

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close second.

Mr Buchanan's strong showing could mean, analysts said, that Mr Bush would change his stance on major domestic policies — particularly to satisfy conservatives — and could no longer even regard the Republican nomination as a foregone conclusion.

It was a staggering plunge in popularity for the president who had ridden high after the Gulf War triumph with approval ratings as high as 90 percent — the highest in US history. Only months ago, Mr Bush had seemed unbeatable.

In his campaigning, Mr Buchanan had asked voters to "send Bush a message" and they responded, delivering a political humiliation to Mr Bush. — Sapa-Reuter

AWB warned 'stay away' from squatters

The Argus Correspondent

JOHANNESBURG. — The government last night warned the AWB to stay out of the Swaneville squatter row at Krugersdorp.

Deputy Law and Order Minister Johan Scheepers said the police would not allow the AWB to destroy shacks on the farm at the request of owner Sarel Swanepoel, "the police will not tolerate irregular conduct."

"I call on Mr (Eugene) TerreBlanche not to allow the AWB to become involved in any action that could possibly result in confrontation and violence," he said.

Mr Swanepoel said the ANC had "taken over my farm and my rents. That was 18 months ago. There are 26 000 to 28 000 squatters."

"The authorities have not given me clearance for a black housing project and they refuse to act on the situation that has developed."

"So I went in the end to the AWB. Where else was I supposed to go? They were the only ones who said they would help me, and I have sent that message to the State President."

FED GAS
FBC?

ANC rejects government's education crisis plan

TOS WENTZEL
Political Staff
AKT 19/12/92

THE ANC has rejected the government's plan to deal with the white education crisis, saying "resources that rightfully belong to the nation have been captured as the property of the minority."

Decisions had been taken which affected only parents, teachers and pupils in schools administered by the adminis-

tration of the House of Assembly. A statement from the Western Cape region of the ANC said that for the government to take unilateral decisions, when negotiations were under way for a united South Africa and a single education system, was undermining the spirit of Co-desa.

An attitude based on race denied the democratic right of all South Africans to take part in the decision. The ANC rejected the privatisation of resources and the loss of human resources through the retrenchment and early retirement of teachers.

It also objected to the taking of unilateral decisions which would tie the hands of a future democratic state and prevent it from operating in the best interest of education for all. The government should have brought its proposals to the negotiating table.

The statement urged parents, teachers and communities "to join us in our call for negotiations to address educational needs in a manner that will ensure free compulsory education for all and which will harness all skills and resources which our country so desperately needs."

Schools anticipated system change

JOHN YELD
Staff Reporter
AKT 19/12/92

SEVERAL Cape schools have anticipated the education rationalisation plan announced this week by building up teacher-pupil ratios.

As a result, parents at these schools — which include Westford High in Rondebosch — will probably be shielded from excessive rises in school fees in the immediate future and no teachers are likely to be retrenched.

Westford's acting principal, Mr John Martin, said the management committee would this week discuss the options open to them in terms of Monday's announcement.

"But in our school there would probably be little opposition to Model C — that's my guess," he said.

The school had drawn up a contingency budget in anticipation of the changes, he said.

Although rationalisation details had not yet been released, Mr Martin said he did not anticipate major financial implications for

the school's changing to Model C. "I don't think it would affect our fee structure radically and I don't anticipate that our fees (R1 000 a year) will double."

He queried reports that schools changing to Model C faced fee increases of R400 to R900 a pupil a year. "Those are thumb-suck figures", he said.

Mr Martin also said he did not anticipate any staff losses if Westford opted for Model C. The school had recently been increasing the number of pupils and was effectively under-staffed.

But if the school voted to retain its present Model B status, staff cuts were possible, he added.

Cape Town High principal Mr Nigent Field said it was difficult to comment because at this stage "we know so little".

The issue would be discussed at the school's management committee meeting next week. "I hope by then we will have very much more information," he said. But he personally believed

most schools would opt for Model C, in which management committees had full authority over admissions.

"I think the majority of schools will go across and this is what the government is anticipating."

"It is obvious that this will cost the parents a lot more money and the school will have to become involved in fundraising and sponsorships."

A number of pupils at Cape Town High were from relatively poor backgrounds and the change would involve "quite a bit of hardship" for some parents, he added.

"Sadly, too, it appears we will have to make some teachers redundant."

White schools had enjoyed favourable teacher-pupil ratios and they were waiting for new scales which were likely to redress this, making some retrenchments inevitable.

"But at the moment we have no idea (how many)," Mr Field said.

Attack, injury and death on Reef trains

The Argus Correspondent

JOHANNESBURG. — One-hundred-and-twelve train commuters were killed in attacks on trains on the Reef during the 18 months ending on January 31, according to a special report by the Independent Board of Inquiry.

The relevance of the 15-page report, *Blood on the Tracks*, has been underlined by the death of three more commuters in a handgrenade explosion on Monday on a train travelling near Kattlehong on the East Rand.

The grisly tale of attack, injury and death on trains for the 18 month period is summed up in these statistics — 48 attacks, nearly 560 people injured and 112 killed.

The police have promised to do all in their power to bring the culprits to justice but so far not a single person has been convicted for these attacks, the report says.

However, last week Witwatersrand police spokesman Captain Eugene Opperman cited a seven-year sentence meted out in the Johannesburg Regional Court to a man found guilty of an attack on a train at Braamfontein Station on September 11 1991, in which two people were killed and three injured.

He said 28 other people "connected to train and other serious unrest incidents" on the Reef had been arrested since September 1990.

Israeli troops retaliated by raining howitzer shells on the villages of Barasheet, Jibsheet and Zawtar, which Israeli's army described as Hezbollah strongholds. Lebanese security sources said Israeli forces struck Hezbollah strongholds deeper in Lebanon in what is known as the Apple province and in the western sector of the Bekaa Valley. Many Israelis living close to the border huddled in bomb shelters last night. — Sapa-AP

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TOS WENTZEL
Political Staff

(56)
ANC 19/2/92
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English top choice for blacks

PRETORIA — Most black, coloured and Indian respondents to a Human Sciences Research Council (HSRC) survey agreed that English should be the medium of instruction in primary schools.

However, most whites disagreed.

Forty-five percent of white respondents felt parents should decide which language should be the medium of instruction in primary schools.

Twenty-three percent believed it should be English, and 12% Afrikaans.

More than half the black respondents, 56%, favoured English as the medium of instruction at primary level.

An increasing number of whites, 51%, favoured children of all race groups sharing the same schools and classrooms. This means the number of whites who favour open schools has increased by 15% since a similar survey was done in 1989.

This is the third survey carried out by the HSRC education research programme. More than 2 000 respondents participated.

The survey also found that the majority of Afrikaans-speaking respondents, including coloureds, 68,4% favoured open schools.

However, there was a large degree of

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B Day 18/2/92
GERALD REILLY

consensus on some topics, including:

- Education in primary schools should be free and compulsory (80,6%);
- One year of pre-primary education should be introduced (72,9%);
- There was a need for community centres for adult education (72,6%); and
- Children should be made aware of political trends in the country (71,4%).

The survey found that although technical education was seen as important, parents still preferred sending their children to academic schools.

The majority of black, Indian and coloured respondents agreed a common SA identity would be possible only if children of all race groups shared classrooms.

Of white respondents, 52% thought education standards would fall if scholars with different home languages shared the same classrooms. Some 22,4% believed this to a lesser degree.

The majority of black respondents said education should receive the most funds in a democratic SA, while the other three population groups regarded employment as the most important.

Schools Shock

CT 18/2/92

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By BARRY STREEK

At least 4 000 teachers at white schools in South Africa are to be given notice at the end of next month — and retrenched in August.

More teachers could lose their jobs if parents at the 2 441 schools falling under the Department of Education and Culture in the House of Assembly do not opt for Model C and accept responsibility for the running costs of schools.

This could push up fees at white schools by between R400 and R900 a year.

This was disclosed yesterday by the Minister of Education and Culture in the House of Assembly, Mr Piet Marais.

In terms of the new plan, parents will have to accept responsibility for the day-to-day running costs of schools although the salaries of teachers will be paid by the government.

● 4 000 white teachers face the axe

If parents do not opt for Model C, the number of teaching posts will be reduced even further.

If parents opted for the status quo, a far more drastic reduction would be unavoidable and as many as 11 000 teaching posts would have to be abolished, Mr Marais said.

The scheme will convert all 1 233 schools which have main-

● Parents must pay running costs

At present, about 52 000 teachers are employed by the department for nearly 900 000 pupils at schools falling under the House of Assembly administration.

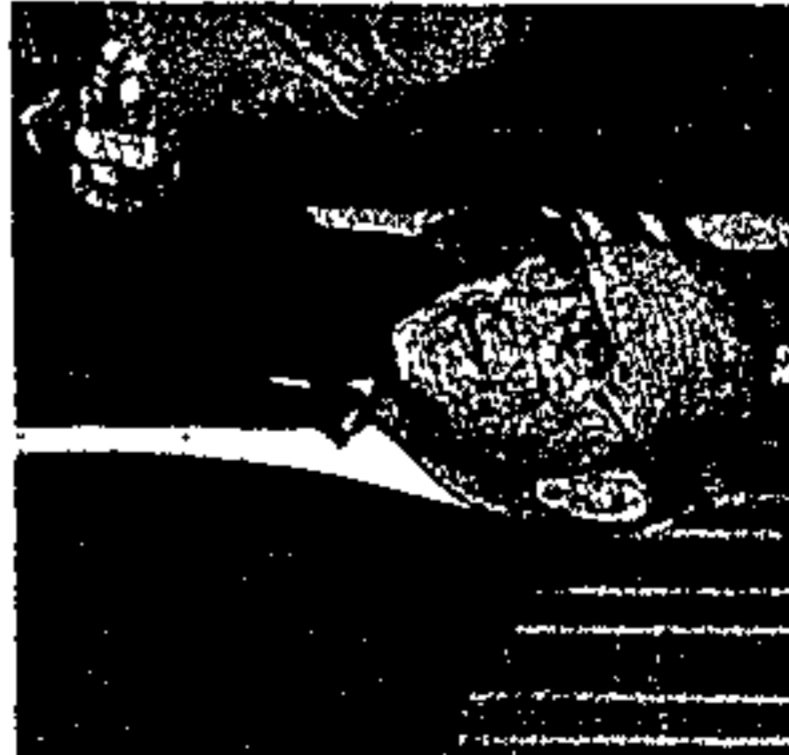
Model C enables a school's governing body to appoint teachers.

● School fees to rise by R400 and R900

dictate admissions policy, determine the use of buildings and grounds and decide on financial policy.

Although he admitted that the scheme would put a school community in a position to "admit only whites", this was not the intention of the plan.

Indeed, it is clear that schools which want to remain all-white



SWINGING THE AXE...
Mr Piet Marais

with low enrolment figures will become more and more expensive, while those filled to capacity, but with pupils of all races, will be somewhat cheaper.

It is also clear that although the 15 separate education departments, including the homelands, are dealing with budgetary restraints separately, the government sees the latest move as a

step towards equalising education spending.

The Minister of National Education, Mr Louis Pienaar, said the government was committed to equal spending on pupils regardless of their colour but this could not be achieved overnight.

He added that the government had pushed up spending on education from 16,2% of the budget to 20%, and from 4,2% of the gross domestic product to 5,5%, in very difficult circumstances.

State property

Mr Marais, who denied any political motive on the part of the government, said the need for state expenditure to be cut in all areas in the coming year made it unavoidable that the allocation to education would also be cut. Model C schools had the power to levy compulsory school fees.

Immovable and movable assets would be transferred to Model C schools but if these were no longer being used for the purposes of education, they would once more become the property of the state.

● 94 white schools closed — page 3

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply—and whilst I am fully aware of the fact that the hon the Minister of Finance still has to deliver the Budget on 18 March—is it not perfectly true that each university has already been informed of the amount of money it will receive for the 1992 calendar year, and that the hon the Minister certainly could answer part 1 of this question without referring to any statistics, and certainly, if he chose, could make a statement on what the universities and technicians have already been told they will be receiving this year?

The MINISTER Mr Chairman, provisional figures have been given to the various universities to allow them to get their planning in order for the new year, but these figures have not been made public and cannot be made public until such time as they are disclosed in the budget.

Mr R M BURROWS: Mr Chairman, further arising from the hon the Minister's reply, is it not correct that a number of universities and technicians have had a reduction, in real terms, of the amounts that they received in the 1991-92 year, and that the cash-strapped universities and technicians have been placed in an enormously difficult position because of this hon Minister's policy of not supplying the subsidy formula that he should, in fact, be supplying?

The MINISTER: Mr Chairman, I will reply to the hon member's question after the publication is released.

Discussion document: consultation with organisations

*3. Mr A GERBER asked the Minister of National Education:†

- (1) Whether the drafters of a certain discussion document, the name of which has been furnished to the Minister's Department for the purpose of his reply, consulted beforehand with any representatives from within and outside formal education; if so, (a) what organisations within and outside formal education were consulted with and (b) what is the name of this document;
- (2) whether the drafters of the document were approached by these organisations, if not, on what basis was it decided to consult with the organisations concerned

and to exclude others; if so, what are the relevant details;

- (3) whether the Government formally or informally gave instructions that certain organisations had to be consulted with? B56E

†The MINISTER OF NATIONAL EDUCATION. Mr Chairman, this is a reply to a question of the hon member for Brits. I do not notice him here in the House but I reply regardless of this [Interjections]

(1) The drafters of the relevant discussion document consulted beforehand with representatives from within formal education, including the organised teaching profession, as well as experts from within and outside formal education. In the case of experts, consultation was in the light of their personal expertise and they were not seen as representative of any organisation. Representatives were consulted in accordance with existing legislation in terms of which there are structures for advising the Minister of National Education in the process of developing general policy. Representation involved the various education departments, including those of the self-governing territories, the organized teaching profession, universities and technicians. Organisations with which I am aware that experts have ties include Anglo American, the English Academy of Southern Africa, the HSRG, the Independent Schools Council, Priscie, the SA Akademie vir Kuns en Wetenskap and the SA Agricultural Union.

(a) The initiative leading to the relevant document was taken by the Committee of Heads of Education Departments (CHED). They in turn instituted the broadly based advisory committee known as Copap—the Committee for Pre-tertiary Academic Policy. This committee assisted CHED in the development of the above-mentioned discussion document. Copap recommended that institution of Framework Committees according to the various subject fields. In terms of the demands of the various subject fields these committees in turn evaluated and provided feedback on the proposals. *continued*

developed by Copap. The recommendation of Framework Committees will be considered by the CHED on finalisation of the above-mentioned discussion document. In accordance with existing legislation the South African Council for Education also advised the Minister of National Education on the relevant discussion document.

(b) The name of the relevant document is A Curriculum Model for Education in South Africa

(2) The involvement of organisations which are represented in the various bodies involved in the development of the Curriculum Model can be attributed to existing legislation regarding advisory structures for the development of general policy. It is not as a result of the fact that they approached the persons who drafted the document. With the release of the Curriculum Model in the form of a discussion document it is hoped to extend the involvement already achieved as far as possible.

(3) No.

ANC: members entertained by NI

*4. Mr A GERBER asked the Minister of the National Intelligence Service:†

- (1) Whether he will furnish information on whether the top structure of the National Intelligence Service has met and entertained senior members of the ANC since this organisation was declared legal; if not, why not; if so, (a) where, (b) when and (c) for what purpose did they meet and entertain them;
- (2) whether he will make a statement on the matter? B57E

†The MINISTER OF THE NATIONAL INTELLIGENCE SERVICE:

(1) and (2)

Yes; Members of the National Intelligence Service (NIS) meet and have discussions with many people over the full relevant intelligence spectrum and vocation all over the world, in

the execution of its statutory task, in order to practise security intelligence. It would be out of place and discourteous to disclose to or enter into details of such discussions.

I am prepared according to tradition to discuss with concerned colleagues the meaning and ambit of the Service's activities over a cup of tea.

Rapid rail transit system: Johannesburg

*5. Mr P G SOAL asked the Minister of Transport.

Whether, with reference to his reply to Question No 106 of 2 March 1988, a decision has been taken on the introduction of a rapid rail transit system for Johannesburg; if not, why not; if so, what was the decision? B69E

The MINISTER OF TRANSPORT:

No. This decision will be taken by the relevant local authorities after research regarding the financial aspects surrounding the implementation of a rapid rail transit system has been undertaken.

However, the feasibility study regarding the implementation of a mass transportation system undertaken by the Department of Transport is already available and recommends *inter alia* the planning and implementation of a partial light railway system to be done on the premise of the finding that the road network in the central area will reach saturation over the medium term.

It is also recommended in the report that the existing public transport system be utilised maximally over the short term. This will result in existing rail, bus and combi-taxi services being continually rationalised.

SAP: increase in number

*6. Mr P G SOAL asked the Minister of Law and Order:

- (1) With reference to the reply to Question No 2 on 4 June 1991, (a) what was the total net increase in the number of policemen in the South African Police Force in 1991 and (b) (i) how many are still in training and (ii) in respect of what date is this information furnished;

(2) whether he will make a statement on the matter? **B70E**

The DEPUTY MINISTER OF LAW AND ORDER

(1) (a) 9 132 (inclusive of Municipal Police and Police Assistants)

(b) (i) 1 733

(ii) 5 February 1992.

(2) No

Mr P G SOAL. Mr Chairman, arising out of the hon the Deputy Minister's reply, while indicating how pleased I am that there appears to be an increase in the number of policemen who have been trained, I should like to ask him whether he will please assure the House that he will have a discussion with his Minister about how to allay the fear and concern of suburban residents about the increase in crime. I want to assure him and the House that there is indeed great concern and worry about this increase in crime.

The DEPUTY MINISTER: Mr Chairman, we are also concerned about the high crime rate, and this question has already been addressed by the Department and the hon the Minister.

Illegitimate children: rights of access to fathers

*7. Mr L FUCHS asked the Minister of Justice:

Whether it is the intention to introduce legislation in terms of which rights of access will be granted to fathers of illegitimate children, if not, why not; if so, (a) when and (b) what is envisaged in this regard? **B78E**

The MINISTER OF JUSTICE:

The rights of a father regarding his illegitimate child are being investigated by the South African Law Commission. A working paper is being compiled at present and it is expected that it will be published during this year.

SARCC: protection of commuters

*8. Mr J CHIOLE asked the Minister of Transport:†

(1) Whether the South African Rail Commuter Corporation recently announced additional measures for the protection of commuters, if so, (a) what is the extent of

HOUSE OF ASSEMBLY

these measures and (b) what is the cost involved in these measures;

(2) whether any other State departments are involved in the application of these measures, if so, (a) which State departments, (b) to what extent and (c) at what cost? **B79E**

†The MINISTER OF TRANSPORT:

(1) Yes.

(a) and (b)

(i) The five-year security programme which would have been completed on 31 March 1995, has been accelerated and will be completely phased-in by 31 March 1993. This entails that all stations will be secured for policing by erecting security fencing, providing lighting, introducing access control and providing on-site accommodation for the SAP. Communication between the train driver, control room and the SAP is being improved to permit the speedier reporting of dangerous situations and incidents. The costs involved in this are estimated at R9,5 million for the 1991/92 financial year and at R18,24 million for the 1992/93 financial year.

(ii) An investigation into the desirability of opening end doors of coaches is being conducted. All trains are also regularly stopped and searched for dangerous weapons. On the Soweto section a number of metal detectors are employed on a trial basis. The costs involved in using these metal detectors is R40 838.

(iii) Toll-free telephone numbers for reporting crime are in operation in all regions and cash rewards are offered for reporting useful information. The Corporation reacts continuously on any media reports regarding security and the media and commuters are continuously informed of

steps taken to improve the security situation. The cost involved in the toll-free crime reporting numbers as well as the cash rewards is estimated at R60 000 for the 1991/92 financial year.

(iv) Security personnel are used to support the SAP in their actions. The cost involved in this is estimated at R15,3 million for the 1991/92 financial year.

(2) Yes.

(a) and (b) The SAP is responsible for manning the stations which are already secured for policing and for the maintenance of law and order on premises and trains. Stations not policed on a full time basis are intensively patrolled. The SA Defence Force renders a support function at the request of the SAP.

(c) The costs involved to this is not readily available and will be furnished to the Member who posed the question as soon as the information has been received from the organisations concerned.

Damaging of ozone layer: research

*9. Mr J CHIOLE asked the Minister of Environment Affairs:†

(1) Whether any independent research in respect of the damaging of the ozone layer is being undertaken by South Africa at present; if so, (a) to what extent is his Department involved in this research, (b) (i) what amount has been budgeted for it and (ii) how many researchers are involved in it and (c) what do the findings indicate so far;

(2) whether he will make a statement on the matter? **B80E**

†The MINISTER OF ENVIRONMENT AFFAIRS: Mr Chairman, I reply to a question of the hon member for Pretoria West whom I also do not see in the House. [Interjections.]

(1) Yes.

(a) The Department of Environment Affairs provides financial backing for a joint Weather Bureau/Natal Univer-

sity programme, namely the South African National Ozone Research Programme (SANORP). The Department of Environment Affairs in collaboration with the Department of National Health and Population Development also provide financial backing for the Cape Point Trace Gas Research project implemented by the CSIR.

(b) (i) For the 1991/92 financial year R280 000 was allocated towards SANORP. Financing for the 1992/93 financial year has not yet been authorised. R130 000 per annum is allocated towards the Cape Point Trace Gas Research project.

(ii) Two researchers of the Weather Bureau and two professors of the University of Natal and a number of student researchers are involved in SANORP. There are three researchers involved with the Trace Gas Project.

(c) A comparative study between ozone data of the mid-1960's and data collected since August 1989 show that in the stratospheric ozone layer (between 12 and 36 km altitude) ozone concentrations have decreased by 6%, relative to the earlier period. The decrease in ozone concentrations in the stratosphere between the 1970's and 1980's alone was 3% to 4% over South Africa and 17% at SANAE. Ozone concentrations in the lower atmosphere over South Africa have, conversely, increased. Comprehensive information is available from the Department of Environment Affairs.

(2) No.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Codesa: costs paid by State

*10. Adv J S PRINSLOO asked the Minister of Constitutional Development:†

(1) What part of the expenditure in respect of the institution called Convention for a

HOUSE OF ASSEMBLY

More whites in favour of 'open' schools

Sowetan 18/2/92
MORE whites are in favour of "open" schools now than in 1989.

That's according to a Human Sciences Research Council study conducted in September last year among 2 000 people of all race groups.

Released yesterday, the survey found that 51 percent of white respondents thought that all

children should share the same schools and classrooms.

This contrasts with the findings of a 1989 survey, in which only 35,2 percent of whites said they favoured open schools.

However, there appears to be some uncertainty among whites over the issue as, in answer

to another question, 53,4 percent said children from different population groups should be educated in different schools.

More than half of white respondents also thought that educational standards would drop if pupils with different home languages shared the same classroom. - *Sowetan Correspondent.*

C

94 white schools closed

Political Staff

THE government closed down 94 white schools last year, with a potential enrolment of 22 386 pupils, according to the Minister of Education and Culture in the House of Assembly, Mr Piet Marais.

At the time, the 94 schools had 8 638 pupils enrolled, he said in reply to a question tabled in Parliament by Mr Ken Andrew (DP Gardens).

This means that these schools were on average just over a third full last year.

At a press conference yesterday afternoon, Mr Marais said that in future everything possible would be done to ensure that schools were not closed down by opening them to other communities or making them available to all South African pupils.

He also said that Model D schools, which often had 100% black enrolment, had white teachers.

He was looking forward to the day when teachers of all races could be employed on a professional basis in all schools.

State opposes ANC's plans for language

Political Correspondent

THE government yesterday opposed plans by the ANC to strip Afrikaans and English of their official status in a new South Africa.

The ANC's language commission last week proposed that all 11 languages spoken in South Africa should enjoy what it termed "full recognition".

Minister of Constitutional Development Dr Gerrit Viljoen yesterday questioned the practicality of the ANC's position that there should be no official language under a democratic government.

He said language rights should be protected constitutionally.

50 OCT 18/2/92

Warning on ⁽⁵⁰⁾ teacher cuts

CT 18/2/92

THE rationalisation of white teaching posts will have a radical effect on white education, the chairman of the Transvaal Onderwysersvereniging said yesterday.

Chairman of the association Professor Hennie Maree warned in reaction to the announcement by education ministers Mr Piet Marais and Mr Louis Pienaar that any further rationalisation measures would evoke a serious reaction.

The chairman of the Teachers' Federal Council, Mr Allan Powell, said the TFC would have preferred to avoid the measures but the realities had made this impossible. The TFC was satisfied that in the circumstances it had achieved the best for teachers and education.

Factor at Potch?

The Democratic Party has rejected the government's proposed transfer of all white schools to Model C. DP education spokesman Mr Roger Burrows said in Durban last night that the proposal would mean several billion rands of general taxpayer's assets would be given away.

"The government is asking for trouble and we have little doubt it is going to get it," he said.

The announcement that thousands of teaching posts will be abolished may coax the Conservative Party to victory in the Potchefstroom by-election tomorrow in the event of a close call.

The rector of the teachers college in Potchefstroom, Professor Roelf van Rooyen, said he believed 400 to 500 students and lecturers were registered as voters. — Sapa

Govt objects to ANC official language plan

By Peter Fabricius
Political Correspondent

2/11
18/2/92

The Government has expressed reservations about an ANC proposal that South Africa should have no national official languages defined in the constitution.

A recent report by the ANC's language commission recommended that instead, the State should designate regional languages.

Constitutional Development Minister Gerrit Viljoen said yesterday the Government was opposed to a change in the status of the two official languages, English and Afrikaans.

However he welcomed the "high premium the ANC put on the importance and status of all languages, the desirability of multilingualism".

But he said the Government had reservations about the practicability of the ANC proposal that there should be no official national languages and that the state should rather designate regional languages for official use.

"The practical functioning of state administration also requires the existence of national official languages."

Open schools gaining favour, says report

STAR 18/2/92

Pretoria Correspondent ⁽⁵⁰⁾ and coloureds agreed.

More whites are in favour of "open" schools now than in 1989, according to a Human Sciences Research Council (HSRC) study.

The survey, conducted in September last year among 2 000 people of all race groups and released yesterday, found that 51 percent of white respondents thought all children should share the same schools and classrooms.

This contrasts with the findings of a 1989 survey, in which only 35,2 percent of whites favoured open schools.

However, there appears to be some uncertainty among whites over the issue. In response to another question, 53,4 percent said children from different population groups should be educated in different schools.

More than half of white respondents also thought educational standards would drop if pupils with different home languages shared the same classroom. Few blacks, Asians

Whites also differed with other race groups on what medium of instruction should be used at primary school level. Most black, Asian and coloured respondents said they preferred English, but only 23 percent of whites agreed.

Altogether 45 percent believed that parents should decide on the medium of instruction, and 12 percent said Afrikaans should be the language used in primary schools.

However, there was a "large degree" of consensus among respondents on issues such as free and compulsory primary school education and the need for pupils to be made aware of political trends in South Africa.

Most blacks believed that education should be a priority, while whites, Asians and coloureds regarded job opportunities as most important. The report, "Education, the public opinion 1991", can be ordered from Dr A van der Merwe, Group Education, HSRC, Private Bag X41, Pretoria 0001.

Daveyton to set up classroom trust fund

By Abel Mabelane
East Rand Bureau

Daveyton residents yesterday gave the Daveyton Education Committee (DEC) a mandate to establish a Daveyton Education Trust Fund to raise funds to provide prefabricated classrooms for 1 400 high school pupils without a school.

The chairman of the DEC, Mojalesa Mogane, told residents at the meeting held at the Sinaba Stadium, that the funds would also help to provide 111 teachers who have been without jobs for the past two years with stipends.

He said two thirds of the 1 400 pupils who could not be accommodated at the Daveyton schools had failed matric

and had been rejected by both industry and the DET.

Mr Mogane said another 750 primary school pupils at Etwatwa East were also without classrooms and the teacher/pupil ratio there was 1:20.

Now that residents had given the green light for "Operation Hloma" (building of classrooms) to operate, he appealed to every household to donate R10 to the trust fund each year and for salaried teachers to donate an additional R10 to the trust each year.

He said the monies paid by residents would be controlled by the trust fund, adding that sites on which to build the prefabricated classrooms had already been identified.

More whites in favour of open' schools, says HSRC survey

58 APR 18/21/92

The Argus Correspondent
PRETORIA. — More whites are in favour of "open" schools now than in 1989, according to a Human Sciences Research Council (HSRC) study.

The survey, conducted in September last year among 2 000 people of all race groups

and released today, found that 51 percent of white respondents thought that all children should share the same schools and classrooms.

This contrasts with the findings of a 1989 survey, in which only 35,2 percent of whites said they favoured open schools.

However, there appears to be some uncertainty among whites over the issue as, in answer to another question, 53,4 percent said children from different population groups should be educated in different schools.

More than half of white re-

spondents also thought that educational standards would drop if pupils with different home languages shared the same classroom, while 22,4 percent believed so to a lesser degree. Few blacks, Asians and coloureds shared this view.

Whites also differed with other race groups on what medium of instruction should be used at primary school level. Most black, Asian and coloured respondents said they preferred English, but only 23 percent of whites agreed.

Doubts over ANC language proposal — Viljoen

Political Staff 50 ARG 18/2/92

THE government has expressed reservations about an ANC proposal that no official languages should be defined in the constitution.

A recent report by the ANC's language commission recommended that instead the State should designate regional languages for official, administrative and judicial use.

Constitutional Development Minister Dr Gerrit Viljoen said yesterday the government was opposed to a change in the status of English and Afrikaans.

However, he welcomed the "high premium the ANC put on the importance and status of all languages and the desirability of multi-linguism".

But he said the government had reservations about the practicality of the ANC proposal.

"The designation of a language or languages, whether on national or regional basis, is an extremely sensitive matter.

"It could not be left to 'the State' or 'the government' without constitutional stipulations on how this should be done.

"The practical functioning of State administration also requires the existence of national official languages," Dr Viljoen said.

Schools row erupts

ARG 18/2/92
(50)



amaged by fire

s in Nyanga were badly damaged by the Nyanga bus and taxi rank was set

followed a day of protests and as the ed. injuries. ARG 18/2/92 marched on the Guguletu police station a taxi terminus be moved to stop the rival taxi groups, which has claimed

See page 4.

MICHAEL MORRIS and MARTIN CHALLENOR Political Staff

A MAJOR row erupted today over the government's plan to cut costs in white education.

Amid warnings that the announcements yesterday by Minister of Education and Culture Mr Piet Marais would boost the Conservative campaign in Potchefstroom on the eve of tomorrow's crucial by-election, the Democratic and Conservative parties accused the government of criminal behaviour in axing 4 000 teaching posts.

The ANC has been silent on the announcements so far, but reaction is expected today.

The government plans to convert all white schools into Model C schools in which the State pays only teachers' salaries and running costs are borne by the community.

The National Party's Federal Information Service welcomed the plan, saying it brought to an end uncertainty and speculation about the matter.

'Radical effect'

But the chairman of the Transvaalse Onderwysersvereniging, Professor Hennie Maree, warned that the rationalisation of white teaching posts was a "dramatic" step which would have a radical effect on white education, and that only a determined effort by all role players would prevent the quality of education from declining.

Chairman of the Teachers' Federal Council Mr Allan Powell said the TFC would have preferred to avoid the measures, but realities had made this impossible.

The toughest reaction so far has come from the DP and CP.

DP education spokesman Mr Roger Burrows — who is to raise the whole question of education in a mini-debate in parliament tomorrow — said that ending the jobs of at least 4 000 teachers while areas in South Africa were desperately short of teaching competence was absolutely criminal.

CP education spokesman Mr Andrew Gerber said that if parents opted for Model B schools they would have to be content with drastically lower standards, "or they can fall in with Model C which will be racially mixed with enormous financial implications for the parents".

See page 5.

WHAT IT MEANS

- At least 4 000 teachers to be given notice in April.
- Parents at 2 441 white schools must choose between status quo and Model C schooling by April 1.
- Model C system could push up fees by between R400 and R900 a year.
- At least 4 000 teachers to be retrenched in August, or up to 11 000 if parents do not opt for Model C.

Barman found slain

A MAITLAND barman was found stabbed to death near the entrance of his hotel.

Mr Clarence Louis George, 62, the barman at the Junction Hotel, was found lying on the floor near the bar entrance about 9 10pm yesterday.

He had several stab wounds in his body.

About R2 000 was missing from a safe.

The bla
of Fram



SEND

Umntinto Primary School	Umntinto	Laerskool Sterkriver	Potgietersrus District
Louis Botha Primary School	Durban	Laerskool Malvern	Johannesburg
Dalton Primary School	Dalton	Laerskool Rust de Winter	Rust-de-Winter
Tee See Pre-primary School	Pietermaritzburg	Laerskool Drakensberg	Pelgrimrus District
Maritzburg Model School	Pietermaritzburg	Laerskool Jan van Vuuren	Potchefstroom District
Junior Primêre Afrikaanse Skool	Durban	Laerskool Edenvale	Edenvale
Hoer Landbouskool Tweespruit	Tweespruit	Laerskool President Kruger	Pretoria
Primêre Skool Viljoensdrif	Sasolburg District	Laerskool Vaalkop	Brits District
English Primary School	Kroonstad	Laerskool Johann Rissik	Johannesburg
Rheederpark Primary School	Welkom	Laerskool Swartkoppies	Swartkoppies
Eldoret Secondary School	Odendaalsrus	Laerskool Bloemhof	Bloemhof
Primêre Skool Vinies	Ladybrand District	Laerskool Ogies	Ogies
Primêre Skool De Brug	Bloemfontein District	Laerskool Marthinus Wessel	Volksrust District
Primêre Skool Ben Haveman	Vierfontein	Laerskool Laerskool	Laerskool
Primêre Skool Erfdeel	Kestell District	Albetskroon	Rooodepoort
Primêre Skool Afrikaskop	Kestell District	Laerskool Geluk	Brits District
Primêre Skool Arlington	Arlington	Laerskool Die Trap der Jeugd	Johannesburg
Primêre Skool Slangfontein	Bethlehem District	Kleuterskool	Johannesburg
Primêre Skool H F Verwoerd	Oranjerag	Gummy Bears Pre-primary School	Johannesburg
Primêre Skool Geneva	Kroonstad	(c) (i) 8 638,	
Primêre Skool Susiedear	Wesselsbron District	(ii) 22 386	
Primêre Skool F J Cronje	Parys District		
Primêre Skool Rosary	Zastron		
Primêre Skool Soutpan	Soutpan		
Hoerskool Kensington	Johannesburg		
Laerskool Braklloof	Swartkoppies District		
Laerskool Jubileum	Johannesburg		
Laerskool Melkriver	Nylstroom District		
Laerskool Bloedrivier	Groblersdal District		
Laerskool Hugenoot	Johannesburg		

HOUSE OF ASSEMBLY

Whether his Department created any additional posts of director in 1991, if so, (a) how many, (b) what are its financial implications and (c) how many of the persons appointed to these posts have since retired?

(SO) (SO) B172E

(a) 54, but not all the posts have been filled, terms of the general education policy to director's posts,

(b) a maximum total of R44 712 per annum for salaries and a maximum total of R303 912 per annum for the additional allowance payable for participation in the motor financing scheme,

(c) 2.

The MINISTER OF EDUCATION AND CULTURE:

Yes, a fixed number of the approved post level 7 posts as on 1 April 1991 were converted in

Schools: introduction of levy fees

19. Mr A GERBER asked the Minister of Education and Culture:† (SO)

Whether he is considering the introduction of levy fees at schools under the control of his Department; if so, what are the relevant details?

B170E

The MINISTER OF EDUCATION AND CULTURE:

No.

Additional posts of director: Education and Culture

Culture

21 Mr A GERBER asked the Minister of Education and Culture:† (SO)

continued

HOUSE OF ASSEMBLY

Tweespruit Secondary School
 Malvern Primary School (Johannesburg)*
 Orange Grove Primary School (Johannesburg)*
 Troyeville Primary School (Johannesburg)*
 (b) 18.
 (c) 30 January 1992.

Various schools: number of pupils

8 Mr A GERBER asked the Minister of Education and Culture:†
 (a) How many (i) status quo, (ii) model A, (iii) model B, (iv) model C and (v) model D schools are there under the control of his Department at present, (b) how many (i) White and (ii) non-White pupils are enrolled at each of these types of schools at present and (c) in respect of what date is this information furnished?
 (SO)

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 1 233
- (ii) 1*
- (iii) 692*
- (iv) 51*
- (v) 6
- (b) (i) and (ii) official enrolment figures not yet available;
- (c) Cape and Transvaal: 31 January 1992
 Natal. 3 February 1992
 Orange Free State: 28 January 1992

* Approval granted, but models have not necessarily been implemented.

Model D schools

9. Mr A GERBER asked the Minister of Education and Culture:†
 Whether he has declared certain schools under the control of his Department to be model D schools; if so, (a) which schools, (b) in what way was the parent community consulted in

(3) Yes
 (a) John Court
 23 Edith Cavel Street
 Hillbrow
 Tasmyn Heights
 car Claim and Koch Streets
 Hillbrow
 (b) 14 units
 27 units

Departmental schools closed

13 Mr K M ANDREW asked the Minister of Education and Culture:
 Whether any schools falling under his Department were closed down in or at the end of 1991; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment in 1991 and (ii) potential capacity of these schools?
 B109E

The MINISTER OF EDUCATION AND CULTURE:

(a)	(b)	(c)
Middelpos Primary School	Middelpos	Verlorevlei Primary School
Golden Valley Primary School	Somerset East District	Trawal Primary School
Midlands Commercial High School	Cradock	Het Krus Primary School
Greycliff Primary School	Cradock District	Spudrift Primary School
Copperton Primary School	Copperton	Southwell Primary School
Marthinus Postma Preparatory School	De Aar	Thornhill Primary School
Langley Primary School	Knysna District	Ethel Valentine Primary School
Brakfontein Primary School	George District	Riebeck East Primary School
Thornion High School	Cape Town	Seven Fountains Primary School
Thorn Park Primary School	East London District	Cottswold Primary School
Maclean town Primary School	Maclean town	Compacta Primary School
Kango-Sentraal Primary School	Oudtshoorn District	Louisvale Primary School
Brandhoek Primary School	Oudtshoorn District	Bloubospan Primary School
Juta Primary School	Oudtshoorn District	Boschrivier Primary School
J J du Preez High School	Parow	Worcester East High School
		Die Bron Primary School
		Hoerskool Saamwerk
		Ncandu Park Primary School
		Klip Senior Primary School
		Keate Street Junior Primary School
		Forest Hills Junior Primary School
		The Grange Primary School
		Bulwer Primary School
		Pinetown Music School
		Junior Primère Skool
		Voorreker
		Senior Primère Skool
		Voorreker
		Hoerskool Gert Maritz
		Vryheid Coronation Primary School
		North Crest Primary School
		Elands Bay Trawal
		Piketberg District
		Vredendal District
		Grahamstown District
		Thornhill
		Port Elizabeth
		Riebeck East
		Grahamstown District
		Uitenhage District
		Port Elizabeth
		Bot River
		Louisvale
		Vryburg District
		Worcester District
		Worcester
		Worcester District
		Durban
		Newcastle
		Ladysmith
		Ladysmith
		Pietermaritzburg
		Pietermaritzburg
		Bulwer
		Pinetown
		Pietermaritzburg
		Pietermaritzburg
		Pietermaritzburg
		Coronation
		Durban

Rent-controlled premises: Hillbrow constituency

12. Mr L FUCHS asked the Minister of Housing and Works:

- (1) How many rent-controlled premises were there in the Hillbrow constituency as at 31 December 1991;
- (2) how many such premises were decontrolled in that year;
- (3) whether he will furnish the House with the (a) address and (b) description of each of the premises so decontrolled; if not, why not; if so, what are the relevant details?

The MINISTER OF HOUSING AND WORKS:

- (1) On 31 December 1991 there were still 775 units, comprising of 6 dwellings and 769 flats, subject to rent control;
- (2) two blocks of flats comprising of 41 units were conditionally exempted from rent control during 1991 subject to the granting of continued protection to the tenants thereof if and for as long as such tenants comply with the prescribed requirements for continued protection.

Using theatre to educate is fun

SO *28/2-5/3/92*
New Nation (Learn in Nation) 28/2-5/3/92

E NVIROTEACH aims to run about 75 environmental theatre workshops for teachers in economically depressed areas of Natal and Transvaal this year.

The project is being administered by the innovative theatre group, Theatre for Africa.

The aim of the workshops is to promote environmental awareness through the medium of drama.

"We hope that Enviroteach will give teachers an insight into an aspect of education which will greatly benefit their pupils," says Theatre for Africa spokesperson Sue Clarence.

The workshops aim to empower teachers with the knowledge of creating theatre without using expensive resources or facilities and also to illustrate the importance of non-verbal theatre as a medium of communication.

Benefit

"Environmental education at grassroots level is vital," says Clarence. "Combining it with the vitality of the theatre opens up many possibilities for teachers, pupils and those dedicated to increasing environmental awareness."

The workshops will also stress the role of humour and fun in holding the attention of a room full of students.

In the Transvaal, workshops will be held in March and April. They will be run by Greg Melvill-Smith and Bheki Mkhwane. Both are both skilled actors, especially in the field of environmental theatre. They will present a short dramatic piece to the teachers, after which they will work with the teachers to develop the skills and techniques needed for this kind of activity. They will also share a wealth of ideas with them. During the session, many aspects of environmental education will be covered and special attention will be given to local issues.

Any school interested in having one of these workshops, should contact Sue Clarence at (031) 752414 - mornings only.



Actor Bheki Mkhwane will be running environmental drama workshops for teachers with Greg Melvill-Smith in March and April

Rates shock for schools

CT28/2/92
56

Municipal Reporter

PARENTS are in for another schools shock — the government will no longer pay the schools' rates to local authorities.

This follows the government's decision to change all state schools to Model C.

Cape Town city councillor Mrs Ruth Ortlepp of Ward 13 (Rondebosch East, Lansdowne, Claremont) said at the monthly council meeting yesterday that the government used to pay rates to the council on behalf of its schools.

"That will not be the case any more," she said.

Mrs Ortlepp said that when the government changed schools to Model C some would find themselves in financial difficulties.

She was speaking on an application before council for R7 500 of assistance for "educationally disadvantaged" students at the Cape Town College of Education.

The matter was passed. Mrs Ortlepp said similar applications would no doubt be made to the council in future. "I have a feeling that subtly and quietly the authorities are moving educational responsibility onto local authorities."

The council should work out a stance to adopt when approached for assistance. "We must know whether we are going to help, and if so how."

● Cape Town College of Education became an open institution at the beginning of this year. It opened in 1895 and was open until the 1930s.

Now that it is open again, the college has found it necessary to "establish academic support and development programmes", similar to those provided at the University of Cape Town.

● Forty empty white schools would be alienated because they had not elicited any interest from other education departments and educational organisations, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

There were 130 school buildings on the books of his department that were not being used by it, he said in reply to a question tabled in Parliament by Mr Roger Burrows (DP Pinetown).

However, 41 had been allocated, 24 were being allocated, six had been offered and eight would shortly be offered to education departments and other educational bodies.

School fees up by R5 000, warns MP

CT 28/2/92 (50)

PARENTS of children at state Model C schools could find themselves paying R5 000 to R6 000 a year more than the fee increases suggested by the Minister of Education, it was claimed in Parliament yesterday.

Democratic Party MP Mr Mike Ellis said the minister, Mr Piet Marais, was doing school committees and principals a great disservice by giving the impression that parents would have to pay a very small amount additional to what was being asked already. He believed that the increases would be

five or six times higher than the amounts mentioned by the minister, and certainly not the R400 to R900 Mr Marais had talked about.

Changes that affected parents as drastically as these needed to be phased in over a period of time, not brought in "at the speed a snake sheds its skin".

The DP spokesman on education, Mr Roger Burrows, said Mr Marais was "stuck with looking at things through white-tinted spectacles".

Although the DP was not against state-aided schools, it did oppose the transfer of government schools to private, exclusive groupings of parents, and the abolition of state-funded teaching posts at a time when there was a need for more teachers.

He said the DP's opposition to Model C schools concerned the transfer of the school buildings to parent bodies, and the fact that they could be taken back by the state without compensation at the minister's discretion.

The DP suggested that parents could instead be levied a rental on the school.

He said that if schools stayed as Model B, the minister could still enforce school fees, penalise schools for empty places, remove their monetary allocations and cut staffing.

Conservative Party MP Dr Willie Snyman said in the debate that white parents ought to fight for "status quo" whites-only education. — Sapa

● Rates shock for schools — Page 7

Protest highlights education crisis

ABOUT 5 000 protesters yesterday marched from District 6 to the Magistrate's Courts to protest against the crisis surrounding student admissions and overcrowding in black colleges and schools. *CT 28/12/92*

The legal march, organised by the National Education Co-ordinating Committee, was supported by teachers, parents and students. *(50)*

From Protest to Transformation? Education Strategy

New Nation (Learning Nation) 28/2 - 5/3/92

Since President FW De Klerk unbanned political organisations on February 2 1990, South Africa has changed significantly. Since then we have witnessed talks about talks; pacts such as the Pretoria and the DF Malan Minutes; Peace Accords and the scrapping of some Apartheid legislation.

Are we in a Period of Transition?

Many people are asking the question: are we finally on the doorstep of majority rule and democracy? Within the ranks of some theoreticians in the mass movement this question is posed in the form: can the present period be described as transitional? Some people argue that a transition is only when an interim government or similar structure is in place. Given that the present white minority regime is still in control of power, from the law-making process to the army and the police, these people argue that South Africa is not in a transitional situation. Others, however, argue that South Africa is in transition because the release of political prisoners and the unbanning of organisations signalled the transition. These reforms of the post-February 2 period, they argue, must therefore fundamentally affect policy and strategy.

Despite the variations in views about the present South African situation, one thing is common: things are changing. How much is changing, how, and why may be debated, but the change is clearly taking place. For some people in the mass movement the changes require a change of strategy: from the politics of Protest to the politics of Transformation.

Arguments In Favour of the Shift to Transformation Politics

The shift to the politics of transformation is also called by the supporters of that approach, a shift to the politics of reconstruction or the politics of development. In the field of education, in particular, the focus has become that of policy and the role that education should play in fulfilling the needs of the new South Africa.

Prior to February 2, the politics of the people of South Africa was characterised by protest actions. Organisations were banned and their members harassed. The politics of protest was necessitated by the Emergency conditions; which is what characterised the reality of black South Africans in particular, since 1960 in greater or lesser degree until 1990.

At the same time, two fundamental trends emerged within this context. Firstly, the development of a broad anti-Apartheid alliance. Second, the over-politisation of everyday life.

The struggle in South Africa has been within a broad anti-Apartheid alliance. The description of the people versus the

state was used because the struggle was essentially against a single system - apartheid. It became impossible to separate the politics of apartheid from any area of life. It, then, made perfect sense to point to the system of apartheid in dealing with rent issues or the lack of textbooks in schools.

However, since February 2, this scenario has changed fundamentally. First, the anti-Apartheid alliance is not that simple any more. Second, we are being called upon to respond to specific issues in very specific ways. Third, the kind of actions we now undertake are more positive and interventionist than protest-based.

Previously all organisations allowed their platforms to be used to promote and/or support the ANC or its policies. This was because the ANC did not have a legal space to express its own views. Now, the ANC/SACP/PAC are legal. They have their own platforms and they express their own views. This has meant a fundamental change in other organisations' roles.

Let us take a youth organisation for example. This organisation is now forced to define its actual role more specifically. It can no longer use its platforms to promote the ANC because the ANC is doing so on its own. The youth organisation, if it intends to continue to exist, needs to clearly spell out what it sees its continued role to be, who it would be representing and what kind of issues it will take up. The youth organisation can no longer over-politicise the issues it takes up, neither can it embark on campaigns against apartheid.

Furthermore organisations are required to narrow their focus to something specific. For example, students are now more prone to fight the practices in a particular school, rather than staging a march against apartheid education. Nurses, as another example, are more prone to take up issues directly related to their conditions of work in a particular hospital, rather than staging a march against apartheid health.

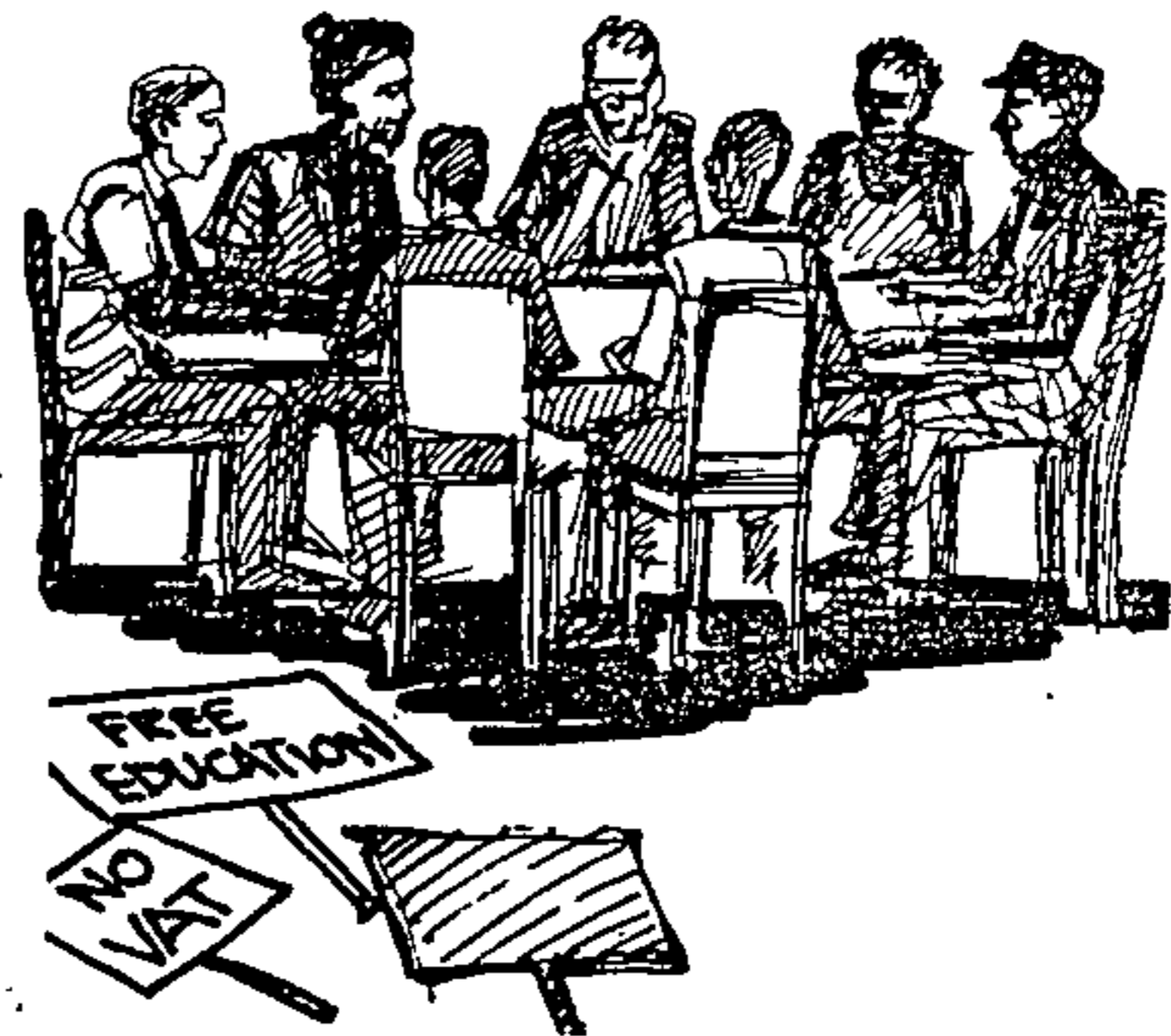
These shifts are what essentially characterise the politics of transformation. This does not mean that protest actions will not get used. Rather there will be less recourse to protest actions and more to interventionist actions on specific issues. Neither does this mean that actions and issues will suddenly become apolitical. Rather they will be political in other ways, other than being broadly anti-Apartheid. Nor does it mean that alliances will not be formed. Rather if alliances are formed, they will not be a principled alliance of the anti-Apartheid sort, but would more likely be temporary and for a very specific purpose.

Problems with the Theory of the Shift to Transformation Politics

Before February 2 the masses in South Africa made the immediate connection between practically every aspect of their lives and the political practices of the



VERSUS



apartheid state. This was due to the fact that the state itself played a direct role in all aspects of people's social life - both at the level of the social engineering of Apartheid (Group Areas, Immorality Act, Multi-National Sports Policy); as well as at the level of state repression of unions, education protests etc. In many capitalist countries the extreme inequalities in wealth and the poverty and homelessness of the working class and the poor are not blamed on the state because the state often does not play a direct role in the affairs of people's lives. The result is that in the midst of the worst attacks on the lives of working people, the same bourgeois parties get voted for at elections by the people who suffer under their indirect rule. Most people often only get involved in political struggles at election times and for the rest regard their problems as their individual issue.

The strength of the mass movement in South Africa was precisely that, because the focus of all protest was on the state, a unified mass movement could emerge which internalised a simple truth - that the key to resolving local issues was to win democratic power in the state. With current attempts to de-politicise struggles and remove the focus on the state, the masses have become dispersed and struggles so localised that they are easily defeated. Moreover the distance established by the apartheid state has allowed the state to attack the people through

localised state and parastatal structures (such as ESCOM cutting electricity) while still appearing to be reasonable at the level of national political negotiations.

Within the field of education the shift to the politics of transformation, especially when posed too strongly, has raised particular problems. Whilst black schooling has practically collapsed and facilities deteriorate even further, thus making effective learning almost impossible, political mobilisation at schools against apartheid education has stopped. The result is that students and teachers have neither effective education and workable teaching conditions nor national political mobilisation. In this context students become ripe for acts of ill-discipline and impatience and teachers lapse into despair.

We can therefore see that there is much to debate about the change from the "politics of protest to the politics of transformation" in the mass movement particularly in the field of education. What are your views? Write to Learning Nation and tell us at:



PO Box 11350
Johannesburg 2000.

Empty schools

BECAUSE 40 empty white schools had not elicited any interest from other education departments and educational organisations, they would be alienated, House of Assembly Education and Culture Minister Piet Marais said yesterday. (50)

His department had on it books 130 school buildings which were not being used. However 41 had been allocated to other education departments and 38 were being allocated or offered.

Of the 51 school buildings not being used for educational purposes, 11 were being used by welfare organisations, local authorities and state departments.

8/0000 28/2/92

EDUCATION

A total of 15 white own affairs schools were made available to the black education department between March 2 1991 and February 6 1992, according to Housing and Works Minister Leopold Wessels.

He said 13 schools in his department were given to the coloured Department of Education and Culture and four to the Indian education authorities.

One white school was made available to a black private school and another

W/Mand 28/2 - 5/3/92

BAROMETER

W/Mand 28/2 - 5/3/92

er to a multi-racial private school.

The 11 universities falling under the white Department of Education and Culture had 57 046 black, 10 097 coloured and 15 450 Indian students registered in 1991, according to Education and Culture Minister in the House of Assembly Piet Marais.

The total for white students was 158 493.

The breakdown in individual universities is as follows:

● Unisa: 48 413 blacks, 56 074 white, 5 161 coloured, 10 012 Indian

● UCT: 1 700 blacks, 10 069 white, 1 048 coloured, 551 Indian

● Stellenbosch: 72 blacks, 13 629 white, 804 coloured, 20 Indian

● Wits: 2 872 blacks, 13 666 white, 316 coloured, 1 678 Indian

● Pretoria: 288 blacks, 21 636 white, 108 coloured, 35 Indian

● Free State: 212 blacks, 8 882 white, 301 coloured, and no Indian student

BY PORTIA MAURICE

EMPLOYER-ASSISTED bursary holders could be taxed from this week, putting education further out of the reach of low-income workers.

By amending the Income Tax Act, the government has abolished almost all tax-free educational assistance by employers to their employees, dependants or third parties. The change, enacted last year, comes into effect on March 1.

Managing director of salary pack-

Employee bursary tax comes into effect

age consultants International Compensation (IC), Keith Clubb, this week slammed as "absolute nonsense" department of finance accusations that the assistance schemes had been abused. Clubb also questioned the silence of employer bodies and political organisations on the issue.

It is estimated that employers spend

about R1.5-billion on educational assistance a year. A survey of 165 companies by IC suggests that five out of 10 technician students, seven out of 10 white university students and almost all black students at university rely on some form of employer sponsorship.

"The government's insensitivity is appalling. It is unbelievable that these programmes should come under direct attack at a time when the country's economy desperately needs educated people," Clubb said.

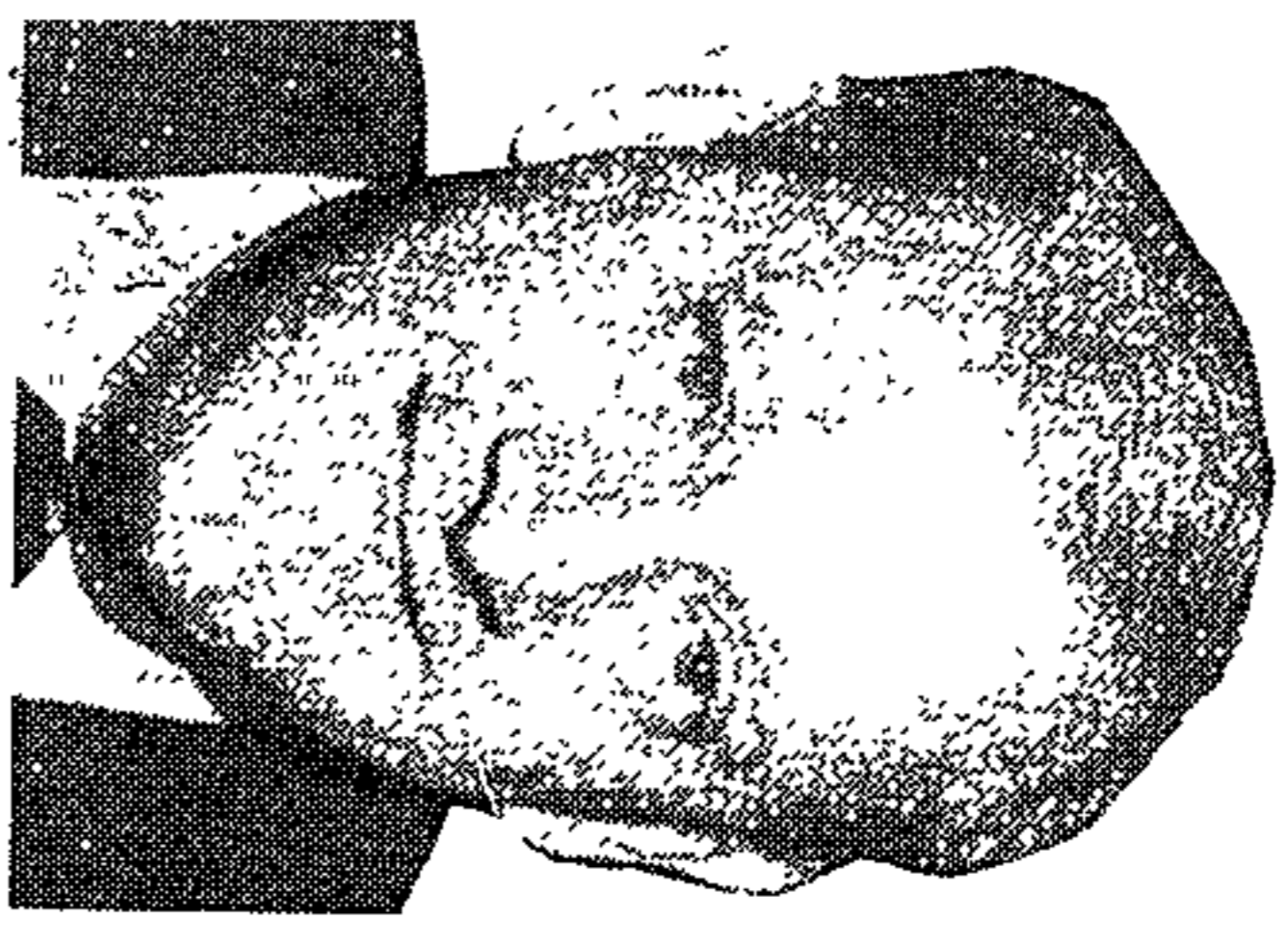
Before the change, bursaries from companies were not taxable in the hands of the recipient. Now, said tax consultant Ian McKenzie, employees who receive bursaries for themselves or their children could be taxed between 15 and 43 percent, depending on the income level.

A single university student who receives a full bursary of more than R11 500 with an employment contract after study could also lose some of it to tax.

The IC survey shows that many companies are still considering the new law and whether or not to discontinue disbursements.

Minister in bid to dispel Model C fears

Parents will be able to afford the shake-up in white education, according to the man who is masterminding the JOHN VILJOEN spoke to him this week



Mr Piet Marais

AMID opposition claims that parents could face annual school fees of between R5 000 to R6 000, Minister of Education Mr Piet Marais has attempted to dispel alarm and said media speculation about exorbitant school fees was not based on fact.

He said the plan had won "unusual" support from educators and was a breakthrough for teachers.

Model C schools will not have to pay municipal rates for at least the next financial year, Mr Marais announced. The affordability of the new

plan had been carefully examined and from information now being made available to schools and their committees, it was clear that parents could afford the plan, he said.

In addition, as a result of careful planning, governing bodies would be in a position to ensure this, he said.

Mr Marais, Minister of Manpower and Education and Culture, said it was regrettable that speculation in media reports that school fees would be exorbitant was not based on facts. Provision had been made for

the state to continue to pay municipal rates for schools in the 1992/93 financial year.

Negotiations in respect of subsequent financial years would take place soon, he said.

The Department, as a joint partner in education, wished to give the assurance that it would keep education as affordable as possible, Mr Marais said.

Since he announced the plan on February 17, he had formerly presented it to his advisory bodies — the Teachers' Federal Council, the Federation of Parents' Associations of SA and

the four Provincial Education Councils.

All the bodies approved the plan, Mr Marais said.

On the basis of the unusually extensive support from the education community, it had been decided that the plan would be put into action, he said.

The House of Assembly approved the Education Affairs Amendment Bill on Thursday.

The plan was an important breakthrough for teachers under his department, Mr Marais said. As many as 7 000 educators

who might otherwise have lost their posts as a result of unavoidable restrictive financial measures could be retained as a result of the plan, he said.

The plan also gave communities greater responsibility for the education of their children.

New staffing scales would come into effect on August 1. Each school would soon be informed about the staffing scales applicable to it as either a Model C or a status quo school.

Retrenchments would be made in consultation with the principal and the management

council of the school concerned.

Affected teachers would be given three months notice.

Provision for support for needy pupils will be made through the schools concerned.

From April 1 a process to enable the running of white State schools as Model C schools would come into effect, and the schools would be functioning as fully fledged State-aided schools as from August 1, he said.

Cape and Free State communities who preferred their schools not to be converted to

Model C, would have until the end of this school term to vote against such a conversion.

Information documents providing full details of the implications of transfer to Model C as well as the implications of retaining the status quo would soon be supplied to every parent, teacher and management council.

Technical information, including information regarding voting procedures would reach every school principal shortly.

Mr Marais requested communities to make an intensive study of the information they were being sent to enable them to take decisions in the best interests of their children.

change. Education reporter

fears

AMT 29/2/92

(53)

Pietermaritzburg: charges withdrawn/altered

33. Mr R F HASWELL asked the Minister of Justice:

How many persons charged with (a) murder, (b) assault, (c) public violence, (d) attempted murder, (e) culpable homicide, (f) arson, and (g) illegal gathering, related to political violence in the magisterial district of Pietermaritzburg in 1990 had their charges (i) withdrawn and/or (ii) altered to lesser charges?

B95E

The MINISTER OF JUSTICE:

It is not necessarily recorded at criminal proceedings whether a crime is related to "political violence" or not. The required information is therefore not available.

Inquests: Natal Midlands

37. Mr W U NEL asked the Minister of Justice:

(1) How many inquests pertaining to death resulting from political violence were performed in 1990 in each magisterial district in the Natal Midlands;

(2) in how many of these inquests (a) was death attributed to persons unknown and (b) were findings referred to the Attorney-General for his decision;

(3) in how many cases (a) did the Attorney-General decline to prosecute and (b) were prosecutions instituted?

B111E

The MINISTER OF JUSTICE:

(1), (2) and (3).

It is not necessarily recorded at criminal proceedings whether a crime is related to "political violence" or not. The required information is therefore not available.

Applications for accused to be discharged

39. Mr M A TARR asked the Minister of Justice:

(1) In how many cases in a court of law in the Pietermaritzburg magisterial district in which the accused was charged with (a) murder, (b) assault, (c) public violence, (d) attempted murder, (e) culpable homicide, (f) arson, and (g) illegal gathering, related to political violence, did the defence apply in 1990 for the accused to be discharged at the close of the State's case;

HOUSE OF REPRESENTATIVES

QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

New curriculum model for education: response

* 1. Mr T ABRAHAMAS asked the Minister of National Education:

(1) Whether there has been any significant response from individuals and organizations to the contents of the Government's proposals for a new curriculum model for education; if not, what efforts are being made to secure responses from the organized teacher fraternity in this regard; if so, (a) what categories of individuals and organizations responded and (b) what are their names;

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

C7E

†The MINISTER OF EDUCATION AND CULTURE (for the Minister of National Education):

(1) The proposed new curriculum model for education is not a Government document but that of a group of education experts, viz the Committee of Heads of Education Departments. To date there has been a significant response from individuals and organizations to the proposals.

(a) The following categories of individuals and organizations have responded to the proposals:

- * Education Institutions as well as divisions/units attached to such institutions
- * Private Sector Institutions
- * Education Departments
- * Government Institutions
- * The Public Sector
- * Teachers' Associations

* Parent Associations/Governing Bodies

* Education Councils

* Church Institutions

* Cultural Organizations

* Private Sector Organizations

* Subject Associations/Professional Associations

* Individuals

(b) More than a 170 individuals/institutions have already responded. A list of names will be prepared by the Committee of Heads of Education Departments as soon as all the comments have been processed.

(2) No.

Feeding schemes for needy pupils: contributions

* 2. Mr T ABRAHAMAS asked the Minister of National Health:

(1) Whether her Department contributes towards feeding schemes for needy pupils in schools falling under the Administration: House of Representatives; if so,

(2) whether she will furnish details reflecting the extent of the assistance rendered by her Department in this regard; if not, why not; if so, what are these details in respect of needy pupils in schools (a) in the Wentworth area in particular and (b) falling under the said Administration in general;

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

C8E

†The MINISTER OF NATIONAL HEALTH:

Several organizations all over the country already applied for assistance from the feeding scheme.

Some 270 applications have already been received and more than 94 applications have been processed.

This assistance programme is being delivered to all population groups and it is not possible to indicate which schools are involved, since the Department does not have a list of the schools of this Council.

'English only' ^{BOOK} call to ⁵⁰ Codesa ^{S/Times 11/3/92}

Sunday Times Reporter

THE English Academy of South Africa, opposing the views of leading Afrikaners and the ANC, has proposed to Codesa that English be declared the country's only official language.

In terms of the academy's outline issued yesterday, Afrikaans and black languages would have varying degrees of secondary status.

In response, Professor FIJ van Rensburg, special professor in Afrikaans at the Rand Afrikaans University, questioned the basis for the proposal, saying one-million more people in South Africa understood or used Afrikaans than English.

Reflecting the mainstream view of Afrikaner academics, he said he favoured English and Afrikaans as official languages, along with one or two African languages.

Conflict

The ANC's provisional language policy also opposes one official language. It favours the development of all 11 languages used in South Africa.

The English Academy will host a conference at the University of Cape Town in July attended by local experts and language specialists from the US, Canada and Britain to discuss how social conflict can be avoided if English is adopted as the official language.

Conference organiser Professor Doug Young, of UCT's School of Education, said: "We expect fairly heated debate, especially over the question of an official language for South Africa."

Call for English to be the main language

Sowetan 2/3/92
THE English Academy of Southern Africa has proposed that English should be the main language of wider communication in South Africa "with the other 10 important languages of the country having varying kinds of secondary status". *Sowetan 2/3/92*

Explaining the proposal, which was submitted to the Convention for a Democratic South Africa, Academy president Professor Elwyn Jenkins said in a statement the only practicable solution was to make one language the language of wider communication.

"The other languages should all have official status at various levels of public life, in various circumstances, and possibly on a geographical basis.

"It should be laid down in broad terms in the constitution and spelled out in more detail in corresponding legislation.

Multi-lingual

"The exact nature of requirements for multi-lingual use such as parallel use or the provision of translation should also be spelled out," Jenkins said.

Although it was desirable that all 11 languages normally recognised as the main languages spoken in South Africa should have equal status, this was not practicable.

He added that the only practicable form of English that could be adopted for official usage in South Africa was standard British English.

"There is no standard South African English at present.

"The purpose of having a standard is not to prevent long-term changes in language, which are inevitable.

"A standard regional variety may well one day emerge."

Constitution

Jenkins said the Academy has requested delegates to Codesa to give attention to language clauses in the constitution.

Detailed research into patterns of language use and people's attitudes to language were necessary and language specialists should be consulted.

"Language rights should be individual rights guaranteed by a Bill of Rights as proposed by the Law Commission.

"The government should be obliged to protect and promote the languages of the country," Jenkins said. -Sapa.

English should be chief language in new SA, academy proposes

STAR 2/3/92

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"Language rights should be individual rights guaranteed by a bill of rights as proposed by the Law Commission. The Government should be obliged to protect and promote the languages of the country." — Sapa.

Educational aid begins on TV today

STAR
2/13/92

Staff Reporter

(50)

Equal education for all starts on the small screen today when the Learning Channel Project relays its first education programme on the TSS channel. A total of 13 hours of televised education will be screened by the new service each week.

This educational service will be bolstered by the SABC at the beginning of April when education programmes featuring maths, science and biology are introduced for pupils from Stds 5 to 7.

The Learning Channel Project, brainchild of Star Schools chief and leading educationist William Smith, is a three-pronged approach to education, involving the electronic media, teachers and newspapers, he said at the project launch last week.

"The miracle of television is obvious — I can do things in the studio that a teacher could never do in a classroom," he said.

"For example, we go into a nuclear reactor in Koeberg; we go up into the air in the Radio 702 helicopter."

Mr Smith said the television "lessons" were not meant to replace the teacher, but to supplement classes.

The press would be an integral part of the learning programme, and he envisaged newspapers becoming the textbooks of the future.

"The combination will create an education system unparalleled anywhere else in the world," Mr Smith said.

Learning by television was cost effective: for 180 days of six hours of television each day it cost R20 a year to educate one person, he said.

Funded by big business, the lessons televised from this week were provided free of charge to the SABC, but video tapes would be sold as well.

The most important element in this new approach to education was the unique studio situated at the Star Schools' Braamfontein headquarters. Not everyone was allowed into the studio, however, since the innovative technology there was worth millions.

"It is unique, there is nothing like it anywhere in the world," Mr Smith said.

Subjects to be taught by television include English, maths, science and biology. Later, commercial subjects will be taught.

The first lessons — Std 9 and 10 English, maths, science and biology — will be broadcast today between 3 and 5 pm.

On Saturdays at 1.30 pm, the TSS channel will broadcast teacher programmes to prepare them for the following week's lessons.

Details of the SABC's new educational programmes will be announced later this month.

● The Star will publish support material in its education editions (the one with the small map of Africa in the masthead) for both the Learning Channel and the SABC education programmes. Initially, this back-up information will appear on Thursdays.

National Congress and Mr

from the PP and who features very prominently in

primary flows into the activities of the various working groups.

ions and express themselves in any negotiation forum.

Govt unable to spend more on education

50

Sowetan 3/3/92

The Government will not spend more on education until the economy has recovered and the continuing political unrest has abated.

This was said by the National Education Minister Louis Pienaar, who put forward his views on the future of SA education at an annual meeting of the Rustenburg branch of the Transvaal Teachers' Association yesterday.

Responsible

He said responsible education reform would have to happen through a negotiated new constitution and within the bounds of the limiting economic condi-

SAPA

tions. The reform would have to give rise to an education system which would be affordable, effectively managed, and which would satisfy the demands of all pupils and communities.

Participation

The new education system would have to allow for participation by all interested parties, while providing for the needs of the country's socio-cultural groups.

Reform would have to take the realities into ac-

count, he said, including a soaring increase in black pupil numbers; acute shortages of educational facilities for blacks with under-used white education facilities; disparities in Government spending; urbanisation and rapidly changing socio-cultural patterns.

He said the Government realised the situation of SA education must be investigated thoroughly as soon as possible for restructuring and adjustment.

Policy

Pienaar stressed that none of the Government released curriculum proposals constituted declared Government policy.

FW in campaign appeal

Sowetan 3/3/92

STATE President FW de Klerk yesterday appealed to people who were not naturalised South Africans to throw their weight behind the referendum campaign.

Requests

Speaking at a meeting at the Stellenbosch town hall, De Klerk said there had been an overwhelming number of requests from people who, for various reasons, had not become naturalised South Africans and who wanted to vote.

He said this was not possible but appealed to them to work for a "Yes" vote and to encourage people to go to the polling stations. - Sapa.

'Efforts at egalitarianism in education hold risks'

B1 Docu 3/13/92 (50) 88

ATTEMPTS to spread available education resources equally among all groups could result in there being no effective public education at all, according to Anglo American and De Beers Chairman's Fund chairman Michael O'Dowd.

Addressing the SA Institute of Race Relations Education for Growth conference, he emphasised the importance of setting priorities in the allocation of education funds.

Spreading resources equally could amount to a strategy for perpetuating existing inequalities.

O'Dowd said there was considerable experience in Africa of supposedly egalitarian strategies in education that had the effect of perpetuating inequality.

Director of the education policy unit at the University of the Western Cape, Harold Wolpe, asked whether it was advisable to tell deprived people they had to wait until SA passed through the development phase before education was made freely

KATHRYN STRACHAN

available to all.

Wolpe said all modern industrialised societies had to confront the dilemma posed by the need to simultaneously meet the demands of various groups for education and training and those advanced by the private sector and planners for specific human resource development to service the economy.

Somehow a balance had to be struck between these two positions, he said.

On the one hand a policy of growth meant high levels of professional and technological skills had to be prioritised because it was not possible to effect major redistribution, including access to education and training, until sufficient resources had been developed.

A decision to favour certain highly skilled job categories would have to be at the expense of providing educa-

tion to more people and perhaps by limiting pre-primary or basic adult education or by lowering the level of compulsory schooling.

The problem with this approach was that the "correction" of past imbalances was carried on in an extremely narrow way, privileging a small elite and doing little to satisfy the needs of the broad mass of people.

The need to balance demands was emphasised through the example of universities. It was accepted that an adequate supply of highly trained personnel was needed for economic growth, and it would follow that the best equipped universities should be deployed for this purpose.

Universities such as Wits and UCT argued that they should be supported in a way which would enable them to continue providing training at a high level.

Yet black universities on the other hand demanded that resources be shifted to their institutions to enable them to develop and to educate a broader range of people.

Govt's school funds 'limited'

RUSTENBURG — Government will be unable to spend more on education until such time as the economy recovers and the political unrest abates. *B/Day 3/3/92*

Speaking at the annual meeting of the Rustenburg branch of the Transvaal Teachers' Association yesterday, National Education Minister Louis Pienaar said responsible education reform would be achieved through a new constitution and within the bounds of economic conditions. *(50)*

The reform would have to give rise to an affordable, effectively managed education system which would satisfy the demands of all pupils and communities.

The new education system would have to take certain realities into account, including acute shortages of educational facilities for blacks, disparities in government spending and rapidly changing socio-cultural patterns. — Sapa.

Bank chairman Mabuza calls for white 'yes' vote

B/Day 3/3/92

WHITES should vote "yes" in the referendum to bring about a better future for all South Africans, FutureBank chairman Jabu Mabuza said last night.

Addressing the official opening of the bank in Johannesburg, Mabuza, who is also CE of Fabcos Marketing, said although his organisation was against ethnic elections and referendums, the situation the country found itself in demanded that they looked at the implications of a "yes" and a "no" vote for the country.

"Looking at the implications, we cannot but call for South Africans who are eligible to vote 'yes' for our future.

"It is not a matter in which blacks should fold their arms and say it is a white affair. It has implications for all of us.

"The whites must use their vote for all of us," said Mabuza.

□ Sapa reports from Durban that SA Sugar Association executive director Mike Mathews said on Monday the association supported negotiations as the only way ahead.

He said a "no" vote would mean the reimposition of international sanctions, the probable loss of the sugar industry's export markets and an increase in violence and instability.

□ Sapa reports from Somerset West that DP national council chairman David Gant said the deciduous fruit industry in the

THEO RAWANA

western Cape would collapse if a "no" vote resulted from the referendum.

Gant was speaking at a DP meeting. □ Sapa reports that the Durban Metropolitan Chamber of Commerce has urged South African businessmen to vote "yes to prosperity" in this month's referendum.

In its weekly newsletter the chamber said a vote in support of reform would boost the recovery of the local economy and would mean that international business opportunities could be developed to the full.

□ Sapa reports from Pretoria that the SA Iron Steel and Allied Industries' Union executive committee has advised its more than 40 000 members to vote "no" in the March 17 referendum.

The union, which said it was the largest and most influential white union, cited a range of reasons for its decision.

These included the government's "un-sympathetic attitude" towards white workers and their unions, especially with regard to labour legislation changes last year and concessions the government had made to Cosatu, Nactu and Saccola.

The union added that government was negating white culture by opening residential areas and holiday resorts to all races.

'Education will remain segregated'

By Carina le Grange

For the next 50 years, most children in South Africa would continue to be educated on a racially segregated basis due to the fact that they lived in segregated areas, educationist Dr Franz Auerbach said in Pretoria yesterday.

Dr Auerbach said one of the ways in which the education process could promote mutual respect and tolerance would be integration at school level. Whether the education system could teach children to live meaningfully.

He was one of the speakers on the first day of the national

conference of the National Council for Mental Health.

The aim of the conference is to prepare a strategy for the formulation of a child mental health policy to be presented to Minister of National Health and Population Development Dr Rina Venter.

But Melvyn Freeman of the Centre for Health Policy at the University of the Witwatersrand questioned whether it was appropriate to present Dr Venter with the strategy "as if she should restructure (child mental) policy at this time".

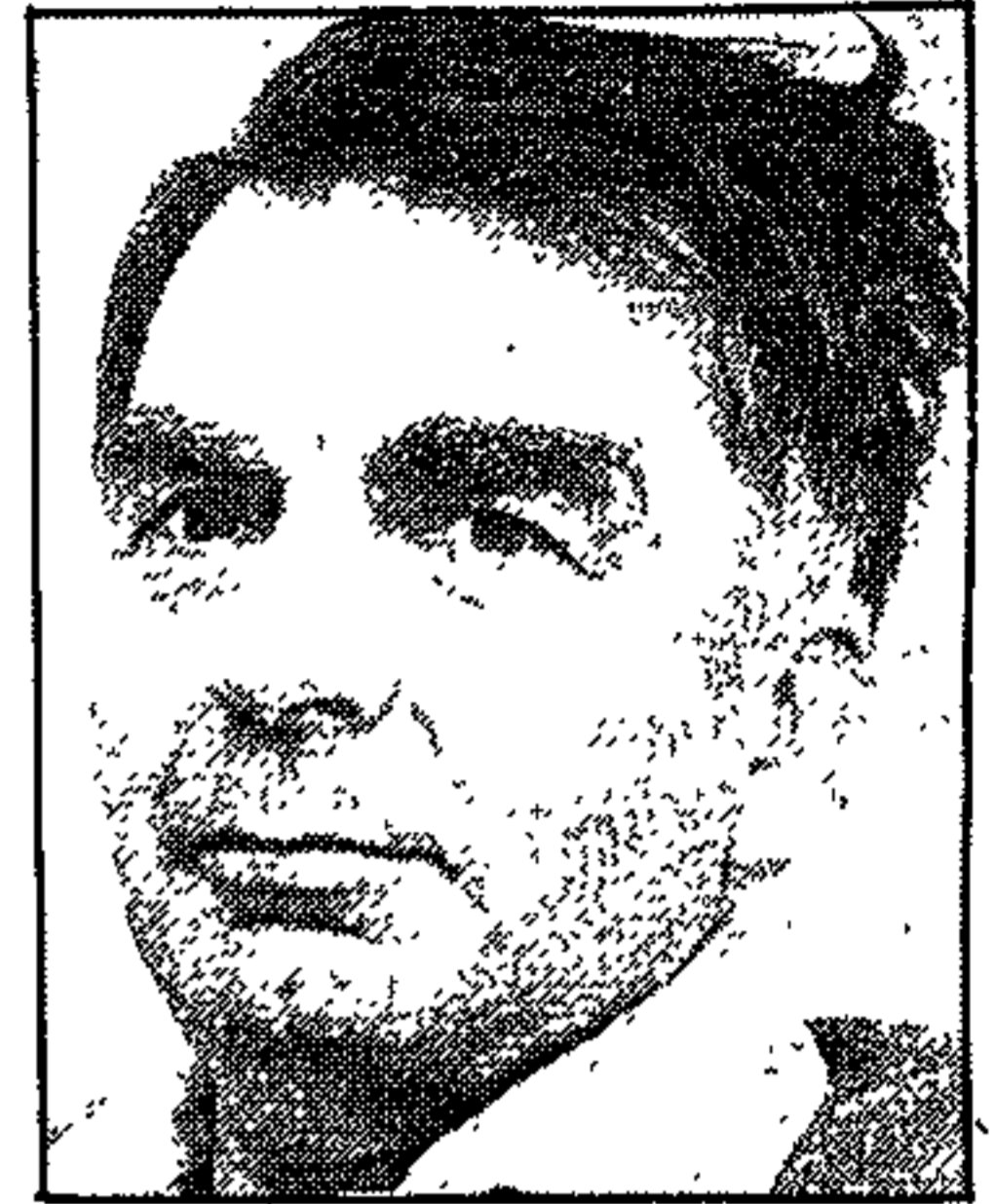
"We must think of where we want to be going with a representative strategy — not only to

this constituency (the conference) but also to a wider one.

"It is not enough to have representatives from (progressive) organisations like the National Education Co-ordinating Committee and the Organisation for Appropriate Social Sciences to say that this is a representative meeting," Mr Freeman said.

Earlier, he had said it was not necessary to be too pessimistic on the outlook for child mental health, since SA would get a new government that would care for people's needs.

He said the best way to improve mental health was to effect changes in educational, political and economic structures.



Franz Auerbach . . . need to promote mutual respect.

Places in colleges of education

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

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

B245E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No,
 - (a) 4 679,
 - (b) because the college sector is still in the process of rationalisation, the student quota has been reduced and a number of prospective students did not comply with the admission requirements;
- (2) no, but the following agreements have been reached for the training of students of other departments
 - Edgewood College of Education and the Natal College of Education with the Department of Education and Culture of KwaZulu and the Natal College of Education with the Department of

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.
For written reply:

General Affairs:

Microflight aircraft: accidents

5. Mr M RAJAB asked the Minister of Transport:

- (a) How many accidents involving microflight aircraft occurred in 1989, 1990 and 1991, respectively, (b) how many persons were killed as a result of such accidents in each of the above years and (c)(i) how many of these accidents have been investigated fully by his Department and (ii) in respect of what date is this information furnished?
- (ii) This information reflects the position as at 19 February 1992.

Miners killed/injured

6. Mr M RAJAB asked the Minister of Mineral and Energy Affairs:

- (a) How many miners were (i) killed and (ii) injured in accidents in (aa) gold, (bb) silver, (cc) coal and (dd) other mines during the latest specified period of 12 months for which figures are available and (b) what are the names of the mines involved?

D24E

THE MINISTER OF MINERAL AND ENERGY AFFAIRS:

Reply bound in Annexures of House—see M/150-1992.

Education and Culture of the House of Representatives. — Johannesburg College of Education and Training.

A request from the government of KwaZulu is being considered.

School/tuition fees: compulsory collection

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

- (1) Whether, with reference to the reply to Question No 3 on 26 February 1991, his Department is taking steps to make the collection of school and/or tuition fees compulsory; if so, what steps; if not, why not;
- (2) whether he will make a statement on the matter?

B274E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, although compulsory tuition fees are regarded as a possible alternative source of education finance, it is not being considered for the immediate future. As indicated on 26 February 1991, the financing of education is one of the aspects of the education renewal strategy that is presently being investigated. Should a school change to a state-aided school (Model C) in terms of the recently announced education plan, the governing body of such a school will have the authority to levy compulsory school fees;
- (2) no.

The MINISTER OF FINANCE:

(1) (a) ± 20 700 according to the report of the curators:

(b) and (c)

The investments were invested by Masterbond Participation Bond Trust Managers (Pty) Ltd which acted as agent in participation bonds, debentures, the money market and syndicated property projects. (The company is not a registered financial institution.)

Return Form No.	Name of Form	Intervals
DI 100	Balance sheet	Monthly
DI 110	Off-balance sheet activities	Monthly
DI 120	Asset-backed securitisation	Annually
DI 130	Return regarding investments and interests held	Annually
DI 140	Return of shareholders of DI or controlling company	Annually
DI 200	Income statement	Monthly
DI 210	Analysis of net non-trading income and reserves transfers	Biannually
DI 300	Liquidity risk—maturity ladder	Monthly
DI 310	Minimum reserve balance and liquid assets	Monthly
DI 400	Capital adequacy	Quarterly
DI 410	Interest rate risk	Monthly
DI 420	Price risk	Monthly
DI 430	Trading risk	Monthly
DI 500	Credit risk	Quarterly
DI 505	Reporting of large exposure	When necessary
DI 510	Large exposures	Quarterly
DI 520	Assets bought in	Annually
DI 600	Restriction on investments, loans and advances	Annually
DI 700	Restriction on Institutional and maturity breakdown of liabilities and assets	Monthly
DI 910	Institutional breakdown of issuers of and transactions in selected assets	Monthly
DI 920	Analysis of investment sale and leasing transactions	Quarterly

(3) (a) and (b)

Registered deposit-taking institutions (formerly referred to as banks and building societies) are statutorily in terms of the Deposit-taking Institutions Act, 1990, and Regulations made in terms thereof, compelled to submit the following statutory returns at the stipulated periods and in respect of the following matters and risks indicated in the table hereunder, to the Registrar of Deposit-taking Institutions:

Return

Form No.	Name of Form	Intervals
DI 099	Declaration in respect of statutory returns submitted	Monthly

353 *Hansard* WEDNESDAY, 4 MARCH 1992 *Hansard* 354

(1) (a) ± 20 700 according to the report of the curators:

(b) and (c)

The information provided to the Bank Supervision Department of the South African Reserve Bank in these returns conforms *inter alia* to the guidelines and standards of the Bank for International Settlements in Basel, Switzerland, which lays down international standards for supervision of banks and in certain cases the risk management orientation is more advanced than the rest of the world's bank supervision authorities.

Total expenditure on health

79. Mr M J ELLIS asked the Minister of National Health:

(1) What was the total expenditure on health by the State for the period 1 April 1990 to 31 March 1991; B224E

(2) what is the estimated total expenditure for the period 1 April 1991 to 31 March 1992? B224E

The MINISTER OF NATIONAL HEALTH:

(1) R7 036 906 378

No particulars were received from the Lebowa Government;

(2) R7 997 164 990

No particulars were received from the Lebowa Government.

Own Affairs:

White schoolchildren: number enrolled at Government schools 50

22. Dr W J SNYMAN asked the Minister of Education and Culture:

How many White schoolchildren were enrolled at Government schools for the White population group in each year from 1960 to 1992? B186E

The MINISTER OF EDUCATION AND CULTURE:

1985: 938 214
1986: 926 415
1987: 911 439

The figures are in respect of public ordinary schools. The pupil enrolment for 1991 is preliminary, while those for 1992 will only be available after 10 April 1992. The information is provided from the SANEP information system for education statistics which has been in operation since 1985. Prior to 1985, education statistics were collected by the Central Statistics Service and are not available in the required format.

Lecturer/student ratio

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

(a) How many (i) students and (ii) lecturers are there at each of the colleges of education falling under his control and (b) what is the applicable lecturer/student ratio for each such college? B244E

The MINISTER OF EDUCATION AND CULTURE:

Residential Colleges	(a)(i)	(a)(ii)	(b)
Bolandse Onderwyskollege	417	51	1:8,2
Cape Town College of Education	372	43	1:8,7
Port Elizabeth College of Education#	140	26	1:5,4
Edgewood College of Education	628	76	1:8,3
Durban College of Education	206	53	1:3,9
Bloemfonteinse Onderwyskollege	294	41	1:7,2
Johannesburg College of Education	1 172	102	1:11,5
Pretoria College of Education*	150	19	1:7,9
Goudstadse Onderwyskollege*	227	36	1:6,3
Onderwyskollege Pretoria	1 380	114	1:12,1
Potchefstroomse Onderwyskollege	628	65	1:9,7

* Close at the end of 1992.
Closes at the end of 1993.

Model C: 14 schools meet

Staff Reporter

50

THE management councils of 14 southern suburbs schools — from Lakeside to Simon's Town — met yesterday to discuss the implementation of Model C schools.

In a statement, the councils said there was concern about the change but pledged themselves to providing the best education in a "creative and enriching way".

Yesterday the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said governing bodies of Model C schools would have the

authority to levy compulsory school fees.

He also said the number of white children at government schools had declined from 938 214 in 1985 to 879 478 in 1991.

Mr Marais said in reply to a question by Mr Roger Burrows (DP Pinetown), that his department was not taking steps to make the collection of school or tuition fees compulsory.

Although compulsory tuition fees were regarded as a possible alternative source of education finance, this was not being considered for the immediate future. CT 5/3/92

Need to ⁵⁰improve *Sowetan* ^{5/3/92}learning in SA system

UNLESS there is a dramatic improvement in the general education of all South Africans and of standards across the board, the country faces a dismal future.

This was said by Dr Linda Chisholm, director of the education policy unit at the University of the Witwatersrand, during her address to the Ladies 100 Club in Bloemfontein yesterday.

She said there was a crisis in black schools that could only be described as a "national emergency".

A national perspective should be developed so that the general education level of society as a whole could be improved.

Chisholm said South Africans should not necessarily seek to protect their culture, but to enrich it at every level of the state school system. They should commit themselves to an efficient and open system of state schooling for all.

Information

There should be more information and debate on the possibilities of the various education options, so that high standards can be achieved for all.

There should also be more creative thought about the various options.

The extent to which the possibility of change and transformation of the education system had stimulated research capacity in South Africa had been remarkable.

Chisholm said there had been a decline in literacy in both black and white students.

South Africans had prided themselves on high standards of education. While the white standards of average years at school (13,26 years) compared favourably with European countries (13,68 years), the national average of 7,06 years compared unfavourably with the Latin American countries (7,09 years).

Standards depended on available resources, the quality of the teachers, relevance of the curriculum, effectiveness of teaching materials and the restoration of a learning environment.

Chisholm, said, however, that if there was a commitment to high standards but it was found that neither black nor white students were coping, it was necessary to look at how they were being taught.

Religious standards should be negotiated rather than imposed. - *South African Press Association.*

R14-m boost for education

Sowetan 6/3/92

SO

SUPPORT programmes for disadvantaged students at 16 South African universities and technikons are to get nearly R14 million from the Independent Development Trust.

The IDT has also guaranteed a similar amount for 1993 and 1994, subject to an evaluation of what is achieved by the programmes.

The money will go to the institutions' academic support and development programmes.

Sowetan Correspondent

The universities and technikons will be evaluated to see to what extent their support programmes have been integrated into the institution, as opposed to the bridging courses of earlier years.

The IDT said it was allocating the money against a background of continuing high failure rates among black undergraduates at South African tertiary institutions.

For example, last year more than 600 black students at the University of the Witwatersrand failed.

This was 27 percent of black undergraduates, compared to nine percent of whites, 16 percent of Indians and 18 percent of coloureds, the IDT said.

Peninsula Technikon registrar Mr Nico van Oordt said the money would be used to eradicate the backlog his students suffered as a result of the education system.

Groups get to grips with ways to beat education crisis

(50)

Sowetan
6/3/92

ABOUT 250 educationists, politicians and trade unionists meet this weekend at the National Education Conference to try and find ways to beat the black education crisis.

However, the Pan Africanist Congress, which objects to the inclusion of the Mandela delegation, announced it would not be attending the conference.

The formation of the National Negotiating Forum on Education, which will seek to put education on the agenda for a new South Africa, may be the major resolution taken at the conference.

The NEC, planned for tomorrow until Sunday at Broederstroom, is expected to come up with resolutions to solve the immediate crisis in black education and set out a framework for a future nonracial and democratic education system.

The question of when and how the Government should be engaged into talks about education will also be debated.

By PHANGISILE MTSHALI

The most important and urgent objective of the NEC is to develop a code of conduct for parents, teachers and pupils.

NEC participants have described this as the pivot of the entire exercise to restore the culture of learning.

"The Government cannot do it for us," the head of the ANC education department, Mr John Samuels, said.

The general secretary of the National Education Co-ordinating Committee, Mr Ihron Rensberg, heads a working group on a code of conduct for teachers, pupils and parents.

This group is expected to come up with ethical codes that will help all major players in education to restore the culture of learning and teaching.

"We are looking at campaigns that will in no way negatively affect effective learning,"

Samuels said.

"They will be directed at supporting and training both pupils and teachers and encourage projects like reading clubs and cultural activities."

PAC announced that it would not be part of the NEC because it objected to the Mandela delegation hijacking the education process as initiated by the PAC.

"The Mandela delegation as far as PAC knows had failed. We will not be used to resuscitate it," Mr Mogole Mphahlele of the PAC education desk said.

Directors of homelands education departments, House of Delegates and House of Representatives have been invited as guests.

However, Department of Education and Training authorities have not been invited.

"We will have to engage the Government in negotiations over policy development," Samuels said.



Enige persoon wat beswaar teen genoemde wysigings van tariewe wil aanteken, moet dit skriftelik binne 14 dae vanaf datum van publikasie van hierdie kennisgewing in die *Provinsiale koerant* by die ondergetekende doen.

J. S. DU PREEZ,

Stadsklerk.

Munisipale Kantore
Posbus 58393
KARENPARK
0118.

(Kennisgewing No. 13 van 1992)

(6 Maart 1992)

RAADSKENNISGEWING 27 VAN 1992

STADSRAAD VAN AKASIA

WYSIGING VAN BIBLIOTEEKVERORDENINGE

Daar word hierby ingevolge artikel 101 van die Ordonnansie op Plaaslike Bestuur, 1939 (Ordonnansie 17 van 1939), bekendgemaak dat die Stadsraad van Akasia die Biblioteekverordeninge soos afgekondig by Plaaslike Bestuurskennisgewing 3912 van 27 Desember 1989, verder soos volg gewysig het:

1. Deur in artikel 3 (1) (a) die woorde "van 'n bepaalde rassegroep" tussen die woorde "persoon" en "wat" te skrap.
2. Deur in artikel 3 (1) (a) die woorde "wat vir sy rassegroep bedoel is", tussen die woorde "biblioteek" en "kosteloos" te skrap.
3. Deur artikel 3 (2) te vervang met die volgende:

"Die raad kan lidmaatskap van die biblioteek aan 'n persoon woonagtig buite sy regsgebied of woon/werksaam in sy regsgebied en wat nie in sy/haar naam oor 'n verbruikersrekening van die raad beskik nie, verleen op voorwaarde deur die raad bepaal: Met dien verstande dat sodanige voorwaardes die betaling van 'n lidmaatskapskapgeld soos van tyd tot tyd deur die raad ingevolge die bepalinge van artikel 80B van die Ordonnansie op Plaaslike Bestuur, 1939 (Ordonnansie 17 van 1939), vasgestel, kan insluit: Met dien verstande verder dat die bepalinge van hierdie artikel nie op die afhanklikes van 'n persoon wat in sy/haar naam oor 'n verbruikersrekening van die raad beskik van toepassing is nie."

J. S. DU PREEZ,

Stadsklerk.

Munisipale Kantore
Posbus 58393
KARENPARK
0118.

(Kennisgewing No. 15 van 1992)

(6 Maart 1992)

Any person who wishes to object to the amendments must do so in writing to the undersigned within a period of 14 days from the date of publication in the *Government Gazette*.

J. S. DU PREEZ,

Town Clerk.

Municipal Offices
P.O. Box 58393
KARENPARK
0118

(Notice No. 13 of 1992)

(6 March 1992)

BOARD NOTICE 27 OF 1992

TOWN COUNCIL OF AKASIA

AMENDMENT TO LIBRARY BY-LAWS

Notice is hereby given, in terms of section 101 of the Local Government Ordinance, 1939 (Ordinance 17 of 1939), that the Town Council of Akasia has further amended the Library By-Laws as promulgated under Local Authority Notice 3912 of 27 December 1989, as follows:

1. By deleting in section 3 (1) (a) the words "of a specified racial group" between the words "person" and "residing".
2. By deleting in section 3 (1) (a) the words "intended for his racial group" between the words "library" and "provided".
3. By the substitution of section 3 (2) for the following:

"The Council may grant membership of the library to a person residing outside his jurisdiction or resides/is employed in his jurisdiction who does not have a consumers account with the Council, in terms of the conditions as determined by the Council: On condition that the said conditions can include the payment of membership fees as determined from time to time by the Council in terms of section 80B of the Local Government Ordinance 1939 (Ordinance 17 of 1939); on further condition that the stipulations of this section is not applicable to dependants of a person who has a consumers account with the Council in his/her name."

J. S. DU PREEZ,

Town Clerk.

Municipal Offices
P.O. Box 58393
KARENPARK
0118.

(Notice No. 15 of 1992)

(6 March 1992)

HOUSE OF DELEGATES

QUESTIONS
Indicates translated version.

For written reply:
Own Affairs.

Nutrition officers

4. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Health Services and Welfare:

(Handwritten signature)

The MINISTER OF HEALTH SERVICES AND WELFARE:

(a) (i) 8

(ii) (aa) 7

(bb) Nil

(b) 19 February 1992.

HOUSE OF ASSEMBLY

QUESTIONS
Indicates translated version.

For written reply:
Own Affairs:

White State schools: expenditure per capita

25. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) How much was spent *per capita* on
 - (a) teachers, (b) administrative staff, (c) grounds, cleaning and caretaker staff, (d) books and stationery, (e) equipment, (f) building maintenance and (g) other specified items in respect of (i) primary and (ii) secondary White State school pupils in the 1990-91 financial year;
- (2) whether the above personnel expenditure includes employer contributions to pension funds; if not, what is the employer contribution to pension funds calculated on the same *per capita* basis?

B189E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) R 2 282 (ii) R 3 223

(Handwritten signature)

(2) Yes.

Teacher/pupil ratio

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

What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools in (i) each of the provincial education departments and (ii) his Department as at the latest specified date for which figures are available?

B319E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
(i) Cape	1:19,0	1:14,8
Natal	1:22,6	1:16,4
Orange Free State	1:21,3	1:16,1
Transvaal	1:23,2	1:17,0
(ii)	1:21,8	1:16,2

On the first Tuesday of March 1991 for public ordinary schools.

Natal education crisis under spotlight

Cosatu, the National Education Co-ordinating Committee (NECC) and the ANC Youth League (ANCYL) last week held a crisis meeting in Pietermaritzburg to address the deteriorating education situation in the city.

In a report tabled at the meeting, ^{SO} the three organisations blamed the crisis on the movement of people to urban areas where there were not enough schools. Developers, the report said, had overlooked the need to build enough schools in Natal.

The two high schools built in the Imbali and Edendale areas for thousands of students were hopelessly inadequate, the report added.

Over the years, parents in this region used to send children

to areas in the Natal countryside, such as Msinga, where there is no room to meet the demand. The situation worsened after the closure of Cabangqakuhle High School.

The NECC, Cosatu and the ANCYL urged the Department of Education and Training (DET) to share responsibility for the crisis. The matter had been raised with the DET and the government as early as 1990. ^{NG's Nation Flare} ^{13-12/3/92}

Discussion

"In all these meetings, it became clear that nothing would be done to salvage the situation. In our discussion with the DET, it was clear that the DET is still an education department meant for the administration of apartheid education," said an NECC spokesperson.

He added that thousands of pupils were willing to learn but were at the same time frustrated by the shortage of classrooms, desks, and resources such as books and stationary. The situation is therefore not only bleak for those who have no classrooms, but also for those who are admitted.

A survey of all education departments in the Natal Midlands indicated that other educational institutions, particularly white schools, were under-utilised.

"We therefore re-iterate our demand for a single education department which will be able to distribute resources according to the needs. We further demand a moratorium on the privatisation of public schools while thousands of children are without a place to learn," the NECC spokesperson said.

Conference may pave way for single education system

New Nation [Learning Nation] 6/3 - 12/3/92
A major education conference, which could help clear the way for the establishment of a single education system in South Africa, starts today at the Alpha Training Centre in Broederstroum.

The conference is convened by the Education Delegation, African National Congress (ANC), Azanian Peoples Organisation (Azapo), Congress of South African Trade Unions (Cosatu) and National Congress of Trade Unions (Nactu).

This is the first conference of its kind in recent years, given the spectrum of organisations represented.

Invited

Presidents or general secretaries of the liberation movements and trade unions, have been invited to speak at the opening of the conference.

University of the Western Cape rector Professor Jakes Gerwel, a member of the Education Delegation, will deliver the keynote address and close the proceedings of the first

part of the conference.

In the afternoon, participants in a plenary session will debate input from four working groups. This will form the basis of discussions of the four commissions. (50)

Future

The four areas of focus of the conference will be: development of a declaration of broad principles, norms and values that should underpin a future education system; the development and implementation of a code of conduct with regard to a culture of learning; the development of joint strategies and campaigns for addressing the crisis in education and the development of mechanisms for arriving at a new education system and for dealing with education in the transition period.

On Sunday, the final day of the conference, delegates will meet in a plenary session to receive reports from the commissions and adopt resolutions.

EDUCATION

When C stands for consternation

Wilmant
6/3-12/3/92 (50)

"How can we be voting yes to the referendum when in education we're saying no to progress?" one teacher asked.

In a public document this week the management council of Sherwood Primary in Durban outlines two pages of queries on the Model C option. "Before going to vote either for or against we need assurances and guarantees," they said.

"We're hoping this will force parents to stop and think," management council representative Elizabeth Ralfe told *The Weekly Mail*. "Once they get into the situation they may find themselves in trouble."

Her group had drawn up two budgets for the school: under Model C the budget was R500 000, with parents paying R1 669 per child per year. Under Model B it amounted to R376 928, with parent paying R1 256. At present they pay R420 a year.

The Department of Education and Culture sent three persuasive letters to schools as an information package last week — one for teachers, one for parents and another for other interested groups. Through subtle wording, it is clear government is trying to twist the arm of school communities and lull them into passive submission to Model C.

To parents, the DEC letter stresses the advantages of increased control over costs. Anticipated expenses are played down to "about R60 per child per month upwards" and larger classes threatened.

Maintaining the status quo, parents are told, could cost "at least as much as the Model C school if you believe that extra teachers should be appointed at the expense of parents in order to maintain present class sizes".

Schools which take a stand are likely to lose teachers. Seven thousand more could be retrenched as punishment. While per capita funding of all schools will remain the same, the money will be allocated differently. So, X amount of rands for a Model B school will cover running costs and teacher salaries, while for Model C it will cover only the latter. Model Bs would lose the 17 per cent of funding now spent on administrative and maintenance expenses.

What the new ruling really means is that teachers will have two bosses. Management councils will be the employer — filling vacancies and investigating misconduct or incompetence. But the education minister will still determine salary scales, allowances, leave benefits and promotions. He will also have to sanction dismissals.

Among the questions the Sherwood Primary document asks are:

● Why were parents not consulted about the Model C plans? Why the extreme haste?

● What is to stop the government next year making all Model C schools into Model A and making the parents pay full schooling costs?

● What happens if parents are not happy with the governing body? Can they force them to resign?

● What happens to "won't pay" parents? Can they be expelled, and would that not fly in the face of compulsory education?

● What is the legal position of members of the governing body? Can a school be declared bankrupt and would they have to pay out of their own pockets to make up any shortfall?

Departmental sources said this week they were aware of Sherwood's questions and were preparing a response. Teachers to be retrenched would be informed "as soon as possible".

WJ Mail 6/3-12/3/92

Whatever decision is taken, teachers and parents look like they'll be on the losing side in the government's Model C deadline.

By **PORTIA MAURICE**

CONSTERNATION is running high as white school management councils scurry to consult parents about the government's Model C plan.

Schools surveyed by *The Weekly Mail* this week were still in the throes of discussion, battling against time in the interests of democracy. Some are considering a "resistance vote" but if they want to remain as they are, they have only three weeks to campaign for a two-thirds majority.

White Manpower and Education Minister Piet Marais has given them until March 27 to decide whether they

want to remain as they are, or convert to Model C, which puts parents in control of admissions policies and makes them responsible for all running costs.

Government attitudes to the problem smack of blackmail. The extreme time pressure will make almost any decision an undemocratic one, and those who dare to be defiant are likely to be prejudiced one way or another.

The overwhelming majority of the country's 52 000 schools remain all-

white, and these are referred to as status quo schools. About 1 000 have in the last year-and-a-half voted to go Model A, B or C and the department's new move could mean a reversal of their efforts. Most have opted for Model B — fully funded desegregated schooling with a 50 percent quota. Model A

means complete privatisation, and few have chosen this route.

It is not yet clear which way schools will go, but there is much anger and confusion. Education officials have been fielding questions from management councils and principals around the country. In many cases, it is said, they are unable to answer. For some, the move entrenches white elitism.

Official offers Model C insurance

By PORTIA MAURICE
Wimant 6/3-12/3/92

A LEADING teaching official appears to have discovered a marketing opportunity in the looming prospect of privatisation in white schools.

Insurance broking firm South African Development Brokers last week sent to all principals an advertisement offering insurance cover for Model C schools. SADB's managing director is Professor Koos Steyn, who is also director of the Transvaalse Onderwysersvereniging (TO).

The advert, in the form of a letter to schools, was signed by Steyn on February 18, a day after Manpower and Education and Culture Minister Piet Marais made the Model C announcement. In it, Steyn offers schools "very favourable premium rates" and a "proportion of the commission earned from insurers".

Under the new management structure "it will be the responsibility of the management committee to arrange adequate insurance cover against loss

or damage to property", Steyn's letter says. In the light of its "unique experience" in servicing more than 900 schools already, SADB seeks extra business.

A TO official said this week he "could not divulge" the amount of money they would return to schools.

SADB chairman HO Maree said the letter was directed "as a service to schools and communities and not as an opportunity to unethically expand business".

Model C fees 'will quadruple'

Staff Reporter

50

CT 7/3/92

A PARENT with a child at Norman Henshilwood High School yesterday claimed that parents would have to pay four times the present amount in school fees under Model C.

Mr Colin Campbell said switching to Model C would mean having to pay at least R450 a quarter for every child's school fees.

But if the school retained its Model B status, at least four

teachers would lose their jobs and would not be replaced. This would lead to poorer educational standards, Mr Campbell said.

He was reacting to information he got at a school meeting held on Wednesday night to discuss the implementation of Model C.

The school's principal, Mr A Abrahams, declined to comment.

Mr Campbell said parents would not be able to afford the

R450 a quarter fees, especially if there were several children of school-going age.

Fees at Norman Henshilwood are at present R400 a year, and he said parents would have to pay at least R1 800 a year per child under Model C.

Education and Culture Minister Mr Piet Marais indicated earlier this year that parents would have to pay between R400 and R900 a pupil each year.

Sales House up bursaries

AN average university education will cost R24 000 a year by the year 2000, says Sales House, who are increasing their 60 bursaries each year to 1 200 to help customers with their educational needs.

"We will be spending R3-million a year on educational bursaries for our Sales House Club customers," says the company's managing director, Ian Thomson.

"Our decision to increase the amount of money spent on education is one which we have taken in the interests of our customers and South Africa's future within the economic arena.

"We believe that a massive injection of resources into education is the best possible way to contribute to the community.

"Over 6 000 bursary applications were received last year and 1 200 bursaries have been awarded and are currently being processed."

NEC to fight school violence

Sowetan
9/3/92

50

By PHANGISILE MTSHALI

THE National Education Conference yesterday set out its principles for a future education system and resolved that a committee be convened to implement decisions taken during the three-day meeting.

The committee is expected to start campaigns to stop the Government from unilaterally restructuring the education system, address violence in schools and fight for an equitable per capita expenditure.

Delegates from educational, political and trade union organisations said the major success of the conference was its political gains and prospects to jointly fight for immediate and noticeable educational gains.

"The conference was able to get together people from different ideologies and sectors who jointly accepted a challenge to make a difference in education," head of the ANC education department Mr John Samuels said.

Adopted values and principles called for a democratic, equal education system that upholds human dignity, liberty and justice for

national development.

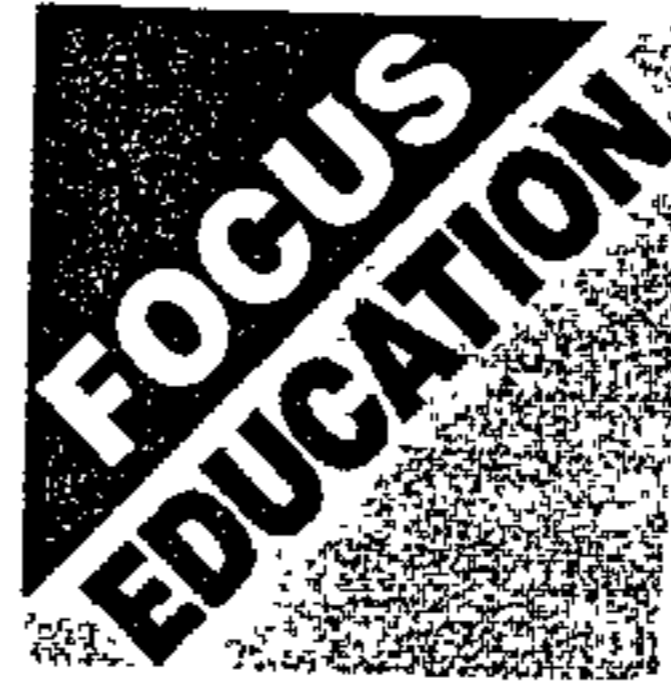
Guidelines for a code of conduct to re-instil the culture of learning were adopted and delegates were asked to discuss them with their memberships.

The guidelines called on communities to be responsible for re-establishing the culture of learning and on the State to provide necessary resources.

The committee, to be set up within a month, was instructed "to engage" the State on the immediate crisis in education and to develop joint campaigns and strategies to support short-term demands.

The Pan Africanist Congress, its student wing and the teacher federation Naptosa declined invitations to attend and it was resolved they should be re-invited to be part of the committee.

The Canadian Embassy sponsored the weekend conference. A follow-up conference to ensure that resolutions were implemented, will take place in six months.



No tax relief on school fees

Own Correspondent (50)

DURBAN — Tax relief will not be given to parents for the compulsory fees they pay for their children at the approximately 2 500 House of Assembly schools which become semi-private from next month, Natal Receiver of Revenue Geoff Grant warned yesterday.

Commenting on answers by Education Minister Piet Marais to queries about "Model C" schools, he said fees were considered domestic or private expenses which were "specifically prohibited as a deduction in terms of section 23(b) of the Income Tax Act".

Schools will not be required to collect VAT on fees. B/day 10/3/92

Another concern of parents and teachers was that Model C schools' earnings and trust funds would be taxed, but Grant said these would exempt.

Political comment in this issue by J Jones
Newsbills by C Reynerse Headlines and
subediting by D Armour All of Times Media
Ltd, 11 Diagonal St Johannesburg

Cast slams chamber for planning to meet Codesa

THEO RAWANA

THE Central Witwatersrand Metropolitan Chamber was jumping the gun by meeting Codesa, Civics Association of Southern Transvaal (Cast) general secretary Dan Mofokeng said in Johannesburg yesterday.

Reacting to reports that the chamber would meet Codesa this week to discuss a possible basis of contact, Mofokeng said the chamber, being a local forum, should have left that task to national or more regional bodies.

Sapa had quoted chamber CEO Vic Milne as saying: "We feel that the Witwatersrand is such an important area strategically and economically that it might be worthwhile for us and Codesa that we both know what the other is doing." B/day 10/3/92

Mofokeng said: "It is incorrect and immature for the chamber to put views to Codesa; it is not fit to represent all the interests of SA on a local level. It should leave that to regional or national bodies."

The national body, which possibly would be called the Civics Association of SA, would meet in Johannesburg this weekend, he said.

Sapa reports the chamber will meet tomorrow to hear reports of all committees, including one on the forthcoming visit of the World Bank reconnaissance mission.

The chamber is seeking a compromise arrangement on the World Bank after certain members demanded they should have direct contact with the mission, Milne said.

Creditors sue Wolnit

THE directors of Wolnit, a liquidated subsidiary of Rentmeester, are being sued in the Pretoria Supreme Court for almost R2m for allegedly recklessly carrying on

B/day 10/3/92
STET

Trebbob Beleg disclose the bo

THE HEARING CONTINUES.

RENTMEESTER WAS TAKEN BY THE SURPRISE.

8/0am 9/3/92
English is spoken in Asian homes

GERALD REILLY

THE 1991 census showed that 95% of the Asian population had English as their home language, compared with 39% of whites, 15% of coloureds and 0.2% of blacks. (SO)

Afrikaans was the home language of 57.6% of whites and 83% of coloureds.

Most blacks spoke Zulu (38.7%). Next among blacks were Northern Sotho (15.1%) and Xhosa (12.7%).

Black advancement in higher education is clear from the census report released at the weekend. The number with university degrees has almost trebled since 1985, while the proportion doubled among coloureds, increased by a half among Asians and by a quarter among whites.

The proportion of people with standard six or higher qualifications increased from 32.6% in 1985 to 39.3% in 1991. (SP)

The report also reflects a fast-ageing population. The number of whites over 65 increased by 9.4%, coloureds by 3.6% and Asians by 3.1%. However, the percentage of blacks over the age of 65 declined from 4% in 1985 to 3.7% last year. 8/0am 9/3/92

On marital status, the census found the number of unmarried white couples living together increased by 60% since 1985 and by more than 600% since 1970.

5 200 teachers face axe in three weeks

Pretoria Correspondent

Parents in the Transvaal have less than three weeks to decide the fate of 5 200 teachers.

By March 27 parents must decide whether to convert to Model C schools or remain Model B and status quo schools.

Although no figures are available for the Pretoria area, indications are that 5 200 teachers in the Transvaal could lose their jobs if all parents opted to continue as Model B schools or maintain the status quo.

Should all parents accept Model C the number of posts to be abolished could drop to 2 700.

According to a spokesman for the Transvaal Education Department it is not possible to give exact figures on how many teaching posts will have to be abolished as these figures will be determined by the actual number of pupils enrolled on April 1.

Letters, compiled by the Department of Education and Culture: House of Assembly, giving information about the conversion to Model C schools, have already been distributed to parents at schools.

According to the letter, State funding for comparable Model C, Model B and status quo

schools will be identical.

In Model C schools the whole amount would be spent on salaries but in the other two cases the money would have to cover salaries as well as administration and running costs.

The advantages of Model C schools were listed as:

- The appointment of teachers at entry level.
- Deciding the admissions policy of the school.
- Deciding on any additions to the curriculum.
- Deciding on the utilisation of buildings and grounds.
- Deciding financial policy.

SA must do more with less ^(SO) Godsell

USING existing human resources more effectively would help SA to multiply existing wealth four or five times, Anglo executive director (industrial relations and public affairs) Bobby Godsell said yesterday.

Opening the Instructor '92 education and training exhibition at Nasrec, Johannesburg, Godsell said SA needed to do more with less, and there was potential for adding value to the labour of South Africans.

SA needed to invest in human competence and should set itself the goal of eliminating functional illiteracy and innumeracy in at least the formally employed workforce by the

THEO RAWANA

year 2000. *Blomay 11/3/92*

"If literacy and numeracy training were seen as central to employment, remuneration and promotion; if it focused on industrial needs; if employers would invest now in the expectation of a medium-term return; we could do this," Godsell said.

The other goal should be to ensure that every supervisor at work (irrespective of race) had received adequate supervisor training, had acquired some skills in achieving results through others. "Just imagine the impact on labour productivity."

Companies also needed to take technology seriously, to plan for the constant upgrading of human skills, "just as we constantly upgrade physical technology". They should also plan for labourers to become operators, operators to become artisans, and artisans, technologists.

"These are some of the challenges facing training and development professionals. It calls them to not just do more, but rather to do better; to place less reliance on imported packages and imported gurus; to acquire good knowledge and good technique. Derived from good research and good development, here is one of the richest people laboratories in the world."

City faces R4,8m school rates loss

25 11/3/92

56

By PETER DENNEHY

THE Capé Town City Council stands to lose up to R4,8 million a year in rates revenue from the 284 white schools in the municipality when these become Model C institutions — but this year the government will still pay the rates.

This emerged yesterday from a city treasurer's department report to the council's executive committee.

Deputy city treasurer Mr Peter Lever disclosed in the report that the government had told the council on Friday that it (the government) would again pay the municipal rates on all its schools for the 1992/3 financial year.

However, this is a once-off concession. Schools that fall under the

House of Assembly administration (white schools) are likely to be converted into Model C institutions from as early as next month.

After this year's once-off concession expires, the government will pay schools' staff salaries, but school properties and grounds will be transferred free of charge to each school's governing body.

These governing bodies will then have to pay all operating expenses of the school (rates, water, lights, electricity). However, if the governing body is not run for private gain, it will be able to apply for rates exemption.

The council will be obliged to grant these exemptions, and it is here that the council stands to lose R4,8m in rates.

Education Trust spotlights priorities

50
ARG 12/3/92

The Argus Correspondent

JOHANNESBURG. — The recently launched R500 million Joint Education Trust has identified three aspects of education which it considers to be in need of financial support.

The areas which will receive initial priority are the quality of teaching, particularly with subjects that are relevant to work opportunities.

Also to receive priority are youth development programmes and basic adult education.

The trust will consider funding the purchase and adaptation of facilities, learning materials, libraries and laboratories that may be needed for the successful development of these priority areas.

The trust is a partnership between major interests in the black community and leading companies whose aim is to improve the quality of education and its relationship to the world of work.

Founding business organisations of the trust include Anglo American, AECL, Barlow Rand, SA Breweries and a number of banks.

Political organisations include the ANC, Azapo, Cosatu, IFP, PAC, and Nactu.

Council won't lose out on rates with model C

CLIVE SAWYER
Municipal Reporter

56
12/3/92

THE city council will not suffer any major loss of rates income from government schools in the next two years in spite of the changeover to Model C, according to a city treasurer's memorandum.

The memorandum, tabled at a city council executive committee meeting this week, quoted a "very reliable" source as saying the government would pay municipal rates for its schools during the 1992/93 financial year, in spite of the changeover to Model C.

Reasons for the government decision were that school rates, along with other state properties, were paid by the Department of Public Works which had already made provision for them in its 1992 budget, while it would take a long time to transfer the legal title of each school to its governing body.

The government decision meant more time to "consider carefully" suitable tariffs for refuse removal

and sewerage, the treasurer's memorandum said.

School premises became "rateable" in July 1988 but have been given a statutory 20 percent rates rebate.

Schools wanting exemption have to apply in writing.

The legal status of governing bodies of school was uncertain, but city council officials believed they would be regarded as bodies corporate not operating for gain, and would be eligible for exemption.

The city treasurer said it was likely that most schools would opt for Model C from next month, the expected date of its introduction.

Some schools might stay Model A and B, in which case the State would continue to pay municipal rates.

Wool recovery predicted

PRETORIA. — The wool market should recover within two years, according to a Japanese wool trade delegation which spent two weeks in South Africa. — The Argus Correspondent.

Jet to ^{12/3/92}
^{So-refen}
improve
teaching

(50) (31)
IMPROVED quality of teaching, especially in subjects relevant to job opportunities and adult education, are two of the priorities of the R500 million Joint Education Trust.

Jet, established by the Urban Foundation, wants to improve the quality of teaching through pre-service and in-service education and training with a strong emphasis on language and communications skills, science, maths and technology.

The trust said special programmes would be used to reintegrate marginalised youth.

C



The business of education . . . John Orr Technical High School is one of the new Model C schools that plans to turn education into business by renting out facilities such as sports' fields and computers. ● Picture: Etienne Rothbart

Model C means turning a school into a viable business

STAR 13/3/92 (59)

“AND welcome to John Orr Pty Ltd!”

That was the call to parents of children at the John Orr Technical High School in Milner Park, Johannesburg who, on Monday night, voted unanimously to adopt the Model C system of schooling.

Despite some resentment that the Government had forced schools to opt for a system which denied them a considerable subsidy, there was a lot of enthusiasm for the challenges in running the school along business lines.

That is where South African education now finds itself parents will now either have to pay higher fees for their children's education, or the school will have to be turned into a business, using its resources to achieve maximum financial gain.

An example of the new attitude is the John Orr Technical High School, where parents are already preparing for the changes which come into effect on April 1, according to the chairman of the school's management committee, Max King.

He said schools now found themselves subject to conventional business pressures and profit and loss are an important element of every decision.

Competition is also a factor. Schools are now being forced into marketing and promoting themselves to secure a large enough pupil body to reduce individual school fees to a reasonable level.

Old neighbourhood zoning will fall away and parents will select the school offering the best benefits and value for money for their children's education.

The days of cake sales and fetes to raise school funds are over. JACQUELINE MYBURGH reports that under the Model C system, schools will have to be managed according to sound business principles.

“Parents will want to examine not only the conventional parameters of school facilities, teaching staff, matric results and university entrance rates,” said Mr King.

“They will also want to be persuaded about the viability of the management team and their ability to control the financial health of the school as a business venture.”

This will also lead to a renewed emphasis on revenue generation.

“Cake sales, raffles and bazaars will not be enough — schools will have to find methods of earning a significant and permanent income from the supply of goods and services to their local community,” added Mr King.

Schools like John Orr are planning to turn some of that need to the advantage of their pupils.

“With our style of technology-based education, we are in a better position than most schools”

Pupils themselves may become involved in running the “company”.

“We already teach business economics, computer science and accountancy in our curriculum of market-related courses, and now we will also be able to give the pupils hands-on training”.

Other obvious opportunities are the use of school workshops

to manufacture items for sale, the use of school classrooms to run public courses after hours, and even the development of such services as computer training by staff and senior pupils.

“While none of these projects will ever replace the parents' responsibility to contribute their basic school fees,” he said, “the new conditions will certainly make a major contribution to the quality of life of the school as a whole.”

“Within a few short weeks, we will be changing a stable, traditionally civil service environment into a hotbed of entrepreneurial activity.”

“That must be a good thing for the outlook of the new South Africa”

Brian Mallinson, vice chairman of the Transvaal English Medium Parents Association (Tempa) agrees that the opportunities facing privatised schools are vast.

The possibility of having schools sponsored was being considered, he said. Some have already entered into agreements whereby advertisers place boards around the sports fields.

He said one of the first steps that Model C schools would undoubtedly take was to curb the wastage incurred by Government bureaucrats.

“Parents and staff will now take an interest in the watering

of the sports fields and the switching off of lights at night, all to see what savings can be effected,” Mr Mallinson said

“Most schools are sitting on property and buildings worth up to R4 million or R5 million that are not being utilised fully — parents would be positive about using the facilities to make some income for the schools”

Mr Mallinson said to run a school like a business, parents could no longer rely on volunteers to serve on school bodies — a bursar or administrative manager might have to be employed to control the finances.

One school that has successfully implemented the Model C system, and is already well on its way to establishing itself as a viable business, is Hoerskool-Linden.

Management council chairman Piet de Jongh said in the past two months the management of the school had altered drastically

Committees have been set up to conduct the school's finances, security, legal matters and more. Administrative personnel control the committees, assisted by parents.

Mr de Jongh said Linden had already started renting out the school hall, sports facilities and classrooms and this was earning substantial revenue.

He recommended to schools embarking on the process of becoming a business that they budget carefully and that the expertise of parents should be exploited.

“But apart from anything else, this new approach has brought the community closer and everyone sees Linden as their school.” □



Professor Nic Wiehahn chairs the Instructa '92 Education and Training Conference at Nasrec in Johannesburg yesterday.

Picture: ROBERT BOTHA

Children 'must be part of decisions in education'

BIP
12/3/92

THEO RAWANA

50

CHILDREN should have the right to criticise and take part in decisions on educational issues, ANC education head John Samuel said in Johannesburg yesterday.

Samuel told the Instructa '92 Education and Training Conference that while he was in Colombia, Latin America, he was surprised to see an eight-year-old child negotiating with a teacher projects for the coming week.

Samuel said the unilateral restructuring of education by government must be halted immediately and a transitional educational negotiation forum should be created.

Education in a democratic SA should be a basic right, he said, calling for an education Bill of rights.

The Bill of rights would ensure that young and old had access to educational facilities, Samuel said. It is the ANC's belief that everyone should be entitled to a basic education.

The education and training conference, part of the Instructa '92 Educational resources Conference held at Nasrec, was organised by The Conference Co-ordinators and the CSIR Conference Centre and Services.

Samuel said to turn around the educational crisis in SA, there should be a transitional mechanism, a negotiation forum in which major political players would negotiate the financing and restructuring of education.

"This should be the basis for short-term intervention."

"The transitional authority should work out an educational plan for SA. Education should be a national interest, not a party-political interest. "Education is not only for experts and bureaucrats, parents, students, teachers — all have interest in it."

Samuel said vocational training should not be marginalised and removed from education, but should be improved for a better relation between education, training and education.

GERALD REILLY

PRETORIA The millions of young people without education were a time bomb waiting to explode, Manpower Department deputy director-general for training G M Haasbroek said yesterday.

Speaking at the education conference at Nasrec, Haasbroek said that with such a huge problem, the aim should be functional literacy and numeracy.

In meeting challenges and aspirations in a new

Crisis in schooling 'a time bomb'

constitutional dispensation, the focus had to be on economic growth and political empowerment of all.

The high level of illiteracy in the economically active population was a threat to the advancement of the economy.

The fact that training was not seen as an investment in human capital but as a cost was a drawback.

Haasbroek said a lack of structured training programmes for all job cate-

gories was a weakness in the present training system.

"A massive and imaginative effort has to be launched to relieve the problems of illiteracy and inneumeracy."

Another grave weakness was inadequate structures to co-ordinate training, a lack of co-operation between industries and a failure to make optimum use of facilities.

There was also inad-

equated co-ordination in training the unemployed to meet the needs of an informal employment sector, Haasbroek added.

SA's pupil population would increase from 10-million to 14-million in the next four years, Pretoria University principal Prof Flip Smit told the Ophthalmological Society of SA annual congress this week. He said an extra 125 000 teachers would have to be trained by the year 2000.

Handwritten notes: B/T/12/13/192, 50, 50

STAR 13/3/92

R70-m scheme for Model C children

A R70 million State scheme to sponsor needy white communities converting to Model C schools was made public yesterday by Minister of Education and Culture Piet Marais, who said the implementation of the new plan was progressing well.

In order to make the conversion to Model C even more affordable for communities, significant aid would be given to children from needy families to pay compulsory education fees.

Mr Marais said his depart-

ment would continue to grant boarding bursaries. Personnel at hostels would be paid by the department and needy pupils would receive transport subsidies until at least the end of 1993, according to sliding scales.

The State would also pay municipal taxes for Model C schools for the present financial year. Mr Marais said conversion to Model C held great advantages for communities. — Sapa. (SO)

● Turning a school into a viable business - Page 15

Essay for couple guilty of running illegal school

Pretoria Correspondent (50)

Prison is just an essay away for a couple guilty of running an unregistered private school.

Pretoria District Court magistrate L Meyer yesterday sentenced the school's principal and chairman, who established and ran the Paul Kruger learning centre in Verwoerdburg, to two years' jail suspended for five years on condition that they are not convicted of the same crime during the period of suspension and that the school ceases to exist by April 21.

However, it was the third condition that drew gasps of disbelief from the public gallery — a 25 folio-page essay on "parental involvement and participation in Model C schools".

Mrs Meyer ordered that the essay be handed in to the court on or by April 1 and declared, before she left the courtroom, that she was looking forward to reading it.

From the dock a somewhat shocked Rencia de Villiers, principal of the school, said:

"God will help me."

Johan de Villiers, chairman of the school, sounded very determined when he added: "We'll give her an essay written on Christian principles."

Mr de Villiers and Pieter Miske, guilty of not sending their children of legal school-going age to a registered school, were sentenced to one year's jail suspended for five years on condition they are not found guilty of the crime during the period of suspension and their children are enrolled in registered schools by April 22.

Voortrekkers

In her judgment, Mrs Meyer said although the accused's motive in keeping their children out of school was noble, they had still intentionally transgressed the law.

If all parents who did not agree with the schooling their children were receiving formed their own schools, it would be very difficult for authorities to maintain control and standards.

Mrs Meyer said the community did not expect children to

be taught as they were in the days of the Voortrekkers, but in accordance with the standards of 1992.

She said not all the parents who taught at the school were qualified and she doubted that they could be objective.

The centre also lacked facilities such as a media centre, and there were no organised sporting or cultural activities, which were necessary for the development of children.

Mrs Meyer said the complaints voiced by Christina de Villiers (17) about TED schools were probably the complaints of about 90 percent of school-girls — not getting on with all teachers, not wanting to do sport, and not agreeing with alcohol and drug abuse.

After leaving the courtroom, Mrs de Villiers said she did not know what would happen about her children's education, saying the school association would have to meet again before any decisions were taken.

She stressed that she was bound by her belief to teach her children in accordance with God's word.

STARZ 13/3/92

Teacher sentenced to write Model C essay

PRETORIA. — A teacher, who operated her own learning centre because of religious objections to Transvaal Education Department schools, has described a magistrate's order that she and her husband hand an essay on parental participation in the new Model C schools to the court by the end of the month as "amazing".

"I have never in my life heard of such a sentence. It is indicative of what has happened to our legal system," Mrs Rencia de Villiers, principal of the Paul Kruger reformed learning centre in Lyttelton, said after being sentenced on a charge of establishing and running an unregistered school.

Mrs De Villiers and her husband, Johan, who acted as chairman of the centre's parents' association, were sentenced to six months' imprisonment, conditionally suspended for five years.

On a charge of failing to have their children of legal schoolgoing age attend a registered school, Mr De Villiers and Mr Pieter Miske, whose children are also in the Paul Kruger centre, were sentenced to two years' imprisonment, conditionally suspended for five years.

Conditions of the suspension of sentences included that the children of the accused must report to properly registered school terms on April 22 and that the unregistered learning centre must cease operating by April 21.

Mr and Mrs De Villiers must also hand an essay on parental participation in Model C schools to the magistrate, Mrs L Meyer, by April 1. — Sapa.

Steel union

Sowetan
13/3/92

THE National Union of Steel and Allied Workers will meet in Atteridgeville, Pretoria, tomorrow to prepare for its forthcoming congress.

The meeting, which starts at 9am at the Atteridgeville Community Hall, will also plan for the Heroes' Day service to be held next Saturday.

Nusaaw general secretary, Mr Ndomane Tibane, said the meeting would also discuss new wage rates for its members in the iron, steel, engineering and metallurgical industries.

Focus on schools

By PHANGISILE MTSHALI

THE National Education Co-ordinating Committee will focus on the activities of the mushrooming inner city schools at a meeting in Johannesburg tomorrow.

The meeting will be held at Khanya College and will be attended by parents, teachers and directors of the schools.

It starts at 8am. Sowetan 13/3/92

Mr Sam Mokgantsang, of the NECC, said it was hoped that the conference would set up a monitoring group that would investigate the activities of these schools.

The NECC had identified 40 inner city schools in and around Johannesburg, he said.

"Many of them charge high fees because they are not subsidised," Mokgantsang said.

"Many parents cannot afford to pay these fees and this leads to these schools becoming bankrupt. In some cases they close down and leave thousands of pupils stranded."

He said his organisation had embarked on a campaign to transform these "street academies into proper schools and establish liable management structures to counter corruption and exploitation".

Doornkop land issue

MEMBERS OF the Doornkop 42 community meet in Mosterlus on Sunday to discuss the response of the Commission of Land Allocation to their demands.

Strategies for the continuation of the struggle to reclaim their land will be finalised, as decided at a national workshop at Wilgespruit Fellow Centre on February 23 and 24.

Spokesman Mr Kalushi said Botshabelo committee should also attend the meeting to "share ideas with the Doornkop people".

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Farmers and needy whites to get R80m

CT 13/3/92 Own Correspondent (50)

PRETORIA. — The government has announced pay-
ments of R70 million to help needy white families
pay new compulsory school fees.

At the same time it also announced a R10 million
concession to struggling Southern Cape grain farm-
ers.

The R70 million will help parents at the Model C
schools which will replace most state schools on
April 1. There will be no payments to schools that
opt to retain the status quo and levy voluntary fees.

Southern Cape grain farmers are to benefit from a
R10,5 million interest subsidy on additional carry-
over debts and on new production credit.

Education and Culture Minister Mr Piet Marais
also said his department would consider representa-
tions to retain the services of key education person-
nel until the end of the year. Between 4 000 and
11 000 teachers face retrenchment from April 1.

Mr Marais said the R70 million aid to needy fam-
ilies would be paid according to a fixed scale.

Announcing the aid to grain farmers, Deputy Agri-
culture Minister Mr Tobie Meyer said substantial
crop losses in the area had been caused by abnormal
weather.

Subsidisation of rates on new production credit for
1992 crops would be limited to the difference be-
tween eight percent and the current Land Bank
interest rate.

The amount subsidised is limited to R250 000 per
producer per year and applies only to those with
proven crop damage in 1991.



Eager pupils with their teacher in a makeshift farm school. Since the control over farm schools was shifted from local government to farmers, dozens of these schools have been closed down.

Millions of farm children denied an education

New Nation (Learning Nation) 13/3 - 19/3/92 (SO)

MORE than three million children are living on white farms in South Africa, but only 440 000 of them have access to farm schools according to Ken Margo of the Rural Education Forum.

Margo accused local government of failing to provide education for children living on farms throughout the country.

The Rural Education Forum has urged the government to take control of white farmers' school. Margo anticipates that a number of schools on white farms will be closed before the end of this year because of poor economic conditions caused by the drought.

According to Margo, about 95 farm schools were closed

last year, "leaving more than 10 000 pupils stranded".

There are currently only 5 000 farm schools, which are fully controlled by white farmers.

Margo said the farmers had "total power" over the schools' admissions policy since they controlled both the land and the buildings where the schools were situated.

Preventing

Some white farmers, he said, went as far as preventing teachers who were being paid by the Department of Education and Training (DET) from teaching at their schools.

"It is an anomaly that farmers bear responsibility for the education of black children while others such as

factory owners do not have such responsibilities," says Margo.

He said farm schools were worse than those in the townships.

"There are no standards for the quality of the buildings and commonly teachers are left without any accommodation," he said. "And, it is the norm that a teacher has to teach more than one grade in the same classroom at the same time."

According to Margo, some farm school pupils have to walk more than 15km every day to and from school.

"We are calling on the State to take control of these schools so that farmers cannot prevent access to them or close anymore down," he said.

School fees will cost more

JOHN VILJOEN
Education Reporter

PARENTS will be asked to pay more in school fees and 4 000 teachers will lose their jobs in terms of a new government plan for white education.

The proposal that all schools under the Department of Education and Culture in the House of Assembly become Model C schools was announced yesterday.

At Model C schools, the state pays only teachers' salaries and other costs are borne by the community. Model C schools have the power to levy compulsory school fees.

Minister of Education and Culture Mr Piet Marais said new staffing arrangements would come into effect on August 1, resulting in the abolition of 4 000 teaching posts. Decisions on retrenchments would be taken at individual schools.

But without the plan, up to 11 000 teachers would lose their jobs, Mr Marais said.

Because of financial constraints his department could no longer afford to pay the salaries of all 52 000 teachers at the 2 441 schools under his department, Mr Marais said.

More white schools would close because of rationalisation, but he could not give details.

Minister of National Education Mr Louis Plenaar said although the education departments for blacks, coloureds and Indians were autonomous, there was nothing stopping them from implementing similar plans.

The chairman of the Teachers' Federal Council, Mr Allan Powell, said the council would have preferred to avoid the measures, but realities made this impossible.

He was glad that the number of retrenchments had been kept to a minimum. Mr Marais said the need to cut government spending had made rationalisation unavoidable.

The proposals meant parents would have to pay between R400 and R900 a child more a year, Mr Marais said.

On April 1, all status quo and Model B schools would be converted to state-aided Model C schools, unless management councils, by means of a parent poll, blocked the change.



Picture: ANDREW INGRAM, The Argus

MINISTERS SPEAK: Spelling out details of the new education policy are, from left, director-general of the Department of National Education Dr Johan Garbers, Minister Mr Louis Plenaar, Minister of Education and Culture Mr Piet Marais, and superintendent-general of the Department of Education and Culture Mr Villiers Terblanche.

Parents would need a two thirds majority to retain the existing system, he said.

Because Model C schools accepted greater funding responsibilities, they would have more favourable staffing scales than status quo or Model B schools.

The proposals provided for the maximum retention of teachers and other personnel, and greater management autonomy for school communities in teacher appointments, admissions policy, additions to the curriculum and financial policy, Mr Marais said.

The plan would be presented to advisory bodies over the next 10 days.

The government was committed to negotiating one education system, and the plan came closer to the ideal for which all in South Africa were striving, Mr Marais said.

Salaries are paid by the state

Education Reporter

MODEL C schools have decision-making powers that could theoretically enable parents to keep them all-white.

At a Model C school parents manage and control aspects through a governing body and have a wide range of decision-making powers.

Salaries are paid by the state. Other expenses for the day-to-day running of the school are met by the parents and the wider community in which the school functions.

There are 40 Model C schools among the 2 441 under the Department of Education and Culture.

In Model B and status quo schools, the state pays salaries and running costs.

Under the Model C management option, the buildings and grounds, furniture and equipment are transferred to the school free.

This means that the school's assets belong to the community, but if they cease to be used for education, they revert to the state.

The governing body of a Model C school decides on the appointment of teachers at entry level, admissions policy of the school and any addition to the curriculum the community wishes to make.

Parents also control the use of buildings and other school facilities and the financial policy.

Education and Culture Minister Mr Piet Marais conceded that parents could keep Model C schools all-white.

But he stressed this was not the intention of the department, or the government, when converting all white schools to Model C.

Model A schools are private schools and the teachers are employed by the board of governors or management body.

A Model B school is a state school which determines its own admissions policy and the management council has mainly advisory powers.

A status quo school is a state school which follows the department's traditional admissions policy and where the management council has mainly advisory powers.

Education programme lambasted

● From Page 1

the spirit of Codessa," an ANC statement said.

The loss of human resources through the retrenchment and early retirement of teachers who had been trained at great expense when education in South Africa needed such valued expertise was unacceptable, the statement added.

Democratic Party education spokesman Roger Burrows said the new system would perpetuate education segregation.

"What this means is that schools in rich communities will be able to buy better education, while schools in poor communities will suffer," Mr Burrows said.

He said while little was known about the Government proposals it was clear very few knew their implications.

"Even the directors of education have not been informed how the new structures will be implemented."

He added this was certain to dramatically increase pressure for a single education department which would enable teachers to move to other schools where there was a shortage of teachers.

The National Education Coordinating Committee said the Government plan was designed to favour white communities and advance the National Party's commitment to white education.

Whites would continue to control admissions policy to the schools. In addition, white teachers would be retrenched at a time when there was a crying need for teachers in black schools where pupil teacher ratios in excess of 45:1.

The Conservative Party called the proposals a crime against the white community. The plan would lead to African standards in white teaching because whites would not be able to afford to maintain standards themselves. The Government had lost control of education and had broken every promise it had made about white education, the CP said.



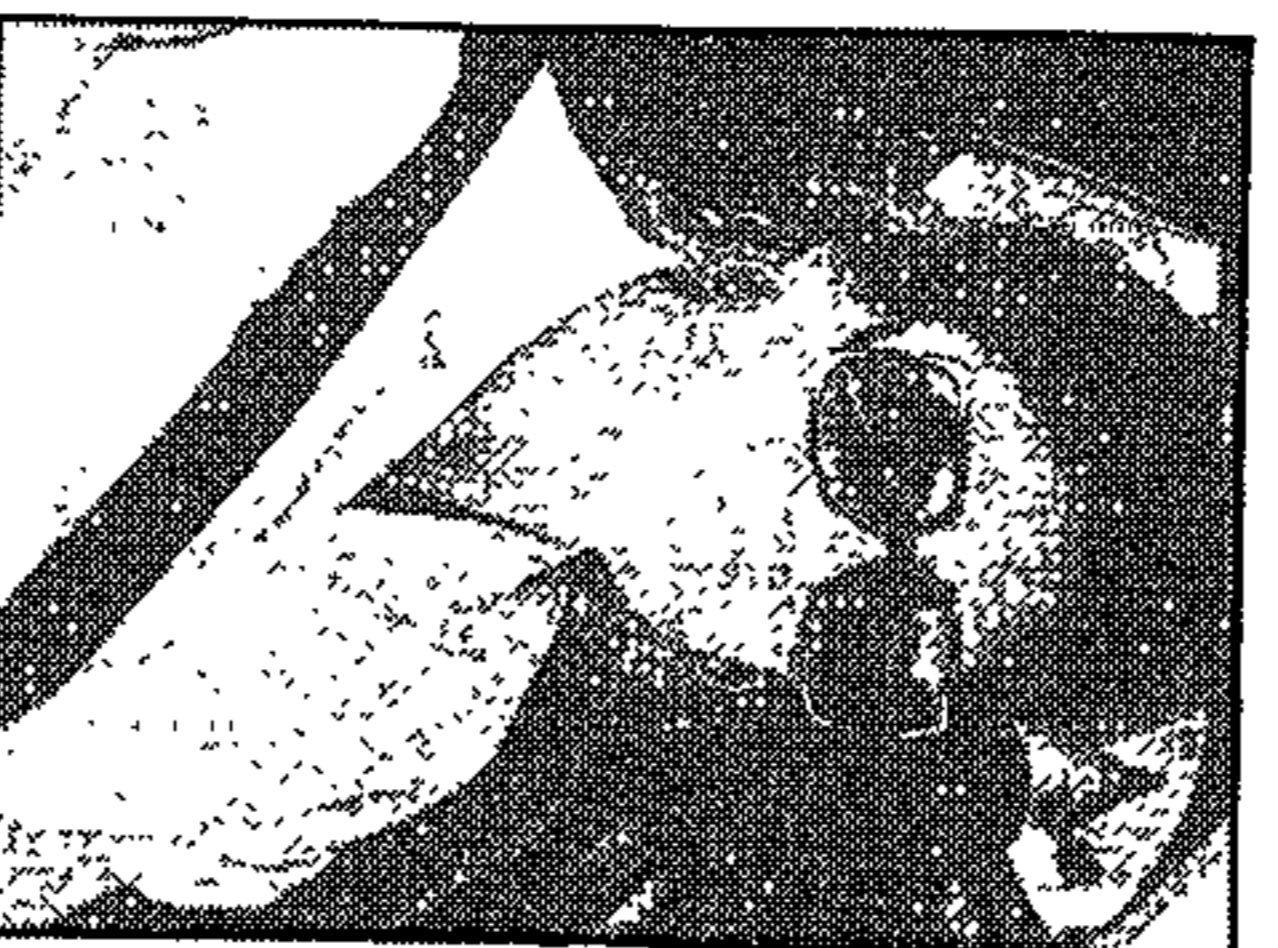
Petrus Kruger . . . they should upgrade black education to white standards, not the other way around.



Carla Cruz . . . why did the Government bother to ask parents to vote on the different school models?



Theresa Stapelberg . . . predicts problems collecting fees.



Christine Nuyten . . . fees should be payable monthly.



Zenite Cabeleira . . . there's nothing one can do about it.



Connie Fernandez . . . Government should foot the bill.

Struggle for parents if school fees go up

By Jacqueline Myburgh

★

Many parents would struggle to pay for their children's education if fees were pushed up to R1 000 a year, a sample poll by The Star yesterday revealed.

The Government announced at the weekend that status quo and Model B schools would be converted to State-aided (Model C) schools on April 1.

The Government pays only the salary bill of Model C schools and the remaining 25 percent of costs — about R1 000 per pupil — has to be borne by the community.

Most parents interviewed outside Forest High School in Forest Hill — a status quo

school which will change to Model C — said they foresaw financial strain.

Petrus Kruger said parents were already paying too much for their children's education.

"And the problem is that they are down-grading white schools to black standards; they should rather upgrade black education to white standards."

Mr Kruger said he thought many people would not be able to afford increased school fees.

"There's nothing one can do about it", said Zenite Cabeleira.

"But if I find a private college that costs the same as a Model C school, then I will definitely send my children to a

private school," she said.

Carla Cruz said she failed to understand why the Government had bothered to ask parents to vote on the different school models if they were now going to turn them all into Model C schools.

"They wasted our time and, as far as I am concerned, they took us for a ride."

"People with more than one child won't be able to afford it."

Connie Fernandez said the Government should foot the bill. "I voted for Model B and now the Government should help."

Theresa Stapelberg said when it came to her children's education, she would pay anything.

She predicted problems in the collection of fees, however.

Mrs Stapelberg said many parents at Forest High and other schools already refused to pay their children's fees and even more may refuse to pay if the fees increased.

"At the moment, if they get 30 percent, they are lucky. What are they going to do — kick children out of school if parents refuse to pay?"

Christine Nuyten said the increase would be bearable if they could be paid off in monthly instalments.

"Where my kids' education is concerned, I will pay," she said.

● A sad day for education — Page 13

White education scheme lambasted

STAR 19/2/92

By Helen Grange,
Michael Sparks
and Phil Molefe

The Government's dramatic education rationalisation programme has been rejected on all fronts, with a number of bodies interpreting the move as favouring whites and an abandonment of State responsibility.

And teachers countrywide are panicking over the expected 4 000 retrenchments in white schools as part of the Government's plan to cut costs and convert status quo and Model B schools to State-aided Model C schools.

It is widely anticipated that the first teachers to be axed will be temporary teachers and those teaching badly attended subjects.

Retrenchment of temporary staffers at many schools has already begun.

According to a source at the Department of Education and Culture in the House of Assembly, each school will soon receive the new staffing provision scales, which will determine how many teachers per school will lose their posts.

The scales will be based on the size of the school and what its needs are in terms of pupil numbers and teachers required.

The management councils of the school, in consultation with the principals, will decide which teachers will be retrenched.

Reacting to the new plan, the ANC said the decision to convert schools to Model C (only teachers' salaries paid as opposed to totally State-funded Model B) was a unilateral decision regarding one component of the apartheid education system at a time when negotiations were under way for a single education system.

"It is an undermining of

● To Page 2

State's education strategy slammed

South

1413-1913/92

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By Muff Anderson

THE GOVERNMENT'S Education Renewal Strategy (ERS) recommendations have been condemned by one progressive education body.

The University of the Witwatersrand's Education Policy Unit (EPU), in a discussion paper responding to the ERS, points out the ERS's first idea ("race should not feature") "sounds good but provides no recommendation on the dissolution of existing structures and power bases and the creation of a new, unitary education system in which power relations and decision-making powers are dramatically altered."

The ERS says that education is a choice, and something the market should provide. But, says the EPU this "is a recipe for entrenching inequality more deeply than before; for structuring inequality around class rather than race."

The ERS is silent on how the crisis in African schooling is to be addressed, claims the EPU.

"The real authority in determining curriculum still lies with the four white provincial arms of the Department of Education and Culture which operate in terms of the notorious Christian-National Education Act.

"Schooling, education and training in South Africa are still confounded by the 15 departments of education," it adds. "One department of education is essential to rebuild the fabric of African schooling."

The EPU tackles the ERS's proposed restructuring of "post-secondary institutions" whereby technikons and technical colleges, renamed Edukons, should incorporate many of the bridging programmes offered at universities. "The implication is that students with learning difficulties, often erroneously translated into black students, will be removed

THE government has tried to co-opt the issues of non-racism, justice, national unity and community control, according to the convenor of the National Education Policy Investigation's (NEPI) Post Secondary Education Group, Mr Nico Cloete.

"These are all the key demands of the education struggles of the eighties. We agree race should not feature in education but it is a key issue in redressing educational inequality, so for the state to ignore race means it does not want to redress racial imbalances in funding.

"If race is taken out of national statistics, it will make it impossible to identify whether there has been any progress made with black advancement. With regard to justice, the ERS mentions it once and then never refers to it again."

The danger of the ERS lies not in what it is proposing but what it is silent about, says Cloete.

"The state is not addressing three of the five key issues the new government will have to confront: redress, democracy and non-sexism, and it only pays lip service to non-racism and a unitary system."

from universities and educated at Edukons. Universities cannot be relieved of their responsibility in this way. Nor should black students be denied access through these mechanisms."

The EPU pours scorn on the state's suggestions to allow school leaving after Standards Seven and Nine. It says this would limit access to higher levels for black students.

The ERS's proposed new national curriculum would stream pupils into three fields which correspond to forms of social class stratification: generally-oriented academic education aimed at

higher education; vocationally-oriented education aimed at education in technikons and in-service training; vocational education aimed at preparation for career entry and in-service training.

"The 'new' system could entrench the old manual-mental divide and stream black students towards vocational education and whites towards academic," says EPU. The EPU feels the government should encourage children to remain in school at least up to Standard Eight. The state should provide classrooms, textbooks and facilities as well as meals for children from poor families.

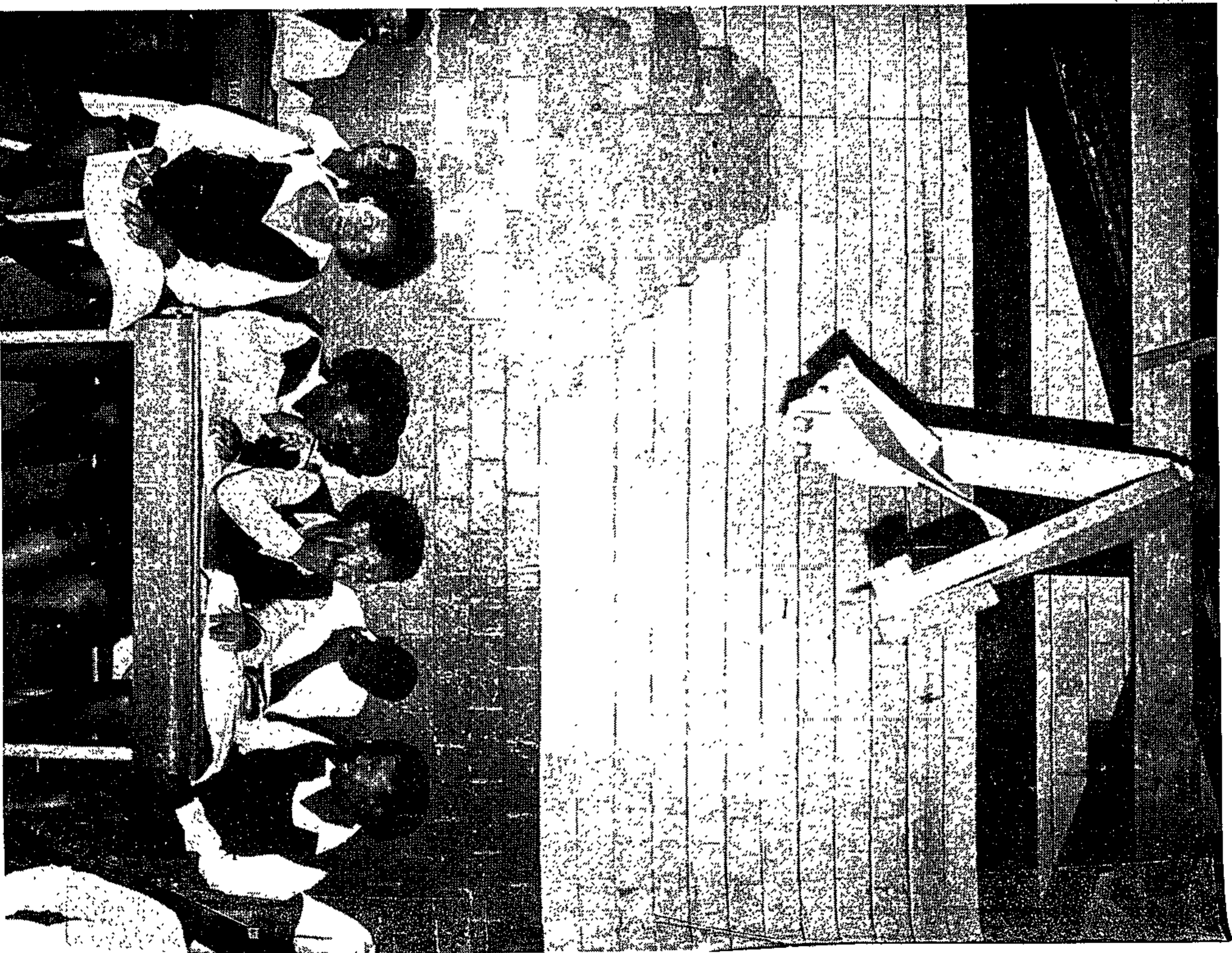
On funding schooling, the EPU notes that who gets access to what kind of education will be determined to a large extent by how much it costs.

"Even quite low levels of school fees could result in significant falls in school enrolments among the majority of South African children who come from poor households. Many parents are likely to perceive the introduction of school fees as unfair and, with little prospect of their children getting good jobs, will not regard investing in education as worthwhile."

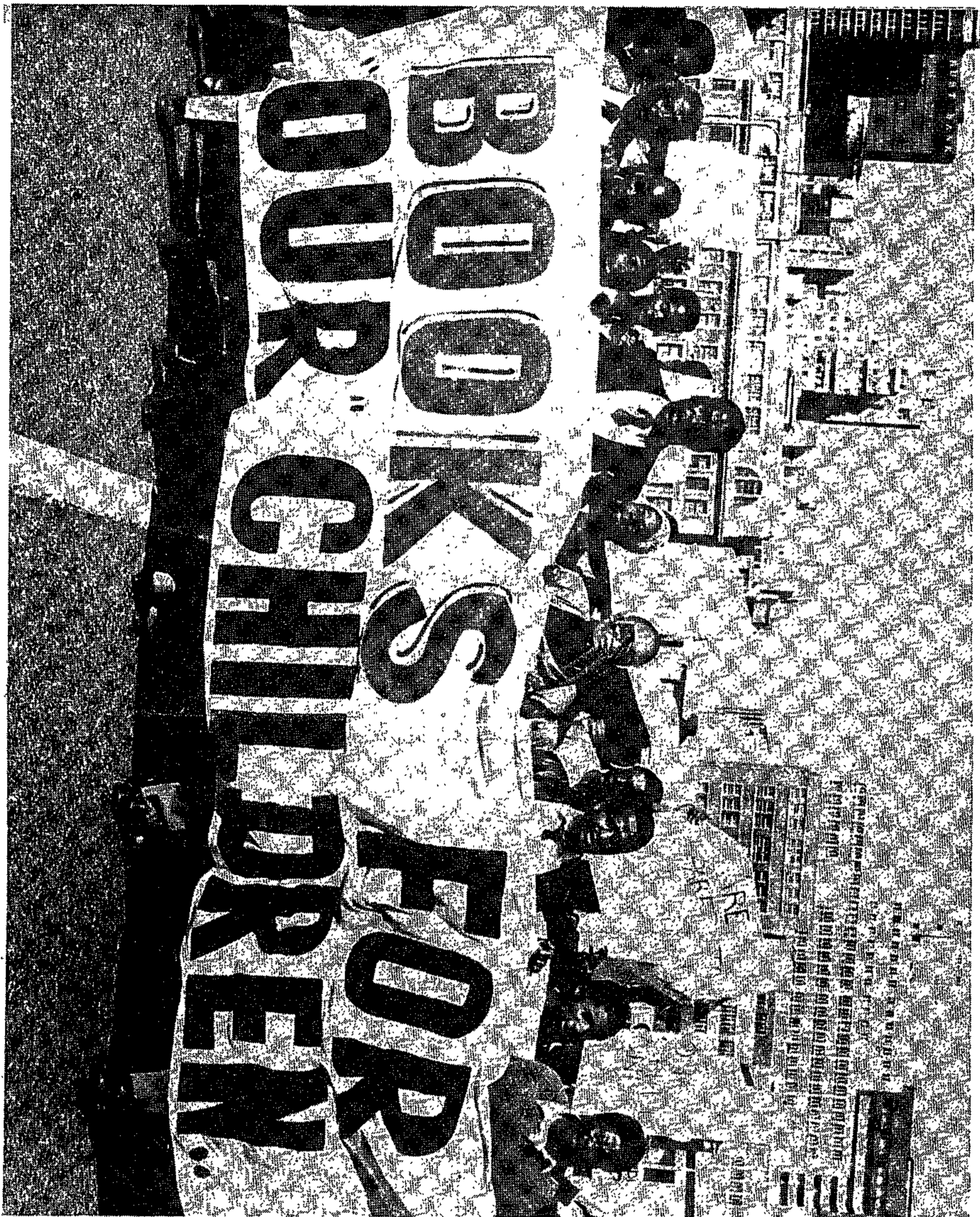
The composition of the ERS's proposed task forces is problematic, says the EPU, since they invariably comprise bureaucratic and employer rather than political or worker interests.

The ERS proposes a language policy which, according to the EPU, does not depart substantially from the existing model. The EPU calls for flexibility in the language and medium of instruction policy.

"Throughout, the impression is built up that concessions on all the key demands of the democratic movement have already been made, (yet) the same Department of National Education that has produced these recommendations was unable to ensure recognition of the non-racially constituted Sadtu." — AIA



CLASS OF '92: A township classroom



EDUCATION CRISIS: A government working group on education has failed to deliver such basics as textbooks to black schools

Education policy for South Africa is in a state of flux. **Muff Anderson** sizes up the different participants in the debate and gives a bird's eye view of the terrain:

WAS SOUTH Africa's education minister reading a Dr Seuss book when he got the idea for a model grading system that would supposedly clarify the relationship between schools and government funding?

Like cats in hats, Models A, B, C, D, (E? F? and G?) are popping up everywhere, each more bewildering than its predecessor and each a loopy reminder that education in South Africa has become even more chaotic since President F.W. de Klerk's reform initiative started — although worsening matric results told us that anyway.

In 1986 the then national education minister, De Klerk announced a 10-year plan to fund upgrading black education; in 1989 he admitted the plan had flopped.

According to Professor Servaas van den Berg of Stellenbosch University, attempts to establish equality on per capita spending on social services such as education, pensions, health and housing would cost R75-billion more than the govern-

Model C — for chaotic?

South 14/3-19/3/92

ment's entire 1990-1991 budget.

The government is clearly in deep, deep trouble. Recognising this, a team of 35 democratic educationists led by Mr Nelson Mandela met with government officials in 1991 to discuss education. A Joint Working Group (JWG) was set up.

As Ms Linda Chisholm of the University of the Witwatersrand's Education Policy Unit sees it:

"For the government, the task of the JWG was a joint process of negotiation over a policy to redress the crisis in education in the long term. For the opposition, the task was to have immediate, short-term issues discussed, negotiated and resolved."

The short-term issues included recognition of representative structures such as the South African Democratic Teachers' Union, provision of resources, consideration of under-utilisation of white educational facilities and the needs of informal or squatter schools.

By June 1991 disillusionment had set in and the ANC and National Education Coordinating Committee

(NECC) began to reconsider their role in the JWG which had failed to deliver basics such as textbooks.

Various bodies like the newly-created Private Sector Education Council, the Urban Foundation and the Education Foundation (a break-away body from the Kwazulu/Natal Education Indaba) began to explore education policies while the NECC initiated the National Educational Policy Investigation (NEPI) to research policy options.

Cosatu took steps to develop a literacy policy and started discussions about broader education issues, while the ANC began policy discussions on education in its branches.

All these bodies appeared to agree education was in crisis and must be transformed, that all aspects of education had to be addressed, new policies drawn up within budgetary constraints and that there should be a common curriculum.

At around the same time as these initiatives were beginning, June 1991, the South African government produced several documents

outlining its policy for education and training.

"Education Renewal Strategy" (ERS), produced by the Department of National Education (DNE), contains some fine-sounding recommendations for the state's negotiating positions for a new constitution. These include:

- Race should not feature in structuring the provision of education.
- Education should promote national unity, freedom of expression and diversity.
- The principle of maximum devolution of power to the community or individual institution should be upheld throughout and different categories of schools should be established and the funding handed accordingly.
- There should be a decentralised system unified by co-ordinating structures on central level.

It is these recommendations which have become the focus of intense debate. In the meantime, however, state tinkering with models for the nation's schooling continues — *ALA*

(58)

WE have committed ourselves to an enormous range of tasks and challenges, but conferences have a way of dying on resolutions," the African National Congress' John Samuel said at the end of last weekend's education summit.

And this, if any, is the greatest danger facing the gathering of more than 200 delegates who met in Broederstroom, near Johannesburg, last weekend. They were very representative: union federations, student and teacher organisations, independent school bodies, non-government organisations and political groups.

Their mission, in the words of keynote speaker Professor Jakes Gerwel, was to "intervene to begin the construction of an education system which will contribute to the tasks of national development in a democratic society and, at the same time, address deep-rooted problems of race, gender and class inequalities generated by apartheid".

And, yes, up to a point a start was made. But, in the interests of democracy, much was put off for broader consultation. For how long, one cannot help but wonder impatiently, will the education crisis be allowed to simmer until all heads agree on how best to proceed? For the barefoot rural child, who attends school in the shade of a northern Transvaal tree with little else but his pencil and paper, the conference, with its albeit significant gains, means little.

Parents, said the National Education Co-ordinating Committee's Ihron Rensburg, have been marginalised; there is an "observable lack of commitment from significant numbers of teachers and students to learning and teaching"; school attendance is neither regular nor punctual; there is intolerance of differing views; and anti-social behaviour — "drunkenness, the use of drugs and vandalism" — abounds.

Idealism will get us nowhere, and there can be no "quickfix" solutions. But structures like the National Education Co-ordinating Committee, the Joint Working Group, the education delegation, rise and fall. And each time a new one is born we hope against hope it will not be like all the others.

At least the African National Congress and Azanian People's Organisation managed to retain a tenuous unity despite hot debate. The Pan Africanist Congress and the National Professional Teachers' Association (Naptosa) were not there.

The core values of a future education system would be human dignity, liberty, justice, democracy, equality and national development. Guidelines were adopted for a code of conduct in education. But there is no time frame for implementation or monitoring mechanism. It was agreed that a steering committee be established — comprising one person from each

Will the ⁵⁰ education summit pass or fail the test?

Will the decisions taken at the national education conference address what has become one of the greatest problems created by apartheid? Or will they just fade away?

By **PORTIA MAURICE**

mass-based organisation — to engage the government and capital on:

- Access and delivery at all levels of education, primary, secondary and tertiary levels, adult basic education, workers' education and skills training.

- Equitable per capita expenditure.

- Democratisation of education.

- Halting unilateral restructuring.

- Violence in education.

- Redress in literacy, adult basic education and skills training.

Conference organiser Ahmed Essop said the committee would convene within two weeks.

"One way of tying the government to its expressed commitment to redress the effects of apartheid in education is to produce specific demands on a mass scale," Gerwel said. "In every area, communities should produce a precise balance sheet of what is needed."

Three campaigns were decided on: to stop unilateral structural changes; to ensure equitable state expenditure; and for the recognition of democratic organisations such as parent-teacher-student associations and student representative councils (SRCs).

Although no one would touch the popular 1980s slogan "Liberation Before Education", at least lessons have been learnt. Demands need to be winnable and indefinite boycotts only serve to demoralise and demobilise. "No organisation ever officially endorsed that slogan," said one delegate during heated debate on whether the

"ungovernability" touted by the ANC during 1984-87 was responsible for today's crisis.

Other issues which could have divided the house were: relationships with homeland leaders — "why should we talk to the appendages when we could go to the boss," Azapo said — and links to the Convention for a Democratic South Africa.

"The goals of people's education were not achieved," Gerwel said candidly, assessing the period. "It ... was increasingly identified with struggles which drew youth out of the schools and into demonstrations on the streets."

Now, he said, education talks — while not discounting the advances they facilitated — have served to "further subdue the radical and transformatory content of people's education".

One of the unresolved tensions at the conference was the relative weighting of mass action and negotiations at top level. Which will be prioritised in resolving the crisis? How convenient, for example, is the marriage between the dictum that students have a primary responsibility to learn and teachers to teach — as put in the code of conduct — and mass campaigns?

The Azanian Students Congress, for example, on Tuesday called for demands for better education to be backed by "revolutionary actions" — sit-ins and the like — while "not disrupting schooling".

Other issues Gerwel identified but which the conference didn't get round to were the alleged incompatibility between quantity (access) and quality, development and equal rights, efficiency and democracy, decentralisation and national control.

The role of a post-apartheid state in education was shelved as the subject for a future gathering. "We have bound ourselves to certain responsibilities (in the code of conduct), but little has been said about the duties of the state," one speaker said. A new education Act, a Bill of Rights and an Education Charter were mentioned as options for tying it down.

Some important areas were defined in the code of conduct:

- The student-teacher relationship is one of "mutual respect" and "equality as human beings, but not in terms of power within the classroom".

- The formation of SRCs as non-party political structures. Other student organisations cannot "replace or subsume" its role at school.

- The need to democratise policy-making.

The national education conference was positive in that it represents great potential to address what has become one of apartheid's most festering sores. It remains for the new committee to address the crisis urgently and creatively, and prove that it can deliver.

ARTS

AT a time when the humanities in general are being undervalued, the visual arts may well be the most neglected of all, Professor Elizabeth Rankin, dean of the arts faculty at the University of the Witwatersrand, said at the recent launch of the non-aligned Art Educators Association that has set itself up to campaign for creative education through art.

Underlining the need to lobby for visual literacy to be taken seriously, she said: "There is an increasing tendency to regard art as a luxury product, an optional extra. In times of economic difficulty, it is almost inevitable that the watchword become job-readiness, and South Africa at large — from far left to far right — seems to be turning its back on education in the broad sense in favour of professional training specifically directed at the job market."

Rankin was speaking to 110 teachers at the Sacred Heart College in Johannesburg who met to launch the concerted and far flung campaign — from Kagiso to King Edward.

One of the most pressing tasks of the new association will be to investigate and respond to a discussion paper passed through the House of Assembly in November that proposes several changes in the way art is taught.

Art education in South Africa is widely dismissed as the underdog of the curriculum; a subject to be pursued by matric students not quite up to the rigours of maths or biology; a subject often used in primary schools as a way of keeping little hands busy with toilet roll cartons and crêpe paper while teachers get on with more important business.

This is in white schools. In black schools art is an examinable matric subject in only five throughout the country — three in the Western Cape and two in Soweto. Beyond school, art is often considered worthy of pursuing only by gifted individuals and the leisured classes.

Rankin said: "I find myself constantly obliged to defend the humanities and social sciences,

Art is not an optional extra

W/MC 13/3-19/3/92

A new association of art teachers will

campaign for creative education

through art. Elizabeth Rankin, dean of

the arts faculty at Wits University,

spoke at its founding.

By Weekly Mail Reporter

pointing out that they feed into society at grass-roots level. They provide the basic training for teachers, lawyers, social workers, personnel managers, trade unionists and journalists, not to mention artists, musicians and actors. Far from being an ivory tower, an education in the arts teaches young people how to think critically across a wide range of subjects."

But, she said, even those who would feel sympathetic to the arts in general did not always understand the role of the visual arts.

"The very name 'fine' art highlights the gap. Most think of the making of fine art as an elitist area reserved for the gifted or as a therapeutic pastime for the leisured. The patronage of artists is perceived as the preserve of the wealthy who often use art primarily as an investment."

Art, she said, was a fundamental expression of the ethos of a society, an indicator of its spiritual well being. It is not an optional extra.

"The application of an ability to read visual forms is not confined to the art gallery and the so-called high art forms of painting and sculpture. The world is filled with images that need to be interpreted if we are able to make our way through it successfully, from road signs to billboards, press photographs, movies, TV adverts and pop videos."



Sawdust and glue masks made by schoolkids from industrial waste materials

There was a critical role for art teachers to play. Sensitivity to the visual world was lost as the child matured because it was undervalued in relation to skills such as verbal literacy and numeracy.

"Anyone who is felt to have intelligence or imagination is encouraged to take other subjects, while matric art is too often reserved for those who cannot cope with maths or history.

"That few resist this trend is hardly surprising when one considers the mindset of negativity, or at best indifference, to art that is often generated during earlier educational years. This is compounded by the fact that so many teachers in charge of art classes at the crucial primary school stage have had little training in the area."

In black schools, art education is virtually nonexistent. Children who had less access to the implements of art-making and had probably seen far fewer visual images in quality children's books, Rankin said, were not offered any opportunity whatsoever of leaching to remedy this situation.

Often black artists had developed in spite of the system. Sculptors like Job Kekana and Michael Zondi learnt their carving skills in a carpentry shop. Rorke's Drift was initially established to provide people with a means of making a living in arts and crafts. Gerard Sekoto had only training in drawing in the blackboard work he learnt at teachers' training college.

The first formal qualification available to black artists was a diploma for teachers offered at Ndalemi mission in Natal from 1952. The concept of a formal training did not really emerge until the late 1960s, and even then it was limited to the short-lived fine art training at Rorke's Drift, the art department at Fort Hare from 1974 and the problematic possibility of learning through Unisa. Polly Street, which had begun its art classes in 1952, provided no qualification although it proved successful in encouraging the development of black artists.

"In a 'new' South Africa the face of education is in any event set to change. Not only do we look forward to a day when there will be a single department of education and a unified set of expectations for schools, but it seems likely that the informal sector will play an increasingly important part, particularly in addressing the crucial area of adult education.

"It is essential to develop creativity in the young, not only to discover the Maggie Laubers and the Sidney Kumalos of the future, but in the knowledge that the development of creativity is fundamental to a good general education."

5 200 teachers face axe as parents vote on system

(58)

The Argus Correspondent

PRETORIA. — Parents in the Transvaal have less than three weeks to decide the fate of thousands of teachers.

By March 27 parents must decide whether to convert to model C schools or remain model B and status quo schools.

Indications are that 5 200 teachers in the Transvaal could lose their jobs if all parents opted to continue as model B schools or maintain the status quo.

Should all parents accept model C the number of posts to be abolished could drop to 2 700.

According to a spokesman for the Transvaal Education Department it is not possible to give exact figures on how many teaching posts will have to be abolished as these figures will be determined by the actual number of pupils enrolled on April 1.

Letters, compiled by the Department of Education and Culture, giving information about the conversion to model C, have already been distrib-

ed to parents at model B and status quo schools.

According to the letter, state funding for comparable model C, model B and status quo schools will be identical.

In model C schools the whole amount would be spent on salaries but in the other two cases the money would have to cover salaries as well as administration and running costs.

Should parents decide to retain their present management type, the State would pay staff and operating expenses, however, in order to balance the books, fewer teachers will be provided than at a comparable model C school and the size of classes will increase.

Parents at model B schools could employ additional teachers at their own expense which would have similar financial implications to model C schools, but without the management advantages of model C schools.

The letter emphasised that the cost of model C will vary from school to school.

ARC 11/3/92

EDUCATION BRIEFS

■ **LEARNING** has come to a standstill at four Department of Education and Training colleges of education, and thousands of student teachers roam the streets.

Three have been closed by the department — Mphohadi in Kroonstad, Kathorus in Katlehong and the East Rand College of Education. DET spokesman Hannes Schoeman said this week there had been "disruption" at the Transvaal College of Education (TCE) in Soshanguve, but that it was not officially closed. He said the DET had "high hopes" that TCE and Mphohadi would open soon as negotiations were "making headway".

■ **A NATIONAL** conference — with "Empowerment of the Oppressed: Taking Literacy to the Grassroots" as its theme — is to be convened in Johannesburg next month.

It will be hosted by the National Interim Working Committee in the field, which stems from a Durban conference on literacy last September.

"This is an attempt to bring to fruition the long-overdue formation of a non-sectarian national structure for literacy and adult education organisations with a grassroots base," said interim committee member Robert Zondi. The conference, which takes place at the Protea Gardens Hotel from April 3 to 6, is supported by the African Association of Literacy and Adult Education. For further details, contact Lancelot Maseko at (011)333-7798 or Deena Soliar at (031)307-6830.

■ **A NEW** chapter begins for the life of Soweto's mentally handicapped people with the opening of the Takalani School on March 28. The school will be part of a larger complex and will eventually cater for 250 children.

v/mail 13/3 - 19/3/92

v/mail 13/3 - 19/3/92

A



Blackboards still tangled in the jungle of apartheid

By Zubeida Jaffer



South Africa 14/3-19/3/92

FOR THE PAST four weeks, the pupils at John Pama Primary School in Nyanga and the nearby Oscar Mpetha High School have been unable to concentrate on their studies as the grounds outside their schools have become a virtual battlefield.

The outbreaks of violence between rival taxi associations in pockets of the African townships have not paralysed the schools — rather they have added another dimension to the education crisis in the Western Cape.

As in other centres in the country, schools in the region are experiencing problems ranging from overcrowding, inadequate equipment and book shortages to teacher retrenchments.

Most schools in the Western Cape are administered by the (coloured) House of Representatives and here retrenchment of teachers constitutes a major problem.

There are 2 011 coloured schools accommodating 855 531 pupils.

The general secretary of the National Education Co-ordinating Committee (NECC) in the Western Cape, Mrs Mavis Makeleni, says teachers being retrenched in these schools have taught for long periods but were not given permanent status.

She says retrenchments of teachers are not necessary at coloured and white schools.

"This would not be happening if education was treated from a national perspective. Pupils could be moved around so that teachers do not have to be retrenched. There is a great need for our people to be empowered. They should not be roaming the streets," Makeleni says.

Attention was focused on overcrowding at coloured schools recently when parents of pupils at Belthorn Primary School demonstrated against overcrowding there.

Teachers are holding classes of more than 50 pupils in the staffroom and the foyer, says Parents' Committee chairperson Mr Hassan Karjickeri. He says the school has been promised extra mobile units but these have not arrived.

Yet a spokesperson for the Department of Education in the House of Representatives, Mr Hennie Jansen, says there is no waiting list for pupils wanting to enter coloured schools.

With the opening of 304 white schools to all races in the Western Cape since last year — nearly half of all white schools here — considerable numbers of black pupils have moved to them.

Although all departments approached insisted that they kept no record of the racial composition of these schools, a rough survey indicates that at least one third of the pupils is black and their number is expected to rise next year.

For many white schools, admission of pupils of other races is the only way to continue existing. There are 695 white schools in the Western Cape, with a total enrolment this year of 233 235.

With mainly coloured pupils moving to these schools, principals at coloured schools are being confronted with having to admit more African pupils.

Indian schooling here is limited, with only 2 263 pupils enrolled this year at three high schools and two primary schools.

Problems vary for the racial groups, says Makeleni. African schools are the most severely affected — there are book shortages, overcrowding, violence and a general lack of facilities.

This often results in pupils clashing with their teachers in a bid to secure these basics, she says. This year at least one school has been constituted without a school building, leaving more than 900 pupils "squating" at a primary school.

These pupils at Intlanganso High in Khayelitsha have to wait until the primary pupils have finished before they can be accommodated.

Principal Mrs Vuyelwa January says problems started when authorities did not honour a promise of finding premises for the school.

There are 102 African schools here (24 are high schools) accommodating 94 414 pupils.



MIXING: Black kids are attending white schools

According to a spokesperson for the Department of Education and Training, Mr Ephraim Belewa, 4 411 pupils are still waiting to be accommodated.

Progressive educationists do not believe there are simple solutions. But they say a single non-racial education system would go a long way in starting the rationalisation so desperately needed. Last year old school desks of one education department in Cape Town were being burnt or used for scrap, while another education department desperately required them.

This year, qualified teachers are being retrenched in one department while another complains of not having enough.

There is some movement towards integration, but apartheid remains very much alive in education and will continue to hamper advancement towards quality learning. — AIA

Times harder for poorer white Model C schools

56

ARC 14/3/92

JOHN VILJOEN
Education Reporter

POORER white schools may find themselves trapped in a spiral of degeneration after the switch to Model C, an expert on school finance has warned.

Mr Brian Knight, a British education consultant, has suggestions for schools on how to cope with implications of the switch to Model C on April 1.

He told a Cape English Speaking Parents' Association meeting in Newlands yesterday that delegating financial responsibility to schools was a worldwide trend.

Most Western countries were moving in the direction of what he termed financial autonomy.

The big difference between South Africa and other Western countries was that elsewhere the State provided free education. Here the State would provide the bulk of funding, but ask parents to contribute.

Schools would have to strike a balance between fundraising and generating added income — for example increasing fees — to pay for Model C, he said.

South African schools had a strong tradition of fund-raising,

but might have to broaden the services they sold to the public, for example renting out facilities, Mr Knight said.

Recently announced government assistance for needy parents would amount to a basic minimum of probably about R500 a year. As a result, some schools in poor socio-economic catchment areas would face an acute problem, Mr Knight said.

There was even a possibility of legal action against parents who did not pay fees. Such a lawsuit would be a test case unprecedented anywhere in the world, Mr Knight said.

Management councils should prepare for any eventuality and could consider drawing up a contract for parents, he suggested.

One of the biggest implications of Model C would be the diversification of schools, not only in terms of what they would offer, but in terms of affluence.

Over-subscribed, affluent schools would be able to charge higher fees, while poorer schools would find it difficult to raise income.

The State would have to act to help schools locked into a spiral of degeneration, he said.

On the subject of expendi-

ture by management councils, Mr Knight said there was still uncertainty over what the State would pay for.

Mr Knight suggested that schools audit and survey the state of their buildings within the next 12 months. They should start contingency funds to cover future maintenance.

The government was being vague on how it would assist schools to insure their premises. He suggested schools consult insurance brokers and guard against under-insuring.

Under Model C, schools needed a purchasing policy when buying supplies which were previously free. He suggested they form purchasing organisations which would give them greater bargaining power.

This could be done on a city basis, but would assist groups of even five schools.

More State delegation to school governing bodies was on the way, Mr Knight predicted. Schools' management councils would become more responsible for financing and teachers' salaries.

Model C would mean a reduced central administration, he said, and would lead to "some disasters".

features

'Funding drought calls for good administration'

South 14/3-19/3/92

decolonise the disadvantaged.

Junaid Ahmed,
general secretary of the
Congress of South

African Writers, argues
that formal training for
arts administrators is
needed to make maxi-
mum use of available
resources while foster-
ing cultural growth at
national level:

OVER THE past few
months, foreign
funding, particularly
for cultural projects,
has been tapering
off as the interna-
tional community awaits a future
democratic South Africa.

Funding has been diverted to
"crucial" areas of the world, which
mainly means Eastern Europe.

Other funders boldly say they are
ravished by the "funding fatigue
flu" prevalent in Africa.

In some cases withdrawal of
funding may be based on an assess-
ment that financial aid has failed to

decolonise the disadvantaged.

But the damage of the withdrawal
has brought into sharp focus our
past and present dependence on
foreign donors, and our inability to
have strategies for when the situa-
tion arose.

Grassroots cultural organisations
have done valuable work in disad-
vantaged communities, but much of
it was done in isolation.

There has been no feeding into a
national vision and, as a result, it is
extremely difficult to assess and
monitor our progress.

Ideological differences between
cultural organisations have also led
to situations where, while involved
in similar work, organisations have
been extremely reluctant. This leads
to unnecessary duplication of work,
finances and resources.

A forum that sets out a national
strategy would have to consider, as
immediate and urgent, problems
related to skills training. It is evident
organisations need to train people in
a more vigorous and formalised
way.

Many workshops, especially those
geared towards empowerment and
skills training, have often been
devoid of consistent planning.

There is one crucial area in which
we lack sufficient expertise, namely
arts administration. Good arts
administration is crucial to the effi-
cient running of an organisation.

As arts administration is essential
to all organisations, this can perhaps



Junaid Ahmed

form the basis of a unique proposal
by all organisations to establish a
formalised centre to train arts
administrators.

This formalised arts training cen-
tre can also operate a correspon-
dence programme, catering for
workers who might not have the
privilege of studying fulltime.

The establishment of a national
Translation Centre is another con-
sideration.

Beyond the skills training pro-

gramme for translators, the Transla-
tion Centre should also promote the
development of literary translation
and encourage new translations.

In relation to funding, grassroots
cultural organisations should investi-
gate the concept of sustainable
development when implementing
national, regional or local culture
development projects.

We must seriously consider
strategies that promote self-reliance
and self-sufficiency.

It is imperative that grassroots
cultural organisations implement
programmes that have been thor-
oughly researched. Very often pro-
jects we initiate have been succe-
ssfully implemented elsewhere,
including Africa, Asia and Latin
America.

However, we take the painfully
long process of facilitating pro-
grammes without the benefit of
having examined and investigated
the success/failure/recommendations
of similar work done beyond the
borders of South Africa, with the
result that we then spend more
money and time.

To develop some of the ideas
tried in other countries would
require that grassroots cultural
organisations work in a much more
co-operative manner with each oth-
er, while still retaining their auto-
nomy and independence.

The benefits are incredible —
creating a vibrant, progressive
national culture in all its diversity,

sharing costs, creating employment,

understanding one another in our
commonalities and differences,
mounting an effective counter-cul-
ture to racism and sexism, not
being allowed to become absorbed
in mainstream culture

The funding scenario may look
bleak, but there are still some fun-
ders committing themselves to sup-
porting grassroots cultural projects,
while others are adopting a "wait
and see" stance.

There have been occasions where
funders became unhappy regarding
the way money has been spent.

I also suggest we move away
from a situation where a group of
individuals or an organisation con-
trols or sets up the clearing house
for funding.

Non-government organisations
should also be relieved of assessing
cultural projects and should be
replaced by a representative nation-
al cultural structure that interacts
with funders regarding funding cul-
tural programmes.

It is also important that funds
should not be disbursed according
to claims as to how big we are on
paper but should rather be based on
the quality of our work and cultural
vision.

These are some issues that need
intense discussion and active,
creative implementation. This
will undoubtedly have an impact
on our viability as cultural organisa-
tions.

THE schools' accommodation crisis in the Eastern Cape has led to struggles over school buildings and the arrests of parents trying to enrol their children.

Developments over the past month indicate a situation bordering on the farcical:

- More than 5 000 pupils have not been able to find accommodation in Eastern Cape schools;
- An almost equal number of teachers are without posts;
- Two Port Elizabeth schools are competing for space in the same building;
- A Grahamstown school exists in name only;
- At least 27 people in the Karoo town of Jansenville were arrested for demanding additional teachers; and
- At Mdantsane 10 people were arrested in January after parents tried to force a school to take more students.

In PE, teachers from the Kwamagxaki High School and the Spencer Mabija Primary School came to blows late in January over what classrooms they were going to use. The two schools have shared the same building since 1987 — which means some 2 000 pupils share 25 classrooms.

A solution to the crisis is still being sought between parents, teachers, pupils and the DET. Ironically, the Kwamagxaki High School produced one of the top three students in the Cape region last year.

In Grahamstown, the Ben Mahlasela High School exists only in name, but the DET appointed teachers, enrolled pupils and allocated books to the school more than two years ago.

Anxious pupils and teachers are still waiting for their school to be built. In the meantime, pupils and teachers use facilities at various schools whenever

Education! Squeeze



OPEN SCHOOL? ... The Model B school system does not address the severe overcrowding in black schools, some which do not even have classrooms.

they can squeeze in for a few hours.

Meanwhile, about 27 pupils, parents and teachers from Jansenville Public School were arrested on charges of trespassing and holding an illegal gathering after staging a sit-in at the

town's municipal offices.

Teacher Sipho Miggels said they were demanding five more teachers from the DET. He said the DET gave the go-ahead for the school to include Std 8 this year, but declined to provide more teachers.

At the Solomon Mahlangu High School in Mdantsane, Ciskei police arrested 10 people after parents forced the school to take more students. The principal had refused to take more pupils on the grounds that the school could not take more than

the 800 already registered.

The DET did not respond to questions sent to them on the crisis in the region. In Port Elizabeth, Model B schools — which are allowed to admit black students and retain their government subsidy as

long as whites remain in the majority — have opened for their second year and most principals report good experiences with black pupils in their classrooms.

But some educationists have charged the system only benefits the privileged, and doesn't

come close to solving the country's education problems. Critics say the generally good results are mainly due to strict admission criteria.

Prof Joe Muller, a lecturer in the Education Department at the University of Cape Town, said these admission criteria were problematic because these schools were funded with public money.

However, principals at Model B schools in PE schools have vigorously defended the system.

Deputy principal at College High, Stephanie Harvey, said the entrance examinations were for the "protection and help" of the children. "It is only fair to the children so that they do not flounder and struggle when they do come into the school," she said.

And Dieter Pakendorf, the principal of Grey College, said everybody, irrespective of colour, wrote the entrance examination.

The majority of black pupils passed their exams at both of these schools.

Lawson Brown High was one school that did not require students to write entrance examinations. About 80 black children were admitted — and more than half of them failed the year. Now Lawson Brown is to introduce entrance examinations as well, and more bridging classes.

School principal Bernard Simpson said the high failure rate was because pupils could not cope with the higher standard at his school. "The children struggled academically, especially with the languages. The

adjustment was difficult for them because of the difference in our standards to that of their previous schools," he said.

Meanwhile a black principal at Beheisdorp Senior Secondary School, Raymond Uren, has slated admission criteria as elitist. "Admission into Model B schools is highly selective to make the system work. But a child damned with Bantu Education — what are his chances of getting into such a school?"

"These schools can only serve the middle class, privileged and very bright children. Only people who can afford to buy houses in these areas and who can afford to pay hundreds of rands for school fees can attend these schools. We ask R15 a year and we struggle to get this money," said Uren, adding that the Model B system did not address the problem of overcrowding at black schools.

Muller said one non-racial education department was needed for South Africa, and that accepting a few black children into white schools would not solve the problem. He said while Model B schools might appear to be working, the real problem was that the power to open all schools still lay in the hands of white parents.

DET spokesman Ywe Miza said while Model B schools were a positive step, "it will only help the monied class, because of the transport costs and higher school fees".

However, social integration between pupils at Model B schools has been going very well, according to both school principals and educationists.

Muller put it: "There were extremely few problems of racial mixing. The white fears about their culture being under threat has also been disproved, and the children are all getting on very well." — AIA-Ecna

We're being persecuted, says volkskool principal

S/Times 15/3/92

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By CHARLES LEONARD

THIS weekend a woman school principal — feeling like a naughty schoolgirl — sat down to start writing a long punishment essay.

The unusual sentence was handed down by a Pretoria magistrate who found Mrs Rencia de Villiers and her husband, Johan — both avowed right-wingers — guilty of running an unregistered school.

"When we were sentenced, I knew again it was the persecution of the Christians," said Mrs De Villiers, principal of the Paul Kruger Gereformeerde Volksskool.

Mrs De Villiers, a great-great-granddaughter of Boer president Paul Kruger, ran the school from her Verwoerdburg home, teaching 10 Afrikaner children subjects with a right-wing bias and biblical flavour.

The couple were given a suspended six-month jail sentence, ordered to close their school and send their children to a state school, from the start of the next term on April 22.

They were also told to write a 25-page essay on parental involvement in the Model C education system. It has to be handed in

on April 1. Mrs De Villiers said: "We still have some options open. We could appeal to a higher court or ask for the sentence to be reviewed, or we could send our children to other Christian volk schools."

Her husband, an Iscor engineer, said: "I felt a bit like a child when the magistrate gave us that sentence."

Walking into the only classroom is like entering a strange time warp. On the walls are posters saying "Paul Kruger for president!" and "Battle-General Christiaan de Wet — SA's first guerrilla fighter".

A sketch of Hendrik Verwoerd stands underneath a wall clock on the back of a bronze frying pan.

Mrs De Villiers and fellow teacher Linda van Antwerpen teach their pupils subjects prescribed by the Transvaal Education Department.

The children range from grade one to matric. The school was started in 1990 as an alternative to the "dualistic" approach to religion in government schools.



NAUGHTY: Rencia de Villiers starts her punishment essay
Picture: NEVILLE PETERSEN

Allocating unused schools to local bodies gets nod

CAPE TOWN — Unused schools may be made available free of charge to local authorities in terms of the Remuneration of Town Clerks Act, 1984 (Act 115 of 1984), the Minister's Council in the House of Assembly has approved in principle.

The aim was to provide facilities which should be used to the benefit of the respective communities, said a statement released yesterday by the Department of Local Government, Housing and Works.

"The financial position of the local authority as well as the needs of the particular community concerned will be taken into consideration when a school is allocated to a local authority," the statement read.

Approval had already been granted that three empty primary schools at Dalton, Biesiesvlei and Swartruggens be allocated to the Dalton Health Committee, the Biesiesvlei Health Committee and the Swartruggens Town Council respectively. — Sapa.

Thinking: Novel idea for pupils

Sowetan 16/3/92

(50)

INTRODUCING thinking as a subject at schools would greatly increase the academic and social performance of pupils.

This was said by Mr Donald Currie, managing director of Whitehead Morris International Management Consultants, in an interview with *Sowetan*.

Currie said he had been selling the idea to the Government for the past 10 years without success.

Interested

"Since 1983, education ministers have showed absolutely no interest in the idea. Mr Sam de Beer, the new Minister of Education and Training, however, seems to be interested," he said.

Currie said the course involved teaching children and teachers how the thinking process worked and how to make rational decisions.

"In Venezuela, where street children

By DANIEL MAINE

were given thinking lessons for two hours every week, the level of violence dropped dramatically."

The Cort Thinking Programme is the brainchild of Dr Edward de Bono, a leading British proponent of creative thinking.

His lessons have been successfully used by corporations like IBM, Shell and Unilever.

In 1987, the Human Sciences Research Council conducted an experiment based on De Bono's thinking tools in KwaZulu schools. The HSRC report concluded: "The English and Literacy Programme clearly led to an improvement in the non-verbal and verbal reasoning skills of the teachers and pupils."

Currie is hopeful the HSRC experiment recommendations and renewed interest from the Government will clear the way for the matter to be seriously addressed.

Local bodies to get schools

THE Ministers' Council in the House of Assembly has approved in principle that unused schools may be made available free of charge to local authorities.

50 OCT 17 1992
This is to be done under the Remuneration of Town Clerks Act, 1984 (Act 115 of 1984).

The aim was to provide facilities that would be used to the benefit of the different communities.

— Sapa

'Education for growth' seminar

STAR 17/3/92 (50)

The SA Institute of Race Relations will hold a one-day "Education for Growth" conference on March 27.

The seminar will focus on the relationship between education and growth, where South Africa stands on this, and what should be done about it.

Speakers include Anglo American executive director Michael O'Dowd, University of Cape Town economics lecturer Pundy Pillay, Gencor human resources manager Bryan Phillips, University of the Western Cape educationist Professor Harold Wolpe and sociologist Professor Lawrence Schlemmer.

Reservations: telephone (011) 803-5770/1.

field police station serving the Indian areas of Chatsworth, Merebank and Isipingo, respectively, during the latest specified period of 12 months for which figures are available?

The MINISTER OF LAW AND ORDER: D50E

	WENT-WORTH	ISPINGO	CHATS-WORTH
(a)	19	159	30
(b)	11	28	22
(c)	207	163	339
(d)	689	319	588
(e)	27	43	43
(f)	234	380	704
(g)	128	309	185
(h)	103	203	358
(i)	370	293	730
(j)	240	92	536

Note: Merebank forms part of Wentworth police station and the figures include White areas

Policemen recruited/re-enlisted: all races

12. Mr M RAJAB asked the Minister of Law and Order:

- (1) How many (a) White, (b) Indian, (c) Coloured and (d) Black policemen were recruited in 1991;

(2) how many of these policemen were officers who re-enlisted?

The MINISTER OF LAW AND ORDER: D51E

- (1) (a) 7 025
- (b) 563
- (c) 1 888
- (d) 5 228
- (2) 8 officers.

Note:

The amount mentioned in one (1) includes Municipal Police and Police Assistants.

Prisoners on parole rearrested/sought

17. Mr M RAJAB asked the Minister of Law and Order:

- (a) How many prisoners who were released on parole in the 1991 calendar year (i) have been rearrested for and (ii) are being sought in connection with criminal offences and (b) in respect of what date is this information furnished?

D68E

The MINISTER OF LAW AND ORDER:

- (a) (i) 4 099
- (ii) 1 509
- (b) January 1991 until 31 December 1991.

HOUSE OF ASSEMBLY

parts of the present curricula and syllabuses will be maintained.

QUESTIONS

Indicates translated version.

For written reply:

General Affairs.

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Re-assessment: school syllabuses/curricula

64. 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? B152E

The MINISTER OF NATIONAL EDUCATION:

- (1) Not the Department but the Committee of Heads of Education Departments (CHED) has started with the proses to revise the existing core syllabuses:
 - (a) On 20 November 1991 the CHED has released a model for a broad curriculum for school and technical college education as a discussion document. Comments on the proposals were awaited until 6 March 1992. The development of frameworks will commence as soon as the model has been finalized, in terms of the comments received, and approved by the Minister of National Education.
 - (b) For each subject included in the final model, a framework will be developed to provide for a common content and standard that must be achieved. From these frameworks various syllabuses could be developed to accommodate differences in interpretation and different circumstances. It is well imaginable that

(2) No.

Teacher/pupil ratio

110. Mr R M BURROWS asked the Minister of National Education:

- (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? B270E

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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), assumed 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(9/107). 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 calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed. This matter should, however, not be considered in isolation from the Education Renewal Strategy (ERS) which is at present being finalized. It is possible that certain struc-

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tural changes in education could flow from the ERS which would result in a changed education context within which the above-mentioned matter would have to be placed.

(a) Lapses.

(b) Lapses.

(2) No.

Prisoners escaping from prisons

114. Mr A J LEON asked the Minister of Correctional Services:

Whether any (a) awaiting-trial and (b) sentenced prisoners held in custody escaped from prisons in South Africa in 1991; if so, (i) how many prisoners escaped, (ii) from which prisons did they escape, and (iii) how many were recaptured, in each case? B278E

THE MINISTER OF CORRECTIONAL SERVICES:

(a) and (b) Yes.

(i) During the period 1 January 1991 to 31 December 1991, six hundred and forty six (646) sentenced prisoners and one hundred and twenty one (121) awaiting trial prisoners escaped from South African prisons. Ninety (90) of the 646 escapes by sentenced prisoners took place from prison institutions while five hundred and fifty six (556) took place from workteams, courts, hospitals, etc. The total number of escapes represent 0,18% of the total number of prisoners admitted to South African prisons from police and courts during the 1991 calendar year. Up to and including 31 December 1991, two hundred and forty four (244) sentenced prisoners and twenty eight (28) awaiting trial prisoners were re-arrested.

The endeavour continually remains to eliminate escapes, hence every escape incident is thoroughly investigated in order to identify shortcomings and introduce preventive measures where necessary.

Appropriate disciplinary steps are taken in cases of negligence whilst in cases where aiding in escaping are suspected, the matter is reported to the SA

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Correctional Services and the resulting firm, yet humane manner in which discipline and order are maintained. Furthermore, a variety of treatment and other programmes have as their object the

establishment of a satisfied prison population. (ii) and (iii) For the hon member's convenience the detail is set out in the enclosed schedule.

(ANNEXURE)

Prison	Awaiting-trial prisoners		Sentenced prisoners			
	Escaped	Recaptured	Escaped	From prisons	From workteams, courts, hospitals, etc.	Recaptured
Allandale Prison Command						
Allandale					1	
Hawequa					1	
Klein Drakenstein					1	
Malmesbury					1	
Saart van Paardeberg					1	
Total	0	0	0	0	5	3
Barberton Prison Command						
Barberton Med. B					6	2
Barberton Med. A					1	1
Barberton Max.					2	1
Barberton Town					1	1
Nelspruit					10	1
Total	0	0	0	5	20	10
Baviaanspoort Prison Command						
Baviaanspoort Max.					1	1
Baviaanspoort Med.					21	10
Louis Trichardt					1	1
Nylstroom					10	6
Pietersburg					2	1
Tzaneen					12	6
Total	6	4	2		46	25
Bethal Prison Command						
Geluk					1	1
Piet Retief					4	3
Standerton Med. B					1	
Total	0	0	0	0	6	4
Bloemfontein Prison Command						
Bloemfontein					3	3
Brandfort					1	1

Police for the necessary judicial process to take its course. Flaws which may be found to exist in directives are rectified while the correct application and fulfilment of directives are regularly brought to the attention of members. Defects to buildings and over-population are also factors attributing to escapes and corrective steps are also taken in this regard although financial implications sometimes play a restrictive role.

In addition to the afore-mentioned, the Department of Correctional Services continuously strives to keep abreast of developments in the field of technology through close contact with Government institutions and the private sector in order to better equip its staff for the performance of their custodial function and the protection of society, with due cognizance of the restrictive role of financial implications.

The same security measures are not applied to all prisoners because these are determined by the security risk represented by the prisoners. All sentenced long-term prisoners are classified according to their security risk as soon as possible after admission on the basis of a standardized instrument of measurement. Depending on the results of this measurement, such prisoners are then referred to and detained in a maximum or medium security prison. If a prisoner's conduct and adaptation are such that his security risk is reduced, he may be considered for reclassification to a lower security classification and considered for a transfer to a prison with a lower security classification. Naturally the opposite also applies, and should a prisoner's conduct, adaptation and co-operation indicate that he is a high security risk, he is dealt with accordingly.

Finally, it should be noted that there is a high degree of stability in South African prisons. Although incidents of disorder, revolt, assault and so forth cannot be prevented entirely in any prison set-up, they are limited to a minimum in comparison with prisons abroad. This situation can be attributed mainly to the military character of the Department of

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HOUSE OF ASSEMBLY	November 1991	December 1991	January 1992
22%	23%	24%	24%
65%	65%	63%	65%
66%	56%	62%	62%

Indicates translated version.

For written reply.

General Affairs:

Total tonnage of cargo moved

119. Mr E W TRENT asked the Minister for Public Enterprises:

- (1) What was the total tonnage of cargo moved through the Port Elizabeth harbour during the latest specified calendar year or 12-month period for which figures are available;
- (2) (a) what was the percentage use of container capacity in Port Elizabeth over this calendar year or 12-month period broken down into each month of that year or period and (b) how do these percentages compare with those in respect of Cape Town, Durban and Kaserne (Johannesburg)?

B309E
The MINISTER FOR PUBLIC ENTERPRISES:
The Managing Director of TRANSNET LIMITED has furnished the following information in reply to the hon member's question:

- (1) 3 859 263 ton (1 February 1991-31 January 1992).
- (2) (a) Port Elizabeth
(b) Cape Town Durban Kaserne

Month	(a) Port Elizabeth	(b) Cape Town	(c) Durban	(d) Kaserne
February 1991	25%	31%	62%	65%
March 1991	22%	36%	34%	68%
April 1991	30%	35%	67%	70%
May 1991	24%	23%	72%	65%
June 1991	26%	27%	71%	73%
July 1991	24%	30%	72%	65%
August 1991	24%	18%	64%	66%
September 1991	28%	22%	72%	68%
October 1991	26%	14%	65%	64%

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- (2) (a) (i) and (ii) and (b) Particulars are not readily available and it will take much time and expenses to gather such information.

Total tonnage of ore: Port Elizabeth harbour

125. Mr E W TRENT asked the Minister for Public Enterprises:

- (1) (a) What was the total tonnage of ore moved through the Port Elizabeth harbour during the latest specified calendar year or 12-month period for which figures are available and (b) how many jobs did the ore terminal create;
- (2) (a) what was the total revenue that accrued to Portnet and Spoonnet from these transactions, (b) in what categories was this revenue accrued and (c) what percentage of this revenue accrued directly to Port Elizabeth? B336E

The MINISTER FOR PUBLIC ENTERPRISES:
The Managing Director of TRANSNET LIMITED has furnished the following information in reply to the hon member's question:

- (1) (a) 1 796 734 ton (1 April 1990-31 March 1991).
- (b) 150 (1 April 1990-31 March 1991).
- (2) (a) Portnet R6 571 817 (1 April 1990-31 March 1991)
Spoonnet R81 000 000 (1 April 1990-31 March 1991)
(b) Cargo handling Rail traffic revenue
(c) 100% Nil

Rail revenue allocation is based on the origin of the traffic. In case of export traffic no rail revenue is accrued directly to Port Elizabeth.

129. Mr L FUCHS asked the Minister of Defence:

SADF: drug abuse

Whether any Defence Force personnel and national servicemen were found to be drug abusers and drug addicts during the latest specified 12-month period for which information is available; if so, (a) what estimated number of persons was involved, (b) which drugs were most commonly used and (c) what were the sources of the drugs;

(2) (a) what steps are being taken to (i) treat and (ii) rehabilitate drug abusers and addicts in the Defence Force and (b) what results have been achieved;

(3) whether he will make a statement on the matter? B330E

The MINISTER OF DEFENCE:

- (1) Yes, for the period 1 January 1990 to 31 December 1990.
- (a) 739
- (b) Alcohol, Dagga and Mandrax.
- (c) Some drugs are obtained from legal trading. Where illegal trading is suspected, it is referred to the SA Police for further investigation.
- (2) (a) (i) and (ii) Preventative actions and programmes which emphasize the value of a healthy lifestyle, are presented. A multi-professional team gives attention to the treatment of abusers. Serious cases which require long term treatment, are referred to Government Institutions.
- (b) 717 persons were submitted to treatment within the SA Defence Force while 22 were admitted to Government Institutions.
- (3) No.

Own Affairs:

Model B schools: additional staff

30. Mr R M BURROWS asked the Minister of Education and Culture: (SO)
- (1) Whether he or his Department has agreed to supply additional staff, according to existing staffing quotas, to those schools which voted for Model B and whose 1992

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enrolment is greater than that of 1991, if not, why not; if so, how many additional teachers were made available;

- (2) whether any component of his Department has given notice that any school voting for Model B in 1992 and admitting additional pupils would not receive additional staff, if so, why was such notice given; SO
- (3) whether he will make a statement on the matter?

B272E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, the staffing provision scales are based on pupil enrolment and are also applicable to Model B schools. At present the latest statistics on the number of additional teachers made available to Model B schools, are not available;
- (2) no, because the actual pupil enrolment as on the tenth school day of the first quarter determines the number of established posts. If a school has an abnormal increase in pupil numbers, irrespective of which model was chosen, the staff allocation is determined according to fixed scales;
- (3) no.

Teaching posts to be eliminated

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

- (1) Whether any information is available on the number of teaching posts to be eliminated in each of the four provincial education departments in 1992; if not, why not; if so, (a) what is the total number of such posts and (b) what is the reason for their elimination;
- (2) whether any persons currently occupying such teaching posts will be made redundant in 1992; if so, (a) what number of persons will lose their employment with his Department and (b) what efforts have been made to keep such persons in the teaching profession;
- (3) whether he will make a statement on the matter?

B320E

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The MINISTER OF EDUCATION AND CULTURE:

- (1) No, because the total number of teaching posts to be affected *inter alia* will depend on the number of schools which vote against conversion to Model C; (a) and (b) fall away.
- (2) yes,
- (a) see (1),
- (b) state schools are encouraged to convert to state-aided schools;
- (3) no.

Certain school in Pretoria: results

37. Mr D J DALLING asked the Minister of Education and Culture:

- (1) How many boys were entered by a certain school in Pretoria, the name of which has been furnished to the Minister's Department for the purpose of his reply, to write the matriculation examinations in 1991;
- (2) how many of these boys (a) obtained (i)(aa) A and (bb) B aggregate symbols, (ii) matriculation exemption and (iii) school-leaving certificates and (b) failed outright;
- (3) how many A symbols were obtained by these boys in respect of each subject so written?

B327E

The MINISTER OF EDUCATION AND CULTURE:

- (1) 65;
- (2) (a) (i) (aa) 0
(bb) 12
(ii) 46
(iii) 16,
(b) 3;
- (3) French HG: 1
Zulu 3rd Language HG: 1
Mathematics HG: 11
Mathematics SG: 1
Physical Science HG: 10
Physical Science SG: 1
Biology HG: 5
Geography HG: 6
Accounting HG: 1

Certain school in Stellenbosch: results

38. Mr D J DALLING asked the Minister of Education and Culture:

- (1) How many boys were entered by a certain school in Stellenbosch, the name of which has been furnished to the Minister's Department for the purpose of his reply, to write the matriculation examinations in 1991;
- (2) how many of these boys (a) obtained (i)(aa) A and (bb) B aggregate symbols, (ii) matriculation exemption and (iii) school-leaving certificates and (b) failed outright;
- (3) how many A symbols were obtained by these boys in respect of each subject so written?

B328E

The MINISTER OF EDUCATION AND CULTURE:

- (1) 128;
- (2) (a) (i) (aa) 16
(bb) 17
(ii) 75
(iii) 36;
(b) 17;
- (3) Afrikaans First Language HG: 5
English First Language HG: 1
English Second Language HG: 3
Mathematics HG: 9
Mathematics SG: 2
Physical Science HG: 12
Accounting HG: 10
Latin HG: 1
Biology HG: 2

- History HG: 9
Computer Studies HG: 1
Geography HG: 1
Economics HG: 5
Art HG: 1
Woodwork SG: 1
Sculpture SG: 1

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

Per capita expenditure: pupils/students

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils or students at State (i)(aa) pre-primary, (bb) primary and (cc) secondary schools, (ii) colleges of education, (iii) technical colleges, (iv) technikons and (v) universities during the 1990-91 financial year or the latest specified 12-month period for which information is available?

B32E

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i)* (aa), (bb) and (cc) R4 103
(ii) R15 431 per full-time equivalent
(iii) R5 728 per full-time equivalent
(iv) R5 366 per full-time equivalent
(v) R8 312 per full-time equivalent
(b) (i)* (aa), (bb) and (cc) R3 960
(ii) R15 376 per full-time equivalent
(iii) R5 295 per full-time equivalent
(iv) R4 331 per full-time equivalent
(v) R7 504 per full-time equivalent
- * the SANEP system gives a combined figure for pre-primary, primary and secondary schools.

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pleted according to the initial planning

- (ii) (aa) Falls away;
- (bb) It is expected that the project will be finalized during the second half of 1993.

Number of persons sentenced to community service

*6. Mr A J LEON asked the Minister of Justice: How many persons were sentenced to community service during the 1991 calendar year?

B380E

The MINISTER OF JUSTICE:

755.

Relocation of ore-terminal: PE

*7. Mr E W TRENT asked the Minister for Public Enterprises:

- (a) What is the estimated cost of relocating the Port Elizabeth ore-terminal to another convenient site and (b) in respect of what date is this estimate furnished?

B381E

The MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of TRANSNET LIMITED replied as follows to the hon member's question:

- (a) The relocation of the existing ore loading facility (equipment, etc) to another site within the Port Elizabeth environment has not been considered. The cost of such a move has also not been determined.

The moving of the facility to Saldanha Bay has been considered and the estimated cost to provide additional facilities is approximately R135 million which does not make the project economically viable.

- (b) The estimate with regard to the shifting to Saldanha is at 1990/91 cost levels

Cango Caves: concerts/moss

*8. Mr J VAN ECK asked the Minister of National Education:

- (1) (a) On what date was the first concert held inside the largest chamber of the Cango Caves and (b) (i) how many per-

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sons had attended concerts in this chamber, and (ii) how many persons (excluding concert-goers) had visited the Cango Caves, from the date of the first such concert up to 31 December 1991.

- (2) whether any unusual growth of moss has been noticed in the Cango Caves; if so,
- (3) whether any steps have been taken to establish the cause of this growth of moss; if not, why not; if so, with what result?

B385E

The MINISTER OF NATIONAL EDUCATION:

In terms of the Cango Caves Ordinance, 1971 (Ordinance 5 of 1971) the Cango Caves fall under the jurisdiction of the Oudshoorn Municipality. According to the Municipality the replies to the questions are as follows:

- (1) (a) 1964
- (b) (i) 15 000
- (ii) 4 471 806
- (2) No
- (3) Falls away.

INTERPELLATION

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

Own Affairs:

Schools: restricting admissions

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

- (1) Whether he intends to prevent schools in his Department from restricting admissions on a racial basis; if not, why not;
- (2) whether he will make a statement on the matter?

B344E.INT

The MINISTER OF EDUCATION AND CULTURE. Mr Chairman, in his address at the opening of Parliament on 1 February 1991 the hon the State President said the following (Hansard, col 15):

If we wish to create a future South Africa without discrimination and with equality of

opportunity, this will have to be true of education as well. However, distinctive or autogenous education, conducted with Government assistance within a single system for those who desire it, has to remain an option

That is how we see the future and that is what we are working for. Our efforts will undoubtedly be given tremendous momentum by the outcome of yesterday's referendum.

In regard to this process the hon the State President also said that the present educational system shall and must be changed.

Work on this is being done on the political and educational levels. In the meantime education has to continue in an orderly manner. At this point in time the admission of pupils is still regulated by the present Constitution I am referring to section 14 and paragraph 2 of Schedule 1 to the Republic of South Africa Constitution Act, in which it is stated that education at all levels is the own affair of a population group.

Since the present Constitution and provisions referred to are still valid, admission according to population group is legally still possible. I have no authority to prevent schools from applying the provisions of the Constitution of the country. The reply to the hon member for Pinetown's question is therefore as follows: Firstly, no, because I have no authority to do so, and secondly, no.

Mr R M BURROWS: Mr Chairman, I am pleased that the hon the Minister referred to the historic referendum of yesterday and the overwhelming landslide vote for reform. I would also like to mention the hon the State President's speech at 15:00 today in which he made reference to the historic turning point and the getting rid of apartheid that this referendum signified. [Interjections.] It is on precisely that point that the hon the Minister sticks. Apartheid is like pregnancy, in that one cannot be half pregnant. One is either pregnant or not pregnant. One either has apartheid or one has no apartheid. [Interjections.] If one is going to have closed schools, one still has apartheid. [Interjections.] The key question—and this is true for all of those hon members—that they are going to have to address is whether their schools are open or closed, not whether they received a Yes or a No. [Interjections.] If own affairs is to go and to go soon, as we understand, then it is perfectly

possible that section 14 and Schedule 1 of the Republic of South Africa Constitution Act will disappear, and we will be very pleased. [Interjections.] However, it still remains a possibility that schools could apply racial restrictions on admission. One must draw attention to the reasons why they should not, and in this respect I would like to refer to the Interim Report on Group and Human Rights of the SA Law Commission, in which the following quote from the De Lange Report of 1983 appears:

However, differentiation also rests purely on the basis of race or colour, which cannot be regarded as relevant for inequality of treatment.

Then they go on to propose a new draft article 10 for a bill of human rights for South Africa which would contain the following clause:

Everyone has the right to freedom of choice with regard to the available public educational and training institutions and fields of study. Provided that—

- (c) no state school or state-aided school or institution for education and training shall refuse to admit a pupil or student merely on the ground of his or her race, colour, religion or ethnic origin;

Less than three weeks ago the hon the Minister of Justice said that this country should get an interim bill of rights in the near future. I am now asking the hon the Minister of Education and Culture to commit himself to what the interim bill of rights may say and to state categorically that it is the policy of the NP that no State school or State-funded institution should be able to refuse racial admission restrictions. That is the keypoint. The hon the Minister should commit himself to a goal, he should commit himself to getting rid of apartheid and to promoting open schools. Today is the perfect day to do so. He has 68% of the country behind him to do so. [Time expired.]

*Mr A GERBER: Mr Chairman, the hon member for Pinetown raised a very important matter this afternoon on which we want a clear and unequivocal reply from the hon the Minister. Up to now we have accepted that what the Government had in mind was a new education system in which race would play no role regarding admission to schools. However, it was also accepted at the same time that the present traditional admis-

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son policy would apply at status quo schools until the end of the present constitutional dispensation

The announcement by the hon the Minister of Justice last week that consideration was being given to implementing the envisaged bill of rights together with a transitional government, however, changes the picture completely.

If the proposed article 21 of the interim report on human and group rights is implemented, it would no longer be possible to have a school only for Whites.

I would like to remind the hon the Minister of a promise made by the Government last year on 24 April. I asked whether Government schools were going to be thrown open and received the following reply (Hansard, 1991, col 6551):

The reply is therefore categorically that the Government is not going to throw open a Government school.

I also want to remind the hon the Minister of press reports in which he was reported as having said that the controlling bodies of Model-C schools would be able to decide whether those schools would be for Whites only under the present constitutional dispensation. He confirmed that in a personal discussion with me.

I ask him now whether article 21 of the envisaged bill of rights is going to be implemented together with the envisaged transitional government. If that is the case, another promise to the Whites is not being kept and this means that there will be no White Government schools or State-aided schools in his department by June. We ask the hon the Minister to reply to this question urgently.

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I would like to reply to questions the hon member for Brits put to me. He spoke about the present situation and asked certain questions about the future. The present situation is completely clear. What I told the hon member personally, I have also stated clearly in public. That is the present situation. As a matter of fact, I also confirmed that in reply to questions put by the hon member for Pinetown during the interpellation.

In regard to the future, the hon the State President has said there will be no discrimination based on race or colour in an education system.

truly in it. We want to ask him today whether he could give us a clear indication how we could finally equate the situation with the just situation we are envisaging for the future. (50)

Mr R M BURROWS: Mr Chairman, the hon the Minister is well aware that 800 schools went through a very complicated voting procedure infinitely worse than the referendum, and those are the people who delivered Yes votes yesterday. They went for open schools. However, 1 700 schools did not vote to open. Many of those people did vote yesterday as well. The point we are making is that those 1 700 schools have to be told—and soon—that they are not going to be able to practise a closed racial divisions policy in a new dispensation. It must be clearly spelt out.

Mr T GUNNING: They know it already!

Mr R M BURROWS: Fine! They know it already! Come and tell that to the CPI [Interjections.]

The point the hon the Minister has made about the Constitution being changed is something we accept. We know what it is going to mean. We know a draft bill of rights is coming. We simply want the hon the Minister to spell out that the barriers of this, the last significant area of apartheid and of racial discrimination in this country, are going to come down, and quickly too.

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I want to make one thing very clear and that is that I fully agree with the sentiments behind the question asked by the hon member for Pinetown. I, too, am looking forward to a situation in which criteria other than race will be applied in the admission policy of schools. The hon member for Pinetown wanted a commitment from me, and I am telling him we are committed to exactly that.

The hon member for North Rand wanted to know whether my heart was in it. Yes, my heart is in it completely. He can count on it. This is the path we are taking.

*Mr L A DE WAAL: Thank you very much. Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs

Questions standing over from Wednesday, 4 March 1992:

Faculty of Medicine of UP: Black students

*1. Dr W J SNYMAN asked the Minister of Education and Culture:†

Whether any affirmative action in respect of the training of Black students was recently recommended at the Faculty of Medicine of the University of Pretoria; if so, (a) when, (b) by whom and (c) what is the nature of the affirmative action? B202E

*The MINISTER OF EDUCATION AND CULTURE:

Universities are autonomous institutions. The admissions policy of these institutions therefore falls solely within the jurisdiction of the Council of the University

Model C schools

*2. Mr D S PIENNAAR asked the Minister of Education and Culture:†

(1) Whether governing bodies at model C schools may set their own specifications and standards with regard to the improvement and/or extension of facilities at such schools; if not, why not; if so, to what extent;

(2) whether, if the reversionary clause comes into effect at such a model C school, the governing body of that school will be entitled to compensation for the improvements and extensions effected by it at such a school; if not, why not; if so, to what extent;

(3) whether he will make a statement on the matter? B220E

*The MINISTER OF EDUCATION AND CULTURE:

(1) No, in model C schools capital services may be provided by means of a state

sion policy would apply at status quo schools until the end of the present constitutional dispensation.

The announcement by the hon the Minister of Justice last week that consideration was being given to implementing the envisaged bill of rights together with a transitional government, however, changes the picture completely.

If the proposed article 21 of the interim report on human and group rights is implemented, it would no longer be possible to have a school only for Whites.

I would like to remind the hon the Minister of a promise made by the Government last year on 24 April. I asked whether Government schools were going to be thrown open and received the following reply (Hansard, 1991, col 6551):

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In regard to the future, the hon the State President has said there will be no discrimination based on race or colour in an education system.

There will be one education system and there will be no discrimination based on race or colour.

However, provision has to be made for group-specific education which will be funded by equal State aid for those who want it. Group-specific does not mean colour. I have also on occasion said that here in the House. The colour of a person's skin basically has no educational value and significance. Of significance, are his cultural background, his language, religion and the like. As such colour should play no role in determining whether or not a child should be educated in a particular system.

*The CHAIRMAN OF THE HOUSE: Order! I see the hon member for Overvaal. [Interjections.] I beg your pardon: I mean North Rand.

*Mr L A DE WAAAL: Mr Chairman, thank you for the promotion! [Interjections.]

I think we should look at this matter in the setting of today, an historic day for South Africa. Today we have an exceptional opportunity, as my hon colleague from Pinetown said, finally to rid ourselves of apartheid and racism which have been equated with one another in our country.

To us on this side it seems as if there is a contradiction between what the hon the Minister is applying in terms of the old system and the constitutional and legal arguments the hon the State President emphasised so strongly again today. Of course we know there is a contradiction. We know that racism was equated with apartheid during the twentieth century and was regarded as the greatest political sin. Of course we know what our country has inherited and we want to spare our children this situation.

We know that this injustice of unequal access to the assets of the State via education is something with which we cannot continue. We know that alternative steps will have to be taken. The State will have to provide active proof that it is not standing in the way of this argument in respect of equity to which reference is increasingly being made and that our schools will have to be a model of the new South Africa in which everyone will have equal access to opportunities, and to that type of situation in which we can finally bid the past farewell.

We believe that the hon the Minister cannot really take this matter of separate education much further in the difficult situation in which he finds himself. We believe that his heart is not

truly in it. We want to ask him today whether he could give us a clear indication how we could finally equate the situation with the just situation we are envisaging for the future.

Mr R M BURROWS: Mr Chairman, the hon the Minister is well aware that 800 schools went through a very complicated voting procedure infinitely worse than the referendum, and those are the people who delivered Yes votes yesterday. They went for open schools. However, 1 700 schools did not vote to open. Many of those people did vote yesterday as well. The point we are making is that those 1 700 schools have to be told—and soon—that they are not going to be able to practise a closed racial divisions policy in a new dispensation. It must be clearly spelt out.

Mr T GUNNING: They know it already!

Mr R M BURROWS: Fine! They know it already! Come and tell that to the CPI [Interjections.]

The point the hon the Minister has made about the Constitution being changed is something we accept. We know what it is going to mean. We know a draft bill of rights is coming. We simply want the hon the Minister to spell out that the barriers of this, the last significant area of apartheid and of racial discrimination in this country, are going to come down, and quickly too.

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I want to make one thing very clear and that is that I fully agree with the sentiments behind the question asked by the hon member for Pinetown. I, too, am looking forward to a situation in which criteria other than race will be applied in the admission policy of schools. The hon member for Pinetown wanted a commitment from me, and I am telling him we are committed to exactly that.

The hon member for North Rand wanted to know whether my heart was in it. Yes, my heart is in it completely. He can count on it. This is the path we are taking.

*Mr L A DE WAAAL: Thank you very much. Debate concluded.

QUESTIONS

+Indicates translated version.

For oral reply:

Own Affairs:

Questions standing over from Wednesday, 4 March 1992:

Faculty of Medicine of UP: Black students

*1. Dr W J SNYMAN asked the Minister of Education and Culture:

Whether any affirmative action in respect of the training of Black students was recently recommended at the Faculty of Medicine of the University of Pretoria; if so, (a) when, (b) by whom and (c) what is the nature of the affirmative action? B202E

The MINISTER OF EDUCATION AND CULTURE:

Universities are autonomous institutions. The admissions policy of these institutions therefore falls solely within the jurisdiction of the Council of the University.

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

Model C schools

*2. Mr D S PIENNAAR asked the Minister of Education and Culture:

(1) Whether governing bodies at model C schools may set their own specifications and standards with regard to the improvement and/or extension of facilities at such schools; if not, why not; if so, to what extent;

(2) whether, if the reversionary clause comes into effect at such a model C school, the governing body of that school will be entitled to compensation for the improvements and extensions effected by it at such a school; if not, why not; if so, to what extent;

(3) whether he will make a statement on the matter? B220E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, in model C schools capital services may be provided by means of a state

subsidy or by using own funds. In both cases the provincial education department concerned, must approve such services. The provincial education department concerned provides the required guidance and advice regarding the applicable norms and standards. The governing body of the school is free to supplement these minimum standards after consultation with the provincial education department concerned. Detailed information in accordance with the approved National Building Regulations is supplied by the private professional consultant involved in the project; (SO)

- (2) no, in the case of model C schools, the land and buildings are registered in the name of the school without cost. Should a school close down, the reversionary clause comes into force and all assets, including improvements financed by the school itself become the property of the State, which, in turn, will use its discretion in using these assets to the best advantage of the community;
- (3) no.

Status quo schools: hostels

*3. Mr D S PIENNAAR asked the Minister of Education and Culture:† (SO)

- (1) Whether there are any schools under the control of Department which have hostels that also accommodate pupils of *status quo* schools and which have been declared model B schools; if so, how many;
- (2) whether any provision is made for pupils of *status quo* schools who do not wish to reside in racially mixed hostels; if not, why not; if so, what provision;
- (3) whether he will make a statement on the matter? B221E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, 14;
- (2) yes, such pupils can be accommodated in hostels of *status quo* schools should they request;
- (3) no.

Status quo schools: persons of colour

*4. Mr A GERBER asked the Minister of Education and Culture:† (SO)

- (1) Whether he is considering making provision for persons of colour in *status quo* schools situated in areas where persons of colour have moved into White community and where there are only White schools available; if so, what provision;
- (2) whether he will make a statement on the matter? B222E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No, because provision of this nature is not my responsibility;
 - (2) no.
- Mr R M BURROWS: Mr Chairman, arising out of the reply of the hon the Minister, do I understand that application of *status quo* schools remains exactly as it has been historically, that is no child of colour may be admitted unless it is the child of a diplomat? The MINISTER: Mr Chairman, that is the present legal situation that I am bound to.

Natal Education Department: financial arrangement

*5. Mr R M BURROWS asked the Minister of Housing and Works: (SO)

- (1) Whether any financial arrangement was arrived at between his Department and the Natal Education Department regarding the financing of major and minor works at schools in the 1990-91 and 1991-92 financial years; if so, (a) what was the arrangement and (b) what total amount was incurred in costs by the Natal Education Department as a result of the work done by his Department;
- (2) whether all payments made by the Natal Education Department to his Department were for services rendered to the said education department, if not, why not;
- (3) whether he will make a statement on the matter? B297E

The MINISTER OF HOUSING AND WORKS:

- (1) Yes

The MINISTER OF HOUSING AND WORKS:

- (1) Yes. (SO)

The Department will proceed with the execution of major and minor works at schools as scheduled in the different building programmes. In the case of projects where tenders have already been accepted and the contract is not completed by 1 April 1992, such projects will still be finalized by this Department.

The following amounts have been budgeted for the execution of major and minor works during the 1991/92 financial year:

Transvaal	: R 60,179 million
Orange Free State	: R 28,147 million
Natal	: R 10,954 million
Cape Province	: R 22,166 million
Schools for special education	: R 8,266 million
	<u>R129,712 million</u>

- (a) The responsibility for White education was transferred to the Administration: House of Assembly on 1 April 1986. As from 1986 the Department of Education and Culture made funds available for the execution of major and minor works at schools on an agency basis by the Natal Works Department. (SO) The responsibility of the execution of major and minor works at schools was handed to this Department on 1 January 1991 and it was agreed upon that while this Department would proceed with the execution of the projects, payments to the contractors would still be made by the Natal Works Department up to the end of the 1990-91 financial year, that is 31 March 1991.
- On 1 April 1991 the funds for the 1991-92 financial year were made available to the Department of Local Government, Housing and Works which is still doing the works function for the Natal Education Department.
- (b) The expenditure for the 1990-91 financial year amounted to R8 246 239,00 and of the R10 954 000,00 budgeted for 1991-92, R7 393 250,00 has already been spent by 26 February 1992.

Major/minor works: schools

*6. Mr R M BURROWS asked the Minister of Housing and Works: (SO)

- (1) Whether his Department will make a special effort to complete major and minor works at schools before 1 April 1992; if not, why not; if so, what was the budgeted cost of such work for the 1991-92 financial year;
- (2) whether his Department will or does exercise an inspection service in respect of Model C schools; if not, why not;
- (3) whether he will make a statement on the matter? B298E

†The MINISTER: Mr Chairman, as I indicated, contracts which have been entered into will be completed. The money will be transferred to the following financial year so that they can be completed. [Interjections.]

†Mr J H VAN DER MERWE: Why? †The MINISTER: It is only reasonable. [Interjections.] †Mr J H VAN DER MERWE: Oh!

Model C 'favours whites'

50
CT 18/3/92

Staff Reporter

THE shift to Model C schools would retain racial separation through the R70 million assistance grant which provides only for needy white families, a Cape educationalist said yesterday.

A city schools' representative, who declined to be named, said the Model C schools would "increase fees substantially" and needy white families would be the only benefactors of the special R70m grant.

He said: "It does not matter how open schools are, they are not equal."

School management committees have to decide by March 27 — the end of the first academic quarter — whether to accept the state-aided school system or maintain the status quo, Cape Education Department spokesman Dr Orland Firmani said.

There will be no payment to schools which opt to retain the status quo and levy voluntary fees. Model C school teachers' salaries are paid by the state.

A statement by the Minister of Manpower and of Education and Culture, Mr Piet Marais, said the R70m grant was made "under extremely difficult circumstances".

A spokesman for the department said yesterday the grant would only be made available to white needy families, as it was a House of Assembly initiative.

Meanwhile closed meetings were held by the Cape Education Department last week in the city for school management committees and principals.

Dr Firmani said the meetings were to answer questions and disseminate information on the Model C system. He declined to speculate on how many schools would opt for Model C.

the deceased is Mr Malarudi Lebatha alias Lawai
(2) (d), (b) and (c)
No, Mr K Findlay and Mrs F Findlay were summonsed and appeared in the Vereeniging court on 11 March 1992 on a charge of murder. The case was remanded until 10 April 1992.

Repealing of legislation in the Press

*7. Mr P G SOAL asked the Minister of Home Affairs.

- (1) Whether, with reference to each of the 11 Acts particulars of which have been furnished to the Minister's Department for the purpose of his reply, it is the Government's intention to repeal legislation which detracts from the free flow of information and restricts the Press from reporting; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

B294E

The MINISTER OF HOME AFFAIRS:

(1) and (2)
Of the 11 Acts referred to by the hon member, the Department of Home Affairs administers only the Electoral Act, 1979 (Act 45 of 1979). Since section 143 of the Electoral Act, which is at issue here, has it in view to prevent unjustifiable influencing of voters, it is not this Department's intention to repeal it at this stage.

However, in view of more recent developments, such as, *inter alia* discussions at Codesa, renewed discussions regarding the respective acts are now the proper course which will be formulated in more concrete form in due course and hopefully progress could be reported in course of time.

Mr P G SOAL: Mr Chairman, arising out of the reply of the hon the Minister, I want to say that I originally formulated this question to be addressed to the hon the State President, but it was obviously felt that this hon Minister had great influence with his colleagues in the Cabinet, and that he would be able to influence them to have these pieces of legislation repealed. May I ask if he would please undertake to talk to his col-

HOUSE OF ASSEMBLY

leagues in the Cabinet who are responsible for the 11 pieces of legislation that I outlined in my question with a view to having them repealed as soon as possible in order that there may be a free flow of information before we get to the situation at Codesa in which that is required.
The MINISTER: Mr Chairman, the hon member will have concluded from my reply that discussions were in fact taking place in this regard. Naturally I cannot give any undertaking on behalf of my colleagues as to whether they will repeal the legislation of not, but this is the process and I think my reply has been very clear in this regard.

Pretoria Regional Services Council: personal loans

*8. Mr F J LE ROUX asked the Minister of Local Government and National Housing:

Whether the Pretoria Regional Services Council has granted any personal loans of money to any person or body in the year ending 31 March 1992; if so, (a) to whom or what body, (b) how much money was lent to this person or body, (c) at what rate of interest was it lent and (d) when does the loan have to be paid back?

B295E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

No.
(a)-(d) Fall away.

Proposed structure: single education authority

*9. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether a proposed structure for a single education authority, together with non-racial, geographic departments of education, has been devised by or for his Department; if not, why not; if so, (a) (i) by whom and (ii) when was this structure devised and (b) to whom has it been propagated;
- (2) whether he will make a statement on the matter?

B299E

The MINISTER OF NATIONAL EDUCATION:

- (1) No. In the Education Renewal Strategy (ERS) developed by the Committee of

Heads of Education Departments (CHED), and not by the Department of National Education, broad proposals in this regard were made. Comments on these broad proposals have been sought nationally and final recommendations on a future educational structure could be submitted by the CHED, as part of the ERS, to the Education Ministers. Devising an acceptable future education structure is, however, a process which is closely linked to future constitutional structures at present being negotiated.

- (a) (i) Falls away (SO)
- (ii) Falls away.
- (b) Falls away.
- (2) No.

Archival material: restrictions

*10. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether any restrictions are imposed on the public scrutiny of archival material derived from South African State Departments; if so, (a) what are these restrictions and (b) by whom were they imposed;
- (2) whether the Government proposes to relax the current restrictions on the scrutiny of State archival material; if not, why not; if so, to what extent;
- (3) whether he will make a statement on the matter?

B300E

The MINISTER OF NATIONAL EDUCATION:

- (1) Yes.
- (a) The making available of archives from Government departments to members of the public for research purposes is controlled by section 9 of the Archives Act (Act 6 of 1962). According to this section a so-called "closed period" of about 30-years is maintained as a general principle and documents dating from the period before 1961 are at present available. Individual applications to consult documents in archives depots which

still fall in the closed period are considered on merit.
(b) The Archives Act, 1962 (Act 6 of 1962). (SO)
(2) No. The present arrangements are in accordance with international standards and no problems are experienced with these in practice.
(3) No

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Valkenberg Hospital: security staff

*11. Miss M SMUTS asked the Minister of National Health:

- (1) Whether, at the time of the escape of a number of psychiatric patients from the maximum security unit at the Valkenberg Hospital during February 1992, there were any security staff in the employ of this hospital, if so, where were they at the time; if not, why not;
- (2) whether security staff have been introduced since; if so, (a) what staff and (b) for how long;
- (3) whether any further steps are being contemplated in respect of improving security; if not, why not; if so, what steps?

B301E

The MINISTER OF NATIONAL HEALTH:

- (1) No, the hospital does not have posts for security personnel on its establishment;
- (2) yes,
 - (a) security personnel of the Department of Corrective Services and
 - (b) from 17 February 1992 till 1 March 1992.
- (3) yes,
 - (i) the obtaining of quotations from private security companies with a view to the implementation of a security service from 2 March 1992;
 - (ii) the limiting of patients to 65 for which the maximum security unit makes provision;
 - (iii) the filling of vacant nursing posts;

HOUSE OF ASSEMBLY

Learning how to learn . . .

50

By PHANGISILE MISHAL

THE absence of a culture of learning at schools like Tladi Technical High is attributed to a lack of parental involvement and pupil motivation and the low morale of teachers. *Sowetan 19/3/92*

But what are the solutions?

Sowetan interviewed educationists to find out what steps are necessary to reintroduce effective education at black schools.

Soweto Education Co-ordinating Committee chairman Mr David Maepa said parents and teachers needed to work together to build the self-esteem of the child.

"Pupils must be prepared by parents and teachers to learn," Maepa said.

Confident

"Teachers must build the pupils' self-esteem and make him confident he can tackle his lessons.

"Parents must not just dump them on the teacher. They must show interest and praise their children and teachers."

To get parental involvement Maepa suggested educators address stokvels and burial societies to highlight parents' educational responsibilities and how they could help teachers.

Mrs Tessa Welsh, a lecturer at the Soweto College of Education and chairman of the newly formed Lecturers' Committee advocates a staff association to boost teacher morale.

"This helped smooth staff divisions at our college," she said.

"Teachers must be allowed space and time to be creative and to look into their well-being. A popular natural leader, and not someone with a political agenda, must be elected to help smooth relationships.

"Para-educational activities generating the team spirit also helps.

Breakdown

"Parents must be invited to come to the school and see for themselves what goes on."

Mr Lucky Monakgotle of the Azapo education desk called for an awareness campaign to enlist parental help. Parent associations should work together with parents to normalise schooling."

Monakgotle said the role of pupils, which is to learn, must be reinforced to overcome the breakdown of discipline.

Impartial SRCs should channel pupils' grievances but it was not their duty to manage, control or even help with the administration of schools.

Reinforcing the authority of teachers was important if learning was to prevail.



DAVID MAEPA



TESSA WELSH



DAN MONYEMORE

Mr Dan Monyemore of Careers Centre said teacher organisations should unite teachers as professionals and their voices should be heard at education summits.

He said school functions should be revived to generate parental interest and attendance at general meetings.

These should also help to inform parents about their children's studies.

Monyemore slammed pupils for being "more eloquent on political protest action than they are active on their education programme".

STAR 1913/92 .
Education crisis
— a vital issue (SO)

One million copies of a special eight-page education supplement are to be distributed nationwide on Monday in The Star and its sister newspapers, and in other selected publications.

The supplement was prepared after a three-day national conference attended by a wide spectrum of South Africans dedicated to solving the education crisis.

No 'official' language

STAR 19/3/92

(SO)

Regarding "Call for English to be the main language" (The Star, March 2), the ANC Language Commission was intrigued that the English Academy of Southern Africa (EASA) had decided to take such a unilateral decision.

If both the ANC Language Commission and EASA contemplate an equitable language policy for a future democratic South Africa, then there should be no conflict whatsoever as expressed in the overt or implied statements recently issued by both the ANC Language Commission (February 13) and the EASA (March 2). If, however, the EASA believes that it can pontificate on the language rights of over 35 million inhabitants of this country, then there is bound to be confrontation.

For a start, an elitist language body such as the EASA (we deliberately avoid the term "academy" precisely for its elitist and linguistically chauvinistic connotations in a post-colonial country such as South Africa), cannot continue to dictate the linguistic lives of the masses. Instead, both the ANC and the EASA will have to respect the opinion of the masses regarding the language issue,

particularly at grassroots level.

English is a colonial language. It carries a perennial colonial albatross around its neck. It is just as guilty of linguistic injustices in this country as its colonial bedfellow, Afrikaans. It is a question of the degrees or intensity of the linguistic oppression that we are addressing. To put it colloquially, the kettle may call the pot black, but both villains will always remain the same.

It is the height of linguistic arrogance for the EASA to think that they can impose English as an "official language" at this stage without consulting all the users of the language.

The ANC believes that:

"No language shall be declared 'official'. Instead, the State shall be empowered to designate one or more of these languages to be used for defined purposes at the national level or in any region or area where it is used widely".

Please note the clause "The State shall be empowered..."

The Union of South Africa Act of 1910 decreed both English and Dutch as the so-called "official" languages. The majority of the people of this country were not consulted. Instead,

Afrikaans was decreed an "official" language in 1925, a language as young (in corpus planning terms) as the other indigenous languages of this country.

To add insult to injury (if we may use a cliché), Prof Jenkins states that:

"There is no standard South African English at present."

Instead, the 35 million or so South Africans are expected to use "Standard British English". This is not only an academic insult to such socio-linguists as Professors William Lanham and Jean and William Brandford, but also to Buntu Mfenyana and the present writer, whose current Ph.D. research areas are actually based on the distinctive features of "South African Black English".

Professor Elwyn Jenkins is advised to defer to the decision-makers of the EASA and solicit a fresh mandate on the language issue. Otherwise, history will judge him as another Lord Milner, a label he would most likely find unwelcome.

Qedusizi Buthelezi
Co-ordinator,

ANC Language Commission,
Department of Arts and Culture
Johannesburg



Dr Bertha Pendleton found pupils loitering.

Active parent involvement could restore learning

(SO) some few 19/3/92

By PHANGISILE MTSHALI

ACTIVE parent involvement, boosting the morale of teachers and academic support programmes is part of the answer to restoring the culture of learning in troubled schools.

This was the belief and experience of an American educationist, Dr Bertha Pendleton, who spent two weeks addressing teachers and principals all over the country.

Pendleton is deputy superintendent - No 2 in the chain of command - of the multi-ethnic San Diego unified school district.

"My state is very much like South Africa and we

are struggling to implement changes on education," Pendleton said.

"We have many different languages, pupils from very influential families and many with social and health needs. Because of the intensive programme to integrate education, we have had to deal with pupils from very diverse education standards."

Pendleton became the principal of Lincoln High, an inner city school with a

● To page 17

Teachers must be role models

● From page 16

majority of pupils from poverty-stricken homes in 1974.

When she took over, pupils could be found loitering on verandas at all hours while their fearful teachers did not know how to command respect.

"Pupils were not focused, they just loitered outside the classrooms," she said.

"My first priority was to establish order and create a good learning environment. We had to convince the children that we cared and were in control," she said.

"I asked my teachers and counsellors (health and

social) to leave their office and walk the halls urging pupils to go to classes.

"I started year-long monthly discussions with all my pupils mapping out the vision of the school and how we could achieve it. At the same time I enlisted the parents' help. I wanted them to show interest, even if they were illiterate, in their children's school work."

Pendleton embarked on a training scheme so teachers were more receptive towards all kinds of parents.

"It is no use getting the attention and interest of the parents only to find that they are not well received by teachers and pupils," said Pendleton.

"Teachers on the other

hand must give something extra than just delivering lessons. They must be role models; attend regularly and punctually and be the best they could be. On the other hand, principals and respective education authorities must praise teachers for jobs well done and encourage them in positive ventures."

However, Pendleton is able to make a lot of positive progress in her schools because of the massive financial support given by the state. Beside R7 000 for every pupil's education, San Diego state also gives R100 million to upgrade and provide academic support for poor children and about R120 million to forge integration in schools.

R19bn for 'fresh look' at education

8/10 Aug 19/3/92

Political Staff

CAPE TOWN — More than R19bn had been allocated to education in the new financial year, an increase of about 24%, Finance Minister Barend du Plessis said yesterday.

He said R19,049bn had been earmarked for education outside the four independent homelands.

This was an increase of R4,103bn on the 1991/92 Budget of R14,946bn.

The 1992/3 allocation represents 18,9% of total expenditure and an estimated 5,4% of the gross domestic product.

According to the Budget Review, this excludes the education expenditure financed from any additional parent contributions.

It also excludes any salary increase for teachers during the current financial year, an important component of the education budget.

Both as a percentage of GDP and of total government expenditure, SA's expenditure is already high, in relation not only to countries at a comparable stage of development but even to the highly developed countries.

"In 1991 the number of learners in SA (including the TBVC countries) was almost 11-million.

"While economic activity declined by half a percent per annum over the past two

BUDGET 1992

years, the pupil numbers in schools have grown at an annual average of more than 4%, university students at 5% and technical students at 17%.

"In these circumstances it has become imperative to cast a fresh look at the education system in South Africa.

"Important aspects in this regard are that the education system should be more affordable for the country as a whole, that it should be more directly coupled with the manpower and development requirements of the country, and that it should bring greater equality in education provision for the various population groups."

According to the review, inequalities in education had been narrowing and the new education budget was an important step on this path.

The Department of Education and Training, which is responsible for black education outside the homelands, is to get R4,556bn in the new budget, an increase of R1,189bn.



Finance Minister Barend du Plessis

Picture: ROBERT BOTHA

Education expenditure 'positive'

By Zingisa Mkhuma
and Jacqueline Myburgh

STAR 2013/12

Educationists and politicians welcomed the increased spending on education and said they were optimistic that the larger portion of the Budget would go towards the upliftment of black education.

Democratic Party finance spokesman Ken Andrew said the increased allocation to education was one of the positive features of the budget.

The ANC said the allocation of 24 percent of the budget to education would place South Africa in line with the international community.

ANC education department chief John Samuel said the allocation meant the country would compare favourably with international standards.

But he said the Government still lacked a clear plan to improve the education system.

"Clearly one can't say increased expenditure in education is a bad thing, but what is wrong is the continued allocation of resources on a racial basis," Mr Samuel said.

White government schools, which learnt recently that they would be virtually forced to become Model C schools with a substantial cut in Government subsidies, have reacted posi-



Ken Andrew . . . increased allocation is a positive feature.

vely to the increased education Budget.

They accepted that the largest portion of the allocation would go to the upliftment of black education, but said some should be reserved to assist those Model C schools where parents could not afford the increased school fees.

Chairman of John Orr High School's management committee, Max King, said he did not think much of the R19,5 billion set aside for education would go into the white sector.

"But I am not unhappy with the system — we are now in control of the schools and we can set our standards ourselves," he said.

It was important, however, that a portion of Government expenditure go to low income group schools, where parents would struggle to pay higher fees. Money should also be set aside for bursaries to these schools, he said.

Glen Stuart of the Transvaal English Medium Parents' Association (Tempa), said parents welcomed the increase in education expenditure.

He said parents realised that previously a disproportionate amount of the "education cake" had been spent on white education and they saw the need for a greater portion of that cake to be spent in other areas.

Poorer schools should be assisted by Government, he said.

However, chairman of the Soweto Education Co-ordinating Committee David Maepa said, 24 percent fell short of what was needed to upgrade the standard of black education.

Mr Maepa said last year the Government had allocated 19 percent of the budget to education, and that the population growth in black schools this year was 4,5 percent — the Government had not moved much from last year's position.

He said this made it imperative for Codesa to speed up the dismantling of apartheid in the educational arena.

Nelspruit, ter insae lê en enige persoon wat beswaar teen sodanige verordeninge wil aanteken, moet dit skriftelik by die Stadsklerk binne veertien (14) dae na publikasie van hierdie kennisgewing in die *Provinsiale Koerant*, indien.

D. W. VAN ROOYEN,
Stadsklerk.

Burgersentrum
Nelstraat
NELSPRUIT
1200.

(Kennisgewing No. 11 van 92)

(20 Maart 1992)

RAADSKENNISGEWING 40 VAN 1992

STADSRAAD VAN NELSPRUIT

AANNAME VAN GERAASBEHEERREGULASIES

Daar word hierby ingevolge artikel 96 van die Ordonnansie op Plaaslike Bestuur, 1939, soos gewysig, bekendgemaak dat die Stadsraad van Nelspruit van voornemens is om Geraasbeheerregulasies wat op die Munisipaliteit van Nelspruit van toepassing is, af te kondig.

Afskrifte van die voorgestelde regulasies sal vir 'n tydperk van veertien (14) dae vanaf datum van publikasie van hierdie kennisgewing in die *Provinsiale Koerant* gedurende kantoorure by die kantoor van die Stadsekretaris, Burgersentrum, Nelstraat, Nelspruit, ter insae lê en enige persoon wat teen die regulasies beswaar wil aanteken, moet dit skriftelik by die Stadsklerk binne veertien (14) dae na datum van publikasie van hierdie kennisgewing in die *Provinsiale Koerant*, indien.

D. W. VAN ROOYEN,
Stadsklerk.

Burgersentrum
Nelstraat
NELSPRUIT
1200.

(Kennisgewing No. 12 van 92)

(20 Maart 1992.)

RAADSKENNISGEWING 41 VAN 1992

STADSRAAD VAN BRAKPAN

WYSIGING VAN DIE VERORDENINGE VIR DIE REGULERING VAN BEURSLENINGS

Kennis word hiermee gegee ingevolge artikel 96 van die Ordonnansie op Plaaslike Bestuur, No. 17 van 1939, dat die Stadsraad van Brakpan voornemens is om die Verordeninge vir die Regulering van Beurslenings te wysig.

Die algemene strekking van die wysiging is—

- (1) om die beurse te verhoog na R4 000;
- (2) om die beurse uit te betaal in twee paaiemente;
- (3) om die Raad in staat te stel om uitstel aan die studente te verleen vir die terugbetaling.

the *Provincial Gazette*. Any person who desires to lodge an objection to the proposed By-Laws must do so, in writing, to the Town Council within fourteen (14) days from the date of publication of this notice in the *Provincial Gazette*.

D. W. VAN ROOYEN,
Town Clerk.

Civic Centre
Nel Street
NELSPRUIT
1200.

(Notice No. 11 of 92)

(20 March 1992.)

BOARD NOTICE 40 OF 1992

TOWN COUNCIL OF NELSPRUIT

ACCEPTANCE OF NOISE CONTROL REGULATIONS

Notice is hereby given in terms of section 96 of the Local Government Ordinance, 1939, as amended, that the Town Council of Nelspruit intends publishing Noise Control Regulations applicable to Nelspruit Municipality.

Copies of the proposed regulations will be open for inspection at the office of the Town Secretary, Civic Centre, Nel Street, Nelspruit, for a period of fourteen (14) days from the date of publication of this notice in the *Provincial Gazette*. Any person who desires to lodge an objection to the proposed amendment must do so, in writing, to the Town Clerk within fourteen (14) days from the date of publication of this notice in the *Provincial Gazette*.

D. W. VAN ROOYEN,
Town Clerk.

Civic Centre
Nel Street
NELSPRUIT
1200.

(Notice No. 12 of 92)

(20 March 1992.)

BOARD NOTICE 41 OF 1992

TOWN COUNCIL OF BRAKPAN (50)

AMENDMENT OF BY-LAWS FOR THE REGULATION OF BURSARY LOANS

Notice is hereby given in terms of section 96 of the Local Government Ordinance, 17 of 1939, that the Town Council of Brakpan intends amending the By-laws for the Regulation of Bursary Loans.

The general purport of the amendment is—

- (1) To increase the bursaries to R4 000,00;
- (2) To pay the bursaries in two installments;
- (3) To enable the Council to allow the students defer the repayments.

Afskrifte van hierdie wysiging lê ter insae by Kamer 1.5, Stadhuis, Brakpan, vir 'n tydperk van 14 (veertien) dae vanaf publikasie hiervan.

Enige persoon wat beswaar teen genoemde wysiging wens aan te teken moet dit skriftelik nie later as 8 April 1992 nie by die ondergetekende doen.

M. J. HUMAN,
Stadsklerk.
Stadhuis
Brakpan.

(Kennisgewing No. 18 van 1992)

(20 Maart 1992)

RAADSKENNISGEWING 42 VAN 1992

OMSKRYWING VAN DIE LANDGOED VAN ZYLSHOF

Die Wyn- en Spiritusraad, handelende kragtens artikel 6 van die Wyn van Oorsprong-skema gepubliseer by Goewermentskennisgewing No. R. 1434 van 29 Junie 1990 omskryf hierby die grond in die Bylae gespesifiseer as 'n landgoed onder die naam Van Zylshof.

M. H. VAN DER MERWE,
Sekretaris: Wyn- en Spiritusraad.

BYLAE

1. Erf 942, geleë in die munisipaliteit Bonnievale, afdeling Swellendam, en geregistreer onder Transportakte T18426/1974.
2. Erf 686, geleë in die munisipaliteit Bonnievale, afdeling Swellendam, en geregistreer onder Transportakte T18218/1982.
3. Restant van Erf 516, geleë in die munisipaliteit Bonnievale, afdeling Swellendam, en geregistreer onder Transportakte T18218/1982.
4. Restant van Erf 503, geleë in die munisipaliteit Bonnievale, afdeling Swellendam, en geregistreer onder Transportakte T11909/1987.
5. Erf 513, geleë in die munisipaliteit Bonnievale, afdeling Swellendam, en geregistreer onder Transportakte T58946/1987.

(20 Maart 1992)

RAADSKENNISGEWING 43 VAN 1992

OMSKRYWING VAN DIE LANDGOED AVONTUUR

Die Wyn- en Spiritusraad, handelende kragtens artikel 6 van die Wyn van Oorsprong-skema gepubliseer by Goewermentskennisgewing No. R. 1434 van 29 Junie 1990 omskryf hierby die grond in die Bylae gespesifiseer as 'n landgoed onder die naam Avontuur.

M. H. VAN DER MERWE,
Sekretaris: Wyn- en Spiritusraad.

A copy of this amendment is open for inspection at Room 1.5, Town Hall Building, Brakpan for a period of 14 (fourteen) days from the date of publication hereof.

Any person wishing to object to the amendment, must do so in writing to the undersigned not later than 8 April 1992.

M. J. HUMAN,
Town Clerk.
Town Hall
Brakpan.

(Notice No. 18 of 1992)

(20 March 1992)

BOARD NOTICE 42 OF 1992

DEFINING OF THE ESTATE VAN ZYLSHOF

The Wine and Spirit Board, acting under section 6 of the Wine of Origin Scheme published by Government Notice No. R. 1434 of 29 June 1990 hereby defines the land specified in the Schedule as an estate under the name Van Zylshof.

M. H. VAN DER MERWE,
Secretary: Wine and Spirit Board.

SCHEDULE

1. Erf 942, situated in the Municipality of Bonnievale, Division of Swellendam, and registered under Deed of Transfer T18426/1974.
2. Erf 686, situated in the Municipality of Bonnievale, Division of Swellendam and registered under Deed of Transfer T18218/1982.
3. Remainder of Erf 516, situated in the Municipality of Bonnievale, Division of Swellendam and registered under Deed of Transfer T18218/1982.
4. Remainder of Erf 503, situated in the Municipality of Bonnievale, Division of Swellendam and registered under Deed of Transfer T11909/1987.
5. Erf 513, situated in the Municipality of Bonnievale, Division of Swellendam and registered under Deed of Transfer T58946/1987.

(20 March 1992)

BOARD NOTICE 43 OF 1992

DEFINING OF THE ESTATE AVONTUUR

The Wine and Spirit Board, acting under section 6 of the Wine of Origin Scheme published by Government Notice No. R. 1434 of 29 June 1990 hereby defines the land specified in the Schedule as an estate under the name Avontuur.

M. H. VAN DER MERWE,
Secretary: Wine and Spirit Board.

2. Aanhangsel A van die Regulasies word hierby gewysig deur die toevoeging, in alfabetiese volgorde, van die volgende plaaslike besture:

(a) *Munisipaliteite en Stadsrade:*

Boshof.
Brandfort.
Dealesville.
Dewetsdorp.
Edenburg.
Estcourt.
Excelsior.
Fauresmith.
Fouriesburg.
Frankfort.
Harrismith.
Heilbron.
Hertzogville.
Hoopstad.
Jacobsdal.
Lindley.
Luckhoff.
Petrusburg.
Senekal.
Theunissen.
Trompsburg.
Tweespruit.
Viljoenskroon.
Welkom.
Wepener.
Wesselsbron.
Zastron.

(c) *Ander:*

Allanridge-dorpsbestuur.
Van Stadensrus-dorpsbestuur.

2. Annexure A to the Regulations is hereby amended by the addition, in alphabetical order, of the following local authorities:

(a) *Municipalities and City Councils:*

Boshof.
Brandfort.
Dealesville.
Dewetsdorp.
Edenburg.
Estcourt.
Excelsior.
Fauresmith.
Fouriesburg.
Frankfort.
Harrismith.
Heilbron.
Hertzogville.
Hoopstad.
Jacobsdal.
Lindley.
Luckhoff.
Petrusburg.
Senekal.
Theunissen.
Trompsburg.
Tweespruit.
Viljoenskroon.
Welkom.
Wepener.
Wesselsbron.
Zastron.

(c) *Other:*

Allanridge Village Management Board.
Van Stadensrus Village Management Board.

DEPARTEMENT VAN NASIONALE OPVOEDING

No. R. 862

20 Maart 1992

REGULASIES KRAGTENS DIE WET OP DIE SUID- AFRIKAANSE SERTIFISERINGSRAAD, 1986

Die Suid-Afrikaanse Sertifiseringsraad het kragtens artikel 18 van die Wet op die Suid-Afrikaanse Sertifiseringsraad, 1986 (Wet No. 85 van 1986), en met die goedkeuring van die Minister van Nasionale Opvoeding, die regulasies in die Bylae vervat, uitgevaardig.

BYLAE

DEEL I

WOORDOMSKRYWING

1. In hierdie regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg en, tensy uit die samehang anders blyk, beteken—

“**algemene onderwysbeleid**” die algemene onderwysbeleid ten opsigte van skool- en tegniese kollege-onderwys beoog in artikel 2 (1) (d) van die Wet op die Nasionale Beleid vir Algemene Onderwys, 1984 (Wet No. 76 van 1984);

“**die Wet**” die Wet op die Suid-Afrikaanse Sertifiseringsraad, 1986 (Wet No. 85 van 1986);

“**eksamen**” 'n skriftelike, mondelinge of praktiese evaluering, na gelang van die geval, in ooreenstemming met die algemene onderwysbeleid, asook 'n aanvullende eksamen, en sluit 'n eksterne eksamen in;

DEPARTMENT OF NATIONAL EDUCATION

No. R. 862

20 March 1992

REGULATIONS IN TERMS OF THE SOUTH AFRICAN CERTIFICATION COUNCIL ACT, 1986

The South African Certification Council has, in terms of section 18 of the South African Certification Council Act, 1986 (Act No. 85 of 1986) and with the approval of the Minister of National Education, framed the regulations contained in the Schedule hereto.

SCHEDULE

PART I

DEFINITIONS

1. In these regulations any word or expression to which a meaning has been assigned in the Act, has the meaning thus assigned and, unless the context otherwise indicates—

“**examination**” means a written, oral or practical evaluation, as the case may be, in accordance with the general education policy, and also a supplementary examination, and includes an external examination;

“**external examination**” means an examination at a point of withdrawal written by all the candidates of an examining body;

“**external moderator**” means a moderator appointed by the council to moderate examination papers, memoranda and samples of examination scripts of all the examining bodies;

"eksterne eksamen" 'n eksamen by 'n uitreepunt wat deur alle kandidate van 'n eksamineringsinstansie afgelê word;

"eksterne moderator" 'n moderator wat deur die raad aangestel is om vraestelle, memoranda en steekproewe van eksamenantwoordskrifte van alle eksamineringsinstansies te modereer;

"interne moderator" 'n moderator wat deur 'n eksamineringsinstansie aangestel is om 'n vraestel, memorandum en steekproef van eksamenantwoordskrifte van daardie eksamineringsinstansie te modereer;

"memorandum" die modelantwoord en die raamwerk van bepunting van 'n eksamenvraestel;

"modereringsinstrument" 'n vraestel of onderdeel van 'n vraestel wat deur eksaminatore van verskeie eksamineringsinstansies saamgestel en deur die eksterne moderator gemodereer is.

DEEL II

VEREISTES VIR DIE AFNEEM VAN EKSTERNE EKSAMENS

2. Ten opsigte van 'n eksterne eksamen wat na 4 September 1992 afgeneem word, moet 'n eksamineringsinstansie—

(a) toereikende maatreëls, met inbegrip van maatreëls om onreëlmatighede in die eksamenlokaal te bekamp en sekuriteitsmaatreëls vir die geheimhouding van vraestelle, tref wat die integriteit van die eksamens sal verseker;

(b) toesien dat elke vraestel in 'n eksterne eksamen verteenwoordigend is van die voorgeskrewe leerstof bedoel in regulasie 4;

(c) indien deur die raad daartoe gelas, 'n modereringsinstrument in die eksamens insluit;

(d) toesien dat elke vraestel in 'n eksterne eksamen deur minstens een kundige interne moderator gemodereer word;

(e) indien deur die raad daartoe gelas,

(i) 'n vraestel of memorandum, of beide, in 'n eksterne eksamen aan 'n eksterne moderator voorlê ter bevestiging deur sodanige moderator dat dit aan die voorgeskrewe standaard voldoen,

(ii) toesien dat 'n steekproef van die eksamenantwoordskrifte deur 'n eksterne moderator nagegaan word,

(iii) 'n bepaalde vraestel in 'n eksterne eksamen vir 'n datum van tyd deur die raad bepaal, op 'n eksamenrooster skeduleer;

(f) aan die raad 'n punt vir elke vak waarin 'n kandidaat 'n eksterne vraestel afgelê het, in die vorm en op of voor 'n datum wat die raad bepaal, verstrek; en

(g) volle besonderhede oor enige onreëlmatigheid wat in verband met 'n eksterne eksamen voorgekom het, asook sy optrede in daardie verband, onverwyld skriftelik aan die raad rapporteer.

DEEL III

NORME EN STANDAARDE WAARAAN KANDIDATE IN EKSAMENS MOET VOLDOEN

3. Ten einde in 'n eksamen te slaag moet 'n kandidaat voldoen aan die slaagvereistes vir so 'n eksamen soos vervat in die algemene onderwysbeleid.

"general education policy" means the general education policy in respect of school and technical college education referred to in section 2 (1) (d) of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984);

"internal moderator" means a moderator appointed by an examining body to moderate an examination paper, memorandum and sample of examination scripts of that examining body;

"memorandum" means the model answers and the framework of marking of an examination paper;

"moderating instrument" means a paper or subset of a paper set by examiners of various examining bodies and moderated by the external moderator;

"the Act" means the South African Certification Council Act, 1986 (Act No. 85 of 1986).

PART II

REQUIREMENTS FOR CONDUCTING EXTERNAL EXAMINATIONS

2. In respect of an external examination to be conducted after 4 September 1992 an examining body shall—

(a) take adequate measures, including measures to combat irregularities in the examination venue and security measures for ensuring the secrecy of examination papers, to ensure the integrity of the examinations;

(b) ensure that each paper in an external examination is representative of the prescribed subject matter intended in regulation 4;

(c) if ordered by the council, include a moderating instrument in the examinations;

(d) ensure that each paper in an external examination is moderated by at least one competent internal moderator;

(e) if ordered by the council—

(i) submit a paper or memorandum, or both, in an external examination to an external moderator for confirmation that they conform to the required standards;

(ii) ensure that a sample of the examination scripts is moderated by an external moderator;

(iii) schedule a particular paper in an external examination for a stipulated date and time on the examination time-table;

(f) supply the council on or before a date and in the form determined by the council, with a mark for each subject in which a candidate sat for an external paper; and

(g) supply the council without delay in writing with full details of any irregularities that occurred in respect of an external examination as well as the steps taken in consequence.

PART III

NORMS AND STANDARDS TO BE COMPLIED WITH BY CANDIDATES IN EXAMINATIONS

3. To pass in an examination a candidate shall fulfil the pass requirements for such examination as prescribed in the general education policy.

DEEL IV**DIE VOORGESKREWE LEERSTOF**

4. Die minimum leerstof vir 'n bepaalde onderrig-aanbieding in 'n vak is dié vervat in die algemene onderwysbeleid.

DEEL V**ALGEMEEN**

5. Die heffings vir die uitreiking van sertifikate is—

(a) R7 vir 'n sertifikaat dat 'n kandidaat voldoen het aan die minimum vereistes om by 'n uittreepunt te slaag;

(b) R2 per vak, met 'n maksimum van R7 per kandidaat, vir 'n sertifikaat dat 'n kandidaat voldoen het aan die minimum vereistes om in 'n vak te slaag;

(c) R5 vir 'n sertifikaat dat 'n kandidaat voldoen het aan die minimum vereistes om by 'n uittreepunt te slaag, ter vervanging van sertifikate van vakke geslaag;

(d) R5 vir 'n duplikaat van 'n sertifikaat.

6. Hierdie regulasies tree op 4 September 1992 in werking.

DEPARTEMENT VAN OMGEWINGSAKE

No. R. 872

20 Maart 1992

WET OP SEEVISSERY, 1988
(WET No. 12 VAN 1988)

WYSIGING VAN REGULASIES

Die Minister van Omgewingsake het kragtens artikel 45 van die Wet op Seevisserij, 1988 (Wet No. 12 van 1988), die regulasies uitgevaardig kragtens genoemde Wet, gewysig soos in die Bylae uiteengesit.

BYLAE

1. In hierdie regulasies beteken "die Regulasies" die regulasies afgekondig by Goewermentskennisgewing No. R. 1804 van 27 Julie 1990 soos gewysig deur Goewermentskennisgewing No. R. 637 van 28 Maart 1991 en R. 1191 van 24 Mei 1991.

2. Regulasie 1 van die Regulasies word hierby gewysig—

(a) deur die volgende omskrywing na subregulasie (xiv) in te voeg:

"(xivA) "koningklip" enige vis van die spesie *Genypterus capensis*; (xivA)";

(b) deur die volgende omskrywing na subregulasie (xviii) in te voeg:

"(xviiiA) "langlyn" enige lyn of aaneengeskakelde lyne waaraan in totaal meer as 10 vishoeke geheg is; (xviA)"; en

(c) deur die volgende omskrywing na subregulasie (xxxiii) in te voeg:

"(xxxiiiA) "stokvis" enige vis van die spesie *Merluccius capensis* en *Merluccius paradoxus*; (xiiiA)".

PART IV

50

THE PRESCRIBED SUBJECT MATTER

4. The minimum subject matter for a particular instructional offering in a subject shall be as stipulated in the general education policy.

PART V**GENERAL**

5. The levies for the issuing of certificates are—

(a) R7 for a certificate that a candidate has complied with the minimum requirements to pass at a point of withdrawal,

(b) R2 per subject, with a maximum of R7 per candidate, for a certificate that a candidate has complied with the minimum requirements to pass in a subject,

(c) R5 for a certificate that a candidate has complied with the minimum requirements to pass at a point of withdrawal, which replaces certificates of subjects passed,

(d) R5 for a duplicate of a certificate.

6. These regulations shall take effect on 4 September 1992.

DEPARTMENT OF ENVIRONMENT AFFAIRS

No. R. 872

20 March 1992

SEA FISHERY ACT, 1988
(ACT No. 12 OF 1988)

AMENDMENT OF REGULATIONS

The Minister of Environment Affairs has in terms of section 45 of the Sea Fishery Act, 1988 (Act No. 12 of 1988), amended the regulations promulgated in terms of the said Act, as set out in the Schedule.

SCHEDULE

1. In these regulations "the Regulations" means the regulations published under Government Notice No. R. 1804 of 27 July 1991 as amended by Government Notice No. R. 637 of 28 March 1991 and R. 1191 of 24 May 1991.

2. Regulation 1 of the Regulations is hereby amended—

(a) by the insertion of the following definition after subregulation (xiii):

"(xiiiA) "hake" means any fish of the species *Merluccius capensis* and *Merluccius paradoxus*; (xxxiiiA)";

(b) by the insertion of the following definition after subregulation (xiv):

"(xivA) "kingklip" means any fish of the species *Genypterus capensis*; (xivA)"; and

(c) by the insertion of the following definition after subregulation (xvi):

"(xviA) "longline" means any line or connected lines, to which more than a total of 10 fishing hooks are attached; (xviiiA)".

BYLAE

1. Restant van Plaas 211, Raithby, gehou kragtens Transportakte T12522/1987.

2. Gedeelte 1 van Plaas 561, Stellenbosch, gehou kragtens Transportakte T19849/1970.

3. Restant van Plaas 582, Stellenbosch, gehou kragtens Transportakte T19849/1970.

(20 Maart 1992)

RAADSKENNISGEWING 44 VAN 1992

WYSIGING VAN INDELING VAN PLAASLIKE OWERHEDE VOLGENS GRADE INGEVOLGE DIE WET OP DIE BESOLDIGING VAN STADSKLERKE, 1984

Ek, Jacobus Venter, waarnemende Sekretaris van die Raad op die Besoldiging en Diensvoordele van Stadsklerke handelende kragtens magtiging deur die gemelde Raad aan my verleen ingevolge artikel 8 (2) van die Wet op die Besoldiging van Stadsklerke, 1984 (Wet 115 van 1984), wysig hierby Bylae A by Goewermentskennisgewing R. 1153 van 29 Mei 1987 soos volg:

(i) Met ingang van 1 Julie 1992:

1. Deur—

(a) die woord "Moorreesburg" waar dit in die kolom vir die Kaapprovinsie onder Graad 5 voorkom, te skrap; en

(b) die woord "Moorreesburg" na die woord "Montagu" in die kolom vir die Kaapprovinsie onder Graad 6 in te voeg.

J. VENTER,

Waarnemende Sekretaris.

(20 Maart 1992)

RAADSKENNISGEWING 45 VAN 1992**STADSRAAD VAN NELSPRUIT**

WYSIGING VAN STANDAARD BIBLIOTEEKVERORDENINGE

Die Stadsklerk van Nelspruit publiseer hierby ingevolge die bepalings van artikel 101 van die Ordonnansie op Plaaslike Bestuur, 1939, die verordening hierna uiteengesit.

Die Biblioteekverordeninge van die Munisipaliteit Nelspruit, deur die Raad aangeneem by Administrateurskennisgewing 947 van 23 November 1966, soos gewysig, word hierby verder soos volg gewysig:

1. Deur paragraaf (a) van artikel 3 (1) deur die volgende te vervang:

"(a) Behoudens die bepalings van paragraaf (b) en subartikel (2) kan die Raad aan enige persoon wat binne of buite die regsgebied van die Raad woon of wat 'n belastingbetaler van die Raad is, lidmaatskap van die biblioteek verleen, mits so 'n persoon onderneem om hom te onderwerp aan die bepalings van hierdie verordeninge, die huishoudelike reëls van die biblioteek deur die Raad aanvaar en die volgende ledegeld betaal het:

Persone wat binne die regsgebied van die Raad woon of wat 'n belastingbetaler van die Raad is:

Persoon bo 16 jaar: R10,00.

Persoon onder 16 jaar: R5,00.

SCHEDULE

1. Remainder of Farm 211, Raithby, held by Deed of Transfer T12522/1987.

2. Portion 1 of Farm 561, Stellenbosch, held by Deed of Transfer T19849/1970.

3. Remainder of Farm 582, Stellenbosch, held by Deed of Transfer T19849/1970.

(20 March 1992)

BOARD NOTICE 44 OF 1992

AMENDMENT OF CLASSIFICATION OF LOCAL AUTHORITIES ACCORDING TO GRADES IN TERMS OF THE REMUNERATION OF TOWN CLERKS ACT, 1984

I, Jacobus Venter, acting Secretary to the Board on Remuneration and Service Benefits of Town Clerks acting herein by virtue of authority granted to me by the said Board in terms of section 8 (2) of the Remuneration of Town Clerks Act, 1984 (Act No. 115 of 1984), hereby amend Annexure A to Government Notice No. R. 1153 of 29 May 1987 as follows:

(i) Effective from 1 July 1992:

1. By—

(a) the deletion of the word "Moorreesburg" where it appears in the column for the Cape Province under Grade 5; and

(b) the insertion of the word "Moorreesburg" in the column for the Cape Province under Grade 6 after the word "Montagu".

J. VENTER,

Acting Secretary.

(20 March 1992)

BOARD NOTICE 45 OF 1992**TOWN COUNCIL OF NELSPRUIT** SO

AMENDMENT OF STANDARD LIBRARY BY-LAWS

The Town Clerk of Nelspruit hereby, in terms of section 101 of the Local Government Ordinance, 1939, publishes the by-laws set forth hereinafter.

The Library By-laws of the Nelspruit Municipality, adopted by the Council under Administrator's Notice 947, dated 23 November 1966, as amended, are hereby further amended as follows:

1. By the substitution for paragraph (a) of section 3 (1) of the following:

"(a) Subject to the provisions of paragraph (b) and sub-section (2), the Council may grant to any person residing within or outside the area of jurisdiction of the Council or who is a taxpayer of the Council, membership of the library, provided such person undertakes to subject himself to the provisions of these by-laws, the rules for conducting the business of a library, adopted by the Council, and payment of the following membership fees:

Persons residing within the area of jurisdiction of the Council or who are taxpayers of the Council:

Persons over 16 years: R10,00.

Persons under 16 years: R5,00.

Persone wat buite die regsgebied van die Raad woon en wat nie 'n belastingbetaler van die Raad is nie:

Persoon bo 16 jaar: R20,00.
Persoon onder 16 jaar: R10,00.

Persone wat buite die landdrostdistrik van Nelspruit woon en wat nie binne 'n ander dorp se regsgebied woon nie:

Persoon bo 16 jaar: R50,00.
Persoon onder 16 jaar: R25,00.

Met dien verstande dat 'n persoon bo 60-jarige ouderdom na bewyslewering van sy ouderdom deur voorlegging van 'n identiteitsdokument vrygeskeld is van die betaling van ledegelde.

Die ledegelde is in geen stadium aan 'n lid terugbetaalbaar nie en word jaarliks gehef."

2. Deur na artikel 3 (5) die volgende in te voeg:

"(6) Tydelike lidmaatskap kan, onderworpe aan die volgende voorwaardes, aan besokers toegestaan word:

(a) 'n Kontantdeposito van R100 is vooruitbetaalbaar, welke deposito verbeur word indien 'n boek nie binne die leentydperk terugbesorg word nie.

(b) 'n Besoeker moet sy volledige huisadres, besighedsadres en telefoonnommer verskaf.

(c) Die leentydperk berus in die diskresie van die bibliotekaris.

(d) Indien 'n boek verlore raak is 'n besoeker aanspreeklik vir betaling van die vervangingskoste daarvan aan die Raad."

D. W. VAN ROOYEN,
Stadsklerk.

Burgersentrum
Nelstraat
NELSPRUIT
1200.

(20 Maart 1992)

(Kennisgewing No. 19 van 1992)

RAADSKENNISGEWING 46 VAN 1992

MUNISIPALITEIT VAN SPRINGS

MUNISIPALITEIT VAN SPRINGS: WYSIGING VAN DIE VERORDENINGE VIR DIE LISENSIËRING VAN EN DIE TOESIG OOR, DIE REGULERING VAN EN DIE BEHEER OOR BESIGHEDE, BEDRYWE, BEROEPE EN WERK

Die Stadsklerk van Springs publiseer hierby ingevolge artikel 101 van die Ordonnansie op Plaaslike Bestuur (Ordonnansie 17 van 1939), die Verordeninge hierna uiteengesit, wat deur die Raad ingevolge artikel 96 van genoemde Ordonnansie verorden is.

Die Verordeninge vir die Lisensiëring van en die Toesig oor, die Regulering van en die Beheer oor Besighede, Bedrywe, Beroepe en Werk van die Munisipaliteit van Springs, afgekondig by Administrateurskennisgewing 1 van 2 Januarie 1963, soos gewysig, word

Persons residing outside the area of jurisdiction of the Council and who are not taxpayers of the Council:

Persons over 16 years: R20,00.
Persons under 16 years: R10,00.

Persons residing outside the magistracy of Nelspruit and who are not residing within the jurisdiction of another town:

Persons over 16 years: R50,00.
Persons under 16 years: R25,00.

Provided that a person over the age of 60 years is exempted from the payment of membership fees after furnishing proof of his age by submitting an identity document.

The membership fees shall at no stage be refundable to a member and shall be levied annually."

2. By the insertion after section 3 (5) of the following:

"(6) Temporary membership may be granted to visitors subject to the following conditions:

(a) A cash deposit of R100 is payable in advance, which deposit shall be forfeited should a book not be returned within the period of loan.

(b) A visitor must furnish his full home address, business address and telephone number.

(c) The period of loan vests in the discretion of the librarian.

(d) Should a book be lost a visitor shall be liable for payment to the Council of the replacement value thereof."

D. W. VAN ROOYEN,
Town Clerk.

Civic Centre
Nel Street
NELSPRUIT
1200.

(20 March 1992)

(Notice No. 19 of 1992)

BOARD NOTICE 46 OF 1992

MUNICIPALITY OF SPRINGS

MUNICIPALITY OF SPRINGS: AMENDMENT TO THE BY-LAWS FOR THE LICENSING OF AND FOR THE SUPERVISION, REGULATION AND CONTROL OF BUSINESS, TRADES, OCCUPATIONS AND WORK

The Town Clerk of Springs hereby in terms of section 101 of the Local Government Ordinance (Ordinance 17 of 1939), publishes the By-laws set forth hereinafter, which have been enacted by the Council in terms of section 96 of the said Ordinance.

The By-laws for the Licensing of and for the Supervision, Regulation and Control of Businesses, Trades, Occupation and Work, of the Municipality of Springs, published under Administrator's Notice 1, dated 2 January 1963, as amended, are hereby further



Rose Nkomo – a married mother of three who is determined to get her matric – dwarfs the other pupils in her Standard One class at the Orange Farm squatter community's Tsakane Lower Primary School as she lines up to get her homework signed by teacher Marcia Shabalala.

It's never too late to learn

New Nation (Learning Nation) 20/3 - 26/3/92
THE adage "its never too late to learn" certainly applies to Rose Nkomo, a 32-year-old Standard One pupil at the Orange Farm squatter community's Tsakane Lower Primary School near Vereeniging.

The fact that Nkomo, a married mother of three, is 20 years older than her eldest classmate does not worry her.

Nor is she unduly bothered by the nine-year age gap between herself and her class teacher, Marcia Shabalala. Nothing, in fact, is greater than her wish and determination to better her educational status.

When NEW NATION visited her this week, the class was vibrant with song as she and the younger children recited the Afrikaans poem, "Stoute kinders" (Naughty Children).

Nkomo said nothing would stop her from

reaching matric – even though she would be only 10 years away from official retirement age when that happens. (50) (50)

But at the moment, "being in a classroom at my age does not worry me," said Nkomo. "In fact, I enjoy working together with my colleagues and our teacher. When I don't understand something, I don't hesitate to find out from my classmates or the teacher."

Nkomo has a 10-year-old daughter Sylvia, who is doing Standard Three in Giyani, northern Transvaal.

"Sylvia is a great asset to me. When I see her she asks me questions which I must answer," she said.

Nkomo's two other children, Grace, 9, and Elliot, 3, are also in Giyani with her grandmother.

Street academies ⁽⁵⁰⁾ under NECC spotlight

S T R E E T - academies or inner-city colleges, which are known as "fly-by-nights", face serious scrutiny from the National Education Co-ordinating Committee (NECC).

The NECC announced this week that it planned to campaign for the transformation of these colleges into proper fully-fledged schools with professional management structures such as Parents Teachers Students Associations (PTSA) to counter corruption and exploitation.

In the Transvaal alone, there are more than 40 street-academies which are not registered with the Department of Education and Training (DET).

According to a DET spokesperson, there are only four private colleges in Pretoria which are registered. In the Johannesburg city centre, the number of "street academies" or "fly-by-nights" has grown rapidly in the last two years, but

according to the DET, very few are registered.

PUPILS FORUM spoke to the general secretary of the NECC, Amon Msane about the NECC plan.

PF: Can you outline the development of these 'street-academies'?

Msane: They took off in a big way after 1986 when many parents were concerned about the chaos and lack of learning in township schools. Initially, they were aimed at assisting students who were excluded from the DET schools because of their political activities. But later on, many private school owners took advantage of the situation and started ripping off desperate students and parents.

PF: How does the NECC rate the performance of these schools?

Msane: The results are appalling since most of the owners seem bent on only one thing - making money. They usually also employ unqualified teachers, which means they can pay them less.

PF: How will the private

owners react to your proposals?

Msane: We are aware that some of the owners might react negatively to our proposals. In that case, the NECC will decide jointly with the community about any further steps to be taken.

PF: Do you have any hope that the NECC will be able to improve the image of these schools?

Msane: We will put in all the effort necessary to ensure that the project succeeds. Proper guidelines will be worked out to ensure that these schools are running in a proper manner.

PF: Should the NECC succeed with its plan, who will be responsible for the future funding of these schools?

Msane: The NECC will continue pressurising the state to subsidise these schools, which are presently accommodating more than 80 000 students. We will then look into the issue of whether there is a need for the existence of these type of schools now and in the future in South Africa.

EDUCATION BRIEFS

TEACHER upgrading, youth development and adult basic education are in line for a massive financial boost, it was announced last week.

These have been identified as priority areas for the R500-million pool donated by the private sector to the recently launched Joint Education Trust. The trust was launched recently as a first-time partnership between black community organisations and leading companies.

Telephone the Urban Foundation at (011) 403-5500 for further information. Only projects in the three fields need apply.

w/mad 20/3 - 26/3/92

Intellectuals and Policy Makers

New Nation - Learning Nation
2013 - 27/3/72

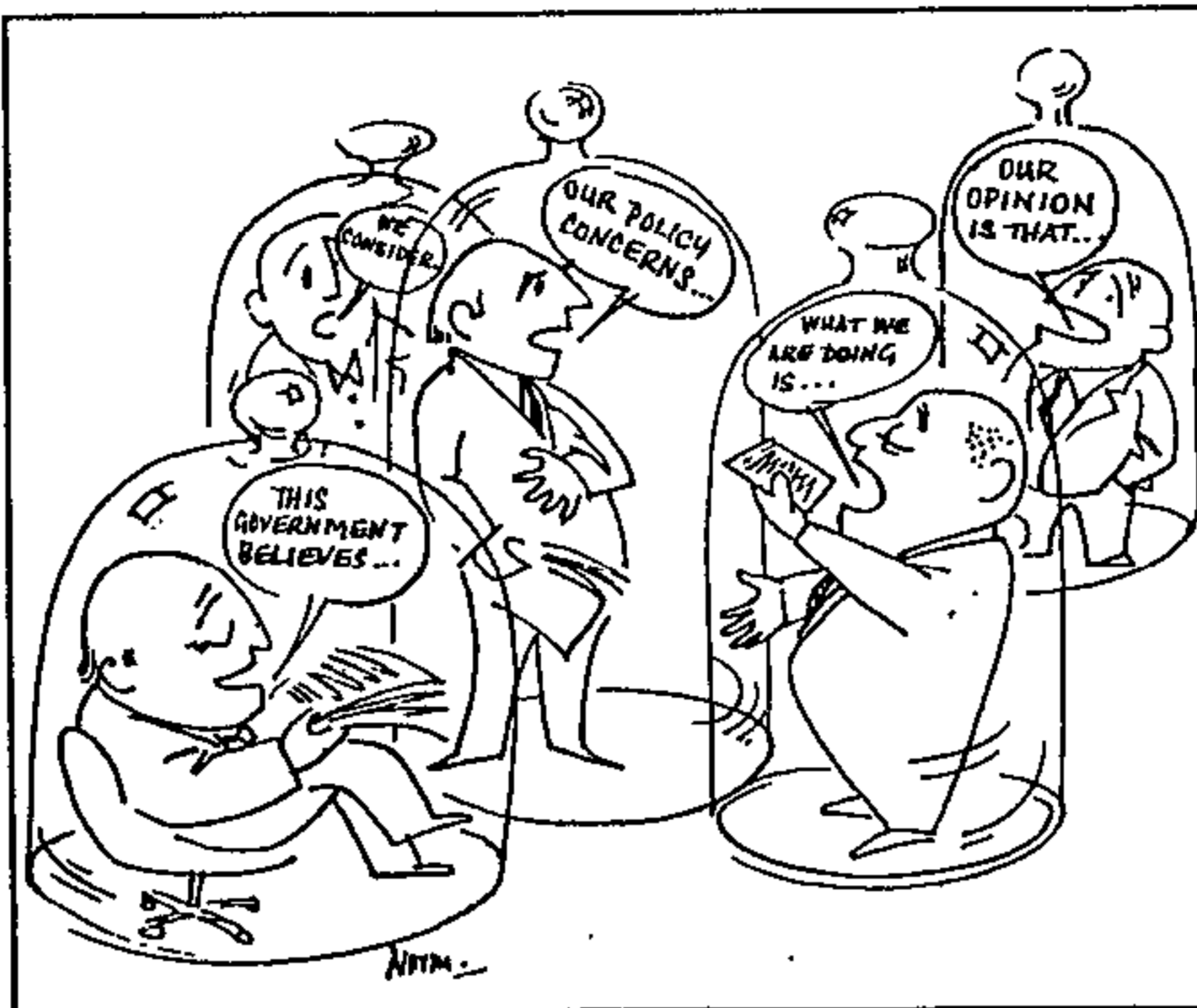
In South Africa today progressive intellectuals, especially academics and researchers, are beginning to play a powerful role in shaping the future. Rigorous intellectual work and research is of course crucial for policy-making. This is important to acknowledge since within sections of the liberation movement there has been an unfortunate tendency to oppose theory and intellectual debate. However there is also the real danger that under the pressures of negotiations, the masses and mass struggles that have been so crucial in bringing the ruling class to the negotiation table, could become sidelined as intellectuals and leaders formulate policy over the heads of the people.

Within the liberatory movement today many people argue that in the period of negotiations we must not forget our previous strategies of mass mobilisation; mass action and the building of democratic mass organisations. Real social change in South Africa is not a neutral, technical process that can be left to the experts and technocrats. At the end of the day change is essentially a political process. A truly democratic South Africa will only come about with the conscious participation of the masses of the people, particularly the organised workers. It is in this context that the role of intellectuals in policy-making for social transformation has to be addressed.

Intellectuals and Policy-making

Jakes Gerwel, rector of the University of the Western Cape, argues that any "serious research project that desires to come to grips with investigating policy options for a new South Africa has to draw in the most creative and progressive intellectuals our country has. If a project fails to do this then inevitably it will flounder if not fail dismally." What Gerwel recognises is that progressive intellectuals possess valuable experiences and skills which need to be drawn on by mass organisations.

However to say that progressive intellectuals have an important contribution to make does not mean that policy-making must be left in their hands. This would be privileging intellectuals as people who supposedly know best about everything. Also this would be undemocratic since the masses and mass organisations would be turned into mere spectators - the very thing that we criticised the government for in previous articles. Instead, ways have to be found to bring mass organisations and intellectuals together in a structured and democratic relationship. Such an organised partnership is not a simple affair and various important issues have to be debated and resolved. Some of these issues have to do with:



- the autonomy of researchers being allowed to conduct research in a critical spirit;
- the accountability of researchers and intellectuals; and
- the responsibilities of intellectuals and mass organisations to each other.

Autonomy

The relationship between progressive intellectuals and mass organisations is not a straightforward one. Let us explore some of this in some detail.

Firstly, there is the danger that the organisations could prefer to see progressive intellectuals as simply spokespeople of their existing political policies. That is, they may desire that the role of intellectuals simply be that of confirming the priorities and policies of mass organisations. This however sets up a tension. Because a feature of good intellectual work is, that despite commitment and support of social transformation, it continues to be critical in character. In other words it is not afraid to challenge the existing positions of organisations and pose uncomfortable yet necessary questions about priorities. To deny research its critical function and to try to reduce it to propaganda is not in the interests of mass organisations or social transformation. Ultimately, it is in the interests of transformation that the space for critical thought and work is guaranteed and that intellectuals not be expected to simply become apologists and ideological servants to mass organisations. This we call autonomy for the researchers.

An example relates to the Parent-Teacher-Student Associations which are regarded by the NECC as vital to democratic school administration and management. Policy research on this issue cannot tailor itself to confirming the NECC's position on PTSA's but would need to research them critically. This would involve examining the viability of the PTSA structure the NECC proposes; the performance of PTSA's in schools where they exist; and other options for democratic school management. At the end of the day, research may well show PTSA's to be the best means for democratic schooling; but equally, it may also well show they are

seriously flawed as vehicles for democratic administration and that other better options exist. The important point of this example is that although PTSA's have been taken as a starting point, research has not been reduced to a propaganda effort of merely uncritically supporting PTSA's. Instead PTSA's are critically examined and raised as one among a range of possible policy options for democratic schooling. Indeed, it is in this very spirit that NEPI is conducting research into education policy options.

Accountability

A second problem area in a partnership of mass organisations and intellectuals may be around ideas of accountability. Often in the name of "accountability to the community" the critical work and autonomy of intellectuals is challenged by some members of mass organisations who are more comfortable with seeing intellectuals as ideological servants of mass organisations. Accountability however is not a simple issue. Depending on the relationship of a person to an organisation, the task/s a person carries out and so on, accountability can take various forms. In the NEPI for example, accountability of researchers is to the principles (for example non-racialism, non-sexism and democracy) guiding policy research. Furthermore, accountability is also accepting that the researchers cannot themselves make policy but must be guided by the decisions of the structures of the mass organisations.

In the case of policy research however, accountability cannot mean that intellectuals must sacrifice their right to produce work that is critical. This would do mass organisations more harm than good. For, as in the PTSA example, the NECC itself is best served not by insisting that intellectuals confirm its policies, but by intellectuals honestly researching policy options and presenting these, together with

their implications, to the NECC.

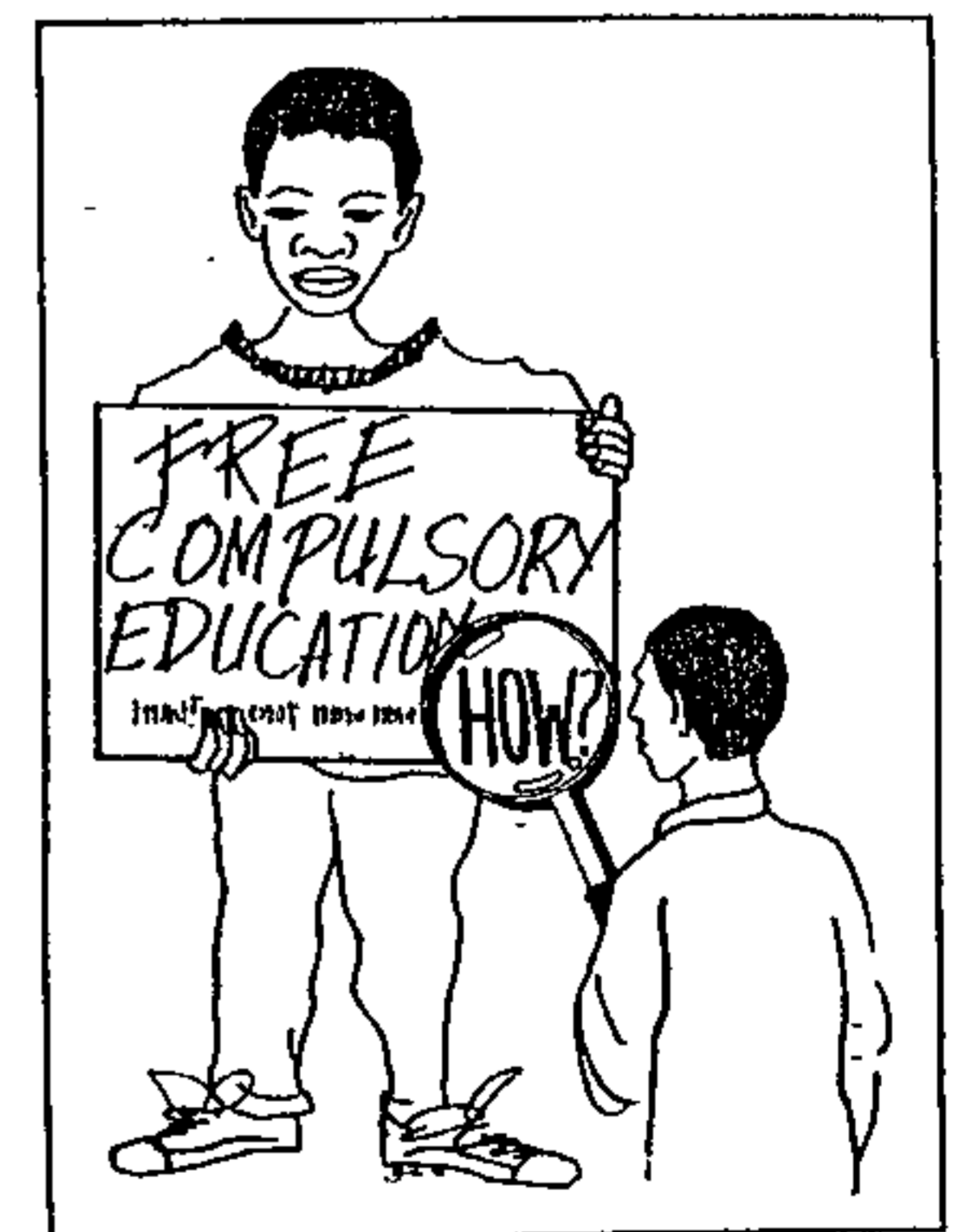
This then allows the NECC to formulate and adopt policies on a much more informed basis and with also greater awareness of the implications of the option it has chosen.

Responsibilities

From the side of mass organisations the need to ensure space for critical intellectual work has been emphasised. However, progressive intellectuals also have certain responsibilities to mass organisations and their membership. Some of these are:

- to work collectively with organisations in identifying priority issues for policy research;
- to involve wherever possible representatives/members of organisations in the policy research process;
- to assist in setting up forums to consider and debate policy options and their implications;
- to present research and policy options in a manner and language that can easily be understood by members of organisations;
- to network with other intellectuals and work collaboratively in the interests of social transformation, and not simply for individual gain; and
- to be sensitive to the serious racial and gender inequalities created by apartheid with regard to trained academics and researchers, and to actively work to address these imbalances.

The role of progressive intellectuals is not to make policies for organisations. Instead it is to enable mass organisations to formulate policy on a more informed basis. While mass organisations need to respect the autonomy of intellectuals and ensure space for critical intellectual work, on their side intellectuals also have the responsibility to ensure that their skills are transferred to the mass organisations so that working people can decide for themselves



History book by Cape Flats school

BOOK Our Community in our Classrooms
AUTHORS Roy Prinsloo & Maureen Robinson
PUBLISHED BY UWC Materials Development Project
PRICE R17,00

South 21/3-26/3/92 (50)

LIKE MANY others, I had an aversion to learning South African history in school because of the politically-prejudiced syllabus with its sycophantic accounts of the early Boers.

But the pupils of Cathkin Senior Secondary School in Heideveld have shown that local history is something that can be exciting to discover.

Its History Society has just produced an interesting book, "Our Community in our Classrooms", subtitled "How a school in Cape Town brought local history alive", that documents the history of Heideveld and its residents.

The book will not only be popular among the locals, but should encourage other schools and history teachers to embark on a similar project in their areas. Indeed, the book not only documents Heideveld's history, but shows how communities can write their own history, and the value of examining the past to understand the present and prepare for the future.



The 78-page book is easy and a pleasure to read, with many drawings, interviews, poems by pupils, photographs and other eye-catching illustrations.

Each chapter also ends with activities and questions for discussion — which will make delving into history fun.

The authors in the foreword explain the book has a deeper and lasting aim: to contribute to a developing tradition of what is known as People's History, the history of how ordinary people in South Africa made sense of their daily lives and struggled to shape their own destiny.

I enjoyed this book, and am sure others — not only pupils and teachers — will also find it a project for which Cathkin's students must be praised.

The book is available from the Materials Development Project of the Department of Education at the University of the Western Cape, Private Bag X17, Bellville 7535. Add R5 for postage. **NOEL BRUYNS**

AFRICASOUTH BOOKS

Earn while you learn

CIPRES 22/3/92
By MARTIN NTSOELNGOE

DANIEL Maimane, a 54-year-old priest with five school-going children, has gone back to school to brush up on English, history and economics.

At times he may even have lessons in the same classroom as some of his ~~young pupils~~ ^{young pupils} one of the more than 300 students at the Phamma Senior Secondary School adult centre.

Most of those attending night classes are ambitious, and told City Press they wanted to be nurses, doctors, priests or entrepreneurs.

They are all under the watchful eyes of principal Alfred Mabina, and his deputy JM Peterson.

Maimane intends to study for a degree in theology after completing his matric.

He is doing this because he believes that without education the only option is the factory floor. While learning he is earning his living at a blanket-manufacturing firm in Randfontein.

Another pupil, 41-year-old Neria Moima, lost her father when she was a 13-year-old in Std 6. She then had to support her crippled mother and the four other children in the family.

She decided to become a nurse and started working in an old-age home. There she was advised to study privately because there was no one to guide her.

Determined to achieve her dream,

she enrolled at a night school in Mhla-keng, but it closed because of unrest in the township.

Neria is confident she will make it because "I never failed a single class at primary school".

She is in Std 8 studying economics, mathematics and English.

Rosey White told City Press she dropped out of school when she was expecting a child, but when it was born the school would not take her back.

She tried to continue her studies through correspondence but could not cope.

Three years ago she attended classes in Toekomsrus, but most of the pupils were not interested and classes were discontinued in 1989. Her subjects are English, Afrikaans, history and economics.

Sanet Seshoeni, 35, a store controller for a food factory in Randfontein, is studying towards a Bachelor of Commerce degree.

He wants to be an entrepreneur with the same company and is now in his matric year.

Hamilton Xelelo, 29, left Transkei when his father became disabled.

"I decided to find work in the Transvaal," he said. "I could not continue with my schooling because my father had two wives and he was too old to earn."

Xelelo wants to be a sales representative when he passes matric.

EDUCATION

History in the remaking

W/Weekend 20 | 3-26 | 3/92

50

TO control the past is to master the present, the dictum goes. And, at the University of the Witwatersrand last weekend, Transvaal teachers began undoing the stranglehold of apartheid history on school curricula — in line with the demands of an expected new social order.

The conference — entitled History for a New South Africa — was hosted by the History Workshop. It is the second in a series of three regional meetings to canvass teachers about government moves to “unilaterally” restructure history syllabi. Participants hope to draft a national document as part of the debate around “reconceptualising” what pupils

learn at school.

The initiative, said History Workshop member Cynthia Kros, was prompted by a Human Sciences Research Council investigation into history teaching last year and the “Stemmer” syllabus in white schools.

“Although it (the HSRC study) was meant to be a theoretical exercise, they’re already trying to make it real,” said Kros, expressing fear that imposing new learning content without consultation could be disastrous. “It’s quite urgent. We have to stop the old bureaucratic

At a weekend conference, teachers began the task of unravelling the damage done by apartheid history.

PORTIA MAURICE

crats in their tracks,” she said.

Kros and Ismail Vadi, of the Wits Education Department, called for a radical shift in the focus of historian’s lenses from the “dreary procession of ‘facts’

which masquerades as history in current textbooks”. Piece-meal reform is not enough, they say. Neither is simply trading villains for heroes or vice versa. “We need a fuller, richer picture of a past that was not shaped by whites only, in a country cut off by divine decree from the rest of the continent and the world,” they say. To weave a new suit of truths on the old loom would not adequately clothe our temperamental emperor.

Reshaping curricula is neither neutral nor value-free, as is often assumed. In fact, warn Vadi and Kros, to determine

—in the present phase of political flux — immutable core syllabi or curriculum design would be a grave mistake. Anything new would need to engender new social values and political ideals.

One of the findings of the HSRC’s survey of teachers and students was that there was little interest in “precolonial history”. But, say Vadi and Kros, there is “precious little” in existing syllabi deserving of the term, which — by setting European arrival as the principal marker for understanding the African past — is out of place anyway.

The two academics said African history, “national history” and a “people’s history of the world” should be three pillars of any new curricula.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Citizen Force/Commando camps: applications for deferment

152. Lt-Gen R H D ROGERS asked the Minister of Defence:

How many Citizen Force and Commando members called up to attend camps in 1991 (a) applied for and (b) were granted (i) deferment and (ii) exemption?

B370E

The MINISTER OF DEFENCE:

	(a)	(b)
(i)	56 549	38 419
(ii)	197	154

Own Affairs:

Teacher-training: qualified applicants

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

(1) Whether any qualified applicants were not admitted in 1991 to teacher-training colleges under the control of his Department because of (a) a lack of facilities and (b) other specified factors; if so, how many such prospective students were (i) admitted, and (ii) refused admission, to these colleges in 1991;

(2) (a) what is the combined capacity of these colleges, (b) what total number of students is enrolled at present and (c) in respect of what date is this information furnished?

B271E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) No,
(b) Yes, the student quota was reduced,

(i) 1 336,

(ii) 1 463;

(Information as at 31 December 1991.)

(2) (a) 10 150,

(b) 5 471,

(c) February 1992.

Technical colleges: admissions

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

What number of persons of each population group was admitted to technical colleges under the control of his Department with effect from 1 January 1992 or the latest specified date for which this information is available?

B321E

The MINISTER OF EDUCATION AND CULTURE:

The head count of students as at the first Tuesday in June 1991, the latest date for which information is available:

White	Coloured	Indian	Black
50 828	1 298	378	2 019

Education Budget: Department of Education and Culture

41. 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?

B354E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
(i) (aa)	R93,181 million	(i) (aa) 1,59%
(ii) (aa)	R7,284 million	(ii) (aa) 0,12%
(iii) (aa)	R15,112 million	(iii) (aa) 0,26%

HOUSE OF ASSEMBLY

50

(a)	(b)
(i) (bb) R1 234,785 million	(i) (bb) 21,12%
(ii) (bb) R88,435 million	(ii) (bb) 1,51%
(iii) (bb) R150,526 million	(iii) (bb) 2,57%
(i) (cc) R1 235,024 million	(i) (cc) 21,12%
(ii) (cc) R86,380 million	(ii) (cc) 1,48%
(iii) (cc) R147,217 million	(iii) (cc) 2,52%
(i) (dd) R130,685 million	(i) (dd) 2,24%
(ii) (dd) R5,948 million	(ii) (dd) 0,10%
(iii) (dd) R14,843 million	(iii) (dd) 0,25%

(i)	(j)
(i) 73 808	(j) 72 845
(k) 68 607	(l) 63 146

Number of pupils: Grades/Standards

47. Mr R M BURROWS asked the Minister of Education and Culture: ~~287/288~~
 How many pupils enrolled for the 1991 school year in (a) Grade 1, (b) Grade 2, (c) Std 1, (d) Std 2, (e) Std 3, (f) Std 4, (g) Std 5, (h) Std 6, (i) Std 7, (j) Std 8, (k) Std 9 and (l) Std 10 at schools falling under his Department?

B386E

The MINISTER OF EDUCATION AND CULTURE:

- (a) 80 521
- (b) 77 025
- (c) 76 559
- (d) 73 328
- (e) 70 881
- (f) 67 847
- (g) 66 918
- (h) 72 678

B387E

The MINISTER OF EDUCATION AND CULTURE:

These statistics are not available.

Students at White teacher-training colleges

50. Mr M J ELLIS asked the Minister of Education and Culture: ~~287/288~~
 How many students were studying at White teacher-training colleges as at (a) the latest specified date for which figures are available and (b) a corresponding date five years ago?

B401E

The MINISTER OF EDUCATION AND CULTURE:

- * (a) 7 934 (1991).
- * (b) 13 077 (1986).

* FE students.

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version
 For written reply

General Affairs

Film producers: subsidies

8. Mr M RAJAB asked the Minister of Home Affairs:

(a) What amount was paid by the State to film producers in subsidies in respect of the 1991-92 financial year. (b) (i) to whom and (ii) for what films was it paid and (c) what amount was paid in respect of each film?

D40E

The MINISTER OF HOME AFFAIRS:

(a) R6 415 375,51

(b) and (c) The required information is contained in the attached schedule.

Information is for the period 1 April 1991 till 26 February 1992.

Producer	Name of film	Amount		
Taurus Films	Barret	38 377,50	Everis Films	The Nanne American
Bluebell Films	Voice in the Dark	17 500,00	Everis Films	Eagle
Electra			Everis Films	No Hard Feelings
Entertainment	Hot Pursuit	140 362,04	Everis Films	Dancing in the Forest
Nu Metro	Enemy Unseen	26 647,36	Everis Films	Merchants of War
Nu Metro	Funny Face	11 367,30	Everis Films	It's Murphy's Fault
Slavica Films	The Wanderers	23 577,26	Everis Films	Tattoo Chase
Slavica Films	Misfortune	47 819,12	Everis Films	Scavengers
Elmo de Witt				

R6 415 375,51

Pupils heed Mandela's study plea

Staff Reporter

(5b)

LANGA High school pupils have returned to classes after ANC president Mr Nelson Mandela called on them to study "to prepare for the day of freedom".

Yesterday most classes were running normally and principal Mr Joel Magwaca was at his post.

There was a crisis in January when the Student Representative Council told Mr Magwaca the pupils were "sacking" him for refusing several demands, including promoting Standard 9 failures to Standard 10.

Last week Mr Magwaca returned to the school, but pupils did not attend classes.

During a visit to the school on Friday, Mr Mandela urged pupils to be well prepared for freedom by getting as many degrees as possible.

Earlier those pupils opposed to the SRC said they hoped Mr Mandela's visit would help put an end of the crisis.

By MONK NKOMO

MORE than 50 percent of South Africa's blacks are below the age of 20 and about the same percentage are illiterate, thereby fuelling a vicious cycle of ignorance and poverty.

This is the view of the Foundation for Research Development in their latest position paper on "Rural Poverty".

The plight of about 13 million illiterate and poverty-stricken people living in South Africa's vast rural areas, the FRD said, was now compounded by one of the highest population growth rates in the world.

The FRD outlined major issues on how rural inhabitants could be empowered to create a better future for themselves and their children.

The individual income of blacks in rural communities revealed a depressing scenario, according to the FRD.

"In fact it has been estimated that 50 percent of South Africans live below the minimum living level and in the black population, this percentage rises to approximately 66 percent.

"In rural areas, almost four fifths of the population live below their survival threshold."

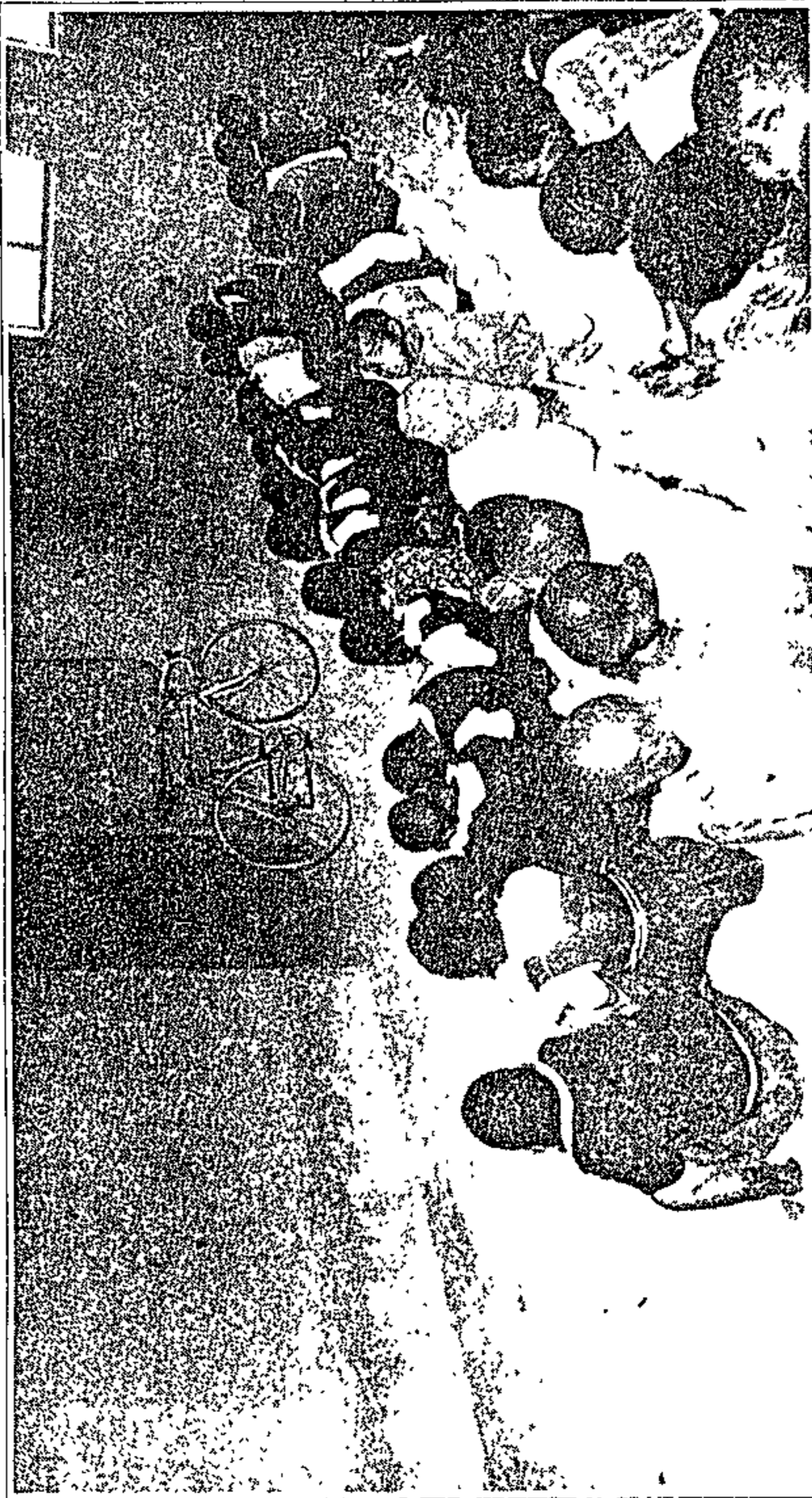
The FRD also revealed that people in rural areas faced serious housing problems.

"Poor communities have largely been left to design and build their own houses, often from scrap material."

For many of the children in rural areas, depressed socio-economic conditions, widespread environmental degradation and an impoverished education

Urgent need to upgrade and educate rural poor

Sowetan 25/3/92



Children huddle on the floor of a bare classroom in Windersveld.

system "put paid to what little hope there is for self-actualisation or productive adult career".

The FRD believed that science and technology would play a vital role in the creation of wealth and upliftment of the poor in this country.

Investigations have revealed, however, that only one in every 10 000 black school entrants matriculates with university entrance qualifications in mathematics and science

"The reasons for this alarmingly low pass rate can again be sought in political problems, poor teacher training, inadequate facilities, overcrowding, inappropriate curricula, and the absence of role models who stimulate interest in science and mathematics."

The FRD's president, Mr RR Arndt, said most of these 13 million inhabitants were "forgotten people" who were struggling to survive in a degraded environment.

The FRD Arndt said, firmly believed that science and technology had a major role to play, "along with education and training, in

ameliorating the impact of poverty on our rural communities and in empowering the people to solve their problems."

The Government's family planning programme, the FRD said, had been a failure in rural areas and had little or no credibility among the black population.

"In fact, less than 26 percent of blacks are even aware of the programme." The FRD supported the proposal that drastic meas-

ures, such as a two-child family norm, be a priority. Contraceptive services, education and counselling must become available to everyone and a nation-wide high quality sterilisation programme should be offered by every hospital.

"These measures should be accompanied by the acceptance of more liberal abortion laws."

The FRD warned that the South African population was faced with potentially grave risks which could re-

suit from the spread of the Aids disease

Health services among the rural poor remained critical

The training of district nurses, the FRD said should be upgraded to allow them to dispense a wider spectrum of drugs and undertake minor surgical procedures.

Networks of small clinics and district medical centres needed to be firmly established with good communication systems, the efficient supply of medical materials and the means to cope with emergencies.

The FRD said water was a very scarce commodity in most rural areas in South Africa and the pollution of existing supplies was increasing.

"The whole infrastructure needed to support village life, such as clinics, schools, co-operatives and recreation sites, relies on a dependable water supply," the FRD said.

They warned that contaminated water caused illness which further reduced the economic activity of an extended family.

The FRD said their analysis had clearly revealed that science and technology had a major role to play in the upliftment and empowerment of the rural poor.

"There is scarcely any activity among rural people which cannot be improved by introducing appropriate technology."

"Improved agricultural practices, the breeding of new cultivars, manufacturing appropriate machinery for small-scale agriculture and provision of clean water and appropriate irrigation systems, preventive medicine and family planning improved roads, business opportunities, communication, energy supply and transport are but a few examples."

Stars support literacy drive

JOHANNESBURG. — A campaign to alleviate the education crisis, involving more than eight million school children in both South Africa and Namibia, was launched here yesterday.

The launch was attended by sporting, television and stage personalities, among others: Brian Mitchell and Yvonne Chaka Chaka.

A statement said the celebrities joined 2 000 school children to pledge their support at the launch of a Readathon, organised by the literacy organisation Read. — Sapa (50)

Black education to be given biggest percentage increase

STAR 25/3/92

By Jacqueline Myburgh

SO

Government spending on black education will increase by more than 21 percent this year, the Department of National Education said.

By comparison, spending on white education will rise by only 2,1 percent.

In the coloured and Indian education departments, spending will go up by 4,5 percent and 6,2 percent respectively.

The State last year spent R7,0177 billion on black education at universities, technikons, teachers' colleges and schools. This year, the amount to be spent in South Africa and the self-governing territories will be R8,5025 billion.

Black education will receive its biggest boost in the teaching colleges and schools sector. However, "white" universities and technikons will still receive substantially more than "black" institutions.

The Department of National Education said "white" universities would receive R1,435 billion while "black" universities, including those in the self-governing territories, would get R328 million.

"White" technikons will get R433,5 million and "black" technikons R40,6 million.

Overall spending on technikons has increased by 15,5 percent, but the State has cut spending on Indian universities and technikons by about R4 million.

Mr J J LEMMER: Mr Chairman, further arising from the hon the Deputy Minister's reply, does he possibly know where "doctor" is?

The DEPUTY MINISTER (Dr T G Alant): He is sitting in some dark corner writing.

Pension/provident funds: handling by private sector

Mr B B GOODALL asked the Minister of Finance:

- (1) What percentage of the funds available for investment in the public sector's pension and provident funds is being handled by the private sector;
- (2) whether the said funds are subject to or are to be subject to the investment guidelines laid down for private sector pension funds; if not, to what guidelines are they or are they to be subject?

B410E

The DEPUTY MINISTER OF FINANCE (Dr T G Alant):

- (1) At this stage, about 7% of the funds available for investment in the public sector pension funds is being handled by the private sector.
- (2) The said funds are at this stage not subject to the investment guidelines laid down for private sector pension funds. The funds are being handled strictly in accordance with the provisions of the Public Investment Commissioners Act.

Mr J H VAN DER MERWE: Mr Chairman, arising from the hon the Deputy Minister's reply, can he perhaps tell us where the hon the State President is at present.

The CHAIRMAN OF THE HOUSE: Order! No, that does not arise from the hon the Deputy Minister's reply. [Interjections.]

Child witnesses: protection

Mr M J ELLIS asked the Minister of Justice: Whether any provision has recently been made for the protection of child witnesses: if not, (a) why not and (b) when will such provision be made; if so, (i) when, (ii) in terms of what statutory provisions and/or regulations and (iii) what is the purport of the provision so made?

B411E

The DEPUTY MINISTER OF JUSTICE:

- (a) and (b) Fall away.
- (i) and (ii) The Criminal Law Amendment Act, 1991 (Act 135 of 1991), was assented to on 27 June 1991. Section 170A of the Criminal Procedure Act, 1977 (Act 51 of 1977), is inserted by section 3 of the Amendment Act. The Amendment Act will, in so far as it relates to the protection of child witnesses, be put into operation as soon as all the administrative steps have been finalized.

(iii) Section 170A of the Criminal Procedure Act, 1977, provides, *inter alia*, that whenever criminal proceedings are pending before a court and it appears to such court that it would expose any witness under the age of eighteen years to undue mental stress or suffering if he testifies at such proceedings, the court may appoint a competent person as an intermediary in order to enable such witness to give his evidence through that intermediary. The court may direct that such evidence may be given in another room, provided that the witness and the intermediary are visible and audible by the court and other persons, such as the accused. The section provides further that if a court has appointed an intermediary, all questions to such witness, except questions by the court, should be directed through the intermediary.

Pharmacy Act: managing directors

Mr M J ELLIS asked the Minister of National Health:

- (1) Whether she has received any representations for the amendment of the provisions of the Pharmacy Act, No 53 of 1974, relating to the position of a managing director in terms of the recommendations contained in the Browne Commission Report; if so, from whom;
- (2) whether she intends taking steps to implement the relevant recommendations; if not, why not; if so, (a) what steps will be taken and (b) when?

B412E

The MINISTER OF NATIONAL HEALTH:

- (1) No,
- (2) no, according to the White Paper on the Browne Commission's Report the matter

COW

was referred to the Pharmacy Council for its recommendation. No recommendation has yet been received

INTERPELLATION

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

Own Affairs:

Pupils compelled to attend private/state-aided schools

Mr A GERBER asked the Minister of Education and Culture:

- (1) Whether he is going to compel any pupils of school-going age to attend private schools or state-aided schools in cases where no ordinary public state schools are situated within reasonable reach;
- (2) whether he will make a statement on the matter?

B417E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, compulsory school attendance is prescribed in section 53 of the Education Affairs Act, Act 70 of 1988. The conversion of state schools to state-aided schools entails no change to the principle or the practice of compulsory school attendance. Compulsory education can be undergone in any school which is officially recognised by the department. The Minister does not force anyone to attend a specific school for fulfilment of compulsory school attendance. The concept "within reasonable distance" is relative. What might, for example, be "near" in rural terms, might be far for a city child.

The availability of transport and accommodation also makes a difference. The conversion of non-conversion of state schools to state-aided schools, depends on parental choice. Indications are that in the foreseeable future there will still be a choice of various types of schools available. In order to facilitate making a choice, school bus transport and hostel facilities are still available. As a matter of fact more than 8 000 places in hostels are available. Needy pupils will continue to receive transport bursaries according to existing sliding-scales at least until the end of 1993.

The department will continue to grant bursaries for boarding on the same basis as at present. The reply to the question, therefore, is "no".

Mr A GERBER: Mr Chairman, I have serious problems with the standpoint that a government may enforce compulsory school attendance as well as compulsory tuition fees. In my opinion these are two irreconcilables. A government is not allowed to compel people to make use of a service which has to be paid for. But what is more, a government may not abolish the normal public state schools, as it is doing now, and then compel parents to provide their children with formal education.

That is exactly what is happening in South Africa at the moment with regard to the White section of the population. As from 1 April there will hardly be any public state schools for Whites in South Africa. The State is phasing out its responsibility to provide state schools.

At the same time, however, it is enforcing compulsory school attendance on White pupils. Hon members must understand that I am very strongly in favour of compulsory school attendance. It is one of the most important reasons why our nation has developed to the present level. However, I also say that we cannot enforce compulsory school attendance if we force people to pay for it. [Interjections.]

The Government's decision to do away with normal public state schools will ultimately—and the day is not far off—lead to education becoming for the most part the financial responsibility of the local community. Furthermore, it will lead to compulsory school attendance falling by the wayside, to the detriment of our people. We are headed for a situation in which only the rich will be able to provide their children with a proper secondary and tertiary education. I should like to put a few questions to the hon Minister in this respect.

It is alleged that at a meeting on education in Kimberley he ostensibly said that controlling bodies of model-C schools—ie state-aided schools—may not expel pupils if their parents refuse to pay. If that is true, I ask the hon Minister to repeat it to us here, so that parent communities in South Africa can know that they only have a moral duty to pay those fees.

Secondly, I want to ask whose responsibility it will be in future to enforce school attendance. Is

COW

it the responsibility of the controlling bodies in state-aided schools or is it the responsibility of the State? I repeat a previous warning to the Government

(Compulsory tuition fees at model C schools is causing serious opposition. Last night a parent telephoned me from Douglas. The voting at that high school was 231 against and 81 for model C. Approximately 74 parents did not vote.)

In spite of the fact that 81% of the parents voted and that 74% of the parents who voted were against model C, a model C school is being forced down the throats of those parents on 1 April. It is undemocratic and unacceptable. [Time expired.]

Mr M J ELLIS: Mr Chairman, whether the hon the Minister thinks so or not, this question before him is actually a very good one indeed. It does raise all manner of question marks against the future educational opportunities of some children who may find themselves in exactly the predicament set out in this interpellation. It also raises all manner of possibilities as to how the hon the Minister will resolve these predicaments as and when they arise. Perhaps one such possibility is for him to simply pass legislation declaring that education is no longer compulsory, which would mean that no child would be compelled to attend any school at any time. Let me say that this is highly unlikely to happen, but at the same time it would be as sensible a piece of legislation as any other legislation that that hon Minister has put forward to date. [Interjections.]

This particular interpellation helps to underline what the DP warned about at the beginning, when the hon the Minister first raised the possibility of all schools being made model-C or State-aided schools. We warned that the whole matter had not been thought through fully with all the pitfalls and impossibilities being fully exposed and worked out. Of course, the biggest pitfall of all is that the Government is still trying to resolve its education problems, especially the problem of the funding of education, on a racial basis. The only reason why the Government is trying to force model-C school status onto schools is because it is the only way it has found to balance its books, which it cannot do at present.

We believe this will result in many repercussions for education and that they will cause this hon

HOUSE OF ASSEMBLY

Minister and his Government a great deal of embarrassment, not least of all the fact that the schools he is giving away today will revert back to the State once a new political dispensation has been worked out for South Africa.

*THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I find it very interesting that the hon member for Brits stated categorically that as from 1 April there would hardly be any public state schools. It is proof that his influencing of the community did not succeed at all.

The hon member tried to influence the communities and advised them not to accept model C. Now he is talking about voting that was held, but my information is that the vast majority of the schools were not even interested in voting because they could clearly perceive, and accepted, the advantages of the new model. [Interjections.]

The hon member is apparently also under the impression that compulsory school attendance cannot be enforced unless education is funded fully by the State, but he is wrong. The requirement that parents and local communities must contribute to education, is a world-wide trend. In the same way contributions from parents are expected in England, Japan and China, while local communities in the USA and Canada also have to contribute.

It is also important to remember that even during the days of the old Boer Republics, which the hon members are longing for, the parents also had to contribute to the education of their children. From the beginning of this century all the education commissions which had to investigate education in South Africa, appealed for larger contributions from the parents. [Interjections.] Since the inception of the provincial councils for education they also repeatedly made such a request.

Our own legislation left scope for that. In section 2(2)(a) of Act 39 of 1967 according to which the Minister can determine policy, it is stipulated that he can provide pupils with free education. It is therefore an enabling provision with the qualification that education does not have to be free.

Section 102 of the Government Affairs Act (House of Assembly) of 1988 also empowers the

Minister to introduce tuition fees. [Time expired.]

*Dr F H PAUW: Mr Chairman, it is clear that the hon Minister does not understand the effect that threats have. Perhaps he forgot that he threatened the parents by saying that if they accepted model C he would dismiss 4 000 teachers, and if they did not accept it he would dismiss 11 000. Perhaps he did not keep the effect of his threat in mind when he said that the parents did have a choice. [Interjections.]

This interpellation stems from the new plan for education. It, in turn stems from the fact that we have an hon Minister who finds it desirable that children of all races attend school together.

I believe that that, in turn, stems from the belief the hon Minister has that the attitude of his predecessor, namely that the best education can be offered within cultural context, is nonsense.

White parents are now, contrary to the declared promises of the Government with regard to greater parental involvement and choice concerning the tuition of their children, being forced to place their children in potentially mixed schools, as well as being forced to pay extra for the loss of parental involvement and choice which they were promised. We have heard that parents could be assisted if they are not able to pay. The question, however, is whether they will be absolved from the extra financial obligation that is now being imposed on them.

Furthermore the question is which criteria will apply before people can be absolved. Another question is under which legal authorisation a management board could absolve a parent from his obligations. I believe that before a parent can be granted relief from this extra burden, he should make his financial position known to a management board. The question that follows is whether provision is made for a management board to accept any duty of confidentiality about this.

*Mr A GERBER: Mr Chairman, the hon Minister says that we have no influence on the parents, and therefore most schools will be state-aided schools after 1 April.

This afternoon I want to allege that parents, as well as we ourselves, had no proper democratic opportunity to convey the full implications of model C to them. This matter was enforced in

great haste. This matter was crammed down their throats by means of half truths. This afternoon I want to ask the hon the Minister. If 231 parents at a school in the Cape vote that they do not want model C, and 81 of them say that they do want model C, who then ultimately exerted the most influence on those parents?

The way in which this thing has been crammed down parents' throats is undemocratic. We do not accept it, and the hon Minister will reap the fruits when the parents rebel against what is happening at the moment.

*Mr C J W BADENHORST: Are you uttering threats again?

*Mr A GERBER: I am not uttering threats; I am merely stating a fact. Those hon members will feel it, in their own constituencies as well. [Interjections.]

*THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Brits put two questions to me during his previous turn to speak. He said that I had said in Kimberley that if parents refused to pay, children could not be refused the right to attend school. That is quite correct. If parents refuse to pay, the school has to accept the child, because that school's management board has the right to take the parents to court and demand that they pay the money, and that is what should happen. [Interjections.]

The second question was who was going to enforce school attendance. It is the responsibility of the State, as is the case at present. The hon member Dr F H Pauw said that I had threatened the parents. [Interjections.] The point is that I did not threaten the parents. I gave them the facts about the finances of this country, caused by apartheid, which is still the policy of those hon members. The facts spoke for themselves. The financial position of the country which was caused by the policy which that party still favours, compelled us to take this step. [Interjections.]

Furthermore, the hon member said that I was obsessed with having children of all races attending the same school and in the same breath he said that that was the case because I had not liked what my predecessor had said about people coming together on the basis of culture. That hon member is confusing culture and race. Culture and race having nothing to do with one another.

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People with different skin colour can have the same culture [Interjections.] I still maintain that facts which are relevant with regard to education should apply, such as culture, religion, language and the person's background. I have stated repeatedly that the colour of a child's skin has no educational significance [Interjections.] I say it again. Culture does have an educational significance and that is why the hon the State President stated more than a year ago [Time expired.] Debate concluded. (50)

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Question standing over from Wednesday, 18 March 1992.

Welfare: Calitz/Robson Committees

*1. Mr R M BURROWS asked the Minister of Health Services and Welfare:

- (1) Whether, with reference to the reply to Question No 1 on 18 June 1991 and, in particular, the work of the Calitz and Robson Committees referred to in that reply, she is taking any additional steps, in the light of recommendations of the above committees, to alleviate the economic distress amongst (a) the recipients of social pensions, (b) those in receipt of welfare aid and (c) the unemployed; if not, why not; if so, what additional steps in each case;
- (2) whether she will make a statement on the matter?

B347E

THE MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) Yes. As pointed out by the Minister of Finance in the reply to Question No 15 of 19 February 1992, the results of the Calitz working group were referred to Cabinet in the form of memoranda, on the basis of which various decisions were taken. These decisions were reflected in last year's Budget as well as in the Budget for

HOUSE OF ASSEMBLY

- children below the age of 10 years R20 per week

(c) As also pointed out in the reply to Question 1 of 18 June 1991, the above-mentioned Department administrators a special scheme to provide relief to unemployed persons and their families in order to enable them to provide themselves with basic necessities. More than 200 adults and children have already been helped in terms of this scheme in the current financial year.

(2) No.

For written reply:

General Affairs:

Theft from provincial hospitals

121. Mr M J ELLIS asked the Minister of National Health:

- (1) Whether any instances of theft of supplies and equipment other than medicines from provincial hospitals occurred during the course of 1991, if so, (a) what supplies and equipment form the bulk of these thefts, (b) at which hospitals in each province did these thefts occur and (c) what is the value of the supplies and equipment stolen;
- (2) whether her Department is investigating the theft of such supplies and equipment; if not, why not; if so, with what result;
- (3) whether she will make a statement on the matter?

B311E

THE MINISTER OF NATIONAL HEALTH:

Provincial Administration of Transvaal

- (1) Yes,
 - (a) medical and domestic supplies and equipment.
 - (b) Baragwanath Hospital
Bethal Hospital
Coronation Hospital
Ga-Rankuwa Hospital
H F Verwoerd Hospital
Hillbrow Hospital
Johannesburg Hospital
Kalafong Hospital

- (2) thefts at provincial hospitals are locally investigated by the hospital management and as prescribed also reported to the Police for their own investigation. In case of employees of the hospital being involved in these thefts they are dealt with according to service regulations;
 - (3) no.
- Provincial Administration of the Cape of Good Hope (CPA)
- (1) Yes,
 - (a) furniture, linen and textiles,
 - (b) Conradie Hospital—Cape Town
Cumakala Youth Health Centre—Stutterheim
Duncan Village Day Hospital—East London
Guguletu Day Hospital—Cape Town
Cross Roads II Day Hospital—Cape Town
Hoopstraat Dental Health Clinic—Cape Town
Oudshoorn Dental Health Clinic
Dora Nginza Hospital—Port Elizabeth
Eaton Rehabilitation Centre—Cape Town
Elizabeth Donkin Hospital—Port Elizabeth
Fort England Hospital—Grahams-town

HOUSE OF ASSEMBLY

(iv) not applicable.

Administration House of Delegates

- (a) 1991/92 financial year: R32 946 000 and
(b) (i) to (iv): according to the Administration's distribution, this information is not available.

Administration House of Representatives

- (a) 1991/92 financial year: R156 652 000 and
(b) (i) R98 720 000,
(ii) R45 832 000,
(iii) R12 100 000 and
(iv) none.

KwaZulu

- (a) 1991/92 financial year: R508 000 000 and
(b) (i) R116 000 000,
(ii) R306 000 000,
(iii) none and
(iv) R86 000 000 for:
Administration etc.

KaNgwane

- (a) 1991/92 financial year: R82 191 699 and
(b) (i) to (iv): according to the KaNgwane Government's distribution, this information is not available.

tion is not available

KwaNdebele

- (a) 1991/92 financial year: R13 577 000 and
(b) (i) not available,
(ii) not available,
(iii) not available and
(iv) not available.

GaZankulu

- (a) 1991/92 financial year: R137 662 568 and
(b) (i) to (iv): according to the GaZankulu Government's distribution, this information is not available.

Lebowa

- (a) 1991/92 financial year: R233 683 000 and
(b) (i) R2 505 000,
(ii) R231 177 000,
(iii) none and
(iv) not available.

QwaQwa

- (a) 1991/92 financial year: R60 865 000 and
(b) (i) R10 580 000,
(ii) R39 860 000,
(iii) R4 090 000 and
(iv) R6 335 000.

HOUSE OF ASSEMBLY

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Gross domestic product: deficit/expenditure

51. Mr K M ANDREW asked the Minister of Finance:

What was the (a) deficit before borrowing, (b) total actual expenditure, and (c) deficit before borrowing as a percentage of the gross domestic product, in each of the past five financial years?

B106E

The MINISTER OF FINANCE:

	Deficit R million	Actual expenditure R million	Deficit as % of GDP
1987/88	9 557,3	47 449,8	5,6%
1988/89	7 855,0	55 926,4	3,8%
1989/90	4 358,0	65 459,3	1,8%
1990/91	7 145,2	73 947,3	2,6%
1991/92*	13 160,8	86 387,8	4,3%

*Estimated

Deductibility of moneys paid for educational purposes

124. Mr R M BURROWS asked the Minister of Finance:

- (1) Whether, with reference to his reply to Question No 74 on 27 February 1991, he or his Department has initiated further investigations into the deductibility of moneys paid by individual taxpayers for educational purposes at school or college level; if not, why not; if so, (a) what matters are being investigated and (b) by what body;
- (2) what is the current tax policy regarding individuals and/or companies making do-

nations to (a) tertiary institutions, (b) pre-primary schools, (c) primary schools and (d) secondary schools;

- (3) whether there have been any changes in the above policy during the past five years; if not, why not, if so, what changes?

B318E

The MINISTER OF FINANCE:

(1) and (2) Yes. An interdepartmental committee, consisting of representatives from the Department of Finance, the Department of National Education together with other interested parties, have conducted extensive discussions regarding the extension of the deductibility of donations to, especially, primary schools. As a result of practical problems that are being experienced, not only with the extension, but also with the current deductions, no solution has as yet been found. In the light of this, the committee has considered various alternative suggestions for State assistance in respect of education costs and proposals in this regard will be submitted to the Government shortly.

(3) Yes, notwithstanding various technical amendments, the only substantial amendment which has been made to section 18A of the Income Tax Act over the past five years, is the introduction of provisions allowing donations made by companies to certain special funds which are to be utilized for educational or training purposes for the advancement of primary and secondary education, to also be deductible for income tax purposes.

Consolidation: purchase of land/cost

160. Mr P G SOAL asked the Minister of Regional and Land Affairs:

- (a) What was the cost of purchasing land for the purpose of consolidation in respect of each (i) self-governing territory and (ii) independent Black state as at 31 December 1991 or the latest specified date for which figures are available and (b) how much land was added in each case?

B390E

Model C: On your marks, get set, go!

50
ARC 28/3/92

DALE KNEEN
Weekend Argus Reporter

SCHOOLS which opted for Model C education last year have streamlined their education to suit the culture of the majority of pupils enrolled at each school.

This was part of the reason why parents voted for Model C, says Mr Johan Bothma, chairman of the SA Association of Semi-private Schools.

The association represents 29 schools in the Transvaal and four in Natal which adopted Model C at the beginning of last year when most Cape schools were opting for Model B.

Schools throughout the country become Model C schools on Wednesday unless parents took a specific decision to retain the status quo.

Mr Bothma said the "vast majority" of schools which last year opted for Model C provided "excellent and relevant education originating in the cultural milieu of a local community".

Instruction was in mother-tongue, religious freedom was acknowledged and a system of differentiated education (according to ability and aptitude) was applied at these schools.

"Pupils receive instruction in accordance with the approved curriculum which has, as its point of departure, the culture of most of the target group.

"At the same time, the instruction includes contact with, and an introduction to, a wider cultural world," said Mr Bothma.

He said "cultural orientation" of the school was designed to suit pupils who enrolled. All Model C schools admitted children of all races on merit.

"While these schools are certainly not racially exclusive, the focus of the education is streamlined to meet the needs

of the culture of the majority of the students at the school.

"This orientation is flexible and will change if the cultural identity of the majority of the students changes. Teachers are being trained to cope with this," said Mr Bothma.

Children have to attain a prescribed level of performance to be admitted to the schools and no child may start the first year of schooling unless an evaluator has certified that the child is school-ready.

All children admitted to the schools must be of the "average age" of the other pupils in the standard.

Some of the schools which belonged to the association included a Chinese school and a Hebrew school. The others had mostly English or Afrikaans pupils with a few black pupils.

The existing Model C schools had included the "cultural orientation" measures in their admission policies and parents of children at these schools had to enter into contracts with the governing bodies of the schools.

"Our governing bodies are responsible for staff appointments and we ensure that only teachers who fit into the mission of our schools will be employed.

"Therefore, we are able to ensure quality education by competent and dedicated teachers."

The schools that had voluntarily opted for Model C had done so because the parents were keen to have more freedom in deciding the content of the curriculum as well as a desire to own the school's assets and control its financial affairs.

"In partnership with the teaching staff, the parents can ensure their children are provided with quality education in a more imaginative environment with a greater degree of professional freedom.

"We appreciated that reduced funds would result in bigger classes at schools. This in turn will lead to a lowering of the standard of education and change the professional environment of teachers.

"To overcome these obstacles in the way of quality education for our children, we decided to employ additional teachers at the expense of the parents."

The operating costs of a Model C school are the responsibility of the governing body, which must provide the running costs of the school through funds it generates itself.

"Books, equipment, writing materials and stationery for the pupils and for teachers, maintenance and upkeep of the buildings, rates and taxes as well as payment for municipal services are included.

"They also have to have money for the administrative costs of the school and other expenses related to the day-to-day running of the school," said Mr Bothma.

The schools were funded through compulsory school fees, sponsoring bodies, use of school buildings and sports facilities and marketing and advertising of the schools by businesses.

The first two schools to opt for Model C, Ashton Manor Primary in Kempton Park and Fourways High in Sandton, did not increase fees dramatically.

"We appreciate that budgetary constraints will become more severe in ensuing years and that this will require more innovative approaches.

"We realise that the involvement of each member of the community in the development of the education system of the future is of vital importance," said Mr Bothma.

Schools who opted for Model C believed they had made the correct decision and had found the greater degree of parent participation "exhilarating".

NECC proposes an Education Forum

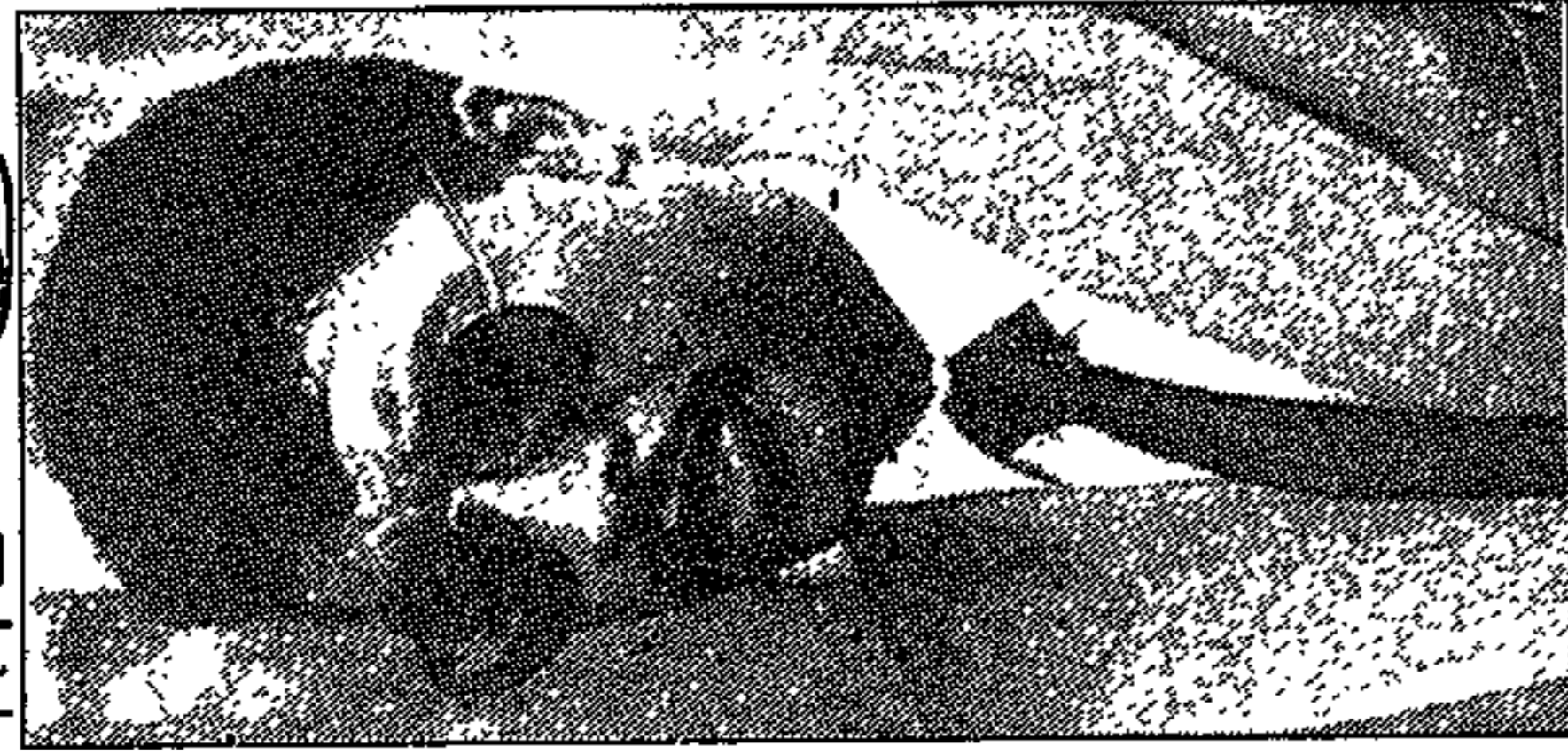
THE National Education Coordinating Committee (NECC) has proposed the establishment of an Education Forum (EF) to debate and come up with solutions for the short-term educational needs of the country.

The idea, said the NECC secretary-general, Ihron Rensburg, was developed with the hope that an interim government would be established by June-July, this year.

The EF would be constituted

at a conference - scheduled to take place within weeks - which will be attended by political organisations, trade unions, mass-based education organisations, employer associations and the state education apparatus, said Rensburg.

The homeland education departments will also be invited. "Although we recognise that the homeland education departments have no authority, we need to have



NECC secretary-general Ihron Rensburg

them there. Real authority rests with the national education ministry," said Rensburg.

This forum is likely to be upgraded to a status similar to that of the ANC-proposed Multi-Party Committees. These are to be established during the phase I interim government to advise cabinet ministers in the running of certain key departments during that period.

In a parallel development, moves are being made to establish an education committee in terms of this month's National Education Conference resolutions.

Resolutions

In terms of the conference resolutions, the education committee will engage the state on the immediate needs of education.

NECC components, the SA Democratic Teachers' Union (Sadtu), the SA Students' Congress (Sasco), among others, are reported to be sceptical about the success of the education committee. Their reservations are based on the experience of the Joint Working Group (JWG) which sat confidentially for eight months but failed to deliver.

The major weakness of the JWG - and it is suspected it will also be the case with the education committee - was the fact that its decisions did not have any legal status and ended up being a talk shop, say its critics.

The EF, it is envisaged, will include almost all interested parties and suggestions will be made to relate it to the

to be unhappy about the inclusion of students in the PTSA, arguing that the pupils can not be involved in areas such as the hiring and firing of teachers. It is also known that teachers are not comfortable with the involvement of pupils in such sensitive matters.

Rensburg said the NECC was prepared to negotiate the name of any new structure as well as the areas in which students would be involved.

Included in the programme of the NECC for the year, is a conference in June to debate the draft report of the National Education Policy Investigation (Nepi). Nepi is an NECC project charged with the task of producing education policy for the short, medium and long term.

The organisation will end the year by holding a conference to debate its future. NECC insiders have indicated that Kagiso Trust, the European Economic Community and the NECC held a joint evaluation of the NECC role now and in the future.

Report

A report was compiled by two academics, Trevor Coombe of the University of London and Peter Hunter of the University of the Witwatersrand on behalf of the three organisations.

Sources said the two academics advised that the NECC should concentrate on building local structures and mobilise grassroots communities to be involved in the daily running of schools.

Convention for a Democratic South Africa's (Codesa) Working Groups I and II in order to make it possible to have its decisions legislated.

But, Rensburg noted, the EF would not become a Codesa sub-structure.

On the other hand, the NECC is preparing for a major conference on the administering of education at school, regional and national level. This will be held on August 1 and 2.

The conference will debate the future of Parent-Teacher-Student-Associations (PTSA).

The government is known

Sorghum breweries sets up bursary

NATIONAL Sorghum Breweries has launched a R17-million bursary fund. (K2) SO

Chief executive Mohale Mahanyele said his company regarded the social, economic, political and educational upliftment of black communities as one of its responsibilities. CIPRESS 29/3/92

The fund will benefit students at tertiary level with a technical bias.

C



SCRAPING THE BARREL . . . The chances of this child matriculating with maths and science are one in 10 000 says the latest FRD report.

CIPRESS 29/3/92

(2/2)

(2/2)

(2/2)

C

Education 'not always' economic growth key

SO
Bipau 30/3/92

KATHRYN STRACHAN

IT WAS not the case that education always promoted economic growth, Rhodes University economics lecturer Andrew Donaldson told an SA Institute for Race Relations Education for Growth conference at the weekend.

Ineffective and costly education systems could retard economic growth, he said. System deficiencies resulted in wasted time, money and skills.

When schooling brought with it limited advances in skills and learning capacity, but substantially increased aspirations and more expensive labour,

employers would find no advantage in employing the schooled, Donaldson said.

Spending money on schools was wasted if more could be achieved through other activities such as industry-managed adult education and training.

What was needed was not necessarily more funding, but careful planning and a more effective use of resources.

The challenge was to provide better value for money — improved quality and greater flexibility with more incentives for both students and teachers.

Donaldson said a number

of interesting results had followed studies examining the efficiency of schooling through studying the contributions of particular education inputs to measured performance of students in the labour market.

It had been found that class size, or the pupil-teacher ratio, was not a strong indication of children's performance up to class sizes of 35 to 50.

It had also been found that the number of years of formal pre-service teacher education was comparatively unimportant as a determinant of school quality. Conversely, school-readiness of children, the availability and quality of books and teaching materials, the administrative skills of school principals and effective in-service teacher education and support services, were important elements in effective schooling.

These findings were interesting because the provision of books and materials and in-service teacher training was far less costly than putting teachers through four years of higher education to become "qualified".

The reduction in state subsidisation of white schooling and the transfer of funds from white to black education — which was already in progress in the conversion of white schools to Model C — was one requirement of a more efficient and equitable education system, said Donaldson. The shift to greater autonomy of well-managed schools and a greater share of costs borne by parents was undoubtedly sound.

The MINISTER OF NATIONAL HEALTH:
Notified cases of each notifiable medical condition
Republic of South Africa, 1991
as on 23 March 1992

Disease	Indian			
	Black	Coloured	White	
Cholera	2	0	0	0
Typhoid fever	1 045	35	20	20
Food poisoning	74	1	50	50
Brucellosis	3	0	12	12
Leprosy	21	0	0	0
Diphtheria	9	3	0	0
Meningococcal infections	385	271	36	36
Tetanus	61	5	1	1
Legionellosis	7	2	4	4
Pollomyelitis	1	0	0	0
Measles	1 791	129	143	143
Haemorrhagic fevers of Africa	0	3	1	1
Rabies	5	0	2	2
Trachoma	0	0	0	0
Typhus fever	0	0	0	0
Malaria	1	1	0	0
Congenital syphilis	4 194	8	140	140
Acute rheumatic fever	64	19	0	0
Tetanus neonatorum	14	12	5	5
Lead poisoning	7	0	0	0
Pesticidal poisoning	9	0	2	2
Tuberculosis	1	43	7	7
Viral hepatitis	521	73	748	748
Anthrax	54	47 233	1 188	1 188
Paratyphoid fever	757	421	0	0
Plague	0	0	0	0
Smallpox	0	0	0	0
Yellow fever	0	0	0	0

Livingstone Hospital: beds
183. Lt-Gen R H D ROGERS asked the Minister of National Health: ~~183~~
What, in respect of the Livingstone Hospital, was the (a) total number of beds, and (b) number of beds not utilized, in 1991? B434E
The MINISTER OF NATIONAL HEALTH:
(a) 793 beds and
(b) none.

Own Affairs:
Subsidized school buses
40. Mr R M BURROWS asked the Minister of Education and Culture: ~~40~~
(a) (i) How many pupils were transported daily in subsidized school buses, and (ii) what

HOUSE OF DELEGATES

QUESTIONS

†Indicates translated version.

For written reply:

Own Affairs:

Training of teachers: cost

5. Mr M RAJAB asked the Minister of Education and Culture: ~~5~~
What is the estimated cost to the State of training a teacher at (a) university and (b) teacher-training college on a non-residential full-time basis for four years? D42E

The MINISTER OF EDUCATION AND CULTURE:
The lowest estimated cost to the State of training a teacher on a non-residential full-time basis for four years is as follows:

- (a) at a University, say University of Durban Westville, the State subsidy of R7 371,00 p. a. X 4 which is R29 484,00 (minimum).
- (b) at a teacher-training college, say Springfield College of Education, R11 283,39 p. a. X 4 which is R45 133,56 (minimum).

Mass protests: Indian schools

6. Mr M RAJAB asked the Minister of Education and Culture: ~~6~~
(1) Whether teachers in Indian schools staged any mass protests during 1991; if so, (a) when, (b) where, (c) why and (d) what amount of teaching time was lost as a result;

- (2) whether he will make a statement on the matter? D43E

The MINISTER OF EDUCATION AND CULTURE:
(1) Yes
(a) From 5 February 1991 to 8 February 1991.
(b) Staged "sit-in/chalk down" in most schools.

(c) Protest against implementation of rationalization of staff as per E.C. Circular 2 of 1991.

(d) Approximately eight hours for total per school in 90% of the schools. The "chalk down" was spread over four days

(2) No.

Teachers: retrenched/made redundant/retired early

7. Mr M RAJAB asked the Minister of Education and Culture: ~~7~~
(1) How many qualified teachers were made redundant, retrenched or retired early because of a surplus of teachers during or at the end of 1991;

- (2) How many teachers who qualified at the end of 1991 were unable to obtain posts from the beginning of 1992;
- (3) (a) how many Indian student teachers have bursaries from the State at present and (b) (i) what is the annual cost to the State of such bursaries and (ii) in respect of what year is this information furnished? D44E

The MINISTER OF EDUCATION AND CULTURE:
(1) There are no surplus teachers according to the needs of the Department. However, in terms of the SANEP formula, the basis on which funding for Education is provided, 2 743 teachers were regarded as additional to the establishment. 509 Educators were granted early retirement in terms of rationalization measures adopted by the Department.

- (2) 22—declined to take up posts away from home districts.
- (3) (a) 574
(b) (i) R1 524 400
(ii) 1992 (as at 4 March).

Subsidized school buses

8. Mr M RAJAB asked the Minister of Education and Culture: ~~8~~
(1) (a) How many pupils attending schools falling under his Department were transported daily in subsidized school buses,

50 ~~203~~
**Millions allotted
for new schools**

The Department of Education and Training, highveld region, has set aside R78,7 million for building projects during the 1992/93 financial year.

A further R6,2 million will be spent on repairs of school buildings. STAR 30/3/92

At least eight new schools were completed last year at a cost of R29,4 million.

Another nine new schools are in the process of being erected at a cost of R21,4 million.

The money will come out of the State President's fund.

Six schools are in the planning stage and will be built at a cost of R14 million this year. The money will also come from the president's fund.

Another four schools are in the planning stage and will be built at a cost of R13 million. —
East Rand Bureau.

R6-m for ⁽⁵⁰⁾ ⁽¹⁰⁾ school Aids *Sowetan 31/3/92* programme

THE Government yesterday launched a major R6 million Aids and Lifestyle education programme for teenagers in all schools.

It consists of six free-standing units or modules, containing a video, posters and quizzes for class participation. Each addresses a specific aspect of the problem, like relationships, peer pressure and physical and emotional development.

It has been produced after comprehensive research by the Aids Unit of the department of National Health and Population Development and will be supported by a concerted media campaign.

"As many as 300 new Aids cases a day are being identified in South Africa," said Dr Mando Holmshaw, head of the Aids Unit. "In countries to the north such as Uganda, Malawi and Zambia, one in four adult city dwellers is now Aids-infected.

"Scare tactics have been used in some countries and major Aids information exercises carried out in others - all without noticeable effect.

"The South African effort is different. It employs a comprehensive range of teaching techniques, including drama, role play, charts, group discussions,

video and general information.

"It teaches self-assertion and decision-making skills to help teenagers take responsibility for their own lives and withstand peer pressures.

"Nothing like this programme has ever been attempted. We will share results and experiences with our neighbours in Africa. We are all Africans and all engaged in the fight against African Aids."

The programme will be available free of charge, in seven languages. School principals are this week being informed of its availability.

IN THE current fiscal year, which ends on September 30, and in the one that follows, the US taxpayer will theoretically vouchsafe more bilateral assistance to "disadvantaged" South Africans than to any single African country, according to the US Agency for International Development's (USAID) latest budget presentation to Congress.

SA's annual allotment stands at \$80m, fully 10% of USAID's principal account for the entire continent, the Development Fund for Africa. Only Ethiopia (\$74.4m) and Mozambique (\$68.5m) come close, and in both cases a substantial share of their quotas is made up of emergency famine relief and other food aid.

It must be stressed, however, that these are largely notional numbers. When a US official asserts "we have doubled our aid to SA to \$80m this year", he is making a political statement that has little relation to real cash flows.

The \$80m figure appears in the budget presentation at the bottom of columns entitled Estimated fiscal year 1992 obligations and Proposed fiscal year 1993 obligations.

The reason it is there is that President George Bush thought it would be a useful bipartisan gesture when he was lifting the Comprehensive Anti-Apartheid Act's sanctions last year.

The word "obligation" needs some clarifying. USAID defines it as a "legal commitment of funds through such mechanisms as signed agreements between the US government and host governments, contracts and grants to organisations, and purchase orders". This is not to be confused with the term "expenditures", which, at least when they are "actual", represent "funds paid from the US Treasury".

Between 1980 and 1990, USAID "obligated" about \$101.9m to a variety of SA projects (more, if you take into consideration projects funded

Big chunks of US aid to SA are stuck in the pipeline

B/DW 31/3/92

SIMON BARBER in Washington

from other non-SA-specific accounts). Of this, \$32.6m was "spent". Likewise, \$48.4m was obligated in 1991 while just \$19.8m left the Treasury. For the current year, the agency thinks it may be able to enter into obligations worth \$80m, but expects to write cheques for \$49.6m.

Where is the rest of the money? Well, says USAID, some has been "de-obligated" but the bulk is in the "pipeline", awaiting the day when contracts, agreements and purchase orders are fulfilled, and the cash may finally be disbursed. Fair enough, so long as the would-be beneficiaries have it explained to them that it may be some time before they feel the benefit of the sums so blithely bandied about by American politicians and diplomats.

Of course, it might be easier for USAID to get the money out the door if both it and its political masters had a coherent idea of what they were trying to achieve.

The decision to double SA's annual allocation preceded any serious thought about how the extra funds might be used. This is painfully evident from this year's estimated budget and next year's proposed one. The obligation figures are mostly

very round and appear to have been dictated less by conscious policy than the requirement that they add up to \$80m.

For the record, here is how the magic number was concocted for the present fiscal year. Remember, all the figures are "estimated obligations", so their significance in terms of hard cash is at best questionable.

First, there are four new projects, Shelter and Urban Development Support, made possible by the repeal of the Group Areas Act, gets \$9.2m "to provide funding for innovative financing schemes, technical assistance, training and research aimed at developing housing programmes which do not perpetuate the forced living patterns imposed under apartheid". Only \$500 000 is expected to be spent, no doubt on a study.

SA Basic Education Reconstruction is pencilled in for \$6m "targeted on ... high school scholarships, teacher training, curriculum development, adult literacy and special training in English". Estimated real outlay: \$500 000. Two further projects have been

launched to help confront AIDS at \$1.5m apiece. USAID thinks it can spend it all this year.

Of the existing programmes, Black Private Enterprise Development gets another \$4m to go with the \$10.2m it has received thus far, of which about \$2.6m has been spent. The money might be moving a little quicker, but for a dispute between two Washington consulting firms over who should get the contract to set up a venture capital fund for black businesses.

Labour union training, chiefly handled through the AFL-CIO's African American Labour Centre (AALC), is allotted \$3.5m, bringing to \$12m the total USAID has nominally committed to spending on black unions since 1983. Of this, \$4.85m has thus far oozed from the pipeline (and then mostly into the coffers of the AALC). Community Outreach and Leadership Development (Cold) — initiated in 1986 to counter Pretoria's attempts "to crush community power" — is down for \$10.7m — more than double last year's figure. This brings Cold's total obligation to date to just under \$30m. Actual outlays have been \$10.5m.

The Training for Disadvantaged South Africans and SA Bursaries

projects, which provide scholarship to universities in the US and SA respectively, are now operating on money still in the pipeline — about \$44.3m by my calculation — and receive no new allocations. However, more scholarships to the US are being provided by the Tertiary Education project whose pot this year has been increased by \$31.6m for a total of \$52.1m since the account was opened in 1990. As of last September, actual outlays were \$1.2m.

The Educational Support and Training project, through which the US government underwrites "non-governmental initiatives in teacher training, alternative education, pre-schools, curriculum development and literacy", is slated to be topped up to the tune of \$4.5m this year, bringing the sum sloshing about in its pipeline to about \$10m.

Self Help Support and Human Rights Support — relatively fast disbursing conduits from which the embassy and USAID mission dole out small grants to worthy causes — are allocated an additional \$500 000 and \$5m respectively.

The \$10m Transition to Democracy Project is not counted in this year's \$80m. The money was obligated in 1991, and who knows, now that the ANC has accepted that it cannot use its share to pay salaries to its nomenklatura, the US-SA Leadership Exchange Programme, which USAID has retained to do the honours, may actually get to disperse the moolah.

Next year two additional projects come on stream.

Tertiary Education Linkages will attempt to "improve the efficiency and quality of the tertiary education system in SA" by giving grants to US universities (proposed initial obligation: \$10m).

Training for Employment will try to "reduce constraints to economic growth caused by an inadequately trained labour force". To find out how, USAID will have to commission some studies. To prime the pipeline, it is asking Congress for \$3m.

Teachers await fate as ballots tallied

STAFF 3/13/92
Staff Reporter

Teachers in the Transvaal may know today whether they face retrenchment as education authorities count the ballots from schools which voted last week to reject the Model C system.

A Transvaal Education Department spokesman yesterday said ballots from some schools in outlying areas had not yet arrived in Pretoria but were expected today. Friday was the deadline for Transvaal schools to vote.

Recent surveys have shown that parents at most Transvaal schools would accept the Model C option, in which only teachers' salaries would be paid by the State and all other funding would come from parent bodies.

If schools voted with a two-thirds majority to remain as they were, the State would fund running costs and teachers' salaries.



Piet Marais . . . urged to revoke retrenchments.

Letters sent to parents by the Department of Education and Culture said that funding for comparable Model C, Model B and status quo schools would be identical.

But, according to Transvaal Teachers Association executive chairman Hugo Ackermann, "the money given to status quo schools would have to cover all running costs and

salaries, so the money available for teachers' salaries would be much less in these schools".

South African Democratic Teachers Union (Sadtu) spokesman Steve Lowrie said status quo schools would have to retrench twice as many teachers as schools opting for the Model C system.

Mr Lowrie said schools would probably give teachers facing retrenchment official notice on Thursday.

Teachers' unions have called on Department of Education and Culture Minister Piet Marais to repeal his announcement last month that 4 000 teachers could lose their jobs on August 1 as part of Government cuts in education.

● Sadtu will host a meeting in the Spaceframe Room, Linder Auditorium of the Johannesburg College of Education in Parktown, at 7.30 pm tonight to urge the affected teachers to resist retrenchment.

EDUCATION - GENERAL

APRIL

~~JANUARY~~

- MAY

~~APRIL~~

~~APRIL - JANUARY~~

Model C option
.. Bishop 1/14/92
'is unnecessary'

CAPE TOWN — Model C would not exist in a year's time, and both government and parents knew it, DP education spokesman Roger Burrows said yesterday.

Burrows said Model C was the only option a government hidebound by a racial own affairs system could consider.

It had been announced that about 4 000 teaching posts at white schools were to be abolished this year in the transition to Model C, and at the same time it had been announced 3 300 more posts were being created in black schools. *(50/112)*

This kind of ~~nonsense~~ would not be necessary in a single education system.

Burrows said secondary phase schooling had to be made more selective. — Sapa.

Urquhart Mc

(Incorporated)

Inter
for the 6 months

The unaudited results of the group for the

INCOME STATEMENT

Turnover

C

Solving the crisis in black education

Sowetan 11/4/92 (50)

THE more than R4,6 billion allocated to black education in this year's Budget would be used to build the foundation for a single non-racial education system, Minister of Education and Training Mr Sam de Beer said yesterday.

Speaking in a satellite interview from Capé Town, De Beer said ill-equipped schools in under-privileged areas would not be moved or destroyed under a new non-racial educational dispensation.

The Budget, he said, represented an increase of 35 percent on last year's allocation.

"The new system will be restructured on non-racial lines and will enjoy the support of the majority of South Africans.

"At the same time, it must be affordable, provide all learners with equal learning opportunities and make provision for community-based education of an acceptable standard," De Beer said.

He said this year's Budget would "offer satisfactory solutions to existing problems and allow normal education to continue".

By ISMAIL LAGARDIEN
and PHANGISILE MTSHALI

schools will be completed this year, bringing the total of schools under DET to 2 220;

●The creation this year of 3 299 additional teacher posts;

●The purchase of

textbooks and stationery to the value of R80 million; and

●The erection of schools in the informal settlement areas at Jan Kempdorp, Tsakane, KwaGuqa, Embalenhle,

Alexandra, Khyayelitsha (two), Philippi, Soshanguve, Orange Farm (two), Thabong, Kutlwanong and Meqheleng.

De Beer said while this year's Budget was much higher than last year's, there was a possibility of more money being poured into DET coffers.

It would also "alleviate the pressure" for access to education and the creation of new educational opportunities, the provision of resources such as teachers, classrooms, books and writing materials.

De Beer said there would still be a backlog of more than 5 000 classrooms by the end of 1993, although 2 520 classrooms would be ready for use this year and 2 766 next year.

DET's Budget included:

●The appointment of a staff commissioner to look into the grievances of individual teachers;

●The upgrading of existing qualifications of new teachers at DET's colleges of education, universities and technikons;

●A total of R10 million would be spent on the upgrading of colleges of education around the country;

●A total of 2 520 classrooms at 60 new schools and 74 existing public

'More on whites' buses than on blacks' books'

THE government was spending more on subsidising the transport of white pupils than it was spending on books for 1,7 million pupils in KwaZulu, the Democratic Party's education spokesman, Mr Roger Burrows, said yesterday.

It spent R65m on buses for white pupils, he said during a private member's debate in the House of Assembly on education.

Yet it spent only R42m on providing schoolbooks for the 1,7m pupils in KwaZulu schools.

Mr Burrows said the present skewed spending on education could not continue. CT 1/4/92

R4,6 billion for black education

50

CT 1/4/92

Political Staff

MINISTER of black education Mr Sam de Beer took the wraps off the government's R4,6 billion education package for 1992 yesterday — and launched a sharp attack on the “ridiculous” retrenchment of white teachers.

Mr De Beer told a press conference that: “To my mind it is ridiculous that we have very well qualified teachers being retrenched while in other departments we have a shortage. It's a very sad state of affairs.”

The minister also lashed out at the use of children as “cannon fodder” for politicians and said it was time a culture of learning was introduced into black schools.

Not productive

Teachers and pupils would have to accept “constructive discipline” in schools, he said.

“It is an unfortunate truth that currently the investment in the education of black pupils is not particularly productive. The public is not obtaining an acceptable return on its investment in the form of trained or educated citizens,” he said.

Mr De Beer announced that the building of 2 520 classrooms at 60 new and 74 existing schools would be completed this year and work on constructing 2 766 classrooms at 83 new

and 13 existing schools would begin during 1992 — and “should be ready for use during 1993”.

He added that 3 299 teaching posts had been created for 1992 and it was hoped to improve the pupil-teacher ratio of 41:1 in primary schools and 35:1 in secondary establishments.

Draft regulations were being framed allowing for the medium of instruction to be one of an African language, Afrikaans, or English from sub-standard A.

“Parent communities will be given the opportunity to decide on the medium of instruction preferred for their children,” added Mr De Beer.

He said textbooks and stationery to the value of R80m had been supplied to schools this year and they had “received all the textbooks and all the stationery requisitioned for 1992 by the principals”.

Further increases

Mr De Beer said the new budget — an increase of 35,3% in nominal terms — represented a 19,2% net increase and this would probably increase further during the year.

An “education delegation” from the black community had been consulted on the package but had declined to be involved because it was an “apartheid document”.

However, its opinions had been taken into account when making adjustments, he said.

Schools for
Khayelitsha

'Let us forget the politics'

THREE new primary schools are to be built in the informal settlement areas of Khayelitsha and Phillipi, the Minister of Education and Training Mr Sam de Beer, said yesterday.

He said in a statement that 15 new schools were to be built in informal settlement areas throughout the country.

Political Staff
EDUCATION and Training Minister Mr Sam de Beer, unveiling a package for the 1992 school year yesterday, expressed optimism that with progress being made with political change children would no longer be used as "canon fodder".

He said now political avenues had been established, people were beginning to realise the education of children should be left to educationists.

He stressed the need for a new culture of teaching and learning, and said pupils had to "accept constructive discipline".

However, he acknowledged, there could not be normal schooling in areas where "there is a war going on".

Mr De Beer warned that while a single education system would come, the expectations were far too high as it "will not bring heaven down the next day".

"Let us forget the politics — we are on the road to a new dispensation — let's use this opportunity to prepare for the future."

Mr De Beer said it was an "unfortunate truth" that at present the investment in black education was "not particularly productive".

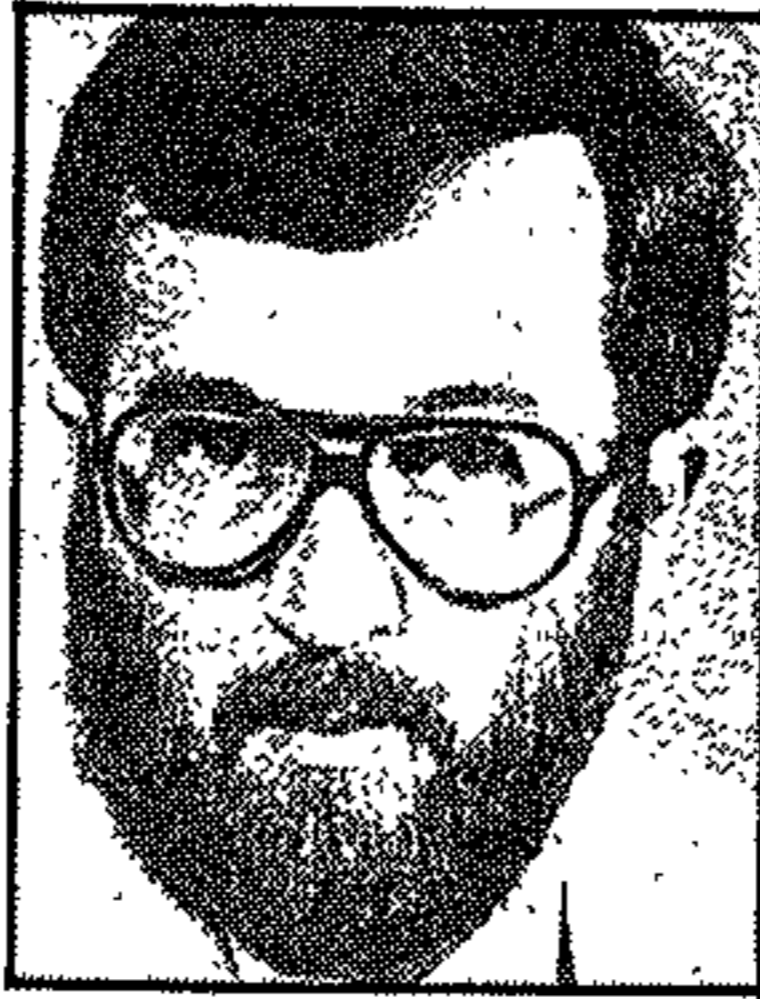
DP calls for single, unified education dept

CAPE TOWN — Model C schools would not exist in a year's time, and both the Government and parents knew it, the Democratic Party's spokesman on education, Roger Burrows, said in the House of Assembly yesterday.

Speaking in debate on a member's motion on white education, he said Model C was the only option that a Government hidebound by a racial own-affairs system could realistically consider.

It had been announced that about 4 000 teaching posts at white schools were to be abolished this year in the transition to Model C. At the same time it had been announced that 3 300 more posts were being created by the Department of Education and Training for black teachers.

This kind of nonsense would not be necessary in a single, unified, edu-



Roger Burrows ... Model C was Government's only option.

cation system.

Mr Burrows said schooling at the secondary phase had to be made more selective.

This should be done not on a racial basis but according to the needs of South Africa's economy.

White school-leavers alone could not meet the country's demand for technological skills.

Introducing the motion censuring the Government, CP education

spokesman Andrew Gerber said a sword hung over the heads of thousands of white teachers because of the Government's policy.

He said many NP MPs did not realise the implications of Government policy.

Was it fair that State funds be divided equally between people who had built up South Africa and those who were now pouring over its borders?, Mr Gerber asked.

Dr Tersia King (NP Kempton Park) proposed an amendment that the House thank the Government for its handling of education in the transition period.

Through the proposed Model C and A systems, educational responsibility was being handed over to parents to a greater extent.

Dr J J Swanepoel (NP Bloemfontein East) said the CP was wrong to say teachers would end up in the streets without fu-

ture or hope as a result of Government policy.

He said it was true that certain educational posts would come under threat, but certain facts had to be kept in mind.

The Department of Education and Culture had embarked on a proactive rationalisation programme last year which had minimised the effects of the transition to Model C.

As a result, no teacher in the Free State would lose his or her job as a result of the transition, and no post would be abolished on August 1.

Schalk Pienaar (CP Potgietersrus) said that historically the Government had not granted parents a say in their children's education.

The dogma of the equalisation of education standards among the various population groups was "fundamentally wrong". — Sapa.

● Teachers, pupils urged to work harder — Page 12

Schools ⁽⁵⁶⁾ soon to advertise for pupils

CT 2/4/92

Own Correspondent

JOHANNESBURG. — Schools would soon start advertising to attract pupils as they became more commercial under the Model C system, educationists said yesterday.

Advertisements were likely to highlight the schools' pass rates, as well as the excellence of teachers and facilities, but were also expected to match claims of excellence against fees. Parents would therefore be able to "shop around".

Yesterday, however, it became clear that comparative shopping might not be easy in the short term. Transvaal Education Department (TED) executive director Mr Ken Paine refused to release the results achieved by schools in the 1991 matric exams, but admitted there were huge discrepancies in results — even between neighbouring suburbs.

Schools were now dependent on maintaining enrolment figures to meet the additional running costs, he said.

The amount provided by his department depended on the number of pupils.

Schools would now be run as businesses, with regular financial statements being sent to parents.

Schools in Transvaal have backed the Model C plan overwhelmingly and are set to convert to state-aided private schools.

Results released by the TED yesterday disclosed that only 1,9% of the province's 1 101 schools voted to remain state schools.

Most Cape schools opt for Model C

SD:CT 2/4/92

Staff Reporter

ONLY 40 white schools in the Cape Education Department (CED) will opt for Model B — or status quo state schools — following overwhelming support by 656 schools in favour of the proposed switch to the Model C.

CED spokesman, Dr Orland Firmani, yesterday announced that out of 696 schools — 145 of which opted to take a poll on the proposed shift — only 40 voted against switching to Model C.

Those schools which chose to take a poll, had to have a minimum of 66,6% votes in favour of the Model B system, and had to have informed the department of their decision by March 27.

The final results were only made available to the CED yesterday, however, and Dr Firmani said the full results would appear in the Government Gazette of April 24.

He said far more teaching posts would have to be abolished at Model B

schools as government funding — used only for teachers' salaries at Model C schools — would have to cover the running and maintenance of the state schools.

Dr Firmani said it was impossible to ascertain by how much now compulsory school fees at Model C schools would increase, as each school's running costs and expenses differed.

"One school may have five rugby fields and a swimming pool to maintain for 200 pupils, whereas another

school, with only a soccer field, may have 500 pupils whose parents would share the costs," he said.

The principal of Westford High School in Rondebosch, Dr John Gibson, said yesterday the news was neither good nor bad as it was up to each community to decide which model best suited its needs.

"We opted to go the Model C route, and have managed to survive with school fee increases of only R75 per pupil per term," he said.

CT 2/4/92

DET sit-in: Police evict 52 students

JOHANNESBURG. — Police yesterday morning evicted 52 members of the Congress of SA Students from the Kaitleng town-council board room, where they had been staging a sit-in protest since Monday evening.

The students, who also embarked on

a hunger strike from Tuesday, said the sit-in was to protest against the failure of the Department of Education and Training to replace 19 white teachers who were withdrawn from the township after the murder of a colleague earlier this year. — Sapa (50)

Advertising will help schools pitch for pupils, say

KATHRYN STRACHAN

sent to parents — and with active marketing campaigns to lure more pupils.

Paine said parents now had more choice as the zoning system which required pupils to attend schools in their area had fallen away. However, although school councils could set admission criteria, they could not turn away pupils from their natural "feeding areas". Pupils who could not afford to go to their local school could apply to the state for bursaries.

Paine said parents and school manage-

ment councils had been requesting more control over the running of schools for the past 10 years, and the new plan had been introduced to allow communities to have a greater say over schools and to make more of a contribution.

A Department of Education and Culture source agreed that schools would now be paying far more attention to their images to keep up their numbers.

Schools in Transvaal have backed the Model C plan overwhelmingly and are set to convert to state-aided private schools. Results released by the TED yesterday

Ken Paine refused to release the results achieved by schools in the 1991 matric exams, but admitted there were huge discrepancies in results — even between neighbouring suburbs.

Paine said the principle of privatisation had brought out an impressive show of initiative in schools. Schools were now dependent on maintaining enrolment figures to meet the additional running costs. The amount provided by his department depended on the number of pupils.

Schools would now be run as businesses, with regular financial statements being

SCHOOLS would soon start advertising to attract pupils as they became more commercial under the Model C system, educationalists said yesterday.

Adverts were likely to highlight the schools' pass rates, as well as the excellence of teachers and facilities, but were also expected to match claims of excellence against fees. Parents would therefore be able to "shop around".

Yesterday, however, it became clear that comparative shopping might not be easy in the short term. Transvaal Education Department (TED) executive director

disclosed that only 1,9% of the province's 1 101 schools voted to remain state schools.

Of the schools that voted against the change were two technical high schools, 11 smaller primary schools and nine in rural areas. Results from the other provinces will be released today.

TED schools will be converted on August 1, with changes in other provinces expected earlier. Advantages of the Model C schools, as described by the TED, were the retention of most of the teaching staff and management autonomy.

educationalists

40 Cape schools reject switch to Model C status

ARC 2/4/92
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JOHN VILJOEN
Education Reporter

PARENTS at 40 Cape schools — about six percent of the white schools in the province — have rejected the government's plan to switch to Model C.

The schools voted for the status quo or Model B schools and now face stiffer cuts in teaching staff than those which have made the change.

Dr Orland Firmani, Cape Education Department spokesman, said 696 of the 712 schools under the department switched to Model C yesterday.

Of the schools which rejected Model C seven were high schools, five special schools and the rest primary schools, Dr Firmani said.

The department did not have the schools' permission to

name them or say where they were situated, he said.

Communities where there was opposition to the switch were allowed to hold polls on the issue. A two-thirds majority of parents voting against Model C was needed to block the change.

Before the change, 51 of the 2 441 schools under the Department of Education and Culture nationally were Model C, or State-aided schools, 692 were Model B and 1 233 were status quo schools.

"Because of the overwhelming number of schools which will be operating as Model C schools we will be able to retain more teaching posts," Dr Firmani said.

"Model C schools enable the department to provide a more favourable teacher-pupil ratio," he said.

Less than two percent of Transvaal provincial schools have refused to switch to the Model C system.

According to the Transvaal Education Department, of its 1 101 schools 1 073 will become Model C schools.

The switch to Model C announced by the government in February will result in higher school fees and the scrapping of 4 000 teaching posts this year.

But white Education Minister Mr Piet Marais said without the change, 11 000 teachers could have lost their jobs.

In Model C schools teachers' salaries are paid by the State while day-to-day running costs are met by parents and the wider community.

In Model B and status quo schools, the State pays salaries and running costs.



More go for ^(SO) Model C

LESS than two percent of Transvaal provincial schools have refused to opt to switch to the model C system. *Sowetan 2/4/92*

According to the Transvaal Education Department of the 1 101 schools which fall under their jurisdiction, 1 073 will become model C schools on August 1.

Executive director of the TED, Dr Ken Paine, said when the announcement was made about the model C option, TED schools gave urgent attention to their particular situations.

"I believe that each community has decided in a responsible way about their future," Paine said.

Only - 28 schools - 1,9 percent of schools in the Transvaal decided to remain State schools and their rights in all respects will be respected, he said.

Of the 28 schools which have decided to remain State schools, two are secondary schools, 11 are primary schools and eight are special schools. -

Sowetan Correspondent.

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C

Bulk of Tvl schools opt for Model C

STAR 2/4/92

By Bronwyn Wilkinson

An overwhelming majority of Transvaal schools have voted to accept the Model C option, thus saving the jobs of thousands of teachers who faced retrenchment if their schools had opted to retain the status quo, the Transvaal Education Department has confirmed.

Of the 1 101 schools under the jurisdiction of the TED, only 28 managed to reach the required two-thirds majority vote to enable them to remain State schools.

From August 1, schools which voted to retain the status quo will be funded by the State.

Responsible

The State will pay only the teachers' salaries at Model C schools, leaving parent bodies to take care of other running and administration costs.

TED executive chairman Ken Paine said in a statement yesterday: "I believe that each community has decided in a responsible way."

He said the rights of the 1,9 percent of schools which voted to retain the status quo would be respected.

Reacting to the outcome of last month's mad scramble for votes, Transvaal Teachers Association (TTA) executive director Hugo Ackermann said: "It means that fewer teachers' jobs will be lost than if more schools had voted for the Model Q (status quo) option."

The amount of State funding for a Model C and comparable Model Q school will be exactly the same.

But educationists have pointed out that in a Model C school, funding will be spent only on teachers' salaries.

In a Model Q school, although parents will not have to pay running costs, funding from the State will cover running and administration costs, as well as staff salaries.

"So," said Mr Ackermann, "Model C schools would be able to afford more teachers and pay them better than a status quo school. That is where the retrenchment problem comes in."

A spokesman for the Department of Education and Culture said results of voting in other provinces were not available yet.

It would take at least a week for figures to be correlated and for individual schools to decide how many teachers would have to be retrenched, he said.

Despite being cautiously optimistic about the future of teachers, Mr Ackermann said he was pessimistic about the future of education under the new educational system.

"It is not the answer for this country to be moving towards a semi-private education model when most of the population simply cannot afford it.

"It strikes me as terribly ill-advised," he said.

The TTA recently called on the Minister of Education and Culture in the House of Assembly, Piet Marais, to repeal his announcement — made in February — that about 4 000 white teachers would lose their jobs on August 1 as part of Government cuts in education.

The organisation also requested that the matter of education be referred to Codesa so that changes in education could be made in conjunction with political changes.

REVIEW: Independent schools

... Or the Empire ...

FOR someone of leftish views, I have a questionable educational background: a British public school and a well-known private school in Natal.

I was unhappy at both, and feel so marked by the years I spent within their walls that I would not let my children near such schools. That experience — combined with my four-year stint as a teacher at a British comprehensive (state) school — has bred in me a hatred of private education.

A case can be made for certain independent schools, specifically those which cater for children with special problems or from cultural minorities. I can see no objection, for example, to the German School in Johannesburg or to Waterford-Kamhlaba in Swaziland, which was set up to give black South Africans access to overseas universities at the height of Bantu education. By the same token,

there may be a pragmatic argument for allowing Afrikaans private schools in a future South Africa. Race has clouded the issue in this country: it has enabled the private schools to defend the indefensible by offering some places to black pupils denied decent schooling in the townships.

But with very few exceptions, this was not the motive for their establishment. The Natal school I attended in the late 1960s had no Africans, coloureds or Indians among its students.

St John's, Michaelhouse, Bishops et al were essentially an outgrowth of British imperialism, and imported all the most retrograde features of that seedbed of Empire, the major British public school. Prominent among these were cultural, racial and sexual chauvinism; the cult of leadership; the cult of sporting prowess and contempt for the misfit and the physically inept.

Private schools concentrate resources on a small group of privileged children and help to perpetuate social divisions, argues DREW FORREST

The transplantation of the public school ethos was so literal in some instances as to be almost comic: isolated in rural Natal, surrounded by African settlements of grinding poverty, the school I attended boasted such Etonian features as a quadrangle and an ivy-clad chapel.

By serving as a model, the private schools exerted a pernicious influence on the development of state education in the colonies: flogging, uniforms, compulsory sport and the prefect system are to this day standard features of government schools in South Africa.

Flogging, beating, initiation rites, perhaps even the

spring. Anyone who doubts that such schools underpin a form of caste system should note the executive and professional dynasties who have passed through them.

"Elitism" is a much-abused shibboleth on the left, but applied to public schools of the British or South African variety, it is apt in two senses.

Leaving aside the small band of bursary students, the exorbitant fees ensure that their marvellous facilities and skilled and dedicated teachers are available only to the children of the very rich.

Through entrance exams, they also give a head-start to those who need it least: the academically gifted.

The question can be posed — should consumer choice not apply in education as it does in other spheres? The answer is that education is not a commodity in the ordinary sense; it is a right, and should

serve as a vital instrument in ensuring equality of opportunity.

By creaming off some of the best pupils, teachers and school administrators, private schools undermine the state system. My experience of a British comprehensive was that clever children do not suffer by learning in the company of the mediocre; they act as a kind of leaven.

In theory, the reconstruction of black schooling under a democratic government should undercut the only raison d'être of private schools: that of allowing a small number of black pupils to escape the Department of Education and Training maelstrom and receive the education to which all are entitled.

But the sad news is that they will almost certainly survive and prosper in the "new" South Africa. If Zimbabwe is any guide, the rising black elite will be just as keen to avail itself of their services.



Independent schools have led the way in racially integrating classrooms, but great challenges lie ahead. (Photo: GUY ADAMS)

Which school? Here's how

Weekly Mail Reporter
THE Comprehensive Guide to Independent/Private Schools in Southern Africa by K Everingham and WH McAllister (Media House Publications 1991) suggests the following as a checklist for the kind of schooling to likely to suit a child's needs:

- The same school throughout his or her school days — or a different school for different levels
- A day school — or a boarding school
- Near or far from home or in a particular area
- Co-educational or not
- A sense of tradition or not
- Religious affiliation or not
- A stimulating environment or more emphasis on all-roundness
- An emphasis on sport and/or outdoor activities, or not
- Specialised education needs — remedial, deaf, gifted education
- Catering for areas of interest like music.

... Or non-racial and democratic values

Communities have a right to choose the type of education they want for their children, argues **BROTHER NEIL MCGURK**

but changing willy-nilly as they have had to meet the exigencies of conflict resolution and, often, of sheer survival. Demographic realities have forced the issue on them. However, in other instances idealistic individuals have endeavoured to meet the demands of the rapidly changing situation and have either set up their own schools, or faced the painful conversion of their own institutions.

Communities have a right to choose the type of education they want for their children and, given the cultural and religious diversity of our society, the need for independent schools to cater for this diversity assures their existence.

However, their relevance in meeting the challenges of formal education will not be so much in catering for diversity, but in providing scope for the cultural empowerment of black South Africans, and in helping in the transformation of the political, economic, and professional institutions of our society to realise this effective empowerment.

The racial integration started by the independent schools is the first step in this direction. The second lies in the transformation of their student bodies and their curricula to play a role in helping to set the norms and values of a national democratic culture and the goals of a non-racial formal education system.

Funding to independent schools in the form of subsidies in any future system will be tied to their ability to play this vital role. The danger exists that should independent schools remain too circumscribed in their role of catering only for specific cultural and religious groups, they might become islands of a defensive privilege, apologetic about removing themselves from this interplay with a non-racial, largely black, public system.

● Brother Neil McGurk is principal of Sacred Heart College in Yeoville.

WORLDWIDE, independent schools have served a variety of functions complementary to and supportive of the public provision of schooling. The right to the existence of independent schools arises from the right to the freedom of choice in education.

The prime responsibility of the state is to meet, within its capacity, the fundamental right of its citizens to a basic education, and then to provide opportunities for higher and other types of education. This establishes the claim of independent schools to state subsidisation, at levels which will help to enable the state to meet its responsibility to provide the necessary variety of educational opportunities for its citizens.

If independent schools are to serve a useful social function, then they need to cater for legitimate demands for diversity, innovation and excellence, in ways that supplement the public provision of schools.

The traditional independent schools in South Africa generally have been established to provide the educational environments that foster the religious and cultural values of certain white communities.

They have also been associated, in most instances, with relatively high fees to meet demands for excellence. The maintenance of academic, cultural and sporting standards has had the highest priority.

With our society now in upheaval, traditional independent schools face a common dilemma: to what extent are their standards normative in some universal sense, and to what extent prescriptive in terms of certain cultural types? (Should these schools enrol pupils from other racial and cultural backgrounds in sufficient numbers and, thereby, face their own inevitable transformation?)

The older independent schools have struggled for over a decade with this dilemma. Few have endeavoured to resolve the issue in terms of a purposeful reconstruction of their student bodies and their curricula.

They have instead, through, constrained by the traditional expectations of their parent and ex-student bodies,

Taking literacy to the grassroots

New Nation [Learning Nation]
314-914192

THE formation of a non-sectarian, national literacy and adult education organisation will be the primary topic of a three-day conference starting today at the Protea Gardens Hotel in Berea, Johannesburg.

About 200 local educationists and literacy workers will be joined by delegates from African states in this event, which has been convened by the National Interim Committee of Literacy and Adult Education (NICLAE).

Various papers will be presented by educationists from the African continent, including Professors DW Nabudere of Zimbabwe, PJ Thompson of Sierra Leone, P Wangoola of Uganda and S Sall of Senegal. Dr Neville Alexander, head of the National Language Project in Cape Town, will deliver a paper on National Language Policy.

The registrar of Fort Hare university, Professor Ben Khoapa, will officially open the conference today.

A debate about the need to make English a universal language is expected to be one of the highlights and organisers have said that this will help to facilitate their agenda of "taking literacy to the grassroots".

The NICLAE says that in the 1980s, literacy was perceived as a tool for resistance, a vehicle for political correctness or acceptability.

The new challenge, however, was "to make literacy human and relevant to the real world we live in".

The organisation said non-governmental literacy programmes are reported to be reaching barely one percent of the non-literate population. The figure embraces governmental and private sector efforts.

Warned

The organisation warned that a new administration would be hard-pressed to raise the billions needed to redress the housing needs of the black community and was unlikely to have the resources to wipe out the gigantic slate of illiteracy.

The NICLAE is proposing that the conference focus its attention on seven major goals to help overcome illiteracy. These are - consolidate the work of scattered organisations; work together and isolate bodies who "hoard" literacy programmes exclusively to the detriment of those who need to be served; organise workshops and seminars to steer staff development; address curriculum development and material writing; address relations with a future government pertaining to state-funding and policy and examine the need for a national campaign to eradicate illiteracy in South Africa.

Education on the agenda

A major one-day seminar on "The Impact of Education In a Changing South Africa" takes place at the Milpark Holiday Inn in Johannesburg today. (50)

The event which has been organised with the specific focus of providing private sector input into the design of a future education system, will be chaired by Jabulani's Pace College principal, Thamsanqa Khambule.

Other speakers will be John Samuel, the ANC's education department chief; Ihron Rensburg, the National Education Co-ordinating Committee's general secretary; Dr Alexander Kwapong, a private and government sector education systems expert; Dr Walter Smith, project manager of the United States' Agency for International Development of Tertiary Education; Ray Johnson, Standard Bank's Education and Training division's general manager, and Dr JG Garbers, director-general of National Education.

Committed

The initiators of the seminar, representing the private sector task force, said they were committed to liaising with the education committee recently formed at Broederstroom to develop a detailed programme of action for engaging the government on education issues and developing campaigns in support of short-term demands. The Broederstroom committee consists of representatives from the ANC, Cosatu, Nactu, NECC, Azapo and Wosa.

PAC appeals for unity in tackling education crisis

THE Pan-Africanist Congress' (PAC) director of education, M o g o l e Mphahlele, said this week that the unwillingness of the state to educate blacks was the main cause for the education crisis in the country.

Mphahlele also said that there was a need for the liberation movements to agree on "common strategies" in dealing with the crisis.

"We should not approach the crisis as individual groups, but with a united front," he said.

Mphahlele accused the State of "gross irresponsibility" in dealing with the education crisis.

"When we complained of the short supply of books at schools, the State came up with study aids, which actually are not textbooks but just selective summaries which are highly commercialised," said Mphahlele.

Unwilling

The government was also unwilling to reduce the student/teacher ratio at black high schools, a step which would limit the number of students per classroom.

He said the education crisis was also aggravated by "minimum parental involvement" in the running of schools.

"Unfortunately, a lot of

New Nakor

[Learn (ing Nakor)]

3/4-9/14/92

parents are just too apathetic to become involved in the education of their children. And, where they do become involved, there is often a conflict of interest between themselves and the State."

In other cases, parents were caught in a conflict between the community and student organisations, he said.

"In the end, the smooth-running of the school is disrupted. For this reason we believe that the education problem can only be solved if the headmasters are empowered to deal effectively with the situation and codes of conduct introduced which clearly define the roles to be played by parents, teachers and students.

Condemned

Mphahlele condemned the slogan 'Freedom Now... Education Later'. "When it was condemned by the liberation movements, it was done at an academic level. The movements' concerns were never filtered down to the people themselves.

"The very same slogan has divided schools into political camps. Each and every camp wants to be the dominant camp and this has given birth to another slogan, that of 'one school - one student organisation'. This has a tendency of causing conflict between organisations.

"We find ANC, PAC and Azapo fighting over educa-

tional issues at a political level. This is not going to benefit our children's education," he said.

Mphahlele warned that people should not be optimistic that a political settlement would provide a panacea for educational problems.

"We in the PAC do not see Codesa, for instance, as a legitimate process because it is unrepresentative. Whatever settlement it comes up with will not be acceptable to the PAC. Therefore, education as a social process will be affected by the struggle that will be waged against any settlement reached there.

"I am not saying that education should be held to ransom by the political struggle. I see education as a natural process although it is not a process outside other social processes. In other words, we suggest that while the struggle is being waged, education itself must be seen as a form of struggle with its own logic and objectives," he said.

Demand

Mphahlele said the PAC's main demand was for one education department in a unitary state with one administratively regionalised.

"Secondly, the department itself must be sensitive to the inequalities and must be prepared to deal with those



The PAC's director of education, Mogole Mphahlele . . . a need for common strategies to deal with the education crisis

inequalities as effectively as possible. We are aware that both rural and urban residential areas do not have proper facilities and those problems must be addressed by the state itself. We do not see schooling being demarcated in terms of racial groups. Therefore we go for a clear opening up of facilities - make them accessible to each and every child irrespective of the child's local-

ty," he said. Mphahlele also rejected the recent categorisation of schools into Model A,B,C and D.

"It is the government's plan to exclude children from poor families from white schools regarded as Model C," he explained. He added that the latest education budget was "too little" and that it would not address the education crisis.

REVIEW/Education

Independent Schools

INSIDE
Serving
society
or seed-
bed of
Empire?
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Too elitist? Not for the ANC

w/ Mail 3/4-9/4/92
PPRIVATE schools will not be appropriated under an African National Congress government. In fact, the movement has pledged not to interfere with this "vibrant" sector of education, although it will prioritise the public domain.

"Obviously an ANC government would discourage elitism and all attempts will be made to increase access and make schooling affordable," said education department spokesman Lindelwe Mabandla. "We would not curtail the operations of private schools, but we would encourage them to join the mainstream."

Many of these schools had mushroomed as a kind of panacea to apartheid education and a more legitimate government, national curriculum and common accreditation would make their independence "relative".

If parents wanted to pay more for a better deal they should — but the money released through that process would be used to upgrade black schools, Mabandla said.

"No one will hinder parents' choice, but we want to ensure quality all round. If they take their children to a Soweto school, it should be equivalent to a St John's (College in Johannesburg) or a Sacred Heart."

Where those at "elitist" schools wanted to maintain standards of provision above the per capita norm, it would have to be out of their own pockets, he said.

In countries like Germany, Denmark and the Netherlands the state subsidises independent schools to the same extent as government schools, and this may be the way South Africa will go. The future is not clear, but independent schools seem likely to flourish in a new dispensation.

They have been around a long time: the first Anglo-centric batch has its roots in the 19th century, and church mission schools established a rich tradition. But relations with the government soured with the introduction of Bantu education in the 1950s, and independent schools have since maintained a cool distance from the powers that be.

(SO)
Private schools were once criticised on the left as 'elitist'. But today the ANC's leaders consider private education a rare bright spot in a troubled sector ... and send their children to private schools
By PORTIA MAURICE

They grew in waves and the sector is heterogeneous. Some are well developed, while others battle along on shoestring budgets. Yet others — unscrupulous "street academies" — survive despite poor management on the back of a township education crisis. Today, 150 000-odd pupils find themselves in independent schools. Reliable schools are usually stamped with approval by umbrella bodies including the South African Association of Independent Schools (SAAIS), the Independent Schools Council (ISC) or the Catholic Institute of Education.

IN the 1980s they were labeled by those on the left as exclusive havens of privilege and black students who "deserted" to attend them were shunned. Today, you'd be hard pressed to tell apart the daughters of Umkhonto weSizwe's Chris Hani and Inkatha's Mangosuthu Buthelezi in school uniform. The multi-racial middle class is burgeoning and role models are moving from Alexandra to Wendywood.

"It's a growth industry," says SAAIS representative Alison Papefus, citing developing countries like Kenya where attendance has gone up to five percent of the school going population. "As wealth is distributed, so the number of fee-paying parents is going to increase."

Costs are high, and parents make huge sacrifices to give their children



what they believe to be a head start. Fees vary from R5 a year to R15 000. Bursaries and government subsidies help — but the former are drying up because of what Papefus calls "middle class capture". Racial subsidies still result in huge disparities: according to University of Cape Town academic Johan Muller, a 45 percent subsidy from the white education department equals R1 140 per high school pupil, which is still more than a full subsidy for a black pupil in a state school.

Independent schools (today they shirk the "private" label because of its elitist connotations) have been pioneers in curriculum development, multi-cultural pedagogy and non-racial schooling. Gradually, after 1976, they began opening their doors to all.

Yet very soon white state schools — under government's latest Model C invention — will be virtually indistinguishable from an independent

school. Teacher salaries will be paid, fees could be as high as R1 500 and management councils will have relative autonomy. The pull is clear from the figures: within months of Education Minister Piet Clase's 1990 "models" announcement, there were 5 887 black pupils in white state schools, more than the private schools had been able to enrol in nine years.

The ANC's Mabandla says Model C will have to be revisited in future as there was no consultation. If his organisation were in power, the funding arrangement might suffice but parents would have less control over admissions.

Most independent schools are confident they will survive because they offer a special service. "These schools represent in tangible bricks and mortar intangible values, attitudes and beliefs that groups of people have in common," said ISC national director Mark Henning. "They are a key aspect of civil society."

Others, like Leon Benade, headmaster of St Patrick's Christian Brothers College in Kimberly, believe the white schooling crisis swings the pendulum in favour of the "stable, sane, sensible alternatives".

Muller predicts that equal education will inevitably mean larger classes, and perhaps fewer resources, than white parents have come to expect. The smaller private school classes will become increasingly attractive to those with the capacity to pay.

He warns though that moving education into the marketplace means fewer political guarantees, and private schools of the future are as likely to be conservative as progressive.

They should use their independence for the common good, says St Barnabas headmaster Michael Corke, and not breed on the miseries of public education.

"Where you have the good fortune to have resources there should be spin-offs for the broader community," he says, accusing many traditional schools of promoting the entrenched interests of privileged clientele.

THE Independent Examinations Board is to fill the vacuum of the Joint Matriculation Board, and will set its first matric-level paper in 1993.

New national director David Adler and IEB chairman Michael Corke explained to *The Weekly Mail* this week the "deathly silence" which has surrounded the initiative, which began in 1987 when the JMB announced it would be phased out.

Board members have been seeking financial backing and consolidating the team in the interim. Former Community-Based Development Programme director Adler and Clive Talbot, former director of examinations in the Natal Provincial Administration, have stepped on board.

Stepping in to the deathly silence

w/ Mail 3/4-9/4/92
(SO)
Members of the independent school community and some involved in alternative education had moral difficulty with the prospect of pupils writing racial exams when the JMB fell away. A board of directors — comprising, among others, Brother Jude Pieterse, of the South African Catholic Bishops Conference, Professor Owen van den Berg, of the University of the Western Cape, and John Samuel, of the African National Congress — was formed to set the IEB in motion.

Although the IEB promises better quality and efficiency than its predecessor, the first paper will be based on

(SO)
(2)
It's been five rather quiet years since the decision that the Joint Matriculation Board would die. PORTIA MAURICE finds out what's been happening

the published syllabi and networks of the JMB. There will be no shocks, they assure.

The organisation wants to adapt the exams and curricula process to a changing South Africa, but this will take a while. There is a need for both conservatism and for change. Says Adler: "Running an effective and efficient matric exam must be our flag-

ship, but it's not going to be enough to meet the needs of South Africans. With disparities as they are, putting all schools into one matric exam immediately would be disastrous."

Given the challenge of building a new "South Africanism", the IEB regards proper curriculum development and intervention in the lower standards as a major growth point. Already the organisation has begun running pilot English and maths exams at Standard Seven and Eight levels. Last year 7 000 candidates at 55 schools wrote these.

They aim to design exams for the end of the primary school and sec-

ondary intermediate levels — which could play an important role if compulsory schooling for all is introduced.

The IEB also plans a programme of exams for adults — students and workers excluded from formal education because of the ongoing crisis. Adult basic, intermediate and matric exams will be designed to have equivalency with the formal education system.

"Our idea is to push creative talent upwards towards excellence, while allowing more students into the system," says Adler. Standards, by his thinking, are far too often confused with competency and content. Maths, in the same way Latin used to be, is being used as a means of selection

Continued on PAGE 24

In search of holistic learning methods

W/Mail 3/4-9/14/92
 People have broken the string for me
 Therefore, the place became like this
 to me
 The place does not feel to me
 as the place used to feel
 The place does not feel pleasant to me
 because the string has broken for me.

SO reads an adapted version of the San poem which gives Sacred Heart College's first Integrated Studies (IS) textbook its name.

The Broken String is a Standard 6 history book due for publication in May. It is the first of 12 modules to be published for junior secondary level as impetus to multi-disciplinary study.

Sacred Heart adopts a subject-based approach to IS, which it hopes other schools could emulate. Seventy percent of the content of each book is in the chosen subject area and the balance covers a range including media studies, economics, geography, archaeology, anthropology and biology.

IS is a developing methodology which stresses the links between subjects and promotes more holistic learning. It aims to go beyond the narrow constraints of existing syllabi and promote inquiry modes of learning within an explicit conceptual framework. Because in real life children encounter information in an integrated way, the method is said to be more beneficial.

At Sacred Heart, the experiment began seven years ago, when IS was introduced as a bridging course for English second language students.

(50) (32)
 Integrated Studies was introduced at Sacred Heart College as a bridging course for English second-language pupils. Its success has led to the hope that other schools may follow suit.

By PORTIA MAURICE

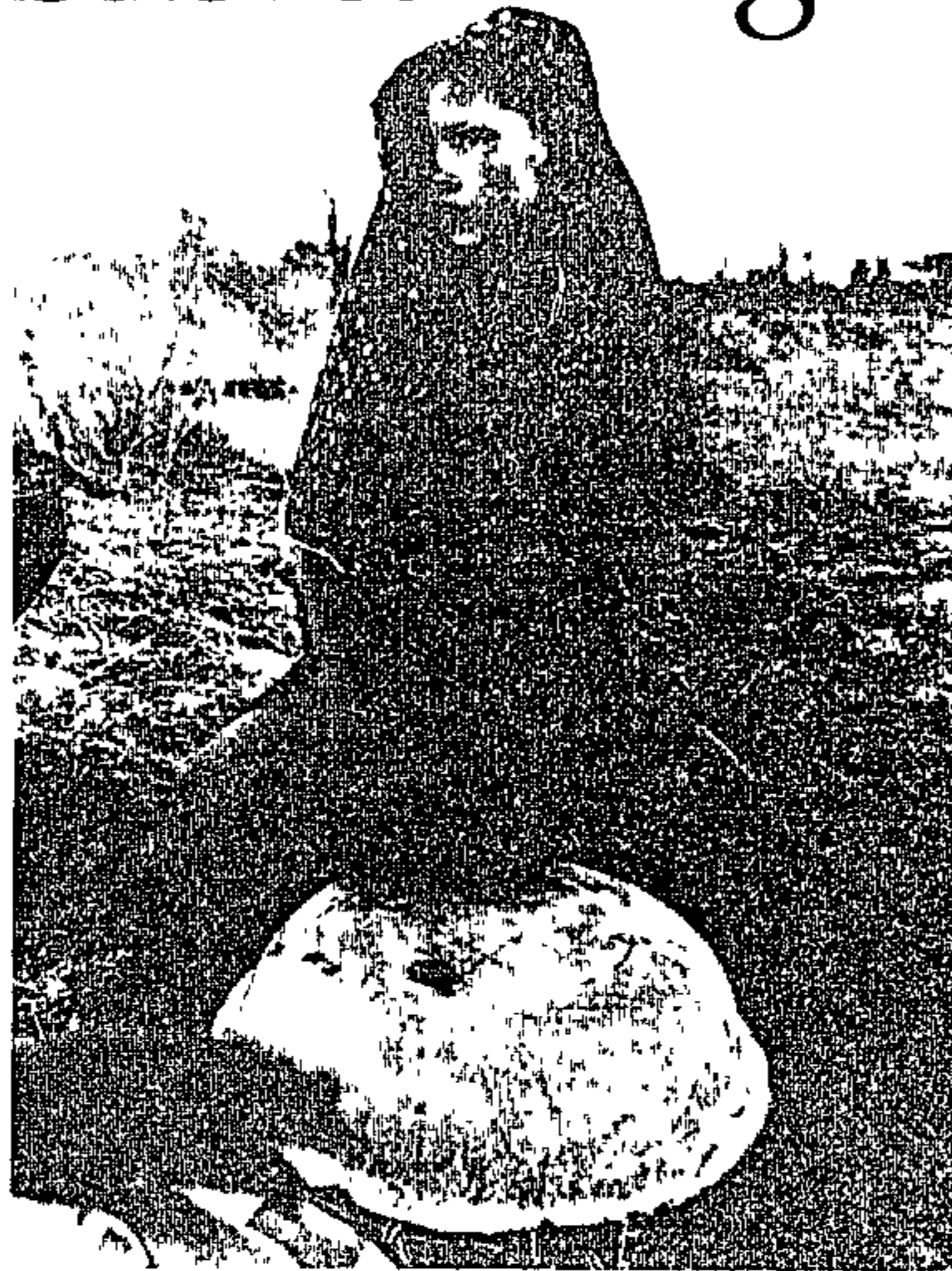
They were presented with skills-based materials — emphasising reading, writing and thinking — with a content mix. The course was so effective, says Emilia Potenza, author of *The Broken String*, that it was introduced across the board for Standards 6 to 8 in place of English, history, geography and biology in 1988. Confidence, independent learning skills, classroom co-operation and language proficiency had all improved.

"Because of the deficiencies of the entire education system, children benefit from a skills-based approach," says Potenza. "It's a very liberating experience."

Many of the IS aims were difficult to measure through orthodox exams, so Sacred Heart devised a new system with three components: an open book exam to test skills transfer; a traditional content-based exam and an oral.

It was tough though: parents were apprehensive and teachers burdened. "We had to write our own materials while teaching because there were no textbooks," says Potenza.

So, at the beginning of 1990, two teachers were seconded to full-time



A !Kung girl plays a dongu. The !Kung are said to have been the last surviving hunter-gatherers
 Photo: PAUL WEINBERG

writing Today, the curriculum development project is said to be the biggest of its kind in the country. "This work would normally be done by the state," says Potenza. "It's not just creating

additional resources; we hope in the long-term to replace what exists." This is why a subject-based approach was chosen — it allows for least timetable disruption and teachers

feel more comfortable with it. "We don't want to miss the boat and have an idea that's ahead of its time," she said. In its recent curriculum reform document, the government hinted at a similar approach for the future and it is hoped the two initiatives will dovetail so that Sacred Heart's course could have wider impact.

The content of *The Broken String* has been carefully selected to include core concepts, to redress the balance on issues which have been deliberately excluded from government syllabi and to be as up to date as possible.

Land dispossession is the binding theme, and the textbook covers pre industrial South African history.

The content is new and exciting, but so is the methodology. The book is divided into nine units, which include the origin of people, focus on hunter-gatherers, herders and African farmer and the demise of pre-colonial kingdoms through conquest. As a case study, Potenza has drawn on the work of American Lorna Marshall, who spent three years in the 1950 researching the !Kung people, said to have been the last hunter-gatherers to have survived in the Kalahari.

"It's all interactive," says Potenza. "Children ask the questions and through doing things — like role playing, comprehension exercises, basic research — they learn the content."

The Broken String (published by Centaur/Heinemann) is accompanied by a guide for teachers and pays special attention to language difficulties. A series of "implementation workshops" will be held after publication

By PORTIA MAURICE

THE Gaditshwene project in the northern Transvaal is an apt illustration of how students can harness different skills and academic disciplines to make a hidden memory of the African past come alive.

Gaditshwene is an historical site identified by Mmabatho High School history teacher Clive Young two years ago. Evidence suggests it was home to about 20 000 Iron Age Batswana people — a settlement about the size of Cape Town during the early 19th century. Impressions of the site were recorded by British missionary John Campbell, and it was razed in about 1823 by the Mfecane.

Discovery of the site is a find of the proportions of Great Zimbabwe — and the pupils and staff of the school have put in many hours of hard work clearing the site, recording observations and asking pertinent questions.

What started off as a history project for Standard 8s has grown into a mammoth inquiry embracing aspects of archaeology, anthropology

Gaditshwene brings the past to life

W/Mail 3/4-9/14/92
 gy, biology, geography, ecology, environmental awareness, science and art. The Setswana department was also involved since African children are encouraged to learn the English, Latin or Afrikaans terms for trees and plants but have no knowledge of them in the vernacular.

This is an exciting practical example of the Integrated Studies concept, and one which inspires pride in local pre-colonial history. "Suddenly you can refer to an aspect of their (the students') past which has been ignored," said current history teacher David van Wyk, who heads the project.

"Historically," says fellow teacher Sue McIntyre in a recent article, "Southern Africa has been fragmented into different racial, language and cultural groups which are further defined by the allocation of specific geographical areas. Such



Integrated Studies ... A new approach to teaching identities have been reinforced by all there is to read in geography or history textbooks.

"Integrated education means that

the school environment is one where integration occurs not only socially (as implied in the 'open' schools concept), but also educationally."

The site is situated some 25km north of Zeerust on the farm Bloemfontein, amid the Tshwenyane Hills. Its location matches that described in words and pictures by Campbell in his *Travels In South Africa* (London, 1822). The team has discovered the remains of cultural artefacts like pottery and iron smelters which resemble those he drew. A number of circular stone formations are similar to hut walls constructed by Shona, Venda, Tswana and Sotho people.

It is really a constant learning process. The pupils, for example, pick seeds, leaves and branches of plants and classify them, then research their uses in traditional society — whether in the manufacture of tools, the construction of huts and fences

or for medicinal purposes.

"We strongly believe that Integrated Studies involves the integration not only of academic disciplines, but also of diverse cultures and the reintegration of humanity and our earth," the pupils say in an introduction to their entry to Wildlife Expo '91, in which they won the Transvaal section.

The school has applied for a licence to dig and have the site declared a national monument. In the long run, it is hoped an educational institution for multi-disciplinary study will be established and that Gaditshwene's unique ecological system will be protected via a nature reserve.

But the project could be an expensive one, and the farm's owner wants to charge R15 000 a month to lease the area. Van Wyk said they hoped to persuade the private sector to fund the project at R100 000 a year for three years. But help is needed urgently as a massive donga threatens to erode the site.

The inside track to the boardroom

w/ mail 3/4-9/4/92



BIG business will continue to fund the fees of bright black students at independent schools because they turn out the kind of graduates who can impress in the boardroom.

But donor funders are finding new priorities in a "new" South Africa and are likely to decrease their funding in this sector.

Alison Papenfus of the Southern African Association of Independent Schools says major corporations have

funded these schools generously because they needed "quality black graduates" whom were not getting from government schools.

It will take at least a decade for state education in South Africa to be geared to produce sufficient graduates for the demands of the business world.

In the meantime, independent schools remain the only field ripe enough with the kind of graduates who can be promoted to senior management

Independent schools have long provided the directors for top companies — and big business has reciprocated with money. But how long will this continue?
By FERAL HAJFAJEE

positions. At the same time though, Papenfus says, "independent schools face enormous cutbacks in all spheres".

Parents faced with low pay increases, retrenchments and inflation will no

longer be able to afford the high fees. Businesses suffering low turnovers and a long recession will cut first from social responsibility budgets, and foreign donors who see "things are better in South Africa" are likely to cut aid.

She predicts, though, that as the job market opens up, more and more black people being drawn into higher paid senior jobs will choose to send their children to independent schools to escape township education.

"Therefore, the student population at our schools is changing from disadvantaged black students to those from middle class homes who can afford to pay full fees," says Papenfus.

A typical case is Sacred Heart College in Yeoville. Sixty percent of its pupils are black yet, according to principal Brother Neil McGurk, most can afford the fees of between R3 500 and R4 000 a month. Of the school's R6-million budget, only R200 000 is funded by bursaries.

On the other hand, schools like St Barnabas in Bosmont near Johannesburg face problems because they rely heavily on funding for disadvantaged students.

Principal Michael Corke says the school's mission is to provide opportunities for students with ability but whose families cannot afford to pay private school fees. They also recently began recruiting students from rural areas.

Papenfus explains that independent schools in South Africa raise money through fees, government subsidies and fundraising from local and overseas sources.

Some schools, like Rodean, Kingsmead College and St John's College in Johannesburg, divide the budget by the number of students and charge fees accordingly.

Foreign donors like the US Agency for International Development, and the Canadian and Australian embassies, give the most to education, says Papenfus.

But donor representatives say the country's changing face is forcing them to re-evaluate their education priorities.

Where independent schools provided a viable alternative to apartheid education in the past, many believe that with an interim government on the cards donors should also start giving to state schools with inferior facilities.

"Our objective would be to improve the quality of basic education throughout the system," said a donor. He pointed out that pupils at government schools were without textbooks, school buildings and basic equipment and independent schools are privileged in comparison.

Kagiso Trust, one of the biggest donor trusts in the country, has not funded independent schools for two years, although its funding for bursaries doubled this year. Most donors are adopting a "wait and see" policy and will re-evaluate their funding policies once an interim government or constituent assembly is in place.

Although Corke says fundraising is always a problem, he doesn't believe South African business will stop funding independent schools because apartheid education will not change overnight.

Papenfus, is not as optimistic; she says although most pupils who needed funds were admitted this year, the recession and new funding priorities of donor agencies will soon create problems. "And by the beginning of next year, things will be very hard."



ST BARNABAS COLLEGE

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St Barnabas College, a pioneer in the field of school desegregation, is at the forefront of current South African education initiatives, and has had more than twenty years' experience in the field of non-racial education.

In addition, the school has a particular mission to those young people who have historically been disadvantaged in South Africa. St Barnabas College supports a financial aid programme, through which bursaries are awarded, and which sets fees according to the financial needs of the family.

This independent co-educational boarding and day school offers admission to standards five and six. Consideration will also be given to admissions to standards seven, eight and nine.

An academic curriculum leads to university entrance. Classes are small, and the learning approach demands a high degree of responsibility and application by students. Intellectually rigorous courses and varied educational programmes are blended within a stable and productive learning environment.

Participation in a wide range of sporting, cultural, academic and community service activities is central to the educational ethos of St Barnabas.

Dedicated and highly qualified teaching staff pay particular attention to intensive, compensatory teaching and the overcoming of educational deficits.

In all this, St Barnabas College is committed to excellence.

For further information, please contact Monica Maccario at:

Address: P O Box 88188, NEWCLARE, 2112
Telephone: (011) 474-2055

THE Independent Examinations Board is to fill the vacuum of the Joint Matriculation Board, and will set its first matric-level paper in 1993.

New national director David Adler and IEB chairman Michael Corke explained to *The Weekly Mail* this week the "deathly silence" which has surrounded the initiative, which began in 1987 when the JMB announced it would be phased out.

Board members have been seeking financial backing and consolidating the team in the interim. Former Community-Based Development Programme director Adler and Clive Talbot, former director of examinations in the Natal Provincial Administration, have stepped on board.

Stepping in to the deathly silence

Members of the independent school community and some

involved in alternative education had moral difficulty with the prospect of pupils writing racial exams when the JMB fell away. A board of directors — comprising, among others, Brother Jude Pieterse, of the South African Catholic Bishops Conference, Professor Owen van den Berg, of the University of the Western Cape, and John Samuel, of the African National Congress — was formed to set the IEB in motion.

Although the IEB promises better quality and efficiency than its predecessor, the first paper will be based on

It's been five rather quiet years since the decision that the Joint Matriculation Board would die.

PORTIA MAURICE finds out what's been happening

the published syllabi and networks of the JMB. There will be no shocks, they assure.

The organisation wants to adapt the exams and curricula process to a changing South Africa, but this will take a while. There is a need for both conservatism and for change. Says Adler: "Running an effective and efficient matric exam must be our flag-

ship, but it's not going to be enough to meet the needs of South Africans. With disparities as they are, putting all schools into one matric exam immediately would be disastrous."

Given the challenge of building a new "South Africanism", the IEB regards proper curriculum development and intervention in the lower standards as a major growth point.

Already the organisation has begun running pilot English and maths exams at Standard Seven and Eight levels. Last year 7 000 candidates at 55 schools wrote these.

They aim to design exams for the end of the primary school and sec-

ondary intermediate levels — which could play an important role if compulsory schooling for all is introduced.

The IEB also plans a programme of exams for adults — students and workers excluded from formal education because of the ongoing crisis. Adult basic, intermediate and matric exams will be designed to have equivalency with the formal education system.

"Our idea is to push creative talent upwards towards excellence, while allowing more students into the system," says Adler. Standards, by his thinking, are far too often confused with competency and content. Maths, in the same way Latin used to be, is being used as a means of selection

Continued on PAGE 24

From PAGE 23



A deathly silence

rather than of teaching skills.

Schools in the past have put stronger candidates into the JMB and weaker ones into National Senior Certificate. On university selection committees, they say, the unspoken rule is that JMB graduates are more favourably treated.

The IEB wants rather to move towards equity and consistent high standards. "We don't want to become an examining body for elite schools," says Corke. In the end, exam systems have to be part of the development plan of a future state and the IEB wants to be part of this.



200 at ⁵⁰
caucus
on *Sowetan*
3/4/92
illiteracy

By TSIDI THINANE

ABOUT 200 delegates are expected to attend a conference convened by the National Interim Committee of Literacy and Adult Education at the Protea Gardens Hotel in Berea.

The conference, which will be held from 3-6 April, will focus on the formation of non-secretarian national organisation.

Leading experts from other African countries, as well as local educationists, will be looking at a national campaign to eradicate illiteracy in South Africa.

According to recorded statistics there are 12 million illiterate people in this country.

Some of the delegates attending the conference will be Professor DW Nabudere from Zimbabwe, PJ Thompson (Sierra Leone) P Wangoola (Uganda) S Sall (Senegal).

Delegates from the local front will be Dr Neville Alexander and the registrar of Fort Hare, Professor Ben Khaopa.

Most white schools opt for Model C ^(SO)

Sowetan 3/4/92

A MASSIVE 96 percent of former whites-only schools in South Africa have opted to become Model C - or semi-private schools. Only 88 out of the total 2 191 former whites-only schools voted by the re-

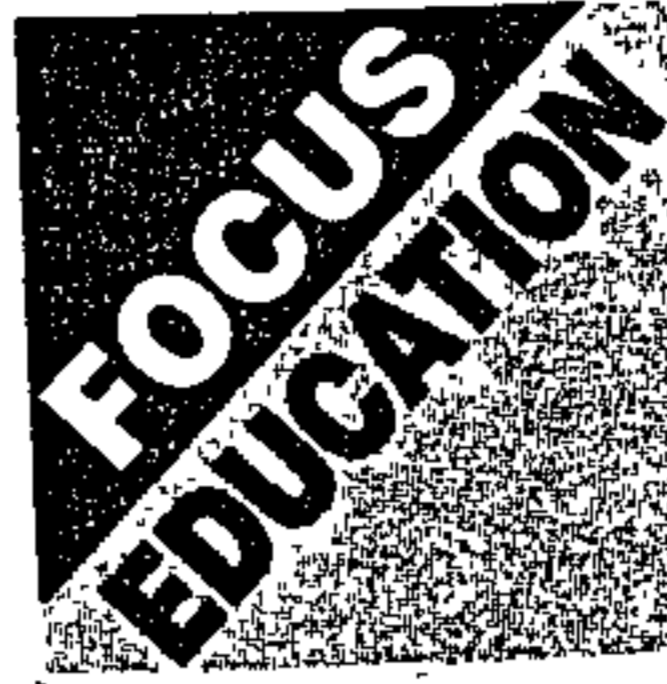
quired two-thirds majority to remain State schools, according to figures supplied yesterday.

As a result, fewer teachers are now expected to lose their jobs.

State schools are defined as the whites-only status quo schools, and the Model B schools where parents decide on the admissions policy.

"The more schools that opt for Model C the fewer jobs lost," the executive director of the Transvaal Teachers Association, Hugo Ackermann, said yesterday.

"We are encouraged by the figures, but we stand by our previous position that we believe there was undue haste in the process (of announcing teacher retrench-



ments).

"It is not good to make any teacher redundant. If the economy is going to improve we will need more teachers, but the problem is it takes a long time to get a teacher back into the system."

The Government announced in February that it expected 4 000 teachers would be retrenched when new staffing provision scales for schools came into effect on August 1.

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Dismantle the hostels - SCA

Sowetan 3/4/92
THE Soweto Civic Association last night called for the hostels to be completely dismantled rather than converted into family units.

This change of attitude was voiced by SCA executive member Mr Kgabisi Mosunkutu at a Press conference in Johannesburg where the resumption of the Soweto rent boycott was announced.

Mosunkutu said it was clear that hostels "are the centre of violence" in both Alexandra and Soweto.

Their role had been discussed at the recent general council meeting of the SCA and "we are convinced that in order for violence to cease, the hostels must be emptied".

The SCA had abandoned the position that they should be transformed and felt that inmates should be settled in ordinary township housing.

Hostel structures lent themselves to being "turned into barracks which are housing vigilantes who are directed to maim, kill, rob and - indeed - rape", he said.

Beware instant equity

FM 3/4/92

50

Last week's "Education for Growth" conference, organised by the SA Institute of Race Relations and held at the Airport Sun hotel in Kempton Park, brought together a range of senior politicians, academics and educationists. The proceedings are reviewed here by Assistant Editor David Williams.

This conference was valuable because it achieved a remarkable degree of consensus on what is needed to improve our education system — and because this consensus took more account of reality than of idealism.

There were a few wistful socialists who resented the linking of education with economic growth, while demanding equity in schooling immediately. But most delegates seemed to take little notice of these dinosaurs; it is to be hoped that at future conferences their impractical and confused ideas will take up less time.

The best contribution came at the end, and it was not even a prepared paper. It was an objective assessment of the day's proceedings by Prof Lawrence Schlemmer, whose impeccable logic and grasp of the big issues gave his words considerable force.

Schlemmer noted approvingly the "tide of greater congruence" in approaches to the education crisis, and he identified several points of agreement on which to build:

- The State must play an important role;
- Racial inequality must go. While ethnicity is important, it is no longer a "zone of war;"
- Vocational and technical education must be emphasised;
- Greater flexibility is needed in the school system, with more bridging programmes and exit points;
- There must be national consensus before a new system is established;
- A learning culture must be established again;
- The role of parents is central;
- Schools must be accountable; and
- The importance of adult education.

Schlemmer then went on to isolate the major problem areas. He noted that, for ideological reasons, not everyone accepts growth as a goal — but pointed out that the relationship is complex.

For instance, education is a *necessary* condition for economic growth but not a *sufficient* one. High spending on education is, in itself, not always a good thing. There are places — such as Zambia and Zimbabwe — where education has exploited and even ruined society instead of serving it.

Though Schlemmer did not spell out the implications of this, they are quite clear: without economic growth the desired education system will not be achieved; without the correct economic policies, even a good education system is worthless.

One of the trickiest areas, given the legacy

of white privilege, is the achievement of equity — or what is described in education jargon as GBE (good basic education) for all.

Here Schlemmer asked one of his awkward questions: if educational equity for SA is achieved or attempted immediately (and there is already enormous political pressure for this), at what cost will it be to future equity? Schlemmer revealed that, worldwide, the greatest equity is found either in countries that are very poor, or in countries that are very rich but which have achieved equity only after a period of great inequity.

"Beware the temptation," pleaded Schlemmer, "to do everything at once. We must accept that what we have to deal with is a living human tragedy, and that there are no



Schlemmer



O'Dowd

easy answers." It is impossible to be comprehensive at the outset. Once this is accepted, education becomes a question of priorities, and that is where the debate must move.

We must face facts — in particular, our limited resources — and accept that GBE for all is simply impossible. Therefore we must decide on priorities, in order that GBE can be unlocked later. Implicit in Schlemmer's conclusion is the need for political leaders to damp down unrealistic expectations of what a new government can deliver.

One of the biggest problems suffered by the present government is its lack of legitimacy among blacks. Schlemmer argues that once the priorities have been identified — expansion of technical colleges, for instance — what must be urgently discovered are "the minimum conditions for the badge of legitimacy." And these conditions must then be established. It is also vital to remember that the legitimacy crisis does not automatically "anoint" optional institutions with legitimacy.

Another problem area is vocabulary. There was much loose talk at the conference about State "intervention" — but to intervene is not the same as to facilitate, promote, guide or co-ordinate. We must be careful to say what we mean.

The question of decentralised authority is emotive. Schlemmer was cautious here, noting the political suspicions that have nothing to do with administrative efficiency. But he observed that decentralisation at least has the clear merit of taking education closer to

the stakeholders — the community and the parents. And SA has many regions: what is appropriate to one may be utterly wrong in another.

It was generally agreed at the conference that the drawing up of a national curriculum is a priority.

Schlemmer warned that it will be decades before there are jobs for everyone, and education must take account of this. It is vital to train for self-sufficiency, which in turn is linked to certification and whatever exit points are built into a new system.

The ANC's education chief, John Samuel, gave a reminder that the school is the "point of delivery" in any education system, and that any new approach must build on that premise. Schlemmer applauded this point, but took it further.

He singled out the good, formerly white State schools that have proved to be "factories of success" — schools like Durban High School, King Edward VII School, Maritzburg College, Parktown Boys' and Girls', Pretoria Boys' and Girls'. In the rush to achieve equity, Schlemmer argued, we must not damage the good schools; they must not be overloaded and pulled down.

As for the "factories of failure" in the townships, the key to rehabilitation is to appoint good headmasters. They must be executives who are empowered to turn schools into factories of success — and they must pass on their expertise to deputies. And, it should be noted, central planning will not produce good headmasters.

Dealing with discontent

The keynote address at the conference was by Anglo American executive director Michael O'Dowd. Noting the hostility among blacks to technical education, he produced conclusive evidence that this was precisely the aim of Verwoerd's apartheid vision — to deprive blacks of technical training.

O'Dowd also pointed out that our "traditional liberal education," largely derived from the ancient Greeks via 18th and 19th Century Britain, was in fact "the vocational training for military aristocrats."

This is why O'Dowd argues for the "rehabilitation of the humanities so that once again they really do come to grips with two issues: what it is to be human, and how the societies of the world — especially the dominant ones — actually work . . . what the secrets of their success have been, with a genuine admission of what they have achieved . . .

"Without this, whatever else we do, I think our education will forever be bedevilled by the discontent of people who are looking for something which they are entitled to, which they cannot find, and which they therefore believe is being maliciously withheld from them."

Black schools may soon admit all races

STAR 3/4/92

30

CAPE TOWN — In future, pupils of all races might be admitted to black schools with the permission of the local parent communities, Minister of Education and Training Sam de Beer said in the House of Representatives yesterday.

Speaking during the second reading debate on the Education and Training Amendment Bill, he said the general principle was to leave the admission decisions to the local community.

The proposed legislation empowers the minister to authorise the management councils of public schools, or the governing bodies of State-aided or private schools, to admit non-black pupils. Where no management bodies exist, an official of the Department of Education and Training may decide after consultation with the community.

All college and school educa-

tors employed by the department will be appointed in terms of the Education and Training Act. The conversion will be optional for present staff members employed under the Public Service Act.

The leader of the Opposition in the House of Delegates, Amichand Rajbansi, said his National People's Party supported the new legislation with reservations.

"The whole world will be wondering why we are amending an apartheid measure."

The entire system of own affairs had to go. However, the NPP was realistic and understood that the amalgamation of all education departments would take time, he said.

Roger Burrows (DP Pinetown) called for a national convention on the restructuring of education in South Africa. — Sapa.

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Hope that SA will join African bank



Model C landslide saves teachers' jobs

By Bronwyn Wilkinson

Teachers around the country could breathe a sigh of relief yesterday as schools in the Cape, Natal and Free State came out in overwhelming support of the Model C option.

The jobs of thousands of teachers who faced retrenchment if schools had chosen to retain the status quo were saved as more than 95 per cent of schools voted to convert to the semi-private model on August 1.

The Transvaal Education Department reported that 1 073 of the 1 101 schools under its jurisdiction had chosen Model C.

All of the 174 schools in the Free State, 231 of the 233 schools in Natal and 638 of the 718 schools in the Cape chose Model C.

Transvaal teachers will hear on May 1 whether they will be retrenched, a TED spokesman said yesterday.

In February, Minister of Education and Culture in the House of Assembly Piet

STAR 314192
Marais announced that as many as 4 000 teachers would lose their jobs on August 1.

The State will pay only the teachers' salaries at Model C schools, leaving parent bodies to fund administration and running costs.

Status quo schools will be fully funded.

A Model C school will receive exactly the same amount as a comparable status quo school. But funding at status quo schools will cover all costs, whereas

Model C funding will pay only teachers' salaries — which means they will be able to afford more teachers.

It is believed now that because of the high majority of schools which chose the Model C option, the number of teachers to be retrenched could be half the figure originally feared.

A Department of Education and Culture spokesman said yesterday it could take at least a week for schools to decide how many teachers they would have to retrench.

CP split on cards following expulsion

By Peter Fabricius
Political Correspondent



MP Koos Botha . . . seeks scaled-down volkstaat.

STAR 314192
CAPE TOWN — The long-threatened split in the Conservative Party now seems inevitable after the expulsion from the party yesterday of Wonderboom MP Koos Botha.

Mr Botha was kicked out of the CP caucus and the party after refusing to retract a speech in Parliament this week advocating an Afrikaner volkstaat much smaller than the present white SA. The big question in parliamentary circles now is how many other CP MPs and

party officials will leave too.

All eyes are on maverick Overvaal MP Koos van der Merwe, Free State leader Cehill Pienaar and other volkstaters.

The strategy of negotiating for a "drastically reduced Afrikaans homeland" has gained tremendous momentum in the CP, especially since the referendum which virtually closed out the option of winning power over the whole of the present SA through the ballot box.

After being kicked out yesterday, Mr Botha took up a seat in Parliament next to

the Democratic Party as an independent.

Mr Botha said he would now seek to bring together all volkstaters.

He said that at this stage he would not go to Codesa because Afrikaans people had a very negative impression of it. But he would negotiate bilaterally with the ANC, PAC and other parties.

CP chief whip Frank le Roux said in a statement last night that Mr Botha had been expelled because he had refused to abide by party discipline or to await the outcome of an examination of party policy.

Scrubbing the face of Bantu Education

By THEMBA KHUMALO

THE DET'S plan to establish a single non-racial department by 1993 was dismissed by the South African Democratic Teachers Union as a "last-ditch attempt by the authorities to cover the ugly face of Bantu Education".

This was after DET Minister Sam de Beer this week announced his department had set aside a whopping R4,6-billion for the upgrading of black education this year.

Sadtu spokesman Oupa Mpetha said this was another ploy by the government "to try and wash the dirty face of inferior education".

He said the education authorities should have consulted the relevant black community organisations before announcing the new plan.

"DET continues to impose its will upon the disenfranchised millions," Mpetha said.

De Beer said his department had increased its budget from R3,4-billion to R4,6-billion, a 35 percent increase during the 1992/1993 financial year. This would upgrade among other things the administrative services, training, adult education, technical colleges and farm schools.

An independent staff commissioner would be appointed to attend to all DET teacher grievances.

De Beer said the DET was training a sufficient number of teachers to meet his department's requirements.

In an effort to reduce the pupil/teacher ratio to 41:1, DET would create 3 299 new teaching posts in black schools.

Move to privatise beach huts

Municipal Reporter

COUNCIL officials believe that the existing 184 wooden bathing huts on Muizenberg beach ought to be privatised.

At present the huts are let on a seasonal basis by the council. The council also meets the costs of maintaining them.

Town planner Mr Neville Riley suggested the bathing huts on the St James side of the Pavilion be removed because they were in the way of beachfront development.

The huts on the Strandfontein side of the Pavilion should be retained in the meanwhile. A report is to be drawn up about the best method of privatisation.

SA Library 'underfunded'

Municipal Reporter

THE board of the South African Library claims it is being hampered by underfunding.

It warns in its latest annual report that the state is continually failing to fund it at a level that will enable it to fulfil its functions.

In the year under review, 1991/2, the library's grant was reduced from R3,6 million to R3,2 million. "To balance its budget, the board was forced to use the full amount in its stabilisation fund, R323 000, and a number of posts had to be left vacant."

In terms of the National Libraries Act, the library should render a book restoration service on a national basis, yet it had just one qualified restorer on its staff, the report said.

A computerised retrieval system had been installed, but there were no funds available for entering the records in the card catalogues into the system. This task was expected to cost R1m.

Meanwhile, the Cape Provincial Administration has postponed a proposed change in its subsidy formula for the municipal library service. The change would have meant less money for the council.

Waste disposal at hospitals changed

Political Staff

THE medical waste disposal system at provincial hospitals in the Cape Peninsula and Durban had been changed, the Minister of National Health, Dr Rina Venter, said yesterday.

Although privatisation was being considered at other centres, increased costs were hampering its introduction, she said in reply to a question tabled in Parliament by Mr Mike Ellis (DP, Durban North).

In specific cases, such as in Cape Town, the Great-er Peninsula area and Durban, changes to the waste disposal at hospitals under the control of provincial administrations were introduced in the 1991/2 financial year.

Jeweller guilty of robbery

Staff Reporter

A PRETORIA jewellery maker was yesterday convicted in the Cape Town Regional Court of assaulting and robbing a Sandton businessman.

Steven Allen, 29, of Sunnyside, Pretoria, had pleaded not guilty.

Mr G Bruwer found that he had taken over Mr James Burns's car at knife-point in Regent Road, Sea Point on January 6 and had threatened to slit his throat if he did not give him money.

Allen will be sentenced today.

FREEDOM OF THE CITY ... Smartly turned-out sailors from the South African Navy yesterday marched, bayonets fixed to the right to the Freedom of the City. President F W De Klerk by a Fleet Review in Table Bay Harbour with up to 17 ships part.

Bérégovoy takes Over as French

PARIS. ...

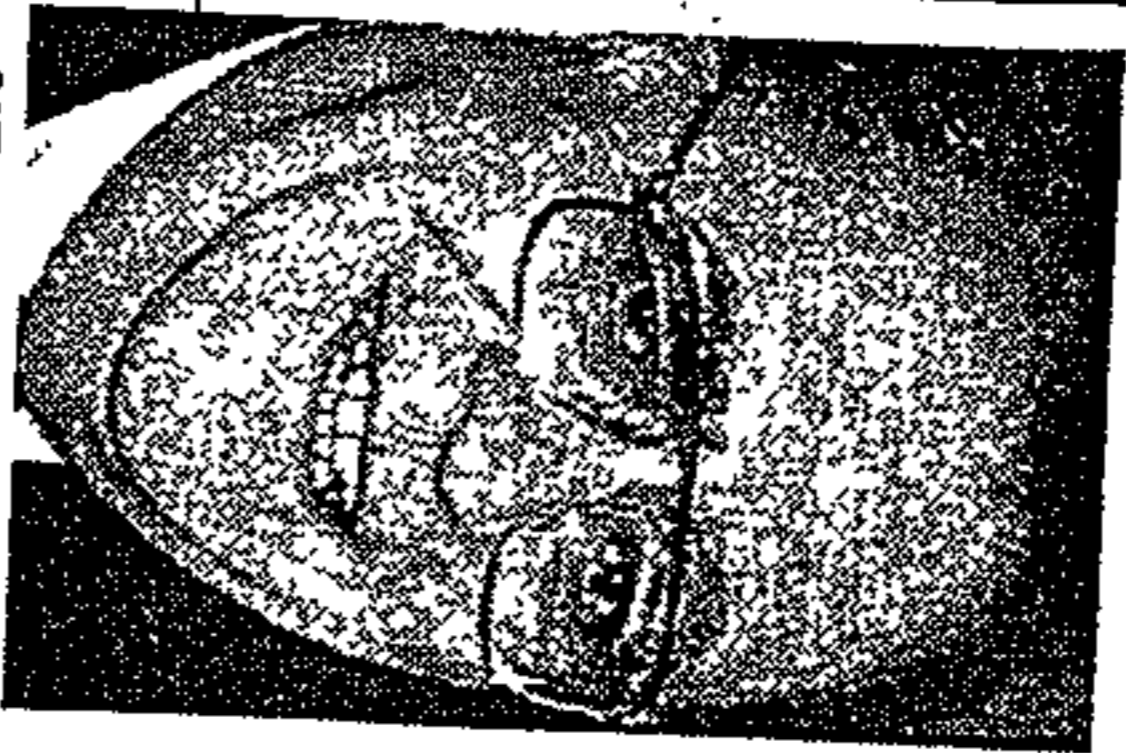
Bérégovoy over as French minister from an

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ter. — De graph.



NEW PREMIER ... Pierre Bérégovoy

TB cases 'keep rising'

Political Correspondent

THE number of cases of tuberculosis in South Africa continues to rise, with 67 056 cases reported last year.

The Minister of National Health, Dr Rina Venter, said yesterday that 47 233 cases were reported among blacks outside the TBVC homelands last year, 18 554 among coloureds, 748 among whites and 521 among Indians.

There has been a steady increase in TB cases over the last five years — from 50 991 cases in 1986 to 67 065 in 1991.

Replying to a question from Democratic Party health spokesman and MP for Durban North, Mr Mike Ellis, Dr Venter said that there were 4 194

cases of malaria among blacks last year, 140 among whites, eight among coloureds and non among Indians.

There were 1 791 cases of measles among blacks, 143 among whites, 129 among coloureds and 25 among Indians.

There were 1 045 cases of typhoid among blacks, 35 among coloureds, 20 among whites and 16 among Indians.

Mr Ellis said the figures were "shocking" evidence of the neglect of primary health care service.

He said the widespread incidence of notifiable diseases was actually far worse because the figures released by Dr Venter did not take into account the independent homelands.

Black schools non-racial?

IN future pupils of all races might be admitted to black schools with the permission of the local parent communities, Education and Training Minister Sam de Beer said in parliament this week. (50)

Speaking during the second reading debate on the Education and Training Amendment Bill, De Beer said the general principle was to leave the admission decisions up to the local community.

The proposed legislation empowers the minister to authorise the management councils of public schools, or the governing bodies of State-aided or private schools, to admit non-black pupils. *Open school*

Roger Burrows (DP Pinetown) called for a national convention on the restructuring of education in SA which should precede constitutional negotiations at Codesa - because educationists, not politicians, had to determine the future education system. Sapa

Language and the law could soon be in black and white

152 SO 88

s/Times 5/4/92

THE sitcom *Going Up* is set in an attorney's office in the new South Africa. The last episode had the man who makes the tea, Jabu, interpreting potential clients' complaints.

As students from a translation college expressed themselves in Pedi, Zulu, Tsonga, Venda — and sign language — he deftly condensed what they said.

The show may be a farce, but it illustrates a genuine problem faced by the law in this country. Serious suggestions have been made about language.

The ANC's language policy would require public servants of the

The debate on which official language we should have ignores the fact that the legal profession has one all of its own, writes CATHY STAGG

future — including court officials — to be competent in the indigenous language spoken in their region.

PAC spokesman Ernest Moseneke, an advocate, has called for black languages to be included in the law degree curriculum. He questions how a judge or magistrate can refer to a witness's credibility when often only the interpreter's words have been understood.

The English Academy of Southern Africa

has also entered the fray and is hosting a conference at the University of Cape Town from July 1 to July 3 to air the debate.

Which language will be the official one is only one of the questions surrounding the language debate. But how many lawyers are aware that no matter which language they use, the way they use it also needs translation?

If a judge asks a question, to which the normal response is simply "yes", the reply is always "as your lordship pleases".

The opposition is referred to by lawyers as "my learned friend". For example "my learned friend has neglected to inform your lordship...."

Which probably means "that old fat-head is trying to pull the wool over your eyes".

WHEN an advocate wants to disagree with the judge, the first words uttered are "with respect m'lord". If the advocate is being particularly pushy, then it is "with the greatest of respect, m'lord".

During a long trial, a judge snapped: "Yes, I know what that means. The more respect is referred to, the less is intended."



OFFICE PROBLEMS . . . tea maker Joe Mafela takes on the role of interpreter in legal sitcom *Going Up*

To complicate matters further, judges and magistrates are addressed differently.

Judges are "your lordship", magistrates "your worship" — not "your honour" as they are sometimes mistakenly called. In Afrikaans, a judge is "U edele", a magistrate "edelagbare".

ONE day in the Johannesburg magistrate's courts, a sales rep caught driving with his blood/alcohol level over the legal limit listened in confusion, hoping to discover what to call the magistrate.

Eventually, with visions of a suspended licence, a jail term or a heavy fine, the salesman got into the dock.

"How do you plead?" snapped the magistrate.

"Guilty, your . . . your majesty!" he blurted out. The magistrate was so amused by his terror that he gave him a moderate fine.

It is hard enough to cope with courtroom language in your mother tongue. But add an

interpreter and things get really confusing.

In a Natal case an advocate was trying to discredit a police witness. He hoped his question would imply "undue influence", a term which covers bribes, threats or physical violence.

"Do you mean that after the accused had been in custody for 17 minutes, he gave you his entire version on a plate?" demanded the advocate.

The interpreter put the question to the witness and the answer came back: "No, it wasn't my job to feed him."

WHEN it comes to language, lawyers have it easy. They may have to be fluent in English, Afrikaans and, in future, possibly an African language.

But imagine the weight of responsibility on the interpreters who not only have to translate the meaning of what a witness has said, but also the nuances. Whatever they earn, it is not enough.

Economic backlog hurts education

IT would be difficult, if not impossible, to meet all South Africa's education needs without a marked increase in economic growth, National Education director-general Dr JG Gerbers said in Johannesburg this week. CP res 5/4/92 (50)

The annual growth in student/pupil numbers was running at 4,3 percent, while economic growth was less than one percent, an economic backlog of more than three percent, he said.

one of the most prestigious sites on the Witwatersrand being.

Commercial and industrial

Agents waiting to play property's wild card

BIDON 7/14/92 (50)

ONE OF the wild cards in the local commercial and industrial property markets will be the return of foreign companies and investors, but how this is played will depend on the country's political situation, says Leadenhall's Phillip Vermeulen.

"If we stay on a positive track politically, we can expect certain foreign investors to return to this market later this year and early next year," he says.

If this happens, there will be even more pressure on local institutions which are

already battling to secure prime sites and developments.

Barlow Rand Properties MD Peter Moses says that, looking at the market as a whole, it is anybody's guess when conditions will improve.

Uncertainty

"We thought the market would show signs of recovery in the third quarter of this year, but political uncertainty and the rapid changes in the structure of government now make that seem unlikely," he says.

Conditions would prob-

ably improve in the third quarter of 1993, but the situation could change suddenly and dramatically before then.

Standard Bank Property Fund (Stanprop) MD Stewart Shaw-Taylor expects the present depressed conditions to persist over the year.

Leadenhall's Vermeulen says that a number of new developments came on stream over the last quarter of 1991 and in the first quarter of 1992, but were based on decisions made in 1990 and early 1991.

"However, not all of these decisions have proved

to be wrong. There are a number of good examples in terms of quality of development. Certain projects in areas such as Rivonia and Bedfordview are examples of this, where one could say there has been no recession," he adds.

Some developers, particularly those who take a long-term view, have been willing to commit themselves to new developments, as they are able to negotiate particularly good construction prices.

Speculation

These developments will come on-stream in the next two years, when expectations are that the market will have bottomed out and turned, Vermuelen says.

"There will need to be an element of speculation, but no development should start without some tenant commitment unless it is an undeveloped niche area," he says.

The low cost mass housing market is a potential area of development growth. The promise of an interim government will see housing become the top priority, with private sector developers seeing a high level of activity.

"Both government and international funding should be targeted at this sector, which could provide the initial boost for an economic restructuring," Vermeulen says.

INDUSTRIAL AREA NGS THAT MATTER



SERGO the brainchild of Pretoria academics

INTERLEARN has a number of proven products available to customers who wish to use technology in training, says Interlearn sales director Ray Harling.

In the field of education, a computer-based mathematics instruction system (SERGO) has been employed in the teaching of maths from Std one through to matric in 180 schools throughout the country.

SERGO was developed by a group of mathematics academics from the Pretoria University. It is continually updated, keeping it in line with changes in technology, teaching methods and syllabus revisions.

The SERGO range has recently been enlarged to include post-school instruction to bridge the level of mathematics taught in schools and at post-secondary school level.

Other SERGO-related products include instruction in reading and comprehension in English and Afrikaans, as well as geometry and typing.

A range of computer-based training products are also available. These in-

clude basic electronics which provides instruction, experiments and exercises in the use of electronic circuits, conductors and digitals. The Electronic Workbench provides an electronic laboratory within the system.

Additional

Applied physics, micro processor and micro controller trainers are some of the additional products available.

In the past 10 years almost 200 TOAM systems

have been installed throughout SA and Namibia. The TOAM system is a hardware installation offering language and arithmetic instruction.

Administration systems are available to schools and this has made the decision-making process for educationists more efficient.

Scan-a-Test, which marks multiple choice tests using a scanner, is included in the range of administration products.

A number of specific and general products have been developed in respect of the

corporate sector.

A computerised multimedia, flight and navigation simulation system has been provided to SAA for the training of pilots.

The Symbolic Safety Signs system (SSS) was developed by Interlearn in conjunction with Eskom. This system has been made available to the corporate market for instruction in safety symbols used in the workplace.

Interlearn also assisted De Beers in setting up a community learning centre at Finsch Mines.

Bloom 8/4/92

50

**Business
will seek
bigger say
in syllabus**

AS community interest
in educational issues
grow, training institu-
tions will increasingly
be required to take
cognisance of demands
placed on them by their
communities, says In-
terlearn MD Doug
Swanson.

This will have to hap-
pen within the broad
framework laid down
by government in the
new educational dis-
pensation, he says.

Furthermore, parents
want to have a greater
say in educational mat-
ters — whether from a
perspective of contrib-
uting more financially
or from wanting to en-
sure the products of
education meet the de-
mands of a complex and
rapidly changing
society.

Build

Equally, business has
to build a productive
and internationally
competitive workforce.

"As a result business
will demand greater
relevance in curricula
in proportion to the ex-
tent to which business is
going to be involved in
funding education," says
Swanson.

Business can fund
education by acting as a
sponsoring body for
schools or providing
bursaries and scholar-
ships to employees,
their children or the
community.

"Business, parents,
the community and edu-
cational authorities are
inextricably linked to
meet the challenges that
lie ahead," he says.

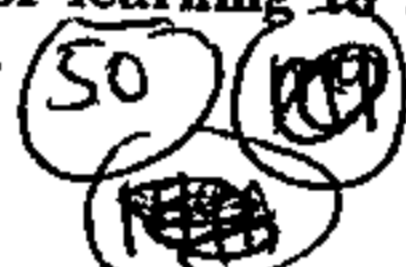
Computers play key role as teaching aid

THE computer has been employed in the field of education and training from the early '70s and with the advent of microcomputer technology, computers have become increasingly successful in this arena over the past five years.

"Computers have application in supplementing the teacher in providing instruction and they also play a central role in the administration of educational institutions. They have also been used in the field of data storage, manipulation and retrieval," Interlearn marketing and client services director Alan Witherden says.

Where computers are used, the teacher's function is changed from that of the source of learning to the facilitator of the learning process.

Blaw 8/4/92 **Effective**



"Instead of the teacher putting all his energies into transmitting information, he would facilitate more effective learning by being able to give each student attention at his particular level of need," he says.

"Technology allows one to individualise to the level of each particular student on the basis that the teacher would define the content of the lesson material for each individual child.

"This enables a child to progress at his own pace according to his ability," Witherden adds.

Computers work well when used for data storage processing in school administration.

Educational administration, which is a classical data processing computer application, has benefited from the data processing capabilities of computers.

"This in turn allows the teacher to allocate more of his time to actual teaching activities."

In the computer's role in information processing, the demands of the modern world are such that the knowledge is expanding dramatically.

It is important that children have access to relevant information data bases.

High quality storage devices, such as compact disk ROMS (CD ROMS), computer networks with fibre optic links and fed from central data bases, satellite communication and other high technologies make information very accessible.

In the corporate training environment, computer technology plays a valuable role in ensuring the standardised presentation of training material.

Business Day SURVEY

As the corporate sector becomes more involved in supporting education in communities in which it operates, so the technology based education and training industry looks set to become a high growth area. Interlearn works with corporate clients to set up learning centres designed to cater for their specific needs. **WILLIAM GILFILLAN reports.**



Interlearn support division personnel do maintenance and repair work on a client's installation.

8,5m pupils necessitate more education per rand

THERE are more than 8,5-million pupils of all races in SA today, approximately 8-500 schools, about 250 000 teachers and more than 2-million marginalised people, Interlearn non-executive director Clive Baron says.

The marginalised people are those who left the education system during the 1976 riots and other political upheavals since then.

Most of them are too old to return to school and do

not have sufficient basic education skills to qualify for training.

In SA about 350 000 pupils enter the system annually. *8/4/92*

Compulsory

This burden will be even greater when one considers the likelihood that primary education will become compulsory, Baron says.

"We are looking at education forming very close

to 20% of the annual national budget, which is already on the high side relative to the national budgets of other countries, which average about 15%," he says.

There is marked disparity in per capita expenditure between white and other students. For whites per capita expenditure at primary school level is about R3 500 a child, rising to R4 500 a child in high school. It can be as little as

R800 per black school child in certain cases.

"Clearly parity has to be achieved and that means average per capita expenditure will average out in the region of R1 200 to R1 500 a child. **Drop** *50*

This means with rising costs of producing education, standards will drop unless ways can be found to get more education per rand spent," he says.

Technology provides possible solutions to these problems.

"The intervention of technology at key points in the education system is not only desirable but essential," he says.

"The use of technology in education and training has been proven and, as in other

applications of technology, large productivity gains have been achieved," Baron says.

As technology can provide uniform, flexible and structured solutions in the areas of both instruction and administration, it remains a very attractive option.

Technology is becoming cheaper. A micro computer that cost R15 000 in 1986 costs R2 500 today.

The newer model works at three times the speed, implying the computing power per rand has increased by as much as 35 times.

On the other hand, the cost of labour in education is rising. By creating better teacher/technology mixes, more education per rand will be produced, Baron says.

Sanlam Properties puts money into education

B10am 8/4/92

(50)

Reports by
PETER GALLI

MORE and more people in the property and related fields are identifying the need for educational facilities, and doing something about it.

Sanlam Properties is becoming more involved in the supply of educational facilities. It has made more than R63m made available on a commercial basis for expansion at two tertiary institutions, in Johannesburg and Port Elizabeth.

Architects Stauch Vorster, who advise the Development Bank of SA and other groups, say the shortage of buildings for education has reached crisis proportions and needs urgent examination.

"We are involved in a number of projects which entail the development of new low-cost systems for building and working together with the user community," architect Shelagh Nation says.

Sanlam Properties GM Dolf Muller says it is clear that in the new dispensation the state has less funds for the development of office and school buildings. Sanlam Properties was able and ready to fill the gap, and would welcome further involvement.

Sanlam Properties is financing the first R28m phase at the Port Elizabeth Technikon's Summerstrand campus, completed

in February and consisting of three apartment buildings, accommodation for small businesses, sport and administration facilities and a parking area.

In Johannesburg, Sanlam Properties is financing Damelin College's new R35m complex, which involves the redevelopment of the Marinhof site in Braamfontein and the redevelopment of the centre, providing for 2 000 students.

"Education in SA is at the crossroads. Not only is capital expenditure coming under pressure due to lack of state finance, but so is current expenditure," says Muller.

Nation says the shortage occurs most acutely at the bottom of the education pyramid where early learning centres are desperately needed.

"Primary schools have to respond to necessary cost reductions when there are increasing demands but no budgetary increases to meet them."

Tertiary education was under pressure to be more sensitive to the needs of commerce and industry, and student accommodation at schools had to be re-evaluated.

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Corporates and communities rely on technology

B/Days 8/4/97

SO
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AS THE face of education changes in SA so the corporate sector has, of necessity, become involved in supporting education in the communities in which it operates.

Interlearn, a company in the Reunert group, works with corporate clients to set up learning centres designed to cater for their specific needs.

Reunert considers the technology-based education and training industry to be a high growth growth area in the longer term.

It has expanded its investment in this area forming Interlearn in February.

Interlearn MD Doug Swanson says Reunert has been involved in technology based education through its subsidiary B & D education systems since 1984.

Strategic

During 1991 Reunert had the opportunity to acquire Learning Technologies and its subsidiary, SERGO.

"From a strategic point of view this made sense to Reunert as there was very little, if any, overlap in product or customer base," Swanson says.

The operations of the three companies have been merged to form Interlearn Solutions, a wholly owned company within the Reunert Group and therefore within the wider Barlow Rand Group.

"It is appropriate for Reunert to be involved in this business as it is the high technology arm of the Barlows Group," Swanson says.



DOUG SWANSON

The Barlows Group is also committed to ensure the availability of trainable manpower in the future.

"Our aim is to provide primarily technology based solutions to the education and training market within southern Africa. This will be done either through the integration of available solutions or through the customised development of such solutions," he says.

The merger of the three companies has resulted in a wide range of expertise being available to customers from a single supplier. These include software and courseware design capabilities, technological expertise, in-house research and product development capability. Clients will also benefit from the nationwide sales back-up.

Interlearn's head office is located in Verwoerdburg

but also has branches in the major coastal centres and Bloemfontein.

The merged company will provide education solutions in an increasing number of important areas where technology-based education will have a dramatic effect in the learning process. These areas include science, mathematics and languages.

Growing

There is a growing customer base in the electronics training field in technical training institutions at secondary and tertiary levels, as well as in the corporate sector. Equally important for the company is its growing business links with the corporate sector.

"We are working with a number of corporate clients and have jointly developed customised training packages for in-house use as well as for sale and distribution to other organisations," Swanson says.

"Although we are here to maximise the bottom line, it is gratifying to know we are adding value to the country by providing effective educational systems."



(2)	(a)	(b)
Walmer CHC	R467 700	51 391
Kwazakale DH	1 687 928	44 094
Motherwell CHC	2 691 588	48 370
Motherwell NU8	287 724	6 623
Laetitia Bam CHC	173 295	24 263
4 Satellite CHCs		
1		3 584
2	654 579	3 515
3		3 713
4		5 626
Middel Street Clinic	126 782	31 847

Social old-age pensions: amount budgeted

193. Mr B B GOODALL asked the Minister of National Health:

- (a) What total amount has been budgeted to be spent on social old-age pensions in the 1992-93 financial year and (b) how much of this amount will be and/or has been allocated (i) to each (aa) own affairs administration, (hb) province, (cc) self-governing territory and (dd) independent Black state and (ii) for any other specified purposes?

B439E

The MINISTER OF NATIONAL HEALTH:

- (a) R5 873 880 and
- (b) (i) (aa) R538 200 000—House of Assembly R473 184 000—House of Representatives R125 928 000—House of Delegates
- (b) (ii) (hb) R808 680 000—Transvaal Provincial Administration R316 440 000—Cape Provincial Administration R207 444 000—Natal Provincial Administration R246 120 000—Provincial Administration of the Orange Free State
- (cc) R1 821 041 880—Self-governing territories and
- (dd) R1 336 080 000—4 Independent states (TBVC states)

HOUSE OF DELEGATES

QUESTIONS

†Indicates translated version
For written reply:
General Affairs:

South African tourists to Far East

22. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Home Affairs:

- (a) How many South Africans left South Africa as tourists to the Far East in 1991 and (b) how many of them departed from (i) Jan Smuts Airport, (ii) Louis Botha Airport and (iii) D F Malan Airport?

D90E

The MINISTER OF HOME AFFAIRS:

- (a) 25 548
- (b) Not available.

Countries included are:

Afghanistan	Malaya
Bangladesh	Malaysia
Borneo	Mongolia
Burma	Nepal
China	New-Guinea
East Indian Islands	Pakistan
Hong Kong	Philippines
India	Rep of China (Taiwan)
Indonesia	Sarawak
Japan	Singapore
Java	Solomon Islands
Kampuchea	Sri Lanka
Korea	Thailand
Laos	Vietnam
Macao	

Transfer of homes to tenants

23. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Local Government and National Housing:

- (1) Whether any policy decisions have been taken to transfer homes, free of charge, to tenants; if so, (a) when and (b) by whom;
- (2) whether any members of the Indian community are to benefit in terms of this policy, if not, why not; if so, in what manner?

D91E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING

- (1) No
- (2) Falls away.

Reprint of Question No 18 and reply thereto (see col 657):

Leasing of private residences as official residences

18. Mr M RAJAB asked the Minister of Public Works:

- (1) Whether compensation is payable to political office-bearers and office-bearers of Parliament whose private residences are leased by the State as official residences; if so,
- (2) whether he will furnish particulars in regard to residences so leased; if not, why not; if so, (a) which members of the Ministers' Council in the House of Delegates are paid such compensation and (b) what are the amounts paid in each case,
- (3) on what basis is this compensation calculated?

D72E

The MINISTER OF PUBLIC WORKS

- (1) Yes

- (a)
- (b)

(2) Chairman: Minister's Council

R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes

Minister of Health R8 377,08 p.m. plus actual expenditure on municipal services and rates and taxes

Minister of Local Government and Agriculture and of the Budget and Auxiliary Services R8 377,08 p.m. plus actual expenditure on municipal services and rates and taxes

Minister of Education and Culture R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes

(2)	(a)	(b)
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R473 184 000—House of Representatives
R125 928 000—House of Delegates
- (b) (ii) (bb) R808 680 000—Transvaal Provincial Administration
R316 440 000—Cape Provincial Administration
R207 444 000—Natal Provincial Administration
R246 120 000—Provincial Administration of the Orange Free State
- (cc) R1 821 041 880—6 Self-governing territories and
- (dd) R1 336 080 000—4 Independent states (TBVC states)

HOUSE OF ASSEMBLY

HOUSE OF DELEGATES

QUESTIONS

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For written reply:

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Burma	Nepal
China	New-Guinea
East Indian Islands	Pakistan
Hong Kong	Philippines
India	Rep of China (Taiwan)
Indonesia	Sarawak
Japan	Singapore
Java	Solomon Islands
Kampuchea	Sri Lanka
Korea	Thailand
Laos	Vietnam
Macao	

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D91E

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D72E

The MINISTER OF PUBLIC WORKS:

- (1) Yes
- (a) (b)
- (2) Chairman: Minister's Council
- (b) R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes
- Minister of Health
- R8 377,08 p.m. plus actual expenditure on municipal services and rates and taxes
- Minister of Local Government and Agriculture and of the Budget and Auxiliary Services
- R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes
- Minister of Education and Culture
- R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes

HOUSE OF DELEGATES

Province	Amount	Province	Amount
Oosdrivewent	102,000	Ernelo	111,41
St Apollinaris	102,000	F H Odendaal North	161,96
<i>Provincial Administration of the Orange Free State</i>			
	(a)	Ga-Rankuwa	193,79
	(b)	H F Verwoerd	384,09
Academic Hospitals:	R	Hillbrow	293,65
Orange	25,66	J D Verster	96,52
Pelonomi	137,47	Johannesburg	400,07
Universitas/National	589,41	Kalafong	187,28
Regional Hospitals:		Kale de Haas	155,03
Bethlehem	376,16	Klerksdorp	296,59
Botumelo	78,45	Laudium	189,18
Phekolong	90,97	Lenasia	237,24
Voortrekker	310,17	Leratong	155,61
Welkom	177,36	Lydenburg	114,34
		Middelburg	152,83
Community Hospitals:		Natalspruit	127,72
Bothaville	132,84	Nie Bodenstein	122,93
Botshabelo	199,48	Nigel	114,74
Clocolan	91,65	Paul Kruger Memorial	126,42
Ficksburg	107,21	Pietersburg	143,18
Frankfort	115,47	Piet Retief	69,66
Harrismith	131,86	Pollock Park, Springs	129,66
Heilbron	111,78	Rietfontein	74,85
Hoopstad	96,30	Rob Ferreira	172,49
Jagersfontein	98,78	Sabie	99,61
Ladybrand	173,43	Schweizer Reneke	116,35
Odendaalsrus	125,41	Sebokeng	96,35
Parys	116,96	Soweto CHC's	168,22
Reitz	96,18	Standerton	117,28
Sasolburg	344,52	Sterkfontein	73,37
Senekal	82,70	Tembisa	136,24
Smithfield	147,52	Weskopies	182,06
Virginia	114,11	Westfort	64,67
Vrede	131,12	Witbank	147,60
Winburg	190,06	Zeerust	107,88
Zastron	147,71		
<i>Provincial Administration of Transvaal</i>			
	(a)	Ovn Affairs Hospitals:	
	(b)	Andrew McColm	218,40
General Affairs Hospitals:	R	Bernice Samuel, Delmas	211,98
A G Visser	143,67	Bloemhof	273,81
Amajuba Memorial	121,66	Brits	84,83
Baragwanath	187,20	Delareyville	307,18
Batherton	114,39	Discoverer's Memorial	203,35
Bethal	110,88	Duwelskloof	135,19
Boksburg-Benoni	142,44	Edenvale	308,45
Carolina	104,76	Elsie Ballot, Amersfoort	208,97
Christiana	105,78	Evander	255,57
Coronation	208,10	Far East Rand	215,87
Ellisras	152,26	F H Odendaal South	97,16
		Gen De La Rey	
		Memorial	239,05
		Groblersdal	313,18
		H A Grove, Bellast	319,27
		Hendrik van der Bijl	124,28

Province	Amount	Province	Amount
J G Snydrom	544,70	51,20	
Kempion Park	165,14	124,12	
Louis Triehardt	250,82	115,48	
Paardekraal	335,57	90,43	
Phalaborwa	189,67	142,95	
Pretoria West	226,75	72,46	
Sannieshof	463,02	96,57	
South Rand	210,54	44,18	
Sybrand van Niekerk	148,14	95,22	
Van Velden Memorial	219,71	106,01	
Ventersdorp	222,02	39,25	
Vereeniging	126,15	126,89	
Voortrekker	147,21	80,22	
Warmbaths	182,04	81,90	
Waterval-Boven	282,32	62,83	
Willem Cruywagen	228,07	75,51	

Pupils/students: per capita expenditure

174. Mr R M BURROWS asked the Minister of Education and Training:

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils or students at State (i)(aa) pre-primary, (bb) primary and (cc) secondary schools, (ii) colleges of education, (iii) technical colleges, (iv) technikons and (v) universities during the 1990-91 financial year or the latest specified 12-month period for which information is available?

(SO)

B407E

THE MINISTER OF EDUCATION AND TRAINING:

(i)	(aa)	(bb)	(cc)	(a)	(b)
(i)	None	None	None		
(ii)	859,10	778,07			
(iii)	1 538,23	1 238,08			
(iv)	10 210,90	7 797,62			
(v)	5 832,73	4 875,72			
	3 783,77	3 569,48			
	7 052,39	6 267,18			

The information given above is in respect of the 1990-91 financial year

Note:

- (a) The amounts in (iii), (iv) and (v) are based on the number of full time equivalent students.
- (b) (v)(b) includes the subsidy formula provision for the replacement and renewal of

fixed assets, while (v)(a) in addition includes the subsidies paid for the payment of interest and redemption on long-term loans

(SO)

Additional post offices/postal services: Sandton area

177 Mr D J DALLING asked the Minister of Posts and Telecommunications

Whether it is the intention to provide any additional (a) post offices and (b) postal services in the Sandton area in 1992; if so, (i) where, (ii) what services, and (iii) when, in each case?

The MINISTER OF POSTS AND TELECOMMUNICATIONS:

- (a) No
- (b) Yes

(i) Buccleuch, Magallessig and Witkoppen

(ii) Mail collection points in all three cases

(iii) Buccleuch—1 April 1992
Magallessig and Witkoppen—latter half of 1992.

Infant mortality rate in 1991

182. Mr M J ELLIS asked the Minister of National Health:

What was the infant mortality rate for (a) Blacks, (b) Whites, (c) Coloureds and (d) Indians in (i) urban and (ii) rural areas in South Africa in 1991?

The MINISTER OF NATIONAL HEALTH:

Official South African urban and rural infant mortality rates are not available. The mortality figures for 1991 will only be available at the end of 1992 or early 1993.

The latest available infant mortality rates for 1990 are as follows:

Infant Mortality per 1 000 live births
South Africa: National Average 1990

- (a) 52.8,
- (b) 7.3,
- (c) 28.0 and
- (d) 13.5

Continued -P

NEC forms education ⁽⁵⁰⁾ committee

STAR 9/4/92

A working committee which would develop a "strategy to engage the State on resolving the education crisis, and developing mass campaigns in support of this", has been formed by the National Education Conference.

This was according to a statement released yesterday by the NEC.

The committee, to be known as the Working Committee of the NEC, would be composed of representatives from 14 organisations, including the ANC, Azapo, the SACP and Cosatu.

The committee will set up three working groups to investigate developing an engagement strategy; developing mass campaigns; and developing a strategy to build and strengthen mass-based organisations.

"The working groups which will be convened within the next two weeks, are expected to report back to the Working Committee by the end of April.

"The Working Committee will also be initiating discussions with the PAC, Pan Africanist Students' Organisation and the National Professional Teachers Organisation of South Africa regarding their participation in the committee," the NEC statement read. — Sapa.

A127/E

C

Application form is first test

STAR 2 9/4 1992 (56)

The great demand for bursaries and scholarships makes it imperative that applicants know how to go about obtaining funding.

Vossie Goosen of the EIC cautions applicants to be realistic about their needs.

She says applicants must "try and try again" when they fail to get bursaries the first time.

The first step is to know what you want to study so that the relevant information — about institutions that offer bursaries for your chosen field — could be sent to you, she said.

The most important part of the process of getting a bursary was the filling of an application form.

Most bursary funds complained that often students failed to get bursaries because of the mistakes that they made when they filled in these forms.

The Education Information Centre has compiled a booklet on how students can help themselves to finance their studies and has included a list of some of the reasons why student DO NOT get a bursary:

- Forms arriving AFTER the closing date. These forms are immediately rejected as all the administrative work had already been done.
- Students MUST NOT send original copies of their results and must al-

ways send certified copies. The bursars are usually too busy to find originals to post them to the applicants.

● Leaving out some of the requirements in the applications forms, including the family income. This information is essential in establishing the family situation and selectors would be forced to throw out any application without this information and give someone else a chance.

● Incorrect information regarding one's academic results and family situation. Students do not realise that the selectors are experienced people who can easily pick up wrong information. A student who is caught cheating risks being black-listed and never being able to obtain a bursary.

● It would help students if they sent their application forms by registered post. They would then have proof that they were sent on a certain date and if the form got lost the bursary fund might agree to look at their application.

The brochure can be obtained at the EIC Offices, at Khotso House, 62 Marshall Street, Johannesburg.

A booklet called Help Yourself to Finance Your Studies is available at the EOC offices at Khotso House, 63 Marshall Street, Johannesburg.



Meeting needs . . . the need for bursaries in South Africa has increased.

Need for bursaries grows every year

STAR 9/4/92

(50)

Education in SA is not free and with the cost of colleges and universities increasing every year, the need for bursaries has grown more than ever.

Also, the recent cutbacks in Government funding of education at universities and other tertiary institutions, has made private and individual sponsorships necessary.

Every year institutions offering bursaries get inundated with thousands of applications from students seeking help. This is compounded by the increase in student populations in schools.

However, money allocated for education in SA still differs from one population group to the other.

But the bulk of funding from major corporations still goes towards black advancement programmes.

There are also big gaps in how and where the bursaries are allocated. There are not enough bursaries for schooling, because prospective donors believe the Government should be funding this area of education.

However, with the present political climate, some local and overseas donors are moving towards giving out loans to disadvantaged students from all population groups.

The Education Opportunities Council (EOC) reported that out of the 20 000 applications for funding they had received last year, only 82 scholarships were allocated.

This, they said, was a result of some overseas donors having withdrawn funds from this country.

The good news comes from the Education Information Centre (EIC) which reported that more local companies were offering study bursaries to all racial groups, and have increased funding to homelands and neighbouring states.

A spokesman for EIC said the reason for increased funding to the rural areas was because of the growing number of requests they were receiving from that area every year.

The acting co-ordinator of the EIC, Goosen Vossie, said that getting a bursary was difficult these days because there was a great need for funding.

Ms Vossie cautioned people to be realistic about their bursary needs, and she urged them to keep trying if they didn't succeed the first time.

"There is such a growing demand for bursaries, in that we send out about 25 000 lists together with booklets that give information on how to go about getting a bursary.

"We also try to reach out to the rural areas and we have compiled a comprehensive career information minilibrary aimed specifically at these areas," she said.

Providing hope for future leaders

The Equal Opportunities Council, in conjunction with the Institute of International Education (IIE), established the US/SA Education Programme (SAEP).

This scholarship programme is sponsored by several United States universities, corporations and foundations — and a substantial contribution comes from the US government. *STAT 91492*

The aim of this scholarship is to provide educational and training opportunities for leaders and potential leaders from the disadvantaged communities in SA.

Those granted the scholarship will be expected to play a role in helping to remove the legacy of apartheid.

The programme prepares blacks for a post-apartheid society where they will be

expected to play a meaningful role in major government institutions, and in the education and development of their communities. *(SO) (SA)*

To date this scholarship has made it possible for 1 070 students to receive their education in the US.

Approximately 672 of these students have completed their studies and have returned to SA.

An essential requirement of the scholarship is that applicants must be South African and from any of the three disadvantaged communities.

Applications in writing for this programme and other local and overseas programmes must be directed to the EOC, PO Box 3323, Johannesburg 2000.

C

Register is out next week

STAN 91419
The latest, updated edition of the bursaries and scholarship register compiled by the Education Information Centre (EIC) will be available in all leading stores countrywide for the first next week.

The EIC is an independent non-profit making organisation which provides career and vocational guidance to students throughout South Africa, including the homelands and the rural areas.

The register first appeared in the early '70s, since then it has expanded to cover a wide range of topics. Lists of all universities and technikons in the country and other useful addresses are included.

The register is aimed specifically at students who want to further their studies at schools or on a tertiary level and contains a comprehensive list of bursaries, scholarships and loans available.

Included in this year's directory is a new bursary scheme for disabled people. The bursary also provides for essential study tools for blind people.

Two annual scholarships for music students have also been included in the list this year.

Bursary compiler Reva Levin said: "The directory is such an important and essential tool for students and pupils alike. The number of faculties in it have increased from 37 last year to 41 this year."

READ achievements find a rapt audience

By Michael Sparks

(S0)

A drama presentation by wide-eyed, enthusiastic Grade 1 and 2 pupils enthralled adults yesterday at the launch of READ's literacy campaign in Johannesburg.

The youngsters, who acted out a day in the park and the story of a town mouse and his country cousin, captured the hearts of the audience. It was presented as an example of what READ was achieving.

The play was in English, not the first language of any of the nearly 20 children from Mzamo Primary School.

Read Educate and Develop (READ) was formed in 1979 in response to concern in the community about reading skills.

George Walker, who directs the International School in Geneva, stressed the need to create a new education system rather than strive for parity with white education, which he described as flawed.

"White education is impoverished in its scope and authoritarian in its approach," he

said, calling for a system where pupils were challenged to solve problems and accept responsibility, even for their failures.

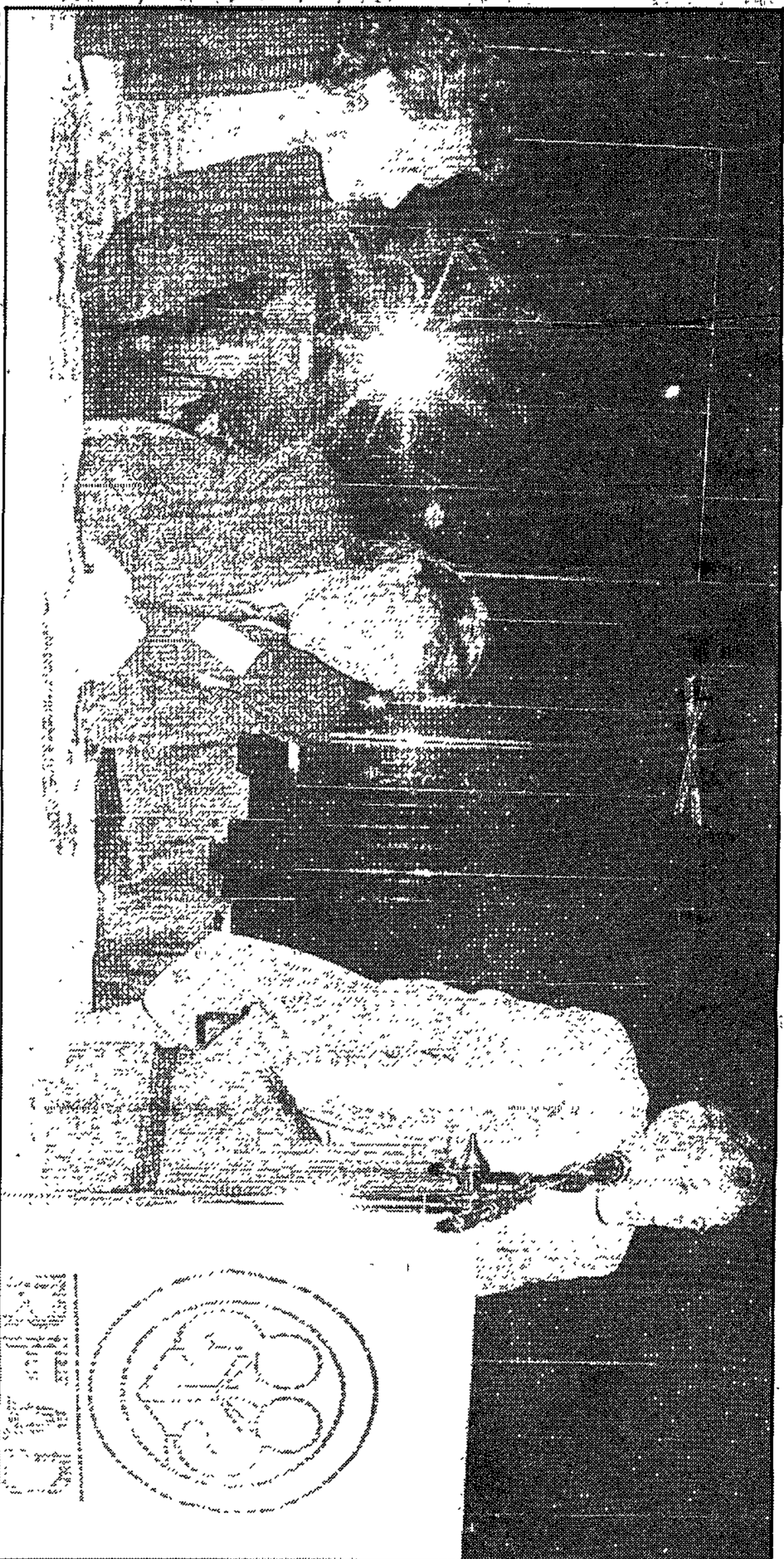
Independent Teacher Enrichment Centre director Gideon Sam said it was important South African children were taught democracy and what it represented, such as the right to speak and associate freely.

"It is a daunting task to educate those in the townships about democracy, because their expectations now are so far from democracy."

Mr Sam said unless there was a change in the hearts and minds of people, the best education system would be worthless and result in few changes.

Michael O'Dowd, executive chairman of Anglo American, spoke of the problems facing education in the future.

"We are educating for a future that in many important respects is uncertain and unforeseeable," he said, emphasising the need to give pupils the ability to adapt and adjust to the changing requirements of society.



Alm high... educationalist George Walker tells the READ conference to aspire beyond the standards of white South African education. With him on the podium is READ chairman Irene Mennell and former editor-in-chief of The Star Harvey Tyson.

Picture: Alf Kumalo

Scholarships & Bursaries



A Star guide

Fears are mounting that as political reforms take place in South Africa more and more overseas donors will withdraw from the education field. But, a local educationist argues, overseas funding will be necessary for the next 10 years. Zingisa Mkhuma reports.

More overseas donors are beginning to withdraw funding to local black students because of the changing political climate in South Africa.

Duku Mogoai, the programme administrator for overseas funding with the Equal Opportunities Council (EOC), said there was growing concern in the organisation about the withdrawal of funds from South Africa.

Ms Mogoai predicts that the EOC will continue to need overseas funding for at least another 10 years to be able to deal with "the victims of apartheid".

Warning

Canada recently withdrew funding to EOC without any warning, and many students who had gone to study overseas had to return home without finishing their studies, she said.

Ms Mogoai said the Canadians had withdrawn their funding due to "the rapid changes in South Africa and the impact in Canada of the global recession".

"Luckily for us these countries are still prepared to pump money into the country for local studies.

"It looks as if local funding will remain stable for the next five years.

"EOC is looking to strengthen faculties, where we can enhance teacher training skills and career developments.

"We encourage people to apply to go overseas to get hands-on skills, which they can apply back in this country," she said.

The EOC was established in 1986 in order to promote the educational aspirations of black South Africans both locally and overseas.

Overseas funding starts to dry up



Chosen few . . . Candidates are awarded scholarships on merit, academic performance, financial need and leadership qualities.

Among the EOC's activities are sponsorships for overseas scholarship programmes, local scholarships, research and local educational projects.

The organisation sends out information to education centres and schools about the areas that they sponsor.

Students who are writing their final matric exams this year should be on the lookout for this information.

A spokesman for the overseas funding group said they looked for leadership qualities and at the financial needs of an applicant.

When the EOC receives a written application, they send applicants an initial form which must be completed and returned to the particular EOC office that sent it.

Applicants who meet the requirements are sent a detailed application form and three confidential reference letters for completion.

The EOC regional board from each region appoints panelists from within its black community, including educationists and other professionals.

The panelists then recommend candidates.

The candidates are awarded the scholarships on merit, academic performance, financial need and leadership qualities.

Successful candidates are notified in January of the year of study following the final selection of the committee.

The awards, which are confirmed after submission of proof of registration by a student, cover tuition, accommodation and book costs.

For details of application forms students can write to:

The Secretary, EOC, PO Box 3323 Johannesburg 2000.

STAR 9/4/92 (50)

EDUCATION BRIEFS

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W/Mon 10/4-15/4/92

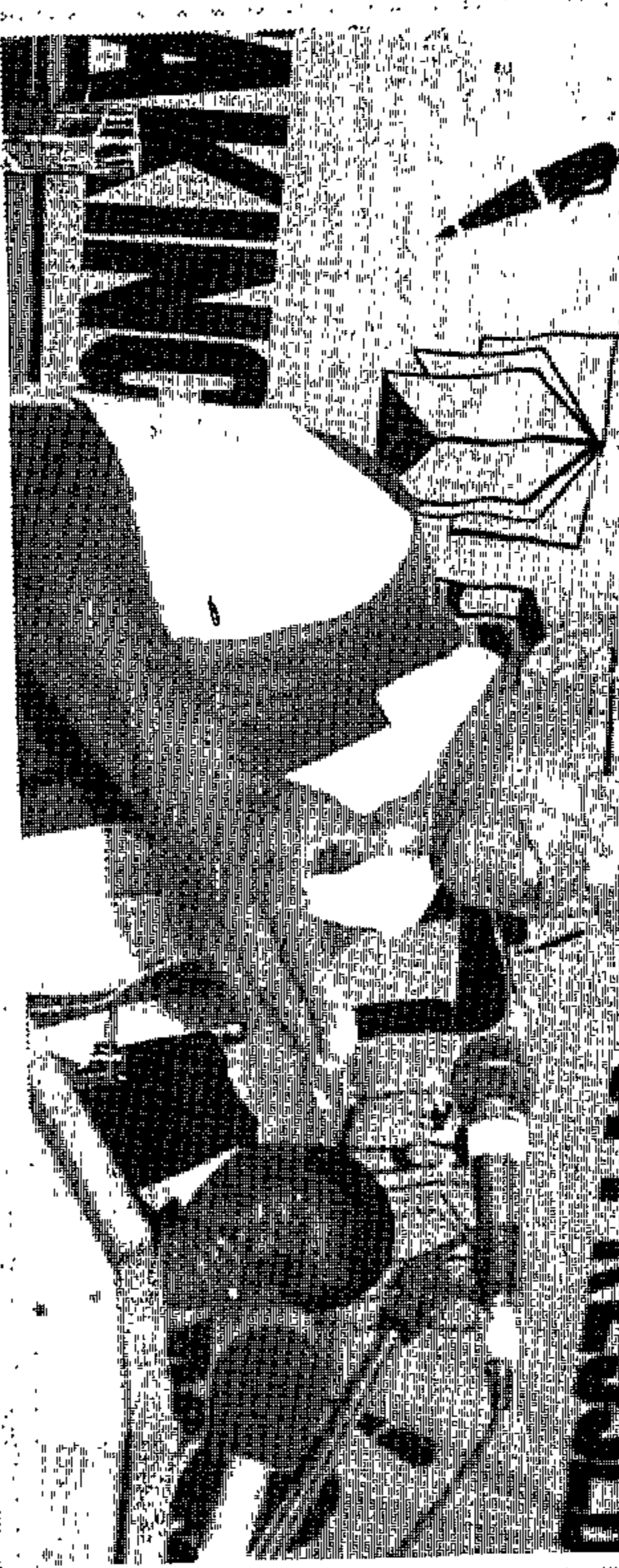
■ A MASSIVE 96 percent of former whites-only schools have opted to become Model C — or semi-private — schools. The Department of Education and Culture (House of Assembly) announced last week that only 88 schools had voted by the required two-thirds majority to remain state schools. — Sapa

■ A STRUCTURE similar to the Convention for a Democratic South Africa has been formed to address the education crisis. National Education Conference organiser Ahmed Essop said the committee would divide itself into three groups to address the development of campaigns, engaging the state and building and strengthening mass-based organisations. Discussions are being held with Pan Africanist Congress-alligned organisations and the National Professional Teachers' Organisation of South Africa.

■ THE South African Democratic Teachers' Union will participate in the launch of the Southern Africa Teachers' Organisation in Gabarone from April 27 to May 3.

■ AN international conference on language law is to take place in Pretoria on April 27 to 30. The conference will discuss how the needs of all languages can be accommodated in multi-lingual countries. Inquiries can be directed to D Offringa at (012) 202-2000.

NEW STRUCTURE OF THE OPPRESSED



A first-time national structure for literacy and adult education was launched in Johannesburg at the weekend, 10/11-12/13/91. Some 200 delegates from 98 organisations founded the South African Association for Literacy and Adult Education (SAAALAE). Visiting educationists came from the Zambian Adult Education Association, its counterpart in Swaziland, the Coalition for Popular Development Initiators in Nigeria, the People's Association of Sierra Leone and the Kenyan Adult Learners' Association. The conference was endorsed by the African Association for Literacy and Adult Education, an umbrella body for the continent.

Dr Ban Koopa, of the University of Fort Hare, was elected as chairman of the body and Deena Soliar, of the Umtapo Centre, as vice-chairman. Educationist Dr Neville Alexander (left) addressed the conference.

United forum needed Azapo

A UNITED forum of all black organisations is needed to curb the education crisis, said Azanian People's Organisation head of education secretariat Dr Gomolemo Mokae.

Azapo, its students and youth affiliates have repeatedly come out against disruption of classes by teachers, pupils, community and the Department of Education and Training.

80 weter 10/4/92
The Azanian Student Convention and the Azanian Student Movement have initiated a Student Consultative Conference for all student organisations to take stock of their problems.

The conference will emphasise the need to re-instil the culture of learning and tolerance among organisations.

It will also seek to address the rampant drug

problems at schools and propose a code of conduct for students.

"The inescapable truth in black education is that less toyi-toying in the streets and more toil-toiling in the classroom is the only guarantee of a pass at the end of the year," Mokae said.

The organisation gives leadership workshops for its student leaders.

"It is important that they

(50)
become conversant with other groups, ideologies, principles and strategies," said Mokae.

"This knowledge helps our student leaders when interacting with various organisations. They need to understand their principles to be able to get through to them in their attempts to inculcate the culture of learning."

Azapo has strong non-formal education projects.

Change education - expert

Sowetan 10/4/92
THE director-general of the International School of Geneva, Mr George Walker, has called for change of the style and purpose of education in the new South Africa.

At a seminar held by Read yesterday on solutions to South African education, Walker said "learning methods should include problem-solving, team-work and confidence-building projects".

He suggested that these should be implemented at an early age.

The seminar was intended to raise awareness of educational issues and problems

facing the country.

Read's contribution on the seminar presented by the national director of the organisation, Cynthia Hugo, centred around the development of innovative training programmes in the teacher training colleges, community centres and schools.

Guest speaker and director of Independent Teachers' Enrichment Centre Mr Gideon Sam blamed the system of education which failed to expose students to the principles of freedom of speech. - *Sowetan Reporter*.

Action over racist library

New Nation (Learning Nation) 10/4-15/4/92
THE Library and Information Workers Organisation (Liwo) has threatened legal action against the Amanzimtoti Public Library for discriminating against blacks.

The library charges black students, who want to use its facilities, R25. Whites do not have to pay a fee.

Liwo spokesperson Grant McKenna said hundreds of black students, including those who could afford the R25 membership fee, were routinely turned away by white librarians who told them they were "too busy" to attend to them.

Reserved

At the beginning of this year, Sydney Skhosana, a resident of the nearby kwa-Makhutha township, which has no library, was prevented from entering the library by security guards. A librarian was called and she informed him that the library was reserved for white Amanzimtoti ratepayers.

Skhosana, who is a final year library and information services' student, approached the Durban-based Legal Resource Centre (LRC) which took the matter up with the Amanzimtoti Town Council.

The LRC made it clear to the council that in terms of the local library by-laws, "non-residents" were entitled to make use of the library.

Agreed

Eventually, the council's legal representative agreed that Skhosana could use the library's facilities.

But scores of black students, who are not aware of their legal rights, are still being discriminated against.

Amanzimtoti deputy town clerk, Ken Gregory, told PUPILS FORUM that all students from outside Amanzimtoti, irrespective of race, were charged R25 before being allowed to use facility.

Attacking the education dilemma

At the National Education Conference held early last month, black educationists and political leaders acknowledged that the National Party will not willingly and single-handedly reform the education system. About 250 delegates representing a broad spectrum of organisations pledged to demand that the Government fulfil its role as self-appointed custodian of black education.

They also committed themselves to jointly tackle problems that can only be solved by the communities. They agreed, however, that individual organisations should continue with their programmes to restore the culture of education. Today we carry the programmes that some of the most vocal education and political organisations carry out to offset the ever-deepening education crisis. PHANGISILE MTSHALI reports



Delegates at the National Education Conference held earlier last month.

WHEN the National Education Co-ordinating Committee was relaunched in 1989 it replaced the word Crisis with Co-ordinating to emphasise its new character of active involvement in solving the problem.

Instead of being reactionary to the deepening crisis it pledged actively to curb it and to expose the Department of Education and Training's inability to de-

live.

NECC has put together a five-point programme to help salvage black education.

1. The Back to Learning programme will establish 50 learning centres in 10 regions. These will include supplementary structures like libraries, literacy and numeracy classes and pre-school education.
2. The Open Schools Campaign.
3. The People's Education Programme will look at creating the curricula. It will research and develop suitable material that will synthesise an equal, democratic, non-racial and non-sexist education.
4. The Educational Institutional Governance Programme will focus on training parents, teachers and pupils for active participation in school governance.
5. The Information, Monitoring and Resources Unit programme is aimed at networking with agencies to disseminate information on education matters.

“We are monitoring how the opening up of all schools to all races is being done,” said Holland.

“We negotiate with various education departments and we research how to create an effective single education department.”

“We must supply the people's demands on education generally; compulsory education, development of teachers and our material must be produced and taught according to those demands,” said Holland.

“What we are doing will not solve the education crisis, it is merely an intervention. The only way of solving the crisis is for such programmes to be coupled with a thorough restructuring of the education system.”



Pupils of a Soweto school give their view of the problems in education.

Soweto 10/4/92

50

The chemistry of education

FM 10/4/92



Michael O'Dowd is an executive director of Anglo American. This is an edited version of a keynote address at a recent education conference convened by the SA Institute of Race Relations.

Is there a relationship between educational reform and restructuring and a country's economic growth? The answer to this question is yes. What we have to do is try to determine exactly what this relationship is, and that is a great deal more difficult.

It is exceedingly important that we should clear our minds of all kinds of simplistic, mechanistic thinking. Many people have talked of education in the past as if it were a chemical process being conducted by a single individual: you decide what to put into the mixture; in it goes and it has a perfectly predictable effect in terms of the chemical equations which you learnt at school. In real life, even chemistry is not like this — but education is so far from being like this that the two concepts simply have nothing to do with each other.

For this reason, I think that we have to be guided almost entirely by large-scale historical experience. Not infrequently, educational reform has no effect at all because the new policies are simply not carried out.

In the short run, the teachers that there are, are the only teachers that we have; the same applies to schools and books.

None of these things can be changed by decree or merely by the formulation of policy — though some (like the books) can be changed much faster than others (like the teachers).

There is a sobering historical fact that all educational reformers should remember. In 1789 the French Declaration of the Rights of Man guaranteed free universal compulsory education to everybody in France. Research in the marriage registers shows that 80 years later, in 1870, one-third of French men and two-thirds of French women were illiterate. Declarations, and even guarantees, do not deliver education.

While accepting these facts, we must not be paralysed by them. History in many countries, including our own, shows that in the long term education policies do have very far-reaching consequences. Even though

education planners and directors can seldom deliver everything they want, or exactly what they have in mind, what they do makes a difference and this difference lasts.

We have a lot of historical evidence to show that countries which expanded their education systems subsequently experienced rapid economic growth — and that countries which had exceptional economic growth already had well-educated populations.

This story begins with Britain at the end of the 18th Century when, largely thanks to Scotland, she had easily the best educated population in the world. It continues with the US and Germany which, early in the 19th Century, put in place better education systems than the British and subsequently surpassed Britain economically. It goes on to Japan, which introduced universal education in 1880 when its industrialisation was in its infancy, and, subsequently, in recent times, to South Korea.

This is not to say that education is enough to ensure economic growth. I do not think that we can find a single country in the last 200 years which has achieved a superior economic growth rate without a superior education system — but we can find the reverse. Two outstanding examples are India and Zimbabwe.

It is sometimes argued that this is because they give the wrong kind of education but I doubt if this is in fact the explanation. Indeed, we have a third case now to support my view on this point, for while the education systems of both India and Zimbabwe can be criticised for being insufficiently vocationally orientated, the same cannot be said of the education system of the former Soviet Union — whose economic performance we now know to have been abysmal.

I think it is likely that these three instances all illustrate the point that a good education system is no substitute for a good economic system; education, however good, will not produce economic growth if the economic system is seriously at fault.

What do we mean by education? Quite obviously, we do not mean that a lot of children sit in classrooms. If, while sitting there, they do not learn anything, we do not have a good education system.

One point seems to be clear and that is that the first thing they need to be learning is literacy. What primary education normally does is to provide literacy and the ability to do arithmetic, together with inculcating

some work habits, and probably some teaching about hygiene. What is first and foremost necessary is the three Rs: reading, writing and reckoning.

In SA, as in all of Africa, much of South America and much of Asia, we come up against the difficult question: literacy in what language? The current questioning that is being heard from some African communities of the concept that what matters is literacy in English has to be taken seriously.

I believe that these issues need to be discussed — but it is not for nothing, or in deference to colonialism, that Basques and indigenous Peruvians learn Spanish, and Welsh learn English, and the Tauregs learn Arabic. It is because their own opportunities will be so restricted if they do not.

Having made the point that primary education is most important, we cannot neglect secondary education. If too many resources are diverted into primary education at the expense of secondary, one of the earliest consequences is that primary education itself cannot be staffed with properly qualified teachers. This is one of the fundamental dilemmas of egalitarianism: the illiterate can be taught to read and write only by people who have had a great deal more education.

To attempt to spread available education resources equally over everybody can easily have the effect that there will be no effective education for anybody.

What kind of secondary education? The debate rages as to whether secondary education should be more vocationally orientated than it is at present. One thing I think must be clearly understood is that it was one of the cornerstones of apartheid that blacks should be denied access to technical skills. Dr Verwoerd was perfectly happy that blacks should study social sciences, languages and philosophy but he was determined that they should not study mathematics.

I think that probably everybody should do some handcraft work at school, not for the sake of a marketable skill but in order to have some first-hand experience of the intransigence of matter and the extent to which the world cannot be manipulated by talking about it. Similarly, a basic grasp of technology and its role in modern society, and, indeed, its role in history, is as necessary to future politicians and economists as it is to future technologists, and it is far more necessary that they should get it at school because they will not get it later.

Looking ahead at learning game

STAR 10/4/92

South Africa has been urged to look beyond existing systems for its future education system, reports MICHAEL SPARKS.

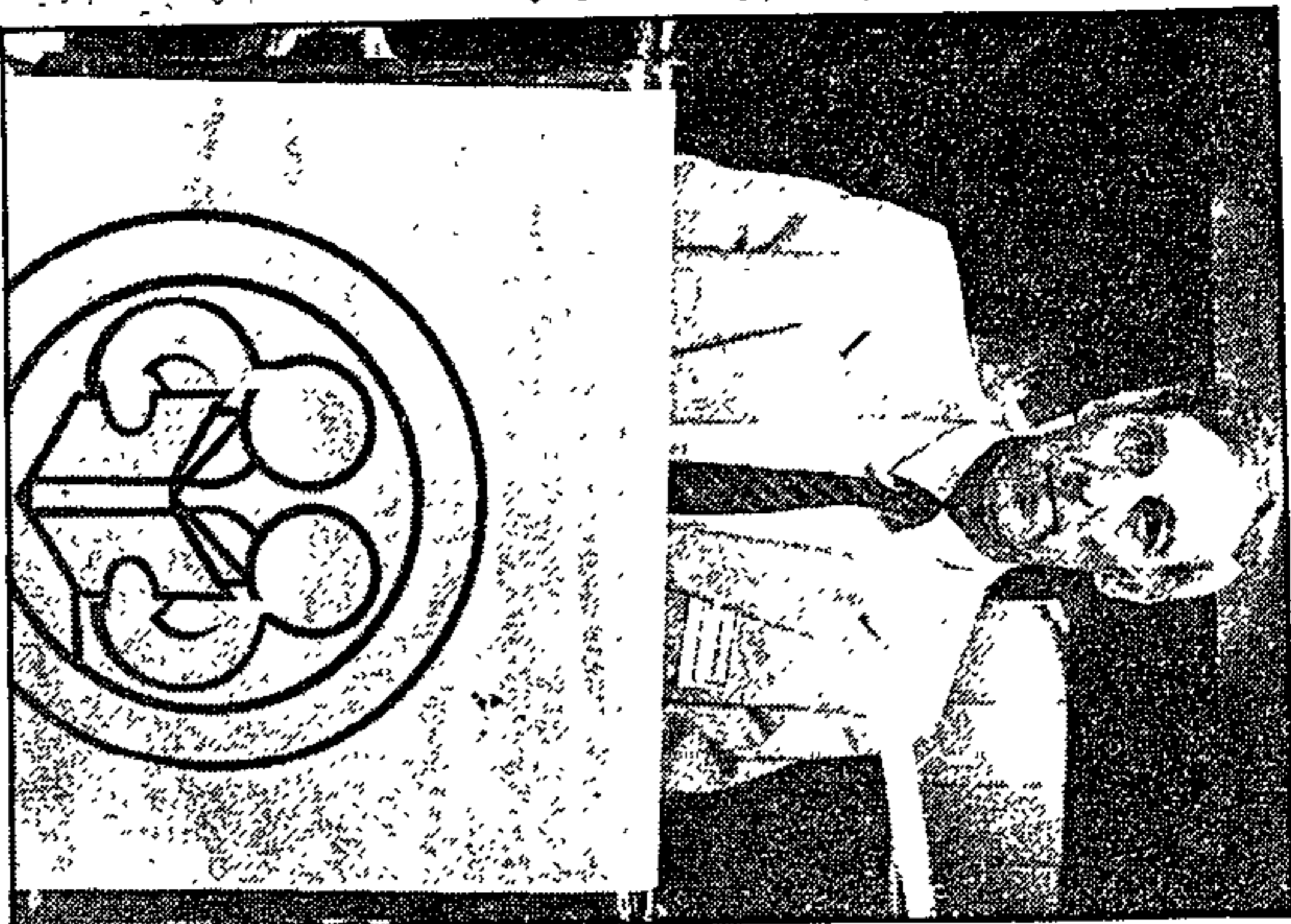
(SO)

strongly emphasised. "I am talking about learning the skills of learning, which is not the approach in white education," Mr Walker said, "but here is an opportunity to create something fresh."

He said the best compliment he has received was at the International School in Geneva when a highly educated colleague visited a couple of classes and then said, "I never realised learning could be so enjoyable."

The other great challenge facing the Government, whether it is legitimate or not, is coordinating the various non-governmental organisations that are involved in education.

He said it was important for any new Government to be honest about any shortage of resources for education. "Bad news, if it's true, is better than no news, because people become resourceful and come up with new ideas," he said. □



Impoverished in scope . . . George Walker's opinion of white South African education.

THE CHALLENGE for educators is to develop a new system of education for South Africa, rather than try to move towards the system used in white schools, British educationist George Walker told a conference in Johannesburg this week.

In addition, the new system has to keep a balance between a good liberal education and one which would support economic growth.

One of the greatest challenges on the route to creating that system would be bringing together the different groups currently working to improve education, Mr Walker said.

Mr Walker is director-general of the International School in Geneva, and is very interested in the relationship between business and education.

It is this interest which prompted him to tell the conference that it was not the responsibility of business to run South

Africa's education system. This was a task best left to Government. The responsibility of business was to create wealth and employment for people once they entered the job market.

However, links between schools and business could be strong, with businessmen devoting time and resources to education, sharing the lessons learnt in the business sector, such as alternative ways of measuring achievement to seating hundreds of pupils in a hall with a list of questions and a clock.

That was one of the problems with white education, Mr Walker said.

"It is impoverished in scope and authoritarian in approach," he said. "They are very ac-

ademic, but they lag behind schools in Europe when it comes to the importance of technology and pre-vocational education, both of which are driven by the economy.

"The approach to education here is towards regurgitation, not towards open-ended skills-oriented education which would give graduates the flexibility to deal with the uncertainty of the future," he said.

This would increase the problem-solving ability of pupils, taking initiative and accepting responsibility — even when things go wrong.

The need for a child to become involved in a project and see it through to its logical conclusion, rather than just having an imaginative idea, was

YVA OW



Monday, April 14 1992

Mandela, Minister open new school

DET Minister Sam de Beer and Independent Development Trust (IDT) chairman Jan Steyn yesterday joined ANC president Nelson Mandela in opening the Rolihlahla Primary School in the squatter town of Etwatwa East, near Daveyton.

According to De Beer the construction of the R2,2m school was symbolic of the cooperation his department had been seeking between the state, the private sector and the community.

In his speech Steyn said the school served as a model for the IDT's nationwide R300m school building programme, which was aimed at reducing the backlog of 50 000 classrooms.

The school — which bears Mandela's middle name — was a new venture because there would be two primary school sessions a day, after which the premises would be offered to the community as an adult learning centre.

The school would eventually have two headmasters, two sets of teachers and two intakes of pupils.

Already 1 700 pupils have been registered, but numbers will double when more staff are hired.

The IDT donated R1,8m, the Etwatwa Civic Association pledged R200 000, and the Nedcor Chairman's Trust donated R320 000 towards the costs of the school.

Steyn called on national, regional and local leaders across the political spectrum

KATHRYN STRACHAN

to commit themselves to working towards the eradication of poverty and deprivation.

"SA runs the risk of becoming irreversibly ungovernable, no matter who governs.

"The time for building is now. We need to give the unhoused, the under-educated and those who do not have access to health care hope of a better future," he said.

Mandela told the 5 000 strong crowd that whether the day came when there would be better health and increased literacy, depended on them.

Political tolerance was absolutely essential, he said. "Although we must defend ourselves, our main efforts must be towards peace. Let us bury the past so that the damage done to SA is minimised."

De Beer said the days of apportioning blame and taking "potshots" at those in positions of authority were over.

He acknowledged that inequalities and backlogs had developed over the years.

"Whatever the shortcomings and mistakes we made, we have been trying for many years to improve the education of black pupils," De Beer said.

It was obvious that money alone could not solve the problems in education, and that the crisis of values and pattern of behaviour would have to change.

In many cases teachers had been breaking down the process of education through their defiance campaigns, he said.

(50)
ARGUS 15/11/92

Cash boost for schools

Education Reporter

SIX Western Cape schools and the Urban Foundation's teacher development programme are the latest to benefit from the Argus Teach fund.

The fund, established in 1980, makes grants to further education in disadvantaged communities, with the assistance of the Urban Foundation.

Schools assisted this week were Malizo Secondary, Khayelitsha (R2 000); Alfred Stemper Higher Primary School, Worcester (R1 000); Litha Junior Primary School (R2 000); Sokhanyo Public Primary School (R1 800); Ntwasahlobo Public Primary School (R1 800); and Sobambisane Public Primary School (R2 000).

The Argus Teach fund also gave the Urban Foundation R20 000 towards its goal of assisting teachers to upgrade their qualifications.

The fund is supported by several charities and each year the Urban Foundation helps to decide how the money is spent.

TAKE THAT! At the handover, right, are: In front, Mr Mbuyi Ralawe of the Urban Foundation and Mrs Beryl Eichenberger, Argus promotions manager. Behind, from left (schools in brackets) are: Miss Melba Ngcauzele (Sokhanyo), Mr Makhaya Dikilili (Alfred Stemper), Mr Monde Mbekwa (Malizo), Miss Nobahle Ncobo (Litha), Mr Arthur Calana (Ntwasahlobo), Mr Nelson Tibini (Alfred Stemper), Mr Governor Nkozwana (Sobambisane), Miss Vuyiswa Magawu (Alfred Stemper), and Miss Zodwa Yeko (Alfred Stemper).

Picture: DOUG PITHEY, The Argus.



EDUCATION

email 16/4-23/4/92
TEACHERS, pupils and principals from schools in 50 Karoo towns will attend an education conference in Beaufort West on May 16 to discuss illiteracy, community control of farm schools and other educational priorities for the region. (50)

The conference has been organised by the Karoo Resource Centre, a satellite project of the Career Resource and Information Centre (Cric). Speakers will include University of the Western Cape rector Professor Jakes Gerwel, South African Democratic Teachers' Union (Sactu) general secretary Randall van den Heever and Dr Johan Graaff, who heads the rural desk of the National Education Policy Investigation.

For further details contact Ruby Marks at (0201) 2890.

EDUCATION



Mandela or bust ... Nelson Mandela unveils a bust of himself at the new two-in-one school on the East Rand

Photo: GUY ADAMS

Doubling up in the dusty veld

THE Etwatwa community on the East Rand plans to turn the government's double shift "platoon" system on its head with its new "two of everything" school, officially launched this week.

On Monday African National Congress president Nelson Mandela opened the primary school, which bears his middle name — Rolihlahla — in the dusty little town near Daveyton. A lively crowd of more than 5 000 people, young and old, gathered to watch him unveil a larger-than-life bust of himself, sculpted by Naomi Jacobson.

Built in three months, the school is the result of a "social compact" between the Etwatwa Civic Association, the Independent Development Trust, Nedcor and a Pretoria-based construction company, Citicon. The Department of Education and Training has been drawn in to help with staffing, stationery and books.

"In many respects Rolihlahla is symbolic of the co-operation we have been striving for between the state, the private sector and the community," Education and Training Minister Sam

A new school — and a new system — is up and running on the East Rand. And behind it is the unusual combination of the state, the private sector and the community.

By **PORTIA MAURICE**

de Beer told the gathering. But in this project, the community is definitely in the driving seat — a sense of ownership clearly felt by the festive atmosphere of the opening. It has followed the school's development from conception stage, making sure it is designed to meet its specific needs.

Three years ago Etwatwa East was a neglected stretch of bare veld. "Ours was a community deliberately sidelined, disowned and left to defend itself," said the chairman of the school's parent-teacher association, Chris Dhlamini. "All our basic needs were regarded by the regime as a luxury it could not afford."

The R2,2-million school project is an offshoot of Emaphupheni —

"place of dreams" — the Perm's local housing scheme. Before the school was built, the area's 20 000 children were expected to squeeze into a farm school, one in neighbouring Etwatwa West which was already full and schools in Daveyton, eight kilometres away.

When the development partners realised that some 700 children could not be accommodated in the initial school, they decided to put them together with the 111 qualified teachers "roaming the streets" — and double up on the building.

This was contrary to department regulations but, said fiery "activist principal" and local South African Democratic Teachers' Union chairman Mojalefa Mogane, "we cannot follow rules which don't help us".

Mpengesi Primary was opened as the second school and, "after a fight", the DET agreed to pay 10 extra teachers. Each of the 100 000-odd Etwatwa households have been asked to contribute R10 towards salaries for the seven still needed.

"After repeated phone calls we lost confidence in the DET," said Mogane.

"These teachers will be paid from community coffers."

So, in the morning, the building is Rolihlahla, and in the afternoon it's Mpengesi. It has two administration blocks, two staffrooms, two store-rooms, two sets of catering facilities. Soon, it hopes to open a day care centre — so that toddlers on the afternoon shift can be supervised during free time rather than being left to their own devices at home.

Step by step, said Mogase, they are trying to iron out the creases in the platoon system — which may in the medium-term be the only way to address the space shortage in black schools: use whatever infrastructure is available to capacity at all times of the day.

The IDT has allocated R300-million to a national school building programme to contribute towards meeting a backlog of at least 50 000 classrooms. It favours multi-purpose community learning centres along the lines of Etwatwa to extend educational access across different sectors of the community.

W'mail 16/4-23/4/92

(11A)

W'mail 16/4-23/4/92

(50)

At the end of their statement they call on these parents to resist this attempt at neutral education. The question to the hon the Minister is the following: Did he make any attempt to discuss or try to avert these concerns and justified problems raised by parents?

On 30 March a group of Afrikaner parents who represent various bodies went to see the Executive Director of the Transvaal Department of Education. They put a well-reasoned, well-meant and serious case to him. Let me quote the following from their statement, which gives an indication of how serious they are about this:

Ons, as verteenwoordigend van ouers van die Boere-Afrikanervolk en ander Blanke ouers wat hulle met hierdie volk vereenseelwig, verklaar as volg: Dat ons kinders deur die drie-enige God aan ons toevertrou is.

The following quotation is representative of the justifiable demands that they made:

Dat Christelik-volkseie-ouderwys deur die owerheid aan ons kinders voorstaan word.

The reaction to this was negative and unsympathetic. The Executive Director indicated that Christian education with a specific national character would not be possible in the present dispensation or in a future one.

In the second instance, he undertook to arrange an interview for them with the hon the Minister. I should like to hear from the hon the Minister whether he is going to grant that interview. Is he at all prepared to give parents who have these justifiable claims an opportunity to enter into discussion with him? It is necessary that the hon the Minister be warned that he and several of his senior officials are regarded as ruthless extortionists who are enforcing integration and are frustrating earnestly-meant representations that are based on faith. The consequences thereof will be the full responsibility of the hon the Minister.

As far as the second aspect of the interpellation is concerned, namely that which is under discussion with regard to the present dispensation, there is a very easy test to be applied. [Time expired.]

*Mr J AJORDAAN: Mr Chairman, as I listen to the hon member for Potgietersrus, one thing becomes very clear to me and that is that he is one of those very uncertain people who hides his

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uncertainty behind a great deal of bravado. [Interjections.] There is a terrible uncertainty as to his own ability to do certain things and stand up for them.

Most of us who belong to one of the three sister churches and to some of the other more charismatic churches make a baptismal vow. When one makes that baptismal vow one is saying that one accepts the responsibility for the upbringing of one's child within the broad framework of the Christian principles in which one believes. To me there is a disbelief that emerges here in that that which should be carried into the home can also be carried out by that child, precisely because he experiences that certainty in the home.

It is this type of behaviour and the insistence on forcing one's viewpoint onto other people and not giving the necessary freedom of religion that leads to the situation we have in South Africa at present where there are demands that we should become a secular state. That type of behaviour and those questions cause things that could otherwise be handled in an agreeable manner during the negotiation process to become sacred cows among people.

I want to return to another aspect. If one really believes in one's own language, if one believes that it is the basis of one's whole culture and one's whole being, and one imparts this to one's children in the home, one has nothing to fear for those children in their school context, whatever that context may be.

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, let me thank the hon member for Umhlanga for his fine, evenly balanced and exceptional viewpoint.

I now return to the contribution made by the hon member for Potgietersrus. This hon member had already referred in his question to the demands of Afrikaner parents. I should immediately like to tell the hon member that that is a huge generalisation. It is actually the insistence by a small section of right-wing South Africans, who are not made up only of Afrikaners.

The fact that more than 96% of all schools that qualified to vote accepted Model C is proof that the vast majority of the communities in South Africa also view this model as a guarantee to dynamically develop their Afrikaner Christian national culture, with a view to their own future.

I should like to refer the hon member to to an article that was written in *Beeld* recently by a professor of the Gereformeerde Kerk, Prof Spoelstra, in which he specifically called upon parents to exercise this state-aided option in the interest of their baptismal vow. This viewpoint was expressed by a theologian I am inclined rather to follow that balanced contribution of the esteemed professor.

The hon member asked whether I was prepared to see people who are burdened by the circumstances that weigh them down today. The hon member knows very well that I have an open door. I see anybody who wants to see me. If I can accommodate them in my programme, I see the hon members of the CP.

I often invite the main spokesman of the Official Opposition to come and see me, and if such a delegation wishes to come, they can come on their own or under the leadership of the hon member for Potgietersrus or under the leadership of whomever they should like to bring to me. It is an open invitation. They are very welcome to come and see me.

*Mr J CHIOLE: Mr Chairman, it is very clear, as is evident from the hon the Minister's reply, that the Government wants to destroy Christian education within a specific national culture in line with the demands of moneyed interests and the new world order government, and is therefore deliberately disregarding basic values and political truths.

It is a basic political norm that people belonging to the same race form a biological unit and that the cultural differences between races is so great that they cannot be grouped together in one nation that is a political unit, let alone in one people. People belonging to one nation form a cultural unit. They are part of the same race group. They share the same cultural outlook and view of life. That is why Christian education within their own national culture is one of the cornerstones of Afrikanerdom and Afrikaner survival.

American liberalism, the new world order and thus the "New Age" is responsible for the deception of the century, namely that one can build one large community, one large nation across peoples and across cultural and racial barriers. That is what this Government is now

pursuing and wants to transplant into the Afrikaner people.

This Government is destroying Christian education within a specific national culture as the Afrikaner knew and understood it. This Government it therefore quite simply drawing a line through the history of the Afrikaner people. A Government that wants to destroy the Afrikaner's Christian education within its own national culture, destroys the nucleus of the educational base of the Afrikaner people.

This Government is therefore destroying the Afrikaner people, and therefore it is the duty of the Afrikaner people, if they want to survive as a nation, to get rid of this Government in any possible way, because this Government is the greatest traitor to its people in the history of the Afrikaner. They commit the greatest treason . . .

*The CHAIRMAN OF THE HOUSE: Order! The hon member is aware of the rulings that have been given on the use of the words "traitors" and "treason". The hon member must withdraw that word immediately and apologise for having used it.

*Mr J CHIOLE: Mr Chairman, I shall not withdraw it, because it is the truth.

*The CHAIRMAN OF THE HOUSE: Order! The hon member must withdraw from the Chamber immediately. [Interjections.]

[Whereupon the hon member withdrew.]

*Mr D S PIENAAR: Mr Chairman, the hon the Minister referred disparagingly to those Afrikaner parents who insist on Christian education within their own national culture. He referred to a small section of right-wingers. I should like to ask him whether he received that request for an interview, yes or no, and whether he is going to give them a hearing? If he did receive the request could he indicate when he is going to give them a hearing?

What is the state secret? The mere fact that the hon the Minister referred to them in such a disparaging manner compels me to say that he would like to be the Anhas Angula of South Africa. Anhas Angula is the Minister in South West Africa-Namibia who insists on integrated schools on the pretext of visible reconciliation into one nation in the school classrooms, who insists on it on the pretext of a secular constitu-

cut

HOUSE OF ASSEMBLY

tion—the hon the Minister used the same word—and applies policies that amount to prohibiting Christian education in schools and effectively preventing education in the mother tongue by enforcing English as the medium of instruction.

There are many simple tests that can be applied. The draft bill of rights prohibits education in the mother tongue unless it is “haalbaar moontlik”, as stated in section 21(f). What is the hon the Minister’s reaction to that? Does he associate himself with this draft bill of rights or not, because no word of criticism has yet been heard against it.

There is another very simple test that can be applied in respect of the powers of management bodies in Model C schools at present. Can the hon the Minister tell us whether or not he will accept admission requirements that contain the words “White” or “Afrikaner”, where being White is an integral part. It is a very simple question. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Potgietersrus who is a legal man really astounded me this afternoon by referring to a draft bill of rights that prohibits certain actions. How a draft of anything can have so much power that it can prohibit anything, probably only the hon member will know and nobody else. [Interjections.] The point is that the draft bill of rights is constantly being referred to and he called it a draft for the first time today. Let us now have this recorded: it remains a draft and hon members should rather make their contributions where they have been requested to do so.

The hon member for Pretoria West as well as the hon member for Potgietersrus have now revealed the whole thing, namely that the issue is not Christian education or education within a specific national culture, but in fact nothing other than education that is racially segregated. [Interjections.]

I do not know why they did not in the first place ask whether racially segregated education would be enforced in South Africa in the future. Why put the question in this manner and then make a wide turn before the hon member for Pretoria West eventually let the cat out of the bag? Let me make it very clear to them—as I have done on many occasions: at present it is possible, also

under Model C, to determine admissions on the basis of race. In the future it will most probably not be possible. It does not matter what the hon members do, they will not be able to make any difference to the inevitable course of a process that is happening world-wide. [Interjections.]

*Mr H D K VAN DER MERWE: And 5 million Whites must just disappear!

*The MINISTER: The sooner the hon members adjust to reality and inform their people rationally to adjust as well, the sooner they will be capable of playing a positive role with a view to the future of our country.

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Model C schools: ownership

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

- (1) Whether, upon the establishment of a Model C school, an alteration in respect of the ownership of that school will be effected in the deeds office concerned; if not, why not; if so,
- (2) whether this alteration will result in the previously existing deed registered in the name of the State being cancelled and the control body concerned, as a juristic person, then being the new registered owner; if not, why not;
- (3) whether he will make a statement on the matter?

B479E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, the ownership of the immovable property which relates to the school concerned, devolves upon the state-aided school as from the date of declaration as a state-aided school under Section 31A of the Education Affairs Act (House of

- (2) no, the alteration of ownership in the deeds office only takes place on submission of the title deed to the officer in charge of the deeds office concerned, after which the necessary endorsements to effect transfer will be made on the title deed. The state-aided school as juristic person and not the governing body is then the registered owner;
- (3) no.

Agricultural Research Council

*2. Mr A A B BRUWER asked the Minister of Agricultural Development:†

- (a)(i) On what date and (ii) with how many employees will the Agricultural Research Council start functioning and (b) how many research institutions will be integrated with that Council?

B486E

*The MINISTER OF AGRICULTURAL DEVELOPMENT:

- (a) (i) The Agricultural Research Council started functioning on 1 April 1992.
- (ii) 4 287
- (b) 10 research institutes and 2 research centres.

Temporary cash subsidy to farmers

*3. Mr W U NEL asked the Minister of Agricultural Development:

- (1) Whether his Department has given consideration to the payment of a temporary cash subsidy to farmers in drought-stricken areas for the exclusive purpose of supplementing money available to pay wages to farm labourers and so minimizing retrenchments; if not, why not; if so, when is it anticipated that (a) a decision will be taken on the matter and (b) such a scheme will come into operation;
- (2) whether he will make a statement on the matter?

B508E

The MINISTER OF AGRICULTURAL DEVELOPMENT:

- (1) Yes, the Working Group for the Planning and Implementation of Drought Aid is giving attention to financial assistance aimed at the retention of full-time farm workers. The Agricultural Credit Board is already incorporating funds for this purpose in production loans of individual applicants who qualify for such aid.
- (a) and (b) A decision on the feasibility of a special scheme for this purpose can be taken only when the full range of proposals by the Working Group have been quantified and evaluated. In the end the availability of funds and the ability to administer such a scheme, will be the deciding factors.

(2) No.

†Mr A A B BRUWER: Mr Chairman, arising from the hon the Minister’s reply, I want to ask him whether he can perhaps give an indication of when he expects this working group to have their work completed, also to give the farmers who want to apply a clear indication of when they can go ahead with their applications.

†The MINISTER: Mr Chairman, the evaluation of the whole question of aid to farmers has reached a final phase. We now have all the data on the table, and we are trying to evaluate all the schemes.

†Mr J H VAN DER MERWE: How long still?

†The MINISTER: We first have to get the Cabinet’s approval for this final matter, and we hope to get greater clarity at the next Cabinet meeting on the funds necessary to fund it. It is no use if we just set up a scheme. We shall therefore do it as soon as possible—we hope within the next fortnight.

†Mr W U NEL: Mr Chairman, further arising from the hon the Minister’s reply, I also want to ask him something. In the light of the urgency of the specific scheme to prevent farm workers from being prejudiced, is it not possible for that scheme specifically to be expedited?

†The MINISTER: Mr Chairman, we have investigated the possibility. The problem is to include a meaningful system of control so that the aid intended for the labourers does in fact reach them. The Agricultural Union is administering such a scheme on a temporary basis and we are giving attention to getting a successful, controlled

Learning with

film and video

New Nation Learning Network 1614-234192

HE Film Resource Unit (FRU) is planning to introduce a course which will enable scores of people to make better use of film and video as an educational tool.

In response to the announcement by the Department of Education and Training (DET) that it is planning to introduce film studies, the FRU has said it will run visual literacy workshops for students, teachers and members of political organisations.

FRU is planning to meet various organisations and student bodies to canvass their opinions on what they feel should be included in such a course.

Tools

"We have discovered that lots of people do not have the tools to analyse the visual media critically," said FRU co-ordinator Richard Ishmail. "But through the workshops, which we will be running, we hope that they will be able to understand television and film better."

He added that the film studies courses would initially be targeted at township teachers.

FRU provides groups and individuals with film and video resources for education and training and cultural, and socio-economic transformation. These include political organisations, trade unions, religious groups, film clubs, cultural organisations and researchers.

Tapes

FRU also provides teachers and students with tapes based on their prescribed books and other material, such as: "The Right Time", which deals with sex education; "School Crisis", which documents high school students' and politically aware parents' thoughts on the crisis in schools; and "Robben Island Our University", which documents discussion with ex-Robben Islanders about the "great learning experience" of political imprisonment.

In another video, rural education is exposed by Elaine Proctor's production "Re Tla Bona" (We Will See). The video examines the role of literacy education in a rural community in Lebowa.

For more information contact Richard Ishmail at (011) 29-6967.



LEARNING WITH FILM: Members of the Film Resource Unit (FRU) discuss improvements that can be made to an educational film they are working on. In front is professional actor Lucas Baloi, with visual media education course developer and presenter Claudette Davis (standing), and FRU director Herman Mabizela

Literacy feifdoms in the land of illiteracy

Weekly Mail Reporter

LITERACY groups are embroiled in a war of words while reading and writing remains an inaccessible luxury for the more than 11-million South Africans they aim to serve.

Controversy erupted after the Johannesburg launch two weeks ago of the South African Association for Literacy and Adult Education (SAALAE), initiated by the Durban-based Umlapo Centre and supported by the continent's umbrella body, the African Association for Literacy and Adult Education.

The National Literacy Co-operation (NLC) — a three-year-old networking forum with 44 affiliates — has slammed the launching conference as a "travesty of process".

In a letter to *The Weekly Mail*, the NLC said the creation of a parallel structure was an unnecessary duplication of resources which would make foreign funding more difficult to procure.

NLC sources said almost R800-million was in the offing for literacy and adult basic education from donors such as the Independent Development Trust, the European Community and the recently-launched Joint Education Trust. A single organisation, they said, was a prerequisite for the release of the money.

NLC spokesman Brian Cooper said there had been "considerable resistance" from conference participants to the launch, but that dissent was "largely ignored".

A myriad of non-government organisations battle to make a dent in South Africa's heritage of illiteracy — yet among themselves, education departments and the private sector reach less than one percent of the people affected.

A few years ago squabbles such as this may have been regarded as a storm in a teacup, but the stakes are much higher these days when education reconstruction appears more in reach of those on the left. More resources may be spent on building fiefdoms and setting up structures which are "politically correct" than on dealing with the problems at hand. It is a luxury the country can ill afford.

And petty politicking is at the centre of the storm: the SAALAE has its roots in the Black Consciousness tradition and the NLC in that of the African National Congress, and each accuses the other of sectarianism. They have had no official discussions between them, yet each say they have made "overtures" towards unity.

SAALAE general secretary Deena Soliar dismissed as "petty" the NLC objections and said all "controversial issues" had been passed by majority vote at the conference. His organisation was prepared to talk and co-exist, and believed there was room for more than one national structure in the field of literacy and adult basic education. SAALAE's approach, he said, was to put learners at the helm of the process. The organisation has elected a learner representative on to its executive.

The SAALAE conference noted that literacy initiatives to date had "served to perpetuate the dependency of oppressed people and to suppress their self-reliance and self-determination". Soliar said his organisation had "reservations" about the NLC's claims to be non-sectarian.

Nurture young authors

JENNY HOBBS says that instead of preening about Nadine Gordimer's Nobel Prize, we should invest in writers of the future

50
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SINCE Nadine Gordimer won her Nobel Prize last year, the South African literary establishment has been basking in reflected glory — and there is a lot to bask in. The award was richly deserved and we can be proud of our world-class writers.

The big guns of Gordimer, Paton, Coetzee, Van der Post and Fugard have pounded the modern consciousness with their rigorous interpretations of South African society; Brink and Breytenbach have laid down impressive literary barrages in France.

But there's a certain sameness about these writers. All are (or were, in the case of Paton) white, 50-plus, well educated and middle class. They have had the time and the space to become writers through their own efforts.

The literary establishment, certainly on the English side, can claim no credit for its successes. While Afrikaans writers are encouraged by their community, there is no equivalent support system for writers in English and the black languages.

The teaching of English

ranges from so-so to appalling in the vast majority of schools. University English departments are sniffy about student requests for creative writing classes.

With the exception of Potchefstroom's extra-curricular ATKV-Skryfskool, not one institution of higher learning offers formal writing classes.

For a would-be writer, the options are either to search out the rare gifted teacher like Lionel Abrahams, who conducts private writers' groups, or to attend one of the country-wide workshops run by the Congress of SA Writers.

From a head office in a dingy Fordsburg building, Cosaw is the only organisation seriously addressing the problems of young writers at present — but it is constantly strapped for cash.

The astonishing fact is that while the performing arts in our country receive hundreds of millions of rands annually, not a cent of taxpayers' money goes to writers other than playwrights.

The 1989-1990 Pact budget, for example, was nearly R36-million, including R3,5-mil-

STimes 19/4/92
lion spent on ballet and over R5,5-million on opera.

Without wanting to denigrate either ballet or opera, why for God's sake are we spending such huge amounts on imported art forms whose costly tickets make them accessible only to a tiny percentage of the elite?

We've got to get our arts priorities straight.

Far more effort should be devoted to encouraging potential writers and getting their books into print at a reasonable cost.

Not only literary writers — popular writers too. We need love stories and thrillers for the newly literate. We need books written in the vernacular languages, at affordable prices.

Stephen Johnson, marketing director of the Literary Group, suggests that we should consider setting up a development trust aimed at the encouragement of local writing and inexpensive publishing.

I believe that we could go further, and imitate the Japanese system of "national treasures": the specially gifted are subsidised to enable

them to devote their creative energy full-time to their works of art and passing on their skills to younger artists.

We also need a massive change of heart in training college and university English departments.

To pre-empt the tired old argument they always trot out: of course one can't teach just anyone how to write. But we should be actively searching out writers of merit and helping them to develop their talents. Academic courses for artists and musicians are taken for granted; why are writers always expected to struggle along on their own?

For inspiration, the professors could visit the University of East Anglia in Norfolk, which has been running an innovative MA in Creative Writing for 20 years. Its graduates include the extraordinarily gifted Kazuo Ishiguro.

It's time we stopped preening about that Nobel Prize and started doing something concrete to encourage the young writers who may win it for us again one day.

● *Jenny Hobbs is an author.*

...herbe refused to say whether soldiers had been identified as

...on violence was in response to alarming levels of political violence.

DET rejects Azasm claim

~~SO~~ KATHRYN STRACHAN

THE Department of Education and Training (DET) yesterday rejected a claim by the Azanian Students' Movement (Azasm) that the teacher-pupil ratio in PWV black schools was one to 60. *Blowan 22/4/92*

Responding to an Azasm survey, DET spokesman Geoffrey Makwakwa said the national average ratio last year was one to 36 at secondary schools, and by employing 3 299 new teachers this year they had hoped to bring the figure down to one to 35. The PWV ratio was close to the national average, he said. The national DET figure for primary schools was one to 41.

National president of the Azapo-aligned Azasm, Andile Mngxitama, said the survey was conducted by consulting pupils at 25 schools in the PWV area. The survey also found that many pupils did not have access to textbooks and that school buildings were in disrepair.

Azasm viewed the situation as a continuation of the "Verwoerdian dream" to deny black people education.

Makwakwa admitted there was a backlog in black education, but said the department was making an attempt to rectify the situation. In addition to employing new teachers this year, the department had sent additional books and were building 2 520 classrooms.

However, he said, the department had limited funds and it was also the responsibility of the community to repair vandalised school buildings.

lable scheme off the ground as quickly as possible. [Interjections.]

†Mr W U NEL: Mr Chairman, further arising from the hon the Minister's reply, can he perhaps give an indication of when he foresees it being possible for something like that to be implemented the soonest?

†The MINISTER: Mr Chairman, if the hon member had listened, he would have heard that we hope to finalize such a system and scheme within the next fortnight. [Interjections.]

For written reply:

General Affairs:

Pupils: per capita expenditure

155. Mr R M BURROWS asked the Minister of Education and Training:

What was his Department's per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils at (i) public schools, (ii) government schools, (iii) community schools, (iv) state-aided schools and (v) state-aided farm schools during the 1990-91 financial year or the latest specified 12-month period for which information is available?

B374E

The MINISTER OF EDUCATION AND TRAINING:

	(a)	(b)
(i)	R 1 046	R 894

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

Refer to attached schedule.

	Region A	Region B	Region C	Region D	Region E	Region F	Region G	Region H	Region J
(1)(a) (i)	1 234	325	7 382	3 281	709	881	314	18 794	164
(ii)	42	Nil	499	109	Nil	142	675	1 342	Nil
(b) (i)	1 206	325	7 382	3 281	709	881	105	18 509	108
(ii)	36	Nil	499	109	Nil	142	189	822	Nil
(2)	Decrease	Decrease	Increase	Decrease	Decrease	Increase	Decrease	Increase	Decrease

in respect of leasehold. Increase in respect of freehold

HOUSE OF ASSEMBLY

99-year leasehold scheme: plots surveyed

189. Mr P G SOAL asked the Minister of Local Government and National Housing:

(1) How many plots (a) were surveyed in each province of the Republic in 1991, and (b) are available, with a view to the (i) 99-year leasehold and (ii) freehold title scheme;

(2) whether any of these plots have been sold; if not, why not; if so, (a) how many in each province and (b) in respect of what date is this information furnished?

B433E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

Cape Province

- (1) (a) 14 156
(b) (i) 183 853
(ii) 532

(2) Yes
(a) 3 670
(b) 31 December 1991

Orange Free State

- (1) (a) 7 816
(b) (i) 104 362
(ii) 41 703

(2) Yes
(a) 29 213
(b) 24 March 1992

Natal

- (1) (a) 1 617
(b) (i) 238
(ii) 71

(2) Yes
(a) 6-17
(b) 25 March 1992

Transvaal

(1) The information as requested is not readily available.
Since reference is made to 99-year-leasehold, it is accepted that the question

relates to erven in townships that are situated in declared development areas. As far as the Transvaal is concerned, 44 applications for township establishment in terms of the Black Communities Development Act, 1984 (Act No 4 of 1984) were received of which 9 applications have been approved in principle (Regulation 16) and which made 11 557 residential erven available. These applications were submitted by private developers (18) and local authorities (26) and Transvaal Provincial Administration has no information available to determine whether the erven have already been surveyed or not.

It must also be mentioned that a further 36 applications, received previously have also been approved in principle during the above-mentioned period and which make a further 19 235 residential erven available. Of the 36 townships mentioned, 6 have already been declared approved townships which means that those erven were surveyed when the townships were declared (9 398 erven). The date on which these erven were surveyed is not available.

When applications for township establishment are received, no indication is given of the scheme on which the erven will be disposed of (99-year-leasehold or ownership title).

(2) The Transvaal Provincial Administration is not involved in the sale of erven, therefore the information cannot be made available.

SADF: amount spent on sport

201. Mr J H MOMBBERG asked the Minister of Defence:

What total amount was spent on sport by the (a) Army, (b) Navy, (c) Air Force and (d) Medical Services Branch of the South African Defence Force in the 1989-90, 1990-91 and 1991-92 financial years, respectively?

B-158E

The MINISTER OF DEFENCE:

(a), (b), (c) and (d). Sport facilities are jointly provided on a regional basis for all four Arms

HOUSE OF ASSEMBLY

(b) Transvaal—No.

Orange Free State—No.
Due to the ongoing unrest and intimidation in these local authority areas, elections could not be held.

(3) No.

Vandalism in Black schools: repair costs

*9. Mr J CHIOLE asked the Minister of Education and Training:†

(a) What is it estimated will the cost be to his Department of repairing the damage caused to Black schools as a result of vandalism in 1990 and 1991, respectively, and (b) which of these schools were damaged to such an extent that the cost of repair would be more than 20 per cent of the cost of replacement?

The MINISTER OF EDUCATION AND TRAINING:

1990 1991

(a) R9 847 710 R9 287 986

(b) Lundt Primary School at Elliot (in 1990).

Note:

The above amounts include all damage as a result of theft, arson and unrest and is not limited to the results of vandalism.

SAP: applications for early retirement

*10 Mr W U NEL asked the Minister of Law and Order:

(1) (a) How many members of the South African Police applied for early retirement in terms of section 6(9)(c) of the Government Service Pension Act, No 57 of 1973, read with section 3(1B) of the Police Act, No 7 of 1958, during the six-month period ended 31 December 1991 and (b) how many of these applications were approved;

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

The MINISTER OF LAW AND ORDER:

(1) (a) 124

(b) 122

(2) No

Concessions to commercial concerns

*11. Mr R M BURROWS asked the Minister of Regional and Land Affairs:

(1) Whether any concessions have been paid to commercial concerns in respect of industries located in terms of the regional industrial development programme; if so, (a) what amount was paid in total in respect of the 1990-91 financial year and (b) what amount is expected to be incurred in respect of the 1991-92 financial year;

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

B505E

The MINISTER OF REGIONAL AND LAND AFFAIRS:

(1) No concessions are being paid to commercial concerns as only secondary industry qualify for concessions under the Regional Industrial Development Programme (RIDP). (a) and (b) Fall away.

(2) I will refer to the Regional Industrial Development Programme (RIDP) when Parliament debates the Budget Vote on Regional and Land Affairs. For the member's information R779 547 000 was paid in total in respect of the Regional Industrial Development Programme (RIDP) for the 1990/91 financial year and it is expected that R637 441 000 will be paid for the 1991/92 financial year in respect of secondary industry.

Schools in shack settlement areas: policy document

*12 Mr R M BURROWS asked the Minister of Education and Training:

(1) Whether his Department or any organization associated with it has devised a policy document for the provision of schools in shack (informal) settlement areas; if so, (a) by whom and (b) when was it devised

(2) whether the policy set out in this document is being implemented; if not, why not; if so, how does the quality of the schooling and facilities so provided differ from the schooling and facilities provided

in ordinary schools falling under his Department:

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

B514E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) The Department of Education and Training.

(b) During 1991.

(2) Yes.

The quality of education provided in these areas will not differ from that provided in ordinary schools elsewhere. The subject choices in secondary schools will, however, be limited. The facilities also will not differ substantially from that available in other schools although it is intended to limit building costs and accommodate as many pupils as possible.

(3) No.

INTERPELLATION

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

Own Affairs:

Christian education within own national culture

*1. Mr D S PIENAAR to ask the Minister of Education and Culture:

Whether he can accommodate the insistence by Afrikaner parents on Christian education within their own national culture within the (a) current education system and (b) education system envisaged by the Government; if not, why not; if so, in what respects in each case?

B518E INT

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Potgietersrus uses the term Christian education within a specific national culture without defining it. However, I freely accept that he is referring to Christian education that recognises freedom of religion, education in the mother tongue with Afrikaners as the medium of instruction, the passing on of a cultural heritage, maximum devolution of power, participation in the recognised curriculum with possible addition to the content and subjects, supervision of the specific ethos, character and standards in the school, formulation of one's own admissions criteria that are justifiable on educational grounds, a say in respect of the selection of the teachers who teach one's children, control of facilities and financial management in order to fulfil one's ideals.

If this is so, the answer is yes in respect of the *status quo*, because all the aspects I mentioned are fully accommodated in the present state-aided schools, just as a different emphasis can be accommodated for other communities according to those communities' wishes. Certain of the characteristics mentioned above also apply in the present state schools, but because state schools have much less autonomy than state-aided schools they simply follow the policy of the government of the day to a much greater degree.

As far as the future is concerned, the Government has already committed itself to the right of a people to its own education with equal financing, mother tongue and Christian education for those who prefer it, and community-oriented education. The essence of Christian education with a specific national character would surely remain possible within those limits.

*Mr D S PIENAAR: Mr Chairman, the hon the Minister referred to functions that can be performed by a management body in a Model C school which are nothing other than administrative and management functions that the Government previously performed and which are now being devolved to parents in management bodies.

The interpellation deals with the insistence of Afrikaner parents on Christian education within their own national culture for their children, and not with administrative and financial powers and duties that are being devolved from the first tier of government to school level. The Kaaplandse Afrikaanse Ouervereniging has repeatedly expressed itself on this issue. In reaction to section 21 of the second draft bill of rights the TAO stated the following:

Ons oordeel dat hierdie artikel by implikasie die beginsel van Christelik-volkseie-moedertaalonderwys ondermyn en die kind se reg tot selfverwesentliking ontneem.

DET admits 'inequalities'

(50) CT23/4/92

Political Staff

THE introduction of apartheid and a racially-based system in education was responsible for a considerable proportion of black criticisms of the system, the Department of Education and Training admitted yesterday.

In an astonishingly frank annual report, tabled yesterday in Parliament, it said the education system was dis-trusted "by a large group of the people served by it" and its functioning was being opposed "in virtually every field".

It added: "They believe that the system is incapable of reform; it has to be completely changed.

"Even the most genuine initiatives for the improvement of the quality of education are rejected, because they originate from within the framework of an unacceptable system.

"This opposition is a harsh reality with which the department has to contend daily and which consumes valuable time and managerial energy."

The department also admitted that the educational system that had come into being since 1953 contained "many visible inequalities".

It said: "The current dissatisfaction

'Consensus' with new teachers' body

Political Staff

CONSENSUS on most issues over the recognition of the South African Democratic Teachers' Union (SADTU) had been reached, the Department of Education and Training said yesterday.

Negotiations with the progressive SADTU began early in 1991 when the new union applied for recognition as a teachers' association in terms of the Education and Training Act.

"Negotiations were conducted during the course of 1991 and by the end of the year, consensus had been reached on most of the proposals of the draft agreements," the department said in its annual report, tabled in Parliament yesterday.

These negotiations would continue in 1992.

Several teachers' unions merged in 1990 to form SADTU with an agenda of a single non-racial, non-sexist and democratic education department. Last October it had 37 947 members.

with the system within which education for black people is being provided is not solely the result of the condition of the schools or the quality of the education being presented.

"A considerable proportion can be traced back to the racially-based system of provision of education that came into being in terms of the 1953 Act."

Another negative effect was "the belief that the provision of education for black people was attended by evil intent".

HOUSE OF DELEGATES

QUESTIONS

†Indicates translated version

For written reply:

General Affairs:

Films: censoring/age restrictions

26. Mr M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) how many films in each of the above categories (a) were rejected and (b) had age restrictions imposed on them?

D119E

The MINISTER OF HOME AFFAIRS

- (1) (a) 988
- (b) 1
- (c) 476

- (2) English Afrikaans Indian
- (a) 114 — —
- (b) 527 — 5

Information is for the period 1 January to 31 December 1991.

Own Affairs:

Education expenditure: amounts spent

16. Mr M RAJAB asked the Minister of Education and Culture:

- (a) What amount was spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative officials, salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in 1991 does each of the above amounts constitute?

HOUSE OF DELEGATES

automatic. The appointment/s in respect of:

- 3(1)(a), (c), (h) and (i) were done after nominations were received from the Councils of the Colleges concerned and EXCO of the Department. Recommendations were then made by the Chief Executive Director to the Minister for approval of the appointments;
- 3(1)(e) were effected after the officials were identified by EXCO and their names were recommended by the Chief Executive Director to the Minister for appointment as nominated members on the Councils. The officers were chosen to represent specific divisions of the Department;

Senate

3(1)(g) was effected after the M L Sul-tan Technikon submitted its nominations and on the advice of EXCO, the Chief Executive Director recommended the appointment to the Minister;

The appointments in terms of regulations 8.(1)(a), (c), (d), (e), (f) and (g) are self explanatory

SPRINGFIELD COLLEGE OF EDUCATION. COUNCIL MEMBERS APPOINTMENTS IN TERMS OF REGULATION 3(1)

(ii) Name	(aa) Qualifications	(bb)
(a) Prof L E Peters (Chairman)	BA, BSc, UED, MED	
(b) Prof P Reddy (Vice-Chairman)	MSc, UED	
(c) Dr D Bagwandeen	PHD, BED	
(d) Prof T H Bennett	Pr Eng, BSc (Eng), MSc, PhD (London)	
(e) Prof M Moodley	BSc(H), BED, UED, MED, DED	
(f) Mr J A Louw	Bachelor of Military Science	
(g) Mr M M Moodley	BA(H), BED	
(h) Mr B M Moodley	BA, BED	
(i) Mr S T Enoch	BSc(H), BED, NTSC, NTSD	
(j) Two vacancies exist w e f 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA).		
(k) Dr T Isaac	BSc, DED	
(l) Mr M Mahupath	M.A., BED, UED	
(m) Mr M Mha	Matric	
(n) Mr T Singh	BA, BED	
(o) Mr S Zuma	BA, Dip. in Tertiary Education	
(p) Mr J N Singh	BA(Natal), LLB(Wits)	
(q) Prof R Soni	BA(H), LLB(Natal), LLD(SA)	

HOUSE OF DELEGATES

B 112
23/4/92

R172m for education

THE Kagiso Trust will channel R172m into education projects this year.

(50)

Trust deputy general secretary Achmat Dangor said of the R245m with which the EC would fund the trust this year, 70% or R172m would go into education projects.

Technology can solve crisis

SO

IMAGINATION and creativity is needed to solve the education crisis, says Mr Doug Swanson of Interlearn Solutions.

He says technology will overcome the enormous backlog. *Swanson*

"The use of computers as education models in classrooms would improve interest," he says. "This would equip pupils with the necessary skills to cope with the technological world beyond school. *24/4/92*

"The teacher-pupil relationship could be enhanced."

The Interlearn Solutions was the result of a merger between Sergo Learning Technol-

By NORMAN JOSEPH

ogy and BD Education Systems.

"Our aim is to assist in equipping South African pupils and trainees with the necessary skills required for today's challenges. We want to create an environment for quality learning."

The company offers various courses designed by leading educationists with objective input from an advisory board of academics and professionals. The courses are constantly updated to ensure relevance.

EDUCATION



The Way Forward for Education

New Nation (Learning Nation) 24/4 - 30/4/92



At the beginning of March a conference was held to develop a plan of action to solve the education crisis in this country. The weekend conference was attended by delegates from different organisations like the African National Congress, AZAPO, Cosatu, Nactu, Workers Organisation for Socialist Action (Wosa), the National Education Crisis Committee (NECC), the South African Democratic Teachers' Union (Sadtu) and various student organisations.

The conference divided up into four commissions which looked at:

- the values and principles that should underpin a future educational system
- the development of a code of conduct with regard to the culture of learning.
(This issue involved a lot of debate and interesting views were put forward by various youth and student organisations. Next week Learning Nation will present these different views on this page.)
- joint campaigns and strategies
- the development of a mechanism for arriving at a new education system and for dealing with education in the transition period.

The Conference developed a two pronged approach to attempt to deal with the current education situation. It believes that it is important to engage the government while at the same time, launching campaigns at grassroots level. Here are key principles which were developed at the Conference.

The state is responsible for providing education and training for everyone. This was the main priority raised at the Conference. The state needs to do this through a single education department which will provide and manage a system for students from pre-primary through to secondary school.

Other principles included:

- A nationally determined framework that will ensure that employers will observe their fundamental obligation for the provision of educational resources.
- The principle of participation and democracy should govern all levels of education and training policy involving parents, teachers, workers, students and other interest groups.
- All people should have access to all levels of education
- Groups that have been neglected will be given special attention. This includes women, the unemployed and people in rural areas.
- People will be able to move vertically and horizontally between formal and non-formal education.
- Nationally determined standards for formal and non-formal education and training will be set up
- Education will work to build a national democratic culture.
- Education and training will be linked so that human resources will be developed in conjunction with national development
- The education process will encourage peace, justice, and stability.
Education will be based on the principles of co-operation, critical thinking and civic responsibility to equip individuals for participation in all aspects of society.

Campaigns:

The following guidelines were outlined at the conference:

- There should be consensus around a fundamental set of educational principles
- Campaigns should contribute to the foundation of a future democratic educational system
- All campaigns should strengthen democratic organisations
- Campaigns should assist in the process of building unity
- Choose campaigns that will allow for the possibility of obtaining immediate and visible educational gains.

A post conference committee was planned at this conference to take forward the issues that were raised. This committee, which has met since the conference, is made up of representatives of mass based organisations that attended the conference. Its main job will be to engage the state and capital to try to resolve the education crisis. It has been given six months to do its work and then it will have to report back to the organisations who attended the National Education Conference. It is also required to conduct its work publicly and openly with full accountability to the participating organisations and the public.

The following organisations constitute the Working Committee

African National Congress (ANC)
 Azanian People's Organisation (AZAPO)
 South African Communist Party (SACP)
 Workers Organisation for a Socialist Africa (WOSA)
 Congress of South African Trade Unions (COSATU)
 National Council of Trade Unions (NACTU)
 National Education Co-ordinating Committee (NECC)
 South African Democratic Teachers' Union (SADTU)
 Union of Teachers Association of South Africa (UTASA)
 Union of Democratic University Staff Associations (UDUSA)
 South African Students Congress (SASCO)
 Azanian Students Congress (AZASCO)
 Congress of South African Students (COSAS)
 Azanian Students Movement (AZASM)

Next week we interview student organisations on the issue of a code of conduct.

EDUCATION

DET autocratic, say students

W/week 24/4 - 29/4/92

THE Department of Education and Training was this week accused of "whipping into line" student teachers at its colleges — treating adults like children.

At a press conference in Johannesburg the southern Transvaal region of the National Education Co-ordinating Committee said the department was indiscriminately closing colleges of education and holding students to ransom with this threat.

Referring to three institutions which mirror a broader crisis, the NECC said student teachers were "afraid to disagree with anything" because the DET would "high-handedly" close their place of learning.

"There is hardly any spirit at these institutions ... Colleges are such unpleasant places to be that students just want to get in and out of them as soon as possible," said one lecturer.

"The top echelons of many of these institutions are still dominated by white Afrikaners and this is bound to cause friction," she said.

The NECC has requested a meeting with the DET today to discuss the following cases:

The spirit of student teachers at colleges has been suppressed by a high-handed and insensitive Department of Education and Training, reports PORTIA MAURICE

Students at the Soweto College of Education suspended classes on Wednesday in solidarity with 10 of their peers who have been excluded.

According to Students Representative Council public relations officer Theresa Matlala, the 10 had failed more than five first-year courses last year and, as a result, were barred by departmental rules.

They were conditionally readmitted after a two-week class boycott earlier this year and studied for the first term. But Department of Education and Training director-general Bernhard Louw has now instructed that they leave the campus.

"We cannot sit in classes while our fellow students have to sit outside," said Matlala.

The situation remains tense at the East Rand College of Education in KwaThema near Springs where students resumed classes last month after demanding that their rector resign.

NECC East Rand convenor Vusumzi Kuselo said students had accused rector Dr DH Gericke of maladministration and "insensitivity", but that he had returned to office this term. The college was closed for just over a month from February 14.

As a condition of return, students had to sign an undertaking pledging "unconditional acceptance" of Gericke and all staff members and relinquishing their right to any jurisdiction over staff appointments, utilisation or retrenchments.

Those who signed also committed themselves to immediate payment of fees and to abide by all arrangements to recover lost lecture time.

"Students have no jurisdiction with regard to internal structures, policies and procedures regarding the management of the college," the undertaking read.

The Kathorus College of Education — scene of attacks on white

lecturers earlier this year — continues to function in a church building in Alberton. DET spokesman Corrie Rademeyr said it had been moved from nearby Kallehong township to ensure the safety of staff, and that the erection of new buildings would begin this year. Before the attacks, Kathorus was sharing facilities with a technical college.

Responding to queries, the lecturer at the press conference said student attacks had been provoked by the DET's intransigence.

"There is no violence, only pure academic frustration. The Dippenaar case (Kathorus lecturer Schalk Dippenaar died recently after being set alight by students) will recur if the DET refuses to address problems at its training colleges," she warned.

The DET does not acknowledge responsibility for the crisis. Education and Training Minister Sam de Beer last month referred to the disruptions as "distressing" because they interrupted the continuity of lectures and said colleges were only closed once all other avenues to resolve conflict had been explored.

The Kathorus College of Education — scene of attacks on white

Teaming up for literacy

W/week 24/4 - 29/4/92

Weekly Mail Reporter
A CENTRE providing literacy training and resources under one roof is to be opened in the western Cape later this year.

The Literacy-Adult Basic Education Regional Training and Research Centre is likely to be opened in September by the Western Cape Literacy Co-operation — whose 11 member organisations include the National Language Project, Use Speak and Write in English, Masifundise and the Maryland Adult Education Centre.

The move is an attempt to rationalise resources and enhance development in literacy by "knitting together" existing projects. With the centre assuming more research and training functions, it is hoped non-governmental organisations will be freed to do more teaching. With accredited training, the corps of literacy teachers should expand.

"If we each have to pour hours into everything, as we do now, it makes it much more difficult to reach the learners," said researcher Margie Keegan, who has done the feasibility study.

"Hopefully this is the first of many regional centres needed to support a national network for promoting literacy in a bottom-up way."



Row over caning for blind kids

56 CT 25/4/92

Staff Reporters

A ROW has erupted over allegations that headmasters at schools for the blind in the Western Cape are enforcing corporal punishment.

The headmasters have in turn lashed out at the "inflammatory language" used by the League of Friends of the Blind which has called for the scrapping of the corporal punishment it claims is still enforced.

League spokesman Mr Philip Bam said corporal punishment was an "inhuman, degrading and humiliating" practice.

"We consider corporal punishment nothing short of bullying and assault on defenceless children. It is significant that those who want this ineffective and brutal form of discipline maintained are principals of schools for blind children," said Mr Bam.

He declined to name which principals were involved.

The principal of the Athlone School for the Blind, Mr Benny Pizer, said

yesterday he objected to the implication of Mr Bam's "inflammatory statement" and was seeking legal advice.

He gave corporal punishment "only in exceptional cases" and according to departmental rules.

Dr Johan van der Poel, principal of Worcester's Pioneer School for the Blind, said corporal punishment was applied at the school, but "only as a last resort when all other disciplinary measures have failed".

A Department of Education and Culture spokesman said that the disciplinary actions of state-aided schools would "not be questioned by the Department provided punishment is meted out in accordance with" regulations.

The director of the Child Welfare Society in Cape Town, Mr Alan Jackson, said he opposed corporal punishment as "it lends itself to abuse".

"We tend to believe there are other more effective ways of disciplining children and that corporal punishment is a poor example to children of how to handle situations," he said.

R80m spent on extra school books

Staff Reporter

THE Department of Education and Training has started special deliveries of books and stationery worth "well over" R80 million.

The failure of thousands of pupils to return their books at the end of the year was the "consistent cause" of book shortages, a DET statement said.

The funds used to replace these books could have been spent on new teaching posts and classrooms, the department said.

Schools with more pupils than they could cope with were receiving extra books, while some schools that were new this year were receiving their first books now.

OCT 25/4/92

PIERRE CRONJE, MP for Greytown, who this week became the first member of the African National Congress to address Parliament, says he is interested in liberation, not in Liberalism.

A civil engineer by training, Mr Cronje is not much given to discussing principles or even policy. What interests him is what he calls "the process".

"Of course I believe in the main tenets of liberal democracy — freedom, equality, justice, the rule of law," he said in an interview this week.

"But what I am more interested in is how you relate them to the people on the ground."

"This reason, more than any other, is why Mr Cronje says he linked up with the ANC. He joined the organisation on Monday, Nelson Mandela having signed his membership card.

"These values are very real in the ANC," he said. "They are not something you sit on the toilet and contemplate; they are things that have to be struggled for."

Mr Cronje said he did not have any difficulty in reconciling his belief in liberal democratic values with being a member of a party in which his regional leader, Mr Harry Gwala, is a hard-line communist.

"Harry Gwala and I have a fantasy

NEW BOY PIERRE CRONJE JOINED THE ANC FOR 'ITS REAL VALUES'

BY MIKE ROBERTSON: Political Correspondent

the working relationship. He is a human being first, many other things besides, then only a communist.

"There are very creative people in the communist fold," he added.

Mr Cronje, who reluctantly describes himself as a social democrat — "if you have to, I hate labels" — has for years advocated a closer working relationship with the ANC.

In the late 80s he left the then Progressive Federal Party to link up with Wynand Malan in the National Democratic Movement for the same reason, only to rejoin his former colleague when the PFP, the NDM and Denis Worrall's Independents merged to form the DP.

Mr Cronje would not be drawn on what policies he as an ANC member would advocate to address apartheid inequalities.

"I don't want to talk policy on any

specific issue at this stage other than to say a healthy process involving people on the ground is taking place within the ANC." This would culminate in a major policy conference on May 28.

However, pressed to outline his views on economic policy, Mr Cronje was clearly more comfortable with the interventionist policies favoured by the ANC than with the free market policies advocated by former colleagues such as Tony Leon (DP Hongkong).

"Even in the DP it was Harry Schwarz and I mainly who started pushing the party to get off its easy privatisation kick towards a social market economy.

"It's always a question of where you draw the line. In South Africa you cannot privatise things like roads and the Post Office. To change government monopolies into private-sector

monopolies makes no sense."

Mr Cronje said he agreed with the ANC that some nationalisation might be necessary, but had not applied his mind to the question of the extent to which the state should involve itself in the economy.

But he provided an indication of his thinking on the matter when he said: "Take iron ore. If left to the private sector, they will take ore out of importing stainless-steel forks from Taiwan. If the private sector cannot deal with it — business has a one-year outlook — if they don't make the right decisions, then maybe the state should intervene."

Mr Cronje said the right of individuals to own property should be protected. But he also believed that the debate on land matters had focused too narrowly on the question of ownership rather than the proper utilisation of land.

"If you merely talk of changing one

black owner for one white owner, have you achieved anything for the eight million people who work that land? A lot more needs to be made of the right of occupation."

On the security forces, Mr Cronje said the ANC was correct to demand that they be subjected to multi-party control as soon as possible. He also favoured a role for an international monitoring body.

Asked what his response would be if questioned in Parliament about the conduct of Mrs Winnie Mandela, he responded: "Nobody says when PTC du Plessis (former Minister of Manpower) is in trouble that the NP told him to do what he did. It is outside the organisation."

On the question of sanctions, Mr Cronje said he believed the ANC was right in insisting that they only be lifted in a phased manner in return for political change inside South Africa.

"This was definitely an issue where I had to toe the line in the DP. I think sanctions assisted in bringing us to

where we are."

Mr Cronje did not foresee he and his new ANC colleagues in Parliament having a greater role to play in the organisation than any other "good activist". The ANC, he said, did not need Parliament to make its views known.

Schools tax shocker

BY EDITH BULBRING: Political Reporter

A TOP government think-tank has recommended that town and city councils take over state schools and help pay for them through special taxes levied on residents.

The proposals by the Co-ordinating Council for Local Government represent a major shift from the existing system where state authorities control the schools and help pay

the teachers. The schools, in turn, are responsible for maintaining premises and facilities.

Under the new system, each local authority would manage the schools in their area through an Educational Directorate and would raise money from residents and ratepayers to pay for them.

These funds could then be allocated to various schools by the local authority. The school's budget could also form part of the local authority's budget.

The central government, meanwhile, would continue helping to pay teachers.

The plan says only schools' curricula should be dealt with at the national level by a single education department.

A special committee of the co-ordinating council will meet tomorrow to review the plan.

Other proposals deal with the use of scarce facilities.

One proposal is that schools which are usually used for only five to six hours a day could be used for two sessions a day and that teaching devices like computers and audiovisual equipment could be shared between schools.

Fees to rocket for Model C parents

BY CHARLENE SMITH

MODEL C schools have a shock in store for parents — fees will go up by as much as 700 percent this year, and could double again next year.

More than 90 percent of schools under white education departments nationwide have opted for Model C, which allows parents to run the school through a governing body.

A survey of schools by the Sunday Times this week showed widespread confusion among staff and parents about the implications of the system.

Model C proposes greater autonomy for schools in the hiring and firing of staff but requires parents to pay for the costs of premises and facilities. The government is responsible for the salaries of only a certain number of staff.

Mr Alan Berkowitz, chairman of the management council for Emmanuel Primary School in Johannesburg, said his school's fees would go from R560 to R8800 this year (one of the lowest fee increases recorded by the Sunday Times) and will rise to around R1300 per child next year, as the full impact of the change takes effect.

"There is still no certainty about what the school will pay for and when the state will stop paying," Mr Berkowitz said.

Teacher terror

BY CHARLENE SMITH

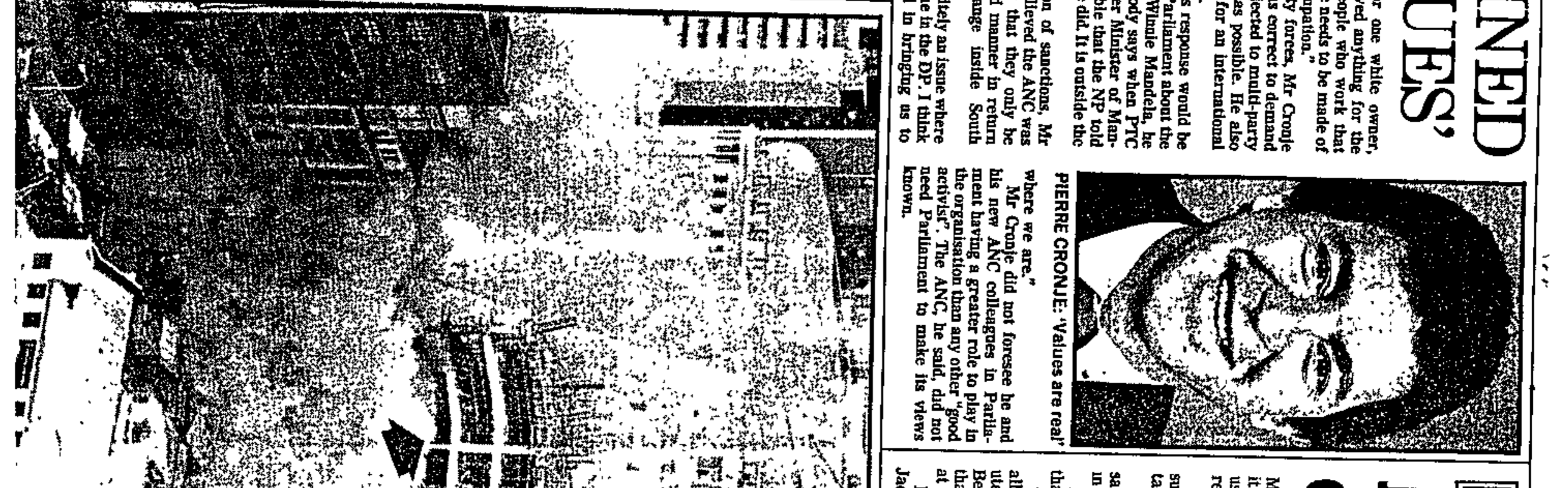
TEACHERS are suffering intimidation from pupils and militant unionists, says a new Institute of Race Relations survey.

Former Institute Research Manager Monica Bot says part of the problem is that teacher associations place unionism above professionalism.

She says during 1990 "many school days were lost due to teacher strikes". This coincided with the birth of new "progressive teacher unions" like the SA Democratic Teachers' Union.

Teachers were also often victims of violent pupil militancy.

Sadru had also said it wanted principals to choose whether they were "employees or employers". If they choose the latter, Sadru is going to start treating them like bosses — and is prepared to make life intolerable for them."



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activist" The ANC, he said, did not need Parliament to make its views known.

PIERRE CRONJE, MP for Greytown, who this week became the first member of the African National Congress to address Parliament, says he is interested in liberation, not in Liberalism.

A civil engineer by training, Mr Cronje is not much given to discussing principles or even policy. What interests him is what he calls "the process."

"Of course I believe in the main tenets of liberal democracy — freedom, equality, justice, the rule of law," he said in an interview this week.

"But what I am more interested in is how you relate them to the people on the ground."

This reason, more than any other, is why Mr Cronje says he linked up with the ANC. He joined the organisation on Monday, Nelson Mandela having signed his membership card.

"These values are very real in the ANC," he said. "They are not something you sit on the toilet and contemplate, they are things that have to be struggled for."

Mr Cronje said he did not have any difficulty in reconciling his belief in liberal democratic values with being a member of a party in which his regional leader, Mr Harry Gwala, is a hard-line communist.

"Harry Gwala and I have a fantas-

NEW BOY PIERRE CRONJE JOINED THE ANC FOR ITS REAL VALUES

By MIKE ROBERTSON, Political Correspondent

the working relationship. He is a human being first, many other things besides, then only a communist. "There are very creative people in the communist fold," he added.

Mr Cronje, who reluctantly describes himself as a social democrat — "if you have to, I hate labels" — has for years advocated a closer working relationship with the ANC.

In the late 80s he left the then Progressive Federal Party to link up with Wynnand Mahan in the National Democratic Movement for the same reason, only to rejoin his former colleagues when the PFP, the NDM and Denis Worrall's Independents merged to form the DP.

Mr Cronje would not be drawn on what policies he as an ANC member would advocate to address apartheid inequalities. "I don't want to talk policy on any

specific issue at this stage other than to say a healthy process involving people on the ground is taking place within the ANC." This would culminate in a major policy conference on May 28.

However, pressed to outline his views on economic policy, Mr Cronje was clearly more comfortable with the interventionist policies favoured by the ANC than with the free market policies advocated by former colleagues such as Tony Leon (DP Houlihan).

Mr Cronje said he agreed with the ANC that some nationalisation might be necessary, but had not applied his mind to the question of the extent to which the state should involve itself in the economy. But he provided an indication of his thinking on the matter when he said: "Take iron ore. If left to the private sector, they will take ore out of importing stainless-steel forks from Taiwan. If the private sector cannot deal with it — business has a one-year outlook — if they don't make the right decisions, then maybe the state should intervene."

black order for one white owner, have you achieved anything for the eight million people who work that land? A lot more needs to be made of the right of occupation. On the security forces, Mr Cronje said that they be subjected to multi-party control as soon as possible. He also favoured a role for an international monitoring body. Asked what his response would be if questioned in Parliament about the conduct of Mrs Winnie Mandela, he responded: "Nobody says when P.T.C du Plessis (former Minister of Manpower) is in trouble that the NP told him to do what he did. It is outside the organisation."

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PIERRE CRONJE: 'Values are real'

Schools tax shocker

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The proposals by the Co-ordinating Council for Local Government represent a major shift from the existing system where state authorities control the schools and help pay the teachers. The schools, in turn, are responsible for maintaining premises and facilities.

Under the new system, each local authority would manage the schools in their area through an Educational Directorate and would raise money from residents and ratepayers to pay for them. These funds could then be allocated to various schools by the local authority. The school's budget could also form part of the local authority's budget.

The central government, meanwhile, would continue helping to pay teachers. The plan says only school curricula should be dealt with at the national level by a single education department.

A special committee of the co-ordinating council will meet tomorrow to review the plan. Other proposals deal with the use of scarce facilities.

One proposal is that schools which are usually used for only five to six hours a day could be used for two sessions a day and that teaching devices like computers and audiovisual equipment could be shared between schools.

The document also hints that the days of each school having its own sports fields might be over. It suggests instead that regional recreational facilities should be established.

Schools could then concentrate on education and leave sports to clubs and other institutions, similar to community sports clubs in America. "Parents will just not be able to maintain the luxury of own sporting facilities," the document states.

Teacher Terror

TEACHERS ARE SUFFERING INTimidation from pupils and militant unions, says a new Institute of Race Relations survey.

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She says during 1990 "many school days were lost due to teacher strikes". This coincided with the birth of new "progressive teacher unions" like the SA Democratic Teachers Union.

Teachers were also often victims of violent pupil militancy. Sadrin had also said it wanted principals to choose whether they were "employees or employers. If they choose the latter, Sadrin is going to start treating them like bosses — and is prepared to make life impossible for them."

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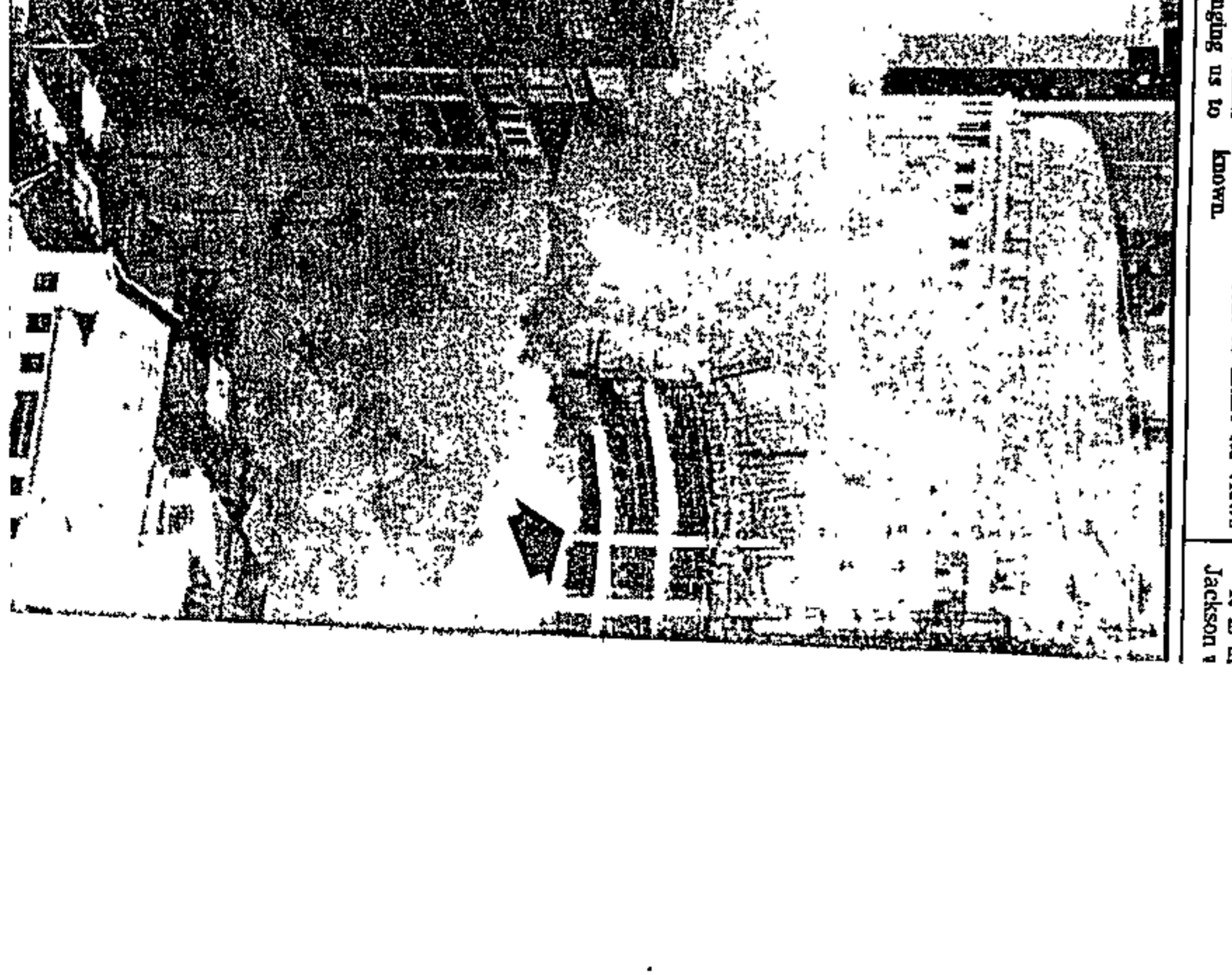
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A survey of schools by the Sunday Times this week showed widespread confusion among staff and parents about the implications of the system. Model C proposes greater autonomy for schools in the hiring and firing of staff but requires parents to pay for the costs of premises and facilities. The government is responsible for the salaries of only a certain number of staff.

Mr Alan Berkowitz, chairman of the management council for Emmanuel Primary School in Johannesburg, said his school's fees would go from R560 to R800 this year (one of the lowest fee increases recorded by the Sunday Times) and will rise to around R1 300 per child next year, as the full impact of the change takes effect.

"There is still no certainty about what the school will pay for and when the state will stop paying," Mr Berkowitz said. Some schools are pinning their hopes on municipalities cutting their rates. But a spokesman for the Johannesburg municipality management committee said this was not yet likely.

The government has proposed a bursary scheme to help subsidise children from lower-income families. But the Sunday Times found that this too is the subject of confusion among parents and teachers.



Sacrifice pays off for Soweto pupils

By TSALE MAKAM

SO

A GROUP of about 500 dedicated pupils sacrifice their weekends and holidays by attending extra classes aimed at improving their studies. *Sowetan 27/4/92*

These classes started three years ago by educationist Mr DD Dliwayo, at Nonto Primary School in Rockville near the Moroka police station.

They cater for pupils in Grade A up to standard 8.

Dliwayo, who is the principal of the school, said: "The aim of the school is to bridge the gap that has been created by apartheid education.

"Science and commercial subjects are our main concern."

However, emphasis is also put on the English language at all levels.

During a visit to the school *Sowetan* noted that pupils in Grades A and B proved to be conversant in English.

A LEADING educationist says US-style "community colleges" are the best way to overcome many of SA's education problems.

The community college concept is emerging as one of the most significant educational movements in SA, according to American professor Walter Smith, project manager of the Tertiary Education Programme Support scheme, which is funded by the US Agency for International Development (USAID). Smith, a higher education specialist, is in SA to rally support for the idea and to investigate the possibility of funding such a programme.

Colleges could make up for people's "lost opportunities" by providing two strands of education — an adult schooling programme and tertiary instruction, says Smith, a former president of Florida University and of Roxbury Community College in Massachusetts.

The colleges should be geared towards students attending classes after working hours. Through the college people who had not reached matric would have the chance to upgrade their education to a point where they would be qualified to enter universities or technikon. It would also help those whose matric results were not good enough to

US-style college ideal for SA

6/10/84
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quality for university or technikon entrance.

A feasibility study conducted by USAID into the possibility of adapting the US model to suit SA conditions will be completed next month. Smith says community colleges provide a second chance for the "marginalised youth" and for adults who dropped out of the education system to raise families or to work.

The advantage of the community college over other adult education courses is that students are credited for their courses, which allows them to move into the "formal" education sector and tertiary level institutions.

"Too often people attend an adult education course, then find they have reached a dead end, and their studies don't lead them anywhere," he says. In the US these credits are recognised by universities and technikon — and the college becomes a direct feeder into the third and fourth years of tertiary education. "In Florida alone, last year over 40% of the university graduates were transfer students from the community college

KATHRYN STRACHAN

system. These students had transferred into the upper division of the university without loss of credit," says Smith.

In the US there are 6-million students at community colleges. Colleges have also been established in Canada, Britain, India and Indonesia. During the '80s the average age of students enrolled for college credit was 27. The maturity of most community college students is an asset which contributes to their success, he says.

"Contrary to the belief of the critics of the community college concept, these institutions are not inferior colleges. They differ from universities in that they are not designed as research institutions. They provide open access to their programmes with students being evaluated and placed according to standard assessment instruments." By providing the first two years of

tertiary education, the US colleges have also freed some American universities to concentrate on improving the quality of their higher level courses and to focus on research.

Smith has spoken to most SA universities and technikon rectors, as well as non-governmental organisations, and the idea has been well received.

If the idea took root, Smith believes it would take at least a year to plan the colleges. Funding would have to be finalised and the curricula would have to be designed in conjunction with universities and accrediting bodies.

Black failure rates at universities remain high, and universities are discovering that their academic support programmes are not adequate. Universities are also questioning whether it is their role to make up for backlogs in school education. Community colleges could provide the bridging programmes needed to prepare students for university.

Wits University vice-chancellor Robert Charlton believes commun-

ity colleges would go a long way to solving the problems of the academic support programme. He says it would be an excellent way not only to bridge the gap for matriculants who could not cope with their university courses, but also to upgrade the education of those who had not reached matric during their normal schooling years to a level where they were allowed to enter universities and technikon.

Wits and the University of Cape Town have already paved the way by giving credit for some of the courses offered by Khanya College.

Wits has also taken up the idea by establishing a science school on the campus in an attempt to "salvage" those who were not offered science or higher grade maths at school.

Over two years, pupils are brought up to the level of the end of a first-year BSc degree. And students who do not make it to that level still have a fair chance of entering technikon or the job market. Without science and higher grade maths, students are extremely limited in their choices of courses at universities, says Charlton. "Universities like Wits feel obliged to fill the terrible gap in maths education that DET schools have — until something like community colleges are set up."

BOOKS

Plan for local govt to maintain schools

(58)
CT 27/4/92

Staff Reporter

TOP officials will meet in Pretoria today to decide whether it is worth pursuing a scheme to transfer responsibility for the maintenance of schools and school grounds from the government to municipalities.

Constitutional expert Dr Chris Thornhill said from Pretoria yesterday that he would attend the meeting.

It would take up an idea he had presented in his October 1990 "Thornhill report", that some aspects of education should be devolved to local authorities, he said.

The same idea had come up in March this year at a meeting in Cape Town of the Co-ordinating Council for Local Government (CCLG).

A sub-group of this CCLG would hold a preliminary inquiry today into whether it will be possible and feasi-

ble to transfer the responsibility for schools maintenance.

This would affect mainly white model C schools at the moment.

"Local authorities do have the staff that could do maintenance at schools. Instead of referring every task to the Public Works Department, you could have the parks and forests branch of the local municipality looking after the school grounds," Dr Thornhill said. "We will have to look at sources of revenue for the local authority. With the government relinquishing tasks, you could have it relinquishing part of a source of revenue also."

He said the local authorities' source for the extra funds they would need did not have to be a higher level of government. A source of revenue could be shared between local and higher government.

- 43) Avanti NMB
 44) Lingelile News NMB
 45) Smaldeel Nuus NMB
 46) Camdeboo News NMB
 47) Indaba Zonxweme NMB
 48) Bofolo News NMB
 49) Khayamandi News NMB
 50) Dukathole News NMB
 51) Msamomhle Elethu NMB
 52) Mkwenkwezi News NMB
 53) Kwezinaledi News NMB
 54) Nkenkwezi News NMB
 55) Kati-Kati News NMB
 56) Nkululeko News NMB
- HEAD OFFICE PUBLICATIONS
 57) RSA Beleidsorsig National Book Printers
 58) RSA Policy Review National Book Printers
 59) SA Panorama (Eng) ABC Press
 60) SA Panorama (Afr) ABC Press
 61) SA Today Perskor
 62) Beleidsigds/Policy Guide J G Ince and Son
- 63) Amptelike Jaarboek van SA Cape and Transvaal Printers (CTP)
 64) Official Yearbook of SA CTP
 65) Kinsgids CTP
 66) SA at a glance CTP
 67) Wiskrif op Grondher-vorming—'n opsomming en agtergrondstuk Government Printer
- 68) White Paper on Land Reform—a summary and background study Government Printer
- 69) Economic Realities of SA CTP
 70) Parlement van Suid-Afrika CTP
 71) Parliament of South Africa CTP
 72) Openingsoespraak van die Staatspresident CTP
 73) Opening Speech of the State President CTP
 74) SA Profile CTP
 75) Lessenaarkalender/Desk calendar ABC Press
- 76) Jaarverslag/Annual Report CTP
 (c) R6 422 058
- (2) Yes. Tenders for printing contracts are dealt with by the Government Printer.
- Fund-raising number: certain organization
230. Mr A GERBER asked the Minister of National Health:†
- (1) Whether a certain organization, the name of which has been furnished to the Minister's Department for the purpose of her reply, obtained a fund-raising number from her Department; if so, (a) for what purposes was this number allocated and (b) what is the name of the organization;
- (2) whether her Department is exercising any control to ensure that the funds raised are utilized for the above-mentioned purposes by the organization concerned; if not, why not; if so, (a) to what extent and (b) with what result;
- (3) whether, in view of certain allegations which are being made in the media in respect of this organization and particulars of which have been furnished to her Department, she intends inquiring or causing such an inquiry to be made into the financial statements of the organization concerned; if not, why not;
- (4) whether she will make a statement on the matter? B539E
- The MINISTER OF NATIONAL HEALTH:
- (1) Yes;
- (a) to establish a special fund for the making of awards to, or the funding of projects of one or more organizations which, in the Republic of South Africa, including those territories which previously formed part of the Republic of South Africa—
- * provide opportunities to people, preferably self-employed or unemployed, in the form of business advice and practical skills training; or
 - * provide opportunities in the form of sports training and the

- provision of better sporting facilities to disadvantaged communities; or
- * finance further education in the arts and music in disadvantaged communities; and
- * which are authorized to collect contributions in terms of the Fund-raising Act, 1978 (Act No 107 of 1978), or organizations approved by the Director of Fund-raising and
- (b) the Ithuba Trust.
- Dora Ngiza Hospital: amount budgeted/revenue
233. Mr E W TRENT asked the Minister of National Health:
- What, in respect of the Dora Ngiza Hospital, (a) was the amount budgeted for each category of expenditure, and (b) (i) was the revenue and (ii) were the sources thereof, as at 31 December 1991?
- B542E
- The MINISTER OF NATIONAL HEALTH:
- | (a) | (b) |
|-----------------------------------|-------------|
| Personnel expenditure | R16 163 907 |
| Administrative expenditure | 261 180 |
| Stores and live stock | 4 034 676 |
| Equipment | 126 800 |
| Professional and special services | 777 600 |
- (a) (i) 44 789
 (ii) (aa) 16,5
 (bb) 27,4
- (b) Cape: 1992-04-10
 Natal: 1992-03-25
 OFS: 1992-04-16
 Transvaal: 1991-12-31.
- Miscellaneous expenditure 291 185
R21 655 348
- (b) (i) and (ii)
- | | |
|--------------------------|-----------------|
| Hospital fees | R376 226 |
| Meals | 16 080 |
| Commission on insurance | 22 648 |
| Other sales and sundries | 110 311 |
| | <u>R525 265</u> |
- Own Affairs:
- Departmental schools: number of classrooms
49. Mr R M BURROWS asked the Minister of Education and Culture:
- (a) What is the (i) total number of classrooms in schools administered by his Department and (ii) average number of classrooms for such (aa) primary and (bb) secondary schools and (b) in respect of what date is this information furnished? B388E
- The MINISTER OF EDUCATION AND CULTURE:

Little money for education

(50) ^{of} 28/4/92

By BARRY STREEK

RADICAL changes to the formerly "whites-only" schools system were needed to achieve equality — including more pupils per teacher and larger contributions by parents and the community, Minister of National Education Mr Louis Pienaar warned yesterday.

The current trends of improved teacher qualifications and the very favourable pupil/teacher ratios in the Department of Education and Culture (House of Assembly) could only be maintained if 12% of the gross national product (GNP) was spent on education and there was a 3% economic growth rate in real terms.

Own Correspondent

PORT ELIZABETH. — Many teaching posts will be maintained until December 31, 1992 — although some posts will still be abolished on July 31, 1992, as previously decided, says Department of Education communications director Dr Orland Firmani.

The decision of whom to keep on until the end of the year and whom to retrench at the end of July would be taken by the schools and their managing committees.

The department determine only how many posts must go and when, Dr Firmani said.

He said some schools did not have to abolish any posts, as they were operating under quota.

"If the level of 6% of GNP remains and a more realistic annual growth rate of only 1% is accepted, this scenario means that by the year 2000 only the first seven years of school education could be afforded by the state."

Mr Pienaar said during the debate on his vote that it was evident that the state would in

future not be able to carry the full burden of financing education.

"The more so if and when compulsory education of at least seven years is introduced to establish a populace that will be able to meet its basic responsibilities in a democratic constitutional dispensation.

"Some radical changes will be needed, like the relative curtailment of the formal education

system on secondary level, higher pupil/teacher ratios of about 40:1 in primary education for all schools, the involvement of private enterprise to a larger extent in non-formal education and larger contributions to education resources by the community and parents," Mr Pienaar said.

CT 28/4/92
Judge warns
of language
conflicts (50)

Own Correspondent

PRETORIA. — South African Law Commission vice-chairman Mr Justice Pierre Olivier yesterday warned politicians not to ignore minorities' language rights in a new South Africa if they wanted to avoid a potential source of conflict.

Addressing a Human Sciences Research Council conference on language and law, he said 6,1 million people (15,66%) had Afrikaans as their mother tongue.

There were 3,4m (8,08%) whose home language was English. Zulu was spoken by 8,5m (21,61%); 6,9m (17,44%) spoke Xhosa; 3,6m (9,11%) Tswana and 3,4m (8,7%) North Sotho.

Mr Justice Olivier said to prohibit an individual from using his own language appeared contrary to basic freedoms.

Language warning

GERALD REILLY

PRETORIA — SA Law Commission vice-chairman Judge Pierre Olivier yesterday warned politicians not to ignore minorities' language rights in a new SA if they wanted to avoid a potential source of conflict.

Addressing an HSRC conference on language and law, he said politics and political parties "come and go, but the claims of cultural and linguistic groups remain forever"

He said 6,1-million people (15,66%) had Afrikaans as their mother tongue. There were 3,4-million (8,08%) whose home language was English. Zulu was spoken by 8,5-million (21,61%); 6,9-million (17,44%) spoke Xhosa; 3,6-million (9,11%) Tswana and 3,4-million (8,7%) North Sotho.

Olivier said to prohibit an individual from using his own language appeared contrary to basic freedoms.

He said the ANC draft bill of rights implied the government of the day would be able to choose an official language.

The question was, could SA afford a new official language every four or five years, Olivier said.

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Single education department 'not feasible'

A SINGLE education department was not feasible, Mr Roger Burrows (DP Pinetown) said in the national education budget vote. Education would be administered at regional level.

The government should give some indication of what role regional government would play in administering education. Regional government did not have a large enough tax base to finance education, and parents would have to pay. — Sapa.

NP favours regional education administration

THE National Party's constitutional proposals favoured a system of regional education administrations which levied taxes to fund local-level education, the Minister of Education, Mr Louis Pienaar, told parliament. — Sapa.

(50) AACT 28/4/92

Model C plan 'a continuation of apartheid'

PRIVATISATION of white schools in terms of Model C was a "continuation of apartheid" and an attempt to ensure that a future government could not intervene in their management, said Mr Clifford Nasson (LP Bokkeveld).

Speaking during the National Education Budget Vote in parliament yesterday, he said

apartheid was most visible in the 14 education departments.

Mr Nasson said the early retirement package offered to "burnt out" white teachers should also be made to teachers in other departments.

The package would cost the State about R430 million in the first year and R103 million in the second year. On average a

white teacher would receive a gratuity of R81 000 and a monthly pension of about R2 100 for life. (50)

In contrast, the Department of Education and Culture in the House of Representatives had recently made a one-off donation of R6 million to coloured teachers. Each teacher would get about R380. — Sapa.

Reply submitted to Question No 2 on 22 April 1992, put by Mr B B Goodall (col 742):

Housing Development Schemes for Retired Persons Act

*2. Mr B B GOODALL asked the Minister of Trade and Industry:

- (1) Whether the regulations laid down by him for the management of housing development schemes for retired persons are at present applicable to all housing schemes, including those established before the promulgation of the Housing Development Schemes for Retired Persons Act, No 65 of 1988; if not, (a) why not and (b) to what rules are such schemes subject at present;
- (2) whether he will make a statement on the matter?

B442E

THE MINISTER OF TRANSPORT (for the Minister of Trade and Industry):

(1) No.

- (a) Regulations 7 to 14 promulgated by means of Government Notices R.1351 and R.1349 of 30 June 1989 and 14 June 1991 in terms of the Housing Development Schemes for Retired Persons Act, 1988 (Act No. 65 of 1988), which regulate the management of housing development schemes for retired persons do not apply to share block or sectional title development schemes as the Share Blocks Control Act, 1980 (Act No. 59 of 1980) and the Sectional Titles Act, 1986 (Act No. 95 of 1986) each already provides for a corporate body as envisaged in regulations 7 to 14.

- (b) The Housing Development Schemes for Retired Persons Act, 1988, covers all schemes irrespective of the legal basis on which it operates, including schemes operating in terms of the Share Blocks Control Act, 1980 and the Sectional Titles Act, 1986. All regulations promulgated in terms of the Housing Development Schemes for Retired Persons Act, 1988, cover all schemes established

schools concerned in accordance with procedures which have pertained hitherto. Such an arrangement has been entered into with the responsible departments.

With regard to the current financial year, therefore, rates payable on Model C schools will be paid by the Department of Housing and Works, as has been the case in the past. With regard to the future, various avenues, including those made possible by the Act itself, are being explored by my department and by the hon the Minister of Local Government and National Housing, in his case in terms of a Cabinet resolution.

The investigations are taking place with the best interests of education—including the financial affordability of education—foremost in our minds. The outcome of the present investigations and possible negotiations in this regard will be made public timeously so as to enable all who are involved to budget for 1993.

Mr D H M GIBSON: Mr Speaker, a feature of the bad old South Africa which we are leaving behind was luxury standards of education for White children at public expense and abysmal and unacceptably low standards of education for Black children. [Interjections.] All of us have had to come to terms with the idea that the resources of the State are not infinite. In providing equal education, or at least in moving towards that ideal, those who can pay or contribute will have to do so if we are to attain reasonable standards for all.

The partial privatisation of education in the form of Model C schools is a tentative move in that direction. Many people have never realised the enormous cost of running schools. One of the hidden costs involved the payment of municipal rates and taxes by the Government to town and city councils. Private schools have enjoyed the advantage—and I certainly trust that they will continue to enjoy the advantage—of being exempt from paying rates because the ordinances provide an exemption for educational establishments. All Government schools have been paying rates for the past few years and millions of rands have been paid from the central Government to city councils every year throughout the country.

Schools which have become Model B schools now received a major shock when they discovered that they are to be responsible for the payment of rates in future.

The hon the Minister has announced that they need not worry about the coming year and that he is negotiating at present. I certainly thank him for that and those schools are very grateful that at least they are not faced with the problem this year.

However, the problem is that unless this matter is resolved, and very soon at that, it will mean that those Model C schools will, in fact, have to pay rates to the tune of millions of rands next year. Many schools will have to pay R100 000 per annum in rates and some of them will have to pay as much as R200 000 and R300 000 per annum. In many cases the parent communities simply cannot afford to make payments of this nature, and we could end up with the educationally disastrous situation of many of the Model C schools becoming too expensive to accommodate the children of ordinary working people. This is something which simply cannot be tolerated.

I urge the hon the Minister to take every possible step, in concert with his colleagues, to ensure that properties belonging to these schools are exempted from tax and rates, because they are, after all, educational institutions. If these negotiations do not succeed, we ask him, at the very least, to give the Government's unequivocal undertaking that they will pay those rates, now and in the future.

*Mr A GERBER: Mr Speaker, the interpellation question before us does not actually deal with the very real financial problem the Government has created by its unilateral implementation of Model C schools. It is true that municipal rates on school properties constitute a large amount which now has to be paid by parents. The financial problems with regard to Model C schools will not be solved, however, if schools are exempted from those rates. That money has to come from the community in any case. Whether it is paid directly to the school by the parents or whether it is paid indirectly in the form of additional rates to the local authority, is not really of much consequence.

The basic problem is that the community which is already overtaxed—and the Government admits that our people are overtaxed—cannot afford to contribute large amounts for the financing of education. It is all very well to argue that almost

everywhere in the world the financial responsibility for the financing of education is partially devolved to parents in local communities.

In that regard, however, it must be added that those communities are not taxed to the same extent as our people at all. [Interjections.] It must also be said that that is the position mostly in the developed countries where, unlike in this country, there is not a small percentage of First World taxpayers who have to carry a large percentage of Third World people who do not contribute to the State coffers.

I want to warn today that if this Government or any future government wants to make the First World people in this country the milch cow of the Third World majority, then the people who voted "yes" in the referendum, like the hon member who spoke before me, will flee the country to escape the monster they have created. [Interjections.] Among these refugees there will be many employers who blackmailed their employees in the referendum to vote "yes", and that will then create big and pressing problems for them. [Interjections.] [Time expired.]

The MINISTER: Mr Speaker, the hon member for Yeoville actually supported me to a considerable extent, and I thank him for that. As a matter of fact, I could find very little in his speech with which I could not agree. I can give him the assurance that I will carefully take note of what he has said. In my negotiations, with regard to the situation that I will have to deal with as from the end of the year, I will definitely go out of my way to make it as easy as possible for the school communities.

* Unfortunately I can only comment less positively on the hon member for Brits. He does not take the realities of South Africa into account. [Interjections.] We did not take these steps because we enjoyed doing so or because we needed to keep busy. We took them in view of the stark realities we are faced with in South Africa. [Interjections.] The hon member and his party cannot go and hide in a corner to escape from the realities. He should rather co-operate with communities as was reported in *Die Burger* this morning. The report deals with the way in which communities are now standing together and uniting around their schools.

The municipality of the Strand helps the schools by donations of water and also by sometimes providing them with equipment.

terms of property falling within a local property area. [Time expired.]

Mr D H M GIBSON: Mr Speaker, I thank the hon the Minister for his reply. I must say that I am a little disappointed that we seem to be in limbo, as the hon member for Pinetown has just pointed out so appositely.

The difficulty is that I am very nervous that that hon Minister might be promoted or go on to other things, and his successor in this post might not regard this matter as being of sufficient importance to enjoy his immediate attention. I would like the hon the Minister to negotiate, but not at the end of the year. I want him to negotiate now, and if his negotiations are not successful, I want him to haul out the big stick and legislate to make all educational properties tax exempt, whether such properties belong to the State or to private individuals.

The MINISTER: Mr Speaker, let me assure the hon member for Yeoville immediately that I am not in a state of limbo, and that this matter is receiving urgent and continuous attention. I am not the only Minister involved. I have made it clear that I also have to work very closely with my colleague the hon the Minister of Local Government, and we attend to this constantly. I can assure the hon member that the matter will receive attention and that I will make an announcement as soon as I am in a position to do so.

In the meantime, in response to the hon member for Pinetown, I want to state very clearly what my views are and what I am trying to achieve. My view in this regard—is this also the view of my department—is that the same principles with regard to the payment or non-payment of rates should apply to all schools, irrespective of their character. They all serve the community and, as such, are valuable community assets which must be enabled to remain financially viable.

* I think for the present hon members can confidently leave the matter in my hands and they are also welcome to liaise with me more closely. [Interjections.] A large section of the caucus of those hon members was sitting in my office only this week. They were cordially received, and I also saw that they can be friendly people. They are also welcome. [Interjections.] Then they will perhaps also learn one or two lessons. [Interjections.]

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply:

Own Affairs:

Public schools/state-aided schools

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

- (1) How many ordinary public state schools (a) became state-aided schools on 1 April 1992 and (b) fall under his Department since that date;
- (2) whether ordinary public state schools are situated within reasonable reach of all white children of school-going age; if not, what steps is his Department going to take in respect of compulsory school attendance by such pupils?

B524E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) In reaction to my media statement of 17 February 1992 that all ordinary public schools of my Department, except under certain circumstances, would convert to state-aided schools on 1 April 1992, 1 995 schools will change over. With regard to subsequent statements to the effect that the conversion would be phased in, formal conversion in the different provincial education departments takes place by means of proclamations on different dates, with the last on 1 August 1992. After 1 August 1992 there will be 2 042 state-aided schools under the jurisdiction of my Department;
- (b) from 1 August 1992 there will be 90 ordinary public state schools under the jurisdiction of my Department;

- (2) no, the establishment of state-aided schools does not influence the principle of compulsory school attendance. Financial support in aid of indigent pupils is available.

†Dr W J SNYMAN: Mr Speaker, arising out of the hon the Minister's reply to the second part of the question, may we know, for example in

respect of an ordinary public state school that is not within reasonable reach of children who can attend the school, in other words if the distance is far, whether the Department will be prepared to subsidize bus transport to give these children the opportunity of getting to the school?

†The MINISTER: Mr Speaker, the hon member for Pietersburg will be aware that, because he is very involved in the schools in his area, the subsidizing of bus transport is in the process of being phased out, and that bus transport will have been finally phased out by the end of next year.

Mr R M BURROWS: Mr Speaker, further arising from the hon the Minister's reply to part 2 of the question, can he indicate whether a school will be able to prevent a child of compulsory schooling age who lives in the neighbourhood of a school from entering such a school, either on the grounds of race or on the grounds of inability to pay the fees?

The MINISTER: Mr Speaker, as I see it that would be theoretically possible. I do not foresee a problem in that regard, but should any problems arise, I would be prepared to look into them immediately. If necessary, legislation would even be passed.

Public schools: creation of posts

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

- (1) Whether the management board of an ordinary public state school may create any non-subsidized teaching posts at such a school; if not, why not; if so, on what conditions;
- (2) whether these conditions differ from those set at Model C schools; if so, in what respects?

B527E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, regulation 6(1)(iA) of the Regulations Relating to Management Councils of Public Schools, excluding Industrial and Reform Schools, provide for this, subject to conditions determined by the Minister;
- (2) no.

†Mr A GERBER: Mr Speaker, arising out of the

HOUSE OF ASSEMBLY

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, the maximum subsidy awarded to indigent pupils is R400 per year for a primary school child and R500 per year for a secondary school pupil;
- (2) no;
- (3) (a) no, these pupils could qualify for financial assistance,
- (b) no, the governing body of a school can take legal action in order to collect outstanding fees;
- (4) falls away.

†Dr W J SNYMAN: Mr Speaker, arising out of the hon the Minister's reply, I should just like to know whether management councils are going to fulfil the function of determining the means test to be applied in respect of assistance.

†The MINISTER: Mr Speaker, it is not a question of a means test that must still be developed. The means test has already been completed and has also been made available to schools. The hon member is welcome to contact my office and I will give it to him too.

Mr R M BURROWS: Mr Speaker, further arising from the hon the Minister's reply, am I to understand that if a child's parents apply in terms of the means test to have an amount of money paid to the school, and if that amount is R400 or

R500, the school may not take any further action to recover the difference between that sum and the school fees?

The MINISTER: Mr Speaker, in my reply I only gave the maximum amounts that we would be able to provide.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Admissions at Model C schools

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

- (1) Whether his Department intends (a) amending legislation and (b) taking any other steps to prevent any Model C schools from restricting admissions on racial, economic and/or any other specified grounds; if not, why not; if so, (i) what steps and (ii) when;
- (2) whether he will make a statement on the matter?

B536E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) and (b) No, within the stipulations of the Constitution and relevant legislation Model C schools may determine their own admissions criteria,
- (i) and (ii) fall away;
- (2) no.

- (2) whether any exceptions will be made; if not, why not; if so, what exceptions;
- (3) whether children over the age of 16 whose parents are (a) unable or (b) unwilling to pay compulsory school fees will be required to terminate their schooling; if not, what action will be taken in each case; if so,
- (4) whether these children will be allowed to complete the school year before being required to leave school; if not, why not?

B535E

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The Government owes the public of South Africa answers to all the questions raised, and most particularly to the following: Did Mr Barend du Plessis resign as Minister of Finance as a result of these matters? I hope he did not. Why does the Reserve Bank still insist that this matter remain secret?

Mr J P IBLANCHE: You are a rumour-monger!

Mr R V CARLISLE: If he says I am a rumour-monger, then let me say this . . . [Time expired.]

*Adv J J SPRINSLLOO: Mr Speaker, a couple of years ago when the Legal Succession of the SA Transport Services Bill was before the House, the CP warned and said parliamentary control of the old SA Transport Services was thereby relinquished.

This debate that is now taking place once again proves the correctness of our argument at that time. [Interjections.]

Hon members will remember something that is particularly disturbing. Dr Bart Grové was a few years ago—we then debated unauthorized foreign exchange transactions which caused a loss of R3 000 million to the taxpayers and the State—the Chief Manager of the SA Transport Services. What happened there was that a substantial part of that loss occurred as a result of speculation on the foreign exchange market. Then the excuses offered during the debates were more or less the same as the ones repeated here today by the hon Minister, namely that the people concerned attached a somewhat different interpretation to the provisions regulating these actions. This is the same argument put forward by the Minister here today.

It is unbelievable, but the same former Chief Manager under whose control these losses occurred, was a few years later appointed as Chairman of the newly established SA Commuter Corporation. And where do we stand today? Again a loss of several hundred millions of rands and once again the excuse is that the officials concerned, including this particular chairman, Dr Bart Grové, attached a little wider interpretation to their rights of speculating with the money. [Interjections.] Where is this going to end? [Time expired.]

The MINISTER OF TRANSPORT: Mr Speaker, regarding the action taken following the investigations mentioned, the chairman of

HOUSE OF ASSEMBLY

Further, seen against the background of the continuing bizarre slaughter of people on the commuter lines and the need to spend a lot of money to improve this situation, it is doubly serious. Only today we had an announcement that a large amount of money has now to be set aside to attend to this matter. This amount of R249 million could have gone a long way towards addressing those problems.

The taxpayers have indeed got a right to hear what happened in this case.

We hear strange stories of the Reserve Bank lodging claims of R22,5 million against Cape Investment Bank, and of these being turned down for technical reasons. We find it amazing that a bank such as the Reserve Bank can lodge claims that are turned down. What is going on?

We need to know, and we need to know as a matter of urgency. There are all sorts of allegations in this case. As my colleague has said, there are villains, and the public now has the right to hear answers in this case.

Mr R V CARLISLE: Mr Speaker, the hon member for Boksburg refers to me as a rumour-monger. Is it a rumour that the hon the Minister has got rid of two senior people in the Rail Commuter Corporation? [Interjections.] No, he says. [Interjections.] Is it a rumour that the hon the Minister has had to change the regulations in respect of investments? No! Is it a rumour that the money is gone, to the best of our knowledge? Yes, it has gone!

Mr J P IBLANCHE: You have a political history of rumour-mongering!

Mr R V CARLISLE: I have made no accusations here. I have quoted from the *Financial Mail*, which I think the hon the Minister would be the first to accept as a reputable journal, and I am quoting from nine to 12 months ago. I am not quoting something new.

I do not want to bring anyone's name into disrepute, but there is no way this Parliament can walk away from this matter. There is no way it can walk away from this matter. The affair has the potential to be the most serious financial scandal in our history, and this is the last thing we need, but we have to clean these things up. The DP, therefore, calls for a full public inquiry in which rumours will be scotched, a public inquiry of the whole affair. [Time expired.]

*The MINISTER OF TRANSPORT: Mr Speaker, to reply to the hon member for Mooi River, I should like to say that the SA Rail Commuters Corporation had ignored the direct instructions of the hon the Minister of Finance. Very clear instructions had been given that they would only be allowed to borrow, with the necessary help from outside, for that which is necessary to stimulate the cash flow.

These people went and speculated with the money on the capital market on short term. They went to play on the market. They paid the price for it. Both the gentlemen responsible for it paid the price. I think it is sufficient to say that those two gentlemen were both moved out of the management of the SA Rail Commuter Corporation. They now are in a position where they no longer can participate in any managing activities. I think that when somebody paid that price, he had his punishment. [Interjections.]

If the hon member knows about rumours and scandals involving the Reserve Bank, he has to ask the new Minister of Finance who will know exactly what happened there. The Minister of Transport has nothing to do with the function of the Minister of Finance at the Reserve Bank. I do not have any information on the Reserve Bank, and if the hon member has any information, he must please communicate it and ask the Reserve Bank what they have done. It falls outside my field.

I was responsible for the commuter corporation and in consultation with my hon colleagues in the Cabinet I acted in accordance with information I had received.

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply:

General Affairs:

Discussion document: Education Renewal Strategy 50

*1. Mr A GERBER asked the Minister of National Education:†

(1) Whether the Government has taken any decisions on the discussion document en-

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HAUSAARD

titled Education Renewal Strategy and/or the recommendations contained therein; if not, (a) why not and (b) when is it anticipated that decisions on this document will be taken; if so, what decisions;

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

B525E

†THE MINISTER OF NATIONAL EDUCATION:

- (1) No.
- (a) In view of the comments received on the initial draft, the report has not yet been finalized.
- (b) After the report is finalized—probably within the next month or two.

Discussion document: Curriculum Model for Education in SA **SO**

*2. Mr A GERBER asked the Minister of National Education:†

- (1) Whether the Government has taken any decisions on the proposals and/or recommendations contained in the discussion document entitled Curriculum Model for Education in South Africa; if not, (a) why not and (b) when is it anticipated that decisions on this document will be taken; if so, what decisions;
- (2) whether he will make a statement on the matter?

B526E

†THE MINISTER OF NATIONAL EDUCATION:

- (1) No, the Government has not taken any decisions on the proposals and/or recommendations in the discussion document.
- (a) The recommendations have not yet been submitted to the Government by the Committee of Heads of Education Departments (CHED).
- (b) The recommendations in the model will be decided upon by the Government as soon as the document is submitted by the CHED. The CHED is still attending to the processing of comments, which have been received

HAUSAARD

†THE MINISTER OF HOME AFFAIRS:

- (a) 24 487
- (b) Only a total figure is available for 1991, namely 5 424 naturalizations. It is estimated that there are currently approximately 420 000 persons with permanent residence who qualify for naturalization but who have not done so yet.

†Adv J J S PRINSLOO: Mr Speaker, arising out of the hon the Minister's reply, I should like to ask him for the reason why the figures for 1992 are available but those for 1991 cannot be determined for the period in question.

†THE MINISTER: Mr Speaker, it is very clear that the member asked for information on White statistics. Obviously the statistics for Whites bears relation to the referendum and therefore it could be determined when it was issued, while there was not a referendum linked to a White electoral system the previous year and therefore statistics were not kept for that year. It will not be kept next year either except if it is done in respect of something for which being "White" is a specific requirement.

†Adv J J S PRINSLOO: Mr Speaker, further arising out of the hon the Minister's reply, I should like to ask him whether he denies that it was possible for the purposes of the referendum, to determine the race of a person according to the same statistics that were already available, and that there is a method to determine the race of the persons for the corresponding period in the previous year.

†THE MINISTER: Mr Speaker, naturally it could be determined if one did a whole lot of research. It was not done for official purposes. The information for 1992 was especially linked to the referendum as such.

†Adv J J S PRINSLOO: Mr Speaker, further arising out of the hon the Minister's reply, I should like to ask whether we should accept that the hon the Minister could not determine how many Whites, Black people and members of other population groups were naturalized for any particular period in 1991, without it involving an extremely elaborate process.

†THE MINISTER: Mr Speaker, I said very clearly that the statistics are not kept separately. It is as simple as that. The required information could be found by researching every form and

calculating statistics. However, it is not being done because these statistics are not kept as such. It is logical.

SO Naturalization with retention of foreign citizenship

*6. Mr J CHIOLÉ asked the Minister of Home Affairs:†

How many White persons to whom South African citizenship was granted through naturalization during the period 20 February to 17 March 1992 retained their citizenship of any other countries on obtaining South African citizenship?

B533E

†THE MINISTER OF HOME AFFAIRS:

This information is not available since statistics are not kept on the citizenship of persons applying for naturalization. South African legislation however contains no impediment against dual citizenship.

Sasol: beneficiary of protection tariff

*7. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs:

Whether Sasol is the beneficiary of a protection tariff approved by the Government; if so, (a) (i) what formula is used for the calculation of this protection tariff and (ii) when was this formula instituted and (b) what was the total value of the protection tariff to Sasol during the 1989-90 financial year?

B534E

†THE MINISTER OF MINERAL AND ENERGY AFFAIRS:

Yes.

(a) (i) The present framework for protection is based on a derived crude oil floor price of USD 23/barrel. When the derived crude oil price decreases below USD 23/barrel Sasol receives protection. Between USD 23-28,70/barrel no protection is received and above USD 28,79/barrel 25% of all income above that level is paid to the Equalization Fund until all protection received since 1 July 1989 has been repaid.

cc 44-42

'Turn mine hostels into classrooms'

The National Union of Mineworkers' president has come up with an innovative plan—using hostels as classrooms for miners.

W/moad
3014 - 715192

By PORTIA MAURICE (50)

HOSTELS in the mining industry may be turned into evening colleges where workers learn to read and write and undertake advanced study.

This was proposed by the National Union of Mineworkers' president, James Mollatsi, at NUM's third national education conference in Johannesburg last weekend. He said black miners would be involved in managing the industry in a post-apartheid South Africa, but it could take a decade or so to produce the necessary skills. They need to be trained as administrators, accountants, managers, technologists and geologists.

"Education in this country has been conceded to blacks only in so far as industry needed literate cheap labour," Mollatsi said. "The (education) policy for blacks has been as callous, vindictive and brutal as slavery itself." Because miners would be too tired to study after a day underground, he said the 60 000-strong NUM should pressure employers for a few hours paid educational leave each week.

"The Chamber of Mines must agree to provide the rooms, the teaching aids and other facilities and pay the instructors," he said. "We will provide the syllabi and devise the syllabi and encourage workers to become involved. We will give it the credibility a management scheme would lack. I want every hostel to become a place of learning so that everyone is drawn into it."

Such a scheme could also break the "moodiness" which results in violence and faction fighting. "Tribalism and nationalism feed on ignorance, deprivation, frustration and a lack of confidence in the future."

Nineteen NUM members are currently studying a variety of management subjects at Cuban universities. Mollatsi said the union could bear the cost for an education college to provide comprehensive or organisational skills training. This, he said, could no longer be done through occasional day or weekend schools.

"We need a college for cadre training with residential facilities, where members can study for from one to nine months and where existing officials, from the president downwards, can receive refresher courses to bring them up to date with the latest thinking," he said.

EDUCATION BRIEFS

WIM and 30/4 - 7/5/92 (50)

■ **ABOUT 15** women educators from around the world arrive in Cape Town next week for an international seminar on gender and popular education.

The "Gender and Popular Education Seminar: International Perspectives" is being co-hosted by the Women's Programme of the International Council for Adult Education (ICAE) and the Centre for Adult and Continuing Education (Cace) at the University of the Western Cape.

The seminar is from May 5 to 8 at Club Mykonos in Langebaan, Cape. A panel of the delegates will address a public meeting on May 8 at 3.30pm at the Cace Hall, University of the Western Cape. For further information contact Liz Mackenzie or Aloma Foster at (021) 959-2798/9.

WIM and 30/4 - 7/5/92

NON-FICTION

ONE may not agree with all Natal academic James Moulder has to say in this concise contribution to the education policy debate. But he has had the courage to stick his neck out and proffer concrete solutions — more than many are willing to do these days.

His approach is a modest one. He is “exploring rather than prescribing” and has, as a result, divided the book into 16 essays. The first six of these set the stage — dealing with methods, constraints, legitimacy, rights, priorities and goals. Essays seven to 12 are exercises in number crunching, and the rest propose some strategies for improving the quality of schooling. The essays were inspired by 16 central questions education planners are likely to confront, such as:

- How many additional black five to 19-year-olds should be at school?
- What is an appropriate classroom?
- Why is it difficult to distribute teachers more fairly?
- What, if anything, should be a compulsory age for leaving school?

The book is very user-friendly and accessible: issues are neatly signposted, language is simple and the questions for discussion at the end of each section facilitate collective work. Most welcome is Moulder’s movement beyond the rhetoric to look at the nuts and bolts of solving the education crisis.

Most disturbing, though, is Moulder’s apparent allegiance to the policies of the World Bank, that insidious representative of international capital. Much of what he proposes comes directly from that controversial world-view, which has done much damage in the Third World.

For example, Moulder strongly advocates primary schooling as a priority area, citing South Korea as a success story. He suggests that donors begin to put money in this direction: in 1989 figures, he says, only about four percent of the private sector’s donations went to primary schooling, and about 60 percent to universities.

Moulder could help us get real about education

UMed Suppl 30/4-7/5/92 (50)

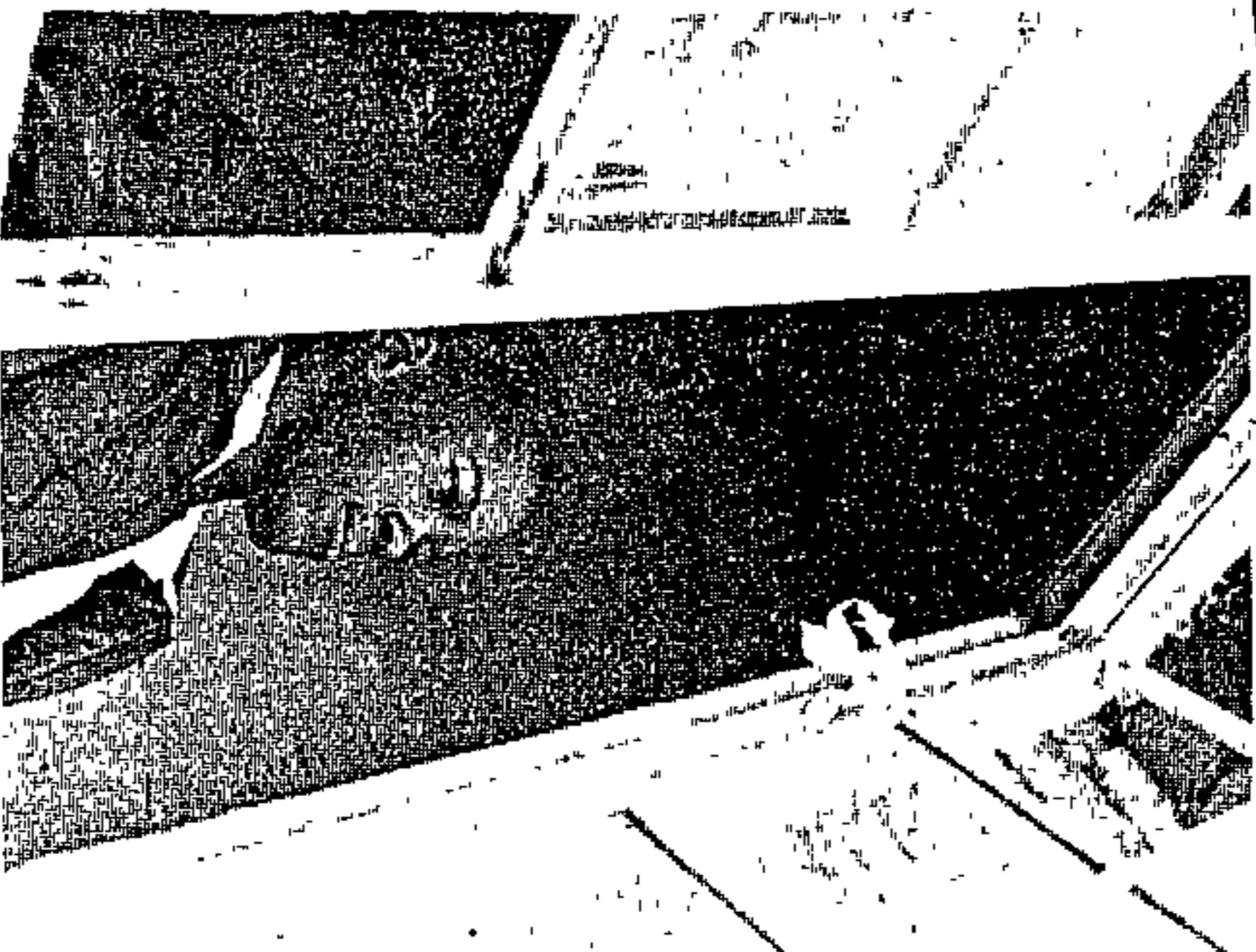
FACING THE EDUCATION CRISIS: A PRACTICAL APPROACH by James Moulder (Heinemann, R18)

He lauds the Bank’s structural adjustment programme — presenting it as the only realistic option to deal with underdevelopment in sub-Saharan Africa. “Because money is short, education has to be adjusted to population growth and economic realities,” he says. “Governments must reduce their subsidies to education, in particular at the tertiary level, and encourage private attempts to provide education opportunities and services.”

At one point, he becomes quite blatant: “South Africa must follow the example of countries like South Korea and start listening to the World Bank,” he instructs.

Moulder suggests adequate text books as the “safest investment”, over and above additional teachers — once again à la World Bank. He favours teacher:pupil ratios of between 1:35 and 1:40 for primary schools and between 1:30 and 1:35 for high schools. But large classes are not really cause for concern, by his thinking, because only kwaZulu (according to the 1987 statistics on which his entire study is based) matches the 1:50 ratio the World Bank regards as “unproblematic”.

It is unlikely that the congestion in black classrooms will be eliminated in the next 10 years, and double-shift schools are forwarded as an option. These — used in countries like Singapore, Malaysia, Botswana and Zimbabwe — are an improvement on existing double session schools.



Future of education ... Moulder offers ideas

In the former, one teacher takes two separate classes on the same day. In the latter, the school day is halved and the building shared between two separate groups of pupils and teachers.

“Double shift schools increase the number of school places without a serious increase in the budget,” he says. “Pupils (in these) have higher scholastic achievement scores than pupils in congested single shift schools.”

He presents seven very pragmatic steps to unify South Africa’s 19 fragmented education departments into a non-racial one — useful points of departure which could be revised and refined through debate. These include:

- The passage of a “Non-racial, Unified and Decentralised Education Act” that requires the Department of National Education (DNE) to set in motion and deliver a unified system in three years.
- A common logo on the letterheads of all departments and a statement of intent.
- The establishment of six regional and one national “Transitional Planning Committee” to direct and manage the transition — under the DNE.

● The merging, in the first year, of DET and homeland structures in a region; and white, coloured and Indian departments. In the second year, he proposes, these two sectors merge to create one education system.

Moulder also throws a wild card into the pack, devoting an entire essay to Aids, and its likely impact on education in future. This he bases on a model researched by Alan Whiteside of Natal University’s Economic Research Unit, which “helps us to guess how many pupils, students, teachers and academics will die of Aids”.

Through a series of convoluted calculations, he predicts that by the year 2000 South Africa will need over 40 000 fewer teachers than it would if Aids did not exist. Also, he says: “Because HIV infection may be doubling every nine months, it may be possible to build 3 400 less classrooms than would otherwise have been necessary. If this calculation is correct and it costs R20 000 to build a classroom, it will be possible to save about R688 million,” he says.

Education activists would do well to take a leaf out of Moulder’s book and get real. Simply being politically correct is just not good enough anymore.

Portia Maurice

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State to cut out free study guides

50

ARG 30/4/92

The Argus Correspondent

JOHANNESBURG.— The Department of Education and Training (DET) has announced it would no longer issue black matriculants with free study guides, used over the last two years to alleviate the shortage of text books and help pupils affected by disrupted schooling.

DET director-general Dr Bernard Louw said in a statement the decision was based on financial and study considerations.

The DET had in the past two years issued free study guides

at a cost estimated at R3 million per year.

The DET said a maximum of three study guides, on different subjects, had been granted to every pupil.

In future, Dr Louw said, pupils "who feel the need for this type of support" would have to buy them from book stores.

He said the issuing of study guides over the past two years had been aimed at assisting matriculants to prepare for exams, since many of them could not complete the syllabus in various subjects due to class boycotts.

R. 1673 van 19 Augustus 1988, R. 1103 van 25 Mei 1990, R. 2381 van 4 Oktober 1991 en R. 2729 van 22 November 1991.

Wysiging van artikel 1 van die Skema

2. Artikel 1 van die Skema word hiermee gewysig deur die omskrywing van "Wes-Kaaplandgebied" deur die volgende omskrywing te vervang:

" 'Wes-Kaaplandsgebied' die gebied bestaande uit die landdrostdistrikte Bellville, Caledon, Ceres, Die Kaap, Goodwood, Kuilsrivier, Malmesbury, Mitchells Plain, Moorreesburg, Paarl, Robertson, Simonstad, Somerset-Wes, Stellenbosch, Strand, Vredenburg, Wellington, Worcester en Wynberg".

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 1155

30 April 1992

DIE WET OP ONDERWYS EN OPLEIDING, 1979
(WET No. 90 VAN 1979)

REGULASIES BETREFFENDE DIE WYSE WAAROP DIE MINISTER VAN ONDERWYS EN OPLEIDING DIE OUERS VAN LEERLINGE WAT BY 'N SKOOL INGESKRYF IS, RAADPLEEG OOR DIE TAAL WAT IN DAARDIE SKOOL AS MEDIUM VAN ONDERRIG GEBRUIK MOET WORD EN DIE OMVANG EN DUUR VAN SODANIGE GEBRUIK

Die Minister van Onderwys en Opleiding het kragtens artikel 3 (b), gelees met artikel 44, van die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979), die regulasies in die Bylae uitgevaardig.

BYLAE

Woordomskrywings

1. In hierdie regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg, en tensy uit die samehang anders blyk, beteken —

"**die Wet**" die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979);

"**streekhoofdirekteur**" 'n beampte in die Departement wat in beheer is van die onderwys in 'n streek wat ingevolge artikel 2 (2) van die Wet deur die Minister bepaal is.

Toepassing van hierdie regulasies

2. Hierdie regulasies is van toepassing op alle primêre, intermediêre, gekombineerde en sekondêre openbare skole en Staatsondersteunde skole.

Raadpleging van ouers

3. Ten einde die Minister in staat te stel om die ouers van leerlinge wat by 'n skool ingeskryf is, te raadpleeg oor die taal wat in daardie skool as medium van onderrig gebruik moet word en die omvang en duur van sodanige gebruik, moet die streekhoofdirekteur op 'n wyse deur hom bepaal —

- (a) die betrokke ouers vooraf skriftelik inlig oor —
 - (i) die bepalinge van artikel 3 (b) van die Wet;

June 1988, R. 1673 of 19 August 1988, R. 1103 of 25 May 1990, R. 2381 of 4 October 1991 and R. 2729 of 22 November 1991.

Amendment of section 1 of the Scheme

2. Section 1 of the Scheme is hereby amended by the substitution for the definition of "Western Cape Area" of the following definition:

" 'Western Cape Area' means the area consisting of the Magisterial Districts of Bellville, Caledon, Ceres, The Cape, Goodwood, Kuils River, Malmesbury, Mitchells Plain, Moorreesburg, Paarl, Robertson, Simon's Town, Somerset West, Stellenbosch, Strand, Vredenburg, Wellington, Worcester and Wynberg."

DEPARTMENT OF EDUCATION AND TRAINING

No. R. 1155

30 April 1992

THE EDUCATION AND TRAINING ACT, 1979
(ACT No. 90 OF 1979)

REGULATIONS AS TO THE MANNER IN WHICH THE MINISTER OF EDUCATION AND TRAINING SHALL CONSULT THE PARENTS OF PUPILS ENROLLED IN A SCHOOL REGARDING THE LANGUAGE TO BE USED AS THE MEDIUM OF INSTRUCTION AT THAT SCHOOL AND THE EXTENT AND DURATION OF SUCH USE

The Minister of Education and Training has under section 3 (b), read with section 44, of the Education and Training Act, 1979 (Act No. 90 of 1979), made the regulations contained in the Schedule hereto.

SCHEDULE

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 —

"**the Act**" means the Education and Training Act, 1979 (Act No. 90 of 1979);

"**regional chief director**" means an officer of the Department who is in control of education in any region which has been determined by the Minister in terms of section 2 (2) of the Act.

Application of these regulations

2. These regulations shall apply to all primary, intermediate, combined and secondary public schools and State-aided schools.

Consultation with parents

3. In order to enable the Minister to consult the parents of pupils enrolled in a school regarding the language to be used as the medium of instruction at that school and the extent and duration of such use, the regional chief director shall in a manner determined by him —

- (a) inform the parents concerned in writing beforehand of —
 - (i) the provisions of section 3 (b) of the Act;

- (ii) die voorneme om na verstryking van 'n tydperk van ten minste 14 (veertien) dae 'n ouervergadering te belê om die taal wat as medium van onderrig in die skool gebruik moet word en die omvang en duur van sodanige gebruik, te bespreek; en
- (iii) die datum, tyd en plek van sodanige vergadering.

Ouervergadering

4. Die streekhoofdirekteur benoem 'n persoon om as voorsitter van die vergadering in regulasie 3 (a) (ii) bedoel, op te tree.

5. Die voorsitter deur die streekhoofdirekteur benoem kragtens regulasie 4—

- (a) verklaar die vergadering as behoorlik gekonstitueer as 'n kworum van vyftig persent van die ouers van leerlinge wat by die skool ingeskryf is, teenwoordig is;
- (b) kanselleer die vergadering indien 'n kworum soos in paragraaf (a) bedoel, nie teenwoordig is nie en belê 'n tweede vergadering in ooreenstemming met regulasies 3 en 4;
- (c) indien by die tweede vergadering weer nie 'n kworum teenwoordig is nie, tree in ooreenstemming met regulasie 8 op;
- (d) lig die ouers wat 'n behoorlik gekonstitueerde vergadering bywoon, in oor die opsies ten opsigte van die taal wat as medium van onderrig in die skool gebruik kan word en die omvang en duur van sodanige gebruik en gee geleentheid vir bespreking daarvan;
- (e) hou 'n stemming deur die ouers, waarin elke ouer een stem uitbring by wyse van stembriewe of die opsteek van hande, soos deur die voorsitter geskik geag onder die omstandighede;
- (f) verklaar die uitslag van die stemming as bindend in die geval van 'n meerderheidstem;
- (g) pas die volgende prosedure toe in die geval van 'n staking van stemme—
 - (i) laat by 'n eerste staking van stemme verdere bespreking en 'n tweede stemming toe;
 - (ii) laat by 'n tweede staking van stemme 'n kort bespreking en 'n derde stemming toe;
 - (iii) bring by die derde staking van stemme 'n beslissende stem uit;
- (h) notuleer die besluit van die vergadering op skrif en lê dit voor die einde van die vergadering mondeling aan die ouers teenwoordig voor vir kennisname; en
- (i) dra die finale goedgekeurde besluit van die vergadering skriftelik op 'n wyse deur die Direkteur-generaal vasgestel, aan die streekhoofdirekteur oor.

Vasstelling van taalmediumbeleid vir 'n skool

6. Elke streekhoofdirekteur stel 'n saamgestelde lys van die besluite van al die vergaderings in sy streek op vir voorlegging aan die Minister vir sy beslissing.

7. Die beslissing van die Minister oor 'n besluit stel die taalmediumbeleid van die betrokke skool daar

- (ii) the intention to hold a meeting of parents, after the expiry of a period of no less than 14 (fourteen) days, to discuss the language to be used as the medium of instruction at such school and the extent and duration of such use; and

- (iii) the date, time and place of the said meeting.

Meeting of parents

4. The regional chief director shall designate a person to act as chairman of the meeting contemplated in regulation 3 (a) (ii).

5. The chairman designated by the regional chief director under regulation 4 shall—

- (a) declare the meeting properly constituted if a quorum of fifty per cent of the parents of the pupils enrolled in the school is present;
- (b) if a quorum contemplated in paragraph (a) is not present, cancel the meeting and convene a second meeting in accordance with regulations 3 and 4;
- (c) if at the second meeting a quorum is again not present, act in accordance with regulation 8;
- (d) inform the parents who attend a properly constituted meeting of the options regarding the language to be used as the medium of instruction at the school and the extent and duration of such use, and provide an opportunity for discussion thereof;
- (e) conduct a vote by the parents, each parent casting one vote, by means of ballot papers or a show of hands, as the chairman may deem suitable in the circumstances;
- (f) declare the result of the vote binding in the case of a majority vote;
- (g) apply the following procedure if the vote is tied—
 - (i) at the first tie of votes allow further discussion and a second vote;
 - (ii) at the second tie of votes allow a brief discussion and a third vote;
 - (iii) at the third tie of votes exercise a casting vote;
- (h) record the resolution of the meeting in writing and put it verbally to the parents present for their information before closing the meeting; and
- (i) convey the final approved resolution of the meeting to the regional chief director in writing in a manner determined by the Director-General.

Determining a language medium policy for a school

6. Each regional chief director shall compile a composite list of the resolutions of all the meetings held in his region for submission to the Minister for his decision.

7. The decision of the Minister on a resolution shall constitute the language medium policy for the school concerned.

8. Indien 'n kworum by die tweede vergadering van ouers bedoel in regulasie 5 (b), weer nie teenwoordig is nie, kanselleer die voorsitter die vergadering en stel hy die streekhoofdirekteur skriftelik daarvan in kennis en die streekhoofdirekteur stel die Direkteur-generaal dienooreenkomstig in kennis wat op sy beurt die Minister in kennis stel.

9. In 'n geval bedoel in regulasie 8, bepaal die Minister na eie goeddunke, maar na oorlegpleging met die Raad, die taalmediumbeleid vir die betrokke skool.

No. R. 1176

30 April 1992

WET OP ONDERWYS EN OPLEIDING, 1979
(WET 90 VAN 1979)

REGULASIES BETREFFENDE BESTUURSLIG-
GAME VIR STAATSONDERSTEUNDE PLAAS-
SKOLE, 19 . .

Die Minister van Onderwys en Opleiding het kragtens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979), die regulasies in die Bylae hiervan vervat, uitgevaardig.

BYLAE*Omskrywings*

1. In hierdie regulasies het enige uitdrukking waaraan in die Wet 'n betekenis geheg is, die betekenis aldus daaraan geheg, en, tensy uit die samehang anders blyk, beteken—

“bestuursliggaam”, met betrekking tot 'n skool, 'n bestuursliggaam ooreenkomstig regulasie 3 saamgestel;

“die Wet” die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979);

“inspekteur” 'n kringinspekteur of enige ander beampte kragtens artikel 33 (1) van die Wet gemagtig om 'n inspeksie te hou of 'n ondersoek te doen met betrekking tot enige aangeleentheid in daardie artikel bedoel;

“kringinspekteur” 'n beampte van die Departement wat in beheer is van onderwys in 'n inspeksiekring deur die Minister kragtens artikel 2 (2) van die Wet bepaal;

“plaas” ook 'n landbouhoewe;

“skool” 'n Staatsondersteunde skool op 'n plaas geleë;

“streekhoofdirekteur” 'n beampte van die Departement wat in beheer is van onderwys in 'n streek deur die Minister kragtens artikel 2 (2) van die Wet bepaal.

*Bestuursliggame ingestel kragtens
artikel 8 (8) van die Wet*

2. (1) 'n Bestuursliggaam bedoel in artikel 8 (8) van die Wet bestaan vir alle doeleindes voort totdat dit deur 'n bestuursliggaam bedoel in artikel 8 (9) van die Wet en saamgestel ooreenkomstig hierdie regulasies, vervang word.

8. If at a second meeting of parents contemplated in regulation 5 (b) a quorum is again not present, the chairman shall cancel the meeting and inform the regional chief director accordingly in writing and the regional chief director shall similarly inform the Director-General, who shall in turn inform the Minister (SD)

9. In a case contemplated in regulation 8, the Minister shall at his sole discretion, but after consultation with the Council, determine the language medium policy for the school concerned.

No. R. 1176

30 April 1992

EDUCATION AND TRAINING ACT, 1979
(ACT 90 OF 1979)

GOVERNING BODY REGULATIONS FOR STATE-
AIDED FARM SCHOOLS, 19 . .

The Minister of Education and Training has under section 44 of the Education and Training Act, 1979 (Act 90 of 1979), made the regulations contained in the Schedule hereto.

SCHEDULE*Definitions*

1. In these regulations, any expression to which a meaning has been assigned in the Act, shall have the meaning so assigned thereto, and, unless the context otherwise indicates—

“circuit inspector” means an officer of the Department who is in control of education in an inspection circuit determined by the Minister in terms of section 2 (2) of the Act;

“farm” includes an agricultural holding;

“governing body”, in relation to a school, means a governing body constituted in accordance with regulation 3;

“inspector” means a circuit inspector or any other officer authorised in terms of section 33 (1) of the Act to hold an inspection or an inquiry in regard to any matter referred to in that section;

“regional chief director” means an officer of the Department who is in control of education in a region determined by the Minister in terms of section 2 (2) of the Act;

“school” means a State-aided school situated on a farm;

“the Act” means the Education and Training Act, 1979 (Act 90 of 1979).

*Governing bodies instituted in terms of
section 8 (8) of the Act*

2. (1) A governing body referred to in section 8 (8) of the Act shall for all purposes continue to exist until replaced by a governing body referred to in section 8 (9) of the Act and constituted in terms of these regulations.

Education finds itself at the bottom of the class

The first nip in the autumn air this week was accompanied by a chilling warning for the South African economy from the Minister of National Education, Louis Pienaar.

He told Parliament that by the year 2000, the State would be able to pay only for the first seven years of a child's education.

The shortfall, he suggested, would have to be made up by greater involvement in education of the private sector and by greater contributions by parents.

Even the most optimistic of economic pundits will tell you that the eight short years over which the minister's "doomsday" scenario is to run will be insufficient for domestic growth to remove the gap between today's haves and have-nots, even if the new South Africa resorts to the fiercest of redistribution policies.

And the inevitable conclusion is that black parents will simply not be in a position to afford adequate education for their children.

If those fiercely redistributive policies are adopted, there is also every possibility that white parents, already having to find room in strained family budgets to accommodate the switch to model C schooling, will find themselves in the same boat.

Therefore, if we analyse the minister's statement, it is clear that the only other source of funding for what is the nation's future human capital is the

By David
Cumming



business community.

It will be required to pay up, even if it does so reluctantly. The only alternative is a future bereft of the skills it requires simply to tick over, let alone grow.

While it is well known that many businesses already make handsome contributions to this cause through bursary funding and subsidies to employees, this does little to aid the countless thousands who do not qualify for aid, either through a lack of academic excellence or because of our well-documented level of unemployment.

Perhaps now is the time for organised commerce and industry to begin dismantling the time bomb that is ticking noisily under its future structure by adopting a strategy to ensure that there will be sufficient money available to ensure that every child is allowed to progress to his or her full potential in education.

The very future of the free enterprise system could depend on it.

Environmental centre launches educational facilities

The Delta Environmental Centre in Victory Park, Johannesburg, yesterday opened new expanded educational training facilities. STAR 115792

The centre (previously known as the SA Nature Conservation Centre) is running an educational awareness campaign with

"conservation on your door step" as its theme. (S) (SO)

Centre administration director Hennie Viljoen said the campaign aimed to inform people that they could make a difference to conservation "wherever they are".

The campaign centres around

the practical education of students and teachers in all aspects of nature conservation.

Part of the campaign will include a primary school colouring-in competition, as well as a conservation competition for pupils and a workshop for teachers. — Staff Reporter.

'Future of Afrikaans will reflect the unity of new SA'

SO477 2/5-7/5/92

(50) ~~2001~~

PROBABLY one of the most difficult tasks which face the constitutional planners and policy-makers in the new South Africa is the question of language. To speak one's mother tongue is a democratic right.

Earlier this year, the ANC responded to the language question and declared that it regards Sindebele, Sepedi, Sesotho, Setswana, Siswati, Afrikaans, English, Tsonga (Shangaan), Venda, Xhosa and Zulu as South African languages. It went on to say that all these languages shall receive full recognition under their administration.

Those languages neglected in the past, and denied to play their full part, will have to be empowered and promoted.

A policy of regional official languages, with at least three official languages in any given language region, is envisaged.

In a way, the ANC's language policy is a saviour for Afrikaans. Afrikaans may no longer enjoy the exclusive protected status it had under Nationalist rule, and rightly so, but it will not disappear as an "official" language in South Africa.

The extensive use of Afrikaans, with a large percentage of users, will ensure for it some sort of official status in many of the envisaged language regions.

Unlike white Afrikaners, I have never had a fear that Afrikaans would die. It survived, against great odds and without official status, during the nineteenth century.

Official status has done Afrikaans more harm than good. It led to the manufacture of a stiff and formal officialese in the language laboratories of the Afrikaans universities.

Official Afrikaans became Dutchified, virtually a foreign tongue to many of its speakers of colour. Through this, the creole nature and origin of Afrikaans and its speakers — both black and white — were effectively disguised.

It is not generally realised that Afrikaans never was exclusively the language of the white Afrikaners. It was, however, usurped by them in the same way they claim Boeremusiek to be exclusively theirs. This despite the fact that Boeremusiek has its origin in the musical style of the Krontjong of Java.

The genesis of Afrikaans could be attributed to the polyglot society which the Cape became after 1652. Apart from the Khoi and



Achmat Davids

San, there were also the slaves from Africa and Asia and colonists from Europe.

It is known, for instance, that the slaves from the East were literate slaves, who spoke at least seven main languages and 14 dialects. Those slaves from Africa again spoke a variety of Portuguese creoles. Add to this Khoisan, and the various languages of the colonists — Dutch, French and later English, it is difficult to imagine a more polyglot society.

Under such circumstances, and considering the need of the Dutch-speaking colonists to communicate with their slaves, the dominant Dutch could not help but to be creolized.

It was this creolized Dutch which was predominantly spoken by the lower classes in the beginning of the 19th century and they were not exclusively a white Afrikaner group.

The majority of this class were the slaves, the Khoi and the free blacks. This creolized Dutch, therefore, had essentially a "coloured" image in nineteenth century Cape Town.

It was considered the language of the slaves and the Khoi, and put in their mouth as the speakers in newspapers and plays for comic effect. But it was from this same creolized Dutch from which Afrikaans emerged.

The nineteenth century English and Dutch-speaking whites saw this creolized Dutch or

Afrikaans as a lower class patois, with no literary future. Unknown to them, it was already used as a language in the mosques of Cape Town, and as a means of written communication and for religious literature, albeit in the Arabic script, from as early as 1815.

It was the same white majority, however, who created for this language its negative nicknames of "kombuistaal" and "hotnotstaal". The latter derogatory nickname indicated who the real speakers of Afrikaans were.

The same white majority also responded negatively to the establishment of the Genootskap van Regte Afrikaners (GRA), the first white body to promote Afrikaans. The GRA membership was looked upon as that "bunch of jokers at Paarl", who want to promote the language of the street and the "Hottentots" and perpetuate it.

But the establishment of the GRA was the beginning of the appropriation of Afrikaans for nation-building and group exclusivity for the white Afrikaners. In this process, Afrikaans had to be purged of its "non-white" past. A new history had to be created.

Afrikaans now had to be used as the language of liberation from the yoke of their English oppressor. But at the same time, Afrikaans was needed for creating for its lower-class white speakers a positive self-image — a new station in life, one above that of its speakers of colour. Hence the importance for it to establish for it a European past.

The "Taal", or Afrikaans, thus became an important vehicle for the social, economic and political upliftment of the white Afrikaners into the realm of nationhood.

I believe Afrikaans will survive in a new South Africa for as long as there are people willing to speak it. The Afrikaans of the future will be a different one. It will be an Afrikaans that is creative and spontaneous, spoken in the mannerisms in which this language is used in the Bo-Kaap and on the Cape Flats.

But most important of all, it will be an Afrikaans which will reflect its emergence in Africa, with contributions from the Khoi, the slaves, the blacks and the colonists from Europe. An Afrikaans which will reflect the unity of the new South African nation.

(Achmat Davids is a cultural historian from the Bo-Kaap.)

By ZB MOLEFFE

NEWLY-nominated South African Institute of Management (SAIM) president Zulu Wells Ntuli is a whirlwind that is about to blow into the heart of corporate SA.

He makes no secret that the corporate career aspirations of a large segment of the South African population are his priority. The thrust of his attack is the country's "non-open" education system "which has the effect of creating many significant cul-de-sacs".

"I intend to devote my term of office to opening a public debate on this issue which will lead to public policy on an open education system for the country."

His argument rests on the current education system which, according to him, places a ceiling on the aspirations of a large percentage of the South African population — black and white.

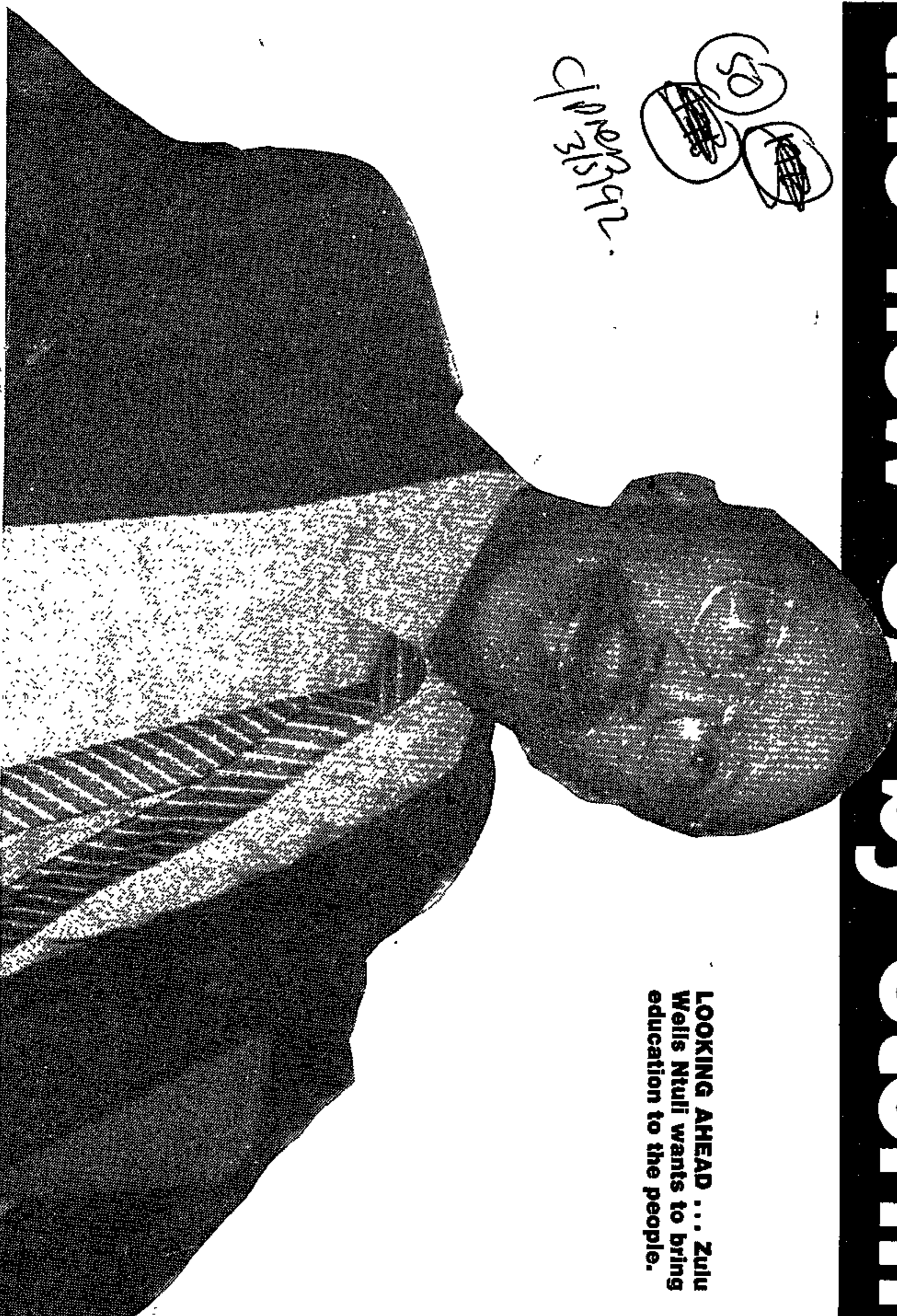
He bluntly describes the current system as something that "smacks of the restrictive policies of bantu education".

Ntuli says in SA there is no route to university open to people who have graduated through diploma courses, technicians or with work experience. But countries like the UK and US award associate degrees from their universities.

"These associate degrees are recognised as accreditation to enter traditional formal universities for those who wish to take that educational route," says Ntuli with missionary zeal.

He should know. Ntuli is

Getting ready to take the new SA by storm



LOOKING AHEAD ... Zulu Wells Ntuli wants to bring education to the people.

He is also a proud recipient of the Institute of Personnel Management's Presidential Award for 1987.

His directorship in companies include the Katlehong Industrial Properties and Palabora Mining.

He also serves on the boards of influential bodies like the Urban Foundation, Seifsa, Black Management Forum, the Rhodes Scholarships selection committee and Wits University's Centre for Policy Studies.

Ntuli points out that in the past blacks have sat on the sidelines, for several reasons. In the past what he is doing now could have "created doubts about my credibility among blacks".

"But the situation has now changed. I don't have that hang-up anymore. We (blacks) sat on the sidelines because we felt inferior."

"We were made to feel inferior. We were trained for nothing else but to be drawers of water and hewers of wood," he adds.

The Verwoed echoes in the apartheid dream cannot be mistaken in what Ntuli is describing.

His next words sum up how he sees the road ahead in the SAIM president's seat: "We've got to run with the ball. That is the challenge."

one of the key figures that saw the establishment of the innovative St Enda's Community College in Johannesburg's Joubert Park in January. The college mirrors his ideas about

tertiary education.

"For instance," he continues, "we will offer a diploma in business administration. Now that diploma, by any account, is equal to a Bachelor of

Commerce degree.

"But they won't credit it as a degree, because they want to preserve the status quo."

It all comes together. Ntuli has paid his dues.

He is director of industrial and community relations at Anglovaal, one of the country's major mining houses.

This 47-year-old Unisa graduate also comes through the

Teachers to go on strike

B1 Day 5/5/92
KATHRYN STRACHAN

ABOUT 40 000 teachers would embark on two days of protest action on May 21 and 22, SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever said yesterday.

Sadtu said a deadlock had been reached in its negotiations over the union's recognition by education departments, particularly the Department of Education and Training.

The union said the main obstacle in negotiations was government's refusal to recognise one of Sadtu's primary demands — teachers' right to strike.

Van den Heever said teachers were also dissatisfied with this year's 8.8% salary increase.

Sapa reports Education and Training Minister Sam de Beer told Parliament he had noted Sadtu's threat "with alarm".

He said the union had been "on the verge of concluding an agreement with the department", but had made an about-turn at the last minute.

Minister proposes new education plan

B1 Day 5/5/92

50

BILLY PADDOCK

CAPE TOWN — The future education system for SA should keep a balance between centralisation and decentralisation to bring it into line with successful systems like the US, UK and Germany, Education and Training Minister Sam de Beer said yesterday.

Speaking in his budget debate, De Beer said it was clear "a federal type of constitution" was being envisaged for SA.

He outlined proposals for a new dispensation consisting of several education departments within a single nonracial education system. Taking this into account the best possible scenario for a new system would be that the present National Education Department retain its functions of determining policy and promoting co-operation between education departments.

At the local level as many powers as possible should be delegated to school communities. At the middle level — participating regional government — there should be education departments providing education in a particular region under political control, with accountability vested in a departmental head.

He said that in a new dispensation a single non-discriminatory education system was envisaged.

Sapa reports Roger Burrows (DP Pine-

town) said arguments by the DET that there were enough black teachers were nonsense. There were up to 1.7-million black children who were not at school.

De Beer said the number of black teachers without matric had dropped from 68.4% in 1984 to 23% last year. His department was being urged to train more teachers, but this necessitated more schools, for which funding was not always available.

He also told Parliament the auditor-general was investigating certain institutions implicated in the fourth and final Van der Heever Commission report on the black education department. This investigation would be finished by June 30.

Our political staff reports the National Education Policy Investigation Group yesterday called for a moratorium on government plans to change the language medium policy in black schools.

Government is expected this week to gazette changes to language policy in DET schools which allow the Minister to determine the language or languages used as medium of instruction after consultation with parents. The new provision is expected to be implemented from January.

No substance to Ithuba allegations — Venter

B1 Day 5/5/92

Political Staff

ALTHOUGH several allegations had been made by the public and the media about the Ithuba Trust, no substance could be found to them by the Director of Fundraising, National Health Minister Rina Venter said yesterday.

The trust had obtained a fundraising number from her department and its audits were checked annually, she said in reply to a question tabled in Parliament by Andrew Gerber (CP, Brits)

It had to submit annually audited financial statements in terms of the Fundraising Act and on the basis of these it was determined whether the organisation had disposed of the collected contributions in terms of its authorised objectives.

"During the first year (1989/90) of its registration, the organisation made a few donations to unregistered organisations. However, the matter

was rectified after it was discussed with the trustees.

The auditors of the organisation also pointed out certain management problems within the organisation which were rectified by trustees.

Venter added: "Although several allegations were made by the public and in the media against the said organisation, no substance for such allegations could be found by the director."

Minister outlines new education plans

STAR 5/5/92 (50)

CAPE TOWN — Proposals for a new education dispensation consisting of a number of education departments within a single non-discriminatory and non-racial education system were outlined in Parliament yesterday by Minister of Education and Training Sam de Beer.

Introducing debate on the DET budget vote, he said one would envisage that the present Department of National Education could retain its current functions of determining policy and promoting co-operation between the education departments.

At the local level, as many powers and functions as possible should be delegated to school communities.

At regional level, there should be education depart-

ments providing education in a particular region under political control, with accountability vested in a departmental head.

He wished to distinguish between an education system and an education department.

An education department was a monolithic education structure politically controlled by one minister and headed by an executive officer accountable to Parliament.

An education system comprised a central policy-making department with autonomous executive departments responsible for providing education at regional or local level.

"In the new education dispensation, we envisage a single, non-discriminatory, nonracial education system. I cannot, however, imagine a mammoth bureaucratic monster that provides education from Richards Bay to Saldanha, from Beit

Bridge to Cape Town," Mr de Beer said.

He said thousands of black teachers were making a meaningful contribution to the education of children.

His department was being urged to train more teachers, but this in turn necessitated more schools, for which funding was not always available.

On the question of compulsory education for black pupils, Mr de Beer said the matter had wide implications and had to be considered carefully.

Critics of the increase in government expenditure on black education should bear in mind the backlogs and huge population growth in that community.

"If we do not give black people the opportunity of raising their standard of living through education, then you and I will never be able to sleep peacefully," he said. — Sapa.

away with murder.

(50) (258) APR 15 1972
Government 'stalling'

AFTER six months the government was stalling in tabling the final Van der Heever Commission report into allegations of corruption in the Department of Education and Training, said Mr Schalk Pienaar (CP, Poglietersrus) in the DET debate in parliament. — Sapa.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version

For written reply

General Affairs:

SAP: amount spent on sport

202. Mr J H MOMBBERG asked the Minister of Law and Order:

What total amount was spent on sport by the South African Police Force in the 1989-90, 1990-91 and 1991-92 financial years, respectively?

~~1989-90~~
B459E

The MINISTER OF LAW AND ORDER:

1989-90—R508 123,85
1990-91—R536 724,15
1991-92—R543 667,00

Expenditures falling under this expenditure item consist only of travelling and accommodation allowances utilized by sportsmen participating in various sports above club level.

Bombing of certain premises: prosecutions

210. Mr P G SOAL asked the Minister of Law and Order:

Whether, with reference to his replies to Question No 28 on 27 March 1990 and Question No 14 on 14 May 1991, any persons have been (a) detained, (b) arrested, (c) charged and/or (d) convicted in connection with the bombing of certain premises, particulars of which have been furnished to the South African Police for the purpose of the Minister's reply, if so, (i) what are the relevant details in regard to each of the bombings and (ii) in respect of what date is this information furnished?

B467E

The MINISTER OF LAW AND ORDER:

With reference to my reply to Question No 14 on 14 May 1991, no further information has

HOUSE OF ASSEMBLY

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the amount of R56 million budgeted (for capital works) has been decreased by R2 million for the 1991-92 financial year.

(2) no.

(a) and (b) fall away

Education: salaries/other expenditure

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

(a) What was the amount spent by his Department in the 1991-92 financial year in respect of (i) the Republic, (ii) the Orange Free State and (iii) Natal on (aa) salaries of teachers and principals, (bb) salaries of administrative staff, (cc) salaries of inspectorate and executive officials, (dd) salaries of any other specified staff, (ee) capital expenditure, (ff) supplies and services, (gg) equipment and (hh) other items and (b) what percentage of the total education expenditure by his Department in the said financial year does each of the above amounts constitute?

B507E

The MINISTER OF EDUCATION AND CULTURE:

(a)		(b)	
R-million		%	
(i) (aa)	3 076,00	(i) (aa)	73,76
(ii) (bb)	243,60	(ii) (bb)	5,84
(iii) (cc)	Included in (aa)	(iii) (cc)	0,00
(iv) (dd)	200,50	(iv) (dd)	4,81
(v) (ee)	109,30	(v) (ee)	2,62
(vi) (ff)	493,80	(vi) (ff)	11,84
(vii) (gg)	46,90	(vii) (gg)	1,12
(viii) (hh)	Included in (gg)	(viii) (hh)	0,00
(ix) (aa)	273,50	(ix) (aa)	6,56
(x) (bb)	23,40	(x) (bb)	0,56
(xi) (cc)	Included in (aa)	(xi) (cc)	0,00
(xii) (dd)	19,30	(xii) (dd)	0,46
(xiii) (ee)	34,30	(xiii) (ee)	0,82
(xiv) (ff)	31,00	(xiv) (ff)	0,74
(xv) (gg)	2,10	(xv) (gg)	0,05
(xvi) (hh)	Included in (gg)	(xvi) (hh)	0,00
(xvii) (aa)	330,50	(xvii) (aa)	7,93
(xviii) (bb)	34,50	(xviii) (bb)	0,83
(xix) (cc)	Included in (aa)	(xix) (cc)	0,00
(xx) (dd)	29,90	(xx) (dd)	0,72
(xxi) (ee)	7,80	(xxi) (ee)	0,19
(xxii) (ff)	36,30	(xxii) (ff)	0,87

(gg) 1,70 (gg) 0,04
(hh) Included in (gg) (hh) 0,00

Information for Ordinary Public School Education according to the SAPSE system as at 28 February 1992.

Teachers: posts to be vacated

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

Whether management boards and school principals are responsible for determining which teachers have to vacate their posts at ordinary public state schools and Model B schools that have been declared state-aided schools; if not, (a) why not and (b) whose responsibility is it; if so, what procedure will be followed in this regard?

B528E

The MINISTER OF EDUCATION AND CULTURE:

Yes, the principal and managing council identify, according to the amended departmental staffing provision scales, those posts that must be abolished as well as the teachers who are to be declared redundant and make a recommendation to the Department. Teachers who are to be declared redundant are notified in writing on or before 1 May 1992 by the provincial education department concerned, (a) and (b) fall away.

Departmental schools: amounts spent

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

What total amount was spent in the 1991-92 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?

B554E

The MINISTER OF EDUCATION AND CULTURE:

The following are preliminary expenses; final figures will be available in August 1992

(a) R 20 967 426,
(b) R 3 994 671,

HOUSE OF ASSEMBLY

- (c) R 23 236 959,
- (d) R 61 118 328,
- * (e) R 5 133 393,
- (f) R147 702 437,
- (g) R 16 604 843,
- (h) R 1 786 424.

~~50~~

* A total amount of R4 915 455 is allocated by CED for (e) and (h) as well as for other equipment and is included in (e)

HOUSE OF DELEGATES

QUESTIONS

+Indicates translated version

For written reply:

General Affairs:

SAP: bursaries/applicable training

20. Mr M RAJAB asked the Minister of Law and Order:

- (a) What amount was budgeted in the 1990-1991 financial year for bursaries and applicable training for members of the South African Police Force and (b) how much of this amount was utilized for these purposes in the said financial year?

~~83E~~

B83E

The MINISTER OF LAW AND ORDER

- (a) R31 715 325,12
- (b) R31 715 325,12.

SAP: members with applicable degrees

21 Mr M RAJAB asked the Minister of Law and Order:

- How many (a) commissioned and (b) non-commissioned officers with applicable degrees were serving in the South African Police Force as at the latest specified date for which figures are available?

D84E

The MINISTER OF LAW AND ORDER

- (a) 561
- (b) 154

1 April 1992

Hunger strikers

25. Mr M RAJAB asked the Minister of Law and Order:

- (1) Whether any detainees went on hunger strikes in 1990; if so, (a) how many, (b) in what police station cells, (c) in terms of what statutory provisions were the hunger strikers being detained and (d) what action was taken as a result;
- (2) whether any detainees had to be hospitalized or received medical treatment as a result of being on hunger strikes; if so, (a) how many and (b) what was the outcome of the treatment?

D110E

The MINISTER OF LAW AND ORDER:

- (1) (a) Yes, 25 detainees
- (b) Louis le Grange (1); Howick (2); Richmond (Natal) (1); Durban North (3); John Vorster Square (13); Gravelott (3); Haerertsburg (1); Izaneen (1)
- (c) 19 detainees in terms of section 29(1) of Act 74 of 1982—Internal Security Act and 6 in terms of the Security Emergency regulations of 1989.
- (d) With the exception of the three detainees at Durban North who were transferred to the Grootvlei Prison and 3 persons who were hospitalized, all the other hunger-strikers started eating again after requests by senior police officers

(2) (a) and (b)

Yes, the two (2) hunger-strikers at Howick and the one (1) at Richmond, received medical treatment for 5 days in a hospital. They recovered fully and returned back to the police cells.

HOUSE OF ASSEMBLY

been obtained or progress made in the investigation.

SAP: recruits

QUESTIONS
Indicates translated version

For written reply:

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The following are preliminary expenses; final figures will be available in August 1992.

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cont

HOUSE OF ASSEMBLY

De Beer outlines education 'system'

PROPOSALS for a new education dispensation consisting of a number of education departments within a single non-discriminatory and non-racial education system have been outlined by the Minister of Education and Training, Mr Sam de Beer.

Introducing debate on the DET budget vote, he said one would envisage that the present Department of National Education could retain its functions of determining policy and promoting co-operation between the education departments.

At the local level as many powers and functions as possible should be delegated to school communities.

At regional level there should be education departments providing education in a particular region under political control, with accountability vested in a departmental head.

He wished to distinguish clearly between an education system and an education department.

An education department was a monolithic education structure politically controlled by one minister and headed by an executive officer accountable to parliament.

An education department comprised a central policy-making department with autonomous executive departments responsible for providing education at regional or local level.

"In the new education dispensation we envisage a single, non-discriminatory, non-racial education system. I cannot, however, imagine a mammoth bureaucratic monster that provides education from Richards Bay to Saldanha; from Beitbridge to Cape Town."

Such an organisation would be unable to meet the needs of local communities or the demands of swift, efficient service. — Sapa.

1,7m black kids don't go to school

Political Staff

(50)
CT 5/5/92

ABOUT 1,7 million black children of school-going age in South Africa and the TBVC states do not attend school.

The shock figure was made public by the Department of Education and Training in a letter to the Democratic Party MP for Port Elizabeth Central, Mr Eddie Trent.

Department director-general Mr Bernard Louw added: "It is really impossible to say how many of these children are not in school as a result of the unavailability of classrooms.

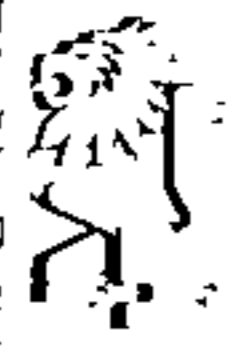
"I believe that this is one of the causes for the non-attendance of schools but there will also be many others."

He said that an estimated R363 million would be spent by the DET on the provision of school buildings in the current financial year.

A total of 200 schools were at present being constructed and another 50 were in the planning stage.

Together these would accommodate approximately 200,000 pupils.

C-Rev 1



Single education system foreseen

CF 5/5/92 Political Staff (50)

SOUTH AFRICA could in future have a single education system divided into a number of regional departments, Education and Training Minister Mr Sam de Beer said yesterday.

"In a new education system we envisage a single, non-discriminatory, non-racial education system," he said in Parliament.

In terms of this, the Department of Education and Training would retain the functions of determining policy and promoting co-operation between education departments.

At local level "as many powers and functions as is practically feasible should be delegated to school communities".

"At the middle level — that of participating regional government — there should be departments providing education in a particular region under political control," he said. Accountability at the regional level would be vested in a department head.

The minister emphasised the difference between an education department and system.

A department was a monolithic structure controlled politically by one minister and headed by an executive officer accountable to Parliament.

A system "comprises a central policy-making department with autonomous executive departments responsible for the provision of education at regional or local level".

"I cannot, however, imagine a mammoth bureaucratic monster that provides education from Richards Bay to Saldanha, from Beit Bridge to Cape Town. Such a department would not be able to meet the needs of local communities nor the demands of swift, efficient service," he said.

Call for delay on language

Political Correspondent

THE National Education Policy Investigation group (NEPI) yesterday called for a moratorium on government plans to change the language medium policy in black schools.

The government is expected to gazette this week changes to language policy in DET schools which allow the minister to determine the language or languages to be used as medium of instruction after consultation with parents.

Teaching you how to study - and at speed

STAR 615792
ITS not only the world that seems to be spinning faster and faster these days: more and more people are wanting to study faster than ever before to cope with the information explosion.

Randburg engineering student Oscar Plange is one. He has been saving up for months to learn how to study faster and get through the increasing mound of subject material that faces him each day.

Mr Plange (18), a first year student at the University of the Witwatersrand, is among the first group of eight students who enrolled for a new course in Randburg that helps increase reading speed, improve memory to learn faster and equip students with study skills.

He says the skills that he learns from the course shorten his study time, an advantage he "desperately" needs in his studies.

Johannesburg educationist Dr Luce Rubin says that most teachers do not teach students "how to study, they teach them what to study".

Study skills courses, says Dr Rubin, help to identify problems in individual students and help them process information faster. Follow-up classes are essential for such courses to be effective, she says. The new course does include comprehensive follow-up.

And Barry Katz, general manager of the Consolidated Training International, says the methods taught are basically the same for a Std 3 pupil through to university or business-level students.

The company's courses, he says, "do not compete with or replace schools, but supplement education".

- C1. Well, you just can't spend all your money that way.
- C. Why not?
- C1. You wouldn't have any money left.
- C. So—
- C1. You'd starve!
- C. Oh?
- C1. I know, there are other needs that we have to satisfy, besides being pretty.

C. "You've told me about your family as though you were a disinterested observer: what do you feel when you are with them?"

Another example

C: "You've several times lost the train of thought as you got around to the topic of your mother's death; I wonder if you're hesitant to show how deeply it still affects you?"

Illustrative Styles of Interpretation

Interpretation Methods in the Actualizing Model

As described in this section usually come later in the relationship is well established and the counselor has goal of all interpretive actions in this section is to nation of manipulative and character styles into action—the most functional in the hierarchy of behaviors session is based on the Actualizing Counseling model in Chapters 3 and 4

Relative Styles As people grow they need to recognize threats to their feeling as people are manipulated. Through these experiences they begin to manipulate for survival. Manipulative behavior is defined by which people adapt to their environment of feeling. Figure 16 shows some manipulative polarities with eight illustrative manipulative styles

Education 'must be geared to industry'

By Day 6/5/92

Reports by LINDA ENSOR

CAPE TOWN — A closer working relationship between the private sector and education officials had to be forged to enable SA to proceed on a path of automation, Pepkor chairman Christo Wiese said at the SA Institute of Chartered Accountants conference yesterday.

He said it was necessary to create an educational infrastructure better suited to an advanced economy.

Wiese said SA would have to embark on a two-pronged strategy of automation to meet the demands of international competitiveness and job creation to deal with the unemployment crisis. Both First World and Third World strategies would be necessary to achieve sustained economic recovery

and growth. Automation would require a restructuring and refocusing of the "hopelessly" underskilled and underproductive labour force. Education and training would have to be provided on a vast scale at institutional level and in the private sector.

Furthermore, Wiese said, there would have to be an overhaul of the education system to produce sufficient numbers of qualified staff to make greater automation possible.

He said research showed SA was 40% short of engineers, engineering management, scientists, managers with a knowledge of advanced information systems and some other professionals. Of the total population about 3,2% were entrepreneurs, managers or executives; 11% were highly skilled and 38% were semi-skilled, leaving 47% who were either unskilled, engaged in the informal sector or unemployed.

"We can say that 85% of our population is at best semi-skilled. The comparable figure for industrialised nations is around 60%. Clearly then, we are faced

with an imbalance in our labour force which has to be addressed and soon.

"What we need is a closer relationship between the teaching institutions and the private sector to ensure that what and how people are taught will equip them to satisfy the needs of a growing economy.

"The private sector needs to take a more active role in informing the new generation of work seekers of the nature and demands of the workplace and in setting educational objectives and targets. In turn, the educational authorities need to consult more with commerce and industry in the preparation of their courses."

To address the unemployment crisis the private sector and government needed to train, employ and empower people. Wiese said the private sector, together with the Department of Manpower, had started a number of outreach programmes aimed at providing essential skills in key areas such as building, handicrafts and the establishment of community centres.

He said employment targets complemented by training programmes also had to be evolved.

preparation is simply intellectual. This is not so, because many counsellors and therapists are most effective in offering interpretation to get across the message. For example, a client who says, "I'm not happy," the counsellor might say, "You're not happy because you're not getting what you want from life." This is not so, because many counsellors and therapists are most effective in offering interpretation to get across the message. For example, a client who says, "I'm not happy," the counsellor might say, "You're not happy because you're not getting what you want from life."

Manipulation Analysis. Description of primary manipulation is the first step in manipulation analysis. As the client talks, the therapist begins to see a pattern emerging in which the individual is utilizing one or two of the basic manipulative patterns shown in Figure 16. For example, the client may continuously resort to the patterns of helplessness and stupidity or he may utilize power plus and bluntness. Once the pattern becomes clear, the counselor decides to the client what serves to be his primary manipulative style. Manipulations are then analyzed from the statement of "what" or "how" is the manipulative style seen to have possible coverage and advice, and the possible manipulations to be applied. For example, a client who says, "I'm not happy," the counsellor might say, "You're not happy because you're not getting what you want from life." This is not so, because many counsellors and therapists are most effective in offering interpretation to get across the message. For example, a client who says, "I'm not happy," the counsellor might say, "You're not happy because you're not getting what you want from life."

'Teleschool' cost queried

STAR 615192

CAPE TOWN — There were rumours that it had cost as much as R6 000 a minute to produce the SABC's 600-hour Teleschool series, Carole Charlewood (DP Umbilo) said in Parliament yesterday.

Speaking in the Home Affairs Budget debate,

she said she had heard a rumour that the series had cost millions of rands. **SO**

If this were true, it was scandalous, Mrs Charlewood said.

She asked who actually produced the programmes and whether this had been done by a

subsidiary company of the SABC.

Mrs Charlewood also said the two hours of educational broadcasts, aimed at Std 9 and Std 10 pupils and transmitted on TSS, were reaching a very restricted audience as TSS went out to only about 35 percent of the population.

QUESTIONS

†The MINISTER OF EDUCATION AND CULTURE:

Indicates translated version.
For oral reply.
Own Affairs:

Model C: reverting to ordinary public state schools

*1. Mr W A BOTHA asked the Minister of Education and Culture:†

(1) Whether his Department will allow Model C schools, where the parents prefer it, to revert to ordinary public state schools; if not, why not; if so, on what conditions;

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

B548E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, in accordance with the conditions and procedures stipulated in sections 38 and 39 of the Education Affairs Act . (House of Assembly), 1988 (Act 70 of 1988);

(2) no.

Model C schools: school fees

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

- (1) Whether parents of children enrolling in a Model C school for the first time will be required to sign an agreement to pay any compulsory fees levied by that school; if not, how will fees be obtained from parents who are deemed to be able to afford the fees but who refuse to pay; if so,
- (2) whether the children of parents who refuse to sign such an agreement can be refused admission to a Model C school after 1 April 1992; if so, (a) on what grounds and (b) where will such children have to go to school; if not, how will the fees be obtained from these parents;
- (3) whether he will make a statement on the matter?

B553E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) The applicable Regulations (Regulations relating to governing bodies of state-aided schools excluding state-aided schools for specialized education R441 of 14 February 1992) empower a governing body, after consultation with the parent community and subject to the provisions of the Regulations relating to the conditions of admission of pupils to public schools and state-aided schools, to determine criteria for the admission of pupils. The Regulations further determine that a governing body may levy school fees and enforce payment thereof;
- (2) it is the policy of the Department that when children are admitted to a school, they may not be discriminated against on the grounds that their parents have refused to pay school fees;
- (3) no.

50

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, in particular to the second part of the question, am I correct in understanding that when a child of compulsory schoolgoing age arrives at a school to be admitted, the school may not refuse the child because the parents will not sign an agreement to pay fees, and in fact may not refuse the child on any other grounds, possibly apart from educational ones, but that once the child has been admitted, the school may take legal action—this arises from a previous reply from the hon the Minister—to recover fees from the parents? Is it correct to say that the child may not be refused entry?

The MINISTER: Mr Chairman, the reply is yes.

†Adv S C JACOBS: Mr Chairman, further arising out of the hon the Minister's reply, can he give us an indication of whether he will experience any problems, juristic or otherwise, if fees which have to be paid in terms of the Model C system are paid by the parents on a condition, the condition being that the fees would be paid for the school as long as the school remains a white school?

†The MINISTER: Mr Chairman, I have already said on various occasions that in terms of the present Constitution it would be possible for Model C schools to refuse the entry of children

on the grounds of their race or colour, but that it was not Government policy to promote that, and that it was most definitely contrary to the will and the policy of the Government of the day. That is why I will not do that.

50

†Adv S C JACOBS: Mr Chairman, further arising out of the hon the Minister's reply, if the Constitution is changed in regard to the White-

ness or not of a school, in other words if it is eliminated by the Constitution, would he then have any objection if one were to speak of an Afrikaner school in this regard and not of a white school?

†The MINISTER: Mr Chairman, I am afraid it is not possible for me to react to hypothetical questions.

Daisy de Melker: Douglas Bailor and Jack the Ripper and Winston Churchill and Rudolf Hess. [Interjections.]

†The MINISTER: Mr Chairman, with respect, I think the joke which the hon member tried to make about a very serious matter, does not belong here at all. [Interjections.] I did not try to link together these people with other prisoners who were regarded as political prisoners. These people committed crimes. In terms of the provisions of the Corrective Services Act the Minister of Correctional Services is, however, empowered to take action. He exercised his powers with the necessary responsibility.

There were also political prisoners who qualified in terms of rules which were laid down and which were agreed upon with the ANC. Those people were released. [Interjections.]

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Release of person from Zambian prison

*5. Mr L FUCHS asked the Minister of Foreign Affairs:

- (1) Whether he has taken any steps to secure the release from a Zambian prison of a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, to give evidence in a criminal case involving Mrs Winnie Mandela; if not, why not; if so, what are the relevant particulars;
- (2) what is the name of the person in question;
- (3) whether he will make a statement on the matter?

B569E

The MINISTER OF FOREIGN AFFAIRS:

- (1) No, not for the purpose mentioned by the hon member in his question. As in the case of any South African citizen who is detained in a foreign country, my Department has made enquiries into the well-being of the person.
- (2) Mr Katize Cebekhulu.
- (3) No, not at the present time.

HOUSE OF ASSEMBLY

Reopening of criminal case against Winnie Mandela

*6. Mr L FUCHS asked the Minister of Justice:

- (1) Whether, with reference to recent statements in the media by two persons whose names have been furnished to the Minister's Department for the purpose of his reply, he intends to invoke the provisions of the Criminal Procedure Act, No 51 of 1977, to reopen the criminal case against Mrs Winnie Mandela; if not, why not; if so, what are the relevant details;
- (2) whether, with reference to the trial of Mrs Winnie Mandela, attempts have been made to take statements from certain persons whose names have also been furnished to the Minister's Department; if not, why not; if so, what are the relevant details;
- (3) whether he will furnish the names of the persons referred to in paragraphs (1) and (2) of this question; if not, why not; if so, what are their names? B570E

The MINISTER OF JUSTICE:

- (1) and (2) In view of the pending appeal, the matter is *sub judice*. The requested information can therefore not be furnished. In addition the South African Police is investigating certain allegations and the required information may affect the outcome of the investigation.
- (3) A list of the names of the persons who may be involved or may become involved has not been finally established and the furnishing of such a comprehensive list may in any event infringe upon the *sub judice* rule.

Number of applications for SA citizenship

*7. Mr R R HULLEY asked the Minister of Home Affairs:

- How many persons (a) applied for and (b) obtained South African citizenship during the period 20 February to 17 March 1992? B572E
- The MINISTER OF HOME AFFAIRS:
- (a) and (b)
- Altogether 24 487 naturalizations were ap-

proved. It has however not been possible to verify to date whether all applications lodged within the relevant period were finalized timely. It is quite likely that applications submitted during the two or three days prior to 17 March 1992 were not finalized timely. Presently only accurate statistics of approvals are readily available. If the hon member, however, insists on statistics of the number of applications submitted during the period in question, a survey will have to be made at all the offices of the Department. I can merely add that no applications that complied with requirements were turned down.

Constitutional future of Doornkop

*8. Adv J J S PRINSLOO asked the Minister of Local Government and National Housing:†

- (1) Whether the Government intends taking any steps in respect of the constitutional future of Doornkop, in the district of Roodepoort; if not, why not; if so, (a) what steps and (b) when;
- (2) whether he will make a statement on the matter? B573E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

- (1) (a) and (b)
- Yes. The Cabinet has already granted permission for the purchase of Doornkop agricultural holdings No 239 IQ. A decision on the constitutional future and use of the land will be determined in due course.
- (2) No.

South African Rail Commuter Corporation: personnel transfers

*9. Adv J J S PRINSLOO asked the Minister of Transport:†

- (1) Whether a former chairman and managing director of the South African Rail Commuter Corporation Limited were recently transferred from these posts; if not, what are the relevant details; if so, why;
- (2) whether he will make a statement on the matter? B574E

The MINISTER OF TRANSPORT:

- (1) Yes. It was done in the light of investigations into events surrounding investments done with the Cape Investment Bank which has since been liquidated and important changes in the field of urban transport. I suffice with the media statement issued on 7 April 1992, my contribution to the interpellation which took place in the House of Assembly on 29 April in which case this matter was debated, and the discussion on the Transport vote on the same date.
- (2) No.

Black schools: amount needed to replace textbooks

*10. Mr J CHIOLE asked the Minister of Education and Training:†

- (1) What total amount is needed to replace textbooks that were not returned in Black schools at the end of 1991 and 1990, respectively;
- (2) whether there are any Black schools where in 1991 fewer than 25% of the textbooks that had to be returned were in fact returned; if so, (a) which schools and (b) what steps are envisaged in this regard? B575E

The MINISTER OF EDUCATION AND TRAINING:

- (1) The information is not available.
- The Department supplied textbooks and prescribed books to the value of R60 140 094.00 and R66 731 270.00 for the school years 1991 and 1992, respectively. The books were supplied to provide for the increase in the number of pupils and the replacement of worn-out and lost books.
 - (2) No, (a) and (b) fall away.

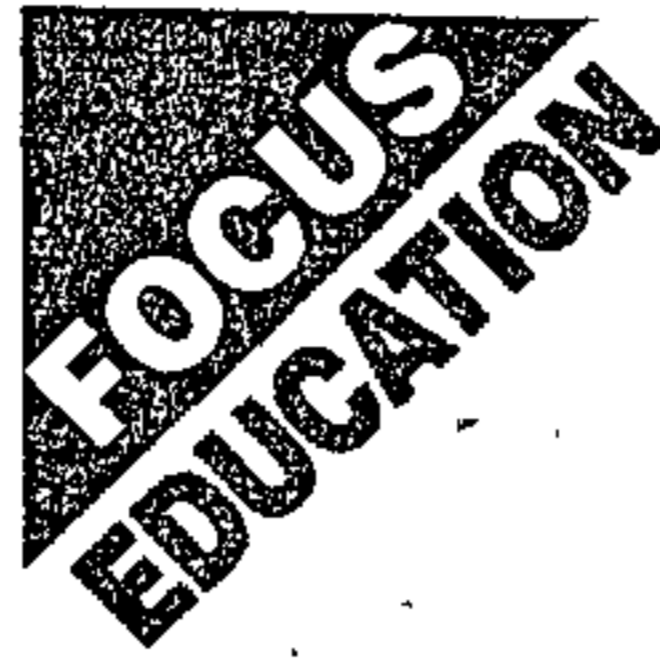
HOUSE OF ASSEMBLY

DET language plans 'reckless'

Sweet am 615792
THE Government plans to change policy on the medium of instruction in black schools were irresponsible and should be stopped, a national education research group has said.

The amended policy, expected to be gazetted this month, allows the Minister to determine the language to be used for instruction at Department of Education and Training schools after consultation with parents.

The call to halt the change comes from the Language Policy Research



Group of the National Education Policy Investigation.

Nepi falls under the National Education Coordinating Committee.

In March, Minister of Education and Training Mr Sam de Beer said draft

amendments allowing an African language, Afrikaans or English to be the medium of instruction from Grade 1 were being framed.

A final decision is to be made in November and, if approved, the policy comes into effect in January.

Only teacher organisations recognised by the DET had been consulted while organisations like the NECC and the South African Democratic Teachers' Union had been excluded.

Majority go for Model C

By Phil Molefe
Education Reporter (SO)

The majority of Model B and previously "whites-only" State schools country-wide have changed to semi-private Model C schools.

This is despite initial fears that most parents would resist the Government's plan because of the financial implications.

Provincial education authorities told The Star yesterday that most State schools had agreed to having their status changed to "State-aided" schools in line with the Government's new education policy announced in February.

All 174 white schools under the Free State Education Department have opted to become Model C.

About 91 percent of Natal's white public schools, which were previously classified as Model B and status quo schools, have changed to Model C.

In the Cape, of 680 Model B and status quo schools under the Cape Education Department,

637 have opted for Model C status.

In the Transvaal, only 28 status quo schools have chosen to retain their present classification.

TFD spokesman Willie van Staden said of the 1 101 Model B and status quo schools in the province, 1 073 had opted to become Model C.

The Government's dramatic rationalisation programme for white education was rejected on all fronts and interpreted by various bodies as an abandonment of State responsibility.

Educationalists warned that by converting schools to Model C, fees would be pushed up by 200 percent or even more.

The Government also came in for criticism from angry parents who warned that they could not afford increased fees.

While parents paid only about R300 a year in a Model B school, fees were expected to rise to more than R1 000 in a Model C school because the Government subsidy would fall away when schools converted to semi-private status.

Phone, post profits hit by economy

CAPE TOWN — The decline in the economy had been clearly reflected in a slowdown in the rate of increase of metered phone call units in 1990/91, the Postmaster-General, R B Raath, said in his annual report tabled in Parliament yesterday.

The rate declined markedly to 6,68 percent in 1990/91 from 18,41 percent the previous year. There was an even sharper decline in the growth of mail matter, from 8,9 percent in 1989/90 to 0,02 percent in 1990/91.

The unfavourable economic climate had also meant the Department of Posts and Telecommunications financial results were less satisfactory than the year before.

Operating surplus before appropriations declined from R693 million in 1989/90 to R256,9 million in 1990/91.

The report also noted that the outflow of funds from the Post Office Savings Bank continued during 1990/91.

This relatively cheap capital would have to be replaced by much more expensive capital, which would further complicate Posts and Telecommunications financial planning. — Sapa.

40 people a month buried as paupers

By Montshwa Moroke

On average, 40 people and more are being buried as paupers every month in the Johannesburg area, according to a spokesman for the Witwatersrand police.

This figure applied to the Johannesburg area alone and did not include Soweto, he said.

The spokesman said about 400 people had been buried as unknowns in the past six months. The number was much higher during periods when violence broke out on a large scale.

The number of pauper burials was expected to increase, especially in winter, when more unidentified people died from exposure.

A spokesman for Baragwanath Hospital said an average of 28 people from the hospital's mortuary were buried unidentified every month.

Some of them included un-rest victims, but authorities could not establish what the percentage was.

Problems were also experienced with people whose homes were in Natal and Transkei, whose relatives, if traced, took

a long time to identify them.

In all cases, corpses had already been buried by the time they were identified through fingerprints. The bodies were kept only for a month, as required by legislation.

A Witwatersrand police spokesman said: "If the identification of a body cannot be established within seven days, two sets of fingerprints must be taken and sent to the Criminal Records Bureau in Pretoria.

"There the fingerprints will be examined to establish the deceased's identity. If problems are experienced, the investigating officer must seek the help of the media," he said.

The investigating officer was required to take clear colour photographs of the body and make a report describing where and how the body was found, including descriptions of clothing and other marks.

However, a spokesman for the Sebokeng mortuary said that if the relatives did not identify a body within 12 days, fingerprints and photographs were taken and sent to Pretoria. The person was then buried as a pauper.

Law body suggests probe into Trust Feed be done by judge

STEPHANE BOTHMA

THE General Council of the Bar of SA yesterday insisted that the public interest required a full, public investigation into an alleged police cover-up in the Trust Feed massacre.

The investigation should preferably be presided over by a judge or retired judge of the Supreme Court, council chairman Milton Seligson SC said yesterday in reaction to the appointment of retired Regional Court magistrate and Broederbond member Willem Krugel.

Seligson said the appointment of Krugel by Law and Order Minister Hennis Kriel fell far short of the criteria laid down by the council.

The appointment of Krugel followed criticism of Kriel's earlier announcement that a top police team would investigate claims that police covered up investigations into the murder of 11 people by five policemen at Trust Feed in December 1988.

Finding the five policemen guilty last month, Judge Andrew Wilson called for a full independent inquiry into certain aspects of the manner in which the initial investigation into the massacre was handled.

Krugel, who could not be reached for comment yesterday, was reported to have defended his appointment as "being in line with claims by Wilson that the situation did not require a full public inquiry, but certainly one conducted by someone other than the police".

He described the Broederbond as a cultural and not a political organisation.

Krugel's Broederbond membership caused controversy in 1989 when he sat as an assessor in the Delmas treason trial in which 11 UDF members were convicted.

Krugel was reported yesterday to have defended his membership of the organisation by saying that when he had joined the Broederbond in 1973, he had been assured that in trying to enhance the position of his own people (the Afrikaners), he would not prejudice anyone in any way.

"Many Broederbonders have done much to normalise matters in SA," he said.

General Council members yesterday would not elaborate on Seligson's reaction and could not say if the council would take any action regarding Krugel's appointment.

Court asked to act on corporal punishment

COUNSEL for the father of a Randburg schoolboy who it is claimed suffered medical and psychological damage after he was caned by a teacher, argued yesterday that it was the court's duty to regularise corporal punishment.

Advocate P Daniels made this submission during closing arguments before Judge J Lazarus in the Rand Supreme Court.

The boy's father who alleges the caning was excessive and unjustified, is claiming R13 742 damages from the Education and Culture Minister, his son's headmaster, the

SUSAN RUSSELL

former deputy headmaster and the teacher who administered the punishment.

The boy, who was 15 years old and in Std Six at the time, was given six cuts on November 13 1989 after he exposed himself to a number of girls at his school.

His father alleges the youth was unable to sit or lie on his back for a week and had to have medical and psychological treatment after the incident.

However, the deputy headmaster who was present at the caning said the boy's offence bordered on expulsion.

Killer policeman released for ANC, Inkatha — Vlok

BILLY PADDOCK

CAPE TOWN — Special circumstances prevailing in SA last year were the reason government decided to release former KwaZulu policeman Khethani (Richard) Shange, dubbed "the beast" by the trial judge, Correctional Services Minister Adriaan Vlok said yesterday.

He said he could not explain any further why government had decided to release Shange 36 days after he was sentenced to 27 years.

"It was done not only for Inkatha but also for the ANC and it was done for the good of the country, the benefits which we are already reaping today," Vlok said.

He stressed that Shange was regarded as a special case and not as a political prisoner. He said government's special release policy for 1991 was clearly set out. His parole was the same as that pertaining to any other prisoner, Vlok said.

DARIUS SANAI reports that Lawyers for Human Rights (LHR) National Director Brian Currin yesterday said Vlok's explanation was inadequate and "stank of political scandal".

Currin said LHR members were at a loss to work out how Shange could have been released under current law.

Vlok said earlier this week that Shange's early release was due to a computer error, and that he should have been released at the end of May. Currin said this explanation was equally unacceptable.

Vlok also said earlier that Shange was released as a political prisoner under Section 63 of the Act on Correctional Services. But Currin said Section 63 had "nothing whatsoever to do with the procedures established by the Groote Schuur and Pretoria Minutes to effect the release of political prisoners".

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HOUSE OF REPRESENTATIVES

QUESTIONS

+Indicates translated version.

For written reply:

Own Affairs:

Teaching appointments

2. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) How many teaching appointments were approved in (a) the Transvaal, (b) the Cape Province, (c) Natal and (d) the Orange Free State in 1990 and 1991, respectively;

- (2) whether he will furnish the names of the successful applicants; if not, why not; if so, (a) what are their names and (b) to which posts were they appointed;

- (3) (a) how many applicants were unsuccessful in each of the above years and (b) for what reasons were their applications refused? C12E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 1990— 692; 1991— 632;

- (b) 1990—4 198; 1991—3 401;

- (c) 1990— 131; 1991— 189; and

- (d) 1990— 139; 1991— 186.

- (2) and (3)
The volume of work involved in reply to the above questions, is too comprehensive to complete within a short space of time. If information concerning individual cases is required, the details can be obtained direct from my Department.

Shortages of textbooks: Transvaal schools

3. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether there are any shortages of textbooks at schools falling under the control of his Department in the Transvaal; if so,

- (a) (i) in what subjects and (ii) what is the estimated extent of the shortage for each subject and (b) in respect of what date is this information furnished;

- (2) whether he will make a statement on the matter? C13E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No. As far as my Department is aware, no shortages of textbooks at schools in Transvaal have been brought to its attention. Should there by any such shortages, it would be appreciated if it could be brought to my Department's attention without delay.

- (2) No. A statement is not deemed necessary.

Departmental schools: school committees per province

5. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) How many school committees are there in each province in respect of schools falling under his Department;

- (2) whether he will furnish the names of the persons serving on each of these committees; if not, why not; if so, (a) what are their names and (b) in respect of what date is this information furnished;

- (3) what powers are given to each school committee? C19E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Cape Province — 918
Orange Free State — 47
Transvaal — 107
Natal — 46

- (2) The volume of work involved in replying to the above question, is too comprehensive to complete within a short space of time. If information concerning individual school committees is required, the details can be obtained direct from my Department

- (3) A complete exposition of the powers and functions of school committees appears at Regulation F.9 of the regulations promulgated in terms of the Coloured Persons Education Act, 1963 (Act 47 of 1963)

INTERPELLATIONS UNDER NAME OF MEMBER

Botha, Dr W J—

General Affairs:

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Langley, Mr T—

General Affairs:

National Intelligence Service, 1

Burrows, Mr R M—

Own Affairs:

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Law and Order, 129

Transport, 732

Carlisle, Mr R V—

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Transport, 848

Own Affairs:

Housing and Works, 619

Le Roux, Mr F J—

General Affairs:

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Gerber, Mr A—

Own Affairs:

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Gibson, Mr D H M—

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Padiachey, Mr D K—

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Haswell, Mr R F—

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Hoon, Mr J H—

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National Education, 911

Pienaar, Adv C H—

Own Affairs:

Agricultural Development, 33, 940

Jacobs, Adv S C—

General Affairs:

Home Affairs, 725

Pienaar, Mr D S—

Own Affairs:

Education and Culture, 753

**DEPARTEMENT VAN ONDERWYS EN
KULTUUR**

No. 1282 **8 Mei 1992**

**VERKLARING VAN OPENBARE SKOLE TOT
STAATSONDERSTEUNDE SKOLE**

VERBETERINGSKENNISGEWING

Goewermentskennisgewing No. R. 166 van 10 Januarie 1992 word verbeter deur in die Bylae die woorde "Hoërskool Rhodesfield" te skrap.

**DEPARTEMENT VAN ONDERWYS EN
KULTUUR**

No. 1283 **8 Mei 1992**

**VERKLARING VAN 'N OPENBARE SKOOL TOT
STAATSONDERSTEUNDE SKOOL**

Kragtens die bevoegheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die Hoërskool Rhodesfield tot staatsondersteunde skool met ingang van 1 Augustus 1992.

P. G. MARAIS,
Minister van Onderwys en Kultuur.

**DEPARTEMENT VAN ONDERWYS EN
KULTUUR**

No. 1284 **8 Mei 1992**

**VERKLARING VAN OPENBARE SKOLE TOT
STAATSONDERSTEUNDE SKOLE**

Kragtens die bevoegheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skole in die Bylae tot staatsondersteunde skole met ingang van 1 Augustus 1992.

P. G. MARAIS,
Minister van Onderwys en Kultuur.

BYLAE

NATAL

Afrikaanse Hoërskool Durban-Noord.
Alexandra High.
Amanzimtoti High.
Amanzimtoti Primary.
Arbor Park Primêr/Primary.
Arboretum Primêr/Primary.
Ashley Primary.
Athlone Park Primary.
Athlone Primary.
Atholl Heights Primary.
Atholton Primary.
Avon Jun Prim.
Bellair Primary.

**DEPARTMENT OF EDUCATION AND
CULTURE**

No. 1282 **8 May 1992**

**DECLARATION OF PUBLIC SCHOOLS AS
STATE-AIDED SCHOOLS**

CORRECTION NOTICE

Government Notice No. R. 166 of 10 January 1992, is hereby corrected by the deletion in the Schedule of the words "Hoërskool Rhodesfield".

**DEPARTMENT OF EDUCATION AND
CULTURE**

No. 1283 **8 May 1992**

**DECLARATION OF A PUBLIC SHOOOL AS
STATE-AIDED SCHOOL**

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare Hoërskool Rhodesfield to be a state-aided school with effect from 1 August 1992.

P. G. MARAIS,
Minister of Education and Culture.

**DEPARTMENT OF EDUCATION AND
CULTURE**

No. 1284 **8 May 1992**

**DECLARATION OF PUBLIC SCHOOLS AS
STATE-AIDED SCHOOLS**

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the schools in the Schedule to be state-aided schools with effect from 1 August 1992.

P. G. MARAIS,
Minister of Education and Culture.

SCHEDULE

NATAL

Afrikaanse Hoërskool Durban-Noord.
Alexandra High.
Amanzimtoti High.
Amanzimtoti Primary.
Arbor Park Primêr/Primary.
Arboretum Primêr/Primary.
Ashley Primary.
Athlone Park Primary.
Athlone Primary.
Atholl Heights Primary.
Atholton Primary.
Avon Jun Prim.
Bellair Primary.

Benjamin Pine Primary.
 Berea Primary.
 Berea West Jun Prim.
 Berea West Senior Primary.
 Bergville Primary/Primêr.
 Bisley Park Primary.
 Brettonwood High.
 Brighton Beach Senior Primary.
 Bushlands Primary.
 Carrington Heights Jun Prim.
 Carter High.
 Cato Ridge Primary/Primêr.
 Chelsea Drive Senior Primary.
 Clarence Primary.
 Clarendon Primary (*including Remedial Unit).
 Colenso Primêr/Primary.
 Creighton Primary.
 Danville Park Girls' High.
 Darnall Primary.
 Dirkie Uys Hoër.
 Dirkie Uys Primêr.
 Doon Heights Primary.
 Drakensberg Primêr.
 Drakensview Primary/Primêr.
 Dundee Hoër/High.
 Dundee Jun Prim.
 Dundee Senior Primêr/Primary.
 Durban Girls' High.
 Durban High School.
 Eendrag Primêr.
 Egerton Primary/Primêr.
 Empangeni Hoër/High.
 Empangeni Primary.
 Escombe Primary/Primêr.
 Eshowe High/Hoër.
 Eshowe Primary/Primêr.
 Estcourt High/Hoër.
 Ferrum Hoër/High.
 Forest View Primary.
 Fynnland Senior Primary.
 Geloofte Hoër.
 Geloofte Primêr.
 Gert Maritz Primêr.
 Gingindlovu Primary/Primêr.
 Glenardle Jun Prim.
 Glenashley Jun Prim.
 Glenashley Senior Primary.
 Glencoe Primêr/Primary.
 Glenwood High.
 Glenwood Jun Prim.
 Glückstadt Primêr.
 Gordon Road Primary.
 Grantham Park Primary/Primêr.
 Greytown High/Hoër.
 Greytown Primary/Primêr.

Benjamin Pine Primary. 50
 Berea Primary.
 Berea West Jun Prim.
 Berea West Senior Primary.
 Bergville Primary/Primêr.
 Bisley Park Primary.
 Brettonwood High.
 Brighton Beach Senior Primary.
 Bushlands Primary.
 Carrington Heights Jun Prim.
 Carter High.
 Cato Ridge Primary/Primêr.
 Chelsea Drive Senior Primary.
 Clarence Primary.
 Clarendon Primary (*including Remedial Unit).
 Colenso Primêr/Primary.
 Creighton Primary.
 Danville Park Girls' High.
 Darnall Primary.
 Dirkie Uys Hoër.
 Dirkie Uys Primêr.
 Doon Heights Primary.
 Drakensberg Primêr.
 Drakensview Primary/Primêr.
 Dundee Hoër/High.
 Dundee Jun Prim.
 Dundee Senior Primêr/Primary.
 Durban Girls' High.
 Durban High School.
 Eendrag Primêr.
 Egerton Primary/Primêr.
 Empangeni Hoër/High.
 Empangeni Primary.
 Escombe Primary/Primêr.
 Eshowe High/Hoër.
 Eshowe Primary/Primêr.
 Estcourt High/Hoër.
 Ferrum Hoër/High.
 Forest View Primary.
 Fynnland Senior Primary.
 Geloofte Hoër.
 Geloofte Primêr.
 Gert Maritz Primêr.
 Gingindlovu Primary/Primêr.
 Glenardle Jun Prim.
 Glenashley Jun Prim.
 Glenashley Senior Primary.
 Glencoe Primêr/Primary.
 Glenwood High.
 Glenwood Jun Prim.
 Glückstadt Primêr.
 Gordon Road Primary.
 Grantham Park Primary/Primêr.
 Greytown High/Hoër.
 Greytown Primary/Primêr.

Grosvenor Boys' High.
 Grosvenor Girls' High.
 Harburg Primary.
 Harding Primary/Primêr.
 Heuwelland Primêr.
 Hillary Primary.
 Hillcrest High.
 Hillcrest Primary.
 Hlobane Primêr/Primary.
 Hluhluwe Primêr/Primary.
 Howick High.
 Howick Primary/Primêr.
 Hutten Park Primêr/Primary.
 Ixopo High.
 Ixopo Primary/Primêr.
 John Ross College.
 King Edward High/Hoër.
 Kingsway High.
 Kliprivier/Keatstraat Primêr/Primary.
 Kloof High.
 Kloof Primary.
 Kokstad College/Kollege.
 Kokstad Prep./Voorb.
 Kuswag Hoër.
 Kuswag Primêr.
 Kwa-Mbonambi Primary/Primêr.
 La Lucia Jun Prim.
 Laddsworth Primary.
 Ladysmith Hoër/High.
 Linpark High/Hoër.
 Longmarket Girls' School (Primary).
 Louwsburg Primêr.
 Lucas Meyer Primêr.
 Lüneburg Primêr.
 Lyndhurst Primary.
 Maidstone Primary.
 Mandini Primary/Primêr.
 Manor Gardens Primary.
 Margate Primary.
 Maritzburg College.
 Marlborough Park Jun Prim.
 Melmoth Primêr/Primary.
 Merchiston Primary.
 Montclair Jun Prim.
 Montclair Senior Primary.
 Monument Primêr/Primary.
 Mooi River Primary/Primêr.
 Moorleigh Primary.
 Morningside Primary.
 Mowat Park High.
 Mtubatuba Primary/Primêr.
 New Forest High.
 New Germany Primary.
 Newcastle Hoër/High.
 Newcastle Jun Prim.

Grosvenor Boys' High.
 Grosvenor Girls' High. (50)
 Harburg Primary.
 Harding Primary/Primêr.
 Heuwelland Primêr.
 Hillary Primary.
 Hillcrest High.
 Hillcrest Primary.
 Hlobane Primêr/Primary.
 Hluhluwe Primêr/Primary.
 Howick High.
 Howick Primary/Primêr.
 Hutten Park Primêr/Primary.
 Ixopo High.
 Ixopo Primary/Primêr.
 John Ross College.
 King Edward High/Hoër.
 Kingsway High.
 Kliprivier/Keatstraat Primêr/Primary.
 Kloof High.
 Kloof Primary.
 Kokstad College/Kollege.
 Kokstad Prep./Voorb.
 Kuswag Hoër.
 Kuswag Primêr.
 Kwa-Mbonambi Primary/Primêr.
 La Lucia Jun Prim.
 Laddsworth Primary.
 Ladysmith Hoër/High.
 Linpark High/Hoër.
 Longmarket Girls' School (Primary).
 Louwsburg Primêr.
 Lucas Meyer Primêr.
 Lüneburg Primêr.
 Lyndhurst Primary.
 Maidstone Primary.
 Mandini Primary/Primêr.
 Manor Gardens Primar.
 Margate Primary.
 Maritzburg College.
 Marlborough Park Jun Prim.
 Melmoth Primêr/Primary.
 Merchiston Primary.
 Montclair Jun Prim.
 Montclair Senior Primary.
 Monument Primêr/Primary.
 Mooi River Primary/Primêr.
 Moorleigh Primary.
 Morningside Primary.
 Mowat Park High.
 Mtubatuba Primary/Primêr.
 New Forest High.
 New Germany Primary.
 Newcastle Hoër/High.
 Newcastle Jun Prim.

Newcastle Senior Primêr/Primary.
 Newton High/Hoër.
 Northdene Primary.
 Northern Park Primary.
 Northlands Girls' High.
 Northlands Senior Primary.
 Northway Jun Prim.
 Northwood College.
 Nottingham Road Primary.
 Nuwe Republiek Primêr/Primary.
 Panorama Primêr/Primary.
 Park View Primary.
 Parkside Primary.
 Paulpietersburg Primêr/Primary.
 Pelham Primary/Primêr.
 Penzance Primary.
 Piet Retief Primêr.
 Pietermartizburg Girls' High.
 Pinetown Boys' High.
 Pinetown Girls' High.
 Pinetown Jun Prim.
 Pionier Hoër.
 Pitlochry Primary.
 Port Edward Primary/Primêr.
 Port Natal Hoër.
 Port Natal Primêr.
 Port Shepstone High.
 Port Shepstone Jun Prim.
 Port Shepstone Senior Primary.
 Prestbury Primary.
 Queensburgh Boys' High.
 Queensburgh Girls' High.
 Richardia Primêr/Primary.
 Richardsbaai Hoër.
 Richardsbaai/Richards Bay Primêr/Primary.
 Richmond Primary/Primêr.
 Ridge Jun Prim.
 Ridge Park College.
 Rosehill Jun Prim.
 Saamwerk Primêr.
 Sarel Cilliers Hoër/High.
 Sarnia Primary.
 Scottburgh High.
 Scottburgh Primary/Primêr.
 Scottsville Primary.
 Sea View Primary.
 Sezela Primary.
 Stanger High/Hoër.
 Stanger Primary/Primêr.
 Stellawood Primary.
 Suid-Natal Hoër.
 Suid-Natal Primêr.
 Sunningdale Jun Prim.
 Uelzen Primary.
 Umbogintwini Primary.

Newcastle Senior Primêr/Primary. (50)
 Newton High/Hoër.
 Northdene Primary.
 Northern Park Primary.
 Northlands Girls' High.
 Northlands Senior Primary.
 Northway Jun Prim.
 Northwood College.
 Nottingham Road Primary.
 Nuwe Republiek Primêr/Primary.
 Panorama Primêr/Primary.
 Park View Primary.
 Parkside Primary.
 Paulpietersburg Primêr/Primary.
 Pelham Primary/Primêr.
 Penzance Primary.
 Piet Retief Primêr.
 Pietermartizburg Girls' High.
 Pinetown Boys' High.
 Pinetown Girls' High.
 Pinetown Jun Prim.
 Pionier Hoër.
 Pitlochry Primary.
 Port Edward Primary/Primêr.
 Port Natal Hoër.
 Port Natal Primêr.
 Port Shepstone High.
 Port Shepstone Jun Prim.
 Port Shepstone Senior Primary.
 Prestbury Primary.
 Queensburgh Boys' High.
 Queensburgh Girls' High.
 Richardia Primêr/Primary.
 Richardsbaai Hoër.
 Richardsbaai/Richards Bay Primêr/Primary.
 Richmond Primary/Primêr.
 Ridge Jun Prim.
 Ridge Park Collegè.
 Rosehill Jun Prim.
 Saamwerk Primêr.
 Sarel Cilliers Hoër/High.
 Sarnia Primary.
 Scottburgh High.
 Scottburgh Primary/Primêr.
 Scottsville Primary.
 Sea View Primary.
 Sezela Primary.
 Stanger High/Hoër.
 Stanger Primary/Primêr.
 Stellawood Primary.
 Suid-Natal Hoër.
 Suid-Natal Primêr.
 Sunningdale Jun Prim.
 Uelzen Primary.
 Umbogintwini Primary.

Umhlali Primary/Primêr.
 Umkomaas Primary.
 Utrecht Hoër.
 Veldenvlei Primêr/Primary.
 Virginia Senior Primary.
 Voortrekker Hoër.
 Vryheid Hoër Landbou.
 Vryheid Hoër/High.
 Vryheid Jun Prim.
 Warner Beach Jun Prim.
 Warner Beach Senior Primary.
 Wartburg-Kirchdorf High.
 Wartburg-Kirchdorf Primary.
 Werda Hoër.
 Werda Jun Prim.
 Werda Senior Primêr.
 West Ridge High/Hoër.
 Weston Agricultural College.
 Westville Boys' High.
 Westville Girls' High.
 Westville Jun Prim.
 Westville Primary.
 Winston Park Primary.
 Winterton Primary/Primêr.
 Woodlands Primary.
 Yellowwood Park Primary.

Umhlali Primary/Primêr. (50)
 Umkomaas Primary.
 Utrecht Hoër.
 Veldenvlei Primêr/Primary.
 Virginia Senior Primary.
 Voortrekker Hoër.
 Vryheid Hoër Landbou.
 Vryheid Hoër/High.
 Vryheid Jun Prim.
 Warner Beach Jun Prim.
 Warner Beach Senior Primary.
 Wartburg-Kirchdorf High.
 Wartburg-Kirchdorf Primary.
 Werda Hoër.
 Werda Jun Prim.
 Werda Senior Primêr.
 West Ridge High/Hoër.
 Weston Agricultural College.
 Westville Boys' High.
 Westville Girls' High.
 Westville Jun Prim.
 Westville Primary.
 Winston Park Primary.
 Winterton Primary/Primêr.
 Woodlands Primary.
 Yellowwood Park Primary.

**DEPARTEMENT VAN ONDERWYS EN
 KULTUUR**

No. 1285

8 Mei 1992

**VERKLARING VAN 'N OPENBARE SKOOL TOT
 STAATSONDERSTEUNDE SKOOL**

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skool in die Bylae tot staatsondersteunde skool met ingang van 1 April 1992.

P. G. MARAIS,

Minister van Onderwys en Kultuur.

BYLAE**TRANSVAAL**

Laerskool Impala.

**DEPARTEMENT VAN BINNELANDSE
 SAKE**

No. 1219

8 Mei 1992

WET OP VREEMDELINGE, 1937

VANSVERANDERING: BUDHIE NA
 NANA

Dit het die Minister van Binnelandse Sake behaag om, kragtens die bepalings van artikel 9 van die Wet op Vreemdelinge, 1937 (Wet No. 1 van 1937), Raines Nana Budhie, sy vrou Urmila Ramjee en minderjarige kind Asikha, woonagtig te Olifantsingel 8755, Uitbreiding 10, Lenasia, te magtig om die van **Nana** aan te neem.

**DEPARTMENT OF EDUCATION AND
 CULTURE**

No. 1285

8 May 1992

**DECLARATION OF A PUBLIC SCHOOL AS
 STATE-AIDED SCHOOL**

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the school in the Schedule to be a state-aided school with effect from 1 April 1992.

P. G. MARAIS,

Minister of Education and Culture.

SCHEDULE**TRANSVAAL**

Laerskool Impala.

**DEPARTMENT OF HOME
 AFFAIRS**

No. 1219

8 May 1992

ALIENS ACT, 1937

CHANGE OF SURNAME: BUDHIE TO
 NANA

The Minister of Home Affairs has been pleased under the provisions of section 9 of the Aliens Act, 1937 (Act No. 1 of 1937), to authorise Raines Nana Budhie, his wife Urmila Ramjee and minor child Asikha, residing at 8755 Olifant Crescent, Extension 10, Lenasia, to assume the surname of **Nana**.

REPUBLIEK
VAN
SUID-AFRIKA



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Vol. 323

PRETORIA, 8 MEI
MAY 1992

No. 13968

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 1246

8 Mei 1992

VERKLARING VAN OPENBARE SKOLE TOT STAATSONDERSTEUNDE SKOLE

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skole in die Bylae tot staatsondersteunde skole met ingang van 1 Julie 1992.

P. G. MARAIS,

Minister van Onderwys en Kultuur.

BYLAE

SUIWER SEKONDÊRE SKOLE

Hoërskool Voortrekker.
Hoërskool Witteberg.
Hoër Meisieskool Oranje.
Hoër Handel & Tegniëse Skool.
Eunice High School.
Hoërskool Bloemspruit.
Hoërskool Fichardtpark.
Hoërskool Grey-Kollege.
Hoërskool J. B. M. Hertzog.
Hoërskool Jim Fouché.
Hoërskool Sand du Plessis.
Hoërskool Sentraal.
Hoërskool Bothaville.
Hoërskool Ficksburg.

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GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. 1246

8 May 1992

DECLARATION OF PUBLIC SCHOOLS AS STATE-AIDED SCHOOLS

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the schools in the Schedule to be state-aided schools with effect from 1 July 1992.

P. G. MARAIS,

Minister of Education and Culture.

SCHEDULE

SECONDARY SCHOOLS PROPER

Voortrekker High School.
Witteberg High School.
Hoër Meisieskool Oranje.
Hoër Handel & Tegniëse Skool.
Eunice High School.
Hoërskool Bloemspruit.
Hoërskool Fichardtpark.
Grey-Kollege High School.
Hoërskool J. B. M. Hertzog.
Hoërskool Jim Fouché.
Hoërskool Sand du Plessis.
Hoërskool Sentraal.
Hoërskool Bothaville.
Ficksburg High School.

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Hoërskool Harrismith.
 Hoërskool Willem Pretorius.
 Hoërskool Hennenman.
 Afrikaanse Hoërskool, Kroonstad.
 Hoërskool Kroonstad.
 Hoërskool Ladybrand.
 Hoërskool Wessel Maree.
 Hoërskool Parys.
 Afrikaanse Hoërskool, Sasolburg.
 Hoërskool Sasolburg.
 Hoërskool Vaalpark.
 Hoërskool Paul Erasmus.
 Hoërskool Piet Crowther.
 Hoërskool Harmonie.
 Hoërskool Hentie Cilliers.
 Hoërskool Vrede.
 Hoërskool Welkom-Gimnasium.
 Hoërskool Goudveld.
 Hoërskool Riebeeckstad.
 Hoërskool Unitas.
 Welkom High School.

GEKOMBINEERDE SEKONDÊRE SKOLE

Hoërskool Pellissier.
 Brebner High School.
 Hoërskool Dr. Viljoen.
 Hoërskool President Steyn.
 St. Andrew's High School.
 St. Michael's High School.
 Hoërskool Roodak.
 Hoërskool Staatspresident Swart.
 Hoërskool Bultfontein.
 Hoërskool Clocolan.
 Hoërskool Christiaan de Wet.
 Hoërskool Edenburg.
 Hoërskool Excelsior.
 Hoërskool Olien.
 Hoërskool Witgerivier.
 Hoërskool Hertzogville.
 Hoërskool Hoopstad.
 Hoërskool Retief.
 Hoërskool Koffiefontein.
 Hoërskool Sarel Cilliers.
 Hoërskool Lindley.
 Hoërskool Marquard.
 Hoërskool J. A. Malherbe.
 Hoërskool A. J. C. Jooste.
 Hoërskool M. T. Steyn.
 Hoërskool Hendrik Potgieter.
 Hoërskool Reitz.
 Hoërskool Rouxville.
 Hoërskool Taaibos.

Harrismith High School. (50)
 Hoërskool Willem Pretorius.
 Hoërskool Hennenman.
 Afrikaanse Hoërskool, Kroonstad.
 Kroonstad High School.
 Ladybrand High School.
 Hoërskool Wessel Maree.
 Hoërskool Parys.
 Afrikaanse Hoërskool, Sasolburg.
 Sasolburg High School.
 Vaalpark High School.
 Hoërskool Paul Erasmus.
 Hoërskool Piet Crowther.
 Hoërskool Harmonie.
 Hoërskool Hentie Cilliers.
 Hoërskool Vrede.
 Hoërskool Welkom-Gimnasium.
 Hoërskool Goudveld.
 Hoërskool Riebeeckstad.
 Unitas High School.
 Welkom High School.

COMBINED SECONDARY SCHOOLS

Hoërskool Pellissier.
 Brebner High School.
 Hoërskool Dr. Viljoen.
 Hoërskool President Steyn.
 St. Andrew's High School.
 St. Michael's High School.
 Hoërskool Roodak.
 Hoërskool Staatspresident Swart.
 Hoërskool Bultfontein.
 Hoërskool Clocolan.
 Hoërskool Christiaan de Wet.
 Hoërskool Edenburg.
 Hoërskool Excelsior.
 Hoërskool Olien.
 Hoërskool Witgerivier.
 Hoërskool Hertzogville.
 Hoërskool Hoopstad.
 Retief High School.
 Hoërskool Koffiefontein.
 Hoërskool Sarel Cilliers.
 Hoërskool Lindley.
 Marquard High School.
 Hoërskool J. A. Malherbe.
 Hoërskool A. J. C. Jooste.
 Hoërskool M. T. Steyn.
 Hoërskool Hendrik Potgieter.
 Reitz High School.
 Hoërskool Rouxville.
 Hoërskool Taaibos.

Hoërskool Genl. Hertzog.
 Hoërskool Steynsrus.
 Hoërskool Trompsburg.
 Hoërskool Ventersburg.
 Hoërskool Salomon Senekal.
 Hoërskool Villiers.
 Hoërskool Chris van Niekerk.
 Hoërskool Dirkie Uys.
 Hoërskool Louw Wepener.
 Hoërskool Sandveld.
 Hoërskool Winburg.
 Hoërskool Zastron.

PRIMÊRE SKOLE

Primêre Skool Allanridge.
 Primêre Skool Graanveld.
 Primêre Skool Jordania.
 Primêre Skool Truida Kestell.
 Primêre Meisieskool Oranje.
 Eunice Primary School.
 Primêre Skool Brandwag.
 Primêre Skool Dr CF Visser.
 Primêre Skool Fauna.
 Primêre Skool Fichardtpark.
 Primêre Skool Grey-Kollege.
 Primêre Skool J. B. M. Hertzog.
 Primêre Skool Jim Fouché.
 Primêre Skool Koot Niemann.
 Primêre Skool Model.
 Primêre Skool Onze Rust.
 Primêre Skool President Brand.
 Primêre Skool Sand du Plessis.
 Primêre Skool Sentraal.
 Primêre Skool Uitsig.
 Primêre Skool Universitas.
 Primêre Skool Van Kerken.
 Primêre Skool Wilgehof.
 Primêre Skool Willem Postma.
 Primêre Skool Eben Dönges.
 Primêre Skool Humansvlakte.
 Primêre Skool Kleinbroek.
 Primêre Skool Loskuil.
 Primêre Skool Clarens.
 Primêre Skool Daniëlsrus.
 Primêre Skool Dealesville.
 Primêre Skool Deneysville.
 Primêre Skool Edenville.
 Primêre Skool Ficksburg.
 Primêre Skool Fouriesburg.
 Primêre Skool Harrismith.
 Primêre Skool Vegkop.
 Primêre Skool Hennenman.

Hoërskool Genl. Hertzog.
 Hoërskool Steynsrus.
 Hoërskool Trompsburg.
 Hoërskool Ventersburg.
 Salomon Senekal High School. (50)
 Hoërskool Villiers.
 Hoërskool Chris van Niekerk.
 Hoërskool Dirkie Uys.
 Hoërskool Louw Wepener.
 Hoërskool Sandveld.
 Hoërskool Winburg.
 Hoërskool Zastron.

PRIMARY SCHOOLS PROPER

Allanridge Primary School.
 Primêre Skool Graanveld.
 Primêre Skool Jordania.
 Truida Kestell Primary School.
 Primêre Skool Oranje.
 Eunice Primary School.
 Primêre Skool Brandwag.
 Primêre Skool Dr CF Visser.
 Primêre Skool Fauna.
 Primêre Skool Fichardtpark.
 Grey-Kollege Primary School.
 Primêre Skool J. B. M. Hertzog.
 Primêre Skool Jim Fouché.
 Primêre Skool Koot Niemann.
 Primêre Skool Model.
 Primêre Skool Onze Rust.
 Primêre Skool President Brand.
 Primêre Skool Sand du Plessis.
 Primêre Skool Sentraal.
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 Primêre Skool Wilgehof.
 Primêre Skool Willem Postma.
 Primêre Skool Eben Dönges.
 Primêre Skool Humansvlakte.
 Primêre Skool Kleinbroek.
 Primêre Skool Loskuil.
 Clarens Primary School.
 Primêre Skool Daniëlsrus.
 Primêre Skool Dealesville.
 Primêre Skool Deneysville.
 Primêre Skool Edenville.
 Ficksburg Primary School.
 Primêre Skool Fouriesburg.
 Harrismith Primary School.
 Primêre Skool Vegkop.
 Primêre Skool Hennenman.

Primêre Skool Emily Hobhouse.
 Primêre Skool Jacobsdal.
 Primêre Skool Kroonheuwel.
 Primêre Skool Kroon.
 Primêre Skool Voorwaarts.
 Sentrale Volksskool.
 Primêre Skool Ladybrand.
 Primêre Skool Luckhoff.
 Primêre Skool Memel.
 Primêre Skool Coenraad Snyman.
 Primêre Skool Brandwag.
 Primêre Skool Odensia.
 Primêre Skool Oranjeville.
 Primêre Skool HF Verwoerd.
 Primêre Skool Paul Roux.
 Primêre Skool Goedemoed.
 Primêre Skool A. J. Jacobs.
 Primêre Skool Fonteine.
 Primêre Skool Leeuwspruit.
 Primêre Skool Noord.
 Primêre Skool Lumière.
 Primêre Skool Vaalpark.
 Primêre Skool Senekal.
 Primêre Skool Springfontein.
 Primêre Skool Theunissen.
 Primere Skool Tweeling.
 Primêre Skool Tweespruit.
 Primêre Skool Verkeerdevlei.
 Lakeview Primary School.
 Primêre Skool Frank van der Merwe.
 Primêre Skool Harmonie.
 Primêre Skool Merriespruit.
 Primêre Skool Virginia.
 Primêre Skool Fred Wentzel.
 Primêre Skool Reitzburg.
 Aurora Primary School.
 Primêre Skool Bedelia.
 Primêre Skool Dagbreek.
 Primêre Skool Naudeville.
 Primêre Skool Nelsdrif.
 Primêre Skool Reitzpark.
 Primêre Skool Riebeeckstad.
 Primêre Skool St. Helena.
 Primêre Skool Koppie Alleen.
 Welkom Preparatory School.
 Welkom Volksskool.
 Primêre Skool Witsieshoek

SPESIALE SKOLE

Môrewagskool.
 Dr. Böhmerskool.
 Johan Slabbertskool.
 Fakkelskool.
 Nobilisskool.
 Japie Smitskool.

Primêre Skool Emily Hobhouse.
 Primêre Skool Jacobsdal.
 Primêre Skool Kroonheuwel.
 Kroon Primary School.
 Primêre Skool Voorwaarts.
 Sentrale Volksskool.
 Ladybrand Primary School.
 Primêre Skool Luckhoff.
 Primêre Skool Memel.
 Coenraad Snyman Primary School.
 Primêre Skool Brandwag.
 Primêre Skool Odensia.
 Primêre Skool Oranjeville.
 H. F. Verwoerd Primary School.
 Primêre Skool Paul Roux.
 Primêre Skool Goedemoed.
 Primêre Skool A. J. Jacobs.
 Fonteine Primary School.
 Leeuwspruit Primary School.
 Noord Primary School.
 Lumière Primary School.
 Vaalpark Primary School.
 Primêre Skool Senekal.
 Primêre Skool Springfontein.
 Primêre Skool Theunissen.
 Primêre Skool Tweeling.
 Tweespruit Primary School.
 Primêre Skool Verkeerdevlei.
 Lakeview Primary School.
 Primêre Skool Frank van der Merwe.
 Primêre Skool Harmonie.
 Primêre Skool Merriespruit.
 Primêre Skool Virginia.
 Primêre Skool Fred Wentzel.
 Primêre Skool Reitzburg.
 Aurora Primary School.
 Primêre Skool Bedelia.
 Primêre Skool Dagbreek.
 Primêre Skool Naudeville.
 Primêre Skool Nelsdrif.
 Primêre Skool Reitzpark.
 Primêre Skool Riebeeckstad.
 Primêre Skool St. Helena.
 Primêre Skool Koppie Alleen.
 Welkom Preparatory School.
 Welkom Volksskool.
 Witsieshoek Primary School.

SPECIAL SCHOOLS

Môrewag School.
 Dr Böhmer School.
 Johan Slabbert School.
 Fakkels School.
 Nobilis School.
 Japie Smit School.

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HOËR TEGNIESE SKOLE

Hoër Tegniese Skool Louis Botha.
 Hoër Tegniese Skool Ficksburg.
 Hoër Tegniese Skool De Wet Nel.
 Hoër Tegniese Skool Sasolburg.
 Hoër Tegniese Skool Welkom.

HOËR LANDBOUSKOLE

Hoër Landbouskool Jacobsdal.
 Hoër Landbouskool Kroonstad.

TECHNICAL HIGH SCHOOLS

Hoër Tegniese Skool Louis Botha.
 Hoër Tegniese Skool Ficksburg. (SO)
 De Wet Nel Technical High School.
 Sasolburg Technical High School.
 Welkom Technical High School.

AGRICULTURAL HIGH SCHOOL

Jacobsdal Agricultural High School.
 Kroonstad Agricultural High School.

**DEPARTEMENT VAN PLAASLIKE BESTUUR,
 BEHUISING EN WERKE**

No. 1197

8 Mei 1992

WET OP HUURBEHEER, 1976**VRYSTELLING VAN SEKERE WONINGS, MOTOR-
 HUISE, MOTORSTAANPLEKKE EN BEDIENDE-
 KAMERS VAN HUURBEHEER**

Ek, Lucas Johannes Nel, Ministeriële Verteenwoordiger vir Suid- en Oos-Transvaal, Administrasie: Volksraad, handelende kragtens die bevoegdheid my verleen by Algemene Kennisgewing 1469 van 8 Desember 1989, verklaar hierby kragtens artikel 51 (g) van die Wet op Huurbeheer, 1976 (Wet No. 80 van 1976), dat—

- (a) die wonings genoem in die Bylae hiertoe, met ingang van die datum waarop 'n bestaande huurder van so 'n woning se okkupasie wettiglik beëindig word of die datum waarop sodanige huurder se maandelikse inkomste soos omskryf in Proklamasie 32 van 25 Maart 1983, soos gewysig by Proklamasie 99 van 1 Julie 1983, Proklamasie 24 van 20 Februarie 1987 en Proklamasie 51 van 1 Junie 1991, die toepaslike inkomsteperk vermeld in die Bylae by eersgenoemde Proklamasie, soos aldus gewysig, naamlik R2 000 ten opsigte van 'n huurder wat 'n gesinshoof met afhanklikes is of R1 200 ten opsigte van 'n enkelopende huurder sonder afhanklikes, oorskry, welke datum ook al eerste voorval, mits die betrokke huurder op die betrokke datum nie 70 jaar of ouer is nie; en
- (b) die motorhuise, motorstaanplekke en bediende-kamers geleë op enige plek op grond wat deel uitmaak van grond wat geokkupeer word deur of gebruik word in verband met die wonings in paragraaf (a) hierbo bedoel, met ingang van die toepaslike datum in die genoemde paragraaf bedoel,

van huurbeheer vrygestel is, op voorwaarde dat, behoudens die bepalinge van artikel 28 van genoemde Wet op Huurbeheer, 1976, gedurende 'n tydperk van drie kalendermaande vanaf die datum van vrystelling van die betrokke perseel van huurbeheer die verhuurder nie van die huurder mag vereis om die perseel te ontruim nie, en voorts dat gedurende 'n tydperk van twee jaar vanaf die datum van vrystelling van die betrokke perseel die huurgeld ten opsigte daarvan nie met meer as 10% per jaar verhoog mag word nie.

L. J. NEL,

Ministeriële Verteenwoordiger:
 Suid- en Oos-Transvaal.

**DEPARTMENT OF LOCAL GOVERNMENT,
 HOUSING AND WORKS**

No. 1197

8 May 1992

RENT CONTROL ACT, 1976**EXEMPTION OF CERTAIN DWELLINGS, GARAGES,
 PARKING SPACES AND SERVANTS' ROOMS
 FROM RENT CONTROL**

I, Lucas Johannes Nel, Ministerial Representative for the Southern and Eastern Transvaal, Administration: House of Assembly, in accordance with the powers granted to me by General Notice 1469 of 8 December 1989, hereby declare under section 51 (g) of the Rent Control Act, 1976 (Act No. 80 of 1976), that—

- (a) the dwellings mentioned in the Schedule hereto, are, as from the date on which the occupation of an existing lessee of such a dwelling is lawfully terminated or the date on which the monthly income of such lessee, as defined in Proclamation 32 of 25 March 1983, as amended by Proclamation 99 of 1 July 1983, Proclamation 24 of 20 February 1987 and Proclamation 51 of 1 June 1991, exceeds the applicable income limit stipulated in the Schedule to the first-mentioned Proclamation, as so amended, namely R2 000 in respect of a lessee who is the head of a family with dependants or R1 200 in respect of a single lessee without dependants, whichever date occurs first, provided the lessee in question on the applicable date is not 70 years of age or older; and
- (b) the garages, parking spaces and servants' rooms situated anywhere on land which forms part of land occupied or used in connection with the dwellings referred to in paragraph (a) above, are, as from the applicable date referred to in the said paragraph,

exempted from rent control, on condition that, subject to the provisions of section 28 of the said Rent Control Act, 1976, during a period of three calendar months as from the date of exemption of the relevant premises from rent control, the lessor may not require the lessee to vacate the premises, and further that during a period of two years as from the date of exemption of the relevant premises the rental in respect thereof shall not be increased by more than 10% per annum.

L. J. NEL,

Ministerial Representative:

Southern and Eastern Transvaal.

Education policy

The National Education Co-ordinating Committee (NECC) is currently researching an education policy for the future South Africa.

It is envisaged that the research, which is being conducted by the NECC's National Education Policy Investigation (Nepi), will produce an alternative to the state's Education Renewal Strategy (ERS).

Nepi says in its briefing papers that the ERS contains both negotiable and non-negotiable features.

Those that are negotiable include the state's thinking on the establishment of an immediate budget to enhance adult education and the opening of the state-owned television and radio to education programmes produced by non-governmental organisations.

Regarding curriculum for the overall education system, Nepi agrees with the state that there are problems that cannot be resolved easily.

Analysing the Department of National Education's document entitled "A Curriculum Model for South Africa (Cumsa)", Nepi argues that there could be negotiable and non-negotiable features.

Negotiable areas would include the state's position that "general curriculum policy be formulated centrally and be embodied in subject frameworks".

These frameworks will then be elaborated into syllabuses to meet the specific needs and demands of various communities.

Nepi particularly welcomes Cumsa's undertaking that there should be participation of various groups in curriculum decision making.

tions.

In the arena of adult education, the document says, the state should not be allowed to divest itself of the responsibility for an adequate provision of adult education that is "genuinely accessible to all citizens".

Control of adult education should not be the sole preserve of existing or future state bureaucracies, argues the document.

Nepi suggests that "at least" five percent of the national education budget should be allocated to adult education, in order for the country to redress the "destruction of the 1950s and 1960s and the neglect of the 1970s and 1980s".

The state should also be held responsible for the financing of literacy. The document calls for urgent research into literacy in order to determine the extent of the needs for domain settings, such as workplaces.

In arguing that Cumsa's proposals may provide a useful starting point for negotiations, Nepi suggests that a National Core Curriculum be established by a curriculum council comprising representatives from local authorities and all groups having an interest in curricular matters.

In response to the ERS's proposal that, there should be state funded compulsory education for seven years, Nepi argues that there should be compulsory free education to as high a level as the state can afford - preferably nine years.

The briefing papers will be debated by the NECC and other structures in a conference planned for the June/July school holidays. After a thorough debate, a final document will be ready by October 1992 for public debate.

sought

New Nation Learning Nation (50)
815-1445/92

New wrangle over language

By PORTIA MAURICE

50

A PROPOSED new language policy for African primary schools has come under fire — 16 years after the forced usage of Afrikaans sparked a bloody township uprising. W/M a/j 8/5-14/5/92

The National Education Policy Investigation (Nepi) this week slammed as "incoherent tinkering" the Department of Education and Training's amended language medium policy, gazetted last Thursday. Nepi is a comprehensive research project into all sectors of education, commissioned by the National Education Co-ordinating Committee and others.

In the DET's new vision, parents are to decide in which of South Africa's 11 major languages their children will learn. By majority vote, each school's parents may choose from one of three basic options.

Imaginary parent Elsie Dhlamini whose child is at a Zulu-speaking school could decide to opt for:

- English as a medium of instruction from Sub A upwards in all subjects.
- A change from a vernacular language to English in Standard One.
- A "gradual transfer" in a selection of subjects towards English.

At present African primary schoolchildren change to English as a medium of instruction from Standard Three. The new model — which comes into effect from January 1993 — is a non-prescriptive one which allows for many variations.

EDUCATION BRIEFS

W/mail 8/5 - 14/5/92

■ THE auditor general was investigating **(50)** institutions implicated in the fourth and final Van der Heever Commission report on the African education department, Education and Training Minister Sam de Beer said in parliament this week. In his closing remarks in the DET budget vote debate, De Beer said the investigation would be finished by June 30, after which the government would consider releasing the final report.

EDUCATION



Education Policy Proposals: The Future of Schooling

New Nation [Learning Nation] 8/5 - 14/5/92 (50)



Over the last two weeks we looked at the broad field of restructuring education and training, and concluded that the entire process needed to be linked to programmes for the *social and economic reconstruction of the nation*. This confirms the often made statement that educational and political issues are inextricably linked.

This week we will focus more specifically on the *formal education system*, with particular attention on *schooling*.

A New Education System? The State and NEPI

Attention is presently being given to the development of an appropriate education system for South Africa. The state has produced its Education Renewal Strategy (ERS) discussion documents (Parts 1 and 2), and the democratic forces are presently engaged in NEPI - the National Education Policy Investigation. The ERS has been produced in a glare of publicity, and has been condemned on most counts. The only redeeming feature is its stated commitment to non-racialism, but this is countered by its strong emphasis on differentiated education. In this way it will serve to promote a class-based society, with present elites remaining largely unaffected. While it was presented as a discussion document, the State is already attempting to implement certain aspects of ERS - such as semi-privatisation of House of Assembly schools. The resolution of the Broedersroom Conference to demand the halting of unilateral restructuring in education is therefore an urgent matter.

By contrast, the National Education Policy Investigation is working in a less deterministic fashion, aiming to produce policy options which can then be discussed by the major stakeholders - the parents, teachers and pupils, as well as the broader interested community. This democratic approach is one of the core principles informing the ongoing work of NEPI, and the research is continually being discussed with relevant sectors and interest groups through consultative forums. This will ensure the overall direction of the project, as well as stimulating debate amongst the sectors from an early stage, so that when the final report is delivered later this year it will not be unknown to us.



The NEPI Research Group has called for free, compulsory, primary and middle school education

NEPI: Where Do We As Teachers Come In?

Other principles guiding the NEPI project are those of equality, non-discrimination on grounds of race or gender, and redress of historical imbalances. The Editorial Group of NEPI is monitoring the work to ensure that researchers build these into the options being generated in each of the areas of education policy which have been identified. These areas include:

- Planning, Systems and Structure
- Administration and Control
- Curriculum (with a number of sub-groups here)
- Teacher education
- Language
- Early childhood educare
- Adult education
- Human resource development
- Post secondary education
- Support services

Among these are some which are of particular concern to teachers, namely, the macro-policy issues (under Planning, Systems and Structure), issues of curriculum and that of teacher education. As the project nears completion, it is vital for teachers to consider the options which emerge, to debate them, and to put their collective weight behind the favoured option. Some emerging positions regarding each of these are presented here to enable such discussions to begin, but sectors are also urged to continue their work of policy formation as a parallel process. SADTU is planning to convene an Education Policy Conference later this year, at which we will attempt to refine the position regarding short and long term education policies. The Peoples' Education Conventions planned by the NECC for this year will also be a step towards the adoption of policy.

NEPI Research Group: Planning, Systems and Structure

This group has done extensive work, ranging from a study of "how educational

change takes place" to issues relating to manpower needs. The research group has already come up with proposals along the following lines:

- The education structure is defined as the whole domain of education - including pre-school, as well as non-formal education and training.
- A preferred structure would be as follows:

Primary school	6 years	Free and compulsory, common curriculum
Middle school	3 years	Free and compulsory, common curriculum
Secondary school	3 years	Limited access. Neither free nor compulsory. Diversified curricula. State support for poor pupils

- In addition, an independent network of Education Support (and Resource) Centres are proposed, to provide Guidance, Counselling and other services to all learners in both formal and informal fields.

- State priorities in the short term should therefore be:

- compulsory primary and middle school for all
- assisted funding for children from poor families
- funding for non-formal and training sectors
- an effective national certification system
- establishing a network of Education Support Centres.

Some important comments that should be noted:

- Vocational and technical education is increasingly being shown to be ineffective in preparing children for the world of work. Even World Bank studies (which once favoured vocationalism) are now showing that a general education is a far better preparation for the adaptability and flexibility required in the modern world of work. Vocational education may well incorporate studies of "the world of work", the nature of production and the development of societies, but anything more specific will "trap" pupils in a particular work status, out of which they cannot emerge.

- Educational change is most effective when it is driven by a change in the system of certification. It is shown that establishing a desired "endpoint" will rapidly lead to the process being reshaped to meet that endpoint. Thus, by establishing a credible body to evaluate educational quality, changes would be made quickly to match the criteria of such a body.

Conclusion

The above is a record of only two of the projects within one research group. There are many issues in these which need urgent attention; and there are many other matters arising from other research groups. An accessible summary of the reports is due to be produced shortly, and all sectors are urged to obtain these through their structures. These should be considered, debated and responded to, so that the final negotiating position can be clearly demarcated. What are our non-negotiables? What will we possibly consider negotiating? NEPI is attempting to draw information from international experience which could help us in the reconstruction of South African education. It is up to us to ensure that the process is grounded in democracy, and serves the needs of the people. If we do not do so, we should not complain if the future of education looks just like the past.

Next week, we will present the final article in the series, which will consider putting policy into practice. We have learnt through struggle that we cannot wait for the day of liberation before we transform our schools and classrooms - indeed it is here that we must prepare the ground for that moment.

Written by the
Regional Education
Development Committee
(REDCOM)
of SADTU
(Southern Natal)

Scholarships for the needy

New Nation (Learning Nation) 8/5-14/5/92
MORE than 100 black students will leave the country in mid-July to further their studies abroad.

This has been arranged through the Education Opportunities Council (EOC) programme which has started its annual competition for scholarships (local and overseas and fellowships for black South Africans including those residing in the Transkei, Bophuthatswana, Venda and Ciskei.

Spokesperson for the council, Hosia Mohlabane said the scholarship was extended only to black citizens since whites generally have enough opportunities to raise funds for their studies. He said about 90 percent of blacks in this country could not pay for tuition. (SO) (S)

Choice

Since EOC started in 1979, Mohlabane said that they had trained 1 397 students at the local universities and technikon colleges while 1 183 students were educated abroad where there is a wider choice of courses than in this country.

According to Mohlabane, most of the local students show much interest in wanting to further studies overseas. Others prefer to study locally, at any university of their choice. 8/5-14/5/92

"Initially, we tried to improve access for blacks to educational opportunities. But we are now taking a different approach aimed at strengthening community-based institutions," explained Mohlabane.

He said the council was funded by a number of organisations including the United States Agency for International Development (Usaid) and foreign governments.

Regarding its annual competition for scholarship, priority fields funded at undergraduate level for local scholarship include journalism, commerce, computer science, health science and agriculture.

For details contact Mohlabane at (011) 833-1510/3

History of black education in SA recounted

South 9/5-14/5/92 (50)

THE CONTINUING crisis in black education is not new. Nor does it date to 1948 when the National Party (NP) assumed power in South Africa, writes **Sechaba ka Nkosi**.

It has its roots in British colonialism. Some historians say the inequalities employed by the colonialists were to facilitate the "pacification" of Africans and make their submission to the imperial order easier and speedier.

Not until the birth of "an educated" or "elite" African was this system challenged by the indigenous population.

From that moment, the country was to see an on-and-off struggle between black people and the state.

1795 — At the time of Britain's first occupation of the then Dutch-owned Cape of Good Hope colony, British colonialists establish a number of primary-level schools for the better-off white population in Cape Town.

1812 — Governor Sir John Cradock unveils a plan to establish white English-medium schools throughout the Cape colony, in a bid to put education within reach of both the poor and those living in rural areas.

1813 — The Cape Town Free School for the needy is founded. Over the next decade, the government offers bonuses to competent English-speaking teachers who were prepared to move to rural areas. This leads to the establishment of free public schools in Graaff-Reinet, Uitenhage, George and Stellenbosch.

1820 — There is a shift from the initially limited parent-to-child tuition, to a channelled education first through tutors, then Sunday schools, and finally to a formal classroom situation that lays the foundation for some of the Eastern Cape's reputable educational institutions like the Southwell School near Port Alfred, which is still in use today.

1840-1897 — This period sees the rise of an "educated", "civilised" or "elite" African in racially divided missionary schools. Among the first graduates are Mr Tiyo Soga (the first black to be ordained minister of the Presbyterian Church in South Africa), Mr Tengo Jabavu (editor of "Imvo Zabantsundu", a weekly newspaper which establishes itself as the mouthpiece of modernist African political thinking) and Mr Enoch Sontonga (a Xhosa teacher and composer of the black national anthem, Nkosi Sikelel' Africa).

1914-1948 — The country's 4 500 African mission schools increasingly fall under the hostile gaze of the Nationalist Party (NP), which is founded by Mr Barry Hertzog in 1914. In 1948, the NP comes to power.

1951 — A commission is set up by the NP leader Mr Daniel Malan. This commission reports that missions have achieved nothing but the destruction of Bantu culture; nothing beyond succeeding in making the "natives an imitation Westerner". NP ideologues, under the leadership of the Minister of Native Affairs, Mr Hendrik Verwoerd, echo these sentiments, adding that the "native" is different from his white counterpart, and therefore has to be taught differently.

1953 — Bantu education is implemented. The first step is to transfer African education from the provinces to Verwoerd's department, thereafter



EDUCATION AND LIBERATION: One of the many marches by black students to demand a nonracial education system and a democratic society

Photo: Yunus Mohamed

to reduce government aid to the mission schools and later stop it altogether. Verwoerd insists schools must equip the Bantu (Africans) to meet the demands which the economic life will impose on them. "What is the use of teaching a Bantu child mathematics when he cannot use it in practice? Education must train and teach people in accordance with their opportunities in life," he contends.

1953 — Black political organisations led by the then 41-year-old African National Congress (ANC) vigorously oppose the new legislation and suggest "alternative" schools be set up by communities. School boycotts by African children become a common feature. Verwoerd immediately bans all private schools not registered with the Native Affairs Department.

1956 — The majority of black children have been forced into Bantu education schools.

1959 — The Extension of University Act, providing for the establishment of "non-white" ethnic universities.

1961 — Although the act is strongly opposed by English-language universities, Africans at "white" universities are to leave by this year. Political activities at the recently established "non-white" campuses of Fort Hare, Turfloop, Ngoye and Durban-Westville become subject to strict control.

1969 — South African Students' Organisation (Saso), led by Mr Steve Biko, is formed after black students pull out of the National Union of South African Students (Nusas).

1974 — Minister of Bantu Education M C Botha and his deputy, Dr Andries Treurnicht, push for the implementation of Afrikaans as the medium of instruction in black schools.

1976: MAY 25 — Pupils at six schools boycott classes.

1976: MAY 27 — An Afrikaans teacher at Pimville Higher Primary (in Soweto) is stabbed and police are stoned as they try to arrest a youth in connection with the assault. Within days, clashes between police and pupils are commonplace in the township. Mid-year exams are boycotted in most

schools as pupils refuse to write in Afrikaans.

1976: June 16 — By 6am pupils have gathered at more than a dozen assembly points with placards bearing slogans like "Down with Bantu Education!" and "To Hell with Afrikaans!" Police begin firing and the first victim of the day, 13-year-old Hector Petersen, is fatally wounded. By the end of the year the students' uprising has spread to the neighbouring townships on the Witwatersrand and the Western Cape. A parents' body called Black Parents Association is formed to help communities in the crisis. By the end of the year, the official death-toll stands at 700. Unofficially, the figure is around 2 000.

1977: SEPTEMBER — Biko dies in detention.

1978: OCTOBER — Justice Minister Mr Jimmy Kruger bans 17 organisations, including Saso and its sister organisation the South African Students' Movement (SASM).

1979 — A new militant student body, the Congress of South African Students (Cosas) is formed. The new organisation embraces the traditional non-racial policy of "the charterists" (all the ANC-aligned organisations envisaging the Freedom Charter as a blue-print for a post-apartheid South Africa). The organisation revives the Students Representative Councils (SRCs), which were banned in high schools after the '76 uprisings and replaced by prefects.

1983 — At its national congress, Cosas rejects government age restrictions on pupils and calls for a class boycott and for SRCs.

1984: JANUARY — The boycott begins at most high schools around the capital city, Pretoria. The two demands are high on the list and by the end of the month, the boycott has spread to the Eastern Cape.

1984: FEBRUARY 12 — Twelve year-old Emma Satheke is run over by a police Land-rover during a demonstration in her school in Atteridgeville township outside Pretoria. By the middle of the year, most schools in the PWV, East and West-

ern Cape are affected by the boycott. Clashes between police and pupils become the order of the day, and the government responds by closing down affected schools indefinitely.

1984: AUGUST 22 — On the day of the "coloured elections", 60 000 coloured pupils boycott classes in protest.

1984: SEPTEMBER 3 — Communities in the Vaal Triangle unite with students to protest against high rentals in the townships. They also demand the immediate resignation of black councillors, accusing many of them of incompetence.

1984: OCTOBER — Cosas and trade union federations in Transvaal collaborate to launch the biggest two-day regional stayaway in the country, demanding among other things, the withdrawal of security forces in the townships, the release of detainees and the installation of democratically elected SRCs.

1985 — The government brings in the army to supplement the police. Schools become the battle fields between pupils and the security forces.

1985: JULY 20 — State President PW Botha announces a state of emergency. Within three months, about 5 000 people have been detained, more than half of whom are students, mostly Cosas activists.

1985: AUGUST 28 — Cosas is banned by Law and Order Minister Mr Louis le Grange.

1985: SEPTEMBER — The culture of effective learning disappears in black schools. The catch word among black pupils is "Freedom now, Education tomorrow". The Soweto Parent Crisis Committee (SPCC) is formed to look at the crisis. The SPCCs spread to other townships and ultimately to regions.

1986: MARCH — The National Education Crisis Committee (NECC) is launched. It is mainly to focus on the demands of black students whilst they are in classrooms. Provincial student bodies are formed to replace Cosas, the biggest being the Transvaal Students' Congress (Trasco). These

culminate in the formation of the National Student Co-ordinating Committee (Nascoc).

1986: JUNE — NECC intervention does not last long as the state reintroduces the state of emergency.

1986: AUGUST — The South African Youth Congress (Sayco) is launched underground and takes over the co-ordination of students' affairs from the ineffective Nascoc. Many Sayco leaders are detained and in the next three years all the organisations are rendered dormant by the new repressive steps taken by the government. The education struggle is clandestinely co-ordinated by the South African National Students' Congress (Sansco), the all-white Nusas and Sayco.

1987: JULY — The NECC launches the Education Trust Fund to encourage black pupils back to classes. The trust will offer financial assistance like bursaries to pupils.

1989: DECEMBER — The NECC holds its first national conference at the University of the Western Cape. The NECC resolves, among other things, to change its name from a "crisis" to a "co-ordinating" committee and the National Education Co-ordinating Committee (NECC) is born. The new NECC is not only to focus on the crisis in black schools but also on how to transform and restructure education in South Africa.

1990: APRIL — The Sayco conference in Kangwane invites student leaders to discuss the way forward for the recently unbanned students' movement. An interim committee is elected to work towards re-establishing Cosas.

1990: APRIL — A black consciousness organisation, the Azanian Student Congress (Azasco) is formed to take over the co-ordinating of students' organisations at tertiary institutions. There is conflict with SANSOCO.

1990: JULY — Cosas is relaunched in Durban. The organisation endorses the back-to-school campaign by the NECC and "Operation Vala Campaign". This five-day campaign is aimed at staging sit-ins in government buildings and police stations. It organises a march to the DET offices and obstructs traffic to highlight the crisis to businessmen.

1990: DECEMBER — The NECC launches a research component — the National Education Policy Investigation (NEPI) — to explore comparative systems of education in other countries and alternative systems.

1991: APRIL — An education delegation, led by ANC president Mr Nelson Mandela, meets the government. The forum agrees to form a Joint Working Group (JWG) to look at education.

1991: JUNE — In an attempt to regain credibility, the state announces the Education Renewal Strategy (ERS). The strategy is immediately rejected by black communities as racist because it still provides for a "white parents' veto on any school that has to admit black children.

1991: AUGUST — The "occupation" campaign of the NECC to occupy all under-utilised white schools is launched. Immediately after the campaign the government agrees to give some of the schools to blacks.

A congress of chartered accountants was told to look beyond tables of figures and to focus on the need to restructure the economy. **Quentin Wilson** reports:

Ramaphosa urges change from profits to economic growth

South 9/5-14/5/92

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EMPLOYERS should "change their attitudes" from short-term profits to long-term economic growth, ANC secretary-general Mr Cyril Ramaphosa said at a city congress of chartered accountants this week.

Ramaphosa said employers and accountants have to review their practice of regulating businesses only by financial ratios and short-term targets.

"Chartered accountants need to look beyond their tables of figures to the need for a planned restructuring of the economy.

"They have to understand the potential that exists for union participation to promote the effective re-structuring of our economy towards economic growth and development," he said.

Ramaphosa predicted that collective bargaining "will be one of the cornerstones of a new South Africa", even though "it is a very new process" as far as most African workers are concerned.

Defining collective bargaining as a process for resolving disputes and agreeing on solutions, he said the concept implies that people often have different interests, that conflict is a part of daily life, but that it provides an avenue to resolve these differences by agreeing on rules and procedures."

He warned it would not guarantee an automatic solution to every problem or an end to militancy. Strike action, picketing, boycotts and lock-outs could be included in the bargaining process.

Ramaphosa said collective bargaining will include more people and deal with more issues.

"Mass participation will allow issues that most closely touch ordinary people to be the subject of



FINGER ON THE FIGURES: ANC secretary-general Cyril Ramaphosa at a congress of chartered accountants

debate and discussion in preparation for framing bargaining positions.

"There will also need to be a new

emphasis on report-backs during the negotiations so that people feel involved in the process and become committed to what is finally agreed

on," he said.

For more people and issues to be involved, Ramaphosa outlined a few changes that must occur, like work-

'A key principle is the need for a comprehensive education and training system for adults rather than the piecemeal training of individuals'

er education, which was considered vital.

"A key principle is the need for a comprehensive education and training system for adults rather than the piecemeal training of individuals. This system would have to be agreed upon at a national level and included in government policy, but negotiations will settle such issues as payment for educational leave and the provision of training courses and re-training programmes," he said.

All factories would need to provide these facilities for basic adult education and plan paths for the acquisition of new skills, he said.

Ramaphosa said employers should share all the information at their disposal with workers, which would enable effective worker participation in all company planning.


"The disclosure of information will become important in collective bargaining. This cannot consist of just referring unions to published accounts — usually the published accounts cover far more than the bargaining units and are too aggregated to be useful.

"Union negotiating teams need to be put in a position in which they can understand the information or expert reports on it," he said.

Education by puppet

Sf Times (8455)
PUPPETS Against AIDS is the first long-term project of the African Research and Educational Puppetry Programme (Arepp).

Founded in Johannesburg in 1987 as a community-based trust, Arepp took to the road with the puppet programme in 1988 covering regions in Southern Africa not normally accessible to AIDS education campaigns.


Arepp gives a condom demonstration and distributes comic brochures.

Gary Friedman, director of Puppets Against AIDS, says:

10/5/92
"It is essential not only to work in the local language, but to incorporate dialects and information from each community. The puppets are always grey in tone with bland costumes. This overcomes racial, cultural or social barriers."

Bomb destroyed far more than a school building

STAR 11/5/92

I watched something grow which was destroyed by the bomb that all but demolished the old Hillview High School building in Pretoria in July 1991.

Maybe if I spell it out in some detail, Koos Botha will begin to understand some facts of South Africa of which he is clearly ignorant and to which he was hostile enough to destroy public property probably worth a million rands.

For about a decade, the African National Congress ran a school at Mazimbu in Tanzania; a school with classes from nursery school to the top of the high school, and catered for several hundred children whose parents were exiles from the land of their birth.

It was called the Solomon Mahlangu Freedom College. It was a good school, and many on the staff were dedicated teachers, hailing from many lands.

When it became possible for exiles to plan their return, after February 1990, the ANC realised the children would also return, and the school would have to be wound down.

This involved several hundred children, ranging in age from about five to well over 20, for young people studying in exile were often the victims of the disturbed circumstances of their parents' lives, and therefore at times "over age".

The ANC planned the return of the "Somafco" children — this was no easy task. People were sent from South Africa to Tanzania to assess all the pupils; many details of their school and life histories were obtained.

Committees were set up in Johannesburg to study the reports which our colleagues had compiled after their visit.

It was hoped to bring the children back in mid-1991, and after much debate it was decided that it would be best for these several hundred young people, if it were possible, to keep them together for the rest of the year; to house

them and provide them with schooling in one or two places, so that the togetherness of their previous school experience would not evaporate as soon as they reached South Africa.

That involved approaching the State and eventually a reasonably suitable place that was standing empty was offered — the old Hillview High School.

The building was in some state of dilapidation, and the State undertook to restore it so that it would be ready to receive perhaps 300-400 of the young people who were sitting at Mazimbu waiting to come home.

There was some press publicity — it may have been leaked by some people secretly opposed to the whole idea. After that there were threats — made by people who, whatever else they knew, didn't seem to know that the whole operation was planned to be temporary. (Obviously the young returnees would later join schools in various parts of South Africa).

Then, on July 14, came the bomb, destroying both a building and the belief that the State could effectively protect this — and therefore any similar — school and hostel.

But the bomb also said — and as a member of the committee I really was close to tears when we eventually had to accept it — that South Africa 1991 could not guarantee the safety of a few hundred children home from exile if they are being given a home and a school together, so that they might help one another in the difficult task of adapting to new and strange circumstances.

And all that destruction was, it seems, done by an elected Member of Parliament who thought it was better to destroy perhaps a million rands' worth of State-owned educational buildings than to allow them to be used by the "wrong kind" of South African children. □

State slated on language medium policy for schools

ANG 11/5/92

JOHN VILJOEN
Education Reporter

GOVERNMENT plans to change policy on the medium of instruction in black schools was irresponsible and should be stopped, according to a national education research group.

The amended policy, expected to be gazetted this month, allows the Minister to determine the language or languages to be used for instruction at Department of Education and Training (DET) schools after consultation with parents.

The call to halt the change comes from the Language Policy Research Group of the National Education Policy Investigation (Nepi).

Nepi falls under the National Education Co-ordinating Committee (NECC).

In March, black education Minister Mr Sam de Beer said draft amendments allowing an African language, Afrikaans or English to be the medium of instruction from sub-standard A were being framed.

A final decision is to be made in November and, if approved, the policy comes into effect in January.

Nepi said the move was significant, particularly in the light of the history of conflict surrounding language policy in black schools.

However, there was not enough time for proper consultation or to prepare teachers adequately.

Only teacher organisations recognised by the DET had been consulted while organisations like the NECC and the South African Democratic Teachers' Union had been excluded.

Consultation with parents would be so rushed it was likely that, in many cases, it would be the Minister who would take the decision by default, said Nepi.

The DET had decided parents would vote on the medium of instruction, while parent-teacher and parent-teacher-student associations had been sidelined.

The research group called for a moratorium on the im-

plementation of the amended policy, adding that tinkering with the language medium was not likely to address the huge problems in black education.

According to Nepi, the amendment represented "a desire on the part of the state to meddle irresponsibly with the education system at a time when any change needs to be fully negotiated with the liberation movement".

In a report to parliament, the DET admitted that since 1953 the education system had "many visible inequalities", said Nepi.

The DET also admitted that the system was distrusted by a large number of those it served and its functioning was being opposed.

In spite of such frank admissions, the DET continued to make decisions without proper and full consultation.

An example of this was the amended language medium policy which was not feasible, advisable, or desirable, said Nepi.

WANTED
FASHION TENANTS FOR



Neighbours furious

Campaign to boost (50) 'friendly Afrikaans'

The Argus Correspondent

ARG 12/5/92

JOHANNESBURG. — A campaign to promote Afrikaans countrywide and internationally has been announced here.

It is being spearheaded by the Afrikaans Foundation, an umbrella organisation founded specially for the purpose.

With the slogan "Afrikaans, The Friendly Language", the foundation will strive to ensure that Afrikaans will not only remain entrenched in the future South Africa but continue to grow.

The aim is to promote Afrikaans stripped of its political and ideological connotations.

More than 13 million South Africans speak or understand Afrikaans, says head of the foundation's board of trustees Mr Tom de Beer, who is executive director of Gencor.

City council considers ^{STAR} rates drop ¹³¹⁵⁷⁹² for schools

By Phil Molefe ⁵⁰ ^{2/8}
Education Reporter

The Johannesburg City Council is currently looking into the reduction of assessment rates for schools that have changed to Model C following representations by the Johannesburg school board and regional council, The Star learnt yesterday.

The chairman of the regional council, Colonel Danie Opperman, said the city council had been approached to consider a special reduced rate for "State-aided" schools because of the financial implications involved when State schools were converted to semi-private institutions.

The assessment rate and other services such as water and electricity had always been paid for by the Government because schools were owned by the State.

But, from August 1 when State schools become semi-private Model C institutions, the governing councils of these schools would have to pay the rates and other services.

It is estimated that assessment rates, which include the value of the land and buildings, cost an average school about R120 000 a year.

"We are trying to get support from local authorities for the reduction of these rates," Colonel Opperman said.

The council's acting town clerk, Willie Siebert, confirmed yesterday that discussions had been held with the schools' representatives but the matter was still under consideration.

He said the council would lose about R9 million a year if the assessment rates were zero-rated.

"In all, the council can lose more than R20 million a year if we stop charging schools for services like rates, water and electricity," he added.

Refined petroleum product prices in the RSA are based on the international market prices of refined petroleum products which are more stable than the volatile international crude oil prices. For this very reason, Cabinet decided in December 1989 that the future tariff protection should be based on a derived crude oil price (landed cost of refined products converted to a crude oil price) and \$23,00 per barrel (floor price). The floor price formula provides that:

— the tariff protection be determined on the difference between a derived crude oil floor price of \$23,00 per barrel and a crude oil price calculated from the ruling landed cost of refined products;

— Sasol will only receive tariff protection when the derived crude oil prices are below \$23,00 per barrel;

— Sasol must reimburse 25 per cent, before tax, of its additional gross income on indigenous production to the Equalisation Fund when the derived crude oil price exceeds \$28,70 per barrel; and

— continue with this payment to the Equalisation Fund until the cumulative amount of protection received since 1 July 1989 was reimbursed.

Number of persons murdered on trains

*8. ADV J J S PRINSLOO asked the Minister of Law and Order:

How many persons were murdered on trains in South Africa (a) in 1991 and (b) from 1 January 1992 up to the latest specified date for which figures are available?

B606E

The MINISTER OF LAW AND ORDER:

(a) 76 persons.

(b) 106 persons.

The above-mentioned statistics are given to 26 April 1992.

INTERPELLATION

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

Own Affairs:

Rationalization of schools

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

(1) Whether he intends to proceed with his announced plans to rationalize schools and terminate the services of teachers prior to the abolition of the own affairs departments, if so, why;

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

B636E,INT

The MINISTER OF EDUCATION AND CULTURE:

Mr Speaker, let me say at the outset that I would have preferred to avoid altogether the rationalisation of schools and the termination of teachers' services. My plans and actions are, however, influenced and to quite a considerable extent dictated by inescapable realities

I am, for instance, still bound by the provisions of the present Constitution of the country, and this will remain so until the Republic of South Africa Constitution Act is repealed or suspended. Secondly, there is a budget which determines the financial parameters within which I am empowered to operate. Hon members know very well that I am obliged to manage the department within its budgetary constraints. As I will not be able to do so unless I proceed with the plans as announced, rationalisation of schools and the retrenchment of teachers will of necessity have to continue, as announced. I am, however, going out of my way to limit the extent and the possible negative impact of this as much as possible.

Mr R M BURROWS: Mr Speaker, the hon the Minister may indicate that he would wish not to rationalise, but quite honestly the teachers out in the schools are actually wondering what he is doing

In February he announced a plan to move schools to model C. He announced that this

would happen on 1 April. [Interjections.] It did not happen on 1 April

He also announced that 4 000 teachers would have their services terminated on 1 August. We now hear that this may happen at the end of December, but already three of the four provinces have announced that no teachers' services will be terminated this year in those departments. We also know that since June of last year 84 schools that fell under this hon Minister's department have been reopened in another guise. With 19 000 school places being filled with children who possibly would not traditionally fall under this hon Minister's department.

At the present moment, according to the Department of Local Government, Housing and Works of the House of Assembly, 64 schools are still not being used. No doubt more schools will be closed this year. All we ask of this hon Minister is to sit down and look with new eyes at a changed South Africa in which own affairs are not going to continue much longer. [Interjections.]

I know that the hon the Minister and the Cabinet have said quite clearly that own affairs are not going to continue much longer, but the important thing that he needs to do is to revise his plan. He must not simply say that he must abide by the Constitution until it comes to an end or is altered. He must try to provide employment for teachers. He must try to ensure that the confusion felt at schools at the present moment and the psychologically negative messages that are going out to South Africa about the termination of teachers is brought to an end.

Most particularly, he must improve the morale of the teachers. The only way to do this is by saying quite clearly that own affairs are coming to an end, that we are currently moving towards planning on a different basis and that it is possible that we will not have to fire teachers.

That then brings us to the issue of the early retirement of teachers which was announced in February as a possibility. We have not yet seen the legislation. We understand that it is in the hands of the Department of National Education and could possibly affect all teachers. We would like the hon the Minister to say today that it is possible, if sufficient teachers take early retirement, that he will not have to terminate any services. If he could say that, he would relieve a lot of tension out there in the classrooms

*Dr F H PAULW: Mr Speaker, the hon the Minister is in control of an own affairs department which controls White education, whether he likes it or not. The question implies that own affairs departments will be abolished, and the person asking the question is certainly making the correct assumption.

The hon the Minister does not like White education. [Interjections.] He does not like the fact the Whites want their children to be educated in a differentiated environment which is for Whites only. That is why he accepted his post with the intention of helping to abolish the White own affairs education department in co-operation with and at the behest of the ANC. [Interjections.]

That is why, for the sake of democracy, it is necessary for him to state clearly, if he has the courage, that there will no longer be a White own affairs education department in the new South Africa envisaged by his party. The time has come for the NP to be honest for a change. Make an unequivocal statement today.

The hon the Minister's antagonism towards White education puts teaching posts at risk. Before or after the abolition of own affairs departments teaching posts will be abolished. Teachers' vocational security, their income and prospects of being able to provide for their families are now being threatened by this hon Minister's attitude. The attitude of the hon the Minister is also leading to despair among White teaching students attracted to the profession by bursaries. In the statement owed by the hon the Minister to the teaching profession, he would do well to refer to the bursary commitments of these unfortunate people.

*The MINISTER: Mr Speaker, The hon member who has just spoken says that I act in a certain manner because I do not like White education. The hon member has now really made a whole lot of fabricated allegations and suppositions I know that, as he sits there looking at me, he is aware of that.

The action that I am taking at the moment I am taking precisely because I am so concerned about White education. The manner in which I am taking action and rationalising in education is precisely to advance the interests of White education too. I am, after all, also White. I also have grandchildren at school. Would I now want

to wrong my own family by acting as this hon member maintains that I do? I am now speaking here on behalf of this Government and I can state that we are going out of our way, precisely to act in the interests of the education of White children.

SO Not only Whites live in South Africa, however. Many other South Africans also live here and we must tackle the whole process, financially speaking also, in a balanced manner so that ultimately there will be good education for everyone in South Africa. In the final analysis everyone must be able to benefit from good education. If proper education is not also given to other South Africans who are not White, then I am afraid we have no future in this country because the basis on which we must reduce poverty, for instance, is based on good education and training.

We cannot establish lasting democracy in this country if we do not remove poverty. What the hon member said just now is thus devoid of all truth, and I want to state categorically that the only party that really cares about education specifically for the White child in South Africa is the NP. [Interjections.]

Mr M J ELLIS: Mr Chairman, we know all about constitutions and the fact that Ministers have to work within the confines of such constitutions, but we are absolutely unconvinced that nothing can be done about the own affairs system now.

It is quite clear that the whole own affairs system will cease to exist in the very near future. The hon member for Pinetown has made that point already. Just think about the own affairs debates in Parliament this week on health, housing, agriculture, welfare and the Budget itself. They have been absolutely uninspiring, without any real point, because everyone knows that we are debating issues that have very little relevance in comparison with all that is happening in South Africa at present.

I want to say to the hon the Minister that the only own affairs debate that will be hotly contested is that particular Minister's debate which takes place in Parliament next Monday and Tuesday. It promises to be a remarkably interesting affair because of the extraordinary decisions taken by him to rationalise schools and to terminate the services of teachers.

We had hoped that he would make some important announcements today, and regrettably he

has not. The issue that we are discussing today is one that will be debated and discussed for months to come, because it is such a narrow decision taken within the narrow confines of the own affairs system.

SO Any decision taken in the context of the own affairs system has got to be viewed against the background of the country's broader needs and evaluated accordingly. This particular plan of the hon the Minister falls totally short of the country's overall educational needs. There is a desperate need for the utilisation of all teachers and all schools for the education of all children, and nothing the hon the Minister says will persuade the people who have been deprived of educational opportunities because of a shortage of schools and teachers otherwise. [Time expired.]

Mr R M BURROWS: Mr Speaker, the hon the Minister and the NP are well aware that things are not going to start happening the day after we get a new constitution. We have to have a lead-up process, and we are already in that process.

In yesterday's debate on housing in the House of Assembly, the hon the Minister of Housing and Works made it quite clear that it was one of the last debates. He expressed the hope that it would end on a high note, and we had a good debate. Today a new housing policy is being presented that calls for the scrapping of all the housing departments.

The hon the Minister knows that education will not carry on as an own affair and then be transformed into a single department overnight. It is not going to be like that. We call on the hon the Minister simply to take the educators, the parents and the people of South Africa into his confidence and tell them that there is joint planning going on, because at the moment we see no sign of it. We see 4 000 White teachers losing their jobs because the White budget is not big enough to pay for their salaries, and that is just not good enough.

We are beginning to hear rumours that the 4 000 will in fact never go, because by the time we reach that point next year, we will already be in a new scheduling situation.

It is that kind of thing that is already being talked about in classrooms. If it is wrong, the hon the

Minister must put it right. We would hope that the hon the Minister could indicate, as I have clearly said, that he and his fellow Ministers are beginning to plan, in the context of the changing political situation developing towards a new South Africa, for the whole education system

SO The MINISTER: Mr Speaker, I am very glad to be able to tell the hon member for Pinetown, in response to what he has just said, that we have already done a lot of planning, and that we have begun work in earnest on a process of moving towards a single education system for South Africa.

The hon members of the DP have been talking to me as if we were discussing my Vote. That will happen next week, but there is something I want to say now. If hon members who support our intention to bring about a new single education system believe that the introduction of such a new system will bring an end to rationalisation and the retrenchment of teachers, I am afraid they are going to be sadly disillusioned.

The situation in education is far more complicated than many people seem to realise. New structures will not result in more money in the education system and thus allow teachers who have become redundant at one point to be afforded at another.

Were we, for instance, to do away with all the existing education departments right now, forge them into one system and pool all their budgets, it would still be necessary to rationalise some sectors. There would still not be enough money to keep all teachers who are now due to be retrenched employed.

Until such time as a new system materialises, it would be irresponsible for any Minister of education to try to manage the present system as if we had already succeeded in establishing a new one.

Let me also say this. It is perhaps going to be more difficult to negotiate a new system of education than to agree on a new constitution. [Time expired.]

Debate concluded.

QUESTIONS
†Indicates translated version.
For oral reply:
Own Affairs:

Teachers: duty in state-aided schools

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

- (1) Whether his Department may require teachers employed at ordinary public state schools either to assume duty in state-aided schools or to retire; if not, why not; if so, in terms of what measures or agreement;
- (2) whether teachers who preferred not to transfer to state-aided schools were offered a retirement package during 1991; if not, why not; if so, what are the relevant details;
- (3) whether teachers who prefer not to transfer to state-aided schools are being offered a retirement package at present; if not, why not; if so, what are the relevant details?

B6/7E

THE MINISTER OF EDUCATION AND CULTURE

- (1) Yes, in this regard Section 97(A)(1) of the Education Affairs Act, 1988 (Act No 70 of 1988) as amended on 16 March 1992 stipulates the following: "A person who immediately prior to the date contemplated in Section 29(2A) was employed at the public school concerned shall be transferred to and appointed in the service of the state-aided school concerned with effect from that date." Teachers who are not prepared to act according to this legal directive must either resign or apply for another post;
- (2) yes, prior to the amendment of the above-mentioned section, teachers could only be appointed at Model C schools with their consent.
- (3) no, Section 97(A)(1) as referred to in the answer to question (1) was amended. Teachers' consent to be transferred to and to be appointed in the service of a specific

Afrikaans key in Stellenbosch bill

Political Staff

CT 13/5/92
50
A PROPOSAL for legislation that Afrikaans be the language medium of the University of Stellenbosch 's incorporated in a bill tabled in Parliament yesterday.

"Due regard" to this provision would be taken into account in admitting students and appointing staff, the bill proposes.

An explanatory memorandum, attached to the University of Stellenbosch (Private) Bill (House of Assembly), explained that the narrow conscience clause in the existing University of Stellenbosch Act was being replaced by a general provision against discrimination.

The bill is now before a select committee, where it is being strongly opposed by the Democratic Party.

● A campaign spearheaded by the Afrikaans Foundation to promote the use of Afrikaans countrywide and internationally, was announced this week.

Model C plan means schools will compete to attract pupils

(50)
6/04/92 15/5/92
KATHRYN STRACHAN

SCHOOLS would have to become far more competitive to attract pupils when the state-aided Model C plan was introduced on August 1, Transvaal Education Department (TED) executive director Ken Paine said yesterday.

Those that failed to produce good results would find their pupils drifting away, he said at a news conference in Pretoria which followed a series of regional TED symposiums to identify ambiguities and find solutions to problems experienced in connection with the new plan.

Paine said schools would have to justify charging significantly increased fees.

He appealed to schools to be reasonable in setting their fees, and added that they would have to balance their fees against what they had to offer.

Until now it had been TED policy not to encourage competition between schools because of the many factors that came into account when comparing schools.

But education was entering a new phase where school governing bodies were for the first time allowed to advertise their merits — and competition would become a "fact of

life".

Paine anticipated that some schools with poorer results would be reluctant to advertise.

He said the number of retrenchments would be minimised by natural erosion of personnel, and added schools would have a responsibility to ensure a stream of newly qualified, innovative teachers was able to flow into the profession annually.

Schools were bound by a professional code of conduct not to pay teachers more than the state-allocated salary, because that would allow more affluent schools to "skim off" better teachers to the detriment of poorer schools.

From August 1 fees would be compulsory for the first time, but state funded bursaries would be made available to parents who could not afford the fees. Governing bodies could also introduce their own bursary schemes.

But bursaries were available only for children to go to the nearest school — effectively excluding black children living in townships to qualify for a bursary to attend a school in town.

Top-level meeting on corruption

New Nation [Learn in Nelson]

SO [S] [S] [S]

15/5 - 21/5/92.

The Soweto Education Co-ordinating Committee (SECC) met last week with a delegation from the Department of Education and Training (DET) to discuss ways of dealing with allegations of corruption in three Soweto primary schools.

The SECC delegation was headed by David Maepa and the DET delegation by director-general, Dr Barnard Louw.

The schools are Morutathutho, Madwaleni and Ithuteng. Clashes between parents and principals around suspicions of the mismanagement of school funds have resulted in the "suspension" by parents of the principals of Madwaleni and Morutathutho schools.

Maepa said Louw asked the SECC to write him a letter detailing the allegations and he would do what he could to address the matter.

Maepa said the letter would be drawn up with the help of the SECC's legal advisers and be sent to Louw this week.

"We made it clear to the department that whatever mechanisms they employ to address the matter will only be acceptable if there is an independent auditor to scrutinise the financial records in those schools," he said.

Maepa said the SECC had agreed to recommend to the parents of the schools where the headmasters had been "suspended", to re-admit them.

The question of the increase in exam fees from R54 to R61 for school leaving candidates, and to R71 for university entrance candidates, was also raised at the meeting, Maepa said.

"We did not pursue the debate on this mat-

ter because we have learnt that Cosas (Congress of South African Students) had had a meeting with the department and that the National Education Co-ordinating Committee (NECC) had a scheduled meeting with the department to discuss the same issue.

"We decided to wait for a report-back from both Cosas and the NECC and, if need be, we will raise the matter with the director in a meeting planned for May 25," he said.

Almost all DET regions have finalised exam registrations and have paid the new amount, with the exception of Soweto. A decision about the fee to be paid needs to be taken soon or the processing of exam entries will be delayed.

Maepa commented on the irregularities uncovered in the development aid department which used to be run together with the DET.

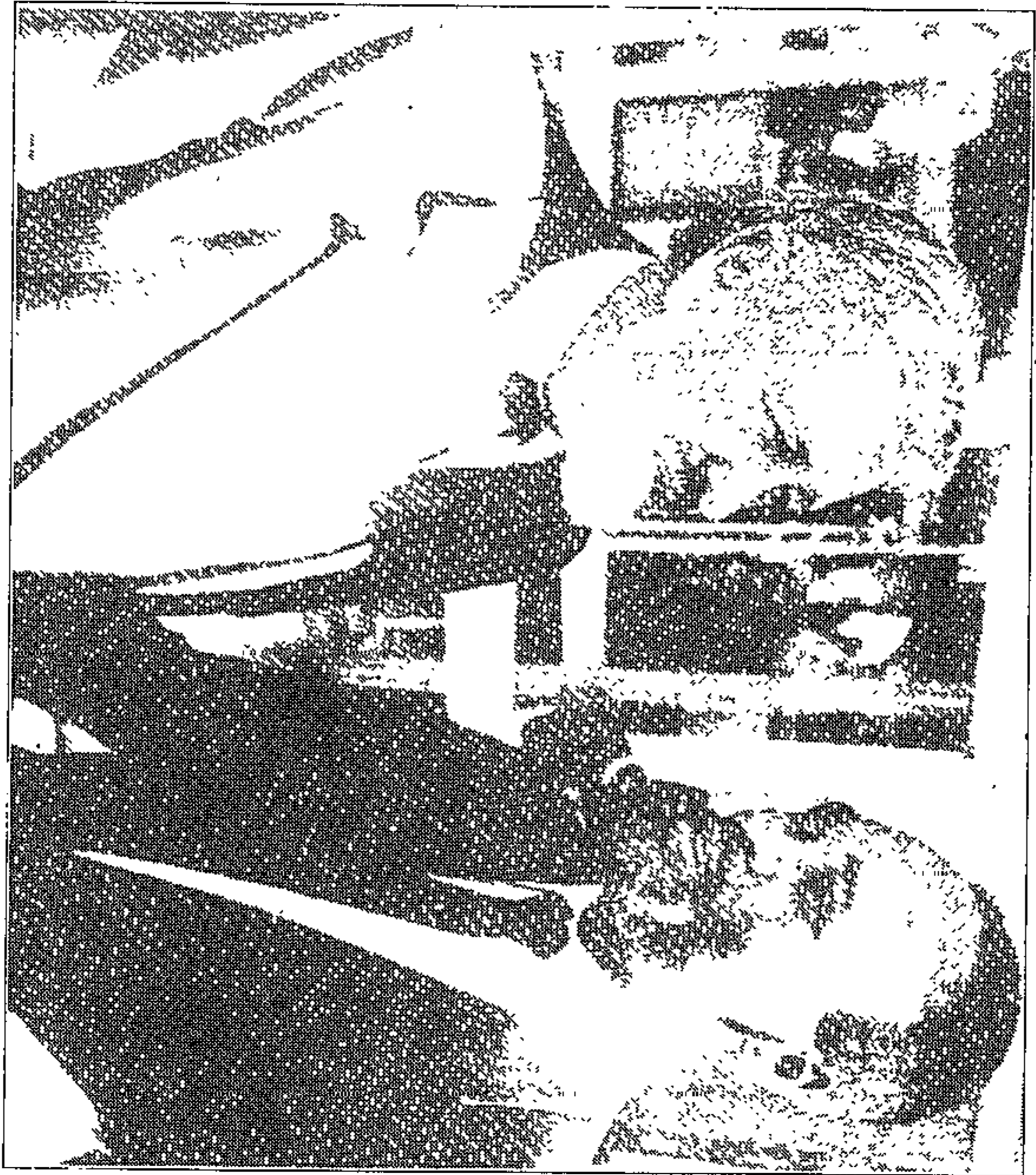
He said the recent findings of the Pickard Commission corroborated the findings of the Van den Heever Commission relating to the DET last year.

"We would therefore suggest that investigations on the irregularities in the DET be taken to the school level.

"We are not happy with the fact that some implicated officials have been moved from the regional offices to the headquarters," said Maepa.

This was the case with former Johannesburg regional director Piet Struwig, who was linked to the irregularities and was transferred to department's Pretoria head office.

"We will have a test case in the three schools, where we want an independent auditor to scrutinise the books. If in fact irregularities are found, then we will push for the checking of all financial books in all schools," Maepa added.



Soweto Education Co-ordinating Committee spokesperson David Maepa (right) seen at an earlier meeting with Piet Struwig, former Johannesburg regional director of the Department of Education and Training. Struwig, whose name was linked to irregularities, has since been transferred to the DET's head office in Pretoria

Model C school fees are coming

STAR 157992

By Phil Molefe
Education Reporter (50)

School fees will become compulsory when Model B and previously "whites-only" schools, officially change to semi-private Model C institutions on August 1, the executive director of the Transvaal Education Department, Dr Ken

Paine, said yesterday.

He said school funds would remain a voluntary contribution by parents until July 31 when the State's subsidy for the administration and running costs of schools was withdrawn.

Dr Paine was speaking at a media briefing in Pretoria following a series of regional symposia which ended in Johannesburg this week to identify ambiguities and possible problems

which could be experienced when schools become Model C later in the year.

He said the governing bodies of the new "State-aided" schools would have recourse to the law in cases of non-payment of fees.

"It is, however, important to note that action may not be taken against children if their parents cannot pay.

"Exclusion from school activities, refusal to issue reports

and testimonials, etc will not be permitted. The law of compulsory school attendance remains in force," Dr Paine said.

He said State aid would depend on the parents' means and the number of children in the family.

At the same time, he added, governing bodies may introduce their own bursary schemes.

A bursary would only be given to a child who attends the

"nearest applicable school" to his home, Dr Paine said.

"This condition will effectively make it impossible for thousands of black pupils attending Model C schools to qualify for bursary or State aid because they live outside the feeder areas of these schools.

Dr Paine denied, however, that this criterion was set to deliberately exclude black pupils. He said the Government

would give schools a per capita allowance of one-third of the current financial year to cover expenses from April 1, when schools opted for change until July 31, when these schools officially become Model C institutions.

Per capita allocation includes Government allowances for textbooks, laboratory equipment and other essential learning facilities.

Afrikaans looks forward

ANNEKE VAN NIEKERK explains the background and aims of Die Stigting vir Afrikaans which was launched this week

STW 17/11/92



AFRIKAANS is directly involved in all current and imminent reforms in this country. Its position is inextricably bound to the fate of all peoples living at the southern tip of Africa.

The negotiations for a new constitution will determine the environment and atmosphere in which Afrikaans will be spoken in future.

Despite the existence of numerous organisations which have the promotion of Afrikaans on their agendas, there was still the need for a contemporary, dynamic movement, born of today's realities without the baggage of yesterday.

The Stigting vir Afrikaans is such an organisation.

The foundation wishes to move the focus away from speculation about a future dispensation for Afrikaans to the supportive role this versatile, expressive language can play in the new South Africa.

Unlike most of its predecessors and ostensible counterparts, the foundation is not a cultural organisation. When referring to language, "culture" is not considered to be inextricably linked to the

language, as has sometimes been the approach in the past — an approach that is often exclusive, inflexible and destructive.

This shift in emphasis purely to language will require an adjustment of the tradition-shrouded approach to Afrikaans.

All those who want to be part of a united language community will have to leave the past behind and embrace the present — easier for youth than the diehards from another cultural era to achieve.

Indeed, the responsibility for the survival of Afrikaans will rest squarely on the shoulders of later generations.

For the purpose of facilitating this process, the foundation has taken an apolitical stand and does not serve the interests of any party.

Another, and recurring, criticism of Afrikaans is that it is the language of the oppressor. The Afrikaans poet Elisabeth Eybers, in her acceptance speech last year when she was presented with the PC Hooftprize — the major literary prize in the

Netherlands — gave short shrift to supporters of this view:

"Another thing I have recently been hearing with dismay — and this, note, from television announcers — is the reference to Afrikaans as the language of apartheid, whereas it is, in fact, pre-eminently a language of the melting-pot."

Recognition of the melting-pot origin of Afrikaans is one of the cornerstones of the Stigting vir Afrikaans. One of its most important aims is to bring different groups of people within the Afrikaans-speaking community closer together.

It is a positive task: promoting awareness of a precious common asset — Afrikaans.

This striving for unity, as well as the inherent adaptability of the language, gave rise to the foundation's motto: "Die Stigting vir Afrikaans, *die vriendelike taal*" — the friendly language.

This friendly language approach implies an understanding of the aspirations of other languages. Afrikaans has proved it

can hold its own: more than 13-million South Africans speak it either as a first or second language. Afrikaans will negotiate from a position of strength.

This language is not a precocious newcomer. Through its Dutch ancestry it is as old as English. Its Dutch, Flemish and German origins give access to and knowledge of other countries and cultures, while broadening and enriching the Afrikaans-speaking community.

Afrikaans, through its centuries of interaction with Africa, is the only European-based language fully equipped to handle the nomenclature of this continent.

To this, all speakers and writers of Afrikaans — white, coloured and black — have contributed. Now it can become, among other things, a tool to develop the potential of underprivileged people.

The term Afrikaans can no longer be reserved for standard speech: it will have to encompass all its dialects — the sum total of its users.

● *Anneke van Niekerk is a trustee of the Stigting.*

Schools face insurance burden

SCHOOLS will have to take responsibility for insuring their property and assets once the Model C system is implemented on August 1 — a development which is expected to increase fees significantly.

With the "privatisation" of schools under the Model C plan, ownership of property and assets will be transferred to the school's governing council from the state at a nominal fee.

Transvaal Education Department (TED) spokesman Willie van Staden said last week school governing bodies were concerned about the costs involved in insuring the assets, and premiums would make up a large part of school budgets.

In an effort to minimise expenses, the department would continue to be liable for repairs in the case of dam-

KATHRYN STRACHAN

age to permanent structures as a result of natural disasters, fires and other unforeseen occurrences, including terrorist attacks. (50)

Insurance broker John Haenen said schools would have to insure themselves from risks such as pupils injuring themselves, accidental breakage, vandalism and staff members' dishonesty. They would also have to insure valuable resources such as computer and media centres.

However, schools were generally at low risk from fire because there was little electrical equipment and no smoking on school premises. This would enable insurers to charge lower premiums, he said.

Beating in order but overdone — judge

TEACHERS who caned a Randburg schoolboy had been entitled to punish him with six cuts but used excessive force, a Rand Supreme Court judge said when he awarded R2 560 damages to the boy's father on Friday.

In an action against the Education and Culture Minister, the parent claimed the headmaster and three teachers were responsible for his son having to receive medical and psychological treatment.

The schoolboy, who was 15 at the time, was given six cuts in November 1989 after he exposed himself to a group of girls in a dare for money.

His father sued the Minister and teachers for R13 472 for medical and psychological treatment, and pain and

SUSAN RUSSELL

suffering. He said his son had been unable to sit or lie on his back for a week, and was unable to attend school for five days.

Judge J Lazarus said the boy had initially lied about what he had done, which justified the punishment. His case had also been exaggerated.

"But none of this detracts from my view that the hiding given him was excessive." The judge said photographs showed blood blisters next to where the cane had struck.

There was evidence, he said, that the teacher had stopped the caning after the fifth cut, but was ordered to continue by the deputy headmaster.

ton City

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YOU know

Hostels seek talks on funds

WILSON ZWANE

HOSTEL residents will seek a meeting with government to discuss how money earmarked for upgrading hostels should be spent. (B/day 18/5/92)

Local Government and National Housing Minister Leon Wessels announced last week that government was making R296,6m available this year to improve hostels.

It could not be established how much would be allocated to each province.

Transvaal Hostel Residents' Association chairman Joseph Kubheka said his organisation was happy with the money set aside for hostels.

However, his organisation needed assurances that the money would be "spent properly" and in consultation with hostel residents, Kubheka said.

"We will be requesting a meeting with Wessels within weeks to apprise him of our needs," he said.

BUILD YOUR ORGANISATION



MEETINGS... MEETINGS...

New Nation (Learning Nation) 15/5-21/5/92

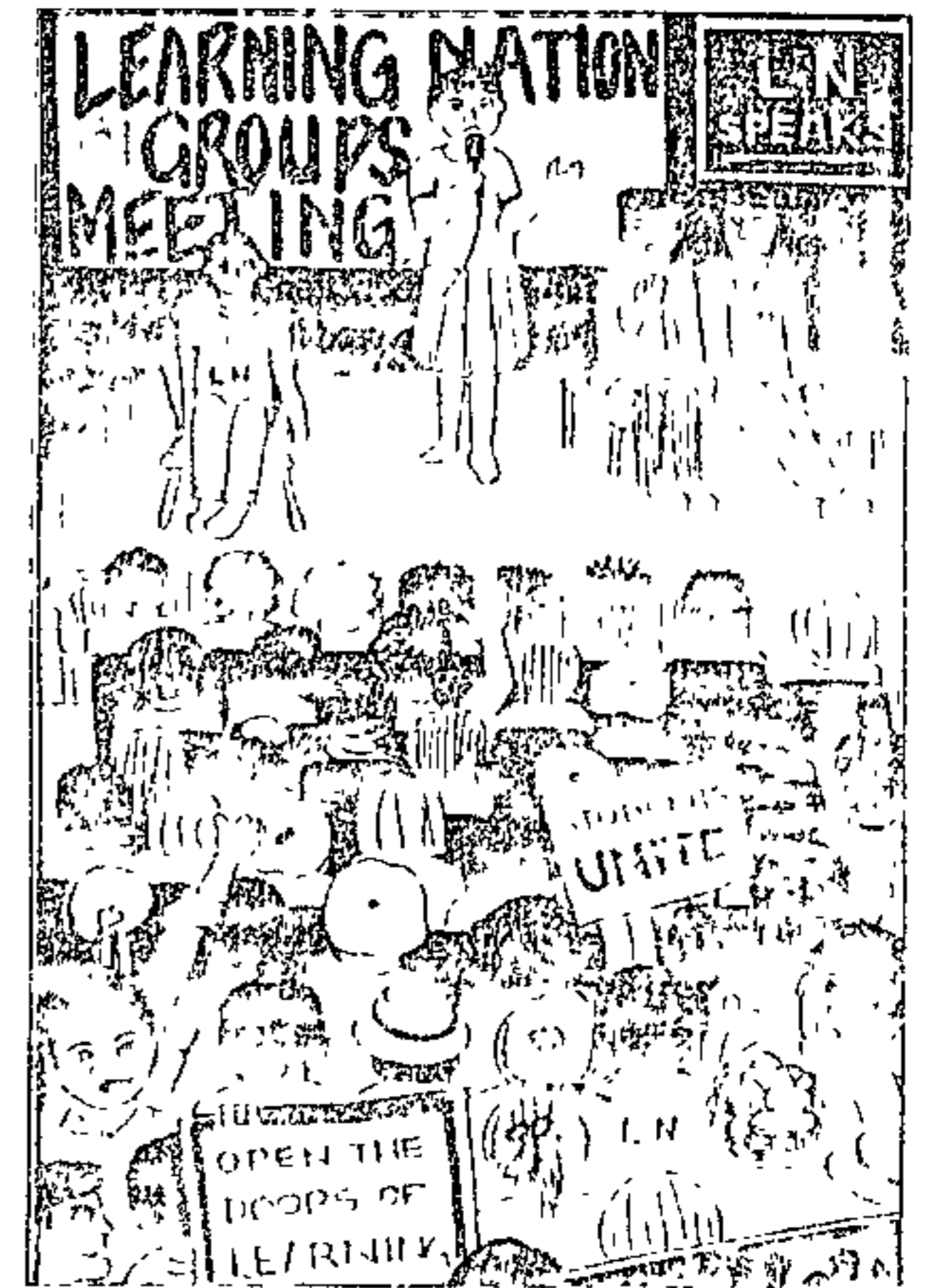
Remember, last week we gave you a summary of the articles we have run this year on the role and problems of building organisation. This week we will begin to look in more detail at the actual skills you need to build your organisation. We will start off by looking at the issue of meetings.

So we will look at:

- what a meeting actually is
- an example of a bad meeting
- the purpose of meetings
- and finally how to plan meetings.

Next week we will look at how to plan and chair meetings.

MEETINGS...



What is a meeting?

All of us have sat in a meeting at some point in our lives. Perhaps we have even had to plan and run a meeting. But why are meetings so important? Why do we have meetings? Try and answer these questions before you read the rest of this article? Answer these questions in your group or write down your ideas if you are working alone:

Why do you go to meetings?

.....

.....

.....

Why do you think meetings are important?

.....

.....

.....

A meeting is an important tool in the hands of an organisation. We have meetings so that we can have collective and democratic decision making, planning and follow-up, accountability and other practices essential to running an organisation.

If meetings are used effectively then they can help an organisation to function in an accountable and efficient way. In this way organisations will grow and will achieve the needs of its membership.

Do you agree with the points being made in the two paragraphs you have just read? Why then do we often complain about bad meetings?

Read the following points and mark off the points that you have experienced:

- * The meeting starts late.
- * Other people arrive late.
- * There are no minutes.
- * There is no agenda so you don't know exactly what the meeting is about.
- * People repeat each other and they

- don't stick to the topic. H
- * Some people don't speak at all. H
- * The chairperson doesn't know how to direct the meeting. H
- * You leave the meeting feeling unhappy because you don't know what action needs to be taken. H
- * You don't know what to prepare for the next meeting. H

The result of a bad meeting is that it can lead to:
 Lots more boring and frustrating meetings!
 No practical work actually getting done.
 The executive is unaccountable to the membership.
 Individuals do not feel part of the organisation and don't feel that it is meeting their needs and so they leave.
 The organisation could collapse.

Without organisations and meetings we cannot have democracy and real involvement of people. Until our organisations really involve people and are democratic they will not serve the people. What we are trying to achieve is democracy and accountability in our organisations.
 This is not easy but good meetings will take us some way down this road.

What then should we be aiming for in meetings?

The purpose of meetings

It is important that your organisation discusses the purpose of meetings generally. You also need to be clear on the purpose of each and every meeting you have.

List the purposes of the last three meetings you have been to:

.....

.....

.....

You will probably realise the following points when you make your list or discuss ideas in your organisation:

- * Meetings must not be too frequent or held simply for the sake of it.
- * There should be regular meetings with the possibility of calling emergency or irregular meetings when the need arises.
- * There should be decisions about the different types of meetings needed. For example, some meetings could be to discuss policy and others to discuss organisational or practical work. Wherever possible, the members must know what type of meeting they going to and what the meeting is for. They must know the purpose of the meeting.

In this way it is also easier to ensure that meetings are generally shorter and people can decide when a longer meeting is necessary. It is possible to have other types of meetings. For example you might like to have an evaluation meeting where you look back on the last year and plan for the next year. This might take a series of long meetings.

Next week we will read about how to plan and chair a meeting. We will also look at the actual procedure of meetings. Sometimes this seems quite complicated and it makes people feel that they can't contribute to meetings because they don't know if they are talking about the right thing at the right time so perhaps next week's article will help sort that problem out.

This article was adapted from material written by the Education Resource and Information Project (ERIP)

STAR 18/5/92

Setting the record right 50

In the Scholarships and Bursaries Supplement published in The Star on April 9, the Educational Opportunities Council (EOC) was incorrectly referred to as the Equal Opportunities Council.

The EOC also points out that when the Canadian government withdrew sponsorship of South African students, the government did not terminate existing contracts forcing students to return without completion of their studies.

The EOC, established in 1979, caters for disadvantaged South Africans (black, coloured and people of Indian descent) and is situated at Hunts Corner, 20 New Street South, Johannesburg.

The EOC has regional offices in the Transvaal, western Cape, eastern Cape, Natal and Free State.

The Star apologises for the errors.

Bribery 'rife in Lesotho'

Sowetan
18/5/92
SOME politicians in Lesotho were trying to influence the outcome of the forthcoming general elections by bribing the armed forces and civil service, the country's ruler Major General Phisoana Ramaema, claimed yesterday.

Radio Lesotho quoted Ramaema as saying at a rally near Leribe that some members of the armed forces had been approached by political leaders who promised them money if they helped them win the forthcoming elections.

He added that the "infiltration" could jeopardize the military government's efforts and endeavours to return the country to civilian rule.

He dismissed claims that the military government enthroned King Letsie III.

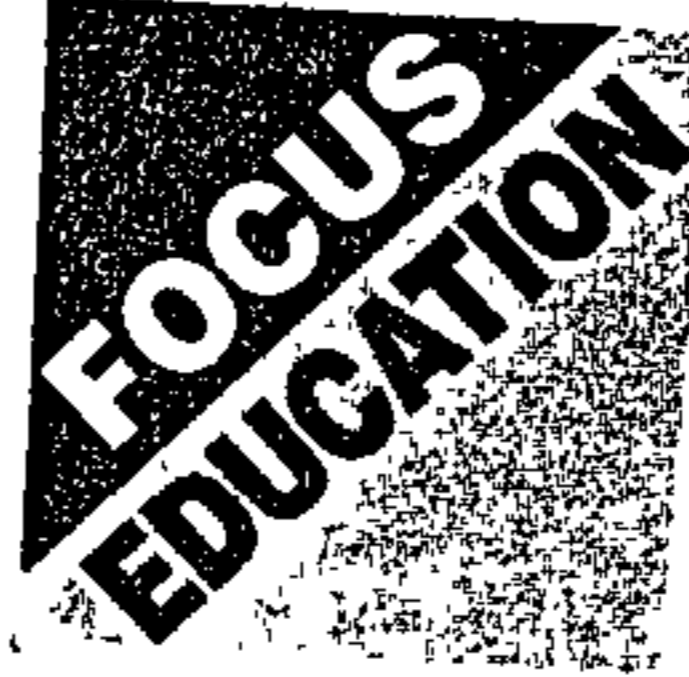
Education crisis can't wait for Codesa - expert

Sowetan 18/5/92
Sowetan Reporter

THE education crisis is too urgent and desperate for SA to await the development of a new constitution at Codesa.

So says human resource specialist Johan Swanepoel, sending a challenge to SA's politicians in the run-up to a major conference next week on education entitled Education Enrichment - a Time for Action.

"Laudable and desirable as the constitutional development talks at Codesa are, politicians have to realise that education is a long-term process, the basis of which is already long overdue," says Swanepoel.



"The structural problems facing black education cannot be solved overnight once the ink on a new constitution is dry - whenever that might be."

In the two years it might well take for a constitution to be developed, says Swanepoel, annual statis-

tics show that over a million children will drop out of school, and at least 250 000 black matriculants will fail.

The two-day conference, organised by corporate training organisation CTU and scheduled for May 26, will examine the most urgent measures that need to be taken to break the education deadlock.

Key speakers will include representatives from the ANC, the NUM, big business and academia. Among the topics are education reconstruction, community colleges, technology in education and adult literacy.

Insurance will add to school fees

ET 18/5/92

(50)

Own Correspondent

JOHANNESBURG. — Schools will have to take responsibility for insuring their property and assets once the Model C system is fully implemented on August 1 — a fact which is expected to increase fees significantly.

With the "privatisation" of schools under the Model C plan, ownership of property and assets will be transferred to the school's governing council from the state at a nominal fee.

Transvaal Education Department (TED) spokesman Mr Willie van Staden said last week school governing bodies were concerned about the costs involved in insuring the assets, and premiums would make up a large part of school budgets.

In an effort to minimise expenses, the department would continue to be liable for repairs in the case of damage to permanent structures as a re-

sult of natural disasters, fires and other unforeseen occurrences, including terrorist attacks.

Insurance broker Mr John Haenen said schools would have to insure themselves from risks such as pupils injuring themselves, accidental breakage, vandalism and staff members' dishonesty. They would also have to insure valuable resources such as computer and media centres.

However, schools were generally at low risk from fire because there was little electrical equipment and no smoking on school premises. This would enable insurers to charge lower premiums, he said.

● A two-day conference on the education crisis in South Africa will be held on May 26 and May 27, the Corporate Training Organisation said yesterday.

Key speakers will include representatives from the ANC, the National Union of Mineworkers and business.

New company set to revitalise CBD's image

STAR 18/5/92

By Louise Burgers
Municipal Reporter

The Central Johannesburg Partnership (CJP), a company formed to revitalise and look after the interests of the city centre, will start operations on June 1.

Investigations into setting up the company were undertaken by representatives from the Johannesburg City Council, the business sector and the community after a central business district workshop last year.

Anglo American Property Services general manager Gerald Leissner, speaking at the annual general meeting of the CBD Association, said a business forum represented by all the major stakeholders in

the CBD had been formed to fund the operation of the CJP.

The company would focus on the area of the city centre bounded by Braamfontein ridge, Harrow Road, the M2 and Fordsburg.

The partnership would have a non-profit director with a skeleton staff. A quarterly newsletter would be published.

Task groups had already been set up to increase security in the city, put plans into operation to allow city dwellers to buy their buildings, investigate transportation, and market the city.

Mr Leissner said long-term goals included a renewal scheme for the inner city.

"Johannesburg is the commercial hub of South Africa. It hardly needs a new vision; what it needs is a champion."

Mr Leissner said it was most important that Johannesburg was not the city that people perceived it to be, but instead a clean, safe and vibrant city where many lived and worked.

● Actstop spokesman Cas Coovadia said the CJP was in the process of finalising a fund for the purchase of seven buildings in the inner-city area, as part of a pilot project. These buildings would be bought by tenants on a co-operative basis, and monies would be made available for a loan for this purpose.

He said Actstop had placed the setting up of the fund before the CJP, and that the community was optimistic that the CJP was an initiative that could be successful in addressing developmental issues in central Johannesburg.

Education crisis 'can't await new constitution'

STAR 18/5/92

By Phil Molefe
Education Reporter

The education crisis was too urgent and desperate for South Africa to await the development and outcome of a new constitution at Codesa, human resources specialist Johan Swanepoel said yesterday.

"The time for education is now," he declared, sending a challenge to the country's politicians in the run-up to a major conference on education next week entitled Education Enrichment — a Time for Action.

Mr Swanepoel warned that in the two years it might take for a constitution to be developed, statistics showed that a million

children would drop out of school and at least 250 000 black matriculants would fail.

"Laudable and desirable as the constitutional development talks at Codesa are, politicians must realise that education is a long-term process, the basis of which is long overdue.

"The structural problems facing black education cannot be solved overnight once the ink on a new constitution is dry, whenever that might be," he said.

The two-day conference, organised by corporate training organisation CTU and scheduled to begin on May 26, will examine the most urgent measures that need to be taken to break the education deadlock.

Transnet rejects rail workers wage demands

Railway authorities have rejected requests for higher wages and shorter working hours, the SA Railway and Harbour Workers' Union (Sarhwu) announced at a report-back meeting at the Delmore hostel compound near Boksburg yesterday. STAR 18/5/92

Sarhwu regional vice-chairman Sydney Hlako said the union had, since April 30, been negotiating with Transnet for a minimum wage of R1 500 for all railway workers and a 25 per cent across-the-board wage increase for graded staff members.

"There are 26 demands in all and they've all been rejected by Transnet," he said.

Aids feared, so blood oath rite wrong

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Education supplements 'a trend to be watched'

⁵⁰ GAVIN DU VENAGE ~~50~~

EDUCATIONAL supplements will soon become permanent features in the newspaper mix and offer a largely ignored advertising vehicle, says Hunt Lascaris TBWA media director Lyndall Campher.

"We have already seen moves in this direction, with educational supplements being introduced into several major dailies and weeklies. The new trend to watch is the emphasis on adult education."

Campher said in a statement that "tradition-minded" media buyers had so far ignored this market, and publishers also showed a lack of experience in promoting it. *B (pay) 19/5/92*

"The single most disturbing trend in the SA media sector is the worship of cost-per-thousand calculations and the discounting of rates," she said.

The educational supplement was worthwhile because of the synergy achieved between editorial subject matter and the advertiser's message.

Families which believed in the value of education were potential achievers, and it would pay advertisers to develop relationships with them.

Campher said the white middle class was struggling to survive in the recession, with high inflation and interest rates eating into disposable income.

"In this scenario, families which do not have R150 000 bonds to pay off, but do have cash to spend, become the prime prospects," she said. "Therefore, the use of advertising vehicles to reach the township middle class and community role models will become very important."

Student protest against cuts in state subsidies

KATHRYN STRACHAN

THE SA Students' Congress (Sasco) will hold a day of national mass action and classroom boycotts tomorrow as part of a campaign to apply pressure on government to halt university and technikon subsidy cuts.

Sasco general secretary Kgomo Masebe told a Johannesburg news conference yesterday that thousands of students nationally faced exclusion from exams because they were unable to pay their fees. He appealed to institutions to extend deadlines for payment until a solution was found.

State subsidy cuts had resulted in spiralling fees at tertiary institutions, and black institutions had been hardest hit, he said.

Sasco also blamed the Independent Development Trust (IDT) which administers a R25m bursary fund for being racist in its allocation.

Funds from the EC, previously channelled through community-based organisations, were now administered by the IDT. Most of these funds were being given to "liberal" institutions such as Wits University and UCT.

IDT spokesman Jolyon Nuttall said most of the bursary funds went to white institutions because of their larger student numbers. But the University of the Western Cape had also received more than R3m — about the same as some of the larger "white" universities.

"White" institutions had also been allocated more because of the overwhelming number of applications they had from disadvantaged students, and because their fees were higher.

But a major factor was that many black institutions did not have the infrastructure to process such large sums of money and had been unable to use funds allocated by the IDT.

95% of schools opt for Model C

MORE than 95% of white schools had accepted Model C status, Education and Culture Minister Marais said yesterday.

Although this had resulted in retaining 7 000 teachers who would otherwise have been retrenched, 4 000 teaching posts would still have to be scrapped, he said.

"During the course of 1992, 2 044 of the department's schools will become Model C," he said during the debate on his budget vote. "Ninety schools will, therefore, not be Model C."

Schools opting for Model C represented 95,8% of all public schools that fell under the jurisdiction of his department.

"This means that the devolution of wide-ranging powers to local communities, shared authority and community involvement now occur to a greater degree than before," Marais said.

The communities involved had indicated that they were ready for greater self-management of their schools. This would result in the most important management decisions affecting schools being taken locally.

FW moots three-tier education plan

PRESIDENT FW de Klerk yesterday suggested that education should be the responsibility of three tiers of government.

Speaking at the opening of the Sebokeng College of Education, De Klerk said education needed to strike a balance between centralisation and decentralisation. "I believe that education should be a function that is carried out at every level of government — let us assume three levels."

He said that at the first level, the present National Education Department should retain its current functions, the most important being that of determining overall policy in cer-

Political Staff

and their success would depend largely on the effectiveness of the controlling body's management.

It had also resulted in a reduction of almost 17% in the department's budget in the current financial year.

"As a result of the large-scale transfer to Model C this year it has been possible to retain more than 7 000 teachers who would otherwise have had to leave the service," Marais said.

"The introduction of the new schools for the provision of staff means, however, that up until the end of the year, the department will still have to do away with approximately 4 000 posts," Marais said.

Sapa reports DP education spokesman Roger Burrows said during the debate the state might need to institute a bursary scheme and set aside a number of places in state schools for disadvantaged students.

"If we wish to maintain the high standards built up over many years, it may be necessary for the state to take a direct hand in ensuring the best candidates are taken up in schools," he said.

Business Day Reporter

tain important fields.

At the lowest level, De Klerk said, as many powers and functions as were practically feasible should be delegated to school communities. At the middle level — that of the federal state government — there should be education departments providing education in a particular region under political control.

It was unthinkable that education should be subjected to centralised political and administrative power at a single point. "A single education bureaucracy will not be able to provide for SA's diverse needs," he said.

Burrows calls for state bursary scheme

THE state should institute a bursary scheme and set aside up to 20 percent of space in state schools for bright students from poor areas, says Democratic Party education spokesman Roger Burrows (Pinetown).

Speaking in parliament yesterday, he said: "If we wish to maintain the high standards built up over many years, it might be necessary for the state to take a direct hand in ensuring the best candidates are taken up in schools."

There were 950 000 pupils in the white education department compared with about 10 million in the other departments. There were 58 000 white teachers compared with 220 000 in other departments,

4 000 may be axed in Model C change-over

50 CT 19/5/92

By BARRY STREEK

MORE than 95% of white schools had accepted Model C status, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

Although this had resulted in the retention of 7 000 teachers who would otherwise have been retrenched, 4 000 teaching posts would still have to be scrapped.

"During the course of 1992, 2 044 of the department's schools will become Model C schools," he said during the debate on his vote.

"Ninety schools will, therefore, not be Model C."

This represented 95,8% of all the public, ordinary-education schools that fell under the jurisdiction of his department.

"The introduction of the new schools means that up until the end of the year, the department will still have to do away with about 4 000 posts," Mr Marais said.

"The schools and education offered in them acquire a quite specific character according to the special needs of

Teachers union and HoD in 'agreement'

Own Correspondent

DURBAN. — The SA Democratic Teachers Union and the Department of Education in the House of Delegates had agreed on a "working relationship", Sadtu deputy president Mr Poobie Naicker said yesterday.

The agreement would allow the union to visit schools, allow members to sign stop-order facilities and give the union the right to represent teachers, he said.

However, the two-day mass-action by teachers for Thursday and Friday would go ahead as planned, Mr Naicker said.

● The Minister of National Education, Mr Louis Pienaar, has granted recognition to the National Professional Teachers Organisation of SA, Sapa reports.

their communities."

The communities involved had indicated they were ready for greater self-management of their schools.

This would result in the most important management decisions affecting schools being taken locally.

It had also resulted in a reduction of almost 17% in the department's budget during the current financial year.

SA policy on caning 'barbaric'

CT 19/5/92
Political Staff

SOUTH AFRICA is out of step with the Western world in allowing schoolboys to be caned, the Democratic Party MP for Houghton, Mr Tony Leon, told Parliament yesterday.

"We are the only country where corporal punishment in schools has not yet been forbidden by law," Mr Leon said in the Culture and Education budget vote.

Last week, the Rand Supreme Court awarded R2 560 in damages to a Johannesburg father after finding a school had used excessive force in caning his son.

"It seems antiquated, barbaric and senseless for our educators to wait until a bill of rights is introduced, and a test case to be adjudicated, before removing corporal punishment from our schools," he said.

He said the department indicated it expected legal action against it on the issue once a human rights bill had been adopted.

Oil threatens Sodwana Bay

DURBAN. — A large patch of oil was drifting close to the shore at Sodwana Bay on the Natal North Coast yesterday, threatening to cause serious disruptions at the popular fishing spot.

Another 4km-wide slick was visible about 10km offshore, while further patches of oil from the Katina P could be seen off Mabibi.

BARGAIN PRICE!

**VIDEO
SOUND MIXER**
by Ian Walker

Cameraland have just

Cop killing: MK man held after court case

CT 19/5/92

Staff Reporter

AN uMkhonto weSizwe cadre was yesterday arrested in connection with the murder of a policeman minutes after being fined in the Wynberg Regional Court for the illegal possession of a firearm and ammunition.

Fumanekile Booi, 31, address unknown, who was arrested at a Nyanga East roadblock on January 31, was fined R500 or 500 days' imprisonment, and 18 months' imprisonment suspended for three years, for possessing an unlicensed 9mm Star pistol and nine rounds of ammunition.

Straight after sentencing Booi was re-arrested and whisked off to another court to appear in connection with the 1990 murder of Sergeant Kulu Els, who was killed in a shooting at a Nyanga East roadblock.

Booi was not asked to plead and no charges were put to him.

The trial was postponed to June 15

and Booi was remanded in custody.

Booi said yesterday he refused to cooperate with the court as he did not agree with the judicial system.

In a previous hearing Booi said he had returned to South Africa from exile in the Transkei on January 30 and he claimed immunity from prosecution under the Groote Schuur Minute.

In mitigation of sentence Mr Selwyn Hockey, for the defence, said Booi had left South Africa in 1985 for military training.

"What was regarded as criminal and terrorist has now been excused by the state," Mr Hockey said.

In passing sentence the magistrate, Mr A P Kotze, said that the illegal possession of firearms was "a crime and an offence in every civilised country in the world. This applies to me, the prosecutor and to every member of the ANC."

The prosecutor was Mr L A Louther

Colonel in

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The prosecutor was Mr L A Louther.

Colonel in

(2) Yes

Since being commissioned both vessels are used regularly to transport passengers as well as small quantities of cargo such as bread, milk, vegetables etc.

Ferry-boat Wolraad Woltemade/Dias

*16 Mr R V CARLISLE asked the Minister of Correctional Services:

Whether the ferry-boat *Wolraad Woltemade* had its name changed to *Dias*; if so, (a) why, (b) when and (c) for what purposes is it being used?

B641E

The MINISTER OF CORRECTIONAL SERVICES:

(a), (b) and (c) ~~_____~~
The ferry-boat *Wolraad Woltemade* was taken over from the South African Navy during 1961. When application was made to the Department of Transport at the beginning of 1962 to register the *Wolraad Woltemade* in Cape Town, it could not be done as it was found that another vessel with the name of *Wolraad Woltemade* had already been registered in Cape Town. The name of the ferry-boat was then changed and it was registered as the *Dias*. The vessel is still being used for the transportation of passengers and small quantities of cargo between Cape Town and Robben Island.

Private/state-aided schools: tax concessions

*17 Mr A GERBER asked the Minister of Finance:†

(1) Whether he is considering making tax concessions in respect of (a) parents and (b) sponsors making financial contributions for educational purposes to private and/or state-aided schools; if not, why not; if so, what are the relevant details;
(2) whether he will make a statement on the matter?

B642E

The MINISTER OF FINANCE:

(1) (a) Section 18A of the Income Tax Act, 1962, already provides *inter alia* that donations made by parents to private and/or state-aided schools, may be

INTERPELLATION

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

Own Affairs**Pre-primary education: extension**

*1 Mr A GERBER asked the Minister of Education and Culture:

(1) Whether his Department is contemplating extending the provision of pre-primary education; if not, why not; if so, what are the relevant details;
(2) whether he will make a statement on the matter?

B665E,INT

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, pre-primary education is not compulsory education. For that reason the present subsidy formula does not generate funds for the maintenance and extension of pre-primary education. In simple terms this means of course that the Department does not receive money that is specifically earmarked for this type of education.

As a result, provincial education departments that are already under great financial pressure, have to make provision for pre-primary education out of funds for compulsory education. Money for pre-primary education is therefore limited. In co-operation with the organised teaching profession and the other education partners it was agreed that the *status quo* in respect of the financing of pre-primary education be retained. Among other things, this means firstly that pre-primary education will *pro rata* retain its part of the budget. Should there be a decrease or an increase in the funding of education, pre-primary education's share of the budget will be adjusted accordingly.

Secondly, it means that it will not be possible to establish any new facilities for pre-primary education. Communities are free, however, to establish pre-primary classes at existing schools with their own funds.

I am thoroughly aware of research findings that indicate the importance of pre-primary education for the promotion of school readiness, particularly for learners from underprivileged environments. We are therefore looking anew at

ways of utilizing the money that can be made available for pre-primary education at present, for the benefit of the greatest possible number of pre-school children. We regard it as our responsibility to use this facet of education to maximum advantage within the financial means of the Department.

*Mr A GERBER: Mr Speaker, the point of the Government and the reply that the Minister gave here today on the position of the provision of pre-primary education, specifically in his Department, is to the detriment of the whole of South Africa, because a lack of pre-primary education provision inhibits the full utilization of our potential manpower and eventually stunts the economic growth and development of our country.

According to researchers pre-primary education is of the utmost importance to realize our children's full potential. Many researchers have come to the conclusion that achievements later in life are so often associated with high quality intellectual stimulation at an early age that they virtually regard it as a prerequisite. It is therefore extremely short-sighted of a government to try to save on pre-primary education. It is during this phase that the best investment in a country's manpower can be made. It is an investment that can eventually be extremely advantageous, financially and otherwise, to the individual but also to the country as a whole.

In the USA research findings reflect, for example, that 67% of the children who attended pre-primary school completed their high school careers, compared with 49% who did not receive pre-primary education. I think we can learn a lesson from Japan in this regard. In this country the learning process, also with regard to pre-primary education, is not limited to an elite group of the people, but is for everyone. That is the reason for the high standard and success that they achieve in their education, as reflected by their share of world markets and their achievements in the economic sphere. In Japan, as in most countries in the world, pre-primary education is not compulsory yet their attendance figure for three-year-olds is 40% and that for four- and five-year-olds 92%.

If the Japanese were asked for the recipe of their success in respect of productivity and their place in the world economy they would attribute it to the high standard of education. They would also

more money from the country's budget on education than what we are doing at the moment. The hon member will concede that it is hardly possible. Nevertheless we spend approximately 4 times more *per capita* on the education of a White child than on the education of a Black child. [Interjections.]

*Mr D S PIENNAAR: And who pays the tax?

*The MINISTER: Does that hon member wish to maintain that only White people pay tax? He should wake up to reality. We are no longer living in the twenties. We are living in the last decade of this century. [Interjections.]

It was a gratifying experience for me that the hon member for Potgietersrus quoted from the terribly liberal Education Renewal Strategy document.

It shows me that the hon member read the document. I suddenly have hope for him. There are also other wonderful proposals in the document that are totally in conflict with the thinking of that party, and I hope that the hon member will also take cognisance of them. I hope that he will get up and make an innovative speech one of these days! [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Determination of admission requirements for pupils SO
 *1. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether it is the function of existing management councils to determine requirements for the admission of pupils before state-aided schools are put into operation; if not, (a) what requirements for admission will apply as from 1 August 1992 and (b) who is responsible for determining these requirements; if so,
- (2) whether existing management councils have been informed that this is their function; if so, when;

(3) whether he will make a statement on the matter? B620E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No, SO

(a) admission requirements as contained in the "Regulations relating to the Conditions of Admission of Pupils to Public Schools (excluding Industrial and Reform Schools) and State-aided Schools," unless other admission requirements, which are not in contradiction with the regulations referred to, are determined by the governing body after that date.

(b) after 1 August 1992, the governing body of the school, in consultation with the parents and within the prescribed juridical framework. As from 1 August 1992 until a new governing body has been elected, the existing management council will be regarded as the governing body;

(2) falls away;

(3) no.

For written reply:

General Affairs:

Visa applications

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

- (1) How many applications for (a) new, and (b) the renewal of, visas were received from foreign media representatives in 1991;
- (2) how many such applications (a) had been (i) granted and (ii) refused and (b) were pending as at 31 December 1991;
- (3) what was the average time taken before such applications were decided upon?

B540E

THE MINISTER OF HOME AFFAIRS:

- (1) (a) 670 of which 44 applications were withdrawn.
- (b) 203

(2) Statistics on the basis required are unfortunately not available. The applications not finalized during 1990 and therefore carried over to 1991 are included in the following figures which are given for the purpose of the reply:

	Carried over from 1990	(a)(i)	(a)(ii)	(b)
New applications	57	665	6	12
Renewal applications	8	205	1	5

(3) It took on average 10 working days in

Note
 Above-mentioned statistics are in respect of applications of media representatives received in the RSA only. Since 11 February 1991 such applications are also considered by South African Missions, but do not keep statistics thereof separately.

The Department has no longer a need for statistics on this basis and therefore ceased to record such statistics with effect from 1 January 1992.

STAR 2015/92.

To cane or not to cane? (50)

The Department of Education and Culture in the House of Assembly would soon be issuing recommendations on corporal punishment at schools, Minister Piet Marais said yesterday.

English or not, that's the question

Sowetan 20/5/92
By PHANGISILE
MTSHALI

CALLERS to the *Sowetan*/Radio Metro Talkback Show last night debated the use of English as a medium in national talks.

They were responding to a statement by communications expert Dr Elizabeth Fodor that English was a tool for communication worldwide.

Fodor also said its common use would not lead to the death of other languages.

She said the use of English at Codesa was a unifying tool in country with diverse languages.

"The use of one language should not lead to the loss language diversity. English is widely used in technology and communication," she said.

Dikguletsi from



Dobsonville said language went with values and other South African languages should be acknowledged.

Sammy from Soweto said he felt communication seminars were important.

Freddy from Bryanston agreed that English was the most common means of communication.

However, he questioned its effectiveness in a country with 11 million illiterate people.

Harvey from Mndeni, Soweto, worried about the slow pace of change if Codesa delegates were to speak in indigenous languages.

Love more from Natalspruit said English must be kept as a language of communication.

(50) ARG 20/5/92
Bid to start resource centre

Mitchell's Plain school aid plan

LENORE OLIVER, Staff Reporter

AN ambitious plan by the Teacher Opportunity Programmes (Tops) Centre in Mitchell's Plain to buy a house to use as a resource centre for schools is in the pipeline.

Said Tops national chairman Professor Cecil Leonard: "The aim of such a centre would be to house resources used in teaching such as videos, laboratory apparatus and books and also to create a meeting place for teachers to discuss ideas and innovative methods".

The centre could also lend equipment to schools.

"This is all still in the planning stages but we are quite optimistic about the idea," he said.

Tops is a countrywide community organisation which operates from 68 centres in urban and rural areas countrywide, addressing the upgrading needs of teachers and principals.

The Mitchell's Plain centre was started last year.

The scheme has three components:

An academic component provides after-hours classes for "unqualified" teachers who do not have matric.

A second component enables teachers to improve teaching methods and skills in English, science and mathematics and the third is a managerial certificate component for principals, aimed at enhancing managerial and organisational skills.

Helping the poor to help themselves

Sowetan 21/5/92 (50) [scribbles]

This is the first part of a regular series on how the Independent Development Trust hopes to usher in a better future for South Africa's disadvantaged of all races. JOLYON NUTTALL, IDT's director of communications, reports.

A GLANCE at the last line of the scoreboard would seem to indicate that this is imminent.

On the face of it, there is not much change left from the R2 billion with which we started in August 1990.

The third line paints a more accurate picture. While most of the founding grant has been allocated, actual money paid out to date is R530 million.

The difference between the two totals flows from the fact that many of the projects the IDT is supporting are three- to four-year programmes.

Take our subsidy scheme which provides ownership of serviced sites of land for breadwinners earning less than R1 000 a month, for example.

The scheme covers 104



JOLYON NUTTALL

projects involving 106 695 sites.

Each project has to be negotiated with a developer who, in turn, must involve community organisations in decisions about the size of the site, the nature of services and, most importantly, the allocation of the stands to the most deserving families.

This week, there was jubilation in our ranks as the 50th project was signed up.

Approval of the 104 projects in principle was

IDT Scoreboard

Projects supported to date: 308.
Funds allocated: R1 884 700 000.
Funds "in the ground": R530 000 000.

When will the IDT run out of money?

given by the IDT's trustees in July last year.

Now, only 10 months later, we are virtually at the halfway mark in finalising contracts.

Some developments are well under way, individuals have taken transfer of their stands and, with great verve and initiative, are erecting dwellings on them.

The IDT is currently paying out R5 million a week in taxpayers' money to provide ownership of the stands. As the momentum grows, the outflow will increase to R10 million a week until the full R800 million earmarked for the scheme has been paid out - the bulk of it by the end of 1993.

Meanwhile, as a result of urgent representations made by IDT chairman Mr Jan Steyn and others, an

additional R500 million was allocated in the recent Budget for further initiatives in the housing field.

Some of these funds will accrue to the IDT to extend our subsidy programme.

Another massive longer-term project is our nationwide school building initiative, aimed at overtaking the current backing of 50 000 classrooms.

Communities

Some R300 million of IDT funds has been earmarked for this. Support funding from the private sector, communities themselves, the Department of Education and Training and, hopefully, from sources further afield, could lift this total beyond R1 billion.

Up to 10 regional trust are being formed, to ensure

each area in the country gets a fair share of the cake.

Our concept is that ownership of the schools will vest in the community trusts. State assistance with teaching staff and equipment will provide important support.

Each school will cost in the region of R2 million to build.

A recent model in the township of Etwatwa on the East Rand saw R800 000 of the cost go back in wages to a labour force recruited from the community and trained by the contractors.

Communities are required to raise 10 percent of the cost of each project. Our experience to date is that they do so willingly.

It is hoped to complete the first 10 schools this year. Next year, and the year after, the momentum will grow as we close in on the backlog.

So, the answer to the question posed at the start of this column is: "Not for some time yet."

The optimists among us might even add: "Ask us again in the year 2000."

Sowetan Correspondent

CANING at schools is increasingly becoming a risky solution to discipline "naughty boys" as irate parents, opposed to the use of the stick, turn to the courts and hostile pupils attack teachers who dare administer corporal punishment.

Whether it should be applied or not is one subject over which most teachers and education authorities have had sharp differences for many years.

The debate is coming back with renewed fervour in the wake of a successful legal suit against the Minister of Education and Culture and teachers of a Randburg school where a pupil was given "six of the best". The court found excessive force had been used, and awarded damages of R2 560.

So far, departmental guidelines on the use of corporal punishment have been interpreted as too wide and open to abuse.

Part of the guidelines read: "Corporal punishment shall be administered only in extreme circumstances that require this type of disciplinary action. Such punishment shall be carried out in the presence and with the approval of the principal".

Abolitionists have decried the continued use of corporal punishment as brutal, barbaric and antiquated.

But there are those educators who belong to the old school of thought which subscribes to that ageless adage "spare the rod and spoil the child".

A principal of a school in Eldorado Park, south of Johannesburg, says abandoning caning would adversely affect the tone of discipline in schools.

"Removing corporal punishment in schools is going to impoverish education and there will be a drop in standards," he said.

Most principals interviewed by *The Star* declined to have their names mentioned, for different reasons.

While headmasters of schools in coloured areas and white suburbs did not want to be identified because of departmental regulations, most township principals refused to have their names mentioned for fear of reprisals.

The recent years have seen an increasing number of attacks on black educators and their property by "anti-authority" township pupils.

"I can no longer punish these kids because if I do so they will either attack me or petrol-bomb my house," said a Soweto headmaster.

In white or coloured schools the response was simply "we can't talk to the Press because the authorities do not allow it".

Caning becomes increasingly risky

Journal 21/5/92

(50)

"We follow the policy laid down by the TED," was the cautious response of most principals.

The case of the Randburg father who sued Education and Culture Minister, asking for R13 472, has sent shivers down the spines of educators and their response to the use of the stick is carefully worded.

"Corporal punishment may be administered only by the principal and it has to be recorded," said a headmaster.

Some principals said this rule was sometimes ignored because it was difficult to instil discipline without using the cane.

"The cane should be used but very sparingly and as a last resort."

A principal of a high school in Eldorado Park said if the cane was not used at all, many pupils would have to be expelled.

This principal accused Democratic Party MP for Houghton Mr Tony Leon of being an "armchair teacher".

"It is easy for him to say caning is barbaric, because he is not in the classroom. He does not know the problems we have to experience," said the headmaster, referring to Leon's remarks in Parliament on Monday.

Renowned educationist and Soweto high school principal Mr Thamsanqa Kambule said corporal punishment should only be administered as a disciplinary measure and should not be applied excessively.

Kambule said principals who feared to speak openly about instilling discipline in their schools could be applying corporal punishment in a wrong way.

"Do not punish children for getting answers wrong. Corporal punishment should be used to discipline."

Known to be a disciplinarian, Kambule alone once punished the whole school, a total of 1 500 pupils, when he was headmaster of Orlando High School.

"Teachers should explain to pupils why they have to be punished and this must be done with sufficient justice," he said.



Mr Thamsanqa Kambule once caned 1 500 pupils when he was headmaster of Orlando High School.

Six of the best or the worst?

STAR 21/5/92.



Teachers are increasingly forced to tread a fine line in the blackboard jungle as irate parents turn to the courts and hostile pupils attack teachers.
By PHIL MOLEFE
Education Reporter

Part of the guidelines read: "Corporal punishment shall be administered only in extreme circumstances that require this type of disciplinary action. Such punishment shall be carried out in the presence and with the approval of the principal."

Abolitionists have decried the continued use of corporal punishment as brutal, barbaric and antiquated.

But there are still educators who belong to the old school of thought which subscribes to the adage "spare the rod and spoil the child".

Standards

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"We follow the policy laid down by the Transvaal Education Department," was the cautious response of most principals.

The case of the Randburg father who sued the Education and Culture Minister, asking for R13 472, has sent shivers among educators, and their response to the use of the stick is carefully worded.

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"The cane should be used, but very sparingly and as a last resort," one said.
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cane was not used at all, many pupils would have to be expelled.

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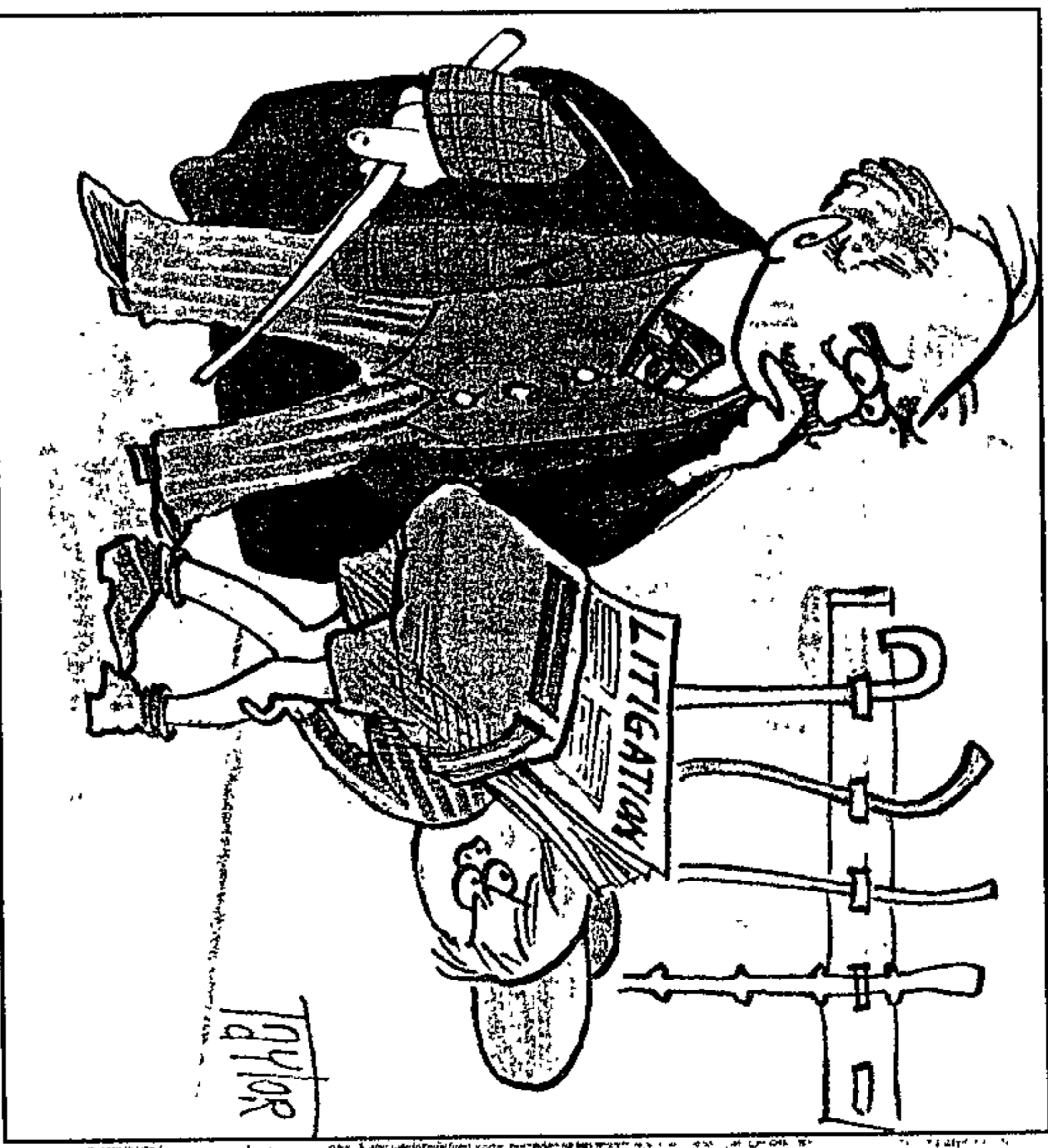
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7 youths from SA for UN meeting

Sowetan 22/5/92

SEVEN young South Africans have been chosen to represent the country at the United Nations Conference on Environment and Development in South America in June.

They were chosen for their commitment to the environment and leadership ability and would accompany UN ambassador for youth and the environment Mr Robert Swan to promote Project Earth.

They are Martine Usdin, Derek Felton, Lionel Woodward, Phindile Langa, Fluvio de Stefanis, Teboho Mataboko and Barry Burland. They will return in July.

FIVE matric pupils from the homelands are in the top 10 winners of this year's National Youth Science Olympiad.

They are Aingharan Kanagaratnam of the international School of Bop, Nkhumiseni Victor Tharage of Mbilwi Secondary in Venda, Tholo Mashiloane of Kgapyane Secondary in Lebowa, Percy Nukeri of Mhhwahwa High in Gazankulu and Nezizwe Ntushelo of All Saints in Ciskei.

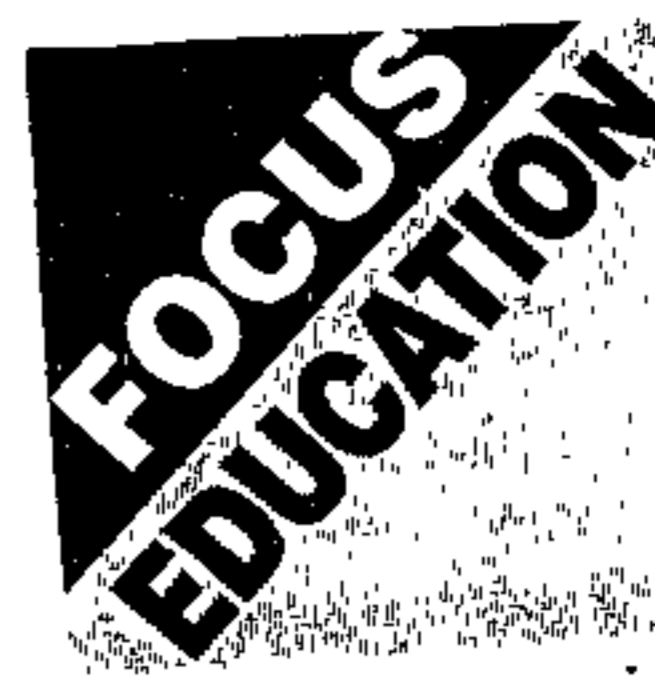
The winner is James Chalmers of Pretoria Boys High School.

All 10 winners will represent South Africa at the London International Youth Science Forum in July.

ABOUT 1200 students in tertiary institutions are this year's beneficiaries of the Sales House Club bursary scheme.

The club gives bursaries worth R3 million to members in technikons, universities and teacher colleges every year.

Club manager Mr Leon Vermaak said his company believed that a massive in-



jection of resources into education was the best possible way of contributing to the community. The scheme is open to all club members in tertiary education institutions.

EXAMINATIONS to enter the Epworth School in Maritzburg will be written on August 15.

Candidates will write tests in English, Afrikaans and mathematics.

The scholarship examinations in maths, science, languages and social studies will be on August 14.

Both entrance and scholarship examinations are intended for candidates who are entering Standard 6 and will be under 14 years in July.

Arrangements can be made for candidates living far from the Maritzburg area to write in their home towns. For more details write to Epworth School, Private Bag X08, Scottsville 3209.

THE Academy of Learning opened its 45th college in QwaQwa. The college offers secretarial courses, bookkeeping, word processing and spreadsheets.

All computer courses are "hands-on" orientated and students are taught the use of basic office equipment. The college also offers basic principles of public relations practice.

ABOUT 83 black teacher training colleges received a R60 000 boost from Sanlam. The company has been sponsoring the upgrading of libraries since 1988.

Revolution losing

its pulling power

South African 22/5/72

SO

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REVOLUTION is no longer the route to a better South Africa - the country's young people believe they can improve their future through money, education and top jobs.

This is according to the results, released this week, of a research study on South Africans aged between 13 and 24.

The research was developed by the Markinor group and Hunt Lascaris

TBWA in conjunction with a syndicate comprising Bakers, Cinemark, Edgars, M-Net, Royal Beechnut, the SABC, the SA Communications Services, Stellenbosch Farmers Winery and Times Media.

After interviews in some 860 white and black households, it emerged that more than 80 percent of those questioned believed it was important for the future of the country for blacks and whites to make an effort to get along together.

A similar percentage said they were proud to be South Africans.

Some of the survey's main findings were that material values rather than political ones motivated most young people.

Agenda

Almost all those questioned had high aspirations, often irrespective of current educational attainment.

Mr Nick Green, chairman of Markinor, said:

"The agenda of South African youth seems to be largely non-political, although they endorse reform."

"Typically, they tend to think it is proceeding a little slowly."

"But personal goal-setting is usually qualification-and career-orientated."

"The young South African living in formal housing is a materialist, not a Marxist."

"And, by and large, he

appears hopeful that negotiation and the process of change will deliver the benefits."

Green said only a minority of those included in the survey believed that violence was the only way to achieve change.

"But in general we see endorsement of the work ethic, of the idea that a good education is the passport to a fulfilling career and that the trappings of material success are worth striving for." - Sapa.

BUILD YOUR ORGANISATION



HOW TO PLAN AND CHAIR A MEETING

New Nation (Learning Nation) 2215-2815/92.

Last week we looked at what a meeting is. We gave some examples of good and bad meetings. This week we look at the skills you need to:

- plan a meeting
- chair a meeting

What does planning a meeting involve?

Planning should improve participation by making sure that discussion is on a single (specific) topic and that members are well prepared for the meeting. Planning does not mean controlling and directing the meeting in such a way that it restricts participation from members.

Have you planned a meeting before? What were the difficulties?

.....
.....
.....

Why do you think it is important to plan for a meeting?

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.....

Planning a meeting is the responsibility of the Chairperson, the Secretary or the Executive, depending on the type of organisation. We will look more closely at functions of the executive structure of an organisation later on in the series.

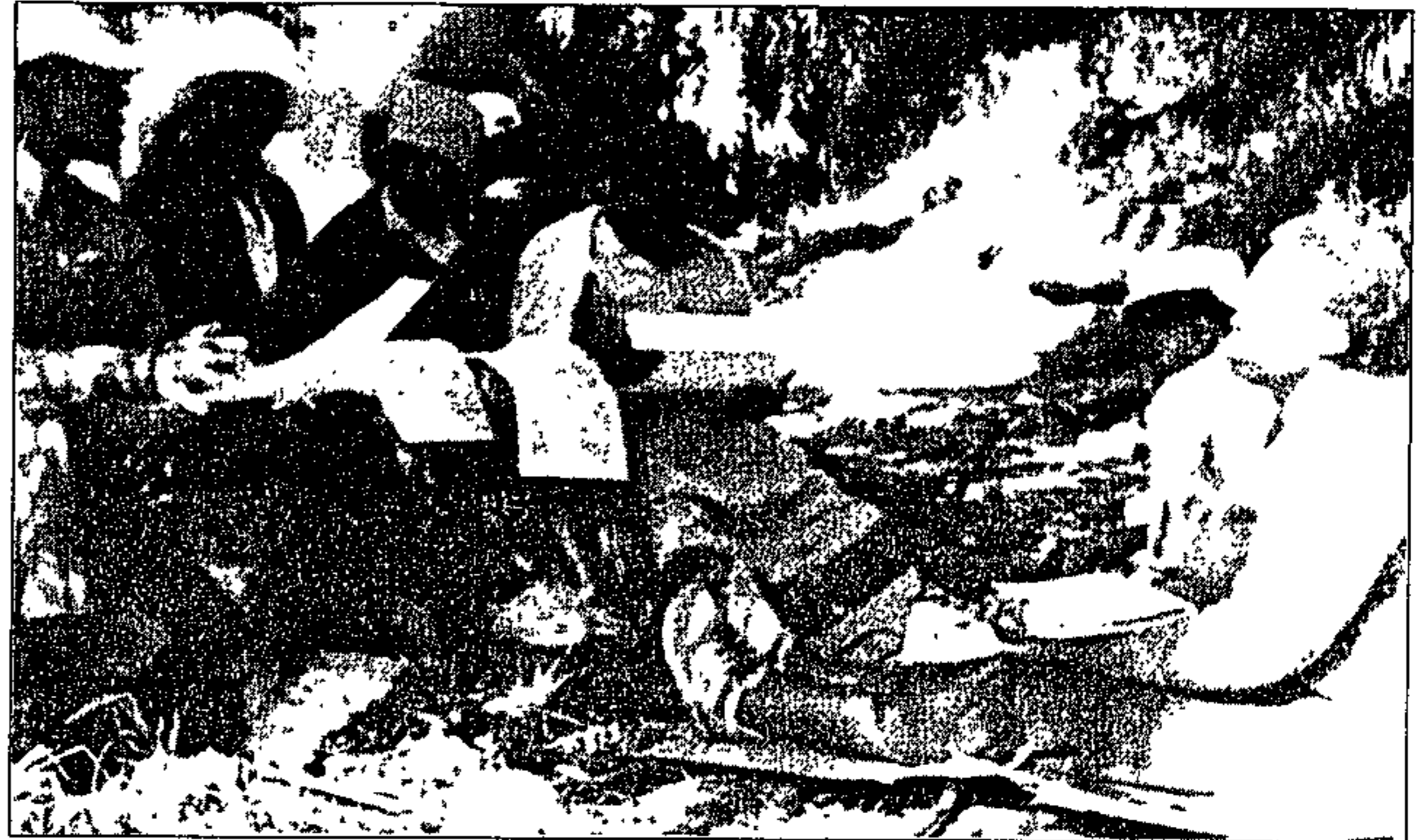
Planning should include the following:

Minutes:

- Minutes of the previous meeting must be made available to members before the meeting, or read out at the beginning of the meeting.
- Minutes must be adopted at the beginning of the meeting. Everyone must agree that they are an accurate record of the last meeting. Members must be given the chance to add points or items to the minutes which have been left out.

Agendas:

- An agenda must be presented with the minutes. The agenda is a list of the most important issues for the members to discuss.
- The agenda is drawn up from the Matters Arising from the previous meeting and from the discussions of the Executive or Secretariat.
- Members can suggest additions to the agenda.
- An agenda should include a last item known as "General" or "Any Other Business" to allow members to raise short items not included on the agenda.
- An agenda should also include the item "Assessment of the Meeting" which can take five minutes at the end of the meeting. Members can talk about whether they felt the meeting was worthwhile, and how they felt the meeting was chaired.
- Each item on the agenda must be introduced by someone. This member will either lead a discussion or present a report.



Discussion:

The member will lead the discussion on an issue and then make proposals to the meeting on a way forward. Members can then comment on and discuss the issue, as well as the proposal.

Reports:

In the case of a report, the person who is reporting should comment on the following:

- Was it a task that was completed, what were the problems and what still needs to be done.
- Members should discuss the report and delegate responsibility to ensure that the task is completed.

Issues that need to be planned in our organisation

Chairing Meetings

Chairing a meeting is very important if we want the meeting to be effective. It is important to have an experienced chairperson for important meetings. It is also important however, to teach people to chair meetings. It is an important skill for people to learn.

What are the responsibilities of the Chairperson?

The Chairperson must try to ensure that:

- Everyone who wants to speak is given a chance to speak.
- Speakers stick to the topic of discussion and do not raise other irrelevant matters.
- Speakers are as brief as possible.
- Discussion must aim at coming to conclusions. There must be a clear way forward which everyone understands.
- The discussion is summarised, so that everyone knows what ideas and proposals are being made. However, at the same time the Chairperson must be careful not to repeat everything that has been said. This is a waste of time. If the chairperson thinks the members are unclear, he or she could ask whether members want a summary of what has been said or decided.
- There is agreement on what the decision is, and make sure that everyone understands what decision has been taken.
- Someone must be given the task of carrying out the decision, and know it should be done and reported on.

Other responsibilities of the Chairperson include:

- Being alert to new things that might happen. For example new members of the organisation should be welcomed and introduce themselves.
- Uniting a meeting rather than dividing it. It is always better if a meeting reaches consensus on issues. Voting on important issues often causes more divisions in an organisation.
- Setting a cut-off time for the meeting - a time everyone agrees the meeting should end.
- Setting a time and a venue for the next meeting.

Members: does your chairperson know about these responsibilities?

How can you help them to improve their skills in chairing meetings? Give them this article to read, it could help make your meetings a lot better and more efficient.

Chairpersons: It is often difficult to chair a meeting.

Sometimes mistakes are made but no one says anything in the meeting about it. To fix this problem, make sure that at the end of the meeting you ask for yourself as the chairperson to be assessed along with the meeting. Ask members to make one good point about your chairing, and one criticism of your chairing.

Next week we will look at meeting procedures, and procedural points most used in our meetings.

Resources List

Do you want more information on planning and chairing meetings, and on building organisation? One of the organisations you can contact for advice and material is:

The Human Awareness Programme
4th floor Conlyn House
156 President Street
Johannesburg
2000
Their telephone number is (011) 337 8716

Library lending fee mooted

Municipal Reporter

THE day the council starts charging library users a fee for borrowing books may not be far off.

Mr Richard Friedlander said in his budget speech yesterday that there had been discus-

sions with the Cape administrators regarding amendments to the Libraries Ordinance to permit the levying of charges for the use of library facilities".

The cost of the library service had risen from R12 mil-

lion a year four years ago to over R21m this year, but the provincial subsidy of R5m had remained the same.

As each year 4.5m books are issued, it costs the council R4.66 every time a book is borrowed from a library.

Mr Friedlander said in a budget briefing that the provincial administration had been asked for permission to impose charges for library books.

The provincial authorities had not yet given permission, without which the council could not impose charges.

(56)

CT 22/5/92

EDUCATION BRIEFS

Education Forum makes a move (50)

THE National Education Forum — formed after the March conference in Broederstroom to address the education crisis — is likely to announce its decisions early next month. *W/Mail 22/5-28/92*

Spokesman Ahmed Essop told *The Weekly Mail* a proposal about how to engage the state and strategies for mass action was being circulated to organisations for adoption. He said there had been “logistical” difficulties in rounding up the diverse group of trade union, political, educational and other groupings, but that “some progress” had been made.

Stokvel (50)

Will build a library

W/M end 22/5-28/5/92

WEEKLY MAIL REPORTER

BUILD your own community library - that's the idea of an unusual "stokvel" held in Orlando West, Soweto, this week.

After an intensive book collection drive, the Joint Enrichment Programme this week launched a pilot project to set up a library for children and youth in the area. Organisers innovatively used the concept of a "book stokvel" whereby members of the community invited to the project launch had to bring a book to donate to the library. The aim was to collect 5 000 books.

Part of the plan is to tie book-collection drives to significant community events. This week's launch at Mzamo Lower Primary School was planned to coincide with the 80th birthday celebrations of Walter Sisulu, "a son of Orlando West".

"Each time there is a significant community event, for example the commemoration of a plaque or the launch of an organisation, the library project committee's plan is to promote the project there and to appeal for book donations," said JEP worker Steve Moekwena.

The project to set up well-equipped



Bookworms ... Children at Mzamo Primary enjoy the books donated to the new library Photo: GUY ADAMS

children's and youth libraries in under-privileged communities to promote a love of reading among black children emerged from the JEP's conference on marginalised youth in June 1991. JEP, a national youth network involved in piloting development programmes, is trying to redress the disastrous effects of the Bantu education

system and the destruction of a culture of learning. The publishers who donated books were Penguin Books, Random House, Media House, Sached Cape Town, HarperCollins, Jonathan Ball, Upbeat, Skotaville, Heinemann, Macmillan and READ. Although they are still counting the

books donated at Monday's launch, JEP is confident that they have reached the target of 5 000 books. "We want to promote the idea all over and are hoping it generates community involvement so that each community will become involved in building their own libraries and resource centres," said Moekwena.

FOCUS ON THE PUSH FOR A NEW CIVIL SERVICE

By BARBARA LUDMAN
 AMONG cabinet ministers talking about level playing fields is administration and tourism minister Dr Org Merau, who said last month his department was introducing a special bursary scheme "to assist the needy student of colour to attain qualifications".

A new scheme would appear to be needed. According to the results of a study done by the head of the School of Public Management at Stellenbosch University, Professor Erwin Schwella, blacks are getting very little out of the current one.
 Every year, the Public Service

Subsidies solve skills shortage

Bursary Scheme advertises bursaries for medical, engineering and economics students and other aspirant professionals willing to join the civil service.

In 1988, the scheme received 957 applications from blacks qualified according to the scheme's criteria: the code word was "acceptable"; 2 585 from whites; 427 from coloured applicants; and 304 from Asians.
 Guess who got the bursaries? Only 101 blacks — or 10.5 percent of those

whose applications were accepted — but 705 whites, or 27.3 percent; 82 coloured applicants (19.2 percent); and 86 Asians (28.3 percent).

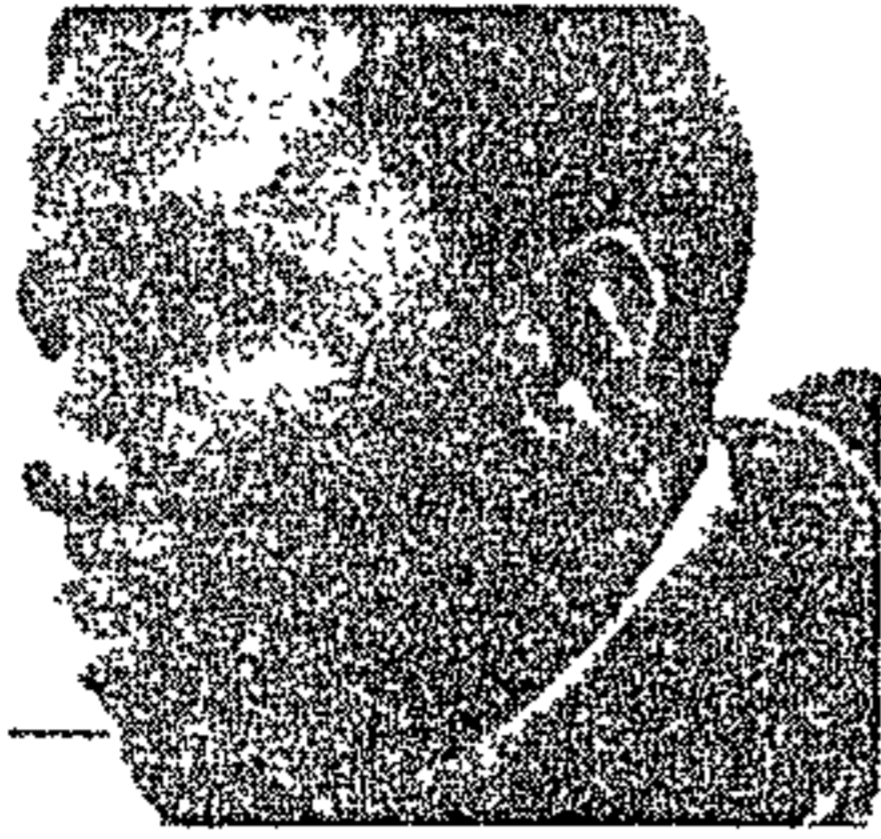
The following year there was much less money, so fewer bursaries were offered — a pity, as many more applications were found acceptable. Only 24 of the 1 504 applications from blacks were successful — a rate of 1.6 percent. Whites didn't do much better, with a 1.9 percent success rate. Those statistics aren't easy to get

any more, because the Commission for Administration, which runs the central government civil service, no longer keeps racial breakdowns.

But there's another batch of numbers Schwella finds significant: the number of blacks receiving commerce and administration degrees has soared from 43 in 1975 to 173 in 1986, and is still rising. Clearly the interest is there.
 He calls for an affirmative action approach to training "which is completely justified, given the discrimina-

tory past as well as the relative affluence of whites and their capacity to finance their own way".

"Affirmative action training is not merely a slogan or a piece of ideological rhetoric," he says. "Given the relative shortages of highly qualified human resources in South Africa — which will be exacerbated by any pattern of growth in our economy — we will have a tremendous shortage of managerial personnel coming from the traditional sources, mainly white.
 "Affirmative action is not only a necessity for moral reasons but also for utilitarian reasons."



CFANI NCAPAYI: Co-ordinator in the Cala area

South 23/5-27/5/92

Transkei village a study in self-help

SO

CALA is a village in the western Transkei, near the border with the Cape Province.

There is no industry in the area and only minimal agriculture. Almost all income comes from farm labourers working on the other side of the border. Most of the permanent population is unemployed.

A group of students in the village who were studying through Unisa formed the University Students' Association (Calusa).

From this came Calusa's resource centre comprising a reference library, educational videos and files of press-clippings

Co-ordinator Mr Fani Ncapayi said the students wanted to provide for their own study needs but a sense of social responsibility led them to cater for that of others.

Cala has had no library since 1964 when the last whites left.

In response to requests from the community, Calusa has also established a children's centre.

So stories are read, or translated into Xhosa when only English books are available. Older children

work as readers or translators.

Children are also encouraged to write and to act, and are taken on educational tours to give a context to their reading. Many, for example, have never seen a train.

Calusa runs a guidance programme for pupils preparing for matric exams.

The reforms of the past two years have prompted Calusa to consider, with due caution, the possibility of co-operation with government bodies.

"Given the period we are in there is a need to engage the government, but this is still under debate," Ncapayi said. "The state is misusing resources that should go to community development"

But political detente in South Africa has brought problems.

"Foreign funders say there is now less need for the funding of non-governmental organisations. This cripples our programmes."

Faced with this situation, Calusa has been forced to rationalise its operations, concentrating on those that generate maximum benefit from minimum expenditure.

education

Put rural areas on the map, says Gerwel

THOSE WITH high expectations that a democratic government would deliver immediate equality in education had to realise this was not going to happen, said UWC rector Professor Jakes Gerwel.

He was delivering the keynote address at the Education Conference for the Karoo.

Gerwel said the rural areas had to be put on the national education agenda. The freedom of the rural areas was indivisible from the freedom of other areas.

Gerwel said South Africans needed to start thinking about reconstruction, particularly the development of skills and human resources.

"How are we going to use education to inculcate and develop democracy in South Africa?"

"How are we going to construct an education system that serves development and addresses the historic inequalities of race, gen-

der, class and the divide between the urban and rural?"

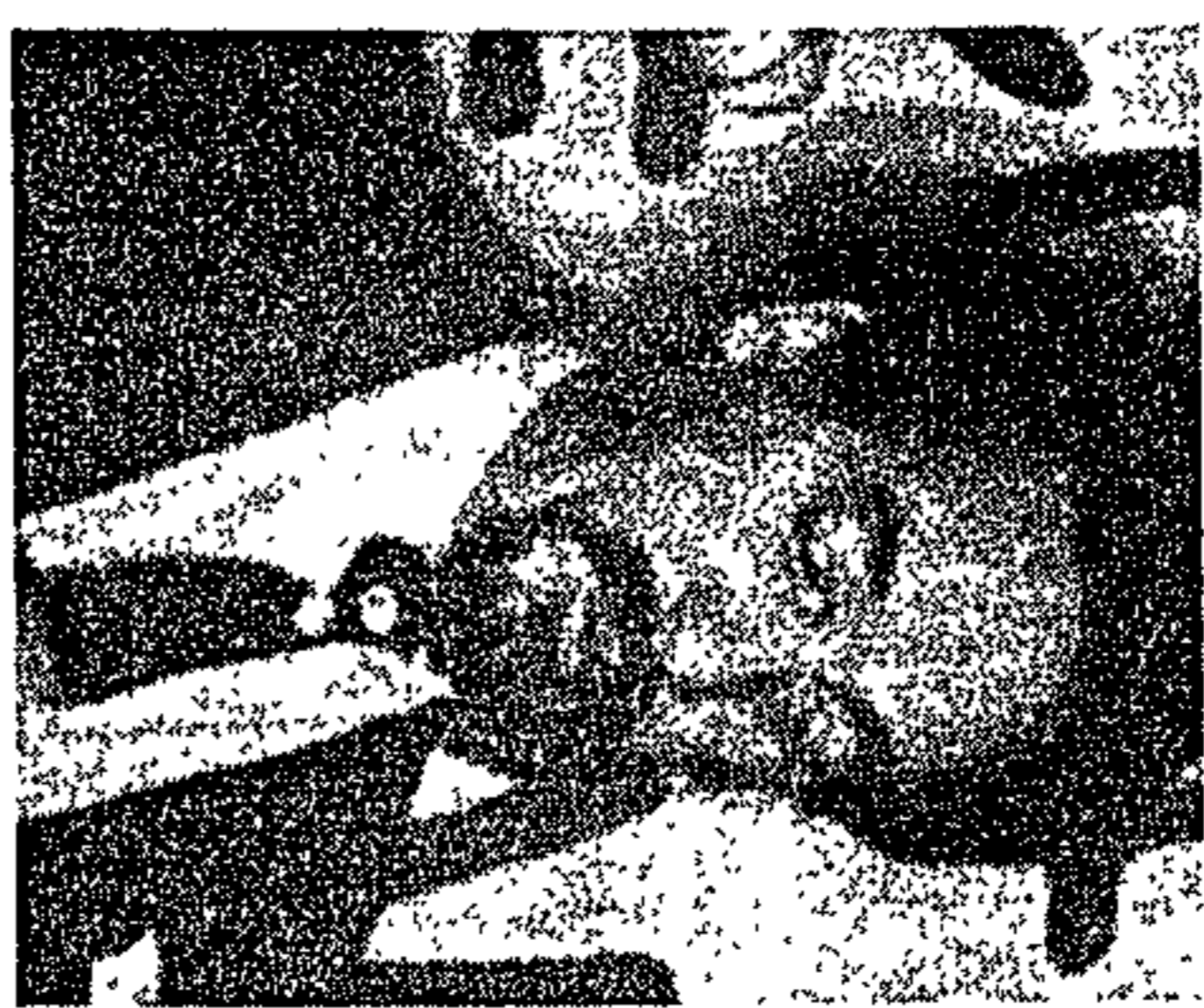
Gerwel said the negotiation process had raised an urgent need to expand and improve black education.

"It will be the greatest betrayal if we get a political settlement in South Africa but the management of society remains in the same hands," Gerwel said.

"Thus, there is an urgent need to provide skills to black people so they can become part of the management.

"The government will try to stall or predetermine change during the transitional process. In education, they are trying to change things so that the new state will not inherit too much."

Gerwel said a demand which had to be placed at the forefront of educational negotiations was that education should be a basic right for all South Africans. People tended to speak in broad



Jakes Gerwel

of an education negotiating forum — "one with bite and which is representative of all".

"But this does not mean mass action loses its place — our demands will not be heard, felt and understood unless communities organise themselves around these demands."

He said it was easy to get caught up in "technicalities" when discussing a future education system. But it needed to be non-racial, non-sexist and relevant, and also teach people to read and write.

Communities needed to control the financing and resources of education. Access needed to be expanded as there were more children outside school than in the classroom.

"There is a tension between the quality of education and the quantity — people are already criticising UWC for broadening access. "There is also a tension between

democracy and efficiency. The most democratic way of dealing with things is not necessarily going to be efficient," Gerwel said.

Echoing these views, the dean of the education faculty at UCT, Professor Michael Ashley, said people should not rely too much on the state to improve education. "It has an important role to play but must do this in partnership with others," Ashley said.

"A government is limited in terms of what it can achieve because it is bureaucratic, inefficient and easily corruptible.

"There is also a tendency for a government not to be accountable to the people who support it through taxes and reliance on the government tends to produce passivity."

Ashley said the demand for a single education department was an important one, but was not a solution to the education problems in the country.

terms when negotiating educational issues. These needed to be replaced with specific demands for teachers, desks and textbooks so the state found it difficult to escape its responsibility, Gerwel said. A national summit in Broedersroorn this year mooted the idea

Rural towns in the Karoo were afforded an opportunity to voice their demands concerning education in a new South Africa at a ground-breaking conference in Beaufort West last weekend.

REHANA ROSSOUW
reports:

LITERACY training in rural areas could teach adults how to drive a tractor, service it when repairs are needed and eventually take control of the tractors from white hands.

This ideal emerged from the Education Conference for the Karoo where delegates decided that tackling illiteracy and taking control of farm schools were the key areas around which education policy for rural areas should be formulated.

People from rural areas often complain they are neglected by urban organisations and are out of touch with national political debates and changes.

The conference, organised by the Karoo Resource Centre, was held to overcome this problem by giving people from the region an opportunity to discuss formulating education policy.

Beaufort West principal Mr Richard Hanabe said the conference was aimed at assisting in bringing about an education system in South Africa which would empower rural areas.

"We want an education that will enable both the parent and the child to deal with the social environment around them," Hanabe said.

"We want an education system that will give the rural population knowledge to adapt their environment to suit them and their needs.

"Education will be an instrument of power over the rural environ-

Farm schools: Driving the tractors of education

South 23/5-27/5/92

South 23/5-27/5/92



RURAL EDUCATION: Starting out for success, only to end up with despair and hopelessness?

ment." Principals, teachers, parents and students from 25 Karoo towns attended the conference. White schools in the region, although invited, did not attend.

The 250 delegates elected six people to serve on a rural education forum which will serve as a conduit through which the education concerns of the Karoo will be sent to national forums.

The conference was sponsored by oil company Engen. Organisers will be receiving more funding to publish the outcome of the discussions and distribute it throughout the Karoo.

Delegates stressed the need to ensure that debate on rural illiteracy and farm schools be placed on national agenda.

Karoo farm schools are administered by the Department of Education and Culture, as opposed to those in other rural areas, which are administered by the Department of Education and Training.

The farm schools are dependent on the largesse of farmers, who donate land for the buildings. Most are managed by churches and the equipment is provided by the government.

Most Karoo farm schools are in need of upgrading and repair and many require hostel accommodation for their students as the distances covered daily to reach school are so great that they lead to a high drop-out rate and demotivation.

The illiteracy rate in the Karoo is alarmingly high. Murraysburg has

an illiteracy rate of 60 percent and Fraserburg 45 percent.

A major cause of child illiteracy is the migration of parents from town to town due to a shortage of employment in the region. Children are thus forced to drop out of school at an early age and seek employment. Young girls, especially, are sent to work as domestics at an early age.

Most principals at DEC schools in the region, particularly at schools in outlying areas, expressed strong reservations about the opening of white schools to all.

The high school fees students have to pay at formerly whites-only schools result in only a small percentage of black pupils gaining access to these schools, mostly ben-

efiting only children of teachers in the region.

These principals also feel threatened by the partial opening of white schools as it affects their diminishing enrolment, which could result in their schools being closed.

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ENGEN

Rural voices learning to turn up the volume

South 23/5-27/5/92

asked
50

The political climate is changing from resistance to reconstruction. Now community service organisations are realising that co-operation with the state may be necessary.

Justin Pearce speaks to people running community services in rural areas:



MNCEDISI SKEPU: Alexandria resource co-ordinator

SOUTH AFRICANS are entering an era where all can enjoy full political rights — in theory that is. But for those who have been excluded from political processes, it will take more than a new constitution to secure them a place in a democratic system.

Rural people — geographically removed from the centres of government and often poorly educated — are particularly ill-equipped to make themselves heard.

The people of Alexandria, a small Eastern Cape town, are one such example.

There is no industry to provide jobs and about three out of every four people are illiterate. This

means education and career guidance programmes are an indispensable means to self-empowerment.

Such programmes are offered by the Alexandria Career Centre (ACC).

Co-ordinator Mr Mncedisi Skepu believes leadership, negotiations and learning to look at issues critically must be the focus of development.

“We are empowering people to negotiate on the basis of strength.”

Workshops aimed at local organisations hope to impart skills in local government and negotiation — activities which are new for the people of Alexandria.

“We might hear calls for ‘one city, one tax base’, but what do people mean when they say this?”

asks Skepu.

The ACC was founded at a time when foreign agencies were cutting back on South African funding. But, given the conservative outlook of the local white community, the centre’s founders had no choice but to look overseas.

Funding constraints mean Skepu is the only staff member.

With the state taking the initiative in providing community resources, Skepu believes centres need to think about redefining their roles.

A delicate question is whether centres should begin to co-operate with new initiatives by the state.

Another question concerns the relationships between centres and civic associations. This in turn depends on the future direction taken by the civics themselves.

“We need to interact with the civics. Our services are something that should be provided by the civics.”

Skepu believes that to achieve a democratic society, civic associations need to reflect the aspirations of ordinary people rather than being politically aligned.

“The resource centres, unlike the civics, are non-aligned. In Eastern Europe, socialism failed because it was divorced from the human element, from sectors of civil society such as academics and churches.”

Reading and writing classes for Eskom

S/ Times (BUSS) 2415792 (50)

MORE than 8 000 Eskom employees have received literacy training since 1989.

The company expects that in five years all employees will be "functionally literate" — able to apply language, numeracy, business and learning skills corresponding to a schooling level not lower than Standard V.

Eskom's Joos du Plessis says the company is moving from literacy training to adult basic development (ABD).

He envisages ABD will link up with other educational and training programmes and be integrated with the principles and standards of the National Training Body. It is hoped that trade unions will play an integral part in planning ABD strategies in Eskom.

The accreditation board is likely to comprise 50% management and 50% union representation.

By **ADRIAN HERSCH**

Mr Du Plessis spoke at an Institute of Personnel Management (IPM) literacy group seminar this week.

Ed French, of the Zenex Adult Literacy Unit at Wits University, says the Private Sector Education Council (Prisec) has to some extent designated adult basic education (ABE) as a subset of vo-

cational training.

"It is dismissed fairly briefly from major national (government) policy, being seen as an unaffordable luxury for the State and primarily the responsibility of employers."

But Cosatu and also the Joint Education Trust "which represents an alliance of private sector and liberation parties" are concerned that a future government "should not be let off the hook for responsibility for ABE".

a project...

Police deny threat to evict Transvaal pupils

Staff Reporter

50 Aug 24/8/92

A GROUP of 14 schoolchildren from PWV areas, brought to Cape Town to study in a project that has collapsed, said yesterday that police had threatened to evict them from their Muizenberg home.

The pupils said police had come to the house in Dover Road on Sunday afternoon and told them that they should leave by yesterday.

However, police have denied any knowledge of eviction threats, as has Strandfontein businessman Mr Anthony van Wyk, who ran the project for which the children have been paying R1 300 a term.

Mr Van Wyk said that the owner of the house had considered stopping the sale of the house to him but it was now in the process of being transferred.

False Bay councillor Mrs Joye Gibbs said yesterday that the owner could seek a legal order for eviction if she was unhappy at how it was being used.

The eviction threat comes a week after Mr Van Wyk announced the termination of his project, started in 1991, because of financial problems.

14 Vaal children to be evicted from home

CF 27/5/92

(50)

Staff Reporter:
FOURTEEN Transvaal school-children brought to Cape Town in a study project that has collapsed are to be evicted from their Mui-zenberg home as the business-
man running the scheme has not paid the deposit or the rent.

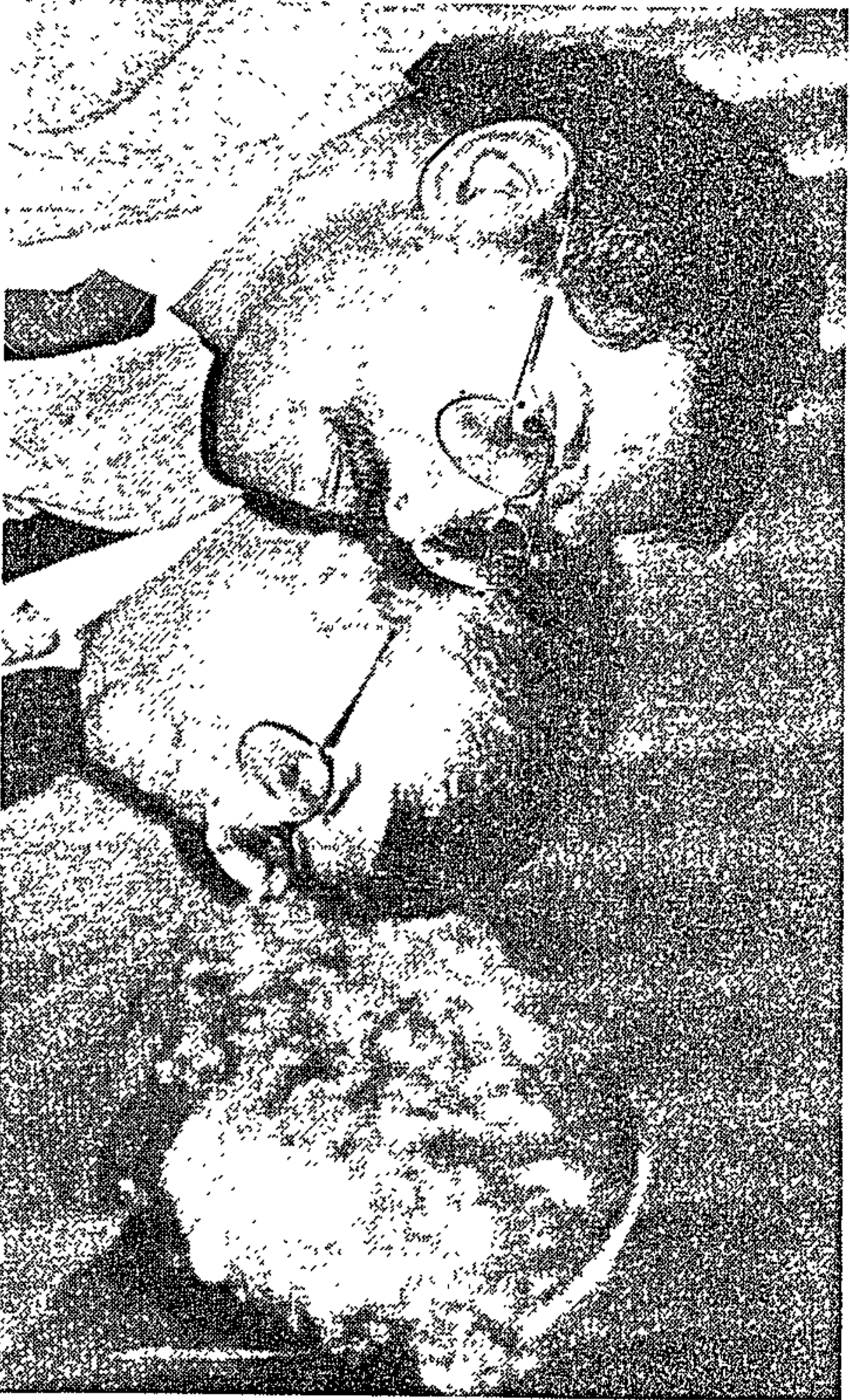
An attorney, Mr C B Niland, acting for the owner of the house, said eviction proceedings had

been started as Strandfontein-businessman Mr Anthony van Wyk, who is behind the project, had failed to pay a deposit to buy the house and later failed to pay the rent after April 8.

Mr Van Wyk said on Monday that the transfer of ownership of the house was in process, but Mr Niland said it had been cancelled.

Mr Niland said that he and a policeman had gone to the house on Saturday morning — he as a matter of courtesy to warn the children of the eviction and the policeman to investigate a complaint about noise.

Last week Mr Van Wyk announced his project, started last year, would end because of financial problems.



Richard Pillay, left, of the NUM's human resources development unit, with ANC education head John Samuel and Numsa's head of skills training Adrienne Bird at yesterday's private sector education seminar.

Education 'a priority'

By KATHRYN STRACHAN

THE problems facing education were too urgent and desperate for SA to wait for a new constitution and a new education policy, De Beers training manager John Gath-erer told a private sector education seminar yesterday.

"Responsibility rests on all stakeholders affected — the private sector, the community at large, as well as educationalists — to provide quality contributions to the education process while the interim period between negotiation and full implementation is with us," he said.

The two-day seminar, organised by human resource specialist CTU, looked at ways in which the private sector could be more closely involved with solving SA's educational problems.

ANC education head John Samuel warned that an education policy formulated by an interim government could end up with a mediocre solution.

Although all parties agreed that there had to be an urgent intervention in the "national disaster" of education, Samuel said there was no simple solution.

It would take years to restore the bankrupt education system, but in the meantime interested groups had to concentrate on reaching visible, realisable goals, he said. Samuel warned businessmen that if they were "not brave enough" to become involved in wider educational movements, ideas from initiatives such as the seminar would be "doomed to remain in the covers of the report".

Police hurt in grenade attack as violence flares

SPORADIC violence flared up on the Reef and in the Vaal Triangle yesterday when two policemen were seriously injured in a handgrenade attack and a police patrol came under heavy automatic rifle fire.

Two members of the SAP's internal stability unit were badly injured when a grenade was flung at them in Sharpeville, Witwatersrand liaison officer Capt Eugene Opperman said.

By STEPHANE BOTHMA

phone call to the news agency for recent attacks on security forces in Sebokeng and Phola Park.

Meanwhile, the Goldstone Commission has set up a one-man committee consisting of Johannesburg advocate R M Wise to investigate recent allegations by the Weekly Mail newspaper that the police

Fedhasa petitions govt over holiday

By GERALD REILLY

FEDHASA yesterday petitioned President F W de Klerk and Justice Minister Kobie Coetsee to allow retail liquor stores to open on Saturday, a public holiday.

This follows earlier letters to De Klerk and Coetsee asking that any transgressions be overlooked.

The national chairman of Fedhasa's liquor committee Len Polivnick said taking into account the accel-

erated end of the month trade and the fact that it was a Saturday, lost turnover could amount to R55m.

Home Affairs Minister Gene Louw announced earlier this month that the May 31 public holiday which falls on Sunday would be advanced to Saturday.

Polivnick said about a third of the R55m would be made up of excess duty and VAT. Government itself would lose about R20m.

He said "in hard times like the present we cannot afford to lose this kind of money and nor can the government. We also lost out on May 1."

Polivnick said he expected at least some retail liquor stores to risk the R100 fine on Saturday.

Pre-primary school age up

THE Cape Education Department plans to increase pupil numbers in pre-primary classes and to raise the age of entry to pre-primary schools. Schools that do not comply will lose state subsidies on teachers' salaries.

The new policy, announced in a circular from CED executive director Dr S Walters which was sent to schools this month, will mean that some schools may be forced either to close down classes where children are too

young for the minimum enrolment, or fund those teachers' salaries themselves.

According to the circular, posts made redundant under the new dispensation will be abolished on December 31 this year.

"With the 1993 returns and the returns for subsequent years, only five- and six-year-old pupils, that is those who turn five or six before 1 July of the year concerned, will be taken into account for the provision of staff who are

paid by the department."

Department spokesman Dr Orland Firmani said yesterday that he supposed the new dispensation was related to the severe cut-backs in education spending.

A private pre-primary school in Rosebank which has two classes — a younger and an older group — said in a letter to parents this week that the circular meant that in future the CED would pay the salary of only the teacher of the older group. — Sapa

CT 28/5/92

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Principals responsible for safety

Weekly Mail Reporter
PRINCIPALS of Model C schools will be liable for fines of up to R20 000 or two years in jail if they do not maintain safety standards on their premises.

They will now be responsible for implementing safety in terms of the Machinery and Occupational Safety Act, according to occupational safety and health consultancy National Occupational Safety Association (Nosa).

Nosa says some of the commonly identified unsafe conditions at schools include:

- Inadequately guarded wood-working machinery.
- Poor quality and condition of tools used by pupils.
- People who work with lead must be examined on a regular basis. This would apply to technical colleges and art schools where lead is used.
- Poor conditions of floors and stairways.
- Illegal electrical wiring and the unsafe condition of existing wiring.
- Lack of adequate fire-fighting equipment.
- Allowing pupils to behave in a way which endangers the health and life of fellow pupils.
- Poor control of dangerous chemicals in laboratories.

Nosa managing director Keith Anderson says that in terms of the Act the principal is given the additional responsibility of being deemed the chief executive officer. He has to ensure that safety representatives are appointed where there are more than 20 staff members. They should carry out three-monthly inspections of school premises and report all unsafe acts and conditions to the principal.

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No. 1487

29 Mei 1992

**AANSTELLING VAN LEDE VAN DIE SUID-
AFRIKAANSE SERTIFISERINGSRAAD**

1. Met die oog op die aanstelling deur my van nege persone as lede van die Suid-Afrikaanse Sertifiseringsraad bedoel in artikel 2 van die Wet op die Suid-Afrikaanse Sertifiseringsraad, 1986 (Wet No. 85 van 1986), wat na my oordeel geskik is van weë hul opvoedkundige kwalifikasies en kundigheid in sake rakende die werksaamhede van genoemde Raad, versoek ek, L. A. Pienaar, Minister van Nasionale Opvoeding, hierby kragtens artikel 4 van genoemde Wet alle liggame, verenigings of organisasies wat vir die doel van sodanige aanstellings name van persone aan my wens voor te lê, om sodanige name voor te lê op die wyse en binne die tydperk vermeld in paragraaf 2.
2. Die naam van elke persoon wat ingevolge paragraaf 1 voorgelê word, moet vergesel wees van die *curriculum vitae* van die betrokke persoon en gestuur word aan **Posbus 9128, Kaapstad, 8000**, om my nie later nie as **8 Junie 1992** te bereik.

L. A. PIENAAR,

Minister van Nasionale Opvoeding.

**DEPARTEMENT VAN STREEK- EN
GRONDSAKE**

No. 1411

29 Mei 1992

**INWERKINGTREDING VAN DIE WYSIGING VAN
BYLAE 1 BY DIE GRONDWET VAN DIE SELFREGE-
RENDE GEBIEDE, 1971 (WET No. 21 VAN 1971)**

Kragtens die bevoegdheid my verleen by artikel 37A (2) van die Grondwet van die Selfregerende Gebiede, 1971 (Wet No. 21 van 1971), bepaal ek, Jacob de Villiers, Minister van Streek- en Grondsake hierby dat items 2, 7A, 15, 20B, 30, 32B, 32C en 32D van Bylae 1 by genoemde Wet, soos onderskeidelik gewysig en ingevoeg deur Proklamasie No. 67 van 1991, op 1 Junie 1992 in werking tree in die gebied ten opsigte waarvan die KaNgwane- Wetgewende Vergadering by Proklamasie No. R. 148 van 1984 tot 'n selfregerende gebied verklaar is.

J. DE VILLIERS,

Minister van Streek- en Grondsake.

SUID-AFRIKAANSE POLISIE

No. 1495

29 Mei 1992

**WET OP SEKURITEITSBEAMPTES, 1987
(WET No. 92 VAN 1987)**

GEDRAGSKODE VIR SEKURITEITSBEAMPTES

Kragtens die bevoegdheid my verleen by artikel 19 (3) van die Wet op Sekuriteitsbeamptes, 1987 (Wet No. 92 van 1987), verklaar ek, Johannes Hendrikus Lodewyk Scheepers, Adjunkminister van Wet en Orde,

No. 1487

29 May 1992

**APPOINTMENT OF MEMBERS OF THE SOUTH
AFRICAN CERTIFICATION COUNCIL**

1. With a view to the appointment by me of nine persons as members of the South African Certification Council referred to in section 2 of the South African Certification Council Act, 1986 (Act No. 85 of 1986), who in my opinion are fit on account of their educational qualifications and expertise in matters affecting the functions of the said Council, I, L. A. Pienaar, Minister of National Education, hereby request in terms of section 4 of the said Act all bodies, societies or organisations that for the purpose of such appointments wish to submit names to me, to submit such names in the manner and within the period referred to in paragraph 2.
2. The name of each person submitted in terms of paragraph 1 must be accompanied by a *curriculum vitae* of the person concerned and must be sent to **Private Bag X9128, Cape Town, 8000**, to reach me not later than **8 June 1992**.

L. A. PIENAAR,

Minister of National Education.

**DEPARTMENT OF REGIONAL AND LAND
AFFAIRS**

No. 1411

29 May 1992

**COMMENCEMENT OF THE AMENDMENT OF
SCHEDULE 1 TO THE SELF-GOVERNING TERRI-
TORIES CONSTITUTION ACT, 1971 (ACT No. 21 OF
1971)**

Under the powers vested in me by section 37A (2) of the Self-governing Territories Constitution Act, 1971 (Act No. 21 of 1971), I, Jacob de Villiers, Minister of Regional and Land Affairs, hereby determine that items 2, 7A, 15, 20B, 30, 32B, 32C and 32D of Schedule 1 to the said Act, as amended and inserted by Proclamation 67 of 1991 respectively, shall come into operation on 1 June 1992 in the area in respect of which the KaNgwane Legislative Assembly was declared a self-governing territory by Proclamation No. R. 148 of 1984.

J. DE VILLIERS,

Minister of Regional and Land Affairs.

SOUTH AFRICAN POLICE

No. 1495

29 May 1992

**SECURITY OFFICERS ACT, 1987
(ACT No. 92 OF 1987)**

CODE OF CONDUCT FOR SECURITY OFFICERS

By virtue of the powers vested in me by section 19 (3) of the Security Officers Act, 1987 (Act No. 92 of 1987), I, Johannes Hendrikus Lodewyk Scheepers, Deputy Minister of Law and Order, acting on behalf of

A key to the Tower of Babel

Wired 29/5-4/6/92

South Africans have a hard enough time understanding each other when they speak the same tongue—but what can we do about the multiplicity of languages?

PORTIA MAURICE reports
on a vital initiative

It is likely to become more urgent to translate and interpret South Africa's languages from one to another as the effects of apartheid education wither away in generations to come.

So says Steve Marais, co-founder and employee of the Johannesburg-based Afrophone Translation Service, which celebrates its first birthday this month.

The idea sprouted last year when Marais was working for the African National Congress' department of information and publicity, answering correspondence. Many letters received requested information in Zulu, Sotho, Xhosa, Venda, Pedi, Tswana, Tsonga and Afrikaans. He and his wife, Khethiwe, who has been doing translations into Zulu and Tsonga for progressive organisations



Steve Marais ... African languages may die

for the past 10 years, decided to pursue the establishment of a translation service.

Afrophone aims to provide a coordinated service of freelance translators, editors and proofreaders in South Africa's 11 major languages and some European ones.

"As South Africa becomes more democratic, there will have to be more recognition given to people reading and writing in their own languages,"

says Marais. "There becomes a greater need for translation and interpretation also as African people become more assertive about their language rights. Before, for example, employees would just accept official translations of internal mail. Now, they say: 'If you want to communicate with us in our language you do it properly'."

The need for translation is often desperate, he says, citing a case where a Pedi copy of ANC president Nelson Mandela's Easter speech at Morija was cut into tiny snippets to share among those who laid their hands on it.

Afrophone receives requests for translations from a range of organisations including banks, the South African Communist Party and the post office.

The demand is great also because needs for translation and interpretation have been underplayed by apartheid's language policy. Indigenous languages were stifled at the expense of Afrikaans and English. In fact, says Marais, African languages may die if they are not kept alive through a literary culture.

Government language boards, says Marais, have been more concerned with linguistic purity than with pro-

moting languages. "We, on the other hand, try and use the language people speak," he says.

Research reportedly shows there are only about 50 qualified black translators in the country and most of them work as academics. Translation is a low status profession, yet one which requires skill and sensitivity. Afrophone cites a quote from African writer Ngugi wa Thiong'o to stress the point. He says: "... a translation is also in a sense an interpretation, in its choice of words."

Yet there is a dearth of training for translators and interpreters—most of what is available is in English, Afrikaans and European languages at post-graduate level. Exceptions are Wits Graduate School for Translators and Interpreters which offers Zulu and Sotho, and the University of the Western Cape, which is introducing training for community translators in Xhosa.

In June Afrophone will run its first month-long workshop for translators in Johannesburg. It hopes, in the longer term, to form an association of progressive and democratic translators. A three to six-month course, possibly affiliated to Wits University, is planned for 1993/94 for matriculants.

EDUCATION BRIEFS

w/maul 29/5-4/6/92

Businessmen urged to act

(50)

■AFRICAN National Congress education head John Samuel this week warned that education policy formulated by an interim government could end up with a mediocre solution. He told a two-day private sector seminar, hosted by human resources specialists CTU in Johannesburg, that if businessmen were "not brave enough" to become involved in wider educational movements, ideas and initiatives such as the seminar would be "doomed to remain in the covers of the report".

A GROUP OF visiting Swedish writers have found many similarities between South Africa and their country, strange as it may seem, and are looking forward to a continuing exchange of ideas and experiences.

During their tour of the country, hosted by the Congress of South African Writers (Cosaw), they visited townships in the Transvaal, Free State and the Cape as well as urban areas, speaking to a wide range of cultural organisations and attending workshops.

Gunilla Lundgren, a children's book writer, said both Sweden and South Africa are multi-lingual and multi-cultural.

"Where I stay over 100 different languages are spoken because we have refugees from all over the world."

It is a changing population, ini-

One person, one story

South 30/5 - 3/6/92

50

tally with many Latin Americans and Eritreans and, more recently, Iraqis, Kurds and Yugoslavians. Although some refugees do leave, many stay because they have no place to go back to.

These people have to be included in the literature of the place they live in, believes Lundgren. Most literature is written by and is about the professional classes. Although the refugees may have been professionals in their home countries, they become working class in Sweden.

Lundgren has been involved in compiling a history book written by the children of the area she lives in. It is a lively book, translated into 24 languages, filled with drawings, photographs and interviews with the residents.

A Ugandan girl, for instance, tells her story. The Turkish man who owns a pizzeria tells a young interviewer his story.

In her town, which has become known for its violence and drug problems, books such as these show there are positive aspects, and give other Swedes a glimpse into lives they may have been unaware of. It also allows people to reclaim their history.

The right to write one's own history was the motivating factor behind a project run by Benkt-Erik Hedin, poet and vice-president of the Swedish Writers' Union.

He is part of what he calls a "small" organisation of about 800 people who have storytelling sessions, in which they mostly tell

their own stories.

"These taped stories are carefully written up by professional writers in a way that captures the voice and tone of the storyteller. Over the past 10 years, 45 books have been published."

Although Sweden doesn't have a problem with illiteracy, most people are more comfortable expressing themselves through the spoken rather than the written word. These "storytelling cafes" try to fill this gap in the Swedish literary experience.

"For the first time in their lives," says Hedin, "they are saying something, telling their stories and not being interrupted. People are writing their only book — the book of their life."

"It's a liberating work, it has a therapeutic effect."

Seeing every person's story as important has a powerful impact on democracy, adds Goran Palm, a luxuriantly-bearded poet and prose writer.

"It encourages people to realise that every person has something to say. It adds to their own self-respect. If no one listens it will have a bad impact on democratic society."

South Africans, Palm says, have also discovered their right to write their own history.

"Writers in South Africa are not only saying what has to be said, but they are saying that if they tell the truth, someone will listen and you will be able to change something."

"It's not only fine poets who can write. Everyone in the townships has something to say, and this strengthens the political force."

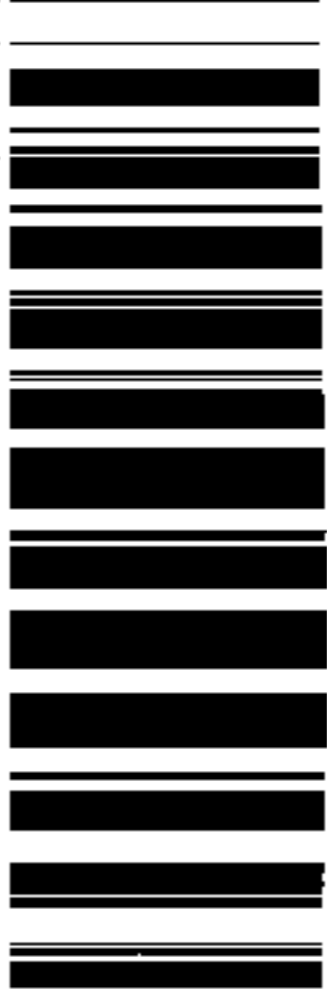
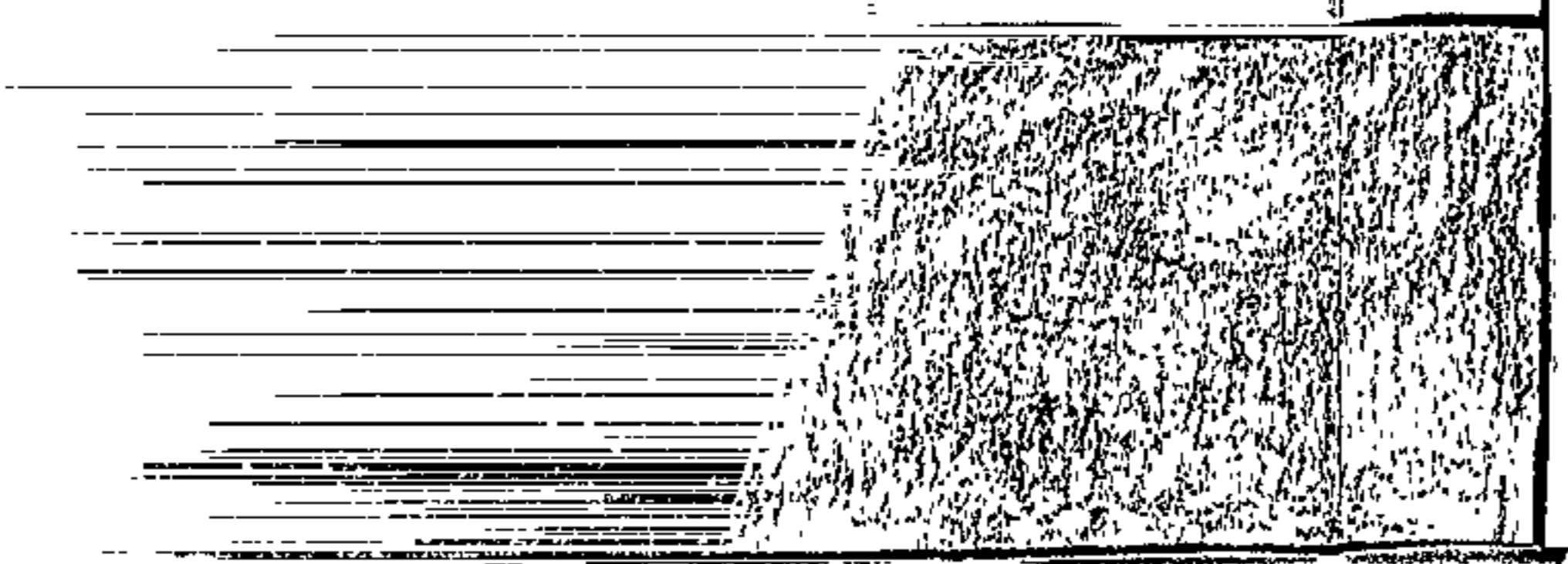
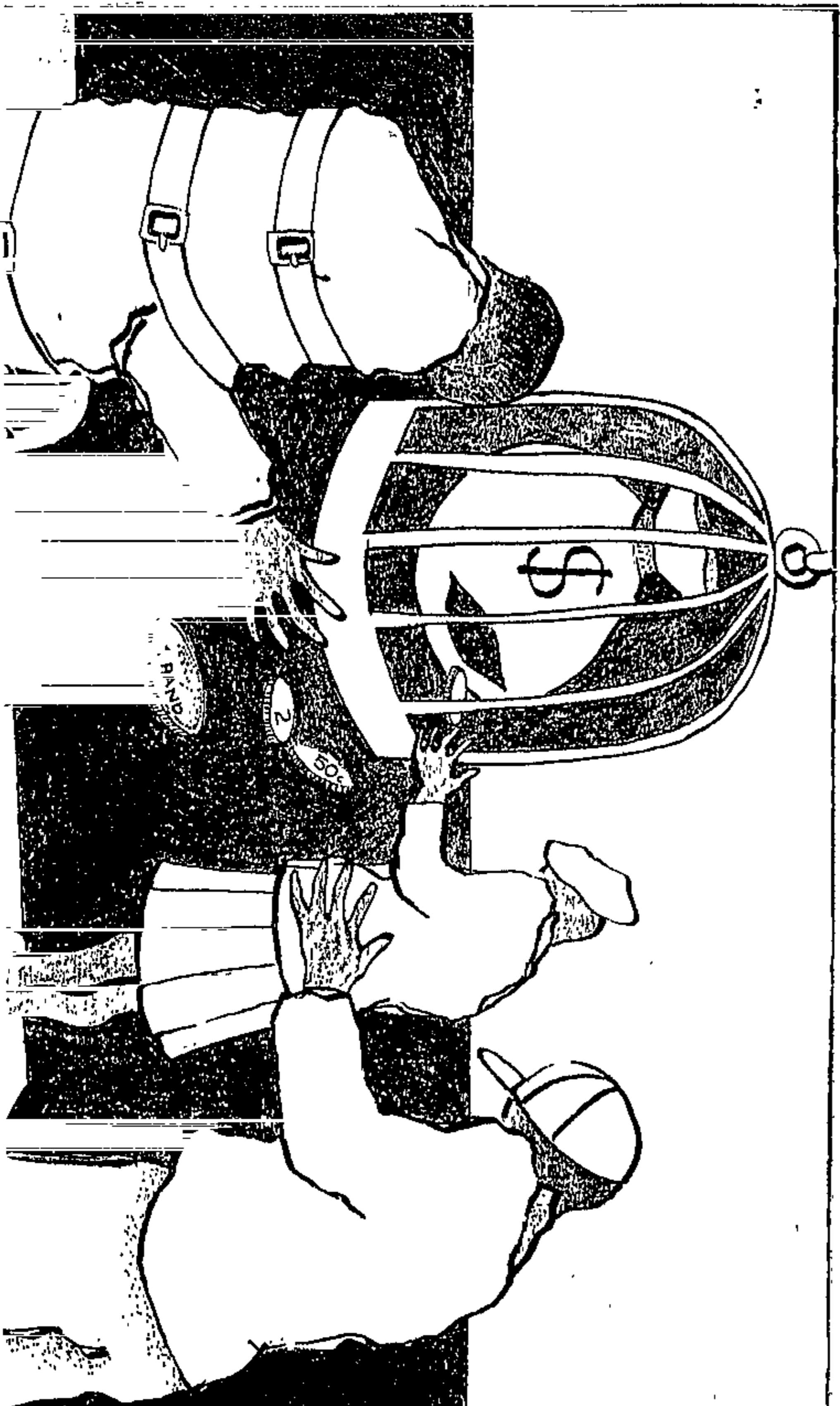
MICHELLE SAFFER

May 30 to June 3 1992

May 30 to June 3 1992

FEATURE SOUTH 17

Free and compulsory — bout who will foot the bill?



A future democratic government which aims to improve on the provision of education, health and other social services may find that the will to do so is strong, but the money is lacking. Financial journalist **Lynda Loxton** reports on this dilemma in the fourth of a six part series:

ONE OF THE most daunting challenges that will face a democratic South Africa will be to catch up on the huge education backlog.

Education policy structures are researching the best policies to cater for the needs of a new South Africa.

However, the success of those policies will depend on the new government sustaining economic growth.

The reason is simple — education is expensive. The government set aside R19 billion this year for the education bill and that will still not meet all the needs or ensure equality.

The ANC is vague on how it plans to fund education, but it believes government has the central responsibility to provide education and training.

Inequalities

According to ANC guidelines, "only the state is in a position to ensure that the present inequalities are redressed. More generally, given the importance of education for social and economic development, its provision cannot be left to the vicissitudes of the market as has been the case with industrial training in the past."

But the ANC recognises that the private sector, non-governmental organisations and the community have an important role to play in the provision of education and training.

"In fact, we believe employers have the prime responsibility for the provision of adult basic education for those in their employ. Where non-state agencies do provide education and training, the state should ensure that this is undertaken within the framework of national educational policies and principles," says the ANC.

So far, so good. Even the World Bank would agree with this kind of thinking and has gone on record to say increased investment in education can accelerate growth in several ways.

Productive

For example, educated farmers are more productive, while a mother's education increases the chances of a child's survival.

But to what extent is the state responsible for education?

The ANC says it is committed to:

- The provision of free and compulsory education for all up to junior secondary level, or a minimum of 10 years junior education (seven years of primary and three years of junior secondary education).
- Expanding the provision of education to senior secondary and tertiary levels, if funds are available.
- The development and provision of adult basic education to a level equivalent to 10 years of formal schooling.

However, the World Bank says cost-benefit studies in 16 African countries over the last decade suggest that the social rates of return on investment are 26 percent for primary, 17 percent for secondary and 13 percent for higher education.

Because returns on investment are higher for primary education, developing countries are encouraged to provide this free. They are encouraged to charge fees for more expensive secondary and tertiary education to keep costs under control.

'In the short term, it will not be possible to raise the quantity and quality of primary and secondary black education to the same level enjoyed by whites'

Peter Moll South 30/5 - 3/6/92

Representatives from developing countries who recently attended an education workshop at the Centre for Adult and Continuing Education at UWC confirmed this was the norm in their countries.

However, Ms Tahera Yasmin of Bangladesh said many children of secondary school-going age were forced to go out and work to supplement family incomes because of the poor economy. It was only the relatively well-off who wanted to send their children to secondary school and could afford the fees.

Freedom

The challenge for a new government will be to shape a growing economy that will allow its people the economic freedom to afford to send their children to school.

Phumzile Ngcuka, who is the director of the World University Service (South Africa) and closely involved with formulating ANC education policy, says a reason for taking free and compulsory education up to Standard 8 is South Africa's huge human resource need.

He says literate and skilled people are in short supply in most areas of the economy. A massive effort will be needed to reach the backlog of people who have had no access to education.

Economist Mr Peter Moll has warned: "In the short term, it will not be possible to raise the quantity and quality of primary and secondary black education to the same level enjoyed by whites". So will South Africa's human resource needs be met?

In the long term, as the country grows richer, "it will be possible to emulate some of the rich, industrial countries which have universal free and high-quality education at primary and secondary levels", says Moll.

Resources

The reason boils down to economics again. Moll says rich Western countries spend between five and eight percent of their gross national product (GNP) on education. South Africa could spend about three percent of GNP on education without directing resources away from other sectors or having to borrow much.

This means the education budget will probably have to remain the same as now, but be distributed differently to benefit more people. This will mean an "equalisation down" rather than an "equalisation up", with blacks benefiting most and whites and Asians losing and coloureds staying at the same level, says Moll.

"People who want better quality than this, especially white and black middle-class people, will probably have to resort to the market and bear the full costs," he says.

Professor Lieb Loots of UWC does not believe that there need necessarily

be a drastic equalisation down.

He says that even if education spending stayed at 20 percent of the total budget, the result of that spending could be more effective. This would result if there was better management, user charges for people who can afford them, goal setting and performance audits.

Spends

For example, the House of Delegates receives and spends 60 percent of what its white counterpart spends on education — and gets better matric results.

"So, if this is applied across the board, and there is one integrated department, that will make a huge difference. The emphasis now is also on upgrading teachers, but, at a fraction of the cost, government can do more to improve education if it just ensured that schools are functioning, have books, desks etc," says Loots.

The World Bank also argues quality is as important as quantity. To be valuable, the provision of universal primary education should be backed up by relevant educational materials, better teachers, the use of the vernacular and a special emphasis on closing the gender gap in education.

This is because the cost of improved education can only be sustained if there is greater efficiency, there is economic growth (of at least four percent) and substantial community involvement (in the building of schools, sharing costs etc.).

For higher education to benefit a country, the World Bank believes governments have to ensure that the people trained to become doctors, technicians and scientists stay in the country. Many developing countries have experienced a debilitating brain drain because they are unable to pay their professionals well — again a function of weak economics.

The ANC agrees that teacher training and the upgrading of teacher skills needs special attention.

Because the ANC is committed to democratic participation in the development of policy and the management of education, a balance will be struck between the role of the state and regional and local authorities.

The state will finance education, develop national curricula and develop and maintain national standards. Regional and local authorities will manage education from day to day.

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Schools' safety decision boost for security firms

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THE services of safety and security consultants will get a boost following a warning from the National Occupational Safety Association (NOSA) that principals of Model C schools who fail to adopt adequate safety precautions at their schools could face fines of up to R20 000 and two years in jail.

The warning is far reaching, as from the beginning of April this year all government (House of Assembly) schools — preprimary, primary and high schools — automatically became Model C schools unless they decided otherwise.

Principals of Model C schools are responsible for implementing safety in terms of the MOS Act (Machinery and Occupation Safety Act), and under this Act the principal is given the additional responsibility of being regarded as the chief executive officer.

In this capacity he must appoint a safety representative where there are 20 or more staff members, and where there are more than 50 staff members an additional safety representative must be appointed.

These safety representatives must carry out a three-monthly inspection of the school premises and grounds

(some parts could require a monthly inspection) and report all unsafe acts and conditions to the principal.

These unsafe conditions include:

- Inadequately-guarded woodworking machinery.
- Poor quality and condition of tools used by pupils.
- People who work with lead must be examined on a regular basis. This would apply to technical colleges and art schools where lead is used.
- Poor condition of floors and staircases.
- Illegal electrical wiring and the unsafe condition of existing wiring.
- Lack of adequate fire-fighting equipment.
- Poor control of dangerous chemicals in laboratories.

An "unsafe act" would be where the principal allowed pupils to behave in a way as to endanger the health and life of fellow pupils.

NOSA managing director Keith Anderson said the MOS Act also applied to universities and technikons and had serious implications for principals and heads of these organisations.

"If the principal fails to act on any of

the safety representatives or safety committee findings, and any person — albeit a pupil, visitor or staff member — is injured because of his failure to heed these recommendations, he will be guilty of an offence and could face a maximum of two years in jail or a R20 000 fine, or both."

He said the key to addressing the requirements of the MOS Act was in the training of those involved in implementing safety and security.

"We offer a full range of courses from the training of the safety representatives to those who need the highest qualifications in the safety field," said Mr Anderson.

Safety and security companies in the Western Cape said they were ready to help school safety representatives locate and rectify unsafe conditions.

"We have had plenty of experience tracking these conditions in factories and offices," said one consultant.

"We are used to dealing with unsafe machinery, tools, floors and wiring and helping management to rectify them. Now we can apply our expertise to educational institutions."